



SNAP TO READ

STUDENTS' MOTIVATION IN LEARNING ENGLISH WRITING USING BAAMBOOZLE AT ISLAMIC SENIOR HIGH SCHOOL 2 PAREPARE

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Abstract:

Motivation plays a significant role in second language acquisition, particularly in English as a Foreign Language (EFL) writing, where learners often face difficulties in sustaining engagement and effort. Gamification tools such as Baamboozle have been increasingly adopted to enhance student motivation and participation in classroom activities. This study aimed to examine the level of students' motivation in learning English writing through Baamboozle at MAN 2 Parepare. A quantitative descriptive design was employed, involving 20 senior high school students who responded to a Likert-scale questionnaire measuring both intrinsic and extrinsic motivation. The instrument

covered various indicators, including enjoyment, effort, pride, obligation, and teacher recognition. The findings revealed that students demonstrated a moderate level of motivation, with an overall mean score of 2.76 on a five-point scale. Higher means were recorded in indicators related to enjoyment of learning English (M = 3.40) and pride in academic achievement (M = 3.25), while lower means were noted in items associated with obligation-driven learning (M = 1.95). These results indicate that the use of Baamboozle fosters intrinsic motivation by making writing activities more engaging and accessible, while also providing extrinsic reinforcement through teacher feedback and rewards. In conclusion, the integration of gamified platforms such as Baamboozle can serve as an effective pedagogical strategy to sustain students' motivation and improve engagement in EFL writing classrooms.

Keywords: *Students' motivation, Baamboozle, English learning, Writing*

INTRODUCTION

Motivation has long been recognized as one of the most influential factors in second language acquisition because it affects learners' willingness to participate, persist, and succeed in language learning activities (Dörnyei, 2001; Gardner, 2010). In English as a Foreign Language (EFL) classrooms, motivated students are generally more active in completing learning tasks and overcoming language difficulties (Ushioda, 2011). Among the four language skills, writing is often considered the most demanding because students must organize ideas, apply grammatical rules, use appropriate vocabulary, and express creativity simultaneously (Hyland, 2019; Richards & Renandya, 2002). In many Indonesian EFL classrooms, students still experience difficulties in writing due to limited vocabulary mastery, low confidence, fear of making grammatical mistakes, and lack of classroom participation. These challenges often reduce students' interest and motivation in learning English writing, particularly when classroom activities are dominated by conventional teacher-centered instruction.

At MAN 2 Parepare, similar problems were identified during English

writing instruction. Based on preliminary classroom observations and informal discussions with English teachers, many students were reluctant to express ideas in written form because they perceived writing as difficult and monotonous. Students tended to depend heavily on teacher explanations and often showed low participation during writing activities. In addition, writing lessons were frequently conducted using traditional instructional methods that provided limited opportunities for interactive learning. Such classroom conditions indicate the importance of implementing more engaging instructional strategies that can encourage students' participation and motivation in writing activities.

Recent developments in educational technology have highlighted the growing role of gamification in supporting learner engagement and classroom interaction (Deterding et al., 2011; Hanus & Fox, 2015). Gamification refers to the application of game elements such as competition, rewards, collaboration, and challenges in educational contexts to create more enjoyable learning experiences. Previous studies have shown that gamification can positively influence students' engagement and participation in language learning (Hamari, Koivisto, & Sarsa, 2014; Huang & Hew, 2018). One digital platform increasingly used in classrooms is Baamboozle, a quiz-based online learning platform that enables teachers to create collaborative and competitive learning activities.

Several previous studies have examined the implementation of gamification in EFL learning. Most earlier studies focused primarily on vocabulary acquisition, grammar mastery, and general classroom engagement (Li & Tsai, 2013; Surendeleg et al., 2014; Ibáñez & Delgado-Kloos, 2018). In Indonesian contexts, studies by Rahayu (2021) and Maulidiyah and Rahman (2022) reported that gamified learning platforms increased students' participation and enthusiasm during English lessons. However, these studies mainly emphasized learning achievement and general motivation without specifically examining students' motivation in English writing activities. In addition, previous research rarely distinguished between intrinsic motivation,

such as enjoyment and personal interest, and extrinsic motivation, such as rewards and teacher recognition. Furthermore, limited studies have explored the use of Baamboozle in Islamic senior high school contexts, particularly in South Sulawesi.

