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The Effect of Baamboozle Games on the Vocabulary of Seventh-Grade Students at SMP 1 Mappasunggu

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Abstract

This research sought to evaluate the impact of utilizing Baamboozle games on the vocabulary proficiency of seventh-grade learners at SMP N 1 Mappasunggu. The researcher utilized a pre-experimental approach with a single-group pre-test and post-test framework. The population included 131 students in seventh grade, whereas the sample consisted of 20 students from class V. B, chosen via purposive sampling. The vocabulary test was the research instrument given prior to and following the treatment. Based on the results, the data showed that there was a significant difference between the pre-test and post-test of the students using Baamboozle games. The students were very happy studying vocabulary by following the Baamboozle games. Besides that, they enjoyed studying and were actively learning and discussing vocabulary and creatively following the subject with their friends in the class. The data analysis employed descriptive and inferential statistics, featuring a normality test, paired sample t-test, and regression analysis facilitated by SPSS. The result indicated that the average score before the test rose from 65.90 to 72.15 after the test. The paired sample t-test revealed a significance value of 0.000 < 0.05, suggesting that Baamboozle games significantly impacted students' vocabulary mastery.

Keywords

Baamboozle games; vocabulary mastery; games-based learning; pre-experimental

1. Introduction

Vocabulary is one of the fundamental components of language learning that plays a special role in supporting the development of all language skills. A sufficient vocabulary allows students to comprehend meaning and listening activities as well as to express their ideas clearly through speaking and writing. Without adequate vocabulary mastery, students often struggle to understand learning materials and to communicate effectively in various contexts. Therefore, vocabulary serves as the essential foundation that every language learner must acquire, as the quality of an individual's language proficiency is closely related to how they can recognize, understand, and use vocabulary appropriately in different communicative situations.

Vocabulary acquisition and retention are the major pillars of language mastery that affect reading understanding, writing quality, and total communicative skill (Tiansoodeenon, Kaewrattanapat, & Meeporm, 2023). Around the world, teachers are always looking for new creative ways to teach vocabulary, especially in connection with the very mixed classrooms and changing world of digital learning. The problem is to move from traditional

memorization to methods that develop insight and mastery, which is a major requirement, taking into account the fast forgetting curve tied to vocabulary learning.

Previous research by Mawarni and Susanto (2021) on the use of Kahoot said that students have explored learning strategies carefully. Purba and Sirait (2024), by using Quizizz-based learning, have explored learning strategies involving games, technology, and contextualized learning. Wulandari, Susanto, and Hawa (2024) showed that Baamboozle increased students' enthusiasm, engagement, and interest, and helped them understand and remember new vocabulary through interactive activities.

In Indonesia education system, the teaching of English vocabulary is still a major topic of discussion (Sudarmab, Sunarti, & Hapsari, 2022). Although various curriculum designs and teaching methods have been implemented in the learning process, many students still experience difficulties in remembering new vocabulary. This limitation directly affects their ability to comprehend vocabulary based on English materials and to use the words accurately in sentences. The problem becomes more serious because students have limited opportunities to practice using English vocabulary outside the classroom. Furthermore, the traditional methods commonly used in teaching vocabulary, such as memorizing word lists without meaningful context and completing repetitive, monotonous exercises, tend to be less engaging for students and are often ineffective in supporting long-term vocabulary mastery. As a result, students struggle to develop a solid vocabulary foundation, which is essential for successful language learning.

Previous research, such as Mawarni and Susanto (2021) on the use of Kahoot and Pavita and Nirmala (2021) on quiz-based learning, has explored vocabulary learning strategies involving games, technology, and contextualized learning. However, studies that specifically examine the effectiveness of gaming platforms as instructional media in the Indonesian context, particularly at the junior high school level, are still limited. All these studies have shown positive effects of game-based learning on vocabulary acquisition; however, the overarching question is about the mastery of vocabulary acquired over a longer period through this method.

This research aims to fill this gap by examining the effect of Baamboozle games on vocabulary mastery among seventh-grade students at SMPN 1 Mappasunggu. By focusing on a specific group and utilizing an accessible and engaging platform, this research seeks to provide empirical evidence regarding the effectiveness of game-based learning in promoting sustained vocabulary mastery. The findings are expected to contribute to the existing body of knowledge and offer practical insights into the implementation of game-based learning in the Indonesian educational context.

1.1 Method of the Research

In this research, the researcher applied a pre-experimental research. It includes a pre-test, treatment, and post-test. The pre-test was done first to assess the students' prior knowledge of vocabulary mastery. The treatment is the implementation of using Baamboozle games in teaching vocabulary for 4 meetings. The post-test was done to assess the students' vocabulary mastery using Baamboozle games.

The objective of this research is to examine the significant effect of using Baamboozle games on the vocabulary mastery of seventh-grade students at SMPN 1 Mappasunggu. This study will investigate the effect of using Baamboozle games as a digital learning tool in vocabulary learning.

