



## THE USE OF “BAAMBOOZLE” WEBSITE IN TEACHING NARRATIVE TEXTS TO GRADE 8<sup>TH</sup> STUDENTS OF SMP NEGERI 7 KUPANG

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ARTICLE INFO	ABSTRACT
<p>Article history</p> <p>Received : Nov, 27<sup>th</sup> 2025</p> <p>Revised : Dec, 18<sup>th</sup> 2025</p> <p>Accepted : Dec, 28<sup>th</sup> 2025</p> <p><b>OPEN ACCESS</b></p>	<p>An educational game called Baamboozle was created as a digital tool to support language learning, especially in helping students improve vocabulary retention and acquisition. This research, conducted in July 2025, aimed to understand the process of using the Baamboozle website, identify the learning results, and explore the benefits and drawbacks of its use in teaching narrative texts to eighth-grade students of SMP Negeri 7 Kupang. This study applied a qualitative descriptive method, involving eighth-grade students from five classrooms as the research subjects. The findings reveal several stages in the use of Baamboozle, including preparing teaching materials and devices, opening the class with greetings, introducing and explaining narrative text, asking lead-in questions, demonstrating how to operate the Baamboozle website, forming groups, guiding students to answer quiz questions, announcing scores, and providing feedback along with a summary of the lesson. Writing test results show average scores in content (3.36), text structure (3.35), grammar (2.81), vocabulary (3.12), and cohesion and coherence (3.44), indicating that most students produced clear and organized narrative texts. The analysis also highlights benefits such as increasing participation, collaboration, motivation, and classroom engagement. However, drawbacks include costly internet access, longer operating time, and limitations in covering certain material. Overall, Baamboozle is a helpful tool for teaching narrative texts.</p>
<b>Keywords:</b>	<i>Baamboozle Website, Narrative Text, Teaching English</i>

### 1. Introduction

Junior high school students find it difficult to compose narrative texts since they must be familiar with general language structures and features (Muliani et al., 2019). Thus, one way to address this issue is through the use of educational web. Using a challenging learning strategy, such as a game can motivate students, and bringing contextual and fresh material or interactive media can stimulate it from inside (Puspitarini & Hanif, 2019). By

increasing interaction during the learning process, the appropriate learning media can help students avoid becoming disinterested. Students won't find learning boring (Hasan et al., 2021). Since games are thought to be more engaging than traditional teaching and learning methods, game-based learning refers to games that are specifically created for educational purposes as a complement to learning materials (Dewi & Listiowarni, 2019). The Bamboozle app is one of the educational resources that may be utilized in the classroom. Web-based instructional game Baamboozle offers engaging and interactive activities (Dewi Mariani et al., 2022). According to Dewi Mariani et al., (2022) the intriguing aspect of Baamboozle is its group-based gameplay, which involves answering quizzes in groups. This fosters a sense of accountability and interpersonal contact among the students. Students are required to engage with one another and learn how to solve problems collaboratively by listening to each group member's ideas, in addition to developing a feeling of responsibility. There is potential for using the bamboozle game as a teaching tool (Qureshi & Khatoon, 2023). Using Baamboozle as a game-based learning tool improves comprehension, boosts student motivation to study, and creates an enjoyable learning environment (Wardani & Kiptiyah, 2024). Based on the study's context, the research divides into two primary topics. The first research question is to investigate how the Baamboozle website is used to teach narrative texts to eighth-grade students at SMP Negeri 7 Kupang, as well as the results of this use in the educational process. The second study question looks at the benefits and drawbacks of teaching narrative texts to eighth-grade students at SMP Negeri 7 Kupang utilizing the Baamboozle website, specifically with regard to the students' comprehension and engagement with the texts.

The research aims to understand the process and find out the results of using Baamboozle website in teaching narrative text to grade 8<sup>th</sup> students of SMP Negeri 7 Kupang, to identify the benefits and drawbacks of using Baamboozle website in teaching narrative text to grade 8<sup>th</sup> students of SMP Negeri 7 Kupang. Previous studies have shown that Baamboozle is effective in improving learning outcomes across different skills. Aina (2024) found that Baamboozle significantly enhanced students' writing performance, supported by t-test and N-gain results. Rahmah (2025) also reported a significant increase in students' Arabic writing scores after using Baamboozle. Qureshi and Khatoon (2023) demonstrated that gamification tools, including Baamboozle, improved students' reading comprehension. Similarly, Ningsih and Sujarwati (2024) found substantial improvement in students' reading skills, with a strong effect size. Overall, these studies show that

Baamboozle increases motivation, engagement, and achievement, despite differences in subjects and research contexts.

