Leveraging Bamboozles and Quizziz to Engage EFL Students in Online Classes

by Nur Aeni

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Abstract

In creating a comfortable English learning atmosphere, the impressions of students and lecturers are crucial. Leading the students to be happy in learning is one of the big challenges for the lecturer. The aim of this study is to find out how students and lecturers feel about online learning by using gamification. It investigated how the students engage in the classroom. The method of this study is quantitative research and used pre-experimental design to investigate the impact of inserting the gamification (bamboozle and quizziz) in teaching academic writing for English Education study program students. 42 students from the fourth semester of the English Education study program academic year 2020/2021 at Universitas Negeri Makassar participated in this study. Pretest posttest, and questionnaires were employed in the data collection process. The study's findings suggested an impact of gamification (bamboozles and quizziz), which is highly effective in boosting students' engagement, motivation and English proficiency. The students were enthusiastic and engaged in learning Academic writing by using gamification. The findings of this study are expected to aid teachers and lecturers in gaining insights and prior knowledge when designing ELT models for online class. It is also intended to provide feedback on how to enhance the online learning process.

Keywords: Students' engagement; online class; Quizziz; Bamboozle

Introduction

Due to the Covid-19 pandemic, practically all schools and universities around the world have shuttered their physical classrooms and switched fully to virtual classrooms (online) from the beginning of 2020. The way teachers are taught, among other things, has changed dramatically

over the world. Teaching online is a tremendous challenge for teachers all across the world, but it is becoming more common as the digital age progresses. It is used to increase students' knowledge and enthusiasm for learning. The Covid-19 pandemic has had an impact on the world of education, including education in schools, thus hampering teaching and learning activities which are usually carried out face to face. However, with this pandemic being able to accelerate education 4.0 where the learning system is carried out remotely, of course, it must utilize information technology and lead to a 5.0 generation smart society. The big challenge for teachers in implementing distance learning is that they are not used to using blended learning or fully online. Learning activities are the most important part in curriculum implementation. To find out whether learning is effective or efficient, it can be known through learning activities. For this reason, the teacher or teacher as the holder of control in the learning process should know how to make learning activities run well and can achieve the expected learning objectives. The main characteristic of learning activities is the interaction, namely the interaction that occurs between students and their learning environment, both with teachers, friends, tutors, learning media, and other learning resources. Students who participate in experiential teaching will be able to generate several new discoveries in the learning process, both in the community and in local settings such as school classrooms (Amponsah et al., 2019; Syam, H., Basri, M., Abduh, A., & Patak, A. A., 2019; Malik, A. R., & Asnur, M. N. A., 2019)

Provide new learning directions for students in class with special practices that stimulate the opportunity to develop new favorite things; guide to pay attention to all aspects of creative learning design, provide new learning instructions for students in class with special practices that stimulate the ability to create new favorite things; provide new learning directions for students in class with special practices that stimulate the ability to create new favorite things, (Cochrane & Antonczak, 2015)

The success of the learning process is very dependent on the implementing element, namely educators. Educators are expected to develop skills in the teaching and learning process which is essentially a communication process. In general, in the communication process, a medium or container is needed that can channel messages that are conveyed by the message given to the recipient of the message. The message is nothing but teaching material or material that will be transferred from the sender of the message or educator to the recipient of the message or students.

The most important justification for employing technology in language classrooms is to increase student motivation and inspiration to learn. In addition to addressing students' needs, educators are urged to talk about significant learning-related issues and to use a variety of teaching strategies that enable students to become more engaged, motivated, and committed to their studies. This makes teaching a challenge for all teachers.

Moreover, the educational paradigm and educational phenomena in the 4.0 generation and 5.0 smart society provide the framework for implementing novel approaches and methodologies as well as incorporating active learning processes. Because it offers and presents cutting-edge and fascinating learning activities, gamification is one of the phenomena that can help students reach their English learning goals. It also allows students to play an active role in the learning process, thereby encouraging constructive learning, skill development and problem-solving and game-based learning (Punyasettro & Yasri, 2021; Hutubessy, E. D., Triswantini, E., & Asnur, M. N. A., 2021).

