

**THE EFFECTIVENESS OF BAAMBOOZLE MEDIA ON ENGLISH  
LEARNING INTEREST AT ELEVENTH GRADE STUDENTS  
OF SMK NEGERI 5 MAJENE**



**A Thesis**

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Skripsi yang berjudul, “The Effectiveness of Baamboozle Media on English earning Interest at Eleventh Grade Students of SMK Negeri 5 Majene”, yang disusun oleh saudari Husnul Aliyah, NIM : 10256121013, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Kamis, 12 Februari 2026, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

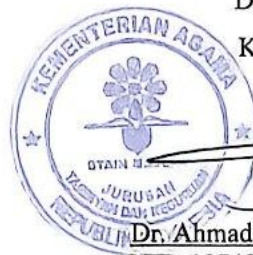
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Majene, 30 Maret 2026

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## ABSTRACT

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**Title : The Effectiveness of Baamboozle Media on English Learning Interest at Eleventh Grade Students of SMK Negeri 5 Majene**

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This study aimed to examine the effectiveness of Baamboozle learning media in improving students' interest in learning English at the eleventh grade of SMK Negeri 5 Majene. This research employed a quantitative approach using a pre-experimental method with a One Group Pretest–Posttest Design. The sample consisted of 24 students selected through purposive sampling. Data were collected using a learning interest questionnaire consisting of 19 Likert-scale statements. The data were analyzed using descriptive and inferential statistics, including the Shapiro–Wilk normality test and the Paired Sample T-test. The results indicated that students' interest in learning English improved after the implementation of Baamboozle learning media. The normality test showed that the data were normally distributed with significance values of 0.149 and 0.168 ( $> 0.05$ ). Furthermore, the Paired Sample T-test revealed a significance value of 0.001 ( $< 0.05$ ), indicating a statistically significant difference between the pretest and posttest results. Therefore, Baamboozle learning media was proven to be effective in enhancing students' interest in learning English.

**Keywords: Baamboozle, learning media, students' interest, English learning.**

## ABSTRAK

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Bahasa Inggris Pada Siswa Kelas Sebelas SMK Negeri 5  
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Penelitian ini bertujuan untuk menguji efektivitas penggunaan media pembelajaran Baamboozle dalam meningkatkan minat belajar Bahasa Inggris siswa kelas sebelas SMK Negeri 5 Majene. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pre-eksperimental melalui desain One Group Pretest–Posttest Design. Sampel penelitian berjumlah 24 siswa yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner minat belajar yang terdiri dari 19 pernyataan dengan skala Likert. Analisis data dilakukan menggunakan statistik deskriptif dan inferensial, yaitu uji normalitas Shapiro–Wilk dan uji Paired Sample T-test. Hasil penelitian menunjukkan bahwa minat belajar siswa mengalami peningkatan setelah penggunaan media pembelajaran Baamboozle. Hasil uji normalitas menunjukkan bahwa data berdistribusi normal dengan nilai signifikansi 0,149 dan 0,168 ( $> 0,05$ ). Selain itu, hasil Paired Sample T-test menunjukkan nilai signifikansi 0,001 ( $< 0,05$ ) yang menandakan adanya perbedaan yang signifikan secara statistik antara hasil pretest dan posttest. Dengan demikian, media pembelajaran Baamboozle terbukti efektif dalam meningkatkan minat belajar Bahasa Inggris siswa.

**Kata kunci: Baamboozle, media pembelajaran, minat belajar, bahasa inggris.**

# CHAPTER I

## INTRODUCTION

### **A. Reserch Background**

English is one of the subjects included in the vocational school curriculum. In the English learning process, a teacher is required to be active and creative in investigating, searching for, and selecting the most appropriate learning strategies to achieve learning objectives (Surjono, Herman Dwi, et al. 2013). However, in the practice of English learning in the classroom, both teachers and students still face many problems during the learning process. Various responses can be found in the class regarding this problem, especially regarding student attitudes during the learning process, learning interest and student participation in carrying out group activities.

In relation to the explanation above, the researcher conducted a field observation approach as a reference material to see and assess what phenomena occur, especially in student learning methods, considering the importance of learning interest. The reasons why students have low learning interest are worth exploring. Based on the results of further observations through direct observation activities and interviews that have been conducted, it is known that the causes of low learning interest are Most students do not like English because of the difference between writing and reading, students consider English subjects to be difficult subjects because of their inability to pronounce English correctly.

Furthermore, teachers often use the lecture method to deliver material, causing students to feel bored during the learning process. In other words, the learning model used by teachers is not yet able to create engaging activities. As a result, students are less active in receiving the material. This was directly stated by the research teacher, who stated that most students are less active in learning. Furthermore, teachers only use the whiteboard as a medium and the lecture method in the learning process. Teachers do not use information technology-based learning media. The minimal use of technology-based learning media means students are less able to understand the learning material well.

One alternative solution to address the aforementioned issues is the implementation of Baamboozle in the learning process. Baamboozle is a game-based platform that can be integrated with instructional materials or assessment questions, thereby creating a more engaging and enjoyable learning environment. This platform also facilitates competition among students, which can enhance learning motivation and positively influence learning outcomes. In addition, instructors or teachers are able to monitor both the learning process and the results after the quiz is completed, allowing them to evaluate student performance (Happy Tita Verina et al., 2024).

Furthermore, Khoiro et al. (2023) state that Baamboozle provides a fun and competitive learning experience similar to a quiz competition, which increases students' curiosity and engagement with the subject matter. With various interactive features such as adjusting the number of teams, the number of questions, image size, and other customizable options Baamboozle enables

teachers to design dynamic and engaging learning activities. The platform is also highly accessible and offers an informative, user-friendly interface (Yunita Andriyani et al., 2024). Therefore, Baamboozle's role as a learning aid is considered a key factor in enhancing students' enthusiasm and interest in learning a subject.

Several journals or empirical reviews regarding the role of Baamboozle in learning methods have become crucial topics of discussion, research conducted by Yunita Andriyani, et al (2024), found that the results showed that the use of Baamboozle significantly increased students' interest in learning. Students involved in learning with Baamboozle showed higher enthusiasm, were more active in learning activities, and participated more frequently in group discussions. This media also provides a more interactive learning experience, facilitates understanding of the material, and supports the concept of game-based learning which has been proven to increase students' interest and motivation, furthermore Sartika Dewi Mariani, et al (2022) stated that hybrid learning using Baamboozle media has an effect on improving student learning outcomes and Baamboozle media can be used in hybrid learning to improve learning outcomes and student interest in SMP Negeri 25 Surabaya in social studies material. The reviews above provide an illustration that the use of effective learning media can have an impact on increasing student interest and learning outcomes.

Thus, the use of Baamboozle as a learning medium represents an effective alternative for increasing students' learning interest and facilitating their understanding of English language learning materials. This medium not only

promotes active student engagement in the learning process but also fosters an interactive and enjoyable learning environment, which in turn enhances students' motivation to comprehend the material presented. Based on these considerations, this study seeks to implement Baamboozle in the learning process as an effort to improve the quality and effectiveness of English language instruction.

Based on the explanation above, the use of Baamboozle as a learning medium has been shown to increase students' interest in learning English. This finding is supported by the study conducted by Mida Hamidatussya'diyah (2025), which indicates that the implementation of Baamboozle enhances students' interest and enthusiasm in the learning process. The research results further reveal that the use of this media contributes to a more active and interactive classroom atmosphere, as reflected in various indicators demonstrating students' active participation and engagement throughout each learning session.

Thus, from the explanation above, the author is interested in conducting research with the title "the effectiveness of baamboozle media on the interest in learning English of eleventh grade students at SMK Negeri 5 Majene."

## **B. Research Problem**

Based on the background mentioned above, the problem is formulated as follows: "Is the Baamboozle learning media have a significant effective or not on the interest of eleventh grade students at SMK Negeri 5 Majene in learning English?"

### **C. Research Objectives**

Based on the above problem formulation, the purpose of this study is as follows: “To determine whether bamboozle learning media affective the interest in learning English among eleventh grade students at SMK Negeri 5 Majene.”

### **D. Research Significances**

The results of this study are expected to provide benefits:

#### 1. For Researchers

It can add insight, knowledge, and useful experience regarding the use of baamboozle media on learning interest.

#### 2. For Teachers

It can be used as input in implementing the teaching and learning process so that optimal learning objectives and outcomes are achieved.

#### 3. For Students

Can increase interest in learning English through the use of baamboozle media.

#### 4. For Schools

Can be used as a reference in selecting learning models used to improve the quality of the teaching and learning process in schools.

### **E. Research Scope**

In this study, Baamboozle was employed as a learning medium throughout the instructional process. Students participated in game-based learning activities using Baamboozle over a specified period of time. The implementation of this media was intended to support the delivery of instructional materials and to enhance student engagement during learning activities. The variable examined in

this study was the learning interest of eleventh-grade students majoring in Audio and Video Engineering in the English subject. The application of Baamboozle is expected to foster a more interactive and conducive learning environment, thereby exerting a positive influence on students' learning interest.

## CHAPTER II

### LITERATURE REVIEW

#### **A. Previous Related Reserch Findings**

Baamboozle is a learning medium designed to make the learning process more interesting and enjoyable. Baamboozle provides a variety of educational games that teachers can use to increase student engagement in learning (Viky Diliansa Sagiata Putri, et al. 2024). The following describes some previous studies on the use of bamboozle media:

1. Research conducted by Mida Hamidatusyia' Diya, et al. (2025) entitled “The Effect of the Baamboozle Educational Game on the Interest in Learning Arabic Among Students at Muhammadiyah 1 Babat High School”. The results showed that the Baamboozle game had an effect on interest in learning Arabic, with a correlation coefficient of 0.740, indicating a strong and significant effect (54.76%) on interest in learning Arabic.
2. Research conducted by Sylva Maharini Putri, et al. (2024) entitled “Implementation of Project-Based Pancasila Education Using Baamboozle Media to Improve Learning Outcomes of Sixth Grade Elementary School Students.” This study shows that the application of the Baamboozle method successfully increased student motivation and engagement significantly. The average learning outcome score increased from 79 before the implementation of this method to 90 afterwards. In addition, students showed high enthusiasm during learning activities.

3. Research conducted by Paryati, et al. (2025) entitled “The Baamboozle Game as a Social Studies Learning Strategy to Increase Learning Interest among Third Grade Students at SD Negeri 2 Samudra Kulon”. The results of the study show that the use of Baamboozle in social studies learning can increase student engagement. They become more active, enthusiastic, and experience an increase in their understanding of the material being taught.
4. Research conducted by Nur Khoiro, et al. (2025) entitled “The Effect of Baamboozle Learning Media on Students' Interest in Learning Mathematics at the Aisyiyah Pandan Malaysia Guidance Center”. The results showed that the average pretest score was 39.43, while the average posttest score increased to 66.57. The Paired Sample T-test produced a significance value of 0.001, which is smaller than 0.05 ( $0.001 < 0.05$ ). Thus, it has been proven that the use of Baamboozle learning media has a significant effect on students' interest in learning mathematics at the Aisyiyah Pandan Malaysia Tutoring Center.
5. Research conducted by Vio Arrinda Rahmani, et al. (2025) entitled “The Effect of Baamboozle Games Media on Students' Interest in Learning Flat Shapes Material in Grade V of SD Negeri 205 Palembang”. The results of the study show that the average posttest scores for the control and experimental classes were 81.0 and 89.5, respectively, while the pretest scores for the control and experimental classes were 57.3 and 60.5, respectively. The hypothesis test results obtained a t-count value of  $5.073 > t\text{-table value of } 2.015$  or a significance value of  $t\text{-count } 0.001 < \text{significance } t\text{-table } 0.05$ , so  $H_0$  was rejected and  $H_a$  was accepted, meaning that there is a significant effect of the

Bamboozle game-based learning media on the learning interest of fifth-grade students at SD Negeri 205 Palembang in flat shape material.

## **B. Some Pertinent Idea**

### **1. Learning Media**

#### **a. Definition**

The word media comes from the Latin word “medium,” which literally means middle, intermediary, or conveyor. AECT (Association of Educational Communication Technology, 1977) states that media is any form or channel used to convey messages or information (Muhammad Noor, 2010). According to Gagne and Briggs, learning media are tools used to convey content that can stimulate learners to participate in the learning process. In line with this, Daryanto explains that learning media are anything (whether human, object, or surrounding environment) that can be used to convey or channel messages in learning so as to stimulate students' attention, interest, thoughts, and feelings in learning activities (Ina Magdalena, 2021). Experts have expressed their opinions on the definition of learning media above, so the researcher describes the definition of learning media as anything that can be used or as an intermediary in delivering learning material content that can stimulate students to participate in the learning process. Therefore, the use of media in learning is very much needed. This is because media can support students' understanding of the material delivered by teachers, facilitate the learning process, and encourage motivation to learn.

