



Enhancing Arabic Speaking Proficiency and Vocabulary Retention Through Baamboozle-Based Game Learning

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Abstract

Speaking skill and vocabulary mastery are essential for learning Arabic. Low motivation and engagement among students in Arabic language learning process obstacles to language practice, especially in speaking skills. This study evaluated the effectiveness of Game-Based Learning (GBL) using bamboozle in eight grades at Al-Fatimah Junior High School Bojonegoro – East Java. This study using a quantitative quasi-experimental design with 56 sample. data were collected through oral and written test and analysed using normality, homogeneity, and independent sample t-test. Results indicated that GBL did not significantly improve speaking skills with a significance value of $0.779 > 0.05$. In vocabulary mastery, this method has a substantial impact with a significance value of $<0.001 < 0.05$. Thus, GBL through Baamboozle is efficacious in improving students' vocabulary mastery but has not significantly improved their speaking skills.

Keywords: *GBL, Arabic Speaking Skill, Vocabulary*

Introduction

The era of globalization is an era in which all information flows are developing rapidly. To survive in this era, supporting skills are needed. Esthetics, in the book *Digitalization of Education*, explains several skills that must be mastered in the era of globalization. These skills include critical thinking and problem-solving skills, creativity and innovation, communication and collaboration skills, social and cross-cultural skills, and information mastery skills (Arianti & Pramudita, 2022; Muvid et al., 2024). Global communication skills are the primary foundation for socializing. Good communication skills come from good language skills. Language skills, especially speaking skills, are the benchmark for successful communication. Speaking is a tool for communicating ideas, thoughts, and feelings consciously and coherently, developed based on the needs of both the speaker and the listener (Luluk Sri Agus Prasetyoningsih et al., 2021).

In foreign language learning, language skills are an essential aspect in building global communication. Arabic, apart from English, is one of the foreign languages that needs to be mastered. This language holds the status of an international language and has been recognized as the seventh official language by the United Nations since 1973. In general, Arabic language learning involves four main skills: listening (*maharat al-*

istima'), speaking (*mahārat al-kalām*), writing (*mahārat al-kitābah*), and reading (*mahārat al-qirā'ah*) (Nismah, Rosyidi, et al., 2025). Among these four skills, speaking skills play a crucial role. In addition to their role in communication, speaking skills are also essential tools for understanding religious texts, expanding linguistic knowledge, and building cross-cultural interactions. Therefore, mastery of *mahārat al-kalām* is one of the key competencies that need to be developed in Arabic language learning.

Speaking skills are closely related to vocabulary mastery. In language learning, vocabulary is a key component in improving speaking skills (Suhadi & Fahrurozi, 2024). In his research, Khairy concluded that there is a powerful relationship between vocabulary mastery and speaking skills, with a correlation test result of 0.926 and a significance value of $0.000 < 0.05$ (Abusyairy et al., 2020). These two aspects are key skills in developing good communication skills, both actively and effectively, in academic contexts and everyday communication. Without an adequate vocabulary, speaking skills will not develop into effective communication. Conversely, limited vocabulary is a serious obstacle to constructing sentences and conveying ideas verbally. Therefore, language learning strategies that are able to synergize these two aspects are needed.

The reality on the ground is that language practice in Arabic language learning still faces significant obstacles. Lack of interest, motivation, and innovation in learning is among the most encountered problems. Monotonous, teacher-centered learning methods and conventional, less interactive teaching styles cause students to tend to be passive in the learning process (Muid et al., 2022). The lack of Arabic vocabulary relevant to communication needs has an impact on students' low proficiency in using Arabic. Innovation in learning is also an essential factor in the Arabic language learning process.

