

## THE EFFECT OF USING GAMIFICATION ON STUDENTS' WRITING RECOUNT TEXT ABILITY

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### ABSTRACT

This research aims to determine: (1) the application of gamification method in teaching writing recount text, (2) students' ability in writing recount text before and after using gamification, and (3) whether there is a significant effect of using gamification on students' writing recount text ability at the ninth grade of SMP Negeri 3 Padangsidempuan in the 2025/2026 academic year. This research uses a pre-experimental method with a one-group pre-test and post-test design. The population consists of 241 ninth-grade students, and 31 students were selected through purposive sampling. The instruments used are observation sheets and writing tests. The observation results show that the application of gamification is categorized as "Very Good" with a mean score of 3.92. The students' mean score in writing recount text before using gamification was 36, categorized as "Fail," while after using gamification, it increased to 73, categorized as "Good." Based on the Wilcoxon Signed Rank Test, the result shows  $Asymp. Sig. (2-tailed) = 0.000 < 0.05$ , which means  $H_a$  is accepted. Therefore, it can be concluded that using Baamboozle as a gamification method gives a significant positive effect on students' writing recount text ability at the ninth grade of SMP Negeri 3 Padangsidempuan.

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

### INTRODUCTION

Writing is one of the important skills in learning English. It helps students express their ideas, thoughts, and experiences in written form. Writing is more challenging to master than speaking, listening, and reading (Bakarbesy et al., 2020; Wargadinata et al., 2021).

This results from knowledge of different linguistic components and other writing-related features (Septhin et al., 2018; Yundayani & Ardiasih, 2021). Writing requires a thorough knowledge of grammar, sentence construction, spelling, and proper writing conventions. Originality and careful word choice are

also crucial components of writing proficiency (Herman et al., 2020; Puger et al., 2024; R. Winarni et al., 2021). Students who are proficient in writing will be able to communicate their ideas and thoughts to others with ease, making it easier for readers to understand what they are trying to say.

One type of writing that students need to learn is recount text, which tells about past events. A recount text is a text that retells past events and usually in order that happened. Recount as a piece of text that reconstruct past events which they happened in order related in a particular relation.

This kind of text is usually taught in junior high school, especially in the ninth grade. However, in reality, many students still have difficulties in writing recount text properly. There are several factors that effect students' low writing ability. These factors can be divided into internal and external factors. Internally, many students have low motivation, limited vocabulary, and lack of interest in writing activities. These problems make it difficult for them to express their ideas. Externally, the use of conventional teaching methods, lack of interactive activities, and limited student participation in class make writing lessons less interesting. These factors cause students to feel bored and less active during the writing process.

Students still face challenges in writing recount text, as shown by the teacher's report on students' low performance. They struggle with all five indicators of writing: content, organization, vocabulary, grammar, and mechanics. If this problem is not solved, students may continue to struggle with writing skills, especially in recount text. This can have long-term consequences on their academic achievement, as writing is a basic skill needed across subjects. Moreover, being unable to write recount texts can hinder students from expressing their personal experiences and reflecting on past events an essential part of both personal and academic development. In the future, this may also affect their ability to write reports, journals, or any narrative forms required in higher education or the workplace.

One solution that can be used is Baamboozle, an online game platform that can be used in the classroom. Baamboozle applies the gamification method, where

learning activities are turned into games. By using Baamboozle in teaching writing, students can become more active, motivated, and interested. It is expected that this method will help students writing ability to write recount texts in a fun and effective way.

Considering the problems faced by students, the factors that effected their writing ability, and the potential of Baamboozle as an engaging learning tool, the researcher is interested in conducting a study entitled "The Effect of Baamboozle as a Gamification Method on Students' Writing Recount Text Ability". And the research aimed to find out the Baamboozle in teaching writing and students' writing before and after taught by Bamboozle.

## **LITERATURE REVIEW**

### **Writing Recount Text Ability**

The three language abilities of speaking, listening, and reading are easier to master than writing (Bakarbesy et al., 2020; Wargadinata et al., 2021). It clearly seen that the capacity to write is thought to be the most difficult skill. Writing entails the process of organizing thoughts and ideas so that the reader can understand the message. This results from knowledge of different linguistic components and other writing related features (Septhin et al., 2018; Yundayani & Ardiasih, 2021).

Writing requires a thorough command of syntax, sentence construction, spelling, and proper writing conventions. As was previously noted, writing proficiency is acknowledged as a difficult (Widiastuti, et. Al., 2024) and vital ability that is necessary for successful communication.

One type of writing that students need to learn is recount text, which tells about past events. A recount text is a text that retells past events and usually in order that happened. Recount as a piece of text that reconstruct past events which they happened in order related in a particular relation.

### **Bamboozle as Gamification method**

The use of gamification components to improve writing collaboration processes is covered by Wiethof et al. (2021), particularly in the context of

writing. This study demonstrates how gamification encourages students' writing. Students can work together to improve their writing experience.

Gamification enables students to comprehend and grow from their errors in real time. Additionally, Wiethof et al. (2021) talk about how gamification features can improve writing processes. Gamification, which is a complex blend of game and service elements, has been widely employed in marketing to guarantee ongoing usage of the platform. One of gamification that can be used is Baamboozle.