## **2. Research Method**

A qualitative descriptive design was used in this study. As a non-participant observer, the researcher was present in the classroom and watched the teaching and learning process without getting involved. Five classes of eighth-grade students from SMP Negeri 7 Kupang and one English teacher who used the Baamboozle website to teach narrative texts served as the research subjects. A number of students who were chosen to take part in one-on-one interviews to offer more details on their educational experiences were considered additional informants.

In July 2025, the study was carried out at SMP Negeri 7 Kupang. Semi-structured interviews with the teacher and students, classroom observations, and a narrative writing test called "My Holiday" were used to gather data. An observation checklist, interview rules, and a writing rubric that evaluated content, text structure, grammar, vocabulary, cohesiveness, and coherence served as support for these tools.

A number of validation techniques were used to guarantee the validity of the results, such as member checking, in which the researcher verified the accuracy of interview interpretations with the participants, triangulation of techniques (observation, interview, and test), and triangulation of sources (teacher and students). Following that, the data were subjected to qualitative descriptive methods, which included flowchart analysis, descriptive analysis, and content analysis.

## **3. Research Findings and Discussion**

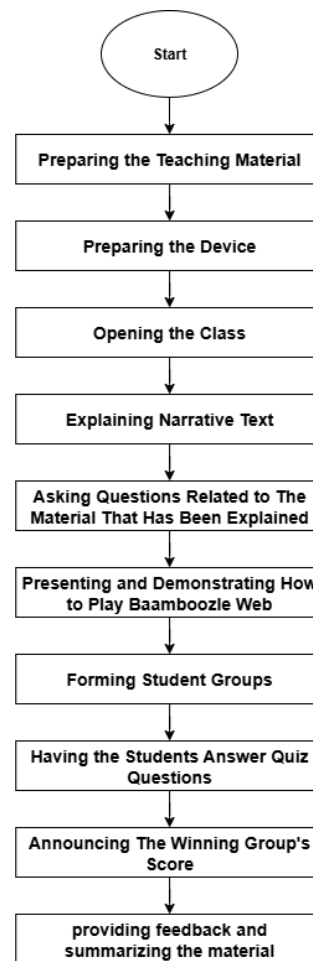
### **Research Findings**

#### **Observation**

Observations in the classroom reveal that SMP Negeri 7 Kupang uses Baamboozle in a methodical manner when teaching narrative texts. Instructors start by getting instructional materials ready and making sure every gadget is operational. The instructor then introduces the class, explains the themes and structure of narrative texts, and activates students' prior knowledge through leading questions. After that, the instructor sets up student groups, explains how to use the Baamboozle website, and leads the quiz. Following the game, the instructor reviews the content, gives criticism, and declares the

winning team. All things considered, Baamboozle produces an interesting and dynamic learning environment. Throughout the activity, students exhibit greater zeal, engagement, and teamwork.

Here is a flow chart that illustrates the steps involved in teaching narrative text utilizing bamboozle learning materials.



*Image 1. Teaching process*

## Interviews

The findings of exams and observations are corroborated by teacher and student interviews. "Students have become more active in group work," teachers reported. The lesson feels more fun and interesting, despite the small modification (Teacher interview, 31/07/ 2025). This demonstrates that Baamboozle boosts student enthusiasm, classroom engagement, and spirit of competition. Students said they enjoyed using the website and that the game style improved their comprehension of the subject matter. "Baamboozle uses pictures, which makes the material easier to understand," said one student (Student

interview, 07/30/2025). Unreliable internet connections, lengthy preparation, and restrictions on the kinds of questions that can be asked on the platform are some of the difficulties. "Using Baamboozle has a number of benefits, including being easy to use, entertaining, offering a wider variety of questions than other applications, and naturally igniting students' enthusiasm," the teacher said during the interview. However, there are also a number of disadvantages, such as the need for a reliable internet connection, the absence of a time limit to make the test simpler to finish, and the possibility of considerable time waste because of the absence of a time limit (Teacher interview, 07/31/2025).

