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## The Implementation of Baamboozle Game to Improve Students' Speaking Fluency

Zahrotun Nisa<sup>1</sup> (✉), Chyntia Heru Woro Pratiwi<sup>2</sup>, Moh. Fuadul Matin<sup>3</sup>

<sup>1,2,3</sup>Pendidikan Bahasa Inggris, Ikip PGRI Bojonegoro, Indonesia

<sup>1</sup>[zahrotun1250408@gmail.com](mailto:zahrotun1250408@gmail.com), <sup>2</sup>[chyntia\\_heru@ikippgribojonegoro.ac.id](mailto:chyntia_heru@ikippgribojonegoro.ac.id), <sup>3</sup>[fuadulmatin@ikippgribojonegoro.ac.id](mailto:fuadulmatin@ikippgribojonegoro.ac.id)

**Abstrak** – Penelitian ini dilakukan untuk mendeskripsikan penerapan pembelajaran kolaboratif berbasis Baamboozle dalam membantu siswa mengatasi hambatan berbicara serta menganalisis peningkatan kemampuan berbicara siswa setelah penerapan permainan tersebut di kelas. Hambatan berbicara yang dialami siswa meliputi kosakata yang terbatas, rasa takut melakukan kesalahan, kurangnya kepercayaan diri, dan kesulitan mengekspresikan gagasan secara lisan dalam bahasa Inggris. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus. Peserta penelitian ini adalah 36 siswa kelas VIII A di MTsN 1 Bojonegoro. Data dikumpulkan melalui tes berbicara dan wawancara. Temuan menunjukkan bahwa penerapan Baamboozle menciptakan suasana belajar yang lebih interaktif dan menyenangkan. Siswa menjadi lebih aktif dan menunjukkan partisipasi yang lebih baik selama kegiatan berbicara. Pada Siklus I, nilai rata-rata kinerja berbicara siswa adalah 69, dan 19 siswa (52,8%) mencapai kriteria kelulusan minimum (KKM). Setelah dilakukan perbaikan pada Siklus II, nilai rata-rata meningkat menjadi 80, dan 28 siswa (77,8%) mencapai KKM. Siswa juga menunjukkan kepercayaan diri yang lebih baik dan lebih bersedia berbicara dalam bahasa Inggris selama kegiatan di kelas. Berdasarkan temuan tersebut, dapat disimpulkan bahwa penerapan pembelajaran kolaboratif berbasis Baamboozle membantu meningkatkan kemampuan berbicara siswa, terutama dalam hal kefasihan berbicara, penggunaan kosakata, dan kepercayaan diri.

**Kata kunci** – Baamboozle, kefasihan berbicara, pembelajaran kolaboratif, siswa EFL, Penelitian Tindakan Kelas.

**Abstract** – This study was conducted to describe the implementation of Baamboozle-based collaborative learning in helping students overcome speaking barriers and to analyze the improvement of students' speaking ability after the implementation of the game in the classroom. The speaking barriers experienced by students included limited vocabulary, fear of making mistakes, lack of confidence, and difficulty expressing ideas in English orally. This study used Classroom Action Research (CAR) consisting of two cycles. The participants of this study were 36 students of class VIII A at MTsN 1 Bojonegoro. The data were collected through speaking tests and interviews. The findings showed that the implementation of Baamboozle created a more interactive and enjoyable learning atmosphere. Students became more active and showed better participation during speaking activities. In Cycle I, the mean score of students' speaking performance was 69, and 19 students (52.8%) achieved the minimum mastery criterion (KKM). After improvements were made in Cycle II, the mean score increased to 80, and 28 students (77.8%) achieved the KKM. Students also showed better confidence and were more willing

to speak English during classroom activities. Based on the findings, it can be concluded that the implementation of Baamboozle-based collaborative learning helped improve students' speaking ability, especially in terms of speaking fluency, vocabulary use, and confidence.

**Keywords** – Baamboozle, speaking fluency, collaborative learning, EFL students, Classroom Action Research.

## BACKGROUND

English is an important subject because it helps students develop communication skills and use language in daily and academic situations. In learning English as a Foreign Language (EFL), students are expected not only to understand vocabulary and grammar but also to communicate their ideas orally. Among the four language skills, speaking is considered one of the most important because it allows students to express thoughts, share information, and interact with others directly. Speaking fluency is also important because students are expected to speak naturally and maintain communication during classroom interaction.

