

**Improving Students Speaking Competence through
Baambozzle Collaborative Digital Games at the
Eighth Graders of MTsN 1 Bojonegoro**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**By:
Zahrotun Nisa'
NIM 22120026**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

**Improving Students Speaking Competence through
Baambozzle Collaborative Digital Games at the
Eighth Graders of MTsN 1 Bojonegoro**

SKRIPSI

Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements for
the degree of Sarjana in English Education

By:
Zahrotun Nisa'
NIM 22120026

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

APPROVAL SHEETS

The skripsi entitled “**Improving Students Speaking Competence through Baamboozle Collaborative Digital Games at the Eight Graders of MTsN 1 Bojonegoro**” Is compiled by:

Name : Zahrotun Nisa
Nim : 22120026
Department : English Education

Has been approved by the advisors.

Bojonegoro, 6 July 2026

Advisor I,



Chyntia Heru Woro Prastiwi, M.Pd.
NIDN: 0728017903

Advisor II,



Dr. Moh. Fuadul Matin, S.S., M.Pd.
NIDN: 0727028703

LEGITIMATION

The skripsi entitled “Improving Students Speaking Competence through Baamboozle Collaborative Digital Games at the Eighth Graders of MTsN 1 Bojonegoro” is compiled by:

Name : Zahrotun Nisa^{*}
NIM : 22120026
Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 2026

Bojonegoro, 16 July 2026

Chairman,


Dr. Cahyo Hasanudin, M.Pd.
NIDN 0706058801

Examiner I



Dr. Fitri Nurdianingsih, S.Pd., M.Pd.
NIDN: 0729058701

Secretary,


Ayu Fitrianiingsih, M.Pd.
NIDN 0720049101

Examiner II,



Dr. Ima Isnaini T.R., S.Pd., M.Pd.
NIDN: 0723058302

Rector,

Dr. Junarti, M.Pd.
NIDN 0014016501

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Zahrotun Nisa'
NIM : 22120026
Department : English Education
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

Improving Students Speaking Competence through Baamboozle Collaborative Digital Games at the Eight Graders of MTsN 1 Bojonegoro

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 13..July.2026



Nama: Zahrotun Nisa'

NIM 22120026

MOTTO

“JEJEG SENAJAN DI REMEHKE, SUMUNAR SENAJAN ORA DIUGEMI’

“SURO DIRO JAYANINGRAT, LEBUR DENING PANGASTUTI”

ACKNOWLEDGEMENT

Alhamdulillahirabbil 'alamin. All praise and gratitude are devoted to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, mercy, guidance, and strength, which have enabled the researcher to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and all of his followers.

The researcher realizes that this thesis would not have been completed without the prayers, guidance, encouragement, support, and assistance of many individuals. Therefore, the researcher would like to express her sincere gratitude to:

1. Dr. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd., as the Dean of the Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.
3. Ayu Fitrianiingsih, M.Pd., as the Head of the English Education Study Program.
4. Chyntia Heru Woro Prastiwi, M.Pd., as the first advisor, and Dr. Moh. Fuadul Matin, S.S., M.Pd., as the second advisor, for their invaluable guidance, patience, encouragement, constructive suggestions, and continuous support throughout the completion of this thesis.
5. All lecturers and academic staff of the Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, for their knowledge, guidance, and valuable experiences during the researcher's academic journey.
6. The researcher's beloved mother, Yatmi, and her late beloved father, for their endless love, prayers, sacrifices, and unwavering support. The researcher is deeply grateful to her beloved mother for always accompanying and encouraging every step of her educational journey. This Bachelor of Education (S.Pd.) degree is lovingly dedicated to her late father, whose hopes and prayers continue to inspire the researcher to become a stronger and more independent person. May Allah SWT grant him the highest place in Jannah.
7. The researcher herself, for remaining strong and never giving up despite the many challenges faced throughout this journey. Completing this thesis while fulfilling responsibilities as a student in an Islamic boarding school and teaching at a tutoring institution has been a valuable lesson in perseverance, patience, and gratitude.
8. The researcher's beloved sister, Alvi Zatus Sholihah, for her endless love, prayers, encouragement, and financial support throughout the researcher's educational journey. The researcher also expresses her sincere gratitude to

Pujianto, her brother-in-law, for his kindness, support, and for treating the researcher as his own younger sister. The researcher hopes to make them proud through her future achievements.