## **b. Learning Media Function**

In the learning process, learning media has several functions. According to Wina Sanjaya as quoted by Septy Nurfadhillah (2021), these functions can be categorized into several types, namely:

- 1) Communicative function, namely learning media is used to facilitate communication between the sender and receiver of messages.
- 2) Motivational function, namely by using learning media, it is hoped that students will be more motivated to learn. Thus, the development of learning media not only contains artistic elements but also makes it easier for students to learn the subject matter so that it can increase their enthusiasm for learning.
- 3) Magnification function, namely through the use of media, learning can not only increase the addition of information in the form of data and facts as a development of low-level cognitive aspects, but can also improve students' ability to analyze and create as high-level cognitive aspects. Even more than that, it can improve attitudes and skills.
- 4) Perception equalization function, which is that through the use of learning media, it is hoped that the perceptions of each student can be equalized, so that each student is expected to have the same view of the information presented.
- 5) Individuality function, which is that the use of learning media serves the needs of each individual who has different interests and learning styles.

By achieving these goals, learning media can become a tool that encourages learning motivation and makes the learning experience enjoyable for students.

### **c. Benefits of Learning Media**

In general, the benefits of learning media in the learning process are to facilitate interaction between teachers and students so that learning will be more effective and efficient. However, more specifically, there are several benefits of learning media according to Kemp and Dayton as quoted by Septy Nurfadhillah (2021), who identifies several benefits of media in learning, namely:

- 1) The delivery of learning materials can be standardized.
- 2) The learning process is clearer and more interesting.
- 3) The learning process is more interactive.
- 4) Efficiency in time and energy.
- 5) Improving the quality of student learning outcomes.
- 6) Media allows the learning process to be carried out anywhere and anytime.
- 7) Media can foster a positive attitude among students towards learning materials and the learning process.
- 8) Changes the role of teachers towards a more positive and productive direction.

By utilizing learning media effectively, teachers can create a more dynamic, interactive, and effective learning environment, which ultimately increases students' interest in learning.

#### **d. Types of Learning Media**

There are various types of learning media that can be used, including print media, audio media, audio-visual media, interactive multimedia, e-learning, and realia media. One example of interactive multimedia is games. According to Dewi and Listiowarni, educational games are games that are deliberately designed for educational purposes to support the learning environment, as they are considered more interesting than conventional teaching and learning processes (Nindian Puspadan Indah Listionawari Dewi, 2019). This is reinforced by the opinion of Ludewig and Swan, quoted by Mariah M. Yunus, that games have the power to encourage students' attention and motivate them in learning (Mariah M. Yunus, 2019).

Based on the above description, it can be concluded that educational games are games that contain learning materials. These games focus more on their objectives and content, which can be used to convey learning materials to players in an interesting way. Therefore, the medium used in this study is games, because games are a medium that is enjoyed and easily understood by students during the learning process.

## **2. Baamboozle Learning Media**

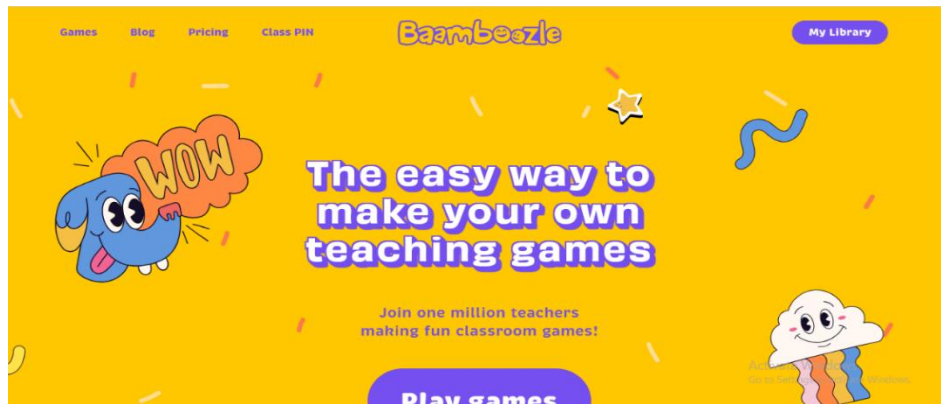
### **a. Definition**

According to Tafonao, Lizarao (2018), learning media is a tool in the teaching and learning process to stimulate the minds, feelings, attention, and abilities or skills of students so as to encourage the learning process. Meanwhile, according to Cepy Riyana (2012), learning media is a container for messages containing learning material with the desired goal, namely the learning process. Thus, learning media is a tool that can help convey learning material and make it easier for students to understand the teaching material.

In addition, the use of creative media will increase the likelihood for students to learn more, remember what they have learned better, and improve their performance in performing skills in accordance with learning objectives (Cepi Riyana, 2012). One learning medium that can help teachers achieve learning objectives is baamboozle media.

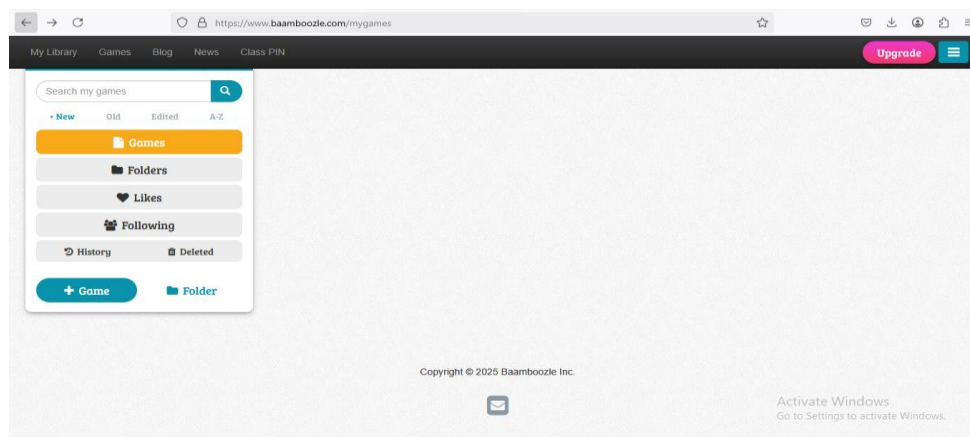
Baamboozle is a learning medium designed to make the learning process more interesting and enjoyable. Baamboozle provides a variety of educational games that teachers can use to increase student engagement in learning (Viky Diliaana Sagiata Putri, et al. 2024). Baamboozle consists of four components, including a quiz question display, an initial display, a zoom-in quiz question display, and an answer key display (Anindita, et al. 2024). The following is an example of the initial display of Baamboozle.

**Figure 2.1. Initial View of Baamboozle**



Display after logging into the Bamboozle platform:

**Figure 2.2. The login screen for the Bamboozle platform**



Bamboozle is an interactive and engaging web-based educational game. The game uses quizzes as its gameplay. Quizzes can be created manually by users or taken from quizzes created by other members. Of course, the quizzes used in the game are those created by educators. What is interesting about Bamboozle is that quizzes are answered in groups, which encourages a sense of responsibility for the success of their group. Quizzes that have been entered into Bamboozle will appear on the gameplay quiz board, where each quiz has its own number. Each group

will mention the number of the quiz they want to answer. The advantage of this game is that students compete to be the winner, making the learning process more interactive (Mariani et al., 2022).

In other words, Baamboozle is a digital medium used in groups, where each group has the right to choose a numbered box, and each box contains questions, bonus points, or penalties that reduce points. This medium also has the advantage that students directly participate in the game itself (Darman, Nur Masita. 2024).

#### **b. Features of Bamboozle**

Bamboozle is very easy to use. We can start and run the game with just two or three clicks on the homepage, no initial registration required. However, if you want to get more in-depth access to features such as assessment tools and creative capabilities, it is best to register first. In the game section, there are several options: play, study, slideshow, and edit. First, play offers several game options such as Four In A Row or Memory. Second, study displays image tiles that can be selected as correct or incorrect on each tile to match the topic. Third, slideshow is similar to study but only displays images and text to scroll through. Fourth, edit makes it easy to edit quizzes as needed.

Teams can be created so that teachers can divide the class into two or more groups and ask the groups to compete or hold one-on-one competitions. Bamboozle keeps score so that teachers can interact with students as the game progresses, without being distracted by scoring.

### **c. Advantages of Baamboozle**

The advantages of the Baamboozle app are:

The advantage of using this medium is that students do not need to log in or sign up to participate in quizzes. They only need to focus on the screen displayed by the teacher, so that students' attention is more focused, and the learning atmosphere becomes more interactive. In addition, this game is played in groups, encouraging cooperation among students.

### **d. Disadvantages of Baamboozle**

Meanwhile, the disadvantages of baamboozle are as follows:

The disadvantages are the limited number of class meetings, there is a word limit when creating questions, quizzes cannot be answered individually with each student's account and cannot be thrown to other groups, they can only be answered in turn according to the order of the group. However, learning using this medium can overcome student boredom and improve student concentration, which is sometimes disrupted in one-way learning that only focuses on the teacher (Sopa Siti Marwah, et al. 2022).

### **e. Benefits of Bamboozle Media**

Bamboozle is a website that features a variety of games that are sure to be fun and engaging while providing benefits in the learning process.

Here are some of the benefits of Bamboozle media:

## 1) Improving the Effectiveness of Motivation

Learning in a lesson is supported by strong learning motivation, which is an important foundation for achieving learning objectives. High motivation allows students to be more focused, enthusiastic, and consistent in the learning process, enabling them to absorb the material better. Without strong motivation, students tend to feel less interested and find it difficult to maintain their attention, which can ultimately hinder the achievement of desired learning outcomes. Therefore, it is important for teachers and educators to create a learning environment that motivates and stimulates students' interest, whether through engaging teaching methods, providing positive feedback, or giving challenges that are appropriate to their ability level. Strong learning motivation also encourages students to develop confidence and perseverance in facing difficulties, as well as build awareness that the learning process is an integral part of their personal and professional development. Thus, learning motivation not only plays a role in supporting learning effectiveness, but also helps students reach their maximum potential both academically and non-academically (Yunita Andriyani, et al. 2024).

## 2) Easy access and cooperation

Baamboozle is a smart and appropriate game choice that can be played in groups or individually. Web-based media can be applied during offline or online learning, making it easy for teachers and

students to use Baamboozle media as a learning medium during the teaching and learning process. Baamboozle also provides features that make it easy for teachers and students to access, so that in utilizing Baamboozle media as a learning tool, it can be used by teachers to meet the learning needs of students (Nabhana Aida Tsurayya. et al. 2023).

#### **f. Steps for Using Baamboozle Media**

Here are the steps for using bamboozle media in learning. Among others are:

- 1) Log in to Baamboozle by clicking on “Baamboozle” in Google search or via the link <https://www.baamboozle.com/>.
- 2) Select sign in if you have an account and join for free if you don't have an account.
- 3) If you don't have an account yet, enter your email, password, confirm password, and username, then click “Join for free.” A notification will be sent to your email.
- 4) Then open your email to confirm your account.
- 5) After that, choose the game you want or create your own game based on the lesson topic.
- 6) Baamboozle can be displayed using an LCD or other technological devices. The following is an image of the Baamboozle media displayed on the LCD.

**Figure 2.3. Bamboozle Quiz Game Display**



### **3. Interest in Learning**

#### **a. Definition**

Interest is generally defined as an internal inclination or attraction toward an object or activity that arises without external compulsion. Liang Gie describes interest as a condition in which individuals are engaged, attracted, and actively involved in an activity because they perceive its importance. Slameto (as cited in Djali, 2006) characterizes interest as a feeling of preference and emotional attachment to an object or activity that emerges naturally, without external encouragement. Furthermore, Crow and Crow (as cited in Djali, 2006) view interest as a behavioral tendency that motivates individuals to interact with people, objects, activities, and experiences that intrinsically stimulate them. Based on these definitions, interest can be conceptualized as a feeling of attraction or preference that drives individuals to engage in certain activities.

Interest can also be described as a desire or willingness that drives a person to do something or engage in an activity without any external

coercion. Interest can also be defined as a relatively stable tendency of the soul towards a person and is usually accompanied by feelings of pleasure. Thus, interest can be expressed through statements that show that a person prefers one thing over another through participation in an activity. Interest is not innate like talent, but is acquired later in life. Meanwhile, according to Witherington (Sukmadinata, 2007), Learning can be understood as a process of change in an individual's personality, which is reflected in the emergence of new patterns of response, including skills, attitudes, habits, knowledge, and abilities. Crow and Crow (as cited in Sukmadinata, 2007) state that learning involves the acquisition of new habits, knowledge, and attitudes (Zaki Al Fuad et al., 2016).

