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Utilizing Baamboozle as Media in teaching Vocabulary Mastery

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ABSTRACT

Vocabulary is a key and very important in deepening English. Many students find it difficult to learn many words because they are bored and stressed. In response to this problem, the use of Baamboozle as media in teaching to help students to have motivated in learning vocabulary mastery. This study aims to find out the implementation of Baamboozle as media in teaching vocabulary and students' responses using Baamboozle as media in learning vocabulary. The research used qualitative method with a case study design. Data was collected through observation and interviews. The participants in this research were grade VIII students from one of the public junior high schools in Karawang. This research found that using Baamboozle as media in teaching vocabulary in junior high school can be beneficial because the game can be adapted to the students' needs with adaptive environment and the students felt enthusiastic and enjoyed the learning process.

1. Introduction

English in Indonesia is a foreign language, the first step in learning English can be started by learning vocabulary because vocabulary is basic and very important in deepening English. Vocabulary is a key in communication using English, therefore if you do not know vocabulary, you will not be able to communicate and understand English. also, if students' does not know about vocabulary, they will not be able to listen, write, and read. In addition, the lack of vocabulary makes learners unable to express themselves free when they want to do something related to English. Nurmala Sari & Aminatun (2021) stated that in learning vocabulary, learners must adjust a suitable learning style in order to deepen vocabulary. Scott Thornbury, (2017) stated that nothing can be communicated without vocabulary, but very little communication can be communicated without grammar. It means that vocabulary is very important for life, it really helps us to communicate with each other especially in learning and teaching English.

According to Berne & Blachowicz, (2008) that vocabulary as one of the "pillars" in learning and teaching English. However, in learning vocabulary many people, especially students', find it difficult to learn vocabulary because vocabulary is difficult to memorize. Aprilani & Suryaman, (2021) stated that Some students' who are studying a foreign language, like English, find it difficult to gain plenty of words because they believe that increasing vocabulary involves being bored and stressed out. then, many students in schools feel bored with learning English because they only focus on learning about grammar but do not focus on improving components in English, such as Vocabulary. Therefore, the use supporting media can help students learn vocabulary easily and enjoyably.

One way to support English learning, especially vocabulary learning is Games to makes interactive atmosphere in classroom. According to Sukma Puspita & Syahria, (2023) that using games for motivating students to improve their English is an excellent strategy. Recently, the world has been very advanced with all the technology created and students are used to living in technological sophistication. According to Prensky in Ghazy et al., (2021) stated that teachers are under more pressure to motivate an increased level of technology use in the teaching and learning processes due to the dominant position of students in this area. Therefore, being a teacher cannot continue to teach in a traditional way and stick to books and this era is an encouragement for teachers to innovate and make the best use of digital technology.

Therefore, in teaching vocabulary many teachers usually use movies, songs, and text. However, along with the development of technology, many teachers choose general games such as Quizziz and Quizlet even though there are so many games that can be used in learning and teaching processes to improve students' vocabulary. then, the one games rarely use by the teachers is Baamboozle. It is another way for teachers to rise students' motivation in learning English because the students' needed a new thing in learning. According to Sukma Puspita & Syahria, (2023) It makes learning fun and inspire students to complete tasks learning activities to guidance students better focus and understand learning material. Tuti Winaningsih & Syarif, (2022) stated that there are 3 causes of low motivation students' namely students' ability, environment conditions, and teacher effort in teaching processes.

Baamboozle is an educational game that works online to facilitate the accessibility of anyone who wants to use it. Then, unlike other quiz games Baamboozle offers a super simplistic system to use. and anyone can learn to use it in just minutes. According to Hiba Qureshi et al, (2023) Baamboozle works to assist educators in actively engaging all students in the learning process while teaching significant concept. The use Baamboozle is distraction students to competitive games that use procedure to play the game. The teachers divided students into 4 group, then every group has a change to choose the number as stated on the screen projector.

In addition, a teacher needs to see how students' perceptions regarding their experience of their learning activities, especially in vocabulary improvement. Then, by knowing students' perceptions, teachers can find out how students' point of view in the teaching and learning process and know how to solve the problem in

acknowledge their students about vocabulary. According to (Ning & Downing, 2011) students' interactions with the teaching and learning environment can be viewed as the learning experience.