Games are frequently employed in education, especially in the beginning of learning, although gamification is a relatively recent concept in the field of education. In this situation, educators might further encourage pupils to learn the target language by implementing a variety

of gamification techniques. Since gamification is a relatively new idea, there isn't much research on it yet, according to Benner (2021), who claim that it's mostly used in marketing or other industries with varied degrees of success. However, there is still little research on gamification in the classroom. This also yields a variety of outcomes, one of which, when utilized appropriately, has a positive impact on learning and encouragement, thus it is deemed sufficient to be used in both offline and online classes. This effect extends to classes where students are learning a second or foreign language. Although it is advised to employ gamification in an educational framework, there is currently very little use of it for foreign language instruction.

Several challenges were encountered, including low student learning results for particular subjects and students' inclination to be both unmotivated and motivated during online learning, according to interviews with lecturers/lecturers in the English department. The challenge for professors during the Covid-19 era is to shift their teaching style entirely online, which will undoubtedly have an impact on how well their students learn. Due to the additional preparation needed by both lecturers and students for online learning.

Literature review

Bamboozle is a web-based program for creating fun games that encourage the notion that learning should be joyful, assist instructors in reinforcing concepts, and involve all students in the learning process, it is a fascinating game-based application that enables kids to work together as well (Benner, 2021; Rosmaladewi, R., Abduh, A., & Basri, M., 2020; Fatimannisa, A., Dollah, S., & Abduh, A., 2020). As a result, there will be two teams competing in this match. The teacher can choose the game depending on the material not only for educational purposes but also for fun. Additionally, students won't grow bored taking classes online. All players can participate actively in this game because they will be answering the questions one at a time. Students will also find it simpler to interact with the course materials provided through online learning. The Effect On Student Motivation and Performance at the Post-secondary Level was the topic of research by Lister (2015). According to the study's findings, adding gamification components like levels, badges, milestones, and points had a favorable impact on motivation and raised post-secondary student achievement. Gamification has been shown to increase involvement and attendance in class, which is positively connected with higher student achievement. This study and that one are comparable in that they both look at how to boost learning motivation in student adjustment journal bookkeeping. The research above and this study differ in that the latter evaluated post-secondary students, whereas the former examined high school students. Additionally, this study did not examine the improvement in student performance following the installation of gamification.

The effectiveness of cooperative learning based on accounting gamification among non-accounting students was studied by Aeni, Fitriani, & Fitri, (2019). It is well recognized that the implementation of action increased students' proficiency in creating financial reports. The action class's average score or test score increased, coming in at 57.17, 73.04, and 87.60. Additionally, more students are able to pass the basic requirements; for example, there were only 4 (17.39%) students at the pretest, 11 (47.83%) students at the posttest I, and 19 (82.61%) students at the posttest II. This demonstrates that the use of accounting gamification in cooperative learning has been successful in raising students' abilities in the competency of creating financial reports. The difference between the research and this study is that the subjects studied were students, while in this study the subjects studied were students of University (English Education in academic year 2020/2021 and the object of research in this study was different, namely learning outcomes, while

in this research is learning motivation and students' engagement. The similarity between the two studies is that they both research about the application of Gamification in English learning.

Research conducted by Jusuf (2016), entitled "Application of Gamification in the Learning Process". The results of this research indicate that learning outcomes and learning outcomes are significantly influenced by students' knowledge before using CBT. An empirical study in comparing Gamification and social media on E-Learning, in contrast to Gamification which has just shown its potential as a student motivation tool in the learning process using e-learning. The conclusion is that students respond positively to the use of social media in learning. The difference with this research is that the research subjects studied are the procedure of conducting and gaining the data, and the application of Gamification. It is in the form of social media and the application of Gamification is in the form of Powtoon.

In addition, The VERT card game is a learning innovation developed in this present study. It adopts the pedagogical practice of game based learning to enhance students' understanding of the phylogenetic tree of chordate species, as well as their self-efficacy to learn evolutionary biology. The learning innovation was implemented among 109 lower secondary students who voluntarily participated in a pre-post research design that took place for two consecutive days. The results showed that the student participants statistically increased their conceptual understanding of the phylogenetic tree of chordates as well as their ability to construct a phylogenetic tree by themselves, at the significance level of 95%. Moreover, Punyasettro & Yasri (2021) stated that there was a statistical increase in the level of self-efficacy after participating in the VERT card game, meaning that the student participants, in general, became more confident in completing their task in the learning of evolutionary biology. Finally, the majority of the participants held a positive view towards the usefulness of the VERT card game as they expressed willingness, if not, determined to use it in their own study in the future.