Based on various perspectives on the concepts of interest and learning, learning interest can be defined as a psychological construct that is reflected in indicators such as enthusiasm, motivation, and enjoyment in engaging in activities that lead to behavioral change through the acquisition of knowledge and experience. In this context, learning interest refers to students' attention, enjoyment, and engagement in learning activities, as evidenced by their enthusiasm, participation, and active involvement in the learning process. This interest results in changes in students in terms of skills, attitudes, habits, knowledge, abilities, and learning experiences. Moreover, learning interest has a significant influence on learning achievement, as it serves as a key factor in determining the level of student activity. Therefore, learning interest plays

a crucial role in supporting the teaching and learning process and in facilitating the attainment of learning objectives.

### **b. Characteristics of Interest in Learning**

Interest is a relatively stable characteristic that develops within students and exerts a significant influence on their activities. Students tend to engage more actively in learning activities that they find appealing and meaningful. According to Elizabeth Hurlock, as cited in Susanto (2013), there are seven characteristics of learning interest, as follows: 1) Interest develops in accordance with students' physical and mental development. 2) Interest is influenced by learning activities, 3) The development of interest may be limited, 4) Interest depends on the availability of learning opportunities, 5) Interest is influenced by cultural factors, 6) Interest carries emotional significance, 7) Interest has an egocentric dimension. The aforementioned characteristics can be explained as follows: First, interest develops in line with students' physical and mental growth, as it is influenced by their physical condition and psychological well-being. Poor physical or mental health may result in decreased enthusiasm and motivation to engage in learning activities. Second, interest is closely related to learning activities; well-planned and enjoyable learning activities are more likely to stimulate students' interest. Third, the development of interest may be limited, as it is influenced by students' innate abilities and talents, which vary among individuals. Consequently, differences in students' talents may lead to variations in their interest in learning. Fourth, interest depends on learning opportunities. Students' interest may develop when they are given

opportunities to participate in diverse learning activities, as exposure to new experiences can increase their attention and engagement. Fifth, interest is influenced by cultural factors, as students tend to show greater interest in activities that align with their cultural background and traditions. Sixth, interest carries emotional significance, meaning that it is shaped by the level of enjoyment or satisfaction students experience when engaging in certain activities. Seventh, interest has an egocentric dimension, in which individuals tend to develop a desire to possess or maintain involvement in activities they find appealing (Yugi Prayuga, 2019).

### **c. Factors that Influence Learning Interest**

Students' interest in learning greatly determines their success in the learning process. There are several factors that influence interest in learning, including the following:

#### **1) Internal Factors**

Internal factors are variables that influence students' interest in learning and originate from within the students themselves. These internal factors consist of the following:

##### **a) Physiological Aspect**

Physical aspects refer to students' physical condition and overall health status. Good physical health plays an important role in supporting learning success and can positively influence students' interest in learning. Conversely, physical health problems particularly those related to sensory functions such as vision and

hearing may hinder the learning process and lead to a decrease in students' interest in learning.

b) Psychological Aspect (Mentality)

According to Sardiman (1992:44), psychological factors include attention, observation, response, imagination, memory, thinking, talent, and motivation. The following discussion does not cover all psychological factors, but only those that are closely related to learning interest.

2) Factors Outside the Students (External)

External factors outside the student include the family environment, school environment, and community environment, all of which influence students' interest in learning. Parental support, teachers' instructional methods, classroom atmosphere, and social influences may either enhance or diminish students' interest in the learning process.

a) Family

Families play a crucial role in fostering children's interest in learning. As the primary social environment, the family serves as the first educational setting for children. Parental guidance and teaching practices significantly influence children's motivation and interest in learning. Parents are expected to provide consistent support, particularly when children encounter difficulties in understanding learning materials. In addition, parents should ensure the availability

of appropriate learning resources and monitor their children's academic progress on a regular basis. Furthermore, the home environment should be conducive to learning. Cleanliness, orderliness, and a calm atmosphere need to be maintained so that children feel comfortable and are able to concentrate effectively on their learning activities.

b) School

Factors within the school include teaching methods, curriculum, learning facilities and infrastructure, learning resources, learning media, students' interactions with peers, teachers, and school personnel, as well as various co-curricular activities, constitute important components of the school environment. The knowledge and experiences offered by schools should be delivered through an effective and well-organized instructional process. Educators are responsible for providing instruction while considering the conditions and characteristics of their students. Thus, a pleasant and interesting learning environment is created for children.

c) Community Environment

The social environment includes relationships with friends, activities within the community, and the neighborhood. Academic activities are best balanced with activities outside of school. Many community activities can foster children's interest in learning. For example, through youth organizations, children can learn to organize

themselves. However, parents need to pay attention to their children's activities outside of home and school. This is because excessive activities can reduce their enthusiasm for attending classes at school (Zaki Al Fuad, et al. 2016).

In addition, Salim Korompot (2020) revealed factors in learning interest that exist within a student, including students who are influenced by various things. Interest does not arise on its own, but rather there are many factors that can influence the emergence of interest in learning. There are several factors that can influence students' interest in learning, namely: motivation, attention, teaching materials, and teacher attitude (Rusmiati 2017;280). Meanwhile, according to Fadilah, 2016;116), the factors that influence learning interest are motivation, attitude towards teachers and lessons, family, school facilities, and friends. Learning interest is influenced by factors that are closely related and cannot stand alone.

#### **d. Learning Interest Indicator**

According to Djamarah (2002: 132), indicators of learning interest are enjoyment/happiness, preference, interest, awareness, indescribable learning, participation in learning, and attention. According to Slameto (2010: 180), several indicators of learning interest are: feelings of pleasure, interest, acceptance, and student involvement. The following is an explanation of the indicators of learning interest mentioned above, including:

## 1) Feeling of enjoyment

What is meant by feelings is momentary and intentional. Kurjono (2010:128) states, "Momentary feelings are feelings that arise at specific times. Intentional feelings are reactions to certain things. Feelings are divided into two categories: happiness and unhappiness. These feelings then give rise to an attitude."

A student who feels happy or enjoys a subject will accept the lesson with pleasure, continue studying it, not feel forced to learn, and not feel bored with the lesson itself. In this study, the instrument that indicates feelings of happiness is accepting the lesson with pleasure, continuing to study, and not feeling bored with the lesson (Sriana Wasti, 2023).

Therefore, if students enjoy a particular subject, they will not feel forced to learn. For example, they enjoy attending lessons, do not feel bored, and are present during the lesson.

## 2) Student involvement

Student engagement can be defined as an individual's involvement in an object or activity that generates interest and motivation to participate in related tasks. This involvement is reflected in behaviors such as active participation in discussions, asking questions, and responding to teachers' questions. Markus (as cited in Connell, 2004) conceptualizes student engagement as a psychological process encompassing attention, interest, and personal investment in learning activities. Psychological investment refers to the effort students devote

to understanding and mastering learning materials. Connell (2004) further explains that student engagement is characterized by positive emotional responses during learning activities, including enthusiasm, optimism, concentration, and curiosity. The cognitive dimension of engagement involves students' understanding of the purpose of their learning activities and their persistence in challenging situations. Based on the views of Connell and Markus, student engagement in learning can be understood as the manifestation of positive emotions, enthusiasm, optimism, and attentive behavior during the learning process.

### 3) Interest

Interest may arise from the object's appealing nature or from a feeling of enjoyment toward the object or lesson (WS. Winkel in Kurjono 2010:130). Students who are interested in the subject matter will strive to find challenges within the content being studied, seek examples relevant to current situations related to the subject, and continually discuss the subject matter.

This concept refers to the internal driving force that encourages students to develop interest in an object, individual, or activity, as well as the positive experiences generated by the activity itself. This motivation can be observed through behaviors such as participating in lessons enthusiastically and completing tasks without delaying them.

#### 4) Student Attention

Attention plays a crucial role in enabling students to participate effectively in learning activities and significantly influences their interest in learning. Sumadi (1989) defines attention as the level of awareness that accompanies an activity being performed. Dakir (1993) describes attention as the active enhancement of awareness of all mental functions that are focused on stimuli originating both within and outside the individual. Similarly, Slameto (1995) states that attention is an activity in which individuals selectively respond to stimuli from their environment.

Interest and attention are two things that are considered the same in everyday use. Student attention is the student's focus on observation and understanding without neglecting other things. Students who are interested in a particular object will automatically learn about that object. Examples include students listening to the teacher's explanation and taking notes on the material explained by the teacher.

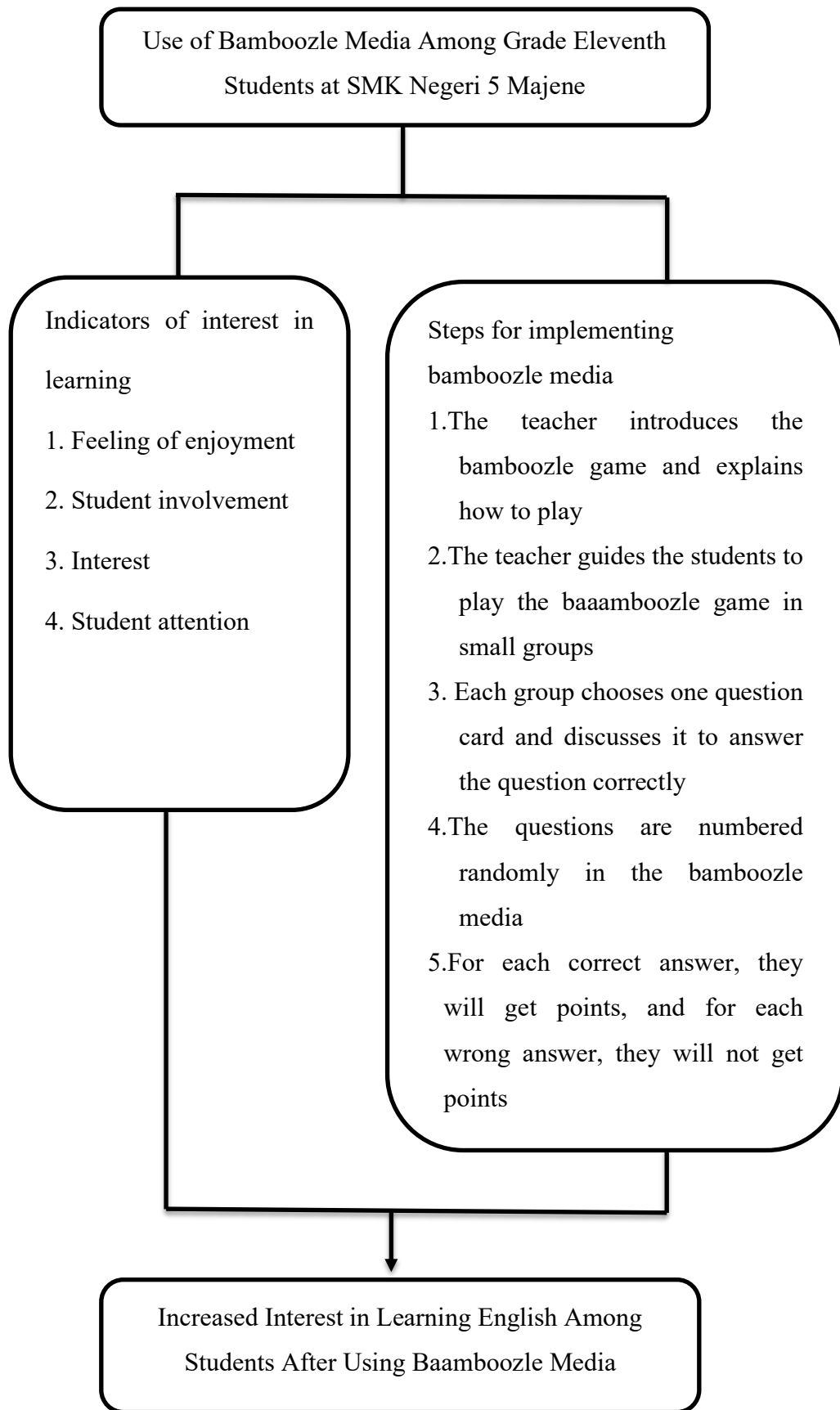
From the several opinions above, it can be concluded that attention is the concentration of psychic energy directed at an object that comes from within and from outside the individual. Then Soemanto (1984:32) argues "Attention is the concentration of certain energy or mental strength on an object, or the use of consciousness to accompany an activity." Activities accompanied by intensive attention will be more successful and the achievement will be higher.

Therefore, someone who has attention to a lesson, he will definitely try hard to get good grades, namely by paying more attention, having concentration in studying and following the teacher's explanations and completing the assigned tasks.