There are numerous studies conducted related to Baamboozle game. First study conducted by Bambang (2022) discusses the students' perception on using Baamboozle in learning vocabulary. second, the study conducted by Sulaiman et al., (2022) focuses on the effectiveness of Baamboozle game in students' engagement. Third, the research by Alimova M (2023) discusses on the using of Baamboozle in educational environment. Fourth, the research by Hilmatun Nabila (2023) conducted the research concern on the use Baamboozle to improve students' vocabulary and a study conducted by Rifda Arini & Suwarso (2024) focused on students' perception towards the use of Baamboozle for vocabulary learning.

Even though many research has examined about Baamboozle media that connected to vocabulary and students' perception of the media indicated above, there is a lack of teacher's responses about Baamboozle media in teaching and learning vocabulary. also, the phenomenon at the site of the research rarely used Baamboozle game as media in teaching vocabulary. In addition, researchers want to motivate learning to be more interesting, interactive, and innovative by the implementation of Baamboozle game and know how the responses the students and the teacher. Lastly, the purpose of this research is to evaluate the implementation of Baamboozle as a vocabulary teaching tool and to examine students' responses to use of Baamboozle in a junior high school setting.

2. Methodology

Data Instrument

In this research, the researchers use two instrument to collect the data there are as follows:

- 1. Observation Checklist**

The observation checklist was adapted by (Christenson et al., 2012). The observations included three indicators: opening phase, main activity and closing activity in teaching and learning vocabulary process.

- 2. Interview Guidelines**

Eight questions were asked in interview section after the implementation Baamboozle media in teaching and learning process. The interview guideline was adapted from (Syamsul Huda, 2024).

Data Collection

The researcher used case study in this research, the data collection according to Creswell., (2007):

- 1. Classroom Observation**

The procedure of observation checklist there are: First, the researcher made the indicators about using Baamboozle media in teaching vocabulary with

consists 16 indicators. Second, the researcher joined to classroom activity to do observation. In the other hand the researcher did the observation from 39 the opening until closing activity.

2. Interview

The interviews were conducted after the students had done learning using Baamboozle media in the data collection process. Then, the interview conducted by a list that had been prepared by the researcher to the students' and additional question for the teachers to know their responses. Also, the researcher making the question depend on situation and conditions at school to gain more accurate in collecting the data of the research.

Data Analysis

The data were coded and analysis through interactive model data analysis by Miles&Huberman (2014) they believed that interactive model data analysis is an easy way to analysis the data because it is easier to understand. The activities in qualitative analysis data are: data collection, data reduction, data display and drawing/verifying conclusions.

3. Results and Discussion

The Implementation of Baamboozle as Media in Teaching Vocabulary Mastery

Based on the result observation and interview that conducted by the researcher, the researcher found that students showed more interested in the learning using Baamboozle as media in teaching vocabulary are:

a. Opening Phase

These steps correspond with the observational checklist completed by the researcher during the observation and the teacher confirm by the result of the teacher interviews below:

Participant:

Teacher (T) : “Awal kegiatan pembelajaran tentu dimulai dengan membaca doa bersama-sama, melakukan pengecekan presensi siswa, dan saya akan menanyakan kepada Siswa mengenai topic apa yang akan dipelajari hari ini. Kemudian, saya akan menjelaskan materi yang akan di bahas hari ini.”

(“The beginning of the learning activities typically starts with a collective prayer, checking the students' attendance, and asking the students about the topic to be studied that day. Then, I will explain the material that will be covered for the day.”)

This statement above aligns with the observation that the teacher engages in several preparatory activities to enhance the learning environment. These activities include greeting all students, leading a collective prayer, verifying

student attendance, arranging the classroom to be more conducive to learning, and providing an advance explanation of the topic to be studied.

b. Main Activity

In the main activity, the teacher explained to the class the learning material and students' pay attention to the teacher explanation. Then, the teacher explains the concept about teaching and learning using Baamboozle media. This aligns with the statement made by the teacher:

Participant :

Teacher (T) : "Salah satu kesulitan yang dihadapi oleh guru dalam pembelajaran tentu Siswa belum banyak memiliki kosa kata, hal ini cukup sulit untuk diatasi jika Siswa tidak ada motivasi untuk memperkaya kosa kata. Maka dari itu, saya berinisiatif dan menyiapkan pembelajaran dengan cara yang berbeda yaitu menggunakan media pendukung agar anak merasa tertarik."