As a solution to this problem, an innovative learning strategy is needed that can create interactive, enjoyable, and student-centered learning. Game-based learning is one relevant solution. In the last decade, game-based approaches have gained attention among researchers for their potential to increase student motivation and engagement, as well as promote a student-centered learning environment (Videnovik et al., 2023). GBL is a learning approach that utilizes games to teach specific concepts, skills, or knowledge to students (Qurotaaini et al., 2025). To solve this problem, an innovative learning strategy is needed to create an interactive, enjoyable, and student-centered learning atmosphere. One relevant method is Game-Based Learning (GBL). GBL is a teaching method that utilizes game elements to support the learning process. GBL has been proven to increase student motivation, engagement, and memory through a beneficial competitive and collaborative atmosphere. In Arabic language learning, GBL serves as an effective tool for improving vocabulary mastery and training communicative speaking skills.

One of the well-known digital platforms for implementing GBL is Bamboozle, a web-based application that offers a variety of educational games that can be tailored to learning content. Bamboozle provides opportunities for students to actively engage in answering questions, constructing sentences, and enriching their vocabulary through games that are easy yet interesting. Therefore, the implementation of Bamboozle in

Arabic language teaching is sure to improve students' speaking skills while expanding their vocabulary through a fun and meaningful learning experience.

Several studies have proven that the GBL method using Baamboozle has an effect on improving students' speaking and vocabulary skills. Miftahul Mufid and M. Saeful Anwar in their research found that the use of the Bamboozle educational game had a significant positive impact on improving students' Arabic vocabulary comprehension skills. An average score increases of 25.6% from the pre-test to the post-test, with a large effect size (Cohen's $d=1.99$), identified the effectiveness of using educational games in the context of Arabic language learning at the university level (Mufid & Anwar, 2024).

In another study (Simangunsong et al., 2024) an increase in post-test scores was found in both the experimental and control groups. Based on descriptive statistical analysis, the average score in the experimental group increased from 9.4 in the pre-test to 13.9 in the post-test (an increase of 4.5 points). Meanwhile, the control group experienced an increase in scores from 7.1 to 9.1 (an increase of 2.0 points). The t-test results showed that there was a statistically significant difference between the two groups ($p < 0.05$). These findings indicate that the use of Baamboozle had a greater impact than Wordwall. The increase in scores was reflected in all aspects of assessment, namely speaking fluency, pronunciation, grammar, and comprehension.

This study was conducted in class eight of Al-Fatimah Junior High School Bojonegoro East Java with students who had low Arabic speaking skills and poor vocabulary mastery. Based on interviews with Arabic teachers and students, the lack of student interest in learning Arabic and conventional teaching methods resulted in low motivation and student engagement in Arabic language learning. The purpose of this study was to determine how GBL was used at Al-Fatimah Plus Junior High School and the effect of using Baamboozle on students' speaking and vocabulary skills.

Method

This study used a quantitative research method with a quasi-experimental design involving two non-equivalent groups (control group and experimental group). Experimental research is conducted to determine the effect of a treatment on research subjects (Arib et al., 2024; Lasaiba et al., 2023). The research design used was a post-test to determine the effect of using the GBL method with Baamboozle.

The research population included all eighth-grade students at Al-Fatimah Junior High School Bojonegoro, consisting of six regular classes with a total of 129 students and the sample used was 56. The sample was taken using random sampling techniques. Random sampling is a probabilistic sampling technique that allows researchers to select research participants randomly and impartially (Noor et al., 2022). Determination of sample size using the Slovin formula with a margin of error of 0.1 or 10%. Where n represents the size of the sample required and N represents the size of the population from which the sample is drawn.

$$n = \frac{N}{1 + Ne^2}$$

This study was conducted in four stages, namely planning, intervention implementation, evaluation, and data processing. In the planning stage, learning activities were prepared for the experimental and control groups, learning tools were created on the Baamboozle platform, and post-test questions were prepared. To align the understanding of the research and learning outcome assessment, collaboration with teachers was carried out. In the implementation stage, the experimental group received learning using the GBL method through Baamboozle, and the control group received conventional learning. The evaluation stage was carried out using two assessment methods, written and oral. Oral tests were used to determine how effective the GBL method was in improving speaking skills. The results of both groups were analyzed statistically using normality tests, homogeneity tests, and hypothesis tests using unpaired t-tests.