### **C. Theoretical Framework**

A conceptual framework is the basis of thinking for research synthesized from facts, observations, and literature reviews. Therefore, the conceptual framework contains theories, principles, or concepts that will be used as the basis for the research. Within the conceptual framework, the research variables are explained in depth and in relation to the issues being studied, so that they can be used as a basis for answering the research questions (Addini Zahra Syahputri, 2023).

In this study, the author describes the conceptual framework in the form of a concept map on the use of Bamboozle media to increase the interest of grade XI students at SMK Negeri 5 Majene in learning English. This was compiled to facilitate understanding of this study, so the researcher created the following conceptual framework:



**Figure 2.4. Research Flowchart**

#### **D. Hypothesis**

hypothesis is a statement relating one variable to another, which is temporary or speculative in nature, or still weak (Muslich Anshori, et al. 2017). Thus, a hypothesis is a temporary answer that is speculative in nature. A hypothesis aims to provide a clear objective for researchers, give direction to the activities that must be undertaken in discussing the scope, establish facts, and determine the relevance of the research, as well as prevent researchers from conducting research activities that are unfocused and aimless. The formulation of a statistical hypothesis is as follows:

$H_0$  = “There is no significant increase in students’ interest in learning English through the use of Bamboozle media among eleventh-grade Audio and Video Engineering students at SMK Negeri 5 Majene.”

$H_a$  = “There is a significant increase in students’ interest in learning English through the use of Bamboozle media among eleventh-grade Audio and Video Engineering students at SMK Negeri 5 Majene.”

## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

According to Nazir (2011), research design is a systematic process of searching for something over a long period of time using scientific methods and applicable regulations. To apply scientific research methods in research practice, a research design is needed, appropriate to the conditions, balanced with the depth of the research to be conducted. Therefore, the definition of research design is all the processes required in planning and implementing research, research design only concerns data collection and analysis (Panji Septian Derianto, 2015). This type of research is a pre-experimental design study with a single group pretest-posttest design.

O <sub>1</sub>	X	O <sub>2</sub>
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**Table 3.1. One Group Pretest-Posttest Research Design**

(Sugiono, 2017)

Information:

O<sub>1</sub> : Pretest (before using the baambozle media).

X : Treatment assisted by Baamboozle Media.

O<sub>2</sub> : Posttest scores (after using baambozle).

#### B. Research Location

This study aimed to determine the level of interest in learning English among students. The subjects were eleventh-grade students of SMK Negeri 5

Majene in the 2025/2026 academic year, located in Passarang Village, Majene District, Polewali Mandar Regency, West Sulawesi Province.

### C. Population and sample

#### 1. Population

Population refers to a defined group of objects or subjects that share specific characteristics and can be identified by researchers for investigation, from which conclusions may be drawn. According to Sugiyono (2013), population is the entire set of objects or subjects that become the focus of a study. The population of this research consists of all eleventh-grade students of SMK Negeri 5 Majene in the 2025/2026 academic year. The details of the population are presented in the following table:

**Table 3.2. Research Population of SMK Negeri 5 Majene**

No.	Class	Number of Student
1	Visual Communication Design 1	22
2	Visual Communication Design 2	23
3	Building Modeling and Information Design	11
4	Audio-Video Engineering	24
5	Electrical Power Installation Techniques	14
6	Light automotive vehicle engineering 1	20
7	Light automotive vehicle engineering 2	19
8	Cooling and Management Techniques	8
9	Motorcycle (SM)	12
Total		153

## **2. Research Sample**

A sample is a portion of the population that shares the same characteristics as the population. The sample in this study consisted of all students in the eleventh grade Audio and Video (Electronics) class at SMK Negeri 5 Majene. The sampling technique used was purposive sampling, which is a technique for determining samples based on specific considerations. Based on the sampling technique, the sample in this study was the class.

The selection of classes to receive the treatment was based on recommendations from teachers who stated that these classes were highly suitable for teaching with the Bamboozle learning media.

### **D. Operational Definition of Variables**

Sugiyono (2011) defines a variable as a characteristic that is examined by researchers in order to obtain conclusions. Based on this definition, a research variable can be described as an attribute, characteristic, or value of individuals, objects, or activities that vary and are determined by the researcher for investigation and conclusion drawing. In this study, the variables are classified as follows. Sugiyono (2017:61) states that a dependent variable is a variable that is affected or becomes an outcome as a result of the independent variable. Therefore, the dependent variable in this study is satisfaction assessment. According to Sugiyono (2011:61), an independent variable is a variable that influences or causes changes or the emergence of a dependent variable. The

independent variable in this report is service for facilities and infrastructure (Dwi Hanadya, et al. 2022).

This study was done to measure how using bamboozle media can boost the interest of eleventh graders in learning English through audio and video at SMK Negeri 5 Majene. The operational definitions of the research variables are as follows:

### **1. Independent Variable**

Bamboozle media (X) is an independent variable or free variable that influences. It is a type of alternative multimedia that can make learning fun, interesting, and not boring for students. This media offers a variety of game options to attract students, and teachers can also add new games according to their learning concepts.

### **2. Dependent variable**

Interest in learning (Y) is a dependent variable or influenced variable. Interest in learning is defined as a motivator or driving force within a person, whether influenced internally or externally (social influence), to carry out an activity, such as increasing interest in participating in the learning process.

### **E. Procedure of Collecting Data**

The data collection methods applied in this study are determined by the type of research design employed, namely quantitative experimental research, which includes the following techniques:

## 1. Questionnaire

Rukajat stated that a questionnaire is a technique or method of collecting data indirectly (by researchers) by asking questions to respondents. Data is collected using a questionnaire containing a series of questions or statements that require answers from respondents. The scale used in this questionnaire is the Likert scale. The Likert scale is used to measure the perceptions, opinions, and attitudes of a group of people regarding social phenomena. The Likert scale used consists of four scores: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The following is the scoring for each answer provided:

**Table 3.3. Answer Score Indicator**  
**Data Source: Budiastuti, D., & Bandur, A. (2018). Validity and reliability of research.**

<b>Indicator</b>	<b>+</b>	<b>-</b>
Strongly Agree	5	1
Agree	4	2
Hesitate	3	3
Disagree	2	4
Strongly Disagree	1	5

This section describes the data collected in the present study. The data collection process was conducted in three stages, namely the pre-test, the treatment, and the post-test.

### a) Pre-test

A pre-test was administered prior to the implementation of the treatment to assess students' initial level of interest in learning English.

The pre-test functioned as baseline data, which were later used for

comparison with the post-treatment results. This pre-test was conducted on Wednesday, September 24, 2025, from 08:55 to 10:25, in accordance with the predetermined instructional schedule.

b) Treatment

The treatment in this study was implemented on Thursday, September 25, 2025, from 1:15 p.m. to 2:45 p.m., in accordance with the school's instructional schedule. The treatment activities were organized into several systematic stages to ensure that the learning process was conducted in a structured and well-directed manner, as detailed in the following section.

- 1) In the first stage, the researcher provides an explanation of the learning material to be presented to students. This explanation aims to provide initial understanding and align students' perceptions of the topic before carrying out subsequent learning activities.
- 2) After the instructional material was delivered, students were divided into five study groups, each consisting of four to five members. The formation of these groups was intended to facilitate the implementation of game-based learning by promoting collaboration and interaction among students. Each group was assigned a group name as an identifying label, which was expected to enhance students' sense of belonging, motivation, and responsibility in participating in the learning activities.

- 3) At this stage, each group was instructed to engage in discussion and to explore the previously explained learning material in greater depth. This discussion activity was intended to reinforce students' conceptual understanding, foster critical thinking skills, and enhance collaboration among group members throughout the learning process.
- 4) In the final stage, students were informed of the game rules prior to the implementation of the Baamboozle game-based learning activity. The delivery of the game rules was intended to ensure that all students understood the game mechanics, implementation procedures, and the regulations that must be followed during the activity, thereby enabling the learning process to proceed in an orderly, fair, and effective manner. The rules are as follows:
  - a.) Each group collaboratively participated in the game provided on the Baamboozle website. This activity was designed to promote teamwork, enhance student engagement, and deepen students' understanding of the learning material through interactive and competitive game-based learning experiences.
  - b.) Student groups answered the questions provided on the Baamboozle website. The process of answering the questions was conducted through group discussions, allowing students to exchange ideas and collaborate in determining the most appropriate answers, while simultaneously reinforcing their

understanding of the learning material.

- c.) Student groups competed to complete the game and achieve the highest score. This competitive activity was designed to enhance students' learning motivation, increase their enthusiasm, and encourage active participation throughout the learning process.
- d.) The group that first achieved the highest score was declared the winner of the game. The determination of the winner was intended to provide reinforcement and recognition for the group's efforts, while also enhancing students' motivation and competitive spirit in participating in the learning activities.

c) Pots-test

Following the completion of the treatment session, a post-test was administered using the same questionnaire as the pre-test. The post-test was conducted to identify changes in students' levels of learning interest after the implementation of the Baamboozle learning media. This post-test took place on Wednesday, October 1, 2025, from 08:55 to 10:25 a.m., in accordance with the established instructional schedule.

The pre-test and post-test results were subsequently compared to determine whether a significant difference existed in students' learning interest before and after the treatment. This comparison was conducted to evaluate the effectiveness of the Baamboozle learning media in enhancing students' learning interest. The findings of this analysis were then used as

the basis for drawing conclusions in the present study.

## F. Research Instrument

In this research, to determine whether a condition is good or bad, influential or not, improving or not, effective or not, and so on, there are certainly benchmarks used. To collect data on all learning processes, researchers use measuring tools called research instruments. Instruments in research aim to support the data collection and processing process, thereby obtaining the data needed for the study.

### 1. Research Instrument Grid

#### a. Questionnaire Instrument

The questionnaire measurement of the learning interest variable was adopted by Slameto (2010: 180) with the following 4 indicators:

**Table 3.4. Learning Interest Questionnaire Grid**

No	Indicator	Butir		Total Items
		Positive statement	Negative statement	
1	Feeling of enjoyment	1, 2, 3, 4	5	5
2	Student Engagement	6, 7, 8, 9	10	5
3	Interest	11, 12,	13, 14, 15	5
4	Attention	16, 17, 18	19	4
<b>Jumlah</b>				<b>19</b>

## 2. Testing Research Instruments

### a. Validity Test

To obtain valid data, a valid instrument is required, thus requiring instrument validity testing. Instrument validity testing is the level of accuracy and precision of a research instrument in carrying out its measurement function. According to Suharsimi, "specifically, validity testing is carried out using the Product Moment formula." To calculate validity, the product moment correlation formula is used as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X) (\sum Y)}{\sqrt{\sum X^2 \sum Y^2}}$$

Information:

$r_{xy}$  = Coefficient of variable X with Y

$\sum X$  = Sum scores of distribution X

$\sum Y$  = Sum scores of distribution Y

$\sum X^2$  = Sum of squares of scores of distribution X

$\sum Y^2$  = Sum of squares of scores of distribution Y

$\sum XY$  = Sum of scores of X and Y

Shofian (2013) stated that "an instrument item is said to be valid if  $r_{count} > r_{table}$  and if  $r_{count} < r_{table}$  then it is invalid.  $r_{table}$  is sought at a significance of 0,05 with 2 side tests. The  $r_{table}$  value is obtained using the formula  $df = N-2$ , where N is the number of trial respondents. The value  $< r_{table}$  is obtained using the formula  $df = N-2 = 24-2 = 22$ , so the value  $< r_{table}$  at  $df = 22$  is 0,404. The validity test of each item is analyzed using

the product moment correlation formula with the help of IBM SPSS Statistics Version 25. The results of the validity test of the learning interest questionnaire can be seen in the following table:

**Table 3.5. Validity Test Before Using Baamboozle Media**

No.	r count	r table	Information
1	0,523	0,404	VALID
2	0,541	0,404	VALID
3	0,443	0,404	VALID
4	0,785	0,404	VALID
5	0,543	0,404	VALID
6	0,544	0,404	VALID
7	0,489	0,404	VALID
8	0,444	0,404	VALID
9	0,526	0,404	VALID
10	0,443	0,404	VALID
11	0,560	0,404	VALID
12	0,471	0,404	VALID
13	0,803	0,404	VALID
14	0,459	0,404	VALID
15	0,820	0,404	VALID
16	0,621	0,404	VALID
17	0,546	0,404	VALID
18	0,479	0,404	VALID
19	0,433	0,404	VALID

The findings of the validity test show that the obtained r value is higher than the critical r table value, which means that the instrument meets the validity criteria.