("One of the challenges faced by teachers in the learning process is that students often have limited vocabulary. This issue becomes quite difficult to address if students lack motivation to expand their vocabulary. Therefore, I take the initiative and prepare learning in a different way by using supporting media so that children feel interested.")

Based on the statement above the Teacher (T) stated that using Baamboozle as media in teaching vocabulary engage her initiative and preparation to teach in classroom. it encourages students' interest throughout the learning vocabulary process.

Further, the teacher prepared laptop and LCD projector to using Baamboozle in teaching vocabulary. second, the teacher explained the concept about Baamboozle media and how to use it. In addition, this activity was crucial to increase student interest in learning. After that, the teacher divides the students into 4 groups in accordance with their seating arrangement. Afterwards, within their groups, the students were given time by the teacher to choose the picture on the screen and to answer the question. This collaborative learning ensured that each student had the opportunity to active participate and contribute in classroom.

During this phase, students began collaborating within their groups and discussing to choose the figure and answer the question. after that it can be seen in figure 3.2 there are boxes of images that will run out at the end of the game, when all the images have been used, Baamboozle automatically generates a notification indicating the group with the highest score, and the teacher promptly awards that group with rewards.



Picture 1. The Student Chose the Picture in Baamboozle



Picture 2. The Student Answers the Question

Then, this collaborative discussion to answer the question allowed the students to exchange their ideas and develop their knowledge about the material that has been explained by the teacher it can be seen in figure 4.2. By encouraging group discussions, the teacher not only helped the students gain a deeper understanding of using Baamboozle as media to improve their vocabulary also enhanced their teamwork and communication skills.

c. Closing Activity

The students interested in learning using Baamboozle as media. This aligns with the statement by the participants:

Participant :

Teacher (T) : “tentu dengan adanya pembelajaran menggunakan media salah satunya game, sangat membantu siswa untuk lebih termotivasi dalam mempelajari Bahasa Inggris terutama dalam mempelajari kosa kata. Karena

bermain secara berkelompok siswa dapat memahami materi lebih dalam dan rasa kerja sama.”

(“Utilizing media such as games greatly enhances student motivation to learn English, especially in terms of vocabulary acquisition. Group- based play helps students develop a deeper understanding of the material and fosters a sense of collaboration.”)

Based on the statement above the teacher (T) stated that using Baamboozle as media in teaching vocabulary helped students interested to learn English especially vocabulary because it can enrich their learning experiences especially in learning vocabulary. these phases align with the statement that had been given from students (S1, S2, and S3) in interview:

Participant :

Student 1 (S1) : “Pembelajaran menggunakan Baamboozle sangat membantu aku karena lebih seru kalo belajar bahasa inggris terutama dalam kosa kota, aku suka sama animasi dan soal-soal itu bikin aku semakin tertarik apalagi Ketika di mainkan bersama teman-teman.”

(“Utilizing Baamboozle in the learning process has been helpful because it is more fun to learn English especially vocabulary. I like the animations and the questions, enhance my interest in learning English and make the educational experience more enjoyable if played the game with my friend.”)

Participant :

Student 2 (S2) : “Semua aspek dalam Baamboozle sangat membantu karena seru ada animasi dan point. Baamboozle memiliki ketertarikan tersendiri karena berbeda dari game yang lain dan Baamboozle dapat bermain secara berkelompok jadi bisa berdiskusi satu sama lain.”

(“All aspects of Baamboozle are highly beneficial, as it offers an engaging experience through its animations and points system. Baamboozle distinguishes itself from other educational games with its unique features and Baamboozle can use by group so we can discuss each other.”)