Essential components in assessing speaking ability include fluency, accuracy (grammar, vocabulary, pronunciation), and communication strategies. One such communication strategy is achievement strategies such as guessing, paraphrasing, or a combination of both (Wahyono, 2017). According to John W. Oller, the aspects or components of speaking assessment include pressure, grammar, vocabulary, fluency, and comprehension (Ansyorlah et al., 2024). Unlike Oller, Brown, in his book *Language Assessment*, lists six components for assessing speaking ability. These six components include grammar, vocabulary, comprehension, fluency, pronunciation, and task. Brown divides each element into a scale of 1-5 (Brown & Abeywickrama, 2018). In this study, the indicators for assessing speaking skills include pronunciation, grammar, vocabulary, fluency, and comprehension. With a rubric for evaluating speaking skills (Ansyorlah et al., 2024; Suhaimi, 2021) as follows:

Table 1. *Rubric for Speaking Skills Assessment*

No	Assessment Aspect	Score	Description
1.	Pronunciation	5	Easy to understand and has the native speaker's accent
		4	Easy to understand despite a certain accent
		3	There are pronunciation issues that require the listener to concentrate fully and sometimes lead to misunderstandings
		2	Difficult to understand due to pronunciation issues
		1	Unintelligible due to serious pronunciation problems
2.	Grammar	5	No or few grammatical errors
		4	Occasional grammatical errors that do not affect meaning
		3	Frequent grammatical errors that affect meaning

	2	Numerous grammatical errors that hinder meaning and often require sentence restructuring
	1	Grammatical errors are so severe that they are difficult to understand
3. Vocabulary	5	Almost no errors in vocabulary usage
	4	Occasionally uses inappropriate vocabulary
	3	Placement of vocabulary does not match the next word to form a sentence
	2	Limited vocabulary to express simple expressions
	1	Vocabulary is inadequate for communication purposes
4. Fluency	5	Perfect speech
	4	Speech is almost perfect and understandable.
	3	Speech seems a little hesitant, but is becoming more coherent in terms of speed and sentence length
	2	Speech is hesitant and imperfect, making it difficult to understand, except in simple sentences.
	1	Speech is interrupted and halting, making conversation difficult to understand
5. Comprehension	5	Responses are appropriate and relevant to the questions asked.
	4	Most responses are appropriate to the questions asked.
	3	Most responses are not appropriate to the questions asked.
	2	Responses are less relevant to the questions asked.
	1	Responses are not appropriate to the questions asked.

Result and Discussion

Game-Based Learning

Game-Based Learning is a pedagogical approach that utilizes game elements and mechanisms as a means to achieve learning objectives. GBL is the use of digital and non-digital games that are specifically designed to enhance the learning experience of students through interaction, challenges, and direct feedback. In the context of education, GBL is not just “playing for fun,” but every element in it (competence, challenges, and rewards) is designed to keep students focused on learning and building critical, creative, collaborative, and communicative thinking skills (Ervina et al., 2025).

Theoretically, GBL is rooted in constructivism theory, which emphasizes that knowledge is constructed through direct experience and active student involvement in the learning process (Fatimah, 2024; Muzakka et al., 2025). Through games, students engage in exploration, decision-making, and reflection on the results obtained, thereby creating meaningful learning. In language learning, GBL can be applied to increase confidence in communication (Sinambela et al., 2022), improving vocabulary (Cabrera-

Solano, 2022; Estomata et al., 2025; Riwanda et al., 2021) , and practice speaking skills (Puspitoningrum et al., 2024; Simangunsong et al., 2024) through an engaging and realistic gaming context.

Many studies show that game-based learning has many benefits and a positive impact on increasing motivation (Sugianto, 2023), involvement (Raharjo et al., 2024), and being able to think critically and solve problems (Radityastuti et al., 2023), as well as being collaborative and accomodating various learning styles (Bashir & Bramastia, 2023). With these multiple advantages, GBL is an effective alternative to overcome learning fatigue and increase student engagement in Arabic language learning, which is often considered difficult and monotonous.