**Table 3.6. Validity Test After Using Baamboozle Media**

No.	r count	r table	Information
1	0,510	0,404	VALID
2	0,584	0,404	VALID
3	0,467	0,404	VALID
4	0,414	0,404	VALID
5	0,418	0,404	VALID
6	0,526	0,404	VALID
7	0,519	0,404	VALID
8	0,453	0,404	VALID
9	0,563	0,404	VALID
10	0,462	0,404	VALID
11	0,539	0,404	VALID
12	0,501	0,404	VALID
13	0,447	0,404	VALID
14	0,594	0,404	VALID
15	0,657	0,404	VALID
16	0,447	0,404	VALID
17	0,585	0,404	VALID
18	0,419	0,404	VALID
19	0,640	0,404	VALID

Based on the results of the validity test, it was found that the calculated r value exceeds the r table value, indicating that the instrument is valid.

#### **b) Reliability Test**

Reliability involves demonstrating the validity of an instrument's meaning as a data collection tool. The following formula is used to determine whether a research instrument is reliable:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right]$$

Information:

$r_{11}$  = instrument reliability coefficient

$k$  = number of questions

$\sum \sigma_t^2$  = total variance

$\sigma_t^2$  = total variance

After the validity of the data from the variables is known, the next step is to test the data reliability, which is carried out using SPSS software version 25. Siregar stated, "To determine the level of reliability of an instrument, use the Cronbach's Alpha formula, with the criteria that a research instrument is said to be reliable if the reliability coefficient is ( $r_{count}$ ) > 0,60. The results of the instrument reliability test are presented in the following table:

**Table 3.7. Questionnaire Reliability Test Before Using Bamboozle**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,872	19

Based on the results of the reliability test before using the Baamboozle media, a figure of 0.872 was obtained, where this figure indicates that it exceeds the threshold limit put forward by Sekaran and Bougie (2009; 161) with a threshold value of 0.60 to 0.80.

**Table 3.8. Questionnaire Reliability Test After  
Using Baamboozle**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,839	19

Based on the results of the reliability test after using the Bamboozle media, the figure obtained was 0.839, where this figure indicates that it exceeds the threshold limit put forward by Sekaran and Bougie (2009; 161) with a threshold value of 0.60 to 0.80.

**G. Technique of Data Analysis**

The data analysis techniques in this study are as follows:

**1. Descriptive Analysis**

Descriptive analysis is an activity conducted after data is collected from all respondents or other sources. Descriptive analysis is conducted to measure students' learning interest scores. The formula used to calculate students' learning interest scores is as follows:

$$\text{Score} = \frac{\text{number of correct student answers}}{\text{total number}} \times 100$$

After obtaining the student's learning interest score, the score can be categorized as shown in the table below:

**Table 3.9. Categories of Student Learning Interest Values**

**Data source: Schafer (2004)**

No.	Average Value Range	Qualitative Interpretation
1	1.00 – 1.79	Very Bad / Strongly Disagree
2	1.80 – 2.59	Poor / Disagree
3	2.60 – 3.39	Fair / Neutral
4	3.40 – 4.19	Good / Agree
5	4.20 – 5.00	Very Good / Strongly Agree

## **2. Inferential Analysis**

### **a. Normality Test**

The normality test is used to determine whether the collected research data is normally distributed or not. In this study, the normality test is the learning interest score before and after treatment. The data used to make decisions are the results of the pretest and posttest. Because the sample used is less than 50 people, the Shapiro Wilk test is used in this study. The Shapiro Wilk test uses a significance technique of 5% or 0.05 with the following conditions. Normal distribution if  $PValue > 0.05$  and abnormal distribution if  $PValue < 0.05$ . In this case, the Shapiro Wilk test and SPSS 22.0 are used for normality testing.

### **b. Hypothesis Testing**

The paired t-test is also called a paired test because the sample with the same subject but experienced two measurements, namely the initial condition before treatment (pretest) and after treatment (posttest). So, the paired t-test hypothesis test in this study was used to determine the value before treatment and after treatment using bamboozle media, so the test used was a paired t-test to determine whether the use of bamboozle media

can increase students' interest in learning or not, namely with the following criteria:

$H_\alpha$  accepted if the lower value is negative and the upper value is negative or sig. (2-tailed)  $< \alpha = 0,05$ .

$H_0$  accepted if the lower value is negative and the upper value is positive, or sig. (2tailed)  $> \alpha = 0,05$ .

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter presents the research findings addressing the problem formulation stated in Chapter I, namely to examine the effectiveness of Baamboozle as an instructional medium in enhancing the English learning interest of eleventh-grade students at SMK Negeri 5 Majene. The data were analyzed through a comparison of pre-test and post-test scores obtained by the researcher.

The pre-test was administered to assess students' initial level of interest in learning English prior to the implementation of the treatment, which involved the use of Baamboozle media in classroom instruction. Subsequently, the post-test was conducted to determine whether there was a measurable increase in students' learning interest following the treatment.

Through this comparative analysis, the findings provide empirical evidence regarding the extent to which the use of Baamboozle media contributes to improving students' interest in learning English. Therefore, this chapter offers a comprehensive overview of the effectiveness of Baamboozle as an instructional strategy for eleventh-grade students at SMK Negeri 5 Majene.

#### **1. Descriptive Statistical Analysis**

Descriptive statistical analysis in this study was conducted by interpreting the mean score for each indicator comprising the research variable. The interpretation of these mean values aims to provide a general overview of the tendency of students' responses to each indicator, thereby enabling the

determination of the level of achievement of each aspect representing the overall research construct.

Through this analysis, the researchers were able to identify which indicators demonstrated high, moderate, or low mean scores. A high mean score indicates that the majority of respondents exhibited positive responses toward the indicator, suggesting that the corresponding aspect has been well achieved. Conversely, a low mean score signifies that the indicator requires further attention and improvement, as students' responses tend to be less favorable.

Furthermore, descriptive statistical analysis also functions to examine general patterns of data distribution prior to conducting inferential analysis. By understanding the data trends for each indicator, researchers can obtain a more comprehensive insight into the initial conditions and the changes that occur following the treatment. Therefore, this analysis constitutes an essential preliminary step in explaining how these indicators collectively construct the research variables, particularly in measuring the effectiveness of Baamboozle media on students' interest in learning English.

a. Students' learning interest before using Baamboozle media

Before the use of Baamboozle media, the results of descriptive statistical tests on the learning interests of eleventh-grade Audio and Video students at SMK Negeri 5 Majene showed that the English learning process was still dominated by conventional methods. This condition resulted in relatively suboptimal levels of student attention and engagement. Although

teachers had attempted to increase learning interest through structured learning, students' competitive motivation and enthusiasm for participating in lessons remained moderate.

These preliminary findings indicate the need for more innovative, interactive, and technology-based learning media. Therefore, the integration of Baamboozle media is considered relevant to address these limitations, with the expectation that it will significantly enhance students' attention, active participation, and interest in learning English. The following section presents the results obtained prior to the implementation of Baamboozle media.

**Table 4.1. Student Response Scores Before Baamboozle Media**

Indicator	Respondent Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X1.1	0	0,0	1	4,2	2	8,3	15	62,5	6	25,0	4,08
X1.2	0	0,0	3	12,5	2	8,3	16	66,7	3	12,5	3,79
X1.3	0	0,0	2	8,3	5	20,3	11	45,8	6	25,0	3,88
X1.4	0	0,0	2	8,3	5	20,8	10	41,7	7	29,2	3,92
X1.5	0	0,0	14	58,3	10	41,7	0	0,0	0	0,0	2,42
X1.6	0	0,0	0	0,0	3	12,5	8	33,3	13	54,2	4,42
X1.7	0	0,0	0	0,0	3	12,5	8	33,3	13	54,2	4,33
X1.8	0	0,0	0	0,0	4	16,7	12	50,0	8	33,3	4,17
X1.9	0	0,0	0	0,0	3	12,5	14	58,3	7	29,2	4,17
X1.10	0	0,0	11	45,8	13	54,2	0	0,0	0	0,0	2,54
X1.11	0	0,0	0	0,0	3	12,5	15	62,5	6	25,0	4,13
X1.12	0	0,0	0	0,0	5	20,8	11	45,8	8	33,3	4,13
X1.13	0	0,0	9	37,5	12	50,0	2	8,3	1	4,2	2,79
X1.14	0	0,0	11	45,8	9	37,5	4	16,7	0	0,0	2,71

X1.15	0	0,0	9	37,5	11	45,8	3	12,5	1	4,2	2,83
X1.16	0	0,0	0	0,0	5	20,8	11	45,8	8	33,3	4,13
X1.17	0	0,0	0	0,0	1	4,2	20	83,3	3	12,5	4,08
X1.18	0	0,0	0	0,0	1	4,2	13	54,2	10	41,7	4,38
X1.19	0	0,0	12	50,0	11	45,8	1	4,2	0	0,0	2,54

Based on the test results analyzed using a descriptive statistical approach, it was found that students' learning interest prior to the use of Baamboozle media was highly varied. This conclusion is supported by the mean scores of the positive statements, which ranged from 3,79 to 4,42. These findings indicate that students strongly require the use of instructional media to enhance their interest in learning English. In addition, the lowest mean scores were observed in the negative statements, ranging from 2,42 to 2,79. These results suggest that students generally demonstrated a favorable disposition toward learning English, reflecting an underlying interest that could be further developed through appropriate instructional media.

b. students' interest in learning after using Baamboozle media

After the implementation of Baamboozle media, the results of the descriptive statistical analysis revealed a positive increase in the learning interest of eleventh-grade Audio and Video students at SMK Negeri 5 Majene. The integration of Baamboozle into the instructional process contributed to the creation of a more interactive and competitive classroom environment, thereby fostering greater student enthusiasm and active engagement in English learning activities.

Furthermore, the utilization of game-based elements within Baamboozle proved effective in capturing students' attention and sustaining their interest. These interactive features encouraged students' motivation to participate actively in classroom activities and to strive for optimal academic achievement. Consequently, the findings indicate that the use of Baamboozle media positively influences students' interest in learning English.

Thus, the use of Baamboozle has been demonstrated to significantly improve learning outcomes compared to previous conventional instructional methods. These findings confirm that the integration of technology-based learning media by English teachers plays a crucial role in enhancing students' learning interest and in fostering a more effective and engaging learning experience.

**Table 4.2. Student Response Scores After Baamboozle Media**

Indicator	Respondent Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X2.1	0	0,0	2	8,3	3	12,5	15	62,5	4	16,7	3,88
X2.2	0	0,0	5	8,3	2	8,3	15	62,5	2	8,3	3,58
X2.3	0	0,0	2	8,3	2	8,3	16	66,7	4	16,7	3,92
X2.4	0	0,0	3	12,5	3	12,5	14	58,3	4	16,7	3,79
X2.5	0	0,0	9	37,5	15	62,5	0	0,0	0	0,0	2,63
X2.6	0	0,0	1	4,2	5	20,8	18	75,0	0	0,0	3,71
X2.7	0	0,0	6	25,0	2	8,3	14	58,3	2	8,3	3,50
X2.8	0	0,0	2	8,3	3	12,5	16	66,7	3	12,5	3,38
X2.9	0	0,0	2	8,3	1	4,2	18	75,0	3	12,5	3,92
X2.10	0	0,0	10	41,7	13	54,2	1	4,2	0	0,0	2,63

X2.11	0	0,0	1	4,2	5	20,8	17	70,8	1	4,2	3,75
X2.12	0	0,0	0	0,0	6	25,0	11	45,8	7	29,2	4,04
X2.13	0	0,0	12	50,0	12	50,0	0	0,0	0	0,0	2,50
X2.14	0	0,0	11	45,8	12	50,0	1	4,2	0	0,0	2,58
X2.15	0	0,0	9	37,5	12	50,0	1	4,2	2	8,3	2,83
X2.16	0	0,0	2	8,3	1	4,2	18	75,0	3	12,3	3,92
X2.17	0	0,0	3	12,5	2	8,3	17	70,8	2	8,3	3,75
X2.18	0	0,0	2	8,3	5	20,8	11	45,8	6	25,0	3,88
X.19	0	0,0	9	37,5	11	45,8	1	4,2	3	12,5	2,92

Based on the test results analyzed using a descriptive statistical approach, it was found that students' learning interest after the implementation of Baamboozle media showed a significant improvement in English learning. This conclusion is supported by the mean scores obtained, which ranged from 3.38 to 4.04. These findings indicate that students experienced measurable progress during the learning process when Baamboozle media was utilized.

In addition, the lowest mean values were observed in several negative statements, with scores ranging from 2.63 to 2.92. These results suggest that the use of Baamboozle media facilitated students' understanding of English material. Therefore, it can be concluded that the integration of Baamboozle media contributed positively to enhancing students' comprehension and learning interest in English.