1.2 Significance of the Research

Theoretically, this research is expected to contribute to the development of theoretical studies in English vocabulary learning, particularly those related to the use of Baamboozle games in the learning process. The results of this study are expected to enrich the literature discussing the effectiveness of game-based learning media, especially the Baamboozle games, in improving the vocabulary mastery of junior high school students.

It aligns with the growing theoretical framework that combines constructivist learning theory and digital pedagogy, highlighting that students learn better when they are actively involved and find enjoyment in the learning experience. By examining the impact of the interactive aspects of Boombaazle Games on students' vocabulary, this research seeks to refine existing theories related to motivation, engagement, and memory reinforcement in language learning.

The findings of this research are anticipated to offer useful insights and applications for various stakeholders in the education sector, particularly in English language teaching.

1.3 Previous Research Findings

Walidaina, Fadhilawati, and Sutanti (2024) indicated that Baamboozle effectively improved students' vocabulary learning and mastery. This study is similar to the present research in that both use Baamboozle and involve seventh-grade students. However, Wlidaina et al. did not examine long-term vocabulary mastery through delayed posttests. Therefore, the present study extends this research by focusing on vocabulary mastery as the main variable of interest.

Ningsih and Sujarwati (2025) conducted a study entitled "The effectiveness of Gamification in teaching vocabulary to young learners". This literature review examined how Gamification supports vocabulary learning, showing that features such as points, badges, and leaderboards can enhance students' vocabulary mastery, engagement, and motivation. The study also emphasized the importance of continuous exposure and active participation for long-term vocabulary retention. Although it was not an experimental study, it provides theoretical support for the present research. Building on this framework, the current study applies a specific gamified platform, Baamboozle, in an experimental setting to examine its effect on students' vocabulary mastery.

Chen (2025) explored how gamification supports vocabulary retention through motivation, repeated exposure, and emotional engagement. The findings indicated that gamified learning can enhance long-term vocabulary mastery. While this study supports the use of gamification in vocabulary learning, it focused on theoretical analysis and primary school learners in China. In contrast, the present study empirically examines the use of Baamboozle games to improve vocabulary mastery among Indonesian junior high school students.

Vocabulary refers to the range of words that a person knows and uses in a language. It is a key component of communication, allowing individuals to convey their thoughts, ideas, feelings, and information. Vocabulary consists of both the words that a person actively employs in speaking and writing and those they recognize and understand but seldom use. More generally, vocabulary can denote the collection of words used within a language, by a specific group, or in a particular area of knowledge. Learning vocabulary effectively involves understanding the pronunciation, meaning, and correct usage of words, which is crucial for comprehension and communication skills.

According to Tiansoodeenon et al. (2023), it is the collection of words and their definition that a person is familiar with and employs in conversation is referred to as their vocabulary. It is essential for learning a language, communicating effectively, and understanding it. People can communicate their emotions, comprehend others, and interact more fully with the language they are learning when they have a large vocabulary.

Game-based learning is an approach rooted in playful learning, which is a learning strategy that utilizes creative, enjoyable, and engaging activities to foster positive emotions and enhance the learning process (Handel et al., 2023). According to Chen (2025), Game-based learning can be understood as a learning process that integrates game elements such as challenges, stories, levels, point systems, and digital interactions to make learning activities more interesting, interactive, and meaningful.

Baamboozle is a game-based quiz platform that allows teachers to create and deliver interactive quizzes online. This platform provides various question formats such as multiple choice, short answer, true or false, and open-ended questions that can be used in English language learning. According to Murti et al. (2023), Baamboozle is a digital assessment tool designed to increase students' engagement through competition, team games, and immediate feedback.

In addition, Tanjung and Daulay (2025) emphasize that Baamboozle is an educational game specially designed to make it easier for teachers to present vocabulary exercises in a fun, interactive, and easy to use, both in face-to-face and online learning.

The use of Baamboozle in learning requires systematic steps so that learning objectives can be achieved optimally. Based on the guidelines for using the Baamboozle game in the research by Sunardi (2025), the steps for using Baamboozle in the classroom are as follows:

1. Preparing quiz content;
2. Setting the game mode;
3. Conducting quizzes in class;
4. Providing feedback and explanation;
5. Reinforcement.

According to Murti (2023) said that Baamboozle can increase students' motivation and participation, as the

elements of competition and play encourage students to actively answer questions. Sunardi et al. (2025) found that Baamboozle can make students more enthusiastic and confident in learning new vocabulary, especially because they feel they are learning in a fun game environment.

Tanjung and Daulay (2025) also reported that students rate Baamboozle as a medium that helps them understand and remember vocabulary more easily. The game process, which involves repetition and active participation, allows students to strengthen their memory connections to new words. Baamboozle also supports social interaction and teamwork, making the learning process more communicative and contextual.

2. Research Method

This research used a quantitative method with a pre-experimental design. The design of this research consisted of three steps, they pre-test, treatment, and post-test, as follows:

Pre-test	Treatment	Post-test
O1	>>>>>>>>>>>>>>>>>X	>>>>>>>>>>>>>>>>>>>>>>>>O2

There are two variables, namely the independent and dependent variables. The population of this research is all seventh-grade students at SMPN 1 Mapasunggu in the academic year 2025/2026, which consists of 5 classes: VII A, VII B, VII C, VII D, and VII E, with a total population of 131 students.

