

THE USE OF BAAMBOOZLE AS A GAMIFICATION METHOD TO IMPROVE STUDENTS' ABILITY TO WRITE RECOUNT TEXT

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ABSTRACT

Writing is one of the most challenging skills for students, yet it remains essential in language learning. The lack of engaging and interactive media in the classroom often affects students' motivation and performance in writing recount text. This research aims to examine the effect of Baamboozle, a game-based learning platform, as a gamification method on ninth grade students' recount text writing ability. A pre-experimental design with a one-group pre-test and post-test approach was applied. The sample consisted of 31 students selected through purposive sampling from a population of 241 ninth-grade students. Data were gathered through observation sheets and writing tests, and analyzed using the Wilcoxon Signed Rank Test. The research results showed that the use of Baamboozle was categorized as 'Very Good' with a mean score of 3.92. Prior to the treatment, students' mean writing score was 36, categorized as 'Fail,' which then increased to 73, categorized as 'Good,' after the treatment. Statistical analysis showed that Asymp. Sig. (2-tailed) = 0.000 < 0.05, indicating that the null hypothesis was rejected. These findings suggest that Baamboozle as a gamification method has a significant positive effect on students' recount text writing ability and can serve as an effective instructional tool in writing classrooms.

Keywords: Writing Ability, Recount Text, Baamboozle, Gamification, Teaching Method

1. INTRODUCTION

Writing is one of the most important skills in learning English. Through writing, students are able to express their ideas, thoughts, and personal experiences in a structured written form. Johansson (2009) states that writing is used as a form of communication that plays a significant role in almost every aspect of modern society. One type of writing that students are expected to master is recount text, a genre that focuses on retelling past events. Anderson & Anderson in Husna & Multazim (2019) explain that recount text is a text that retells past events, usually presented in chronological order. Similarly, Yunianto in Muliadi et al. (2023) describes recount text as a piece of writing that reconstructs past events in the order they occurred, connected through a particular relation.

Recount text is generally taught at the junior high school level, particularly in the ninth grade. However, in practice, many students still face significant difficulties in writing recount text correctly. These difficulties can be traced back to two main categories of factors, namely internal and external. From the internal side, students often struggle with low motivation, limited vocabulary, and a lack of interest in writing activities, all of which make it harder for them to organize and express their thoughts on paper. From the external side, the use of conventional teaching approaches, the absence of interactive learning activities, and limited student engagement during class sessions make writing lessons feel less stimulating. As a result, students tend to feel disengaged and passive throughout the writing process.

The challenges students face in writing recount text are also reflected in the reports from teachers, who noted that students generally perform poorly in this area. Students demonstrate difficulties across all five writing indicators, which include content, organization, vocabulary, grammar, and mechanics. If this issue is left unaddressed, students are likely to continue struggling with writing skills, particularly in recount text. This situation can carry long-term consequences for their academic performance, given that writing is a fundamental skill required across various subjects. Furthermore, the inability to produce recount texts may limit students' capacity to express their personal experiences and reflect on past events, which are essential components of both personal growth and academic development. In the long run, these weaknesses may also affect their ability to produce reports, journals, and other narrative forms required in higher education or professional settings.

One potential solution to this problem is the use of Baamboozle, an online game-based platform that can be integrated into classroom learning. Baamboozle applies the concept of gamification, in which learning activities are transformed into game-based experiences. By incorporating Baamboozle into writing instruction, students are expected to become more active, motivated, and engaged in the learning process. This approach is believed to create a more enjoyable and effective learning environment that supports students in developing their ability to write recount texts.

Based on the problems identified above, the factors contributing to students' low writing ability, and the potential of Baamboozle as an engaging and innovative learning tool, the researcher is interested in conducting study entitled "The Effect The Use of Baamboozle as a Gamification Method to Improve Students' Ability to Write Recount Text"

2. METHODOLOGY

According to Sugiyono (2015), experimental research is a research method designed to examine the effect of certain treatments on other variables under controlled conditions. Experimental research consists of several designs, including pre-experimental design, true experimental design, factorial design, and quasi-experimental design. In this study, the researcher applied the pre-experimental design. This research was conducted at SMP Negeri 3 Padangsidempuan, located on Jl. KH. Ahmad Dahlan No. 35, Wek I, Kec. Padangsidempuan Utara, Kota Padangsidempuan. The population of this study was all ninth grade students of SMP Negeri 3 Padangsidempuan, consisting of 8 classes with a total of 241 students.