The potential to produce new goods in technology and learning media, creative and online learning utilizing Instagram is crucial and can be applied well (Salehudin et al., 2021; Abduh, A., & Rosmaladewi, R., 2017). Students enjoy this activity since it is simple to prepare visual media using the Canva Android app and it can be directly uploaded on Instagram. Instagram can be utilized for online learning because it has features like streaming, IGTV, visual worksheets, comment boxes, and storage sheets for stories. Students who learn creatively benefit from Instagram's positive support.

Those scholars conducted research by using gamification for vocational school and university by applying observation and interview as the main instrument, they did not elaborate and explore how the students' engagement in the classroom. The previous research covered some ideas regarding social media and ICT as the main issues in their study.

To fill the above gap, this study is conducted to investigate how the students engage in using the game-based application, Quizziz and Bamboozles, in learning academic writing. This research seeks to address the following questions:

1. Does the use of the game-based application, Quizziz and Bamboozles enhance the students' performance?
2. How does the game-based application, Quizziz and Bamboozles attract the students' motivation and engagement in learning academic writing?

Research method
Research design

This study was conducted using pre-experimental research design, and the researcher used 42 of them as a sample of students, who were chosen through the use of purposive sampling. The participants were students who enrolled in the class of Academic Writing, they were forth-semester college students from English Education study program. This study was conducted in the academic year 2020–2021. The researchers conducted a pre-experimental test designed to measure the students ability before and after having the class by applying gamification. In order to support those data, the researchers distributed the questionnaire as well to investigate the student engagement and motivation in learning Academic writing by using gamification. That questionnaire was distributed after the teaching and learning process by sending the online google form and via WhatsApp. The online course was made more engaging before the semester started. Each student registered for Academic Writing is split up into many teams. The online course, which covers any issues connected to academic writing, asked participants to participate in each session (Writing email, CV, cover letter, etc). They were allocated to a gamification project, Bamboozle, a game-based application, in accordance with their findings. It took 16 weeks to finish the course. Students got technical, content, and practice-related support throughout the process.

Analysing of data
The types of this research, according to Campbell and Julian C. Stanley (1963:13), can be structured as follows:

Table 1. Research Type

Group	Pre Test	Treatment	Post Test
E	O_1	X_1	O_2

Where:
E = Eksperiment
O1 = Pretest
O2 = Posttest
X1 = Treatment using gamification (bamboozle and quizziz)

Furthermore to analyze the data of questionnaire about students' engagement and motivation the researchers utilized the Likert scale, the data from the questionnaire was analyzed. It sought to evaluate the views of the respondents. The answer to each Likert scale instrument item that is split into positive statements and negative statements is as follows:

Table 2. Scoring for Likert Scale

Positive statement score	Classification	Negative statement score
5	strongly agree	1
4	agree	2
3	neutral	3
2	disagree	4
1	strongly disagree	5

The researcher used the interval estimate to clarify the students' engagement and motivation of the students in answering the questionnaire.
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Findings
Students' score achievement in the pre test
	The researcher conducted preliminary testing before teaching by using gamification to respondent can be seen in a table as follows:

Table 3. The mean score of students' pre test

			Statistic	Std. Error
Pretes	Mean		54,6154	2,39050
	95% Confidence Interval for Mean	Lower Bound	49,8163	
		Upper Bound	59,4145	
	5% Trimmed Mean		54,9145	
	Median		55,0000	
	Variance		297,153	
	Std. Deviation		17,23813	
	Minimum		12,50	
	Maximum		95,00	
	Range		82,50	
	Interquartile Range		20,00	
	Skewness		-,225	,330
	Kurtosis		,496	,650

	The table illustrate the students score in pre-test were in low category with the mean score 54,6154. It indicated that the student's English skill were in low classification and still needed to be improved.

Table 4.   The mean score of students' post test

Descriptive				
			Statistic	Std. Error
posttes	Mean		70,3365	2,21513
	95% Confidence Interval for Mean	Lower Bound	65,8895	
		Upper Bound	74,7836	
	5% Trimmed Mean		70,8547	
	Median		75,0000	
	Variance		255,154	
	Std. Deviation		15,97354	
	Minimum		30,00	
	Maximum		95,00	
	Range		65,00	
	Interquartile Range		24,38	
	Skewness		-,384	,330
	Kurtosis		-,390	,650

	While in post-test illustrated that the students' achievement were improved after the class was teaching by applying gamification. The students post-test mean score 70, 3365 were in good achiever category. The mean score shows the different of students' score in pre-test and post-test after giving the treatment.

