

THE IMPLEMENTATION OF BAAMBOOZLE GAME AS AN INTERACTIVE LEARNING MEDIA TO TEACH WRITING OF NARRATIVE TEXT

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ABSTRACT

Writing is one of the essential productive skills in English learning; however, many students still experience difficulties in organizing ideas, applying grammatical rules, and developing narrative texts effectively. This study aimed to investigate the implementation of Baamboozle Game in teaching narrative writing to the tenth-grade students of SMA Negeri 2 Batang. This research employed a descriptive qualitative design. The participants were students of Class X.2 at SMA Negeri 2 Batang. The data were collected through classroom observation, interviews, questionnaires, and writing tests. The collected data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, conclusion drawing and verification, supported by data interpretation and triangulation to ensure the trustworthiness of the findings. The findings revealed that the implementation of Baamboozle Game created a more interactive and engaging learning environment. Students showed positive responses toward the use of Baamboozle, as it increased their motivation, classroom participation, collaboration, and confidence during the learning process. The writing test results also indicated that most students were able to produce narrative texts with appropriate generic structures, relevant content, logical organization, suitable vocabulary, and acceptable grammar and mechanics. Although several students still experienced difficulties in grammar and internet connectivity during the activities, these challenges did not significantly affect the learning process. In conclusion, Baamboozle Game can be considered an effective and interactive learning medium to support the teaching of narrative writing and to encourage students' active participation in English classrooms.

Keywords: *Baamboozle Game, Narrative Writing, Writing Skill*

ABSTRAK

Menulis merupakan salah satu keterampilan produktif yang penting dalam pembelajaran bahasa Inggris. Namun, banyak siswa masih mengalami kesulitan dalam mengembangkan ide, menerapkan kaidah tata bahasa, serta menyusun teks naratif secara efektif. Penelitian ini bertujuan untuk mengetahui implementasi Baamboozle Game dalam pembelajaran menulis teks naratif pada siswa kelas X SMA Negeri 2 Batang. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dengan melibatkan siswa kelas X.2 sebagai partisipan penelitian. Data dikumpulkan melalui observasi, wawancara, angket, dan tes menulis. Data dianalisis menggunakan model analisis interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, penarikan dan verifikasi kesimpulan, serta didukung oleh interpretasi data dan triangulasi untuk menjamin keabsahan temuan penelitian. Hasil penelitian menunjukkan bahwa implementasi Baamboozle Game mampu

menciptakan suasana pembelajaran yang lebih interaktif dan menyenangkan. Siswa memberikan respons positif terhadap penggunaan Baamboozle karena dapat meningkatkan motivasi, partisipasi, kerja sama, serta kepercayaan diri selama proses pembelajaran. Hasil tes menulis juga menunjukkan bahwa sebagian besar siswa mampu menulis teks naratif dengan struktur yang tepat, isi yang relevan, organisasi yang baik, kosakata yang sesuai, serta penggunaan tata bahasa dan mekanik yang cukup baik. Meskipun masih ditemukan beberapa kendala, seperti kesalahan tata bahasa dan gangguan koneksi internet, kendala tersebut tidak menghambat proses pembelajaran secara keseluruhan. Dengan demikian, Baamboozle Game dapat menjadi media pembelajaran yang efektif dan interaktif untuk mendukung pembelajaran menulis teks naratif serta meningkatkan keterlibatan siswa dalam pembelajaran bahasa Inggris.

Kata Kunci: Permainan Baamboozle, Penulisan Naratif, Keterampilan Menulis

A. Introduction

Writing is one of the essential productive skills in English language learning because it enables students to communicate ideas, opinions, and experiences through written language. In English as a Foreign Language (EFL) contexts, writing is considered one of the most challenging skills since students are required to integrate various aspects of language, including content, organization, vocabulary, grammar, and mechanics. Besides having adequate linguistic knowledge, students are also expected to organize ideas coherently and produce meaningful texts that fulfill specific communicative purposes. Therefore, writing instruction plays an important role in developing students' language competence and supporting their academic achievement.

Among various text types taught in senior high schools, narrative text is one of the compulsory genres that students are expected to master. Narrative writing requires students to develop stories systematically by applying the appropriate generic structure, including orientation, complication, and resolution, as well as the language features of narrative texts. However, many students still experience difficulties in generating ideas, organizing the sequence of events, applying grammatical rules, and selecting appropriate vocabulary when writing narrative texts. These challenges often reduce students' confidence and motivation, making writing activities less effective and less engaging.