The sample was selected using purposive sampling technique, specifically class IX-1, which consisted of 31 students. The researcher used a composition test to measure students' writing ability, with the highest possible score being 100. Students' writing ability was assessed based on five indicators, namely Content (30 points), Organization (20 points), Vocabulary (20 points), Grammar and Language Use (25 points), and Mechanics (5 points). The data were collected through an observation sheet and a writing test

3. RESULT

In this chapter, the formulation of the problem is analyzed based on three main points. 1) to identify how Baamboozle as a gamification method is applied in teaching writing recount text to ninth grade students of SMP Negeri 3 Padangsidempuan, 2) To examine students' writing recount text ability before and after the treatment at the ninth grade of SMP Negeri 3 Padangsidempuan., 3) to determine whether there is any significant effect of using Baamboozle as a gamification method on students' writing recount text ability at the ninth grade of SMP Negeri 3

Padangsidempuan.

a. Bamboozle as Gamification Method on Students' Writing Recount Text Ability

Based on the observation sheet analysis conducted during the research, which contained 14 statements related to aspects of observation on the use of Baamboozle at the ninth grade of SMP Negeri 3 Padangsidempuan, the researcher found that the mean score was 3.92. This mean score falls under the "Very Good" criteria based on the assessment criteria described in Chapter III. Throughout the implementation of the research, students showed great enthusiasm while participating in the Baamboozle game.

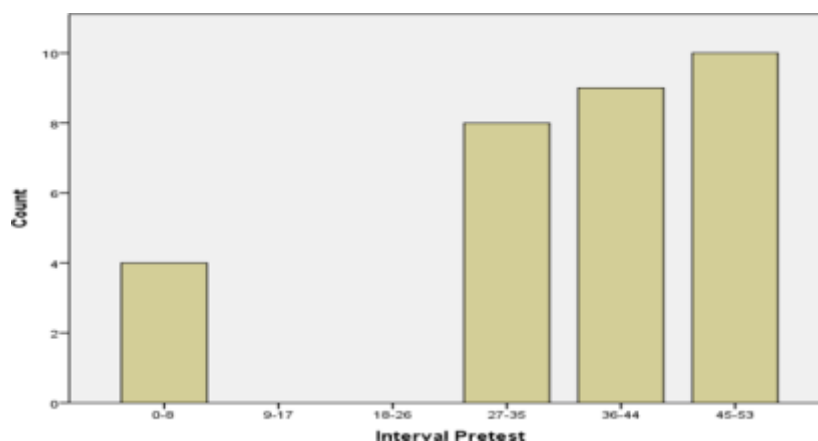
b. Students' Writing Ability Before and After Using Baamboozle

1) Before

After collecting the pre-treatment data, the researcher calculated the students' scores before using Baamboozle. Based on the calculation, the highest score obtained was 50 and the lowest score was 0. The data of mean, median, and mode can be seen in the following table:

Table 1
Score of data Mean, Median and Mode on Students' Writing Ability Before
Using Baamboozle as a Gamification Method

No	Category	Score
1.	Mean	36
2.	Median	40
3.	Mode	33



Picture 1. The Histogram of Students' Writing Ability Before Using Baamboozle

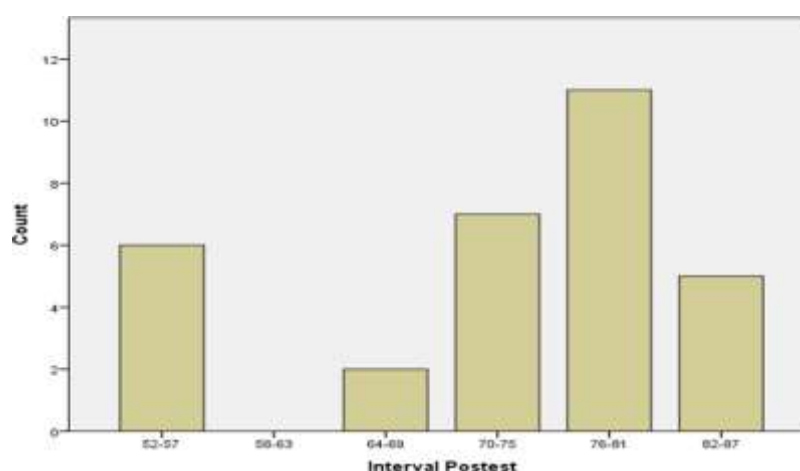
Based on the histogram above, it can be seen that the students' writing ability was categorized as poor prior to the treatment. This indicates that the students needed an intervention, specifically the use of Baamboozle as a gamification method, to improve their writing ability