9. The researcher's beloved friends, Fitara Aulia, Nuzilatur Rohmah, and Sabila Nur Falah Adriani, for their friendship, support, motivation, and unforgettable memories throughout the researcher's academic journey.
10. The researcher's beloved friend, Fika Hawi Lestari, for her endless encouragement, prayers, and sincere support despite the distance between cities. Her friendship has been one of the researcher's greatest sources of motivation.
11. All individuals who have contributed to the completion of this research, either directly or indirectly, whose names cannot be mentioned individually. The researcher sincerely appreciates every prayer, support, cooperation, and assistance throughout the research process.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for future improvement. Hopefully, this thesis will be beneficial for readers and future researchers. May Allah SWT reward all kindness and generosity with abundant blessings. Aamiin.

Bojonegoro,.....2026

The Researcher,

Zahrotun Nisa'

ABSTRACT

Nisa, Zahrotun. (2026). Improving Students Speaking Competence through Baamboozle Collaborative Digital Games at the Eighth Graders of MTsN 1 Bojonegoro. Skripsi, English Education Dapartement, Faculty of Language and Art, IKIP PGRI BOJONEGORO, Advisor (1) Chyntia Heru Woro Prastiwi, M.Pd., (II) Dr. Moh. Fuadul Matin, S.S., M.Pd.

This study aimed to describe how the implementation of Baamboozle Collaborative Digital Games helped eighth-grade students overcome speaking barriers and improve their speaking competence at MTsN 1 Bojonegoro. This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model. The participants were 36 students of class VIII A. The data were collected through observation, interviews, field notes, and speaking tests. Students' speaking competence was assessed based on four aspects: grammar, fluency, pronunciation, and vocabulary. The findings showed that the implementation of Baamboozle Collaborative Digital Games successfully improved students' speaking competence. In Cycle I, the mean score was 69, and 19 students (52.8%) achieved the minimum mastery criterion. After revising the teaching strategy, the mean score increased to 80 in Cycle II, and 28 students (77.8%) achieved the minimum mastery criterion. The implementation of Baamboozle also encouraged students to participate more actively, increased their confidence, and reduced their speaking barriers during classroom activities. In conclusion, the implementation of Baamboozle Collaborative Digital Games effectively improved the speaking competence of the eighth-grade students at MTsN 1 Bojonegoro. Therefore, Baamboozle can be used as an interactive learning medium to support students' speaking development in English language learning.

Keywords: Baamboozle Collaborative Digital Games, speaking competence, classroom action research.

ABSTRACT

Nisa, Zahrotun. (2026). *Improving Students Speaking Competence through Baamboozle Collaborative Digital Games at the Eighth Graders of MTsN 1 Bojonegoro*. Skripsi, English Education Department, Faculty of Language and Art, IKIP PGRI BOJONEGORO, Advisor (1) Chyntia Heru Pratiwi, M.Pd., (II) Dr. Moh. Fuadul Matin, S.S., M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan bagaimana penerapan Baamboozle Collaborative Digital Games membantu siswa kelas VIII mengatasi hambatan dalam berbicara serta meningkatkan kompetensi berbicara mereka di MTsN 1 Bojonegoro. Penelitian ini menggunakan metode Classroom Action Research (CAR) berdasarkan model Kemmis dan McTaggart. Subjek penelitian ini adalah 36 siswa kelas VIII A. Data dikumpulkan melalui observasi, wawancara, catatan lapangan, dan tes berbicara. Kompetensi berbicara siswa dinilai berdasarkan empat aspek, yaitu tata bahasa (grammar), kelancaran (fluency), pelafalan (pronunciation), dan kosakata (vocabulary). Hasil penelitian menunjukkan bahwa penerapan Baamboozle Collaborative Digital Games berhasil meningkatkan kompetensi berbicara siswa. Pada Siklus I, nilai rata-rata siswa adalah 69, dan 19 siswa (52,8%) mencapai Kriteria Ketuntasan Minimal (KKM). Setelah dilakukan perbaikan strategi pembelajaran, nilai rata-rata meningkat menjadi 80 pada Siklus II, dan 28 siswa (77,8%) berhasil mencapai KKM. Penerapan Baamboozle juga mendorong siswa untuk berpartisipasi lebih aktif, meningkatkan kepercayaan diri, serta mengurangi hambatan berbicara selama kegiatan pembelajaran di kelas. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penerapan Baamboozle Collaborative Digital Games efektif dalam meningkatkan kompetensi berbicara siswa kelas VIII MTsN 1 Bojonegoro. Oleh karena itu, Baamboozle dapat digunakan sebagai media pembelajaran interaktif untuk mendukung pengembangan kemampuan berbicara siswa dalam pembelajaran bahasa Inggris.