A game based application called Baamboozle can be used in the classroom as a bell ringer, check in, or lesson refresher because it is an interesting digital learning tool (Syakdiah, et. Al. 2024). By using this application, teachers can create their own games for free or locate games on any subject. Then, Baamboozle website offers a number of features for free educational activities. Furthermore, Uti & Said (2021), Baamboozle media can foster a competitive and collaborative spirit in students. So, it can help students in writing by doing collaboratively.

## **RESEARCH METHOD**

According to Sugiyono (2015), experimental research is a research method used to seek the effect of certain treatments on others under controlled conditions. Experimental research has some research design, such as pre-experimental design, true experimental design, factorial design, and quasi-experimental design. But in this research, the researcher uses pre-experimental design. The researcher conducted this research in SMP Negeri 3 Padangsidempuan. It is on Jl. KH. Ahmad Dahlan No.35, Wek I, Kec. Padangsidempuan Utara, Kota Padang Sidempuan. The population in this study is all the ninth grade students of SMP Negeri 3 Padangsidempuan, which consists of 8 classes with a total of 241 students. The sample was taken using the purposive sampling technique, namely class IX<sup>1</sup>, which consists of 31 students. The researcher used composition test to measure the writing ability. The highest score for the writing test was 100. The researcher assessed the students' writing ability based on several 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.

## FINDINGS AND DISSCUSSION

This chapter, the formulation of the problem are analyzed included 1) to know is the application of Baamboozle as a gamification method in teaching writing recount text at the ninth grade of SMP Negeri 3 Padangsidimpuan., 2) To know the students' writing recount text before and after the treatment at the ninth grade of SMP Negeri 3 Padangsidimpuan., 3) to find out whether there is any significant effect of using Baamboozle as a gamification method on students' writing recount text at the ninth grade of SMP Negeri 3 Padangsidimpuan.

### **Bamboozle as Gamification Method on Students' Writing Recount Text Ability**

Based on the conducted research analysis of observation sheet about the used of Baamboozle at the ninth grade students of SMP Negeri 3 Padangsidimpuan which contains 14 statements about aspect of observation and researcher found the mean score was 3,92. So that the mean was included in the "very good" criterion based on the assesment criteria described in Chapter III. During the implementation of the research, the students showed great anthusiasmm when playing the Baamboozle game.

#### ***Students' Writing Abilty Before Using Baamboozle***

After getting the data, the researcher showed the results of the research before using Baamboozle. The researcher calculated the scores and found the highest and lowest scores. The highest score was 50 and the lowest score was 0, and then 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

***Students' Writing Ability Before Using Baamboozle***

After collecting the data, the researcher showed the results of the research after writing ability after using Baamboozle. The researcher calculated the scores and found the highest and lowest scores. The highest score was 84 and the lowest score was 52. And then 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

**Hypothesis Testing*****Test of Normality***

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

**Tabel 3. Normality Test**

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

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

***Wilcoxon Signed Rank Test***

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

**Tabel 4. Wilcoxon Signed Rank Test**

	Posttest-Pretest
Z	-4.861 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

Based on the explanation above, it can be seen that significant was less than 0.05 ( $.000 < 0.05$ ). Then,  $H_a$  is accepted and  $H_o$  is rejected.

## DISCUSSION

Based on the observation sheet, the result of using Baamboozle as a gamification method in teaching writing recount text ability showed that the average score was 3.92, which was categorized as "Very Good." Furthermore, the result of students' writing ability before being taught by using Baamboozle as a gamification method was 50, which was included in the "Fail" category. Meanwhile, the result of students' writing ability after being taught by using Baamboozle as a gamification method was 84, which was included in the "Very Good" category.

Next, on the indicator of writing the researcher found the result, where before using Baamboozle as a gamification method, students got average score was 40.5. But, after using Baamboozle as a gamification method the researcher found there is a significant effect on students' writing ability because students got average score was 72.6. Then, organization of writing, students got average score was 41.8. But, after using Baamboozle as a gamification method the researcher found there is a significant effect on students writing ability because students got average score was 81.8. Previous vocabulary students got average score was 38.9. But, after using Baamboozle as a gamification, there is a significant effect on students' writing ability because students got average score was 75.6. Next, students' grammar(language feature) before using Baamboozle as a gamification method students got average score was 38.9. But, after using Baamboozle as a gamification the researcher found there is a significant effect on students' writing ability because students got average score was 64.4. Finally, students' mechanics before using Baamboozle as a gamification method got average score was

41.9. But, after using Baamboozle as a gamification method the researcher found there is a significant effect on students writing ability because students got average score was 70.3

Based on the explanation above, it can be concluded that after using Baamboozle as a gamification method on students' writing recount text, the researcher found that the result of writing ability after using Baamboozle as a gamification was better than before by students achieved score at the ninth grade of SMP Negeri 3 Padangsidempuan.

## **CONCLUSION**

Based on the research result, the researcher concluded that the result of implementation of Baamboozle as a gamification method in teaching students' writing recount text is Very Good. It means that the researcher had used and implemented Baamboozle as gamification method in teaching writing recount text is achieved. The students' ability in writing recount text before being taught by using Baamboozle as a gamification method was 36 and it is category as "Fail" criterion. Then, after the researcher using and implementing the Baamboozle as a gamification method at the ninth grade students was 73 and it is category as "Good" criterion. Therefore, it can be concluded that using the Baamboozle as a gamification method has a significant effect on students' ability in writing recount text. In the other words, the alternative hypothesis is accepted.

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