

The Effectiveness of Baamboozle to Escalate Seventh-Grade Students' Vocabulary Learning Outcomes

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Abstract: This quantitative study meticulously evaluated the effects of the Baamboozle application on seventh-grade students' vocabulary acquisition, particularly within the context of descriptive text. Utilizing a pre-experimental design, the study implemented a one-group baseline and follow-up tests model to assess the intervention's efficacy. Data was collected using baseline and follow-up tests. The statistical analysis was performed through paired sample T-tests by utilizing SPSS 25. The results showed that the test was robust and appropriate for measuring vocabulary acquisition. The data showed a remarkable improvement in students' vocabulary skills in descriptive texts, surpassing the minimum standard. The researchers also used a paired sample t-test to analyze the baseline and follow-up test data, providing critical insights into the program's influence on learning outcomes. The study found that the Bamboozle application significantly improved vocabulary acquisition among seventh-grade students at SMPN 4 Blitar. The findings support the use of Bamboozle as an effective tool for vocabulary learning. The study recommends that English teachers use Bamboozle as an alternative media for teaching vocabulary in their classrooms. Further research could compare Bamboozle's efficacy with other digital learning platforms, like Duolingo, Busuu and Lingodeer, to optimize vocabulary teaching strategies.

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INTRODUCTION

English is the most globally spoken language, far surpassing the number of native speakers (Crystal, 2016). Crystal (2016) highlights the significant role of English in advancing science and technology globally, as it provides access to vast knowledge reservoirs, which is crucial for national progress. Doors to vast reservoirs of knowledge. Moreover, it facilitates international collaboration and the exchange of ideas, fostering positive diplomatic and economic relationships with nations worldwide (Patel & Jain, 2008). In Indonesia, English is taught as a foreign language, emphasizing mastering four fundamental skills: listening, speaking, reading, and writing (Wulandari & Fadhilawati, 2019). Core skills like pronunciation, grammar, and vocabulary are crucial sub-skills that are further supported by essential sub-skills (Fadhilawati, Ulum et al., 2022).

Among those mentioned sub-skills, vocabulary is the cornerstone of language acquisition (Apriandari, 2019). Nugroho (2017) emphasized that vocabulary is a vast array of English words that hold significant meaning when used effectively in communication. Fadhilawati et al. (2022) further emphasized that vocabulary is a vital component of language, underpinning the development of essential skills such as listening, speaking, reading, and writing. Additionally, Fadhilawati & Sari (2018) and Humairoh et al. (2023) highlighted that a robust vocabulary directly enhances an individual's communication capabilities, asserting that the quality of one's language skills is inextricably linked to the breadth and depth of their linguistic knowledge. Alqahtani (2015) emphasized the significant role of vocabulary in both daily life and the

classroom. Fitriani and Fadhilawati (2022) emphasized the importance of vocabulary in enhancing students' writing abilities.

Despite its crucial role in language acquisition, mastering vocabulary remains a formidable challenge for many students. Rohmatillah (2015) identified a range of obstacles in vocabulary learning, including difficulties with pronunciation, writing, and spelling, grasping grammatical subtleties, selecting precise meanings, using contextually appropriate terms, and understanding idiomatic expressions. Sriati et al. (2023) found that students frequently face difficulties in defining words, recognizing synonyms and antonyms, and accurately applying vocabulary in diverse contexts. These complexities highlight the pressing need for effective strategies to enhance vocabulary acquisition and application. Rachmah (2023) pointed out that vocabulary mastery is a standard educational barrier, while Syafawani (2023) stressed that students often struggle with comprehension due to their weak vocabulary skills. Lubis (2017) meticulously outlined the factors contributing to these challenges, including a lack of motivation, negative attitudes toward teachers and learning environments, ineffective study habits, and misalignments between individual diversity and learning objectives.

These obstacles were evident among the seventh-grade students of SMPN 4 Blitar, who faced significant challenges in mastering vocabulary, particularly in defining words, identifying antonyms and synonyms, and applying vocabulary in context. Their performance, as reflected in a disappointing block test score of 59.21, fell short of the school's required minimum score of 72.00. Students struggled to pronounce English words correctly and express their thoughts fluently due to limited vocabulary and an inadequate understanding of contextual usage. Further, Interviews with students from class VII-5 revealed that while teachers occasionally used PowerPoint and role-play activities, digital applications had yet to be integrated into their learning experiences. This was corroborated by a questionnaire, which showed that vocabulary was consistently the most challenging aspect of English learning for students. Out of thirty participants, a striking 70% reported severe difficulties, citing limited vocabulary knowledge and challenges in pronunciation as their main obstacles.