## 2. Normality Test

A normality test is conducted to evaluate whether the data in a dataset or variable are normally distributed. Based on empirical evidence from

statistical experts, datasets with more than 30 observations ( $n > 30$ ) are generally assumed to follow a normal distribution. Therefore, the normality test is used to examine whether the collected data conform to a normal distribution pattern, (Nurhaswinda et al., 2025). The following are the results of the normality test:

**Table 4.3. Normality Test**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
INTEREST IN LEARNING BEFORE BAMBOOZLE	0,146	24	,200*	0,938	24	0,149
INTEREST IN LEARNING AFTER BAMBOOZLE	0,140	24	,200*	0,941	24	0,168

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

a. Lilliefors Significance Correction

Based on the results of the normality test above, the significance value before using the Bamboozle media was 0.149, greater than 0.05. After using the Bamboozle media, the value obtained was 0.168, greater than 0.05. Based on the Shapira-Wilk normality test decision criteria, it can be concluded that the pretest and posttest data distributions can be said to be normal. Thus, the regression model's assumptions regarding data normality requirements are met.

### 3. Hypothesis Testing

A hypothesis is a temporary answer to a research problem whose validity must be tested empirically. A hypothesis states the relationship we are seeking or wish to study. A hypothesis is a tentative explanation of the

relationship between complex phenomena. Therefore, formulating a hypothesis is crucial in research. The general goal of scientific research is to solve problems through scientific methods to obtain new scientific knowledge (science). Before undertaking the problem-solving process, a researcher has various alternative solutions that are conjectural or contain elements of uncertainty. These conjectures will then be empirically proven using scientific methods.

The paired t-test hypothesis test in this study was used to compare pre- and post-treatment scores using Bamboozle media within a single class. Therefore, it is clear that there is one class but it is divided into several groups. These groups are the pre-treatment and post-treatment groups. Since there is only one class, its members are the same, so the test used is a paired t-test.

**Table 4.4. Hypothesis Testing**

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	INTEREST IN LEARNING BEFORE BAMBOOZLE - INTEREST IN EARNING AFTER BAMBOOZLE	3,875	5,136	1,048	1,706	6,044	3,696	23	0,001

Based on table 4.43 the results of the paired t-test calculation using SPSS, obtained sig. (2-tailed) of 0,001. The testing criteria in this study are  $H_a$  is accepted if the lower value is negative and the upper value is negative or sig.

(2-tailed)  $< \alpha = 0.05$ . From the calculation above it can be concluded that  $0,001 < 0.05$  then  $H_a$  is accepted and  $H_o$  is rejected. So it is very possible that there is a distinctive difference between the pretest and posttest learning interests, and this implies that the use of bamboozle media is significant in increasing the interest in learning English of eleventh grade students of SMK Negeri 5 Majene.

## **B. Discussion**

Based on the research findings regarding the implementation of Baamboozle media at SMK Negeri 5 Majene, preliminary observations conducted by the researcher indicated that Baamboozle had not previously been utilized as an instructional medium in learning activities at this institution. Consequently, this study was designed to examine the effectiveness of implementing Baamboozle media within this particular educational context.

Based on the value of the student learning interest questionnaire before using the bamboozle media, using a descriptive statistical test approach, it was found that the indicator that had the highest average value was X1.6, with an average value of 4.42. These results provide an illustration that there is a student interest in learning at SMK Negeri 5 Majene in English lessons. This is in line with the facts in the field studied by researchers, where students are enthusiastic and excited in learning English subjects. And the indicator that has the lowest average value is X1.5 with an average value of 2.42. These results provide an illustration that students have very high enthusiasm for English subjects. These results are in line with the findings obtained by researchers where students do not

like it when teachers cancel tests in English subjects.

Then the questionnaire score after using baamboozle media in student learning methods, it was found that the indicator that had the highest average value was X2.12 with an average acquisition value of the highest average value of 4.04, this provides an illustration that the use of baamboozle media makes it easier for students to learn English, so that this fosters a sense of enthusiasm and interest in learning. And the indicator that had the lowest average value on the questionnaire after using bamboozle media was X2.13 with an average value of 2.50. These results provide an illustration of students being aware that English lessons are lessons that are not boring, especially by using bamboozle media, the classroom atmosphere becomes more interactive. As a result, with the help of this media, students' interest in learning English is getting higher.

The subsequent analytical procedure employed in this study was the Shapiro–Wilk normality test. The results of the normality test conducted prior to the implementation of Baamboozle media (pre-test) indicated a significance value of 0.149, which is greater than 0.05 (Sig. = 0.149 > 0.05). Similarly, the normality test conducted after the implementation of Baamboozle media (post-test) yielded a significance value of 0.168, which also exceeds 0.05 (Sig. = 0.168 > 0.05). These findings suggest that both the pre-test and post-test questionnaire data are normally distributed, thereby meeting the assumption for parametric statistical analysis.

Furthermore, the hypothesis testing was conducted using a paired-samples t-test with a decision-making criterion that the calculated t-value must be greater than the critical t-table value and that the significance value must be less than the probability level of 0.05 ( $\alpha = 0.05$ ). Based on the results obtained through SPSS analysis, the calculated t-value was 3.696, which is greater than the t-table value of 2.796 ( $3.696 > 2.796$ ). Additionally, the two-tailed significance value was 0.001, which is less than  $\alpha = 0.05$  ( $0.001 < 0.05$ ).

These results indicate that there is a statistically significant effect and an increase in students' learning interest after the implementation of Baamboozle media in English learning. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, implying that the use of Baamboozle media effectively enhances the English learning interest of eleventh-grade Audio and Video students at SMK Negeri 5 Majene.

The results of this study indicate that the use of game-based learning media, such as Baamboozle, has a positive impact on enhancing students' learning interest. This is evidenced by observable changes in students' attitudes during the learning process, in which they become more active, more focused, and demonstrate a higher level of engagement with the material presented. The implementation of Baamboozle, which integrates elements of gameplay, competition, and interaction, has been shown to foster a more engaging and less monotonous learning environment. Consequently, this approach encourages students to participate more actively in learning activities and promotes greater involvement in the instructional process.

The findings of this study are consistent with those of several previous studies conducted by earlier researchers. A study by Mida Hamidatussya'diyah (2025) revealed that the use of Baamboozle has a statistically significant effect on students' learning interest, with a strong correlation coefficient. This finding indicates a substantial relationship between the implementation of game-based learning media and the enhancement of students' interest in learning. In other words, the more engaging and interactive the instructional media, the greater the level of students' learning interest.

Furthermore, research by Sylva Maharini Putri et al. (2024) also found that the use of Baamboozle media can significantly increase student motivation and engagement. The study explained that students became more active in answering questions, were more willing to participate, and showed high enthusiasm during the learning process. This is relevant to the findings in this study, where students were not merely passive listeners but also directly involved in learning activities. This active engagement is an important indicator of increasing student interest in learning.

Furthermore, research conducted by Nur Khoiro et al. (2025), as cited in Saffitri et al. (2024), demonstrates that the use of Baamboozle contributes to the improvement of students' learning outcomes, as evidenced by a significant increase in their average scores following the implementation of the media. These findings are further supported by statistical analyses indicating a significant difference between students' performance before and after the use of Baamboozle. This suggests that game-based learning media not only affect affective

dimensions, such as students' interest and motivation, but also influence cognitive aspects, particularly in terms of students' comprehension and overall academic achievement.

Thus, it can be concluded that the findings of this study are consistent with those of previous research, which have demonstrated that game-based learning media, such as Baamboozle, are effective in enhancing students' learning interest. This convergence of findings further reinforces the assertion that the use of interactive learning media constitutes an appropriate and effective strategy for fostering an engaging, enjoyable, and meaningful learning environment. In particular, such media play a significant role in promoting students' interest and active engagement in the learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis outlined in this thesis, which discusses the use of bamboozle media to increase learning interest in grade XI students at SMK Negeri 5 Majene, the following conclusions can be drawn:

1. The process of using baamboozle media in increasing students' interest in learning English at SMK Negeri 5 Majene is discussed in the implementation of learning carried out by researchers in managing learning for three meetings, at the first meeting the researcher started an introduction with students, explained the material to be discussed and the methods used during the learning, explained and gave a pretest to students before using baamboozle media, at the second and third meetings they started using baamboozle media and gave a post-test. The achievement of educator activities from the first meeting to the last meeting went well and was able to increase students' interest in learning English given.
2. The use of Baamboozle media at SMK Negeri 5 Majeneg which is used in English learning for class XI at the research location shows that the use of Baamboozle media can increase students' interest in learning, students are given treatment using Baamboozle media in learning activities so that in the post-test it can be seen by seeing an increase in students' interest in learning.

## **B. Suggestion**

1. It is recommended that educators, particularly teachers, pay attention to more effective learning methods by using interactive and engaging learning media, so that students develop interest and enthusiasm in learning.
2. It is recommended that schools pay attention to providing teachers with the tools and facilities needed to implement learning methods using the Baamboozle media. This is intended to foster interest in learning among students at SMK Negeri 5 Majene.
3. It is recommended that further research focus on the alignment between the use of AI (Artificial Intelligence) with teacher competency development and curriculum guidelines at SMK Negeri 5 Majene.

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## APPENDICES

### Appendix 1: Research Permission Letter



**PEMERINTAH KABUPATEN MAJENE**  
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU (DPM-PTSP)  
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

#### IZIN PENELITIAN

Nomor : 500.16.7.2/854/IP/IX/2025

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non upaten Majene, telah membaca surat Rekomendasi Penelitian Dari Badan Kesatuan Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu, Kepala Dinas Kabuan bangsa dan Politik Nomor 070/772/IX/2025 Tanggal 11 September 2025 pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

**N a m a** : HUSNUL ALIYAH  
**Pekerjaan** : Mahasiswi  
**N I M** : 10256121013  
**Program Study/Jurusan** : S1 Tarbiyah dan Keguruan  
**Universitas** : STAIN Majene  
**Alamat** : Dusun Massanra Desa Bonne-Bonne Kec. Mapilli  
Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE EFFECT OF USING BAAMBOOZLE MEDIA ON ENGLISH LEARNING INTEREST AT ELEVENTH GRADE STUDENTS OF SMK NEGERI 5 MAJENE"** dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan diharapkan melapor kepada Pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene

Pada Tanggal : 15-09-2025

Kepala Dinas



**H. HASNAWATI, S.Sos.MM.**

Pangkat: Pembina Utama Muda

Nip. 19660607 198803 2 015

## Appendix 2: Questionnaire Instrument

### QUESTIONNAIRE INSTRUMENT

#### *The Effectiveness of Baamboozle Media on English Learning Interest at Eleventh Grade Students of SMK Negeri 5 Majene*

**Objective:** This study aims to determine and analyze whether there is an independent influence (Baamboozle media) on the dependent (interest in learning) at SMK Negeri 5 Majene.

KUESIONER MINAT BELAJAR BAHASA INGGRIS PESERTA DIDIK  
KELAS XI SMK NEGERI 5 MAJENE (PRE-TEST)

#### **I. RESPONDENT IDENTIFY**

Name :

Class :

no. roll call :

#### **II. FILLING INSTRUCTIONS**

1. Angket ini berisi pertanyaan-pertanyaan yang menggambarkan minat belajar peserta didik dalam mengikuti proses belajar mengajar pada mata Pelajaran Bahasa Inggris.
2. Tuliskan identitas pada tempat telah disediakan
3. Pilihlah salah satu jawaban dengan memberi centang (✓) pada table sebagai jawaban untuk setiap pernyataan yang sesuai dengan perasaan anda yang sebenarnya!