This limitation indicates a gap in the existing literature. Although gamification has been widely studied in EFL learning, there is still insufficient evidence regarding how Baamboozle supports students' motivation in English writing activities, especially in Indonesian Islamic senior high schools. Most previous studies focused on vocabulary or grammar learning and did not specifically investigate students' intrinsic and extrinsic motivation in writing instruction. Therefore, this study attempts to address this gap by investigating students' motivation in learning English writing using Baamboozle at MAN 2 Parepare.

This study is theoretically grounded in Self-Determination Theory proposed by Deci and Ryan (2000), which explains that motivation consists of intrinsic and extrinsic dimensions. Intrinsic motivation refers to learners' internal enjoyment, interest, and satisfaction in performing learning activities, while extrinsic motivation is influenced by external factors such as rewards, grades, or teacher recognition. This theoretical framework is important because it provides a clearer understanding of how students respond to gamified learning activities in English writing classrooms.

The novelty of this study lies in its focus on students' motivation in English writing through Baamboozle within the context of an Indonesian Islamic senior high school. Unlike previous studies that mainly emphasized vocabulary learning or general classroom engagement, this study specifically examines both intrinsic and extrinsic motivation in writing instruction. The findings are expected to contribute to the growing literature on gamification in EFL learning and provide practical insights for teachers seeking to integrate interactive digital platforms into writing classrooms.

Accordingly, this study seeks to answer the following research question; How do students perceive their intrinsic and extrinsic motivation

in learning English writing using Baamboozle at MAN 2 Parepare?

METHOD

Research Design

This study employed a descriptive quantitative design using a survey approach to describe students' motivation in learning English writing using Baamboozle. The study focused on identifying students' perceptions of intrinsic and extrinsic motivation after participating in writing activities through Baamboozle. Since the research used a descriptive survey design without a control group or experimental treatment, the findings were limited to describing students' reported motivation levels and did not aim to measure the effectiveness of Baamboozle or establish causal relationships between the platform and students' motivation.

A quantitative survey design was selected because it allowed the researcher to systematically collect numerical data regarding students' motivational tendencies and summarize the findings through descriptive statistical analysis (Creswell & Creswell, 2018; Cohen, Manion, & Morrison, 2018).

Participants

The participants of this study were 20 eleventh-grade students at MAN 2 Parepare in the academic year 2025/2026. The participants were selected using purposive sampling because they had previously participated in English writing activities using Baamboozle. The class consisted of male and female students representing a typical Indonesian Islamic senior high school classroom context.

The researcher acknowledges that the relatively small sample size and the use of purposive sampling limit the generalizability of the findings. Therefore, the results of this study should be interpreted carefully and cannot be generalized broadly to all EFL students or schools.

Instrument

The main instrument of this study was a structured questionnaire consisting of 30 items adapted from motivational constructs proposed by Deci and Ryan (2000) and Dörnyei (2001). The questionnaire measured two dimensions of motivation; intrinsic motivation, including enjoyment, interest, effort, and engagement and extrinsic motivation, including rewards, grades, and teacher recognition.

The questionnaire employed a four-point Likert scale ranging from:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

The use of a four-point scale was intended to avoid neutral responses and encourage participants to express clearer opinions regarding their learning experiences.

Before data collection, the questionnaire was reviewed by two experts in English education to examine the relevance, clarity, and appropriateness of the items. Several items were revised based on the experts' suggestions, particularly regarding wording clarity and item consistency. Reliability testing was conducted using Cronbach's Alpha, resulting in a coefficient of 0.82, which indicated acceptable internal consistency (Nunnally & Bernstein, 1994).

Although questionnaires provide practical and efficient data collection, the researcher recognizes that self-reported responses may not always fully represent students' actual feelings or classroom behavior. Therefore, the findings should be interpreted within the limitations of survey-based research.

Data Collection

Data were collected through Google Forms after students completed English writing activities using Baamboozle. The online questionnaire allowed efficient data collection and simplified response management (Dillman, Smyth, & Christian, 2014). Students were instructed to answer

honestly based on their own learning experiences.

Ethical considerations were taken into account throughout the study. Students participated voluntarily, and they were informed about the purpose of the research before completing the questionnaire. Confidentiality and anonymity were maintained by not collecting participants' personal identities. Permission to conduct the study was obtained from the school, and the classroom teacher assisted in facilitating the data collection process.

