



**INTEGRATING BAAMBOOZLE AND PADLET TO IMPROVE STUDENTS'
WRITING SKILL OF 7TH GRADE AT SMPN 2 PUNGGING MOJOKERTO**

THESIS



By

FADHIKA KURNIATI ★
NPM: 22302073007

UNIVERSITAS ISLAM MALANG

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ENGLISH LANGUAGE TEACHING STUDY PROGRAM

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7th Grade At SMPN 2 Pungging Mojokerto**

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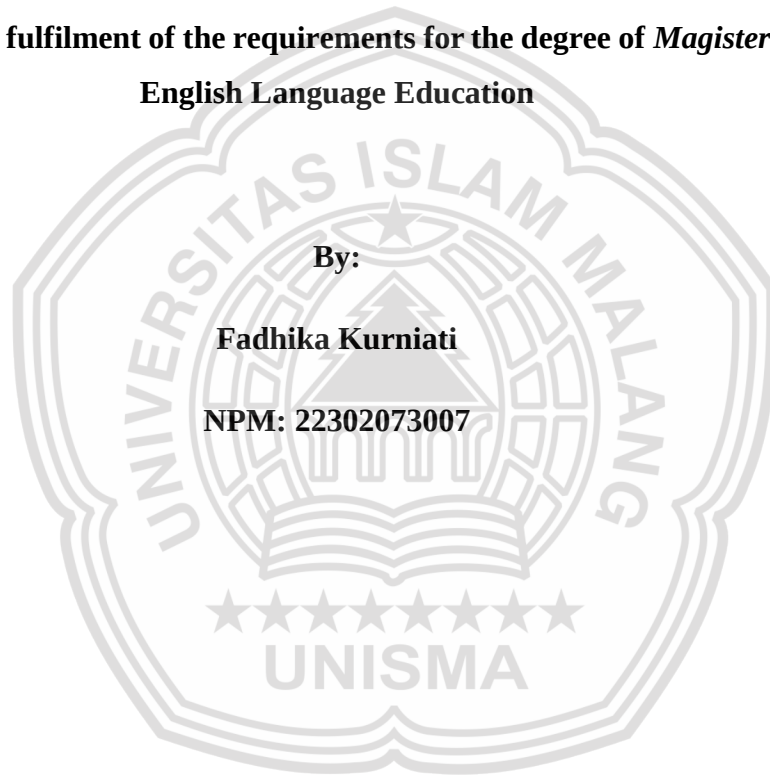
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By:

Fadhika Kurniati

NPM: 22302073007



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ABSTRACT

Kurniati, Fadhika. 2025. *Integrating Baamboozle and Padlet to Improve Student Writing Skill in the 7th Grade Students of SMPN 2 Pungging Mojokerto*. Thesis, English Education Department, Post-graduate Program, Universitas Islam Malang, Advisors: (1) Dr. H. Muhammad Yunus, S.Pd.,M.Pd., (2) Dr. Dwi Fita Heriyawati, M.Pd.

Keywords: *Baamboozle, Padlet, writing skills, English language teaching, student engagement.*

This study aims to examine the effectiveness of integrating two interactive digital platforms, Baamboozle and Padlet, in improving students' writing skills and their participation in the learning process. The research was driven by the need to address low levels of student engagement and writing proficiency by utilizing engaging and collaborative media in classroom instruction.

The research employed a Classroom Action Research (CAR) design, conducted over seven meetings. Baamboozle was used as a game-based interactive tool to stimulate students' initial motivation, while Padlet served as a collaborative space where students could compose and revise their writing together. The combination of these platforms aimed to create a more dynamic learning environment that supports literacy development. The first, second, fourth, and fifth meetings involved the use of Baamboozle and Padlet as instructional media to introduce vocabulary related to the topic and to facilitate group writing practice through feedback from both peers and the researcher. In contrast, the third and sixth meetings were designed as individual writing exercises on paper, aiming to strengthen students' vocabulary retention, improve spelling accuracy, and assess their writing progress. The seventh meeting was allocated for the final assessment. The students' observation was conducted during the implementation of the medias in the first, second, fourth, and fifth meetings.