### Test

The following is the data from the student test conducted in the fourth meeting. The data is based on the results of a narrative writing test with the theme "My Holiday" that was taken by 75 students, consisting of 15 students randomly selected from each class. Based on content analysis, students' writing results were divided into five aspects.

**Table 1.** Recap of students' narrative text content

Categories	Criteria	Number of Students	Percentage
1.	Story is clear, interesting, according to the theme	29	38.7%
2.	The story quite clear and fits the theme	44	58.7%
3.	Story is not clear or does not fit the theme	2	2.6%
4.	Inappropriate/incomplete stories	0	0 %
<b>Total</b>		75	100 %

**Table 2.** Recap of students' narrative text structure

Categories	Criteria	Number of Students	Percentage
1.	Complete structure and coherent	34	45.3%
2.	Complete structure but a little incoherent	35	46.7%
3.	Some parts of the structure are missing	4	5.3%
4.	Doesn't follow the narrative structure	2	2.7%
	<b>Total</b>	75	100 %

**Table 3.** Recap of students' grammar

Categories	Criteria	Number of Students	Percentage
1.	Almost no errors	3	4%
2.	There are some minor errors	59	78.7%
3.	Quite a few errors but still understandable	13	17.3%
4.	Many errors that interfere with understanding	0	0%
	<b>Total</b>	75	100 %

**Table 4.** Recap of students' vocabulary

Categories	Criteria	Number of Students	Percentage
1.	Varied and contextually	15	20%
2.	Quite varied	54	72%
3.	Less varied	6	6%
4.	Very limited and often inaccurate	0	0%
	<b>Total</b>	75	100 %

**Table 5.** Recap of students' cohesion and coherence aspect

Categories	Criteria	Number of Students	Percentage
1.	The idea is well connected	35	46.7%
2.	Mostly connected	38	50.7%
3.	Sometimes is not connect	2	2.6%
4.	No connection between sentences/paragraphs	0	0%
	<b>Total</b>	75	100 %

## Discussion

Every educator has a unique approach to teaching. According to Mufidah and Zainudin (2018), a learning method is one that seeks to speed up and facilitate learning. Learning media is one popular approach. To make sure that learning activities go smoothly, teachers use learning media (Hasan et al., 2021). Game-based learning is one kind of educational media. Learning can become more effective, meaningful, and pleasurable by utilizing game-based learning (Plass et al., 2019).

The use of technology in education has led to a wide variety of learning materials in this day and age of rapid technological advancement. Technology can assist with learning problems and design development (Nurmadiyah & Asmariansi, 2019). Baamboozle Web, a digital tool categorized as an educational game, is one of the technology-based learning resources (Iskandar et al., 2022).

This research was conducted in a school, specifically SMP Negeri 7 Kupang. This study teaches narrative texts using web-based learning resources, specifically Bamboozle. In order to understand how Bamboozle is used to teach narrative texts and to identify the benefits and drawbacks of utilizing it as a teaching tool, researchers observed each meeting. In order to determine the effectiveness of employing Bamboozle in teaching narrative text, the researcher also administered a writing test to the students. In addition, the researcher interviewed a number of randomly chosen students and the English instructor for the eighth grade at SMP Negeri 7 Kupang to learn more about their perspectives on the use of bamboozle.

### 3.1. How Baamboozle Website is Used in Teaching Narrative Text to Grade 8<sup>th</sup>

#### Students of SMP Negeri 7 Kupang

The researcher identified a number of instructional stages that the instructor used when teaching narrative texts using the Baamboozle game based on the findings of classroom observations. Below is a flow chart that illustrates the steps involved in teaching narrative text utilizing bamboozle learning materials.

The flowchart for teaching narrative text using Bamboozle Web, from creating the resources to assigning writing assignments to students, is displayed in Figure 4.1. Preparing the teaching material is the first action done. A English teacher for the eighth-grade students at SMP Negeri 7 Kupang is responsible for

preparing the material. The teacher preparation process also includes two holds, specifically choosing the material and creating test questions to be use on the Baamboozle Website. Preparing the Device are the second steps. Projectors, computers, and making sure the internet network is connected are the gadgets being discussed here. The next step is for the teacher to start teaching in class. The class opening process itself consists of three stages, as follows: opening greeting and teacher conveys the learning objectives.