Kata Kunci: Baamboozle Collaborative Digital Games, kompetensi berbicara, penelitian tindakan kelas.

PREFACE

Bismillahirrahmanirrahim

Alhamdulillahirabbil ‘alamin, all praise and gratitude are devoted to Allah SWT, the Most Gracious and the Most Merciful, for His endless mercy, blessings, guidance, and strength. By His grace, the researcher has been able to complete this undergraduate thesis entitled “The Implementation of Baamboozle Game to Improve Students’ Speaking Competence at the Eighth Grade of MTsN 1 Bojonegoro.” This thesis is submitted as one of the requirements for obtaining the Bachelor of Education (S.Pd.) degree in the English Education Study Program, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.

The researcher realizes that the completion of this thesis would not have been possible without the guidance, encouragement, prayers, and support from many individuals. Therefore, the researcher would like to express her sincere gratitude to everyone who has contributed to the completion of this thesis, especially to the advisors, lecturers, family, friends, and all parties who have provided valuable assistance throughout the research process.

The researcher is fully aware that this thesis is still far from perfect due to the researcher’s limited knowledge and experience. Therefore, constructive criticism and valuable suggestions are sincerely expected for the improvement of this thesis.

Finally, the researcher hopes that this thesis will be beneficial for readers, future researchers, teachers, and students, especially in the field of English Language Education, and may contribute to the development of effective English teaching and learning practices.

Bojonegoro,.....2026

The Researcher,

Zahrotun Nisa’

TABLE OF CONTENT

APPROVAL SHEETS.....	i
LEGITIMATION.....	ii
STATEMENT OF AUTHENTICITY	iii
MOTTO.....	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
PREFACE	ix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Problems	7
C. Research Objective	7
D. Significances of the Study.....	7
1. Theoretical Significances	7
2. Pedagogical Significances	8
E. Delimitation of the Study.....	9
F. Definition of Key Terminologies.....	9
1. Speaking Competence.....	9
2. Bamboozle.....	10
3. Collaborative Learning	10
4. Games-Based Learning (GBL).....	11
CHAPTER II.....	12
REVIEW OF RELATED LITERATURE.....	12
A. Review of Previous Studies.....	12
B. Theoretical Review	19
1. Communicative Language Teaching (CLT)	19
2. Speaking Skill.....	20
3. Collaborative Digital Games (Baamboozle).....	21
C. Theoretical Framework.....	24

CHAPTER III	27
RESEARCH METHODOLOGY	27
A. Research Design	27
B. Research Procedure	30
1. Planning	31
2. Action.....	31
3. Observation	32
4. Reflection	32
C. Research Setting	33
D. Research Subject	33
E. Data And Data Sources.....	34
1. Data.....	34
2. Data source.....	35
F. Data Collection Techniques	35
1. Observation	35
2. Interview	36
3. Speaking Test	36
4. Documentation.....	37
G. Data Analysis Techniques	37
1. Qualitative data analysis	37
2. Quantitative Data Analysis.....	37
H. Data Validation Techniques.....	39
I. Criteria of Success.....	39
CHAPTER IV	40
RESEARCH FINDINGS AND DISCUSSION	40
A. Research Findings	40
1. Students' Speaking Competence before the Action.....	40
2. The Overview of Cycle I.....	44
3. The Overview of Cycle II	50
4. Students' Participation During the Implementation of Baamboozle Collaborative Digital Games.....	55
5. The Improvement of Students' Speaking Competence.....	57

B. DISCUSSION.....	59
1. The Implementation of Baamboozle-Based Learning Media in Helping Grade VIII Students Overcome Speaking Barriers.....	59
2. The Improvement of Students' Speaking competence After the Application of Baamboozle-Based Collaborative Learning	62
CHAPTER V	66
CUNCLUSION AND SUGGESTION	66
A. Conclusion	66
A. Suggestion.....	67
1. For Teachers.....	67
2. For Future Researchers	67
REFERENCES.....	68
SURAT IZIN PENCARIAN DATA.....	105
SURAT BALASAN IZIN PENELITIAN.....	106