The preliminary observation conducted at SMA Negeri 2 Batang indicated that similar problems were

experienced by the tenth-grade students. During English lessons, students tended to be passive and showed limited participation in writing activities. They often relied on the teacher's explanations and found it difficult to develop ideas independently. In addition, conventional teaching methods were still predominantly used in the classroom, resulting in a learning environment that was less interactive and provided limited opportunities for students to actively participate in the learning process. Consequently, students' interest and engagement in writing narrative texts remained relatively low.

The integration of technology into English language teaching has provided opportunities for teachers to create more interactive and student-centered learning environments. One of the approaches that has attracted increasing attention is game-based learning, which incorporates game elements into instructional activities to improve students' motivation and engagement. Kapp (2012) explains that game-based learning utilizes game mechanics to support meaningful learning experiences, while Deterding et al. (2011) state that

gamification applies game elements in non-game contexts to increase learners' participation and motivation. Through interactive learning activities, students are encouraged to participate actively, collaborate with peers, and receive immediate feedback during the learning process.

One of the digital learning platforms that supports game-based learning is Baamboozle Game. Baamboozle is a web-based educational platform that enables teachers to create interactive quizzes that can be played individually or in groups. The platform provides several features, such as team competitions, scoring systems, random questions, and immediate feedback, which encourage students to become more actively involved in classroom activities. These interactive features are expected to create a more enjoyable learning atmosphere and help students understand learning materials before completing writing tasks.

Several previous studies have reported positive findings regarding the use of digital game-based learning in English language teaching. Fitrianiingsih (2024) found that interactive digital media could improve

students' participation and motivation during English learning activities. Similarly, Yuliyanto et al. (2025) reported that game-based learning positively influenced students' engagement and writing performance. Furthermore, Darma et al. (2025) and Sihite et al. (2025) concluded that interactive digital platforms encourage collaborative learning and reduce students' anxiety during classroom activities. Although previous studies have investigated the use of digital learning media in English classrooms, studies specifically focusing on the implementation of Baamboozle Game in teaching narrative writing at the senior high school level, particularly using a descriptive qualitative approach, remain limited.

Based on these considerations, this study aims to investigate the implementation of Baamboozle Game in teaching narrative writing to the tenth-grade students of SMA Negeri 2 Batang. Specifically, this study explores how Baamboozle Game is implemented during the learning process, identifies students' responses toward its use, and examines how the learning activities support students' narrative writing. It is expected that the findings of this study

will provide useful insights for English teachers in integrating interactive digital learning media into writing instruction and contribute to the development of more engaging English language learning practices.

B. Method

This study employed a descriptive qualitative research design to investigate the implementation of Baamboozle Game in teaching narrative writing to the tenth-grade students at SMA Negeri 2 Batang. This design was chosen because it enabled the researcher to describe and interpret the learning process, students' responses, and their writing performance within a natural classroom setting without manipulating any variables. The study focused on understanding how Baamboozle Game was implemented in English writing instruction and how students experienced the learning activities.

The research was conducted at SMA Negeri 2 Batang, Central Java, Indonesia. The participants of this study were the students of Class X.2, consisting of 15 students, who participated in the implementation of Baamboozle Game during narrative writing lessons. The participants were

selected purposively because they had experienced learning narrative writing through Baamboozle Game and were considered capable of providing relevant information related to the objectives of the study.

The data were collected using four research instruments: classroom observation, semi-structured interviews, questionnaires, and writing tests. Classroom observation was conducted to identify the implementation of Baamboozle Game and students' participation during the learning process. Semi-structured interviews were administered to obtain in-depth information regarding students' learning experiences and perceptions of using Baamboozle Game. The questionnaire consisted of nineteen statements using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree, aiming to explore students' responses toward the implementation of Baamboozle Game. In addition, a writing test was administered after the learning activities to identify students' narrative writing performance in terms of generic structure, content, organization, vocabulary, grammar, and mechanics.

The collected data were analyzed using the interactive model proposed by Miles and Huberman (2023), which consists of data reduction, data display, and conclusion drawing and verification. During data reduction, the researcher selected and organized relevant information obtained from the observation, interviews, questionnaires, and writing tests. The organized data were then presented descriptively to facilitate interpretation and identify emerging patterns. Finally, conclusions were drawn and verified by comparing the findings from different data sources to ensure their consistency and credibility. To enhance the trustworthiness of the findings, data triangulation was applied by comparing information obtained from the four research instruments, allowing the researcher to confirm the validity of the research results.