2) After

After collecting the post-treatment data, the researcher calculated the students' scores after using Baamboozle. Based on the calculation, the highest score obtained was 84 and the lowest score was 52. The data of mean, median, and mode can be seen in the following table:

Tabel 2. Score of data Mean, Median and Mode on Students' Writing Ability After Using Baamboozle as a Gamification Method

No.	Category	Score
1.	Mean	73
2.	Median	77
3.	Mode	80



Picture 2. The Histogram on Students' Writing Ability After Using Baamboozle

Based on the histogram above, it can be seen that the students' writing ability showed a notable improvement after the treatment. This indicates that the use of Baamboozle as a gamification method has a positive effect on students' writing ability.

c. Hypothesis Testing

The researcher shows the result of normality test on table below:

Shapiro-Wilk			
	Statistic	df	Sig.
Pretest	.725	31	.000
Posttest	.795	31	.000

The normality test results showed that both the pre-test and post-test data were not normally distributed ($p < 0.05$). Since the significance values were lower than 0.05, it can be concluded that the data did not meet the assumption of normal distribution. Therefore, the hypothesis testing in this research was carried out using a non-parametric statistical test, namely Wilcoxon Signed Rank Test.

The calculation of Wilcoxon Signed Rank Test was conducted through SPSS 23, the calculation results in the table below:

Posttest-Pretest

Z	-4.861 ^b
Asymp. Sig. (2-tailed)	.000

Based on the Wilcoxon Signed Rank Test results, the significance value was less than 0.05 ($0.000 < 0.05$). Therefore, H_a is accepted and H_0 is rejected.

4. DISCUSSION

Based on the observation sheet, the implementation of Baamboozle as a gamification method in teaching writing recount text received an average score of 3.92, which was categorized as "Very Good." Regarding students' writing ability, the highest score before the treatment was 50, which fell under the "Fail" category, while the highest score after the treatment was 84, which was categorized as "Very Good."

Furthermore, the improvement can also be seen across all five writing indicators. In terms of content, students' average score increased from 40.5 before the treatment to 72.6 after the treatment. In terms of organization, the average score improved from 41.8 to 81.8. In terms of vocabulary, students' average score rose from 38.9 to 75.6. In terms of grammar and language use, the average score increased from 38.9 to 64.4. Finally, in terms of mechanics, the average score improved from 41.9 to 70.3. These results indicate that the use of Baamboozle as a gamification method had a significant positive effect on students' writing ability across all indicators.

Based on the findings above, it can be concluded that the use of Baamboozle as a gamification method effectively improved students' writing recount text ability at the ninth grade of SMP Negeri 3 Padangsidimpuan, as evidenced by the notably higher scores achieved after the treatment compared to before.

5. CONCLUSION

Based on the research result in chapter IV, the researcher concluded that the implementation of Baamboozle as a gamification method in teaching writing recount text to ninth grade students of SMP Negeri 3 Padangsidimpuan received an average score of 3.92, which was categorized as "Very Good." This result indicates that the researcher successfully applied Baamboozle as a gamification method throughout the teaching and learning process. The students' average writing recount text ability before being taught using Baamboozle as a gamification method was 36, which fell under the "Fail" criterion. After the implementation of Baamboozle as a gamification method in teaching writing recount text to ninth grade students of SMP Negeri 3 Padangsidimpuan, the students' average score increased to 73, which was categorized under the "Good" criterion. The hypothesis was tested using the Wilcoxon Signed-Rank Test. The result showed that the Asymp. Sig. (2-tailed) value was 0.000, which is lower than 0.05. This indicates that there is a significant difference between the students' pre-test and post-test scores. Therefore, it can be concluded that the use of Baamboozle as a gamification method has a significant effect on students' writing recount text ability. In other words, the alternative hypothesis is accepted.

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