Embedding Technology in Vocabulary instruction is beneficial for enhancing learning outcomes (Fadhilawati & Sari, 2018). In this digital era, creativity in delivering materials by applying innovative technologies is required to ensure successful outcomes. In this context, digital technology has become indispensable, particularly in using effective learning media. One of the media that could be applied in teaching and learning vocabulary is Bamboozle. As noted by Nabila (2023), Bamboozle is an application-based game that offers a comprehensive and engaging platform for exploring vocabulary, serving as a powerful tool to enhance students' understanding. Not only does it make learning fun, but it also reinforces critical thinking, improves reading comprehension, and aids in mastering grammar. By integrating various language learning components, Bamboozle helps students perceive the relevance of vocabulary acquisition, enabling them to forge meaningful connections across different aspects of language learning.

Bamboozle is a revolutionary educational tool that seamlessly fuses comprehension assessment with dynamic information acquisition. It is a powerful strategy for instilling vocabulary in young learners, infusing the learning process with excitement and engagement. TMinh et al.'s (2023) research highlights the transformative learning experience through a gamified platform, Bamboozle, which enhances vocabulary and conversational skills, allowing students to use English with greater flexibility and adaptability.

Several studies underscored the impact of bamboozle in the teaching and learning process. Rahayu and Rukmana (2022) examined the effect of game-based learning modules facilitated by Bamboozle on the duplication activity abilities of primary school students. An experimental quantitative study was conducted at Al Hidayah Elementary School and used a single-group baseline and follow-up test

design. The Wilcoxon test revealed a significant improvement, with the mean score rising from 63.33 to 91.90 post-intervention. Similarly, Winaningsih (2022) explored the "Effectiveness of Bamboozle and PAI Teacher Communication Patterns in Enhancing Student Learning." This quantitative study at Islamic Sinar Cendikia Serpong Elementary School found that Baamboozle inspired students, making them eager to participate in learning activities. Minh et al. (2023) also examined Baamboozle to improve vocabulary retention in non-English majors. His research demonstrated that Baamboozle's interactive nature significantly enhanced vocabulary acquisition, as reflected in improved post-test scores. While the current findings are encouraging, the use of Bamboozle to enhance students' vocabulary for understanding descriptive text remains rare. Therefore, the current study was intended to examine the efficacy of Bamboozle to escalate students' vocabulary learning outcomes under the topic of descriptive text with a specific focus on defining words, identifying antonyms and synonyms, and contextualizing vocabulary usage.

METHOD

The researchers adopted a rigorous quantitative methodology to examine the effectiveness of the Baamboozle application in enhancing vocabulary acquisition among seventh-grade students, with a specific focus on descriptive text proficiency (Creswell, 2012), asserted that quantitative research is a systematic method for testing theories by measuring variables. These measurements are then subjected to statistical analysis, generating data in numerical form. Millena and Jesi (2021) highlight the importance of quantitative research, which primarily utilizes numbers and statistics as crucial analytical tools. This study employed a pre-experimental research design, specifically a one-group baseline and follow-up tests model. This approach focused exclusively on a single cohort, without including a control group, to assess the intervention's effects. A baseline test was conducted before the intervention to establish a baseline for assessing subsequent treatment changes (Hardianto & Baharuddin, 2019). The research followed a rigorous three-phase process, including a baseline test, intervention and follow-up test (Sugiyono, 2016). The investigation was conducted within Class VII-5 at SMPN 4 Blitar, covering 32 students who were chosen by applying purposive sampling, allowing for a precise and systematic evaluation of the intervention's impact.

The researchers administered vocabulary tests focused on descriptive texts to collect data. This test evaluated students on defining words, identifying antonyms and synonyms, and using vocabulary in context. To uphold the validity and reliability of the assessment, a pilot test was administered on 16 April 2024, involving a cohort of students whose academic competencies are commensurate with those of the study participants. This critical procedure was implemented to rigorously assess and substantiate the validity and reliability of the test items.

