

Comparing Students' Procedural Text Comprehension in Experimental and Control Classes

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*Indriyani HF, Agus Budiyo, Arinal Husna, Yusmiati^{abcd} 

¹²³Universitas Islam Madura, Indonesia

⁴SMAN 1 Pamekasan, Indonesia

Corresponding Author: drin9122@gmail.com

A B S T R A C T

Reading comprehension of procedural texts is important in English learning, but students often face difficulties due to low engagement and less interactive teaching methods. This study aimed to examine the difference in procedural text reading comprehension between students taught using Bingo Game and conventional methods. A quasi-experimental design with unequal control groups was used involving 70 tenth-grade students divided into experimental and control groups. Data were collected through pretests and posttests and analyzed using the Independent Samples t-test. The results showed that the experimental group achieved a higher mean posttest score (92.0) than the control group (80.6), with a significant difference ($p < 0.05$). It can be concluded that Bingo Game was effective in improving students' comprehension of procedural texts. Therefore, Bingo Game can be used as an alternative teaching strategy to create more interactive and meaningful reading instruction.

Keywords: *Bingo Game, Reading Comprehension, Procedural Text, Quasi-Experimental Design, Learning Media.*

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INTRODUCTION

Understanding procedural text, the ability to read text is one of the key skills in learning English. because it relates to students' ability to comprehend and follow instructions systematically. This skill is essential in academic contexts, particularly when students encounter various types of texts that require a sequential understanding of steps. Furthermore, in daily life, this skill also plays a vital role, such as in understanding user manuals, recipes, or the steps involved in performing an activity. This aligns with the view of Pitaloka et al., (2023), who state that understanding procedural texts is linked to students' ability to follow instructions systematically. Furthermore Indriani et al. (2024) explain that procedural text comprehension relates to students' ability to understand the sequence of steps in a structured manner during the reading process. These findings indicate that procedural text comprehension is not merely about reading but also involves systematic thinking processes (Triananda, 2026). Therefore, the ability to comprehend procedural texts is one of the essential competencies that students must master. The ability to understand procedural texts is an essential competency that students must master, as it not only contributes to their success in understanding instructional and sequential English language materials but also reflects cognitive abilities in organizing information systematically, logically, and hierarchically which ultimately serves as a crucial foundation for the development of reading literacy that is more critical, focused, and practical reading literacy in both academic and everyday contexts.

Empirically, students' reading literacy skills in Indonesia remain a serious concern in the field of education. This is evident in students' low interest in reading, which affects their comprehension of various types of texts, this low interest in reading causes students to struggle with deeply understanding the content of what they read. Several studies indicate that students' low interest in reading has a significant impact on their ability to comprehend

the overall content of a text (Bahrum et al., 2026). Furthermore, Yudha & Rizal (2025) reveal that at the classroom level, students still demonstrate low reading interest in the process of understanding texts. This situation results in students' difficulty in identifying detailed information and understanding the sequence of steps in procedural texts (Riandini et al., 2022). Therefore, low reading literacy is one of the factors that must be addressed immediately to improve students' comprehension of texts, particularly procedural texts. So, low reading literacy is one of the factors that must be addressed immediately to improve students' comprehension of texts, particularly procedