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The Effectiveness of Bamboozle Interactive Media in Improving the Speaking Skills of Students MAN 1 Lamongan

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ABSTRACT

Purpose *- This study aims to determine the effectiveness of using interactive media Bamboozle in improving students' speaking skills in Arabic language learning.*

Design/methodology/approach *- The study employed a quantitative approach with a pre-experimental design, specifically the one-group pre-test and post-test design. The research instrument was a speaking skills test administered before and after the learning treatment using Bamboozle media.*

Findings/results *– The data analysis using the Paired Sample T-Test with SPSS version 21 showed a significance value of 0.000 < 0.05, indicating a significant difference between pre-test and post-test results. The average student score increased from 70.33 to 89.67, with a gain of 19.34 points.*

Originality/value *- This study demonstrates that the use of interactive media Bamboozle is effective in enhancing students' speaking skills, as well as boosting motivation, encouraging active participation, and creating a more engaging and enjoyable learning atmosphere.*

Paper type *– Research paper*

Keywords: *Effectiveness, Interactive media bamboozle, Speaking skills.*

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Introduction

Education is an essential process in shaping excellent human resources, not only in terms of knowledge and skills but also in character. In the context of national development, education serves as a primary pillar in preparing a generation that is not only intellectually intelligent but also morally upright and capable of adapting to the dynamics of the times. However, discussions on education in general need to be directed more specifically toward issues of language learning. (Abd Rahman, Sabhayati, Andi, Yuyun 2022).

Arabic, as one of the international languages, holds a strategic position as it is the primary language of the Qur'an, hadith, as well as classical and contemporary Islamic literature. Therefore, mastering Arabic is of great importance, especially within the context of Islamic education in Indonesia, where Arabic is incorporated into the curriculum of madrasahs, pesantrens, and even certain public schools (Furoidah 2020).

In general, Arabic language proficiency encompasses four basic skills, namely listening (maharah istima'), speaking (maharah kalam), reading (maharah qira'ah), and writing (maharah kitabah). These four skills are interrelated and form a complete language proficiency. However, not all of these skills are easy to teach and master in a balanced manner. Among the four, speaking skills or maharah kalam are often one of the biggest challenges for both students and teachers (Taubah 2019). Although Arabic has long been developed in Indonesia, learning this language still faces various challenges. One of the main challenges is related to the selection of methods or media used in the Arabic teaching process. Monotonous and less interactive teaching methods are often the main cause of low student engagement in learning (Rafa , Edi 2024). On the other hand, uninteresting media also contribute to low student interest in learning Arabic. Therefore, educators need to choose effective teaching methods or media to facilitate students in mastering Arabic optimally, so that students can develop their Arabic language skills well (Nadhif 2023).

Preliminary observations at MAN 1 Lamongan revealed that Grade X students still show low interest in developing speaking skills. Difficulties include limited vocabulary mastery, obstacles in constructing sentences, and a lack of self-confidence to communicate in Arabic. This condition indicates the need for innovative learning media that can both motivate students and effectively train their speaking skills.(Nafisah 2022). In this regard, digital interactive media emerges as a potential solution. One such medium is Bamboozle, an online educational game platform that delivers engaging learning experiences through quizzes, group games, and interactive exercises. Its competitive and collaborative format has proven effective in creating a lively and enjoyable learning atmosphere while fostering students' active participation. (Fauziah Bachtiar 2025)

To address these issues, this study aims to introduce a medium that is expected to increase students' interest in learning Arabic. In this context, it is necessary to evaluate the extent to which Bamboozle plays a role in training students' speaking skills (Wahyuni 2020). Bamboozle is an online educational gaming platform designed to increase student interaction and engagement in learning. This media allows teachers to present material in a more interesting way through quizzes, group games, and interactive exercises that can improve students' understanding and speaking skills. The advantages of Bamboozle lie in its fun, competitive format that encourages group work, making the learning atmosphere morelively and participatory (Kholidatun Nur Wahidiyah, M. Faisol Fatawi 2025). The use of Bamboozle also contributes to creating a

more engaging and enjoyable learning atmosphere, thereby increasing students' motivation to actively participate in the learning process (Rahmawati 2021).

