

The Effectiveness of the Baamboozle Game Strategy on Vocabulary Mastery among Seventh-Grade Students of MTs Al-Mujahidin 1 Samarinda

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Abstract

This research aimed to examine whether the Baamboozle game strategy is effective on the vocabulary mastery among seventh-grade students of MTs. Al-Mujahidin 1 Samarinda in academic year 2025/2026. This research employed a quantitative experimental design. The population consisted of seventh-grade students of MTs. Al-Mujahidin 1 Samarinda. The sample was divided into two classes, namely class VII-B as the experimental class and class VII-A as the control class. Each class consisted of 16 students. The instrument used in this research was a test in the form of multiple-choice questions administered through pre-test and post-test. The data were analyzed using the normality test, homogeneity test, and hypothesis test (independent sample t-test) to determine whether there was a significant difference between both classes. The finding showed that the mean score of the experimental class in the pre-test was 44.75 and increased to 72.50 in the post-test. Meanwhile, the control class obtained a pre-test mean score of 55.00 and the post-test mean score of 63.25. The result of the independent sample t-test showed a significance value of 0.037, which is lower than 0.05. Therefore, the H₀ was rejected and H_a was accepted. It indicated that the use of the Baamboozle game strategy had a statistically significant effect on the vocabulary mastery among seventh-grade students of MTs. Al-Mujahidin 1 Samarinda in academic year 2025/2026.

Keywords: Effectiveness, Baamboozle Game, Vocabulary Mastery.

INTRODUCTION

Vocabulary mastery is one of the fundamental components in learning English because it serves as the basis for developing the four language skills (Suryanto et al., 2021). A limited vocabulary may hinder learners from understanding texts, expressing ideas, and comprehending spoken language effectively (Zeng et al., 2025). However, vocabulary learning is still considered challenged because learners often experience difficulties in memorizing new words and maintaining motivation during the learning process (Telaumbanua et al., 2024). As a result, their capacity to comprehend and use English thoroughly remains limited. Therefore, appropriate and engaging learning strategies are needed to support vocabulary mastery more effectively.

In the contemporary educational landscape, technological developments have encouraged teachers to implement more innovative and interactive teaching methods (Zou et al., 2025). Conventional teaching techniques are gradually being integrated with digital learning platforms to create more engaging classroom activities (Sinaga et al., 2024). Teachers can use a method known as Game-Based Learning (GBL), which utilizes game elements such as challenges, rewards, and

competition to increase student engagement and retention (Jihan & Maharsi, 2024). Learning through games encourages interaction, cooperation, and teamwork (Rahman, 2022).

One of the digital platforms that supports the implementation of Game-Based Learning (GBL) is Baamboozle, a quiz-based platform designed to create a more engaging and interactive learning environment (Alawiyah, 2025). The platform is adaptable and suitable for both online and offline classroom teaching (Krisbiantoro, 2020). Therefore, the use of Baamboozle can become a creative way to enhance vocabulary mastery, reduce learning boredom, and encourage active classroom participation.

Several previous studies have investigated the use of Baamboozle in English language learning. Previous research found that Baamboozle effectively increased students' motivation and created a more enjoyable learning process (Gurning, 2024). Similarly, the use of Baamboozle was reported to improve students' academic achievement in English subjects (Susanti et al., 2024). In addition, the implementation of Baamboozle as an evaluation medium positively affected students' English learning outcomes and increased classroom engagement (Murti et al., 2023). These findings indicate that Baamboozle has potential benefits in supporting English learning activities.

However, previous studies have mainly focused on students' motivation and general English achievement rather than specifically examining vocabulary mastery. Thus, limited studies have examined the effectiveness of the Baamboozle game strategy on vocabulary mastery among junior high school students. This issue is particularly important because vocabulary mastery serves as the foundation for developing other English language skills. Furthermore, learning activities at MTs Al-Mujahidin 1 Samarinda still rely heavily on textbooks and have not fully utilized interactive learning media in classroom instruction. Therefore, further research is needed to investigate whether the implementation of the Baamboozle game strategy can effectively improve students' vocabulary mastery.

METHOD

This study employed a quantitative approach with a quasi-experimental design involving an experimental group and a control group. The study was conducted at MTs Al-Mujahidin 1 Samarinda in the academic year 2025/2026 to examine the effectiveness of the Baamboozle game strategy on students' vocabulary mastery. The population of this study consisted of all seventh-grade students at MTs Al-Mujahidin 1 Samarinda, totaling 32 students. The sample was selected using purposive sampling because the researcher specifically chose the two available seventh-grade classes that were considered suitable for the research objectives. Class VII-B was assigned as the experimental group

and class VII-A was assigned as the control group, with 16 students in each class. The experimental group received treatment using the Baamboozle game strategy, while the control group was taught using conventional teaching methods.

The instrument used in this study was a vocabulary test consisting of 25 multiple-choice questions administered through pre-test and post-test to measure students' vocabulary mastery before and after the treatment. Data were collected through three stages, namely pre-test, treatment, and post-test. The collected data were analyzed quantitatively using SPSS version 25. Before testing the hypothesis, validity and reliability tests were conducted to ensure the quality of instrument. Furthermore, normality and homogeneity tests were conducted before the hypothesis testing to ensure that the data met the required assumptions. The hypothesis was tested using an independent sample t-test to determine whether there was a significant difference between the experimental and control groups.

