

ABSTRACT

Kusumawati, Dessy. 2026. *The Use of Baamboozle to Enhance Students' Speaking Fluency and Confidence; A Quasi-Experimental Research at SMPN 4 Woja*. Guided by Saiful and St. Asriati.

The purpose of this study is to examine the effectiveness of Baamboozle in improving students' speaking fluency and confidence among seventh-grade students at SMPN 4 Woja. This research employed a Quasi-Experimental design, specifically a non-equivalent control group design. Data were collected through pre-tests and post-tests for speaking performance, classroom observations for speaking confidence, and a questionnaire to identify students' perceptions.

The results of this study indicated that the use of Baamboozle contributed to notable gains in students' oral competence. Statistical analysis using the Independent Sample T-test for speaking fluency revealed a significance value of 0.002 ($p < 0.05$) with a large effect size ($d = 1.61$), confirming that students taught using Baamboozle achieved significantly better fluency outcomes than those taught using textbook-based media. Meanwhile, the descriptive analysis of speaking confidence showed a substantial improvement across all indicators, with gain scores ranging from 1.30 to 1.50, and Active Participation demonstrating the highest descriptive gain. Furthermore, the questionnaire results showed an overall mean score of 4.04 (High Category).

In conclusion, the findings imply that Baamboozle is an effective instructional tool to improve students' speaking fluency and support the descriptive improvement of speaking confidence in an EFL context. The students had a positive perception toward the integration of Baamboozle, reporting that the platform rendered learning more engaging and helped reduce speaking anxiety. Based on these results, it is recommended for English teachers to utilize digital game-based learning tools to create a more interactive learning environment.

Keywords: Baamboozle, Speaking Fluency, Speaking Confidence, DGBL, EFL.