Several previous researches discussing the Effectiveness of Bamboozle Media in Improving Maharah Kalam Skills include: First, research conducted by Fajar Syarif entitled "Baamboozle's Effectiveness in Increasing Learning Motivation in Islamic Studies" revealed that the use of Baamboozle can increase students' interest and motivation in learning. In addition, this media also makes the classroom atmosphere more dynamic and interactive, and shows the active involvement of students in every learning process (Winaningsih dkk. 2022). Second, research conducted by Diah Kusyani and Sukma Adelina Ray entitled "The Effectiveness of Bamboozle in Improving Seventh Grade Junior High School Students' Ability to Understand North Sumatran Folktales" revealed that Bamboozle is effective in improving students' understanding of North Sumatran folktales. This study also revealed that students who learned with Bamboozle obtained higher average comprehension scores than students who learned without this media (Kusyani dan Adelina Ray 2023). Third, research conducted by Rifansa Grandis Anindita and Danang Prastyo entitled "The Effect of Baamboozle Learning Media on the Cooperation Skills of Fifth Grade Students at SDN Kepuh Kiriman 1 Waru" revealed that the use of Bamboozle learning media had an effect on improving the cooperation skills of fifth grade students at SDN Kepuh Kiriman 1 Waru. The results of the study showed that students who participated in learning using Bamboozle showed a more significant increase in cooperation skills compared to those who did not receive learning through this media. Data analysis was conducted through normality tests, homogeneity tests, and independent t-tests using SPSS version 21 software as a statistical analysis tool. The statistical test results showed a significance value of $0.000 < 0.05$, which means that the null hypothesis was rejected and Bamboozle was proven to be effective in improving students' cooperation skills (Rifansa Grandis Anindita 2025).

Several previous researches that have been reviewed have similarities in discussing the effectiveness of using Bamboozle interactive games in learning. However, this research specifically focuses on the Effectiveness of Bamboozle Interactive Media to Improve Maharoh Kalam Skills. This study was conducted at a public school, namely MAN 1 Lamongan. Based on preliminary observations through interviews with Arabic teachers, it was found that 10th grade students had little interest in developing their speaking skills (maharah kalam) in Arabic. Most students had difficulty understanding new vocabulary and forming sentences in Arabic. In addition, the low interest of students in Arabic was due to the assumption that other subjects were given higher priority. Therefore, this study is considered important as an innovative effort in Arabic language learning by utilizing technology through the Bamboozle interactive game (Khoiro dkk. 2023).

Based on the above, this research aims to: (1) describe the implementation of Bamboozle interactive media in Arabic learning at MAN 1 Lamongan, (2) analyze the effectiveness of Bamboozle media in enhancing students' speaking skills (*maharah*

kalam), and (3) contribute to the development of technology-based strategies for Arabic language learning. This study is expected to serve as an innovative alternative solution to improve the quality of Arabic teaching in school.

Method

This study used a quantitative method with an experimental approach, namely a pre-experimental design in the form of a pre-test and post-test on a single group (single group design) (Sugiyono 2019) This study aimed to measure the effectiveness of using Bamboozle learning media in improving the maharah kalam of grade XF students at MAN 1 Lamongan.

The subjects in this study were 33 students in class X-F at MAN 1 Lamongan. Class X-F faced obstacles in learning Arabic, namely the students in this class experienced difficulties in maharah kalam or speaking skills in Arabic, which became the main challenge in the learning process. The data in this study covers three main aspects, namely (1) the results of observations on the application of learning media by teachers and student involvement, (2) student learning outcomes obtained from pre-tests and post-tests to measure improvements in speaking skills after using the media, and (3) questionnaire results that reveal student responses to the use of learning media after being given treatment. The research design can be represented as follows: (Creswell 2018)

Y_1 X Y_2

Description:

- Y1: Pre-test score before treatment
- X: Treatment
- Y2: Post-test score after treatment

Based on the single group design used, this study focused on one group, namely class X-F, without a control group. The study began with a pre-test to measure the students' initial proficiency in speaking skills. Next, the students were given treatment in the form of learning with Bamboozle media for three meetings. After the treatment was completed, the students took a post-test to measure the improvement in their Arabic speaking skills. The speaking test instrument was assessed using a rubric that covered four criteria: fluency, vocabulary, grammar, and pronunciation.

To analyze the effectiveness of Bamboozle media, the difference between pre-test and post-test scores was examined using a paired sample t-test. Prior to analysis, normality and homogeneity tests were conducted to ensure the assumptions of the t-test were met. If the test results indicated a significant difference between pre-test and post-test scores, it was concluded that Bamboozle media effectively improved the speaking skills of grade X-F students at MAN 1 Lamongan, such as a paired sample t-test with the following formula:

$$t = \frac{\bar{d}}{Sd \,/\, \pi}$$

Description:

- t = Calculated t value
- $\bar{d}$ = Average difference between pre-test and post-test scores
- Sd = Standard deviation of the difference between pre-test and post-test scores
- π = Sample size

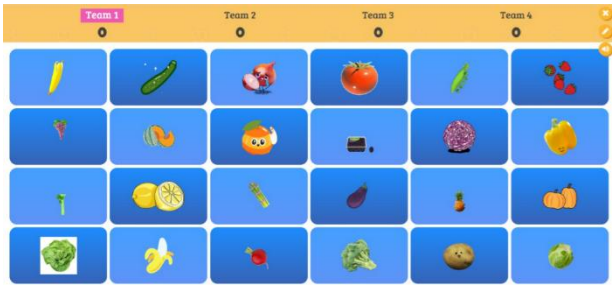
If the calculation results show a significant difference between the pre-test and post-test scores, it can be concluded that the Bamboozle media is effective in improving the speaking skills of grade X-F students at MAN 1 Lamongan.