Baamboozle

Baamboozle is a web-based learning game platform that allows teachers to quickly create and run interactive quizzes for both online and offline classes. Baamboozle is an educational application/game that combines quiz and game elements to create a fun and interactive learning experience. The main features of Baamboozle include games that can be played online or offline, complete with image-based quizzes and questions that teachers can customize, as well as game modifications tailored to learning needs. Baamboozle enables game-based learning that enhances motivation and interest in learning (Hamidatussya'diyah & Anwar, 2025), student engagement and collaboration in the classroom.

Baamboozle, as a web-based educational gaming platform, is a concrete example of game-based technology that aims to increase engagement (Aeni et al., 2024) and student learning experiences. This platform usually consists of short questions, multiple-choice questions, or picture questions arranged according to the lesson theme. With a simple display and direct access via a browser, Baamboozle can be used for both offline and online learning. This makes Baamboozle a flexible application that is easily adaptable to various learning contexts, enabling it to produce interactive, competitive, and enjoyable learning activities.

The use of baamboozle in language learning for linguistic purposes, including the introduction of new vocabulary, exercises in understanding word meanings, reinforcement of sentence structure, and oral language production activities, can train vocabulary mastery (Lan & Hong, 2025) and improve their ability to pronounce and use vocabulary in simple sentences (*mahārat al-kalām*). The student-centered learning principle is reinforced with Baamboozle because students have the opportunity to actively participate in the learning process (Lestari et al., 2024; Zuleha et al., 2025). This is very important for improving students' language skills, especially in terms of speaking and vocabulary (Zulbani & Syafryadin, 2025).

Arabic speaking skills

Speaking skills or *mahārat al-kalām* in the Arabic language learning play an important role in oral communication. Speaking skills are the ability to pronounce words to convey feelings, ideas, or express what one is feeling (Nuridin et al., 2024; Nurlaila,

2020). According to (Suryaningrum, 2024) Speaking skills are a key aspect of oral communication that not only help convey ideas, thoughts, and feelings but also shape social relationships and support other language skills.

In the context of Arabic language learning, *mahārat al-kalām* emphasizes not only fluency in speaking but also includes the skills of using language structures according to the rules, accuracy in choosing vocabulary, and proficiency in communication (Amin, 2023). Based on the above explanation, speaking skills are the ability of humans to process and convey information, both feelings and ideas, verbally to others in social interactions and daily life.

The success of speaking skills is influenced by many interrelated factors that play a role in students' communicative abilities. These factors can be internal or external. Internal factors usually take the form of students' lack of confidence in speaking, especially when speaking a foreign language. These factors include student motivation and confidence, a supportive environment, the teaching methods and media used, the role of teachers in providing feedback, and intensive and interactive speaking practice.

1. Student motivation and self-confidence

A critical component in encouraging students to engage in language learning is motivation. Motivation is essential in supporting students in mastering the language and achieving success (Annisa et al., 2023). High motivation can encourage students to speak, try, and correct their language mistakes. In addition to motivation, self-confidence is a psychological foundation that can help increase students' courage to speak in a foreign language. Self-confidence and good language proficiency have a positive effect on speaking ability (Bakhtiar & Suwandi, 2022). Students' lack of confidence stems from their anxiety about their vocabulary, grammar, and pronunciation, which are not good enough, so they are afraid to communicate in a foreign language (Prayuda, 2021). Without the courage to speak, students will experience obstacles in developing their oral communication skills. The role of teachers in this case is vital to motivate students and build their confidence through positive encouragement, rewards, and activities that can foster students' enthusiasm in practicing their speaking skills.