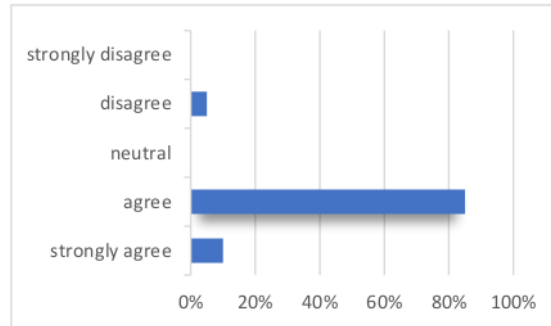Students' engagement towards the online learning by applying gamification

Figure 1. Students' engagement in online learning

Based on the data on figure 1, student's responses on the questionnaire question showed their engagement in learning has grown as a result of taking online classes 10% reply strongly. Students also agree 85% of online classes engage them to study and 5% disagree.
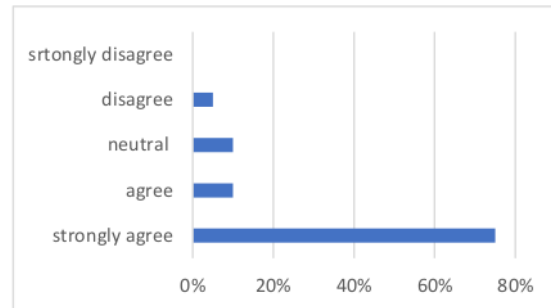

Figure 2. Students' psychological motivation

Students have positive statements when they are taking online classes with the teacher using bamboozle and quizziz in the classroom is a lot of fun; strongly agree 75%, agree 10% and neutral 10%. They also believe they are next looking forward to taking online lessons and they are pleased with the online course. There were only a few students who disagreed , it was 5%.
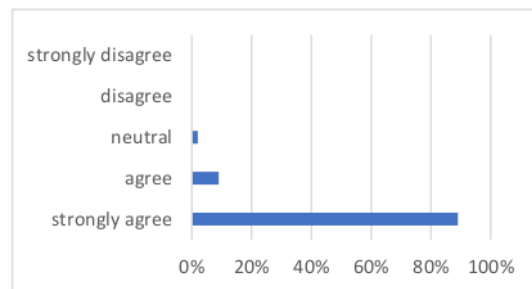

Figure 3. Students' peer collaboration

Figure 3 showed that most of the students' statements were that they were engaged in collaboration, they collaborated with another student to solve their difficult problem on online projects or assignments, their motivation in collaboration when the students don't understand a concept taught in the online class, the students were asking for the assistance from other students. There were 89% who strongly agreed, 9% agreed and 2% neutral about learning Academic Writing which inserts a game based in the process of teaching and learning.
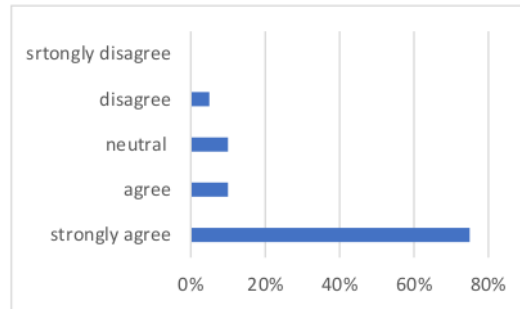

Figure 4. Students' enthusiasm in the classroom

Figure 4 described the students' activities and enthusiasm during the learning and teaching process by using quizziz and bamboozle. It implies students' feedback. Most of them showed 75% claimed they enjoyed learning English through gamification and 10% agreed the interaction by using a game based application in learning can boost their mood and enthusiasm in interacting with the peer and also the teacher. In addition, there were 10% neutral and 5 % disagrees about using quizziz and bamboozle can enhance the students' enthusiasms. The data supporting the respondents are diligently working on English assignments given by the lecturer through bamboozle during the Covid-19 pandemic.