Result and Discussion

Implementation of Bamboozle media

This research was conducted face-to-face from February to March 2025, during the third and fourth periods, with three meetings, each lasting 40 minutes. At the first meeting, the teacher began the lesson by greeting the students, introducing themselves, and asking about their well-being to create a comfortable learning atmosphere. After that, the teacher conveyed the learning objectives and took attendance. The teacher then provided an initial explanation of the material to be studied, namely about professions/ المهنة. To determine the students' initial understanding, the teacher distributed a pre-test that had to be completed by students through the Google Form platform as a means of collecting initial data.

In the second meeting, the teacher returned to teach in the same class and expressed appreciation for the students' attendance. This lesson used Bamboozle media to introduce the subject of professions/ المهنةin a more interactive way. Before using this media, the teacher first explained the material by referring to the students' books and showing a video of a hiwar or conversation in Arabic so that the students could better understand the context of its use. After ensuring that the students understood the material, the teacher then invited them to play while learning using the interactive Bamboozle media. To support this activity, the students were divided into four groups using the 1-4 counting method, while the teacher prepared the learning media to be used.



Picture 1: Bamboozle media display

In this learning session, Bamboozle media was introduced to students as a tool to help them understand material about professions/ المهنة. This media was used at the end of the session as a form of learning reflection so that students could better remember and understand the material in depth. After the reflection session with Bamboozle, the teacher distributed post-test questions to students to evaluate their understanding of vocabulary related to professions/ المهنة in Arabic sentences.

In the third meeting, the teacher returned to the classroom and distributed questionnaires to each student. These questionnaires contained a number of statements and questions related to the learning conditions in the classroom, which aimed to find out the students' responses and feedback on the methods that had been applied. Before concluding the session, the teacher reviewed the material on professions in Arabic to reinforce learning. Then, the learning activity was closed with a session for students and teachers to share their impressions and messages as a form of final reflection on the entire process that had been carried out.

Effectiveness of Bamboozle media

The effectiveness of learning media was proven through a comparative analysis of the pre-test and post-test results of students in class XF MAN 1 Lamongan. This indicates that the application of Bamboozle media contributes significantly to improving students' maharah kalam skills.

a. Pre-test and Post-test Results

	N	*Min*	*Max*	*Mean*
Pre-test	30	60	85	70,33
Post-test	30	80	100	89,67

Table 1. Pre-test and Post-test Results

Based on the table above, it can be seen that 30 students took the pre-test to measure their initial abilities before using the Bamboozle learning media. From these results, it is known that the highest score was 85, while the lowest score was 60. The average pre-test score for all students was 70.33, which shows that, in general, the students' initial ability to understand the material was still moderate. This illustrates that before using the Bamboozle media, most students had not yet achieved maximum understanding of the material taught, especially in terms of vocabulary mastery and speaking skills (maharah kalam) in Arabic.

Meanwhile, the post-test results conducted after learning using the Bamboozle interactive media showed a significant increase in students' maharah kalam abilities. Of the 30 students who took the post-test, the highest score obtained was 100, while the lowest score was 80, with a class average score of 89.66. Thus, it can be concluded that the use of Bamboozle interactive media is effective in improving students' maharah kalam skills. The significant differences in the minimum, maximum, and average scores further reinforce the fact that there was an improvement in student learning performance after the use of this media.

The improvement of nearly 20 points in the mean score reflects not only better understanding of the material but also greater confidence in speaking Arabic. These findings are consistent with studies that argue interactive media can foster engagement and motivation.

b. T-test

The next step in this study was to perform a statistical analysis to calculate the "t" value or t-test. The purpose of this calculation was to identify whether there was a significant difference in the learning outcomes of students in class X-F before and after the implementation of Bamboozle learning media. The t-test itself is a statistical method used to test hypotheses, namely to determine whether the difference in the average pre-test (test before treatment) and post-test (test after treatment) results actually occurred due to the use of Bamboozle media or was merely due to chance (Budi Darma 2021). In other words, this t-test will help prove whether the improvement in student learning outcomes after learning with Bamboozle media is significant or not.