2. Supportive Environment

An important factor in improving Arabic speaking skills is an adequate environment. Habitual Arabic speaking and a conducive language environment are effective in improving students' speaking abilities. A language environment or *bi'ah lughawiyah* can be created through daily interactions (Nismah, Wahab Rosyidi, et al., 2025). Such as interactions between teachers and students, language classes, Arabic day, or language camps. A consistent linguistic environment allows students to become accustomed to listening and speaking. This can increase their vocabulary and improve their sentence structure in accordance with grammatical rules, thereby enabling effective communication (Kasmantoni et al., 2022). The habit of speaking Arabic and an effective Arabic-speaking environment are effective in improving students' speaking skills ('Izza et al., 2021).

3. Learning Methods and Media

The use of appropriate learning methods and media affects the success of speaking skills. In Arabic language learning, learning methods as an approach strategy in the learning process can influence students' active participation in speaking practice. Methods such as GBL, role-playing, and storytelling can encourage students to participate in direct speaking, thereby improving their speaking skills (Nur et al., 2024; Rizki & Kastur, 2024; Sani et al., 2025). Active methods such as the direct method (*al-mubāsharah*) or *mubādatsab yaumiyyah* can increase student engagement in speaking practice (Hresnawanza, 2025; Perkasa, 2025; Rappe & Rahmawati, 2022; Taufik et al., 2024). In addition, combining various learning media, including images, videos, teaching aids, and digital technology, can help increase student motivation in the learning process, enrich vocabulary, and improve students' understanding of language context (Nurjannah, 2024). This creates a better learning environment for building practical speaking skills.

4. Role of the Teachers

Teachers play a central role in the success of *mahārat al-kalām* learning. A teacher not only functions as a conveyor of material, but also as a facilitator, language model, and motivator for students (Fitriani Basri & Sahib, 2023; Supriadi et al., 2023). The role of teachers in determining learning strategies greatly influences the language learning process (Asmara & Ali Mustofa, 2024). In addition, teachers must be able to set an example in the proper and correct use of Arabic so that they can provide concrete examples for students in pronunciation, sentence structure, and speaking style. Teachers also need to create a communicative, open, and fear-free learning environment so that students dare to express their opinions.

5. Intensive and Interactive Speaking Practice

Intensive speaking practice through interactive activities has been proven effective in improving students' language speaking skills (Faruq & Fauzi, 2025; Hidayatul & Erma, 2025; Bahri et al., 2024; Syamsiyah et al., 2023). Learning methods that involve pair and group activities provide opportunities for students to exchange ideas, correct mistakes, and increase their confidence in speaking. One interactive activity, namely simulation, can help students use language in real life, increasing their flexibility and fluency in speaking. One simulation activity that can be practiced is role-playing. This activity can significantly improve students' speaking skills by providing communicative experiences and constructive feedback (Albana et al., 2023; Santoso & Prasetyo, 2024).

Arabic vocabulary

Vocabulary plays an important role in mastering the four language skills. The perfection of language skill mastery depends on vocabulary mastery. The better the vocabulary, the better the language skill mastery. Arabic vocabulary is the number of Arabic words possessed by a person or group of people or words found in Arabic that contain information about meaning and usage (Romadhon & Churotul Aeni, 2023).

Vocabulary consists of words that can be arranged in writing or speech to express feelings and thoughts (Robiansyah et al., 2023). Vocabulary is a collection of words used to construct sentences, both spoken and written, to express thoughts and feelings.

Vocabulary mastery indicators describe the extent to which a person understands, remembers, and uses vocabulary appropriately in communication. In this study, there are two main aspects that are the focus of assessment, namely vocabulary comprehension and its use in sentences. The following is a table of assessment aspects and indicators:

Table 2. *Assessment Aspect and Indicator*

Assessment Aspects	Indicator
Vocabulary Comprehension	<ol style="list-style-type: none">1. Students can define Arabic Vocabulary.2. Students can translate Indonesian vocabulary into Arabic.3. Students can connect images with the appropriate vocabulary.4. Students can identify vocabulary that functions as a sentence-forming element (subject, predicate, adverbial).
Use in sentences	<ol style="list-style-type: none">1. Students can complete sentences with vocabulary to form complete sentences.