The baseline test was administered on 11 May 2024, during which students were given a test related to descriptive texts, focusing on adjectives used to describe people. From 11 May to 25 May 2024, instructional interventions were implemented to familiarize students with the Baamboozle app and reinforce the descriptive text materials. The initial session on 11 May introduced students to Bamboozle and reviewed vital vocabulary related to descriptive texts. Subsequent sessions on May 17, 18, and 25 involved engaging activities where students identified, brainstormed, and discussed descriptive text quizzes on adjectives, using the Baamboozle app to collaborate and solve problems interactively.

The post-test was conducted on 25 May 2024 to assess students' vocabulary learning outcomes following the intervention. In alignment with the recommendations of Malik and Alam (2019), the post-test was administered immediately upon completion of the course to assess the instructional intervention's immediate impact and potential enduring effects. The test, which focused on adjectives in descriptive texts, was designed to measure students' ability to define words, find antonyms and synonyms,

and use vocabulary in context. Each student was given 90 minutes to complete it.

Data analysis employed paired sample T-tests within SPSS 25 to compare baseline and follow-up test results rigorously. A significance threshold of $p < 0.05$ was set to thoroughly evaluate the influence of the Baamboozle application on enhancing students' vocabulary acquisition. (Nuryadi et al. (2017) Suggest that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected if the significance value exceeds 0.05. This meticulous statistical framework guarantees a thorough and precise assessment of the application's influence on vocabulary development.

FINDINGS AND DISCUSSION

The researchers conducted a thorough analysis of test findings, validity and reliability assessments, homogeneity and normality evaluations, comparisons between baseline and follow-up test outcomes, paired sample T-test findings, and hypothesis testing. They validated and ensured the reliability of the test items before administering a baseline test in Class VII-5 at SMPN 4 Blitar. Following the pilot test, the researchers analyzed student responses to assess the instruction's clarity and the effectiveness of the test items.

Following the pilot test, the researchers analyzed student responses to assess the instructions' clarity and the test items' effectiveness. Using SPSS 25, they performed comprehensive evidence and reliability analyses. The result in the accompanying table demonstrates the test's robustness and appropriateness for measuring vocabulary acquisition in the main study.

Table 1. The Findings of the Evidence Test

Query	R count	R table	Clarification
Query 1	0.463	0.349	CREDIBLE
Query 2	0.471	0.349	CREDIBLE
Query 3	0.474	0.349	CREDIBLE
Query 4	0.456	0.349	CREDIBLE

Every query exceeded the threshold of 0.349 in the r table, underscoring a highly favorable outcome and confirming the evidence of the test items. Building on this validation, the researchers proceeded with a rigorous reliability assessment. The test's reliability was confirmed using Cronbach's Alpha Coefficient, with a benchmark of 0.6 or higher indicative of reliability. The results of this reliability test, conducted with SPSS 25, are presented below, demonstrating the robustness of the test's reliability.

Table 2. The Findings of the Reliability Test

Case Analysis Overview			
		N	%
Cases	Credible	30	100.0
	Ostracized	0	.0
	Entire	30	100.0
Cronbach's Alpha		.869	50

The summary table indicates that Cronbach's Alpha Coefficient exceeds 0.60, with a value of 0.869, demonstrating strong reliability. This confirms that the research tool is dependable and suitable for this study. On 25 May 2024, the researcher

conducted a baseline test on thirty-two students from class VII-5 at SMPN 4 Blitar, rigorously assessing the reliability and precision of the research instrument to ensure its validity. Before introducing the treatment, this baseline test was done to evaluate the students' baseline vocabulary knowledge, particularly in descriptive texts. The baseline test serves as a crucial benchmark, identifying key traits and abilities in participants before any intervention. The baseline test had to be completed within 90 minutes of the learning session. Following the baseline test, the researcher implemented the treatment. Afterward, a post-test was administered to measure the student's comprehension of descriptive texts after receiving instruction using the Baamboozle application. The follow-up test was designed with the same format—a test requiring 90 minutes to complete, focused explicitly on descriptive texts that involved describing a person. The data below vividly illustrates the remarkable improvement in students' performance following the intervention, underscoring Baamboozle's significant impact on boosting learning outcomes on descriptive text material.