According to Matin (2023), speaking ability should become one of the important considerations in English learning because students need opportunities to develop oral communication skills through appropriate learning activities.

However, improving students' speaking fluency is still challenging in many classrooms. Students often experience difficulties when they are asked to speak English because speaking requires several abilities to work together at the same time. Matin (2023) explained that students may experience problems in speaking due to vocabulary limitations and difficulties in finding suitable ways to support their learning process. These conditions can affect students' confidence and make them hesitate during speaking activities. As a result, students tend to participate less and have fewer opportunities to develop their speaking fluency. Therefore, teachers need to provide learning activities that support students in practicing speaking more actively.

Creating a supportive learning environment is considered important to help students become more active during English learning. Learning activities that are enjoyable and engaging can increase students' interest and encourage classroom

participation. According to (Nurdianingsih et al., 2024), English learning should create positive learning experiences and support students' active involvement during classroom activities. A comfortable and interactive learning atmosphere can also help students feel more confident when using English. Therefore, learning activities should not only focus on academic achievement but also provide opportunities for students to communicate and participate actively.

One learning medium that can support speaking activities is Baamboozle. Baamboozle is an online learning platform that supports interactive speaking activities through games and classroom participation. Previous studies reported that interactive and game-supported learning activities can increase students' engagement and encourage more active participation during English learning (Aeni et al., 2024). Through Baamboozle activities, students are encouraged to interact, respond, and practice speaking in a more enjoyable classroom atmosphere. Students also become more motivated and involved during speaking activities (Aeni et al., 2024). Therefore, Baamboozle is considered suitable to support students' speaking fluency through interactive and collaborative classroom activities.

Previous studies have discussed speaking difficulties, enjoyable learning environments, and the use of interactive learning in English classrooms. Previous studies also reported positive effects of Baamboozle on students' participation and engagement during learning activities (Aeni et al., 2024). However, studies focusing specifically on the implementation of Baamboozle to improve students' speaking fluency through collaborative learning at the Madrasah Tsanawiyah level are still limited. Most studies focused on general speaking outcomes and learning engagement rather than speaking fluency. Therefore, this study aims to describe the implementation of Baamboozle-based collaborative learning in helping students overcome speaking barriers and to analyze the improvement of students' speaking fluency after the implementation of Baamboozle in class VIII A at MTsN 1 Bojonegoro.

## RESEARCH METHOD

This study used Classroom Action Research (CAR) based on the model proposed by Kemmis and McTaggart (1988), which includes four stages: planning, acting,

observing, and reflecting. This research aimed to improve students' speaking fluency through collaborative learning activities using Baamboozle. The study was conducted in two cycles, and each cycle consisted of two meetings.

This research was conducted at MTsN 1 Bojonegoro with 36 students of class VIII A as the participants. Before the implementation, a preliminary observation and interview were conducted on 20 November 2025 to identify students' initial speaking condition and the difficulties they faced during English learning. The classroom action research was then carried out from 29 January to 14 February 2026.

Two instruments were used in this study, namely speaking test and interview. The speaking test was used to measure students' speaking performance after each cycle. The assessment focused on four aspects: pronunciation, vocabulary, fluency, and confidence. Meanwhile, the interview was conducted before the implementation to identify students' speaking barriers and gather supporting information about the classroom condition.

The research procedure followed four stages in each cycle. In the planning stage, the researcher prepared learning materials, classroom activities, and speaking tasks using Baamboozle. During the acting stage, students participated in collaborative speaking activities through Baamboozle. The observing stage was conducted to monitor students' participation and responses during the learning process. After that, reflection was carried out to evaluate the results of each cycle and determine improvements for the next cycle.

The data were analyzed descriptively by comparing students' speaking results in each cycle. Students' achievement was measured using the mean score and the percentage of students who achieved the minimum mastery criterion (KKM), which was set at 85. The comparison between Cycle I and Cycle II was used to identify the improvement of students' speaking fluency after the implementation of Baamboozle.

## **FINDINGS AND DISCUSSION**

### **Initial Condition**

Before the implementation of Baamboozle, the researcher conducted a preliminary observation and interview to identify students' initial speaking condition.