Data Analysis

The collected data were analyzed using descriptive statistics, including mean scores and percentages. Mean scores were calculated to describe students' levels of motivation for each indicator and for the overall questionnaire.

The motivation categories were determined using the following criteria:

1.00–2.00 = Low

2.01–3.00 = Moderate

3.01–4.00 = High

The analysis focused only on describing students' motivational tendencies and perceptions regarding the use of Baamboozle in English writing activities. Since the study did not employ inferential statistics or experimental comparison, the analysis cannot determine statistical significance or causal effects.

FINDINGS AND DISCUSSION

FINDINGS

This section presents the descriptive statistical results obtained from the questionnaire regarding students' motivation in learning English writing using Baamboozle. The findings focus on students' perceptions of intrinsic and extrinsic motivation based on mean scores obtained from each indicator.

Table 1. Mean Scores of Motivation Indicators

Motivation Indicator	Mean	Category
Enjoyment in learning English	3.40	High
Effort in understanding narrative text	3.10	High
Pride in English achievement	3.25	High
Obligation-driven learning	1.95	Low
Lack of drive to succeed	2.10	Moderate
Focus using Baamboozle	3.40	High
Ease of writing with Baamboozle	3.30	High
Comfort in using Baamboozle	3.25	High
Teacher recognition and rewards	3.20	High

Motivation levels were interpreted using predetermined mean score ranges to ensure a consistent analysis of the results. Mean scores of 1.00–2.00 were classified as Low, 2.01–3.00 as Moderate, and 3.01–4.00 as High motivation. These categories provide a clear framework for interpreting respondents' motivation levels and discussing the study's findings.

The findings indicate that students generally demonstrated positive perceptions toward learning English writing using Baamboozle. The overall mean score of students' motivation was 2.76, which falls within the moderate category. This result suggests that students perceived Baamboozle as helping create a more engaging learning environment, although the motivational level was not consistently high across all indicators.

Several indicators related to intrinsic motivation obtained relatively higher scores. Enjoyment in learning English (M = 3.40) and focus during Baamboozle activities (M = 3.40) were among the highest indicators. These findings suggest that students tended to feel more engaged and attentive when participating in gamified classroom activities. Similarly, indicators such as comfort in using Baamboozle (M = 3.25), pride in English achievement

(M = 3.25), and ease of writing with Baamboozle (M = 3.30) also showed positive responses.

In contrast, obligation-driven learning obtained the lowest mean score (M = 1.95), categorized as low. This finding indicates that students were less motivated by external pressure or compulsory participation. The indicator “lack of drive to succeed” (M = 2.10) remained within the moderate category, suggesting that some students still experienced difficulties in maintaining strong learning motivation during writing activities.

Although most indicators showed relatively positive responses, the overall mean score remained moderate. Therefore, the findings only indicate students’ perceptions of motivation after using Baamboozle and do not prove that the platform directly improved students’ motivation or writing performance.

DISCUSSION

The findings of this study showed that students’ motivation in learning English writing using Baamboozle was generally at a moderate level (M = 2.76). This result indicates that students tended to perceive the use of Baamboozle positively during writing activities, particularly in terms of enjoyment, classroom focus, and participation. However, because the study employed a descriptive quantitative design without experimental comparison or pre-test and post-test measurement, the findings should be interpreted as students’ perceptions of motivation rather than evidence of improvement or effectiveness.

Several indicators associated with intrinsic motivation, such as enjoyment in learning English (M = 3.40), focus using Baamboozle (M = 3.40), and comfort in using the platform (M = 3.25), obtained relatively higher scores. These findings may suggest that students felt more engaged during interactive classroom activities involving gamified learning elements. According to Self-Determination Theory proposed by Deci and Ryan (2000), intrinsic motivation is closely related to learners’ feelings of interest,

enjoyment, and active involvement in learning activities. In this study, the use of Baamboozle may have supported these aspects by creating more interactive classroom experiences compared with conventional writing instruction.

Nevertheless, the overall motivation score remained within the moderate category, indicating that students' motivation was not uniformly high across all indicators. For example, effort in understanding narrative text ($M = 3.10$) and pride in English achievement ($M = 3.25$) were categorized as high but still showed relatively moderate tendencies compared with other indicators. This finding suggests that although students generally responded positively to the learning activities, gamification alone may not fully address students' difficulties in English writing, particularly those related to vocabulary mastery, grammar, and confidence in expressing ideas.