The Researcher Comments revealed a significant improvement in students' writing performance. The average writing achievement increased in 80.25%. In addition, student participation in classroom activities also improved, in 75.56%. These results highlight the positive contribution of interactive media to fostering more active and focused learning. Qualitative data also showed highly positive student perceptions toward the integration of Baamboozle and Padlet. Most students reported feeling more motivated and enjoying the writing process when these tools were used. In sum, the strategic use of Baamboozle and Padlet can serve as an effective alternative in writing instruction, while also promoting a more participatory and enjoyable classroom atmosphere. Those are useful medium for teacher and students in conducting writing activities and as a reference for conducting other design researches.

Fadhika Kurniati

ABSTRAK

Kurniati, Fadhika. 2025. *Integrasi Baamboozle dan Padlet untuk Meningkatkan Keterampilan Menulis Siswa Kelas VII SMPN 2 Pungging Mojokerto*.

Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (1) Dr. H. Muhammad Yunus, S.Pd., M.Pd., (2) Dr. Dwi Fita Heriyawati, M.Pd.

Kata kunci: Baamboozle, Padlet, keterampilan menulis, pengajaran bahasa Inggris, keterlibatan siswa.

Penelitian ini bertujuan untuk mengkaji efektivitas integrasi dua platform digital interaktif, yaitu Baamboozle dan Padlet, dalam meningkatkan keterampilan menulis siswa serta partisipasi mereka dalam proses pembelajaran. Penelitian ini dilatarbelakangi oleh rendahnya keterlibatan siswa dan kemampuan menulis yang kurang optimal, sehingga dibutuhkan media pembelajaran yang menarik dan kolaboratif dalam kegiatan pembelajaran di kelas.

Penelitian ini menggunakan desain *Classroom Action Research* (CAR) atau Penelitian Tindakan Kelas, yang dilaksanakan dalam tujuh pertemuan. Baamboozle digunakan sebagai alat interaktif berbasis permainan untuk merangsang motivasi awal siswa, sedangkan Padlet berfungsi sebagai ruang kolaboratif tempat siswa dapat menyusun dan merevisi tulisan mereka secara bersama-sama. Kombinasi kedua platform ini bertujuan menciptakan lingkungan belajar yang lebih dinamis untuk mendukung pengembangan literasi. Pada pertemuan pertama, kedua, keempat, dan kelima, Baamboozle dan Padlet digunakan sebagai media pembelajaran untuk mengenalkan kosakata terkait topik dan memfasilitasi latihan menulis kelompok melalui umpan balik dari teman sebaya maupun peneliti. Sebaliknya, pertemuan ketiga dan keenam difokuskan pada latihan menulis secara individu di atas kertas, guna memperkuat daya ingat kosakata, meningkatkan ketepatan ejaan, serta menilai perkembangan kemampuan menulis siswa. Pertemuan ketujuh dialokasikan untuk penilaian akhir. Observasi terhadap siswa dilakukan pada pelaksanaan media di pertemuan pertama, kedua, keempat, dan kelima.

Hasil analisis menunjukkan adanya peningkatan signifikan dalam kemampuan menulis siswa. Rata-rata pencapaian menulis siswa meningkat sebesar 80,25%. Selain itu, partisipasi siswa dalam kegiatan kelas juga mengalami peningkatan sebesar 75,56%. Temuan ini menunjukkan kontribusi positif dari media interaktif dalam mendorong pembelajaran yang lebih aktif dan terfokus. Data kualitatif juga menunjukkan persepsi siswa yang sangat positif terhadap integrasi Baamboozle dan Padlet. Sebagian besar siswa mengaku merasa lebih termotivasi dan menikmati proses menulis saat kedua media ini digunakan. Singkatnya, penggunaan Baamboozle dan Padlet secara strategis dapat menjadi alternatif efektif dalam pengajaran menulis, sekaligus menciptakan suasana kelas yang lebih partisipatif dan menyenangkan. Keduanya merupakan media yang bermanfaat bagi guru dan siswa dalam kegiatan menulis, serta dapat menjadi referensi untuk pelaksanaan penelitian desain lainnya.