The researcher chose Class C as a sample that consists of 20 students. The researcher chose this class because, based on observations and interviews conducted with teachers, the researcher found that students in this class had poor vocabulary skills and difficulty remembering new words. The researcher used the Baamboozle Game as a tool to support students' vocabulary mastery.

In collecting the data, the researcher used the procedures as follows:

1. A pre-test was given to the students about vocabulary;
2. Treatment was given for four meetings using the Baamboozle game;
3. After the treatment, the students were given a post-test to assess their mastery of vocabulary.

3. Findings and Discussion

This chapter particularly presents the findings and the discussion. The findings present the results:

Scores in both the pre-test and post-test show the students' results. The discussion presents the results of the findings.

The result of the students' pre-test was very low. The researcher found that the difference between the pre-test and post-test was -6.250, with a standard deviation of 5.087 and a standard error of the mean scores were 1.138. The negative value of the mean difference indicated that the post-test scores were higher than the pre-test scores, suggesting an improvement in learning outcomes following the intervention. The result of the paired-samples t-test showed a t-value of -5.494 with 19 degrees of freedom (df) and a significance level (Sig., 2-tailed) of o.000. Since the significance difference between the pre-test and post-test scores. Thus, the treatment administered has a significant effect on improving students' learning outcomes.

Based on the results, the use of Baamboozle Games significantly improved students' vocabulary mastery. The result of the paired samples t-test showed a significance value of $p > 0.005$, indicating a statistically significant difference in students' vocabulary mastery before and after the intervention. Therefore, the null hypothesis (H0) was rejected, and the alternative hypothesis (Hi) was accepted, meaning that the use of Baamboozle games had a significant effect on students' vocabulary. The implementation of Baamboozle games consisted of 3 sessions using interactive quizzes, group discussions, material review, and immediate feedback.

3.1 First Session: Classroom Objects

The researcher introduced vocabulary related to classroom objects such as book or chair through Baamboozle games. They were divided into several groups and participated in an interactive quiz to identify nouns and verbs related to classroom activities. At first, the students found it difficult to remember and distinguish the vocabulary, but the game activities helped the students become more active, enthusiastic, and interested in learning the vocabulary.

3.2 Second Session: Daily Activities

Students took a Baaboozle quiz containing activities such as read study and read and write. Through word-matching activities, sentence completion, and group discussions, students were able to understand the meanings and usage of the vocabulary more easily. The students were more confident and active in answering questions.

3.3 Third Session: Hobbies i

In this activity, students were asked to construct simple sentences about swimming and identify word types and use vocabulary in the appropriate context. Compared to the previous session, students showed improvement in reading vocabulary, using words in sentences, and actively participating during the learning process. The research results showed improvement in vocabulary mastery. Students became better able to identify, understand, recall, pronounce, and use English vocabulary correctly.

4. Conclusion and Suggestions

Based on the statistical data showed an improvement in students' post-test results compared to pre-test results. After using Baamboozle games, the students' vocabulary mastery was improved in all aspects of vocabulary mastery, such as word meaning, word use in sentences, and pronunciation.

4.1 Conclusion

The results of statistical analysis indicate a significant difference between students' pre-test and post-test scores. The result of the paired-sample t-test showed a p-value of >0.005, meaning that the improvement in students' vocabulary mastery following the intervention is statistically significant. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Hi) is accepted.

Students became better able to identify nouns and verbs, understand word meaning, use words appropriately in sentences, and pronounce words more accurately. A fun and interactive learning environment also helps reduce students' boredom and boost their confidence in learning English vocabulary mastery.

The results of this study also indicated that Baamboozle games can support students with varying levels of vocabulary proficiency. Students with low initial scores were able to improve their vocabulary mastery, while students with higher initial scores also showed improvement after using Baamboozle games. Therefore, Baamboozle games can be considered an effective and engaging learning tool for improving students' vocabulary mastery.

4.2 Suggestions

Teachers are advised to implement interactive, innovative, and student-centred learning strategies to create an engaging and conducive learning environment. The use of game-based learning media such as Baamboozle games can serve as an alternative learning tool to enhance students' motivation and active participation in English learning. Teachers are expected to provide varied vocabulary exercises, group discussion activities, and continuous feedback to help students better understand, remember, and effectively use English vocabulary.

Meanwhile, students are expected to be more active and motivated in participating in the English learning process, particularly in vocabulary mastery. Students are encouraged to practice new vocabulary more frequently both inside and outside the classroom through reading, writing, speaking, and educational games.

In addition, future researchers are encouraged to conduct further studies on Baamboozle games and other game-based learning tools in the development of various English language skills, such as speaking, reading, listening, and writing. Furthermore, future research should involve larger samples and participants from various educational levels to yield broader and more in-depth findings regarding the effectiveness of game-based learning in English language teaching.

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