Vocabulary mastery is a basic requirement for active and effective communication. A person with a good vocabulary can construct sentences and paragraphs more easily, thereby producing effective communication. Proficiency in choosing the right words can express ideas clearly and accurately, help construct sentences fluently, and overcome communication barriers (Marwaki, 2025).

Based on the results of a study (Suhadi & Fahrurozi, 2024) it was concluded that Arabic vocabulary mastery affects Arabic speaking ability. Research conducted by (Tawarik, 2021) states that there is a strong correlation between vocabulary mastery and speaking skills. This means that as vocabulary mastery increases, speaking skills also increase. In line with this research, (Zaitun et al., 2021) also mention that vocabulary and speaking skills have a strong correlation. It can be concluded that vocabulary mastery plays a very important role in a person's speaking ability. The more vocabulary a person masters, the more perfect their speaking ability will be.

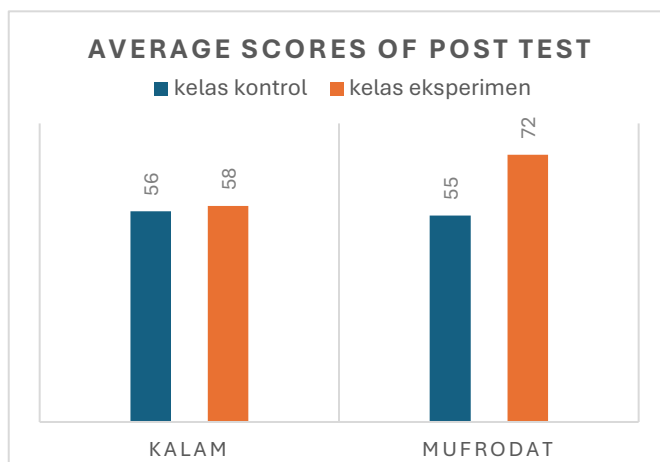
Data Analysis

The results show the post-test scores for writing skills and vocabulary for the control class and the experimental class as follows:

Table 1. *Average Student Scores*

<i>Skills</i>	<i>Control Class</i>	<i>Experiment Class</i>
<i>Kalām</i>	56	58
<i>Mufradāt</i>	55	72

Figure 1. *Comparison table of post-test average scores*



The data above shows that the average scores of the experimental class and the control class in *mahārat al-kalām* have a non-significant average difference. In contrast to *mahārat al-kalām*, in *mufradāt* mastery, the average scores between the experimental class and the control class have a significant difference of 17 points. This means that learning using the Baamboozle-assisted GBL method can significantly improve post-test scores in *mufradāt* mastery for the experimental class.

Normality Test Analysis

The normality test in this study was conducted using SPSS version 29. The normality test is. The normality test in this study was based on the Shapiro-Wilk test because the sample used in this study was small. The results obtained are as follows:

Picture 1. Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
KELAS		Statistic	df	Sig.	Statistic	df	Sig.
POST TEST MUFRODAT	Kelas Kontrol	.155	28	.081	.927	28	.053
	Kelas Eksperimen	.116	28	.200*	.954	28	.253
POST TEST KALAM	Kelas Kontrol	.126	28	.200*	.964	28	.422
	Kelas Eksperimen	.151	28	.099	.936	28	.088

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As shown in the analysis results in the figure above, the significance value of the post-test *mufradāt* for the control class was 0.053 and for the experimental class was 0.253. The same was true for the post-test *mahārat al-kalām* values. The control class

showed a significance of 0.422 and the experimental class 0.088. The overall significance value exceeded the significance level (0.05), so it can be concluded that the data in all groups were normally distributed.