C. Results and Discussion

This section presents the findings obtained from classroom observation, questionnaires, interviews, and students' writing tests after the implementation of Baamboozle Game in teaching narrative writing. The data were

collected from fifteen students of Class X.2 at SMA Negeri 2 Batang. The findings describe students' responses toward the learning activities and their writing performance after participating in game-based learning.

Implementation of Baamboozle Game in Teaching Narrative Writing

The implementation of Baamboozle Game was conducted in three stages: pre-activity, whilst-activity, and post-activity. During the pre-activity, the teacher introduced the learning objectives, reviewed the characteristics and generic structure of narrative texts, and explained the rules of the game. In the whilst-activity, students worked collaboratively in small groups to answer questions displayed through Baamboozle Game. The questions covered narrative text structure, language features, vocabulary, and story sequencing. Students discussed their answers with their teammates before submitting responses, creating an interactive classroom atmosphere. Finally, during the post-activity, students individually wrote a narrative text to demonstrate their understanding after completing the game-based learning activities.

Classroom observation showed that students participated actively throughout the lesson. Most students appeared enthusiastic when answering questions, discussing ideas with group members, and responding to the teacher's feedback. Compared with conventional classroom activities, students demonstrated greater confidence, participation, and interaction during the implementation of Baamboozle Game. The competitive yet collaborative nature of the game encouraged students to remain engaged throughout the lesson.

The observation findings indicate that integrating game elements into English instruction created a more student-centered learning environment. Students were not only motivated to answer questions correctly but also actively exchanged ideas before completing the writing task. These findings suggest that Baamboozle Game facilitated both collaborative learning and active classroom participation.

Students' Responses toward the Implementation of Baamboozle Game

Students' perceptions of the implementation of Baamboozle Game were explored through a questionnaire consisting of nineteen statements. For presentation purposes, the responses were summarized into several learning indicators to provide a clearer overview of students' perceptions.

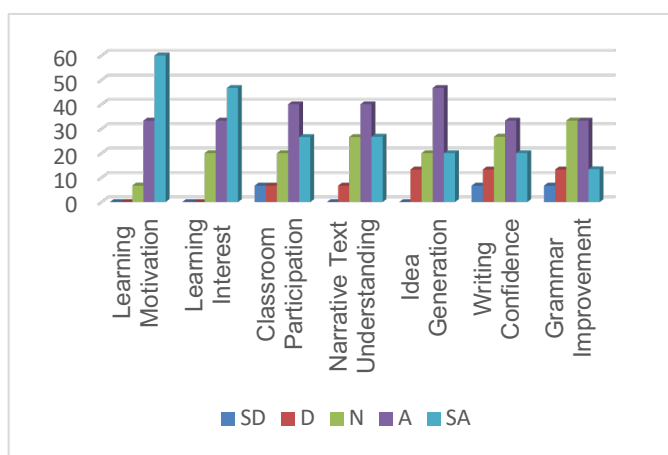


Figure 1 Students Responses Toward Baamboozle Game

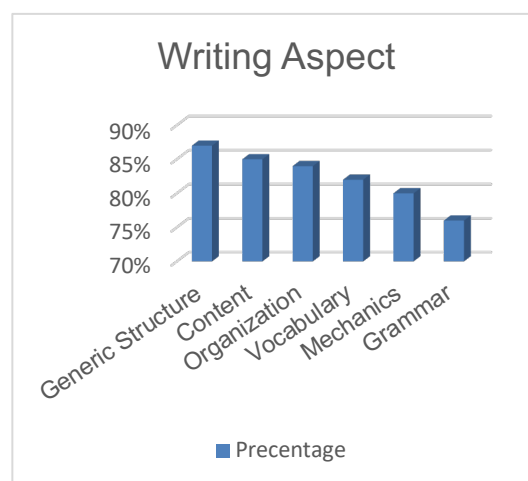
Figure 1 presents students' responses toward the implementation of Baamboozle Game based on seven questionnaire indicators. The findings indicate that students generally showed positive perceptions of the learning activities. The highest positive responses were found in Learning Motivation, with 93.3% of students selecting Agree or Strongly Agree. This was followed by Learning Interest (80.0%) and Classroom Participation (66.6%), suggesting that Baamboozle successfully increased

students' enthusiasm and encouraged active involvement during English lessons.