Explaining about narrative text. The teacher explained the material that would be used in the quiz questions before starting the Bamboozle game. After explaining the narrative text material, the teacher will gauge the students' reactions by asking several related questions. Presenting and demonstrating how to play Baamboozle Website. At this point, the teacher goes over the rules and how to play Baamboozle with the class. Depending on how many students are there that day, the teacher splits the class into six to eight groups after explaining how to play Bamboozle. Four students will collaborate in one group to respond to the quiz questions that will be shown on the bamboo board. Students will collaborate to find answers to the given questions.

Having the students answering quiz questions. There are various steps involved in putting bamboozle into practice, including the following: the bamboozle game shown on the projector screen by the teacher, every group chooses a number, having group discussion, and having answer the question. Announcing the winning group's score. After every group has responded to every question in the bamboozle, the score is immediately displayed on the scoreboard nearby. Consequently, when the game is over, the teacher can declare the winner right away. The following figure shows the scoreboard. Providing feedback and summarizing the material is the final step in the Baamboozle website narrative text teaching process. The teacher consistently gave feedback and gave a summary of the content at the conclusion of each meeting.

These results suggest that Baamboozle can be utilized in a systematic and efficient way for learning narrative texts.



### **3.2. The Results of Using Baamboozle Website in Teaching Narrative Text to Grade 8<sup>th</sup> Students of SMP Negeri 7 Kupang**

Plot, characters, and conflict all influence theme, which is a crucial component of narrative texts (Puckett, 2016). Orientation, complication, resolution, and appraisal comprise a full story framework (Purpa, 2018b). Linguistic elements like the past tense are also used in narrative writing (Purpa, 2018b). By increasing vocabulary knowledge and engagement, Baamboozle facilitates language acquisition (Muslimin & Ivone, 2024). When evaluating the clarity and continuity of students' narratives, cohesion and coherence—through temporal states and temporal conjunctions—are equally crucial (Purpa, 2018b).

All 150 eighth-grade students at SMP Negeri 7 Kupang, who are split up into five classrooms, make up the research population. The researcher randomly chose 15 students from each eighth grade to write 75 narrative texts with the theme "My Holiday." These texts were then subjected to content analysis. To give a more impartial view of the learning outcomes utilizing Bamboozle, random selection was used. Data from student writing tests that had been categorized as Content, text structure, grammar, vocabulary, coherence, and cohesion of students' writing were among the elements assessed.

According to the research, the majority of students' writing falls into Category 2 (58.7%), meaning that while some passages are confusing or seem to be skipped, their tales are generally intriguing and in line with the "My Holiday" topic. In contrast, 38.7% of the texts fall into Category 1, indicating that these students created coherent, captivating, and well-structured narratives with suitable characters, settings, and plot progression. Only 2.6% of the stories fell into Category 3, where they don't fit the theme because the majority of the students' writing was about everyday activities rather than a cohesive holiday story. Overall, the results show that the majority of students were able to create stories that were pertinent to the theme, indicating that Baamboozle successfully aids in the development of narrative writing abilities.

Based on the text structure analysis, most students were able to write narrative texts with complete components. The highest proportion, 46.7%, falls into Category 2, where students produced full narrative structures though some sentences were less connected. Another 45.3% belong to Category 1, showing well-

organized and comprehensive structures. Meanwhile, 5.3% fall into Category 3, lacking a clear structure—often missing the resolution section—while 2.7% fall into Category 4, with unclear organization and a tendency to write general daily activities. Overall, these results indicate that most students can construct narratives with complete structures, suggesting that Baamboozle effectively supports narrative writing skills.

Only 4% of students consistently used correct grammar when writing narrative pieces, particularly when utilizing the past tense, according to the grammar analysis. The majority (78.7%) made small mistakes that did not impair comprehension, most of which involved using irregular verbs incorrectly (e.g., *wented* instead of *went*, *boughted* instead of *bought*). In contrast, 17.3% of students wrote compositions that frequently contained grammatical errors, such as combining past events with the present tense. Their text was nonetheless comprehensible in spite of these errors. Overall, the results show that Baamboozle aids students in using past tense language, however some students still need more practice.

Twenty percent of students showed good vocabulary use from the 75 narrative texts that were examined, using a variety of thematic words such as *waterfall*, *take pictures*, *sunset*, and *memorable*. The majority (72%) had a rather varied vocabulary, yet they frequently used terms like "happy," "beautiful," "played," "ate," "visited," and "went." Conversely, 8% of students had a small vocabulary and frequently repeated simple terms. In general, the majority of pupils employed sufficient vocabulary to convey the "My Holiday" subject.