Fadhika Kurniati

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, significances of the study, scope and limitation, and definition of the key terms.

1.1 Background of Study

Writing is a fundamental skill in learning English as a second language. It plays a crucial role in developing vocabulary, grammar, critical thinking, and the ability to express ideas coherently and meaningfully. Writing also supports students' academic success and future professional communication (Barakwan, 2024; Jong & Kim Hua, 2021). Despite its importance, writing is often perceived as a difficult and demanding skill, especially among students with low proficiency. They frequently struggle with generating ideas, organizing content, selecting appropriate vocabulary, applying correct grammar, and using proper mechanics (Iftanti, 2016; Manipatruni et al., 2024). These challenges lead to a lack of motivation, low participation, and in some cases, avoidance of writing activities (Jong & Kim Hua, 2021).

To produce meaningful and coherent written texts, students must consider several components: content, organization, vocabulary, language use, and mechanics. Difficulties in these areas particularly limited vocabulary, weak grammar, and incorrect spelling are common among students (Manipatruni et al., 2024). Low writing proficiency often results in lack of interest and disengagement, including tendencies to avoid writing tasks or resort to copying (Jong & Kim Hua, 2021). Therefore, consistent practice and teacher guidance are necessary to build writing competence. A process oriented approach, rather than focusing solely on the final product, allows students to better express ideas, enrich vocabulary, and improve grammar (Heriyawati et al., 2014).

Related to students' difficulties in writing, it is very important to stimulate their motivation in order to increase their participation during the writing process.

Active student participation in the writing process can be fostered by selecting engaging learning media. Additionally, the learning media should be able to provide space for students and teacher to give feedback on students' writing as input on their writing progress. Therefore, a learning medium plays a significant role in encouraging students' desire to learn writing. Advanced digital technologies have provided teachers with numerous tools and platforms to enhance language learning experiences. Moreover, these tools promote learners' interest and enthusiasm, facilitate online learning, and improve motivation. Digital learning significantly enhances learning outcomes and motivation, promoting deeper learning through practice and assessment. It can also be used to develop effective teaching strategies (Ahmad et al., 2022; Hakim, 2021; Husnah et al., 2023; Lin et al., 2017). Knowing that writing is a skill considered difficult for students, it is necessary to have teaching strategies that can encourage students to enjoy learning to write.

Baamboozle is a game-based learning media that includes a core game and quiz, making learning more interesting and motivating. It offers features that allow instructors and students to use it as a tool and matching their learning needs. Moreover, it also boosts motivation and comprehension in English learning (Gultom et al., 2023; Muflikhah et al., 2024; Sakdiyah et al., 2024; Tsurayya, 2023). Its features make it easy for instructors and students to use the media, allowing them to match their learning needs. Through the baamboozle media, students can learn and practice English, including grammar, vocabulary, language use, genre of text, and mechanics. Teachers can also design materials, questions, and quizzes with Baamboozle. It provides convenience for students to practice and become more familiar with English material in an enjoyable way.

Padlet is an interactive online tool that allows teachers and students to create virtual walls in a variety of file types, such as PDF, doc, video, YouTube video, PowerPoint presentation, and more, all of which are accessible from any web browser-capable device (Kanchana & Cherukuri, 2024; Md Deni & Zainal, 2018; Novianto et al., 2024). Moreover, Padlet's mobile-friendly language learning resources significantly improve students' critical thinking and writing skill,

making it an effective medium for language learning (Fauzia et al., 2023; Jong & Kim Hua, 2021; Novianto et al., 2024). The tool provides space for students to think, compose, and revise a piece of writing. As is known, the process of writing plays an important role in producing a good and meaningful piece of writing. When students start creating a framework for their ideas, they can collaborate with other students to provide feedback on each other's ideas through the comment section, which can be viewed by all students in real-time. Then, during the composing stage, students can exchange opinions and provide feedback to each other until the revision stage. The teacher can also directly provide comments and assessments on the students' work so that students can learn from each other to correct the mistakes they made.