RESULTS

In order to assess whether there was a significant improvement in students' vocabulary mastery after the treatment was implemented, the pre-test and post-test scores of both the experimental and control classes were analyzed. The data were first described using descriptive statistics. The results are presented as follows:

Table 1. Descriptive Statistics

	N	Range	Min	Max	Mean	Std. Deviation
Pre-test Control	16	48	32	80	55.00	14.569
Post-test Control	16	44	44	88	63.25	13.163
Pre-test Experiment	16	40	28	68	44.75	12.583
Post-test Experiment	16	36	56	92	72.50	10.621
Valid N (listwise)	16					

The descriptive statistics showed that the control class obtained a mean score of 55.00 in the pre-test and increased to 63.25 in the post-test. Meanwhile, the experimental class improved from 44.75 in the pre-test to 72.50 in the post-test. The minimum and maximum scores in both classes also increased after the learning process. However, the improvement in the experimental class was higher than that of the control class, indicating that the use of the Baamboozle game strategy contributed positively to students' vocabulary mastery.

Before conducting further statistical analysis, it was necessary to examine whether the distribution of the data met the assumption of normality. The data were considered normal if the

significance value was greater than 0.05. The results obtained from the normality test are presented below:

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Control	.160	16	.200*	.940	16	.349
Post-test Control	.209	16	.060	.929	16	.232
Pre-test Experiment	.211	16	.055	.910	16	.118
Post-test Experiment	.163	16	.200*	.937	16	.316

The results of the normality test showed that the significance values of the pre-test and post-test scores in both classes were greater than 0.05. The pre-test of the control class obtained a significance value of 0.349, while the post-test was 0.232. In the experimental class, the pre-test significance value was 0.118 and the post-test was 0.316. Since all significance values were higher than 0.05, it can be concluded that the data were normally distributed.

After confirming that the data is normally distributed, further analysis is conducted to examine whether the variances of the experimental group and the control group are the same. The data were considered homogeneous if the significance value was greater than 0.05. The results obtained from the homogeneity test are presented below:

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.193	1	30	.283
	Based on Median	1.141	1	30	.294
	Based on Median and with adjusted df	1.141	1	29.294	.294
	Based on trimmed mean	1.220	1	30	.278

Based on the result of Levene's Test, the significance values of all data were higher than 0.05. It indicates that there was no significant difference in variance between the groups. Therefore, the data were homogeneous and fulfilled the assumption for conducting the hypothesis test.

The hypothesis testing aimed to determine whether there was a significant difference between the students who were taught using the treatment and those who were taught using the conventional method. The decision of hypothesis testing was based on the level of significance. If the significance value (Sig. 2-tailed) is less than 0.05, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. Conversely, if the significance value is greater than 0.05, the null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected.

Table 4. Hypothesis Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
Score	Equal variances assumed	1.193	.283	- 2.188	30	.037	-9.250	4.228	-17.885	-.615
	Equal variances not assumed			- 2.188	28.717	.037	-9.250	4.228	-17.902	-.598

Based on the results of the Independent Sample T-Test shows that the Sig. (2-tailed) value is 0.037, which is lower than 0.05. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. The general overview of the data distribution in each group is as follows:

Table 5. Group Statistics

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Score	PostTest Control	16	63.25	13.163	3.291
	PostTest Experiment	16	72.50	10.621	2.655

The group statistics show that the experimental class obtained a higher mean score than the control class in the post-test. The experimental group achieved a mean score of 72.50, while the control group obtained 63.25. This indicates that students who were taught using the Baamboozle game strategy demonstrated better vocabulary performance compared to those who received conventional instruction, suggesting that the implementation of the Baamboozle game strategy had a meaningful effect on students' vocabulary mastery.

DISCUSSION

Based on the findings of this research, the pre-test results showed that the control class obtained a mean score of 55.00 while the experimental class obtained a mean score of 44.75, indicating that the experimental group started with lower vocabulary mastery. After the treatment, both groups showed improvement in the post-test results. However, the experimental class achieved

a higher mean score of 72.50 compared to 63.25 in the control class. This result indicates that the use of the Baamboozle game strategy contributed to greater improvement in students' vocabulary mastery.

The findings of this research support Nation's theory of vocabulary mastery, which emphasizes that vocabulary learning involves understanding word meaning and using words appropriately in context (Nation, 2006). Through the Baamboozle game strategy, students were encouraged to interact with words actively through contextual and interactive activities rather than relying only on memorization. The findings also align with Schmitt's theory, which highlights the importance of repeated exposure and meaningful interaction in strengthening vocabulary knowledge (Schmitt, 2008). The interactive and collaborative nature of Baamboozle provided students with opportunities to practice vocabulary repeatedly in an enjoyable learning environment.

This finding is consistent with previous studies conducted by Aryansyah (2024), which reported that the use of Baamboozle significantly improved students' vocabulary mastery and created a more engaging classroom environment. Similarly, Walidaina et al. (2024) found that the implementation of Baamboozle encouraged active participation and positive classroom interaction during the learning process. In addition, Vasya et al. (2025) concluded that the use of Baamboozle provide significant benefits in English learning by creating a more adaptive and supportive learning environment. These previous findings support the present research and indicate that Baamboozle can serve as an effective instructional strategy for improving students' vocabulary mastery at the junior high school level.

CONCLUSION

The findings revealed a statistically significant effect of the Baamboozle game strategy on students' vocabulary mastery. The independent sample t-test showed a significance value (Sig. 2-tailed) of 0.037, which is lower than 0.05, indicating a significant difference between the experimental and control groups after the treatment. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The experimental group demonstrated greater improvement than the control group, suggesting that the Baamboozle game strategy positively contributes to students' vocabulary mastery among seventh-grade students of MTs. Al-Mujahidin 1 Samarinda in the academic year 2025/2026.

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