#### **Description of Answer Choices**

1. SS = Sangat Setuju (Strongly Agree)
2. S = Setuju (Agree)
3. R = Ragu-ragu (Hesitate)
4. TS = Tidak Setuju (Disagree)
5. STS = Sangat Tidak Setuju (Strongly Disagree)

No	Indicator	Aspect						Butir Soal
			STS	TS	R	S	SS	
1.	Feeling injoyment (Perasaan Senang)	1. I consciously like English subjects (Saya secara sadar menyukai mata pelajaran bahasa inggris)						
		2. I am happy with the way the English teacher teaches (Saya senang dengan cara mengajar guru bahasa inggris)						
		3. I feel happy when there are English group learning activities in class. (Saya merasa senang apabila ada kegiatan belajar kelompok bahasa inggris di dalam kelas)						
		4. I am enthusiastic about completing the English assignments given without delay. (Saya bersemangat menyelesaikan tugas bahasa inggris yang diberikan tanpa menunda)						
		5. I really like it when						

		<p>teachers cancel English tests</p> <p>(Saya sangat suka apabila guru membatalkan ulangan bahasa inggris)</p>						
2.	<p>Student involvement (Keterlibatan Peserta Didik)</p>	<p>6. I'm enthusiastic during English lessons.</p> <p>(Saya semangat saat pelajaran bahasa inggris berlangsung)</p>						
		<p>7. I participate during English lessons.</p> <p>(Saya berpartisipasi saat pelajaran bahasa inggris berlangsung)</p>						
		<p>8. I strive to get good grades in English so I can keep up with my classmates.</p> <p>(Saya berusaha memperoleh nilai yang bagus pada pelajaran bahasa inggris agar tidak kalah dengan teman yang lain)</p>						
		<p>9. I often share my opinions in class during English class.</p> <p>(Saya sering mengajukan</p>						

		pendapat dalam kelompok di kelas saat pelajaran bahasa inggris)						
		10. I hand over English assignments to my best English-savvy classmates during group work. (Saya meyerahkan tugas bahasa inggris kepada teman yang pintar dalam pelajaran bahasa inggris saat kerja kelompok)						
3.	Interest (Ketertarikan)	11. I'll continue to study English, no matter who the teacher is. (Saya tetap belajar bahasa inggris siapapun guru yang akan mengajar bahasa inggris)						
		12. I'm very excited when English class starts. (Saya sangat bersemangat saat jam pelajaran bahasa inggris akan dimulai)						
		13. English is a subject that easily becomes boring and tense. (Pelajaran bahasa inggris adalah pelajaran yang						

		mudah menimbulkan kebosanan dan suasana belajar menjadi tegang)						
		14. I'm sure the things I learn in English class don't benefit me much. (Saya yakin hal-hal yang saya pelajari dalam pelajaran bahasa inggris tidak memberikan banyak manfaat bagi saya)						
		15. I'd rather copy my friends' English assignments than do them myself. (Saya lebih suka mencontek tugas bahasa inggris teman saya daripada harus mengerjakan sendiri)						
4.	Attention (Perhatian)	16. I will take notes on important points while my English teacher is explaining, even if the teacher doesn't ask me to. (Saya akan mencatat hal-hal yang penting pada saat guru Bahasa inggris menjelaskan walaupun						

		guru tidak memintanya)						
		<p>17. I will review the English lessons I've learned at school after I get home.</p> <p>(Saya akan mengkaji kembali Pelajaran Bahasa Inggris yang telah dipelajari di sekolah setelah sampai dirumah)</p>						
		<p>18. I pay close attention to the material presented by the teacher.</p> <p>(Saya sangat focus memperhatikan materi yang disampaikan oleh guru)</p>						
		<p>19. I never strive to get good grades on English tests.</p> <p>(Saya tidak pernah berusaha mendapatkan nilai yang baik pada setiap ulangan Bahasa Inggris)</p>						

KUESIONER MINAT BELAJAR BAHASA INGGRIS PESERTA DIDIK  
KELAS XI SMK NEGERI 5 MAJENE (POST-TEST)

**I. RESPONDENT IDENTIFY**

Name :

Class :

no. roll call :

**II. FILLING INSTRUCTIONS**

1. Angket ini berisi pertanyaan-pertanyaan yang menggambarkan minat belajar peserta didik dalam mengikuti proses belajar mengajar pada mata Pelajaran Bahasa Inggris.
2. Tuliskan identitas pada tempat telah disediakan
3. Pilihlah salah satu jawaban dengan memberi centang (√) pada table sebagai jawaban untuk setiap pernyataan yang sesuai dengan perasaan anda yang sebenarnya!

**Description of Answer Choices**

1. SS = Sangat Setuju (Strongly Agree)
2. S = Setuju (Agree)
3. R = Ragu-ragu (Hesitate)
4. TS = Tidak Setuju (Disagree)
5. STS = Sangat Tidak Setuju (Strongly Disagree)

No	Indicator Aspect	Statement	Skala Liter					Butir Soal
			STS	TS	R	S	SS	
1.	Felling of enjoyment (Perasaan Senang)	1. After participating in learning with Baamboozle media, I consciously like English subjects.  (Setelah mengikuti pembelajaran dengan						

		media Baamboozle, Saya secara sadar menyukai mata pelajaran bahasa inggris)					
		2. After following the learning with Baamboozle media, I am happy with the way the English teacher teaches. (Setelah mengikuti pembelajaran dengan media Baamboozle, Saya senang dengan cara mengajar guru bahasa inggris)					
		3. After following the learning with Baamboozle media, I feel happy when there are English group learning activities in class. (Setelah mengikuti pembelajaran dengan media Baamboozle, Saya merasa senang apabila ada kegiatan belajar kelompok bahasa inggris di dalam kelas)					

		<p>4. After following the learning process using Baamboozle media, I am enthusiastic about completing the English assignments given without delay.</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya bersemangat menyelesaikan tugas bahasa inggris yang diberikan tanpa menunda)</p>					
		<p>5. After following the learning process using Baamboozle media, I really like it when teachers cancel English tests</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya sangat suka apabila guru membatalkan ulangan bahasa inggris)</p>					
2.	Student involvement (Ketertarikan	<p>6. After participating in learning with Baamboozle media, I'm</p>					

	Peserta Didik)	<p>enthusiastic during English lessons. (Setelah mengikuti pembelajaran dengan media Baamboozle, saya semangat saat pelajaran bahasa inggris berlangsung)</p>						
		<p>7. After following the learning with Baamboozle media, when learning English, I participate during English lessons. (Setelah mengikuti pembelajaran dengan media Baamboozle, saya berpartisipasi saat pelajaran bahasa inggris berlangsung)</p>						
		<p>8. After following the learning process using Baamboozle media, I strive to get good grades in English so I can keep up with my classmates. (Setelah mengikuti pembelajaran dengan media Baamboozle, Saya berusaha memperoleh</p>						

		<p>nilai yang bagus pada pelajaran bahasa inggris agar tidak kalah dengan teman yang lain)</p>					
		<p>9. After taking lessons using Baamboozle media, I often share my opinions in class during English class.</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya sering mengajukan pendapat dalam kelompok di kelas saat pelajaran bahasa inggris)</p>					
		<p>10. After following the learning process using Baamboozle media, I hand over English assignments to my best English-savvy classmates during group work.</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya meyerahkan tugas bahasa</p>					

		inggris kepada teman yang pintar dalam pelajaran bahasa inggris saat kerja kelompok)						
3.	Interest (Ketertarikan)	11. After following the learning with Baamboozle media, I'll continue to study English, no matter who the teacher is. (Setelah mengikuti pembelajaran dengan media Baamboozle, Saya tetap belajar bahasa inggris siapapun guru yang akan mengajar bahasa inggris)						
		12. After taking part in learning with Baamboozle media, I very excited when English class starts. (Setelah mengikuti pembelajaran dengan media Baamboozle, Saya sangat bersemangat saat jam pelajaran bahasa inggris akan dimulai)						
		13. After following the						

	<p>learning process using Baamboozle media, English is a subject that easily becomes boring and tense.</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, pelajaran bahasa inggris adalah pelajaran yang mudah menimbulkan kebosanan dan suasana belajar menjadi tegang)</p>					
	<p>14. After following the learning with Baamboozle media, I'm sure the things I learn in English class don't benefit me much.</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya yakin hal-hal yang saya pelajari dalam pelajaran bahasa inggris tidak memberikan banyak manfaat bagi saya)</p>					
	<p>15. After participating in learning with Baamboozle media, I'd</p>					

		<p>rather copy my friends' English assignments than do them myself.</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya lebih suka mencontek tugas bahasa inggris teman saya daripada harus mengerjakan sendiri)</p>					
4.	Attention (Perhatian)	<p>16. After participating in learning with Baamboozle media, I will take notes on important points while my English teacher is explaining, even if the teacher doesn't ask me to.</p> <p>(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya akan mencatat hal-hal yang penting pada saat guru bahasa inggris menjelaskan walaupun guru tidak memintanya)</p>					
		<p>17. After participating in learning with</p>					

		<p>Baamboozle media, I will review the English lessons I've learned at school after I get home. (Setelah mengikuti pembelajaran dengan media Baamboozle, Saya akan mengkaji kembali pelajaran bahasa inggris yang telah dipelajari di sekolah setelah sampai dirumah)</p>						
		<p>18. After participating in learning with Baamboozle media, I pay close attention to the material presented by the teacher. (Setelah mengikuti pembelajaran dengan media Baamboozle, Saya sangat fokus memperhatikan materi yang disampaikan oleh guru)</p>						
		<p>19. After following the learning with Baamboozle media, I never strive to get good grades on English tests.</p>						

		(Setelah mengikuti pembelajaran dengan media Baamboozle, Saya tidak pernah berusaha mendapatkan nilai yang baik pada setiap ulangan bahasa inggris)						
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### Appendix 3: Tabulation of Observation Data

#### Data Tabulation Before Using Baamboozle Media (Pre-test)

NO	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	TOTAL X1 (MINAT BELAJAR)
1	4	4	4	4	3	4	3	3	4	2	4	5	3	4	2	4	4	3	2	66
2	2	4	4	4	2	4	5	3	4	2	3	5	2	4	2	3	4	4	2	63
3	4	4	4	4	3	5	5	3	4	2	4	4	2	2	2	3	4	4	2	65
4	4	4	4	4	3	4	4	4	5	2	4	4	2	2	2	3	4	4	2	65
5	3	2	4	4	2	5	4	4	5	2	3	4	2	2	2	4	4	4	2	62
6	3	2	5	5	2	3	4	4	4	2	5	4	2	2	2	4	4	5	2	64
7	4	4	3	3	2	5	4	5	4	3	5	4	2	2	3	4	4	4	3	68
8	4	4	5	5	2	5	4	5	5	3	4	4	3	3	3	5	4	5	3	76
9	4	4	3	3	2	5	5	5	4	3	4	3	3	3	3	5	4	5	3	71
10	4	4	4	4	2	5	5	4	4	3	4	4	3	3	3	5	4	5	3	73
11	5	3	3	3	2	4	4	5	4	2	4	3	3	2	2	4	4	4	2	63
12	4	4	3	3	2	5	5	4	4	3	4	3	2	3	3	3	4	5	3	67
13	4	2	2	2	2	4	3	4	3	2	4	4	3	3	2	4	4	4	2	58
14	4	4	4	4	2	3	4	4	3	3	3	4	2	2	3	3	3	4	3	62
15	5	4	2	2	2	4	3	4	4	2	4	4	3	2	2	5	4	4	2	62
16	4	4	4	4	2	3	4	3	3	3	4	3	2	2	3	4	4	4	3	63
17	4	5	3	3	3	5	3	4	5	3	5	5	3	2	3	4	5	5	3	73
18	4	3	5	5	3	5	5	5	5	3	5	5	3	3	3	5	5	5	3	80
19	4	4	4	4	3	5	5	5	4	3	4	3	3	2	3	4	4	4	3	71
20	4	4	5	5	2	4	5	5	4	3	4	5	3	3	3	4	4	5	3	75
21	5	4	4	4	3	5	5	4	4	2	4	4	3	4	4	5	4	4	2	74
22	5	4	5	5	3	5	5	5	4	2	5	5	5	3	5	5	4	5	2	82
23	5	5	5	5	3	4	5	4	5	3	4	5	4	3	4	4	4	5	2	79
24	5	5	4	5	3	5	5	4	5	3	5	5	4	4	4	5	5	4	4	84

#### Data Tabulation After Using Baamboozle Media (Post-test)

No.	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	TOTAL X1 (MINAT BELAJAR)
1	4	4	4	2	2	4	4	4	4	4	4	4	2	2	4	4	4	4	4	68
2	3	4	3	2	2	3	4	4	4	2	3	4	2	2	2	2	4	4	2	56
3	4	2	4	4	2	4	2	5	4	2	4	3	2	2	2	4	4	4	2	60
4	4	2	4	4	2	4	2	3	3	2	4	3	2	2	2	4	4	4	2	57
5	3	2	4	4	2	3	2	4	4	2	3	3	2	2	2	4	2	4	2	54
6	4	2	4	3	2	4	2	4	4	2	4	3	2	2	2	3	2	5	2	56
7	4	4	5	3	3	3	4	4	4	2	3	4	3	2	2	4	4	3	2	63
8	4	4	4	3	2	4	4	4	4	3	4	4	3	2	3	4	4	5	3	68
9	4	4	4	4	3	4	4	3	4	3	4	4	3	3	3	4	4	3	3	68
10	2	4	4	4	3	4	2	4	4	3	4	4	3	3	3	4	4	4	3	66
11	4	4	2	4	3	3	4	3	2	3	3	4	2	3	3	2	3	3	3	58
12	2	4	2	4	3	4	2	2	4	2	4	4	3	3	2	4	4	3	2	58
13	4	2	4	4	3	2	4	2	2	3	2	4	2	2	3	4	2	2	3	54
14	4	4	4	4	3	4	4	4	4	2	4	4	3	3	2	4	4	4	2	67
15	4	4	4	2	2	4	4	4	4	3	4	5	2	2	3	5	4	2	3	65
16	5	4	5	4	3	4	5	4	4	2	4	5	3	3	2	4	4	4	2	71
17	4	5	4	4	2	3	4	5	5	2	5	5	3	2	3	4	5	3	3	71
18	4	4	4	4	3	4	4	4	4	3	3	5	3	3	3	4	3	5	3	70
19	4	4	4	4	3	4	4	4	4	3	4	5	3	3	3	5	4	4	3	72
20	5	4	5	5	3	4	5	4	4	3	4	5	2	3	3	4	4	5	3	75
21	4	5	4	4	3	4	4	5	5	3	4	3	3	3	3	4	4	4	3	72
22	5	4	5	5	3	4	4	4	4	3	4	5	3	3	5	4	4	5	5	79
23	5	3	4	5	3	4	3	4	5	3	4	3	2	4	5	4	4	5	5	75
24	3	3	3	5	3	4	3	4	4	3	4	4	2	3	3	5	5	4	5	70