Furthermore, positive responses were also observed in Narrative Text Understanding (66.7%) and Idea Generation (66.7%). These findings indicate that the game helped students understand the structure and content of narrative texts while supporting them in generating ideas before writing. Although several students selected Neutral or Disagree regarding Writing Confidence and Grammar Improvement, the majority still responded positively, indicating that Baamboozle contributed to students' writing development despite some remaining challenges in language accuracy.

Students' Narrative Writing Performance

Following the implementation of Baamboozle Game, students



completed an individual narrative writing task. Their writing was evaluated using six aspects: generic structure, content, organization, vocabulary, grammar, and mechanics. Figure 2 Students' Narrative Writing Performance

As shown in Figure 2, students achieved the highest performance in the generic structure aspect (87%), indicating that most participants were able to organize their narrative texts appropriately using orientation, complication, and resolution. Students also demonstrated satisfactory achievement in content, organization, and vocabulary, suggesting that they were capable of developing coherent stories with appropriate word choices.

Grammar received the lowest percentage (76%), indicating that some students still experienced difficulties in applying grammatical rules consistently, particularly in the use of the simple past tense. Nevertheless, the majority of students were able to produce understandable narrative texts with logical organization and appropriate language features.

Overall, the writing assessment supports the findings from the observation, questionnaire, and

interview data. Students demonstrated improved confidence in expressing ideas and organizing narrative texts after participating in Baamboozle-based learning activities. The integration of collaborative discussion, immediate feedback, and game elements appeared to facilitate students' understanding of narrative writing and encouraged more active participation throughout the learning process.

The findings of this study indicate that the implementation of Baamboozle Game positively influenced students' learning experiences in narrative writing. The questionnaire, observation, interview, and writing test consistently showed that students responded positively to the game-based learning activities. Most students reported increased motivation, greater classroom participation, and better understanding of narrative texts after using Baamboozle.

The observation results revealed that students were more engaged during classroom activities than in conventional lessons. The competitive and collaborative features of Baamboozle encouraged students to discuss answers, exchange ideas,

and participate actively throughout the lesson. This finding supports Kapp (2012), who states that game-based learning can increase learners' engagement by integrating elements such as competition, challenge, and immediate feedback into instructional activities.

The questionnaire and interview findings also demonstrated that students perceived Baamboozle as an enjoyable learning medium. The highest positive response was found in learning motivation, followed by learning interest and classroom participation. Students explained that discussing answers with peers and receiving instant feedback helped them understand the material more effectively. These findings align with Ryan and Deci's Self-Determination Theory, which emphasizes that enjoyable and interactive learning environments can foster intrinsic motivation and active participation.

Furthermore, the writing test results showed that students performed well in organizing narrative texts, particularly in applying the generic structure and developing relevant content. Although grammar remained the weakest aspect, the overall writing performance indicates

that Baamboozle supported students in planning, organizing, and expressing ideas more effectively. This result is consistent with Hyland (2003), who argues that writing proficiency develops through meaningful practice, interaction, and continuous feedback.

Overall, the triangulation of observation, questionnaire, interview, and writing test data suggests that Baamboozle Game can be considered an effective instructional medium for teaching narrative writing. Beyond improving students' writing performance, the game created a more engaging and student-centered classroom environment that encouraged collaboration, motivation, and active learning.

D. Conclusion

This study investigated students' responses toward the implementation of the Baamboozle Game in teaching narrative writing to Class X.2 students at SMA Negeri 2 Batang. The findings from classroom observation, questionnaires, interviews, and writing tests consistently indicate that the use of Baamboozle created a more engaging and interactive learning environment. Students demonstrated positive responses in terms of learning

motivation, learning interest, classroom participation, narrative text understanding, idea generation, writing confidence, and grammar improvement. These findings suggest that integrating game-based learning into English instruction can enhance students' engagement and encourage active participation during classroom activities.

The writing test results further revealed that most students were able to produce narrative texts with appropriate generic structure, organization, and content after participating in Baamboozle-based learning activities. Although some students still encountered difficulties in grammatical accuracy, the overall results indicate that the implementation of Baamboozle supported students in organizing ideas and expressing them more effectively in written form. Therefore, Baamboozle can be considered an effective instructional medium for teaching narrative writing, as it promotes both students' motivation and writing performance while creating a more enjoyable learning experience.

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