ABSTRAK

ULFAH AWALUNISA CK, 2025. **"INTEGRATING BAAMBOOZLE GAMES IN TEACHING VOCABULARY TO EFL YOUNG LEARNERS: A CLASSROOM ACTION RESEARCH".** *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata peserta didik EFL tingkat dasar melalui integrasi permainan Baamboozle dalam pembelajaran di kelas. Penelitian ini dilaksanakan di SMP swasta di Tasikmalaya dengan melibatkan 20 siswa kelas VII pada semester pertama tahun ajaran 2024/2025. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, masing-masing mencakup tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui tes, lembar observasi, dan jurnal reflektif. Hasil pre-test dengan rata-rata nilai 64,5 menunjukkan bahwa penguasaan kosakata siswa masih di bawah Kriteria Ketuntasan Minimal (KKM) 85. Setelah penerapan Baamboozle pada Siklus I, rata-rata nilai penguasaan kosakata meningkat menjadi 80 dengan rincian 40% siswa mencapai KKM. Pada Siklus II, penguasaan kosakata meningkat secara signifikan dengan rata-rata nilai 90,5, menunjukkan bahwa tujuan pembelajaran telah tercapai. Integrasi Baamboozle menciptakan suasana belajar yang lebih menarik, kolaboratif, dan bebas tekanan. Penggunaan Baamboozle juga meningkatkan keterlibatan dan motivasi belajar siswa, mendorong partisipasi aktif serta kerja sama dalam proses pembelajaran. Temuan ini mendukung teori pembelajaran konstruktivis, yang menyatakan bahwa kegiatan pembelajaran interaktif berbasis permainan dapat secara efektif meningkatkan penguasaan kosakata peserta didik EFL muda.

Kata kunci: *Pembelajaran berbasis permainan, penguasaan kosakata, permainan Baamboozle, peserta didik muda, teori pembelajaran konstruktivis.*

ABSTRACT

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This research aimed to improve the vocabulary mastery of EFL young learners through the integration of Baamboozle games in classroom instruction. The study was conducted at a private junior high school in Tasikmalaya with 20 seventh-grade students during the first semester of the 2024/2025 academic year. Using a Classroom Action Research (CAR) design, the research consisted of two cycles, each including stages of planning, acting, observing, and reflecting. Data were collected through tests, observation sheets, and self-reflective journals. The results of the pre-test, with a mean score of 64.5, showed that students' vocabulary mastery was still below the Minimum Mastery Criteria (KKM) of 85. After the implementation of Baamboozle in Cycle I, the students' vocabulary mastery mean score increased to 80, with 40% of students achieving the KKM. In Cycle II, students' vocabulary mastery improved significantly, with an average score of 90.5, indicating that the learning objectives had been successfully achieved. The integration of Baamboozle created a more engaging, collaborative, and low-anxiety learning environment. The use of Baamboozle also enhanced students' engagement and motivation, encouraging active participation and teamwork in the learning process. These findings support the principles of Constructivist Learning Theory, suggesting that interactive, game-based activities can effectively enhance vocabulary mastery among young EFL learners.

Keywords: Baamboozle games, constructivist learning theory, game-based learning, vocabulary mastery, young learners.