LIST OF APPENDIXES

Appendix 1a Preliminary Observation Sheet.....	71
Appendix 1b Preliminary Observation Result	72
Appendix 2a Observation Checklist	73
Appendix 2b Observation Checklist Result.....	75
Appendix 3a Interview Sheet.....	77
Appendix 3b Interview Sheet Result.....	78
Appendix 4a speaking test Instrument.....	86
Appendix 4b Result of Speaking competence Test Cycle 1	90
Appendix 4c Result of Speaking competence Test Cycle 2.....	91
Appendix 5a. Speaking Scoring Rubric	91
Appendix 6a Lesson Plan of Meeting 1.....	93
Appendix 6b Lesson Plan of Meeting 2	95
Appendix 6b Lesson Plan of Meeting 3	98
Appendix 6b Lesson Plan of Meeting 4	101
Appendix 7 Documentation	103

LIST OF FIGURES

Figure 3.1	28
Figure 4.1	47
Figure 4.2	52
Figure 4.3	56
Figure A1	84
Figure A2	85
Figure A3	85
Figure A4	85
Figure A5	85
Figure A6	86
Figure B1	86
Figure B2	86
Figure B3	87
Figure B4	87
Figure B5	87
Figure B6	87

LIST OF TABLES

Table 4.1	38
Table 4.2	38
Table A1.....	69
Table A2.....	70
Table A3.....	71-72
Table A4.....	73-74
Table A5.....	90

CHAPTER I INTRODUCTION

A. Background of the Study

English has become one of the most important languages in the world, serving as an international tool for education, technology, and business. In Indonesia, English is recognized as a foreign language and is taught as a compulsory subject at junior high school and senior high school levels whereas at the elementary school level it is considered a local or elective subject depending on each school's curriculum policy (Laia et al., 2020).

A primary purpose of English teaching in Indonesia is to help students communicate smoothly and effectively, both in spoken and written forms. Among the four language skills: listening, speaking, reading, and writing, speaking has a particularly important role because it enables learners to express their ideas, opinions, and feelings in various everyday situations. However, many students still face challenges in developing their speaking competence, especially in the context of learning English as a foreign language (EFL) in Indonesia.

According to the Indonesian national curriculum, English learning is intended to communicate effectively in both oral and in writing, and to actually be able to use English to speak and write, not just to memorize. English is a language that allows children to look around the world for information and to deal with today's modern events. Thus, students are required not only to master

the four language skills of listening, speaking, reading, and writing but also to have confidence and critical thinking abilities, communicating according to their real needs. In the free curriculum, English learning increasingly emphasizes the importance of adjusting materials to students' characteristics, using interactive learning media, and giving meaningful assignments that follow communication situations in daily life (Muslim, 2023).

English is considered a complex language because it places a strong emphasis on grammatical structures and the accuracy of their use in both spoken and written communication. To master English, learners are required to understand its grammar, acquire sufficient vocabulary, and develop proper pronunciation. In the process of learning English, students are expected to gain comprehensive control over all of these linguistic components (Anggoro, 2019).

Mastering speaking skills is essential because it helps learners express their ideas confidently and communicate effectively in English. This is important because English functions as an international language. In today's interconnected world, English proficiency is a crucial skill that supports students' academic growth and future opportunities (Arif & Narotama, 2023).

Furthermore, mastering English enables students to access the latest developments in their fields of study, broaden their intellectual insights, and contribute meaningfully to global academic progress (Arif & Narotama, 2023).

To communicate well, a student must master language skills that include several elements. "speaking skill requires the integration of several language

components such as pronunciation, vocabulary, fluency, and grammar, which young learners often struggle to master simultaneously (Nikmah & Anwar, 2021). This indicates that speaking involves not only producing words but also coordinating linguistic aspects.

Saragih et al. (2024) add that speaking difficulties among EFL learners often stem from vocabulary limitations, lack of confidence, and insufficient practice time provided in the learning environment. Thus, the ideal process of learning to speak must devise an appropriate strategy to overcome these obstacles while taking into account the student's specific conditions

In classroom practice, many junior high school students still face challenges when they are required to speak English. Common obstacles include limited vocabulary fear of making mistakes of mispronouncing and low confidence speaking in front of their peers. Nikmah & Anwar (2021) said "young learners tend to hesitate to speak English because they are afraid of being judged by their peers or making pronunciation errors during classroom activities". This psychological condition prevents students from speaking even when they actually understand the material. In addition, traditional and teacher-centered teaching methods also contribute to student low speaking ability.