	Mean	Std. Dev	t	Sig. (2-tailed)
Pre-test and post-test	-19.33333	9.071187	-11.673	.000

Table 2. Uji Paired Sample T-Test Pre-test and Post-Test

Based on the results in the table above, it is known that the Sig. value is 0.000<0.05. Thus, (H_0) is rejected and (H_1) is accepted (Kusaeri, Al Quddus 2021). This shows that there is a significant difference between the pre-test results before the use of interactive learning media and the post-test results after the use of such media. Therefore, it can be concluded that Bamboozle media has been proven to be effective and suitable for use as a learning tool that can improve the maharah kalam skills of grade X-F students at MAN 1 Lamongan.

This supports interactive learning theory and Communicative Language Teaching (CLT), which emphasize the importance of active, engaging, and communicative activities in improving speaking skills. Compared to other interactive media such as Kahoot and Quizizz, Bamboozle offers unique features such as customizable quizzes, team games, and real-time feedback that specifically encourage verbal interaction and student collaboration.(Saleh dkk. 2025)

Student Responses to the Use of Bamboozle Media

Data on student responses was obtained through questionnaires distributed to 30 students in class X-F at MAN 1 Lamongan. The questionnaires were filled out on the third day of the study, right after the students completed the post-test. The questionnaire was designed to determine the level of student interest in learning using Bamboozle interactive media, as well as to evaluate the extent to which this media was able to increase student active participation in the Arabic language learning process, particularly in speaking skills (maharah kalam).

The questionnaire was filled out by 30 students in class X-F with 10 statements using a 1–4 Likert scale (STS–SS). We assume that the majority of students responded

"Strongly Agree (SS)" and "Agree (S)" to each statement, because all statements were positive towards the use of Bamboozle media. The following is a recapitulation of the data (in tabular form) based on the questionnaire results:

Category	Number of Students	Percentage
S	24	80%
SS	8	20%
TS	0	0%
STS	0	0%

Table 3. Summary of questionnaire results

Based on the results of the questionnaire analysis, it was found that the majority of students responded positively to the statements presented. In general, more than 90% of students chose the "Agree" and "Strongly Agree" categories in almost all aspects, with the highest percentage in the pleasant atmosphere aspect (80% SS, 20% S). No respondents chose 'Disagree' or "Strongly Disagree," indicating that Bamboozle media was very well received and effective among students.

This result shows that Bamboozle media received positive responses from all students and had a constructive influence on the learning process, particularly in the development of speaking skills (maharah kalam). This media was considered effective in creating a more interesting and interactive learning atmosphere, as well as motivating students to actively participate in learning activities. Furthermore, the absence of negative responses from students reinforces that this media is not only liked, but also relevant to the needs and learning characteristics of today's students. Learning that utilizes interactive games such as Bamboozle can be an alternative learning strategy that is both fun and effective in improving language competence.

Thus, it can be concluded that Bamboozle is an effective, innovative, and suitable learning medium for Arabic language learning, especially in terms of speaking skills. Its use not only supports the achievement of learning objectives but also contributes to increasing students' overall activity, enthusiasm, and participation (Gultom dkk. 2023).

Conclusion

Based on the results of the data analysis that has been carried out, it can be concluded that the use of Bamboozle interactive media has proven to be effective in improving the speaking skills of students in class X-F at MAN 1 Lamongan. This is supported by the results of the Paired Sample T-Test on the pre-test and post-test scores, which show that the significance value (Sig.) of 0.000 is below the significance threshold of 0.05. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

A significant improvement is also seen in the minimum, maximum, and average scores. The average score of students increased from 70.33 in the pre-test to 89.67 in

the post-test, with a difference of 19.34 points. This indicates that Bamboozle media is proven to be effective in improving students' speaking skills in Arabic language learning.

In terms of practical implications, Arabic language teachers can utilize Bamboozle as an interactive tool to design speaking exercises, vocabulary drills, and conversational (hiwar) practices. By integrating Bamboozle into the classroom, teachers can create a more engaging and student-centered learning atmosphere. However, this study has certain limitations: the design did not include a control group, the sample size was relatively small, and the treatment was limited to only three sessions. These limitations restrict the generalization of the findings.

As a follow-up to this study, it is recommended that further experiments be conducted to strengthen and expand the findings. Future research could compare the effectiveness of Bamboozle with other interactive digital media such as Kahoot or Quizizz, or apply it to different levels of education. In addition, future experiments could also be developed in the context of project-based learning or blended learning in accordance with the Merdeka Curriculum, in order to determine the long-term impact of using this media on improving students' overall language skills.

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