Homogeneity Test Analysis

After conducting the normality test, the homogeneity test was then conducted. The homogeneity test was conducted to determine whether the data obtained had homogeneous variance or not. This test used the Levene test with a significance level of 0.05. The test results can be seen in the following figure:

Picture 2. Test of Homogeneity

		Levene Statistic	df1	df2	Sig.
POST TEST MUFRODAT	Based on Mean	.005	1	54	.946
	Based on Median	.005	1	54	.946
	Based on Median and with adjusted df	.005	1	50.909	.946
	Based on trimmed mean	.005	1	54	.946
POST TEST KALAM	Based on Mean	.002	1	54	.969
	Based on Median	.009	1	54	.925
	Based on Median and with adjusted df	.009	1	53.821	.925
	Based on trimmed mean	.001	1	54	.971

From the figure above, it can be seen that the significance value for the *mufradât* post-test is 0.946 and 0.969 for the kalam post-test. The significance values of both are above the significance level (0.05), which means that the post-test values of the two groups have homogeneous variance.

Data Analysis or Hypothesis Testing

Hypothesis testing takes the form of inferential analysis using an independent sample t-test. An independent sample t-test was conducted to determine the effectiveness of the treatment on improving students' vocabulary and speaking skills. The results of the data analysis are as follows:

Picture 3. Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
POST TEST MUFRODAT	Equal variances assumed	.005	.946	-6.074	54	<.001	<.001	-16.250	2.675	-21.614	-10.886
	Equal variances not assumed			-6.074	53.690	<.001	<.001	-16.250	2.675	-21.614	-10.886
POST TEST KALAM	Equal variances assumed	.002	.969	-.281	54	.390	.779	-1.429	5.076	-11.606	8.749
	Equal variances not assumed			-.281	53.954	.390	.779	-1.429	5.076	-11.606	8.749

The basis for decision making is:

If the sig value > 0.05, then H0 is accepted and H1 is rejected.

If the sig value < 0.05, then H0 is rejected and H1 is accepted.

The Effect of GBL Using Baamboozle on Mahārat al-Kalām

Hypothesis formulation used:

H₀: There is no significant difference between the mean post-test scores for *mahārat al-kalām* in the experimental class and the control class.

H₁: There is a significant difference between the mean post-test scores for *mahārat al-kalām* in the experimental class and the control class.

Based on the test statistic output from SPSS as shown in Figure 3, it is known that the significance value (0.779) is greater than the significance level (0.05), which means that H₀ is accepted. This finding shows that the treatment given has not had a significant effect on improving vocabulary skills.

The Effect of GBL Using Baamboozle on Arabic Vocabulary Mastery

The hypotheses tested were:

H₀: There is no significant difference between the mean post-test scores for vocabulary mastery in the experimental class and the control class.

H₁: There is a significant difference between the mean post-test scores for vocabulary mastery in the experimental class and the control class.

Based on the analysis results in Figure 3, it can be seen that the post-test significance value is less than 0.001, which is smaller than 0.05, so H₁ is accepted, meaning that there is a significant difference in the average scores of the two classes. This shows that the GBL method using Baamboozle has a significant effect on students' vocabulary mastery.

Conclusion

Mastery of communication skills is essential in the era of globalization. Speaking skills and vocabulary mastery are two key components in learning Arabic. Low motivation and engagement among students in the Arabic learning process are obstacles to language practice, especially in speaking skills. One innovative solution to overcome this problem is to apply several methods and media in learning. One of them is the GBL method through the Baamboozle platform. Baamboozle is a web-based educational game platform that aims to increase student engagement and learning experience. Implementing Baamboozle in language learning can improve students' vocabulary and speaking skills through interactive, competitive, and fun games.

Various interrelated factors influence the success of speaking skills. These factors can originate from within or outside the student. Internal factors include student motivation and self-confidence. Meanwhile, external factors are obtained from a supportive environment, learning methods and media, the role of teachers, and intensive and interactive speaking practices. Vocabulary and speaking skills are interrelated skills. Someone with a good vocabulary can construct sentences and paragraphs more easily, resulting in effective communication skills. The more vocabulary a person masters, the more perfect their speaking skills will be.

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