## Appendix 4: Teaching Module

### ENGLISH LANGUAGE TEACHING MODULE

#### PHASE F

NO	KOMPONEN	DESKRIPSI
1	<b>INFORMASI UMUM</b>	
	Nama Penyusun	Husnul Aliyah
	Nama Instansi	SMK Negeri 5 Majene
	Tahun Penyusunan	2025/2026
	Kelas/Semester	XI/Ganjil
	Alokasi Waktu	4x45 menit
2	Tujuan Pembelajaran	
	Capaian Pembelajaran	<p>Pada akhir Fase F, peserta didik mampu memanfaatkan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan konteks, tujuan, serta audiens atau pembaca. Berbagai jenis teks, seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks autentik digunakan sebagai dasar dalam pembelajaran bahasa Inggris pada fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan mengungkapkan keinginan maupun perasaan. Selain itu, mereka mengembangkan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dengan topik kontekstual. Peserta didik membaca teks tertulis untuk memperoleh informasi maupun untuk hiburan, dengan tingkat pemahaman yang semakin mendalam. Kemampuan inferensi dan</p>

		<p>evaluasi terhadap berbagai jenis teks juga telah berkembang. Peserta didik mampu menghasilkan teks lisan, tulisan, dan visual secara terstruktur dengan kosakata yang lebih luas, serta memproduksi berbagai jenis teks fiksi dan nonfiksi dengan memperhatikan tujuan dan sasaran pembaca atau audiens.</p>
	Elemen	Menyimak-Berbicara
	Elemen CP	<p>Pada akhir Fase F, peserta didik mampu menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan pihak lain dalam berbagai situasi dan tujuan komunikasi. Mereka dapat mengajukan dan merespons pertanyaan terbuka serta menerapkan strategi untuk memulai, mempertahankan, dan mengakhiri percakapan maupun diskusi. Peserta didik mampu memahami dan mengidentifikasi gagasan utama serta informasi penting dari diskusi atau presentasi pada berbagai topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini mengenai isu sosial serta membahas minat, perilaku, dan nilai-nilai lintas budaya yang relevan dengan kehidupan remaja. Selain itu, peserta didik mampu menyampaikan dan mempertahankan pendapat, melakukan perbandingan, serta mengevaluasi perspektif mereka. Mereka juga menerapkan strategi koreksi diri dan memanfaatkan unsur nonverbal, seperti bahasa tubuh, kecepatan bicara, dan intonasi, agar pesan dapat dipahami dalam sebagian besar konteks komunikasi.</p>

	Tujuan Pembelajaran	<p>Pada akhir Fase F, peserta didik mampu menyimak saran dan tawaran serta memberikan respons dengan pelafalan, penekanan kata, intonasi, dan ejaan yang tepat, disertai sikap santun dan peduli. Peserta didik menggunakan kemampuan bahasa Inggris untuk menirukan pengucapan dan menuliskan ungkapan yang digunakan, termasuk mengidentifikasi berbagai ekspresi seperti <i>what's your opinion</i>, ungkapan meminta dan memberi pendapat, serta ungkapan persetujuan dan ketidaksetujuan.</p>
	Pertanyaan pemantik	<div data-bbox="804 887 1259 1151" data-label="Image"> </div> <ol style="list-style-type: none"> <li>1. Have you ever commented on a general moment?</li> <li>2. What do you think about the debate?</li> </ol>
Acuan Alur Pujian Pembelajaran (ATP)		
3	Profil Plajar Pancasila	<ul style="list-style-type: none"> <li>➤ Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia- prayer</li> <li>➤ Berkebinekaan Global - English</li> <li>➤ Mandiri - individual task</li> <li>➤ Bergotong Royong - group work</li> <li>➤ Bernalar Kritis - comprehension, Q&amp;A</li> <li>➤ Kreatif – demonstration</li> </ul>

4	Materi ajar, alat dan bahan	
	Materi ajar	<p>➤ Agree and Disagree</p> <p>Setuju (<i>agree</i>) adalah ungkapan atau tindakan menerima, mendukung, dan memiliki pandangan yang sama terhadap suatu pendapat, ide, atau keputusan orang lain. Sebaliknya, tidak setuju (<i>disagree</i>) adalah ungkapan penolakan atau perbedaan pandangan karena menganggap opini atau tindakan tersebut tidak tepat, tidak benar, atau tidak berdasar.</p> <p>Kalimat pada agree and disagree:</p> <ul style="list-style-type: none"> <li>• I agree with you</li> <li>• I totally agree</li> <li>• Exactly!</li> <li>• I don't agree...</li> <li>• I'm afraid I disagree...</li> <li>• I;m not sure I agree with you...etc</li> </ul> <p>➤ Asking and Giving Opinion</p> <p>Dalam Bahasa Indonesia <i>asking for opinion</i> artinya adalah meminta pendapat, sedangkan <i>giving opinion</i> artinya memberi pendapat. Jadi, <i>expression of asking and giving opinion</i> adalah suatu ungkapan atau ekspresi seseorang dalam meminta dan memberikan pendapat kepada orang lain. Melalui ungkapan ini, kamu bisa meminta dan memberikan pandangan atau penilaian terhadap suatu hal, baik itu secara tertulis maupun verbal.</p>

		<p>Kalimat pada asking opinion or giving opinion:</p> <ul style="list-style-type: none"> <li>• In my opinion...</li> <li>• I think...</li> <li>• What I mean is...</li> <li>• In my experience...</li> <li>• According to me...</li> <li>• I strongly believe that...</li> <li>• As far as I am concerned...etc</li> </ul>
	Sarana dan prasarana	<ul style="list-style-type: none"> <li>• Spidol white board</li> <li>• Buku sumber (buku paket sekolah: Forward an English, kelas XI)</li> <li>• Laptop</li> <li>• Jaringan internet</li> </ul>
	Model Pembelajaran	<ul style="list-style-type: none"> <li>• Teams Games Tournament (TGT)</li> <li>• Discussion group work</li> <li>• Tanya jawab</li> </ul>

LEARNING ACTIVITY		ALOKASI WAKTU
<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Menyapa peserta didik dan memberi salam.</li> <li>• Mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai.</li> <li>• Mengecek kehadiran peserta didik Mengkondisikan suasana belajar yang menyenangkan.</li> </ul>	1x45 menit
<b>KEGIATAN INTI</b>	<p><b>A. Tahap presentasi kelas</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan penjelasan mengenai materi what's your opinion?</li> </ul>	2x45 menit

	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang materi yang dijelaskan.</li> </ul> <p><b>B. Belajar dalam kelompok</b></p> <ul style="list-style-type: none"> <li>• Guru membagi peserta didik kedalam 5 kelompok pelajar yang beranggotakan 4-5 orang. Setiap kelompok masing-masing memiliki nama gorup.</li> <li>• Guru menyuruh setiap kelompok untuk mempelajari materi yang telah dijelaskan.</li> </ul> <p><b>C. Turnamen permainan</b></p> <ul style="list-style-type: none"> <li>• Guru memberitahukan aturan permainan yaitu: <ul style="list-style-type: none"> <li>- Setiap kelompok bekerja sama dalam permainan website baamboozle yang telah disediakan oleh guru;</li> <li>- Kelompok peserta didik menjawab soal yang telah ada dalam website baamboozle;</li> <li>- Kelompok peserta didik berkompetisi untuk menyelesaikan permainan hingga mencapai nilai tertinggi;</li> <li>- Kelompok yang pertama kali mencapai nilai tertinggi maka akan menjadi pemenang dalam permainan yang telah dilakukan.</li> </ul> </li> </ul>	
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	<p><b>D. Asosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru melakukan <i>review</i> materi yang telah dipelajari</li> <li>• Peserta didik bersama kelompoknya menulis materi <i>what's your opinion</i> yang telah dijelaskan dan yang dipelajari sebelumnya.</li> <li>• Guru memonitor siswa pada saat mengerjakan latihan dan membantu siswa yang kesulitan mengerjakan latihan.</li> </ul> <p><b>E. Mengkomunikasikan</b> Peserta didik bekerja sama dalam satu kelompok untuk menjawab pertanyaan yang telah disediakan melalui media baamboozle.</p>	
<p><b>PENUTUP</b></p>	<ul style="list-style-type: none"> <li>• Guru memberikan apresiasi terhadap seluruh peserta didik yang telah berkontribusi dalam pembelajaran.</li> <li>• Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang masih dirasa sulit atau belum dipahami.</li> <li>• Guru bersama pelajar membuat reflkesi bersama dengan memandu pelajar untuk memberikan opininya tentang apa saja yang dapatkan hari ini dan kegiatan menarik apa yang telah mereka lakukan.</li> <li>• Guru mengakhiri pembelajaran dengan doa dan salam.</li> </ul>	<p>1x45 menit</p>

<b>ASSESMAN</b>	
<b>Targer penilaian</b>	Kelompok
<b>Jenis assesman</b>	Performa
<b>Penilaian kompetensi dan pengetahuan</b>	Peserta didik mampu menerapkan struktur teks dan unsur kebahasaan dalam teks interpersonal sederhana mengenai perkenalan diri dan orang lain. Selain itu, peserta didik dapat menghasilkan teks interpersonal sederhana tentang perkenalan diri dan orang lain berdasarkan pengalaman pribadi.
<b>Refleksi Guru dan Siswa</b>	
<b>Refleksi Guru</b>	<ol style="list-style-type: none"> <li>1. Apa saja hambatan yang dialami guru selama pelaksanaan pembelajaran?</li> <li>2. Upaya atau strategi apa yang dilakukan guru untuk mengatasi hambatan tersebut?</li> <li>3. Tindakan apa yang dapat dilakukan guru apabila tujuan pembelajaran belum tercapai?</li> </ol>
<b>Refleksi Siswa</b>	<ol style="list-style-type: none"> <li>1. Kendala apa yang kamu temui selama melaksanakan pembelajaran ini?</li> <li>2. Bagaimana perasaanmu mengikuti pembelajaran ini?</li> <li>3. Cara belajar yang bagaimana yang paling membantumu dalam mempratekkan pembelajaran?</li> </ol>
<b>DAFTAR PUSTAKA</b>	Shyla K. Lande   Eka Mulya Astuti, Bahasa Inggris: Forward an English Course of Vicational School Students Grade XI Kurikulum Merdeka
<b>REMEDIAL DAN PENGAYAAN</b>	<p>❖ Remedial</p> <p>Kesempatan perbaikan nilai diberikan kepada peserta didik yang belum mencapai KKM dengan meminta mereka mempelajari kembali materi yang dianggap sulit, kemudian dilakukan penilaian ulang.</p>

	<p>❖ Pengayaan</p> <p>Kegiatan pembelajaran lanjutan diberikan kepada peserta didik yang telah memenuhi KKM. Kegiatan pengayaan dilakukan melalui pendalaman materi dengan melaksanakan aktivitas pengayaan dan literasi yang tersedia dalam buku siswa.</p>
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## Appendix 5: Documentation

### DOCUMENTATION

#### Documentation of Research Implementation with Pre-test Work



#### Bamboozle Media Usage Documentation



Documentation of Research Implementation with Post-test Work



## **CURRICULUM VITAE**



Husnul Aliyah was born in Lampa on June 10, 2003, the youngest of six siblings. She lives in Lampa, Massanra Hamlet, Bonne-Bonne Village, Mapilli District, Polewali Mandar Regency, West Sulawesi Province. She attended SD 051 Inpres Lampa and graduated in 2015.

Then she continued her education at SMP Negeri 01 Wonomulyo, and graduated in 2018. She then continued her studies at MAN 1 Polman, and graduated in 2021. In 2021, she was accepted into the English Language Education Study Program at the State Islamic College (STAIN) Majene, and she has completed this research as one of the requirements to obtain a bachelor's degree in education.