Participant :

Student 3 (S3): “soal-soal di dalamnya sangat membantu untuk belajar vocabulary, karena dengan cara bermain-nya aku jadi lebih paham arti-arti dari kosa kata tersebut. Serta, Aku lebih suka main game kerja sama kalo sendiri ga seru.”

(“The questions included in Baamboozle are highly effective for vocabulary learning, as the interactive gameplay enhances my understanding of the meanings of various words. Then, I prefer choose game that can play by group if play the game by myself it is not fun.”)

S1, S2, and S3 share a common interest in using Baamboozle for teaching and learning vocabulary. S1 and S2 have the same interest in the animation features presented by Baamboozle. Then, S1 and S3 have the same interest in the quiz questions presented in Baamboozle. meanwhile, the quiz questions

presented are questions created by the teacher not automatically from Baamboozle. Even in Baamboozle, teachers can choose so many questions if there is no time to make questions.

Furthermore, S3 emphasize that it was the way of playing Baamboozle that helped him better understand the vocabulary displayed in the questions. Overall, while S1, S2, and S3 each value different aspects of Baamboozle, the platform's features collectively contribute to a more interesting and engaging vocabulary learning experience.

Students' responses of Baamboozle as Media in learning Vocabulary Mastery

a. Learning Progress

Based on the findings from the interview, regarding students' responses in using Baamboozle as media in learning vocabulary mastery, the result shown that students have a positive response in learning vocabulary using Baamboozle game. These findings are based on the answers given from the interviews.

Based on the result of interviews who expressed their experiences regarding students' responses using Baamboozle game in learning vocabulary, it shown that Baamboozle makes students more interactive and fun, students feel confident in learning English. This aligns with the statement by the participant:

Participant:

Teacher (T) : "Permainan ini mudah digunakan dan terlihat berbeda dari yang lain, sehingga menarik bagi orang yang ingin belajar. Ini adalah cara yang menyenangkan dan berguna untuk belajar hal-hal baru."

("The game's user-friendly interface and distinct visuals make it appealing to learners. It offers an enjoyable and efficient way to acquire new knowledge.")

It can be concluded that, Baamboozle game offers a perfect blend of ease of use, flexibility, and fun elements. Then, students' had a positive experiences after using Baamboozle game in learning vocabulary, students stated that Baamboozle is interesting and fun.

b. Reflection

With the features of Baamboozle that can be custom according to the learning needs of the school and there are several different types of games that can provide different experiences, there is a need to further explore the use of Baamboozle. This is in line with the opinions of the students (S2, S5 and S6):

Participant :

Student 2 (S2) : "Aku ingin mengetahui lebih dalam tentang penggunaan Baamboozle dalam belajar Bahasa Inggris."

(“I wanted to deeper know about using Baamboozle in learning English.)

Participant :

Student 5 (S5) : “Permainan ini telah menginspirasi aku untuk memulai perjalanan belajar, dimulai dengan perluasan kosakata bahasa Inggris aku.”
 (“The game has inspired me to begin my learning journey, starting with a thorough expansion of my English vocabulary.”)

Participant :

Student 6 (S6) : “Aku ingin mengeksplorasi kosakata secara lebih komprehensif dan efisien dengan memanfaatkan fitur interaktif yang disediakan oleh Baamboozle.”
 (“I wanted to explore vocabulary more comprehensively and efficiently by utilizing the interactive features provided by Baamboozle.”)

Based on the interview above, participants stated that they are interested in exploring the customization features of this platform to create learning materials that suit individual needs. Then, to expressed the flexibility offered by the platform to cater for diverse learning styles. In addition, S2, S5, and S6 were motivated to improve their understanding of English concepts. Based on the observations, besides because the learning is fun, students felt enthusiasm and tried to get highest point because they want to get reward from the teacher. Additionally, giving rewards to students is a motivation to increase engagement in the classroom

Discussion

The Implementation Baamboozle as Media in Teaching Vocabulary Mastery

The observation process was conducted in 1 day, where on that day the learning process began with opening phase namely, greeting each other, pray together and filled class attendance list. After that the teacher preparing the class condition and the teacher explain the topic, learning objectives, 35 and learning steps. Then, in main activity the teacher explains the material first based on curriculum, preparing LCD projector, the teacher explains how to play Baamboozle, and the teacher divided the students into 4 group according to the row of students' seats. After that, the students played Baamboozle game which contain question about the material that has been explain by the teacher, the students discuss with their friends to choose the figure and answer the questions. Then, the teacher closed the teaching and learning activity with summarize the whole lesson, did a reflection, prayers, and greeting.