The results showed that students still faced several difficulties in speaking English. Most students had limited vocabulary and often felt unsure when expressing their ideas orally. Some students were also afraid of making mistakes and showed low confidence during speaking activities. Because of these conditions, students' participation in speaking activities was still low, and many of them preferred to stay silent rather than speak in English.

The observation also showed that students had limited opportunities to practice speaking during classroom learning. Most classroom activities were still focused on teacher explanation, so students did not actively use English during the lesson. As a result, students' speaking fluency had not developed well. Therefore, more interactive learning activities were needed to encourage students to speak more actively and confidently.

#### Findings of Cycle I

After the implementation of Baamboozle in Cycle I, students started to show improvement in speaking activities. During the learning process, students participated in classroom games and worked together with their group members. Compared with the initial condition, students became more willing to answer questions and express simple ideas in English.

However, the improvement in Cycle I had not reached the expected target. The speaking test result showed that the mean score was 69, which was still below the minimum mastery criterion (KKM) of 85. In addition, 19 out of 36 students (52.8%) achieved the KKM.

Although there was progress, several students still experienced difficulties during speaking activities. Some students still needed more time to choose vocabulary and organize their ideas before speaking. Others still felt nervous and lacked confidence when speaking in front of the class. These conditions indicated that students still needed more opportunities to practice speaking in a supportive learning environment.

Based on the reflection result, improvements were prepared for the next cycle to support students' participation and help them become more confident during speaking activities.

### Findings of Cycle II

After making improvements based on the reflection from Cycle I, the implementation continued in Cycle II. Students showed better participation during speaking activities using Baamboozle. They became more active in responding to questions, discussing with group members, and expressing ideas during classroom interaction. Students also appeared more relaxed and more confident when using English.

The speaking test result in Cycle II showed a better improvement. The mean score increased to 80, which was closer to the minimum mastery criterion (KKM) of 85. In addition, 28 out of 36 students (77.8%) achieved the KKM.

Compared with Cycle I, students showed improvement in pronunciation, vocabulary use, fluency, and confidence. They participated more actively and appeared more comfortable speaking English during classroom activities.

Overall, the results from Cycle I and Cycle II showed that students' speaking fluency improved after the implementation of Baamboozle. The increase in the mean score and the number of students who achieved the KKM indicates that students became more active and more confident in using English during speaking activities

## DISCUSSION

The findings showed that the implementation of Baamboozle helped improve students' speaking fluency. This improvement could be seen from the increase in students' speaking scores from Cycle I to Cycle II. The mean score increased from 69 to 80, while the percentage of students who achieved the KKM increased from 52.8% to 77.8%. Besides the score improvement, students also became more active and showed better confidence during speaking activities. These results indicate that providing more opportunities to speak and interact may support students' speaking development.

This improvement may be related to the learning activities implemented during the research. Through Baamboozle, students practiced speaking through games, group discussion, and classroom interaction. Students were encouraged to express

ideas and communicate more actively during the lesson. As a result, students gradually became more comfortable speaking in English.

This finding is in line with Matin (2023), who explained that speaking learning should provide opportunities for students to practice communication actively and develop speaking skills through suitable learning activities. In this study, students were given more opportunities to participate and use English during classroom activities, which may contribute to the improvement of their speaking fluency.

The result of this study also supports (Nurdianingsih et al., 2024), who stated that enjoyable and engaging learning activities can create positive learning experiences and increase students' participation. During the implementation, students became more involved because learning activities encouraged interaction and active participation in the classroom.

In addition, this finding is consistent with previous studies on the implementation of Baamboozle in English learning. Previous studies reported that Baamboozle can increase students' engagement and support interactive classroom learning (Aeni et al., 2024). Similar results were found in this study, where students became more motivated and more willing to participate during speaking activities.

Previous studies mainly discussed the role of Baamboozle in increasing participation and engagement (Aeni et al., 2024). However, studies focusing specifically on improving students' speaking fluency through collaborative speaking activities at the Madrasah Tsanawiyah level are still limited. Therefore, this study extends previous findings by showing that Baamboozle may support not only classroom participation but also students' confidence and speaking fluency.

Overall, the implementation of Baamboozle helped create a more active and enjoyable learning environment. Through repeated speaking practice and classroom interaction, students gradually improved their speaking fluency.

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