With 46.7% and 50.7% of the 75 student papers falling into categories 1 and 2, respectively, it is clear that students typically employed conjunctions like *after*, *that*, *then*, *later*, and *also* to connect their thoughts coherently. On the other hand, students in category 2 frequently used conjunctions such as *and* and *after that*. However, 2.6% of students found it difficult to connect ideas correctly and frequently used connectors, indicating that ordinary spoken language continued to have an impact on their writing.

After learning with Baamboozle, the majority of students were able to use appropriate connecting words and produce texts that matched the theme, follow a complete narrative structure, correctly use the past tense, apply a variety of

vocabulary, and present coherent storylines, according to an analysis of 75 student narratives. These results show that Baamboozle helps students comprehend and articulate story concepts through coherent, well-structured writing.

### **3.3. The Benefits of Using Baamboozle Website in Teaching Narrative Text to Grade 8<sup>th</sup> Students of SMP Negeri 7 Kupang**

Findings about the benefits of employing bamboozle in teaching narrative texts were derived from observations made during four meetings and the outcomes of students and a English teacher of grade 8<sup>th</sup> students of SMP Negeri 7 Kupangs' interviews. The following benefits were discovered after observing four meetings and conducting interviews with eighth-grade English teachers at SMP Negeri 7 Kupang, as well as with 75 randomly chosen students from each class.

Improving Student's Collaboration and Interaction. Students are encouraged to interact and cooperate more when playing Bamboozle in groups. Students must collaborate and discuss in order to answer quiz questions, which encourages them to share their thoughts. Enhancing student motivation and enthusiasm for learning. Students are more motivated and excited about learning when they use Baamboozle media. Students are intrigued and excited by the game's environment. The majority of students said that utilizing Baamboozle to learn excites and inspires them. Improving competitiveness which is groups play the Baamboozle game, and the score is displayed on the scoreboard as soon as a question is answered. Every group member does not wish to lose to other groups, according to the observation's findings. Making the classroom lively and comfortable. A more lively and laid-back classroom environment can be produced by using Baamboozle media for instruction. Being easy to understand, learning with Baamboozle media facilitates comprehension of the subject matter. Providing varied questions which is using Baamboozle, teachers can display questions with varying levels of difficulty or adjust them using images.

### **3.4. The Drawbacks of Using Baamboozle Website to in Teaching Narrative Text to Grade 8<sup>th</sup> Students of SMP Negeri 7 Kupang**

The following drawbacks were discovered after observing four meetings and conducting interviews with eighth-grade English teachers at SMP Negeri 7 Kupang, as well as with 75 randomly chosen students from each class.

Expensive internet connection. Due to its web-based format, Baamboozle requires a reliable internet connection to function properly. Bamboozle media's inability to function in locations with erratic internet connections has turned out to be one of its drawbacks. Taking much time to operate because there is no time limit on answering questions, students must wait for other groups to debate their responses, which adds significantly to the time required for the Baamboozle quiz. Limited to certain material aspects because it takes too much time, Bamboozle is considered less suitable for teaching lengthy material directly.

Overall, these findings suggest that Bamboozle Website is a useful teaching tool for English, particularly when it comes to narrative prose, where the lecture method is the main teaching strategy.

#### 4. Conclusion

The results show that teaching narrative texts to eighth-grade students at SMP Negeri 7 Kupang was successfully aided by the usage of the Baamboozle website. Observations in the classroom revealed a methodical implementation process that included setting up the devices and materials, introducing the lesson, outlining the narrative text features, posing questions, demonstrating Baamboozle, setting up student groups, administering the test, revealing the results, and giving feedback. An engaging and interactive learning environment was produced by this sequence. With average scores in content (3.36), text structure (3.35), grammar (2.81), vocabulary (3.12), and cohesion and coherence (3.44), writing test results further supported the beneficial effect. These results show that the majority of students were able to create narrative texts that were linguistically suitable, coherent, and clear. Increased student enthusiasm, participation, interaction, and competitiveness were among the benefits identified by additional data from observations and interviews. However, difficulties were identified, including the requirement for reliable internet access, problems with time management, and content restrictions.

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