Previous studies indicated that game-based media can help improve students' speaking ability in EFL context of elf Rijal and Rahman (2022). Therefore, the researcher intends to implement Baamboozle as a game-based learning platform to support students' speaking competence through interactive and collaborative learning activities. The use of this application aims to

increase students' learning motivation through a Game-Based Learning (GBL) approach, in which games are integrated into the teaching and learning process (Surahmat, 2025) Digital games can be used as additional tools to monitor the learning and development of students during the learning process. Among the online games that can be used in study activities is bamboozle (Karya et al., 2022). However, studies investigating the implementation of Baamboozle to improve students' speaking competence at the junior high school level remain limited. Therefore, this study seeks to address this research gap.

In the context of Madrasah Tsanawiyah Negeri (MTsN), the selection of learning media needs to be adjusted to students' characteristics, as they tend to be more active when learning is presented in an interesting and non-monotonous way. One medium considered relevant is Baamboozle, an online game-based platform that can support collaborative learning activities. Through Baamboozle, teachers can design various speaking activities that are aligned with the curriculum materials, such as describing daily activities, expressing opinions, and answering simple questions orally.

The use of Baamboozle allows students to learn in groups, creating a more lively and less stressful classroom atmosphere. This condition helps reduce students' fear of making mistakes, increases their self-confidence, and encourages them to support one another in the learning process. Therefore, the implementation of Baamboozle in MTsN classrooms is expected to create a more enjoyable learning environment while also helping to improve students' speaking competence and participation in English learning.

Although the curriculum expects students to be able to speak English with confidence and effectiveness, many students are still unable to achieve this because of the limitations of vocabulary, a lack of confidence, fear of making errors, and the dominance of teacher centered learning. This gap between curriculum expectations and classroom realities indicates the need for appropriate learning strategies to improve students' speaking competence.

Solutions to overcome the gap between the demands of the new curriculum and the students' ability to speak in class need a more fun, collaborative learning strategies that align with student's characteristics. The free curriculum emphasizes the use enjoyable learning media contexts (Muslim, 2023). In addition to that studies, other studies suggest that speaking constraints such as limited vocabulary, anxiety in speaking, and low self-esteem can be overcome through enjoyable study activities that emphasize recurring and collaborative practice (Nikmah & Anwar, 2021). One medium that may support this is bamboozle collaboration on an online game platform from the web that allows students to learn in collaborative ways through interactive gaming activities. Bamboozle has proven effective as a learning tool that increases student participation and makes learning more interesting and engaging (Karya et al., 2022). With its easily accessible and group-based game features, this platform provides more opportunities for students to practice speaking in a relaxed and enjoyable atmosphere.

Speaking is a key skill in English learning because it allows students to convey their ideas, opinions, and feelings orally. In the curriculum, students are

expected to use English as a tool for effective communication. However, this expectation is not always reflected in real classroom situations. Based on preliminary observations at MTsN 1 Bojonegoro, many students still encounter difficulties in speaking English. Most of them have limited vocabulary, lacked confidence, and felt anxious when speaking in front of the class. They often worry about making mistakes and being evaluated by their classmates. Moreover, speaking activities are still largely dominated by teacher-centered instruction, which limits students' opportunities to practice speaking actively.

This situation shows a gap between the learning objectives stated in the curriculum and the actual classroom practice. Consequently, students' speaking competence has not developed optimally, particularly in terms of vocabulary, pronunciation, fluency, confidence, and classroom participation. Therefore, a learning medium that can motivate students to speak in a more supportive and enjoyable atmosphere is urgently needed.

Baamboozle is considered one of the learning platforms that can respond to this problem. It offers game-based and collaborative activities that encourage students to practice speaking in groups through interactive tasks. The use of Baamboozle can create a more relaxed learning environment, reduce students' anxiety, and increase their willingness to participate in speaking activities. For this reason, this study focuses on the implementation of Baamboozle as a learning medium to improve students' speaking competence at MTsN 1 Bojonegoro. Speaking competence in this study includes vocabulary, pronunciation, fluency, confidence, and classroom participation. Therefore, the

implementation of Baamboozle is expected to help students improve their overall speaking competence through meaningful and interactive learning activities.