Table 3. The Findings from the Baseline and Follow-Up Tests

No	Name of Students	Baseline -test	Follow-Up test
1	ATN	52	76
2	AFH	48	60
3	APD	52	64
4	ACNY	72	84
5	AM	44	68
6	AKS	64	72
7	ARAKS	68	76
8	CAN	36	60
9	CA	60	88
10	DWP	44	56
11	DRK	32	52
12	ENA	68	84
13	FKC	96	100
14	FIT	60	72
15	FRVN	80	96
16	FRPH	28	52
17	KAA	72	80
18	KAA	60	72
19	KWPKD	64	76
20	KL	40	52
21	MPP	52	60
22	MYA	44	64
23	ONA	64	80
24	PSC	96	100
25	RNF	44	64
26	RAP	56	72
27	RPA	52	76
28	RJY	44	64
29	TS	64	80
30	WAR	84	88
31	WTNC	28	76
32	WRU	64	72
	Mean	57.25	73.00

The initial results revealed that students' vocabulary performance in class VII-5 during the preliminary exam for descriptive texts about people was notably poor, with an average score of 59.21. This score fell significantly short of the required minimum

standard (KKM) of 72.00 for the English subject. However, a remarkable improvement was observed after incorporating Baamboozle into the vocabulary teaching-learning process. The student’s vocabulary skills in descriptive texts surged from a baseline test average of 57.25 to an impressive 73.00 in the post-test, surpassing the minimum standard and demonstrating the effectiveness of the new approach.

After analyzing the baseline test and post-test results, the researchers performed a homogeneity test—an essential empirical method aimed at discerning whether variances across multiple data groups are consistent. According to Payadnya and Jayantika (2018), a significance value exceeding 0.05 indicates that the variances among the population groups are uniform, thus confirming homogeneity. This step is crucial for ensuring the validity and reliability of the statistical comparisons, thereby strengthening the robustness of the study’s findings.

Table 4. The Findings of the Homogeneity Test

		Levene			
		Statistic	df1	df2	Sig.
Variables	Based on Mean	1.476	7	17	.241
	Based on Median	.661	7	17	.702
	Based on the Median and with adjusted df	.661	7	7.325	.701
	Based on trimmed mean	1.318	7	17	.301

Based on the analysis, the significance value of 0.241 in the table above surpasses the threshold of 0.05, indicating that the variance in students’ vocabulary abilities is consistent and homogeneous. Following this, a normality test was conducted to assess the data further. According to Sianturi (2022), the normality test is critical for determining whether a regression model’s independent and dependent variables follow a normal distribution. For this study, the One-Sample Kolmogorov-Smirnov Test was utilized, as highlighted (Quraisy, 2020). According to (Nuryadi et al., 2017), the data is confirmed to be normally distributed when the significance value from the normality test exceeds 0.05. In this case, the normality test produced a significance value of 0.200—substantially higher than the 0.05 threshold—enormously validating the assumption of normal distribution in the dataset. Therefore, with a 95% confidence level ($\alpha = 0.05$), it can be conclusively stated that the data adheres to a normal distribution. Below are the detailed results of the normality test.

Table 5. The Findings of the Normality Test

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
.099	32	.200*	.965	32	.367
.097	32	.200*	.980	32	.803

The researchers utilized a paired sample t-test to rigorously analyze the baseline and follow-up test data, assessing the profound impact of the Baamboozle program on significantly advancing students’ vocabulary acquisition in descriptive text. This statistical method provided a robust assessment of the treatment’s effectiveness by comparing the changes in mean scores before and after the intervention. This study’s

paired sample t-test results are outlined below, offering critical insights into the program's influence on learning outcomes.

Table 6. The Findings of the Paired Sample T-tests

Coupled Samples Evaluation								
	Mean	N	Std. Deviation					Std. Error Mean
Pair 1	57.2500	32	17.34470					3.06614
	71.8750	32	14.34989					2.53673

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1	32	.930	.000

Paired Samples Test								
	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	-14.62500	6.63203	1.17239	-17.01610 -12.23390	-12.475	31	.000	

The table above reveals a two-sided significance value of 0.000, surpassing the 0.05 threshold. This result unequivocally demonstrates a substantial enhancement in students' vocabulary acquisition related to descriptive texts between the baseline test and post-test. With the paired sample t-test analysis confirming this significant improvement, the next crucial step is to reach a decisive hypothesis conclusion, following the rigorous criteria set forth by, as outlined in the following ledger.