The Students' motivation in learning English by using gamification

Table 5. Students motivation (first meeting)

No.	Indicator	Score for indicator
1	Completing the assignments on time	60.68%
2	There is a drive and a need for learning	64.35%
3	Have an interest in learning	66.07%
4	Prefer to work independently	69.88%
5	There are interesting activities in learning	73.70%
6	Can defend his opinion	70.83%
7	It's not easy to let go of what you believe in	71.09 %
8	Happy to find and solve problems	71.35%
	Average	68.52%

Table 6. Students motivation (last meeting)

No	Indicator	Score for indicator
1	Completing the assignments on time	85.65%
2	There is a drive and a need for learning	83.35%
3	Have an interest in learning	83.07%

4	Prefer to work independently	81.88%
5	There are interesting activities in learning	82.99%
6	Can defend his opinion	85.49%
7	It's not easy to let go of what you believe in	86.74 %
8	Happy to find and solve problems	83.47%
	Average	84.08%

Based on table above, it can be concluded that the score of learning motivation in learning English (Academic Writing) in general has increased. In addition, the researchers revealed the indicators of being engaged in the classroom: completing the assignments; submitting assignments on time; completing the course online; obtaining good grades for the course; motivating others in class; getting involved in class discussions; doing self--learning where needed in order to understand the subject matter even more; actively participating and enthusiastic in the lesson discussions, and posts, that is students respond in a timely manner; the learner interacts with the content and discovers concepts and principles to apply in a real life situation.

Discussion

Based on the data that has been displayed above, most of students showed their positive response and engaged towards learning by gamification. It was in line with other scholars namely Lee, Song & Hong (2019), they revealed that interactions with teachers demonstrate how a learner interacts with an online course instructor behaviorally. When students experience the same amount of teaching presence in the online learning environment as they do in the classroom with the professor, their level of engagement increases. Regular communication between students and teachers helps the teacher be present. In e-learning courses with inserting a game based inside the teaching and learning process, learners are more likely to learn effectively when they experience a high level of teaching presence through ongoing engagement with the teacher. In order to increase learner engagement, interactions with the instructors appear to be the key component.

Furthermore, it can be continued with a detailed explanation of each of the indicators of learning motivation by using gamification, namely as follows:

Completing the assignments on time .

The percentage of consistent indicators encountering assignments has risen from 78.85 percent in the first session to 87.76 percent in the second session, reaching a high of 8.91 percent. The percentage increase indicates that students respond positively to a given task using gamification (Bamboozle and Quizziz).

There is a drive and a need for learning

The percentage increase in indicators of learning encouragement and need increased from 71.35 percent in the first cycle to 77.86 percent in the second session, a 6.51 percent increase from the first cycle to the second cycle. This increase in proportion implies that students want to use Bamboozle and Quizziz as the part of gamification to overcome learning challenges. In the first session, three students wanted to ask questions about content they found challenging, while others were afraid to ask questions or thought they didn't have an opportunity to ask questions since the teacher didn't set out time for question and answer or discussion. In the second session, the number of students who asked questions and held small conversations with the teacher and other students

increased when the teacher presented a special question and answer session following presenting an indicator of Basic Competence.

Have an interest in learning

The percentage of students who showed engagement in the learning process climbed from 83.07 percent in the first meeting to 86.46 percent in the last meeting, a 3.39 percent rise from the first meeting to the last meeting. This implies that with the Bamboozle and quizziz application assisted gamification, students are more interested in studying. The engaging bamboozle and quizziz application created a more pleasant environment than the traditional lecture style. Students are challenged to master the content and win the quiz, which is in line with the goal of gamification, which gives challenges, points, competitions, and awards. This explanation indicates that the application of Bamboozle and Quizziz had a positive impact on students' interest in learning. The success of achieving this indicator is in line with the results of Muthmainnah, Al Mahdawi & Khalaf's research (2022) revealed that the Social Media-Movie-Based Learning Project (SM-MBLP) which is modified with some games is a fantastic way for teaching English to EFL students and has the potential to be used as a different teaching model in a hybrid setting in the future. Additionally, captioned instructional videos may be seen as a promising medium to advance language acquisition in Indonesian EFL classrooms, particularly in situations when multimedia technology resources are constrained.

Prefer to work independently

The percentage of indicators who feel more comfortable working independently has increased from 71.88 percent in the first cycle to 87.24 percent in the second cycle, a considerable increase of 15.36 percent. Because students were unfamiliar with tests that employed the prior gaming system, some students were less confident in their abilities during the first meeting of learning, especially when responding questions on the ToF quiz. Students in the last meeting, on the other hand, appeared to be habituated to it, and when looking for quiz answers, they were spotted looking for solutions independently before discussing them with other students in their groups. This type of learning can help kids develop responsibility in their study.

There are interesting activities in learning.

There was an increase from 68.49% in the first session to 77.60% in the last session

or an increase of 9.11% on the indicator that students can defend their opinion. In this indicator, it can be seen that students in the first meeting are still not sure about their opinions both at the time of delivery of the material and during the quiz. Students still doubt if the teacher gives a distractor during the quizziz. However, in session, students were seen to be more confident in expressing their opinions during the question and answer session and during Bamboozle, and were able to defend their opinion when answering the Bamboozle.