Based on the observations, the research found that students became more interesting in guessing activities during class. Collaborating in groups to win the game motivated them to speak confidently in front of their peers. Baamboozle media make a fun and relaxed learning environment, fostering a positive attitude towards language learning. These results are consistent with previous research by Hilmatun Nabila, (2023) in her study “The Use of Baamboozle Games to Improve Students’

Vocabulary of State Junior High School 2 Panti in Academic Year 2023/2024” it can offer that employing media in teaching and learning process offer a secure space for students to explore new learning. When students are enjoying themselves, they are more likely to take risks, learn from mistakes without fear of failure, and apply their newfound knowledge to real-life situations.

Then, another benefit of the Bamboozle game is its adaptability to meet the specific needs of students. Teachers can customize the game by creating their own question sets based on the vocabulary words they are teaching. This allows teachers to offer tailored instruction and focus on the individual needs of their students. In context improving vocabulary, the Bamboozle game can also be employed to strengthen essential language abilities. For example, the game can be utilized to enhance skills in critical thinking, reading comprehension, and grammar. By integrating these components into the game, students are more likely to perceive the 36 significant of their vocabulary studies within a various aspects of language learning.

Finally, the Bamboozle game can be a valuable tool for classroom differentiation. Teachers can create customized question sets to their students' individual needs and abilities, facilitating personalized instruction and learning. By adapting the game to each student's specific requirements, the teacher can ensure that all learners have the opportunity to progress in their vocabulary development.

The Students’ Responses Using Baamboozle as Media in Learning Vocabulary Mastery

The second question related to the responses the students on using Baamboozle as media in learning vocabulary. Based on the interviews, the students feel motivated in learning English, especially in learning vocabulary with using Baamboozle. this study in line with the result of research from Bambang, (2022) with the results of the research is the frequency of agreeing being higher than disagreeing, it means Baamboozle game as media can give students an interesting learning.

Then, students have more fun and learn better when they are excited about the lessons and actively join in the classroom activities. The interactive situations in classroom encourages students’ confidence to participate and communicate with their friend in group, thereby increasing their team work and problem solving, and communication skills. This is in line with Kabilan et al., (2023) who stated that the Technology-enhanced gamification has proven to be an effective tool in motivating students to learn, enhancing their critical thinking and problem-solving abilities, fostering student engagement, promoting meaningful interactions, and aligning teaching and learning objectives.

4. Conclusion

based on research findings and discussion of the research Utilizing Baamboozle as Media in Teaching Vocabulary Mastery, it can be concluded that:

The Implementation of Baamboozle as Media in Teaching Vocabulary Mastery

Besides as a teacher must prepare the Baamboozle before using it in teaching and learning process with several steps, the teacher can choose variation of game in “collections” section or search the game that you want. After that, the teacher selects “play” to play the game. Then, divided the group into 2 until 4 groups and setting the game as you needed for your teaching. The implementation of Baamboozle can use with several ways if the teachers have premium account “Baamboozle+” for example: ladders, bingo, tic tac toe and etc.

Based on the result of the study, the use Baamboozle game can beneficial in teaching and learning process because by customizing learning games according to the specific needs the students, teachers can create an adaptive learning environment and allow all students to develop their vocabulary.

The Students’ Responses Using Baamboozle as Media in Learning Vocabulary Mastery

Based on the result of the study, teaching using Baamboozle not only enhances about languages, by collaborating with peers to overcome challenges and achieve shared goals within the game, students develop essential teamwork and communication abilities. Furthermore, the game's 39 problem-solving elements encourage students to think critically and devise effective strategies, fostering their problem-solving skills.

This study highlighted the potential of Bamboozle as media that can provide students with a comprehensive educational experience, combining language development with the acquisition of essential life skills. In addition, Baamboozle game can use by the teacher in other skills, such as speaking, reading, writing and listening.

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