B. Research Problems

1. How does the implementation of Baamboozle-based learning media in teaching speaking for Grade VIII students?
2. How is the improvement of speaking competence of Grade VIII students after learning using bamboozle medium?

C. Research Objective

1. To describe the implementation of Baamboozle-based learning media in teaching speaking for Grade VIII students.
2. To investigate the improvement of speaking competence of Grade VIII students using bamboozle medium.

D. Significances of the Study

1. Theoretical Significances

Theoretically, this study is expected to contribute to the development of knowledge in the field of English language learning, particularly regarding effective strategies for improving students' speaking competence. The findings of this study may provide a better understanding of how interactive media and collaborative learning can support the development of various aspects of speaking competence, including vocabulary, pronunciation, fluency, and confidence. Furthermore, the results of this study are expected to serve as a theoretical reference for future researchers

who are interested in enhancing students' speaking competence in the context of EFL learning. Practical Significances

a. To Researchers

It is hoped that this study will serve as a reference for future researchers who want to investigate the development of student speaking competence through interactive media or collaborative learning models. In addition, the results and procedures of this study can be used as a reference for designing advanced studies that have a different focus, learner characteristics, or school environments.

b. To Teachers

For a teacher or educators, this study can provide insights into how interactive media and collaborative learning can be used to enhance students' speaking abilities. Through the findings of this study, educators can obtain references for choosing strategies and approaches that are aligned with students' needs, so that speaking learning can be more effective and support the growth of students' confidence and participation in class.

2. Pedagogical Significances

This study provides pedagogical benefits by showing how the use of Baamboozle and collaborative learning can support the teaching of speaking in the classroom. The findings of this study may help teachers understand an effective way to improve students' speaking competence. Through this strategy, students can be encouraged to participate more actively in speaking

activities, increase their vocabulary, build confidence, and express their ideas more clearly. In addition, this study can be used as a reference for teachers in designing interesting learning activities that give students more opportunities to practice speaking. It is expected that the results of this study can support meaningful and student-centered learning in line with the goals of the Merdeka Curriculum.

E. Delimitation of the Study

The study was limited to examining the eighth graders' speaking competence at MTsN 1 Bojonegoro. The focus of the research is solely on the use of Bamboozle media, which is applied through collaborative study activities to help improve students' speaking ability. The observed aspects of speaking include vocabulary, fluency, enunciation, and self-confidence. The study does not include any other language skills and does not use any learning medium other than bamboozle. These limits are set to keep the research focused and to align with the goals that one aims to achieve.

F. Definition of Key Terminologies

1. Speaking Competence.

Speaking competence refers to students' ability to express ideas orally through direct communication activities in the classroom (Nurhayati, 2020). Speaking competence involves the appropriate use of vocabulary, language structures, and pronunciation during interactions (Sosas, 2020). In this study, speaking competence is defined as the ability of the eighth graders at MTsN 1 Bojonegoro to express ideas verbally by

demonstrating adequate in vocabulary, fluency, pronunciation (enunciation), and confidence

2. Bamboozle

Bamboozle is an online game-based learning platform that allows teachers to create interactive, collaborative, and engaging classroom activities that can be used in classroom instruction (Al et al., 2022). In this research, Bamboozle is defined as the digital medium used to facilitate collaborative speaking activities to help students develop their speaking competence through the improvement of vocabulary, pronunciation, fluency, and confidence.

3. Collaborative Learning

Collaborative learning refers to learning activities in which students work together, support each other, and participate actively in group-based tasks. In the context of this study, collaborative learning is aligned with the principles of the Merdeka Curriculum, which emphasizes enjoyable, student-centered, and interactive learning activities (Muslim, 2023). (Nikmah & Anwar, 2021) highlight that “collaborative and repeated speaking practices help students reduce anxiety and build confidence”. In addition, Bamboozle as described by Karya et al. (2022), provides a digital platform where students can learn through team-based, interactive games. In this study, collaborative learning is defined as students working in groups during Bamboozle activities to practice speaking, discuss answers,

support one another, and improve their speaking competence through active interaction and communication in English.

4. Games-Based Learning (GBL)

Game-Based Learning is an instructional approach that integrates games into the learning process to enhance students' motivation and engagement (Surahmat, 2025). In this study, GBL specifically refers to the use of digital games integrated into speaking activities through the Bamboozle platform.