By integrating Baamboozle and Padlet in writing instruction, students can first strengthen their foundational language knowledge through interactive games and then apply their understanding in structured writing activities. This combination also encourages student engagement and fosters collaboration, both of which are essential for effective writing practice. Moreover, the interactive nature of both tools supports students' motivation and helps reduce writing anxiety. The preliminary observation in the classroom when students were asked to write a procedure text showed that many students asked the teacher directly about vocabulary they did not know, causing the classroom atmosphere to become noisy. Students tend to ask the same vocabularies that have already been asked by other students to the teacher, making it a source of jokes in the class. Due to the limited vocabulary and difficulty in generating ideas, students worked on it in groups. Even some students tend to move around and waited to copy the work of other students. Moreover, many students only chatted with other students. They explained that they were lazy to do the assignments because they had no ideas to write about. Their lack of participation is due to their lack of motivation to learn writing. Therefore, the selection of interactive learning media becomes one way to motivate them while practicing writing.

After analyzing the results of their writing in topic of procedural, it showed that many students faced difficulties in expressing and idea generating in

procedural, organizing the steps of sequence logically and using of imperative sentences. It liked the word "heat" written as "hit," "lettuce" written as "letus," etc. In addition, students also have difficulty in organizing sentences to explain the steps of making fried noodle. They wrote briefly like "put in water hot" instead of "put the noodle into hot water", "waith finish cook" instead of "wait for a moment until the noodle is cooked well". The sentences written also do not show any conjunctions. From the writing errors, it can be assumed that the students are experiencing difficulties in the aspects of content, coherence, cohesion, and vocabulary. Difficulties in those aspects hinder students from writing a simple procedural text. Out of 30 students, only 2 students met the KKTP in the "good" category, 7 students were in "excellent" category and the other students were in the "development and fair" category.

Baamboozle has roles to enrich students' mastery of vocabulary and spelling. Moreover, the materials about sequence steps logically and generic structure can overcome students' weaknesses on content and coherence. Further, the use of correct imperatives sentences is used as students' knowledge of cohesion and grammar. Those materials are found and composed in Baamboozle. It shows that Baamboozle helps students to build up their understanding in the foundational basic knowledge namely understanding vocabulary, sequence, structure, imperative sentences and ideas so that they feel more confident before applying them in writing practice activities. Thus, the use of Baamboozle has beneficial effect for giving prior knowledge of pre-writing through game based activities. Unfortunately, Baamboozle does not provide a space for extended or collaborative writing. The platform lacks features such as a text editor, revision tools, and real-time collaboration, which are essential in the writing process. Further, it cannot facilitate the actual writing phase where students need to compose full texts, revise their work, or collaborate with peers. To address this gap, Padlet serves as a complementary tool, offering a digital space where students can write, share, and reflect on their writing collaboratively.

There are some reasons of Padlet become a complementary tool to fill the gap of Baamboozle in aiming to improve writing skill. First, Padlet provides students

with the opportunity to develop and express complete and well-structured content in their procedural writing. Second, unlike Baamboozle, which focuses on isolated language drills, Padlet allows students to practice the use of cohesive devices within a meaningful and extended writing context. It also enhances coherence, as students are able to organize, visualize, and revise the logical flow of their ideas more effectively. Furthermore, Padlet supports vocabulary development by encouraging students to apply newly acquired words accurately within sentences and paragraphs, rather than merely recognizing them in isolated exercises. Thus, Padlet complements Baamboozle by facilitating the actual writing process after students have been equipped with foundational understanding through game-based activities. In this way, students not only grasp the theoretical aspects but are also able to confidently and creatively apply their knowledge in writing procedural texts.

