

**THE USE OF BAAMBOOZLE GAME AS MEDIA IN IMPROVING
STUDENTS' VOCABULARY ACHIEVEMENT OF THE 4TH GRADERS OF
SD IT QUR'ANI ADH-DHUHAA PANGKALPINANG**



A THESIS

**Submitted to the Undergraduate School in Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan (S.Pd)**

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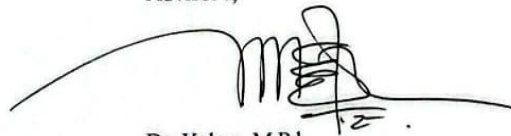
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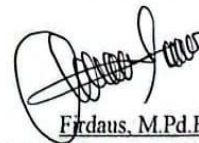
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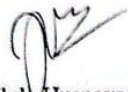
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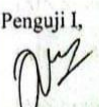
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MOTTO

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease”

-Q. S Al-Insyirah 5-6-

“It’s okay to be wrong sometimes. And it’s okay to not be okay”

DEDICATION

Assalamulaikum Warahmatullahi Wabarakatuh

Bismillahirrahmanirrahim...

In the name of Allah SWT, the most Gracious, the most Merciful. First of all, praise be to Allah SWT, Lord of the world, who has given me the opportunity and has made it easy and smooth to complete this thesis. Therefore, as a researcher, I would like to dedicate this thesis to the people who have contributed in helping me completed this thesis:

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IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT OF
THE 4TH GRADERS OF SD IT QUR'ANI ADH-DHUHAA
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Abstract

This study investigated the implementation and effectiveness of the Baamboozle game as a digital learning medium for improving vocabulary achievement among elementary school students. A quantitative approach with a quasi-experimental design was employed, involving 49 fourth-grade students at SD IT Qur'ani Adh-Dhuhaa Pangkalpinang, divided into an experimental group (24 students) and a control group (25 students). Data were collected using 10 multiple-choice pre-tests and post-tests focusing on nouns and verbs, supplemented by systematic classroom observation and documentation. While the control group received conventional instruction, the experimental group was taught using team-based Baamboozle game activities. The statistical analysis processed via SPSS version 26 revealed a significant difference in post-test scores between both cohorts. Independent sample t-test results indicated a t-count of 5.691, which was considerably higher than the t-table value of 2.009 at a 5% significance level ($\alpha=0.05$) with 44.711 degrees of freedom ($p<.001$). Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. The paired-sample t-test further confirmed a higher vocabulary gain in the experimental group, showing a mean difference of -23.400 ($p<.001$) compared to -12.333 ($p<.001$) in the control class. Classroom observations corroborated these quantitative findings, demonstrating that the gamified intervention significantly reduced non-participation from 28% to 4% and increased full student cooperation to 52%. The study concludes that Baamboozle is an effective digital tool to enhance vocabulary retention, student engagement, and collaborative learning in elementary classrooms.

Keywords: Baamboozle Game, Vocabulary Achievement, Digital Learning Media, Quasi-Experimental Design, Elementary School Students.

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Bagas Akbar

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