It's not easy to let go of what you believe in

It can be seen during the question and answer session and during the ToF quiz, the students are still shaky when the teacher gives another opinion during the question and answer session or is a distraction during the quiz. In the last meeting, due to students are familiar with learning with the application of Bamboozle and quizziz as the part of Gamification and students have learned mistakes and learning atmosphere from the first meeting, students are more confident in their answers and opinions and can maintain confidence in their answers and opinions.

Finding and solving challenges makes me happy.

In the first meeting the percentage of indicators of students happy to find problems was 80.47%, while in the last meeting it rose to 82.29%, or increased by 1.82% from the first session to the second session. This percentage increase is seen from the enthusiasm of students when looking for and solving problems, if in the context of this research it is 82.29 % in solving problems and looking for answers to the bamboozle. Students and their groups try earnestly in finding the right answer to get a score (points). It is undeniable, there are still some students who look less enthusiastic in taking the bamboozle, but the number of students is much reduced from first session to the last session.

Krashen (1985) argues that students with high motivation, self-confidence, a high self-image, low anxiety levels and extroversion are better prepared for second-language study success. The affective filter can increase low motivation, low self-esteem, anxiety, introversion and inhibition and become a 'mental block' that prevents comprehensible input for acquisition.. In other words. In other words. Integration gamification in EFL Classroom such as quizziz and bamboozle in teaching EFL designed well organized with the syntax to practice, integration, management, evaluation and creation of information that can operate in knowledge society in digital technologies, communications tools and/or networks, also that covers information, media and technology to address the education era of the 21st century, Partnership for 21st Century Learning, (2015) and Hockly, (2012).

Reflianto, Setyosari, Kuswandi, & Widiati (2021) revealed that the flipped classroom online method with student engagement also interacted and affected students' English learning outcomes. Learning models and student behavior interacting with learning outcomes that affect their learning outcomes . The interaction analysis result showed that the flipped classroom online learning method uses different media, Microsoft-Team and WhatsApp, and student engagement has an unequal effect on students' reading comprehension skills. The Student Engagement Rate in Microsoft Teams classes is higher than in WhatsApp classes. Based on these findings, the researcher concluded a positive interaction between the Online-Based Flipped Classroom Learning Method using Microsoft Team and student engagement on reading comprehension skills.

In addition, pedagogical implications for EFL instructions/educators are provided due to the innovative findings in this study. First of all, gamification is a very complex educational instrument that combines three elements: ICT, creativity, and a project-based approach to language development. Teachers who intend to use gamification instruction in English teaching must be well-trained and well-prepared before teaching, especially with regard to teaching materials and classroom activities, in order to achieve successful learning results. To design an English course that combines games and integrating ICT in many aspects, teachers must first understand the issues, needs, and interests of their students. especially where multimedia technology tools may be limited is that, captioned instructional can be deemed as a promising media to enhance language learning for EFL classroom in Indonesia.

Conclusion

It indicates that students have optimistic views on learning. English by using online learning by gamification engage the students to be more active and enthusiastic in learning it can be seen from the result of learning motivation in the first session and the second session . Based on the mean score in pre-test and post- test, the students experienced the high motivation and achievement in learning.

Recommendations

Following are some recommendations for English teachers, course makers, and educators based on the study's unique findings. First of all, quizziz and bamboozle as a part of gamification is an extremely complicated pedagogical tool which brings together three components: ICT, Mobile Learning Android Application (smartphone) and project-based language development approach. In order to ensure successful learning outcomes, teachers that plan to apply gamification instruction in English teaching must be well trained and well prepared before teaching, in particular as regards teaching materials and classroom activities. Second, teachers must investigate students' issues, needs, and interests in order to design an English course that incorporates film-based, mobile education, and ICT in various ways. In this study the authors carried out a need analysis to identify students ICT needs, learning need, learning style, and a film survey based on the students want, need and lack of English skill. The results of students need analysis, this used to develop a reliable and practical method/ model of teaching. Third, the integration of ICT, and gamification should be investigated by future researchers how students learn by inserting games.

Limitations

This study has some limitations, namely: first, unstable internet signals and limited time allocation from universities for each meeting cause restricted research. Second, the condition of the COVID-19 pandemic makes this study take longer in the field

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