Table 7. The Classification of Hypothesis Formulation

Classification of Hypothesis Formulation	
Ho Approved	If the p-value surpasses 0.05
Ha Approved	If the p-value falls below 0.05

Referring to the results in the previous point, we can know that students' achievement in learning vocabulary skills on descriptive text increased from baseline test 57.25 to 73.00. In addition, Sig was found based on the results of the paired sample t-test. (2-tailed) < 0.05 means the difference between the baseline and follow-up test data highlights a dramatic improvement in learning outcomes. Therefore, it can be said that the Bamboozle application can escalate the vocabulary learning outcomes on the descriptive text of seventh-grade students at SMPN 4 Blitar, especially class VII-5. The Bamboozle game technique can help students increase their vocabulary. In this study, students were more engaged in guessing vocabulary inside and outside the classroom. Minh et al. (2023) conveyed that Bamboozle can improve students' vocabulary. All students worked together to win the game, and they could easily

discuss it with their friends. This is evidenced by the students' enjoyment and relaxation during the learning process while mastering language using game methods. Nabila (2023) Contended that games provide a safe place to deal with new information. When students have fun, they are more inclined to take risks, make mistakes without feeling like they have failed, and try to apply their first thoughts of failure in everyday life.

Several factors, such as students, can cause the results of the research described above to identify vocabulary in a descriptive text efficiently, creatively, and interestingly, by using the Bamboozle application, they can conduct discussions about the material with teachers and friends directly by using the Baamboozle application. In addition, bamboozle is a web-based tool for creating fun and engaging games (Nabila, 2023). The Bamboozle game-style learning platform offers dynamic, interactive online and offline experiences, ensuring engaging and accessible education for classrooms everywhere. Its versatility allows educators to seamlessly integrate Baamboozle into diverse instructional settings, whether as a vibrant learning tool or an effective survey instrument for school assignments.

The results of the previous baseline and follow-up tests also show an increase in the motivation of learning media students. This statement harmonizes with (Khoiro et al., 2023), who highlighted that Baamboozle cognitive enhancement tools significantly enhance student motivation. Their research underscores that Baamboozle is an engaging tool that captivates students' interest in learning. Similarly, Winaningsih et al. (2022) affirmed that Baamboozle is a potent educational game that effectively boosts students' learning motivation. Both studies collectively affirm Baamboozle's impact as a transformative technology-based resource that invigorates and motivates students in their academic journey.

Furthermore, students' success in learning vocabulary in descriptive texts, especially in describing a person, as evidenced by an increase in scores after treatment, is due to students' enthusiasm in learning the material through new technology, and thus, the post-test results improve. This result is consistent with Mariani et al. (2022), who stated that Baamboozle learning media is a web-based game that provides interactive and exciting games. This learning resource employs quizzes as a game you or other users can develop. The exciting thing about this learning media is that the quizzes that are played must be answered in groups so that each player has a sense of responsibility for the success of their group. Questions that have been inputted by the teacher beforehand will appear on the quiz board, which consists of boxes with a number in each box. Each group, in turn, will choose a box number, and in the box, there is a question that must be answered by the group that chooses the box number. Implementing the Baamboozle game in the teaching and learning process yielded exceptional results. Students exhibited remarkable engagement and responsiveness, demonstrating high interaction throughout the lesson. They accurately repeated and rehearsed vocabulary upon request and articulated their sentences with confidence and precision.

CONCLUSION

The finding from the study demonstrated that the Bamboozle application significantly enhanced vocabulary acquisition among seventh-grade students at SMPN 4 Blitar. Specifically, students' average baseline test score was 57.25, which increased to 73.00 in the post-test. The paired sample t-test analysis yielded a Sig. (2-tailed) value of 0.000, which was well below the 0.05 threshold. This statistical evidence supports the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o). Consequently, the study concludes that the Bamboozle application substantially escalated seventh-grade students' vocabulary learning outcomes related to descriptive text in the VII-5 class at SMPN 4 Blitar. From that result, it is advised that English teachers could apply Bamboozle as an alternative media for teaching English, mainly vocabulary, in their classroom. Further research may conduct comparative

studies assessing Baamboozle's efficacy compared to other digital learning platforms, such as Duolingo, Busuu, Lingodeer, and similar tools, to further advance and optimize vocabulary teaching strategies.

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