Many studies have examined the use of Padlet in improving students' writing skills and Baamboozle as a learning medium. However, there has not yet been any research about improving students writing skill by integrating Baamboozle and Padlet. The study conducted by Novianto et al., (2024) stated that teachers are recommended to use the Padlet application as a media in teaching writing recount text and as one of the effective technology media. The other study showed the result that the writing assessment training, which included Cambridge English 'Write & Improve' for error analysis and 'Padlet' for collaborative writing and peer review, proved effective (Manipatruni et al., 2024). Moreover, it was determined that the Game-Based Learning learning approach utilizing Baamboozle media significantly increased learning outcomes and student engagement in mathematics material (Wardani & Kiptiyah, 2024). Besides that, Bamboozle's web-based media includes providing autonomous learning possibilities, asking questions by creating a free Bamboozle account, and how to play Bamboozle on Indonesian language material (Tsurayya, 2023). Furthermore, students positively embraced Baamboozle for learning grammar, expressing positive perceptions of game-based learning activities and actively participating in activities, attributed to gamification, interactivity, and competitiveness of the game (Sakdiyah et al.,

2024). Thus, this research aims to improve students writing skill using Baamboozle and Padlet. In addition, students' perceptions regarding the use of media related to student participation and motivation were also taken into account.

1.2 Research Questions

Related to the background of the problem, the researcher formulates the research questions as follows

1. How can the Baamboozle and Padlet improve students' writing skills?
2. What are the students' perceptions of using Baamboozle and Padlet during the learning process for training writing skill?

1.3 Research Objectives

This study aims to address the research questions outlined above are

1. To improve students' writing skills through Baamboozle and Padlet
2. To understand the students' perceptions of using Baamboozle and Padlet during the learning process for training writing skill

1.4 Significance of Research

1.4.1 For Student

This research is improving students' writing skills in English by combining Baamboozle and Padlet as learning media. Hopefully, this strategy gives a value insight to improve their writing skill through interactive media. The impact is to arise their motivation and engegament in writing activities. Additionally, the researcher also wants to understand the students' perspectives during the use of Baamboozle and Padlet in writing.

1.4.2 For Teacher

This research is intended as a reference for English teachers to use baamboozle and padlet media in teaching strategies for improving students' writing skills. In addition, the results of this research are expected to provide input in making baamboozle and padlet learning media interactive tools that can motivate students in learning English in other aspects.

1.5 Scope and Limitation

This study is conducted to improve the students' writing skills through the combination of baamboozle and padlet learning media. Further, students' engagement are noted by using participant observation and strengthened by interview. Moreover, it is conducted in seven meetings or for one cycle due to the time limitation in conducting the research. The research data is limited on simple procedural text taught in the 2nd semester of academic year 2024/2025.

1.6 The Definition of Key Terms

Writing Skill means the ability to express thoughts, ideas, and emotions in written form clearly and effectively, allowing readers to understand the intended message. It is an essential form of indirect communication that supports critical thinking, creativity, and the exchange of feedback in both academic and real-life contexts.

Baamboozle means an interactive, game-based online learning platform that allows educators to create and use quizzes without requiring student registration. It promotes engaging and enjoyable learning experiences across subjects by incorporating basic games that enhance motivation, participation, and content mastery. As a learning medium, Baamboozle has been shown to improve students' cognitive skills, such as multiplication in mathematics, grammar in language learning, and motivation in history classes.

Padlet means a collaborative online platform that facilitates interactive learning by allowing students to post, share, and respond to content such as text, images, videos, and links on a digital bulletin board. It supports peer-to-peer learning and fosters student engagement, especially in language learning contexts like writing skills. Moreover, it enhances students' ability to exchange feedback, collaborate on writing tasks, and reflect on their progress through interactive features and multimedia integration.

Motivation refers to the internal drive and desire that energizes, directs, and sustains students' efforts toward achieving academic goals. It involves a positive attitude toward learning, enjoyment of the process, and a willingness to persist in acquiring a second language. Highly motivated learners are more likely to succeed because they are actively involved and committed to the learning process.





CHAPTER 6

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion. The suggestions are given to English teacher, the students, and the future researchers.