The low score in obligation-driven learning ($M = 1.95$) also provides an important insight into students' learning experiences. This finding may indicate that students participated in classroom activities more because they enjoyed the interactive learning environment than because of external pressure or compulsory classroom demands. From the perspective of Self-Determination Theory, this tendency can be associated with reduced dependence on external control and greater situational engagement during learning activities. However, the present study did not directly investigate students' feelings of autonomy, competence, or relatedness through interviews or observational data; therefore, interpretations related to these dimensions should be treated cautiously.

The findings are generally consistent with previous studies showing that gamification may encourage classroom participation and learner engagement in EFL settings (Hamari et al., 2014; Hanus & Fox, 2015). Earlier studies in Indonesian contexts also reported that gamified learning platforms could create more interactive classroom environments and increase students' enthusiasm during English learning activities (Rahayu, 2021; Maulidiyah & Rahman, 2022). However, unlike many previous studies focusing on vocabulary learning or grammar mastery, this study specifically explored

students' perceptions of motivation in English writing activities within an Islamic senior high school context.

Despite these positive perceptions, several limitations should be acknowledged. First, the study involved only 20 students from one classroom at MAN 2 Parepare, limiting the generalizability of the findings to broader EFL contexts. Second, the study relied solely on questionnaire data, which may be influenced by self-report bias because students may provide socially desirable responses. Third, the use of descriptive statistics without inferential analysis limits the ability to determine statistical significance or causal relationships between the use of Baamboozle and students' motivation.

Therefore, the findings of this study should not be interpreted as evidence that Baamboozle directly improves students' writing ability or long-term motivation. Instead, the study only indicates that students generally perceived the platform positively and associated it with moderate levels of motivation during English writing activities. The study contributes contextual insight into the implementation of gamified learning within an Indonesian Islamic senior high school setting, particularly regarding how students perceive motivation during writing instruction using Baamboozle.

Future studies are recommended to employ larger samples, mixed-method approaches, or experimental designs involving comparison groups and writing performance assessments. Such approaches would provide deeper understanding regarding the relationship between gamification, motivation, and writing achievement in EFL classrooms.

CONCLUSION

This study investigated students' motivation in learning English writing using Baamboozle at MAN 2 Parepare. The findings showed that students generally demonstrated a moderate level of motivation ($M = 2.76$) during writing activities conducted through the platform. Several indicators related to intrinsic motivation, such as enjoyment in learning English and classroom focus, obtained relatively higher scores than indicators related to

external obligation. These findings suggest that students tended to perceive Baamboozle positively as part of interactive classroom activities, although the motivational responses were not consistently high across all indicators.

The study does not provide evidence that Baamboozle directly improved students' motivation or writing ability because the research employed a descriptive quantitative design without experimental comparison or inferential statistical analysis. Therefore, the findings should be interpreted only as students' reported perceptions and experiences regarding the use of Baamboozle in English writing instruction.

The results indicate that gamified learning activities may support classroom engagement and participation in EFL writing contexts when integrated with appropriate instructional practices. However, the moderate overall motivation score also suggests that gamification alone may not be sufficient to address all challenges faced by students in learning English writing. Factors such as vocabulary mastery, writing confidence, learning habits, and classroom interaction may also influence students' motivation during writing activities.

Several limitations should be acknowledged in interpreting the findings of this study. First, the study involved only 20 students from one classroom in a single Islamic senior high school, limiting the generalizability of the findings. Second, the study relied solely on self-reported questionnaire data, which may not fully represent students' actual classroom experiences or motivation. Third, the study did not include a control group, observational data, interviews, or direct assessment of students' writing performance. In addition, the analysis was limited to descriptive statistics and therefore could not determine statistical significance or causal relationships.

Despite these limitations, the study provides contextual insight into students' perceptions of gamified learning within an Indonesian Islamic senior high school setting. The findings may help teachers better understand how students respond to interactive digital learning activities during English writing instruction.

Future research is recommended to involve larger and more diverse participant groups across different educational contexts. Further studies may also employ mixed-method or experimental designs to examine the relationship between gamification, motivation, and writing achievement more comprehensively. In addition, future researchers may compare different gamification platforms, investigate students' writing performance outcomes, or explore how factors such as gender, English proficiency level, and digital literacy influence students' motivation in gamified EFL learning environments.

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