6.1 Conclusion

The purpose of this research was to improve students' writing skill through the integrating of Baamboozle and Padlet. From the data analysis, it can be concluded that the improvement was achieved during the learning sessions. Baamboozle and Padlet together significantly improved students' writing skills, especially in composing procedure texts. Baamboozle's interactive games reinforced the correct use of imperative sentences, logical sequencing, and relevant vocabulary, while its collaborative and competitive features boosted student engagement and motivation. Meanwhile, Padlet provided a supportive platform for drafting, sharing, and revising texts, helping students organize ideas clearly and improve their writing through peer and teacher feedback. Both of tools fostered motivation, self-reflection, and individualized learning, resulting in greater confidence, clarity, coherence, and overall enhancement of students' writing skill.

The students' writing score indicated that there was improvement on students' writing result after learning through Baamboozle and Padlet. The average score of post test was 84.09 compared by pre test that was 55.93. It showed that 81.25 % students passed the criteria of success. It meant 26 students reached good and excellent category in writing. Meanwhile, the improvement also happened on the students' participation in which 17 students were fulfilled 5 indicators in pre observation. It was 53.12% of students who were participated in writing lesson. After implementation of Baamboozle and Padlet, students' engagements were 78.12% in which 25 students involved in the learning process. Moreover, students said that their motivation and confident increased because

they had language basic knowledge to make them easily in sharing their ideas in the written form. They liked practicing writing through Padlet. It helped them to do self correction based on their friends' comments. This practice promoted good training to improve their writing skill. This combination media Baamboozle and Padlet provided holistic learning.

Throughout the lesson, students demonstrated high levels of concentration and active participation. They paid close attention to the teacher's explanations and eagerly took part in class by responding to questions, either verbally or through the use of Baamboozle and Padlet. The majority collaborated effectively with their peers, engaged in purposeful discussions, and completed their assignments promptly. Their involvement in both game-based and writing tasks contributed to a dynamic and enjoyable learning environment.

The acting was conducted in seven meetings. On the first and forth meetings, students learnt through Baamboozle. The materials were about imperative sentence, action verbs, and sequence words. It was continued to fill the gap with the appropriate conjunction, write the steps for making Avocado Juice, make imperative sentences, identify conjunction from procedure text, and choose on of the topic to write into procedure text. The second and fifth meetings were writing collaboratively through Padlet. Showing cooking utensils was intended to enhance students' vocabulary. The second activity was writing how to make fried flour. This task was provided by pictures in sequence. Then, their writings were commented by other students and researcher as feedback to give correction. Meanwhile, writing individually was promoted on third and sixth meetings. This activity had purpose to know how far the students' writing skill progress. It was useful to train them for memorizing words and writing correct spelling of the words. The feedback was given directly on the students' sheet. It provided opportunity for students to revise their errors. On the other hand, it also functioned as reflection to compose proper materials based on the students' learning needs. The seventh meeting was writing assessment to measure students' writing skill.

The steps of implementation Baamboozle and Padlet were explained as follow:

1. Identifying the target language skills was very important to be a guideline for searching relevant materials topic.
2. Setting Baamboozle as games was a joyful way to keep students' engagement while reinforcing the materials.
3. Padlet was a place for drafting, processing, revising, commenting, and posting the students' writing achievement.
4. Providing many writing excersices was good for the students' training to improve their skill for comment, compliment and questions from teacher and friends.

6.2 Suggestion

After conducting this study about improving students' writing skill though integrating Baamboozle and Padlet, the researcher explained that those media promoted students center learning.

For English teacher, these medis were beneficial to encourage the students' participation and motivation during learning process. They learnt in fun a way and avoid boredom. Moreover, they were enthusiasm to do all the activities. Hence, those media are useful for teacher to manage the learning athmosphere in the classroom.

For students, those media give a lot of chance for students to practice in writing. It starts from drafting, composing, rivising and posting their works on Padlet. This process is very beneficial to increase their skill. Moreover, they can learn to write better from feedback given. This way can encourage their motivation and confidence to train in writing.



For the future researcher, it can explore the long-term impact of using digital tools on students' writing development across different genres (e.g., narrative, argumentative. Moreover, futher studies could also exemine the role of the student autonomy and digital feedback literacy when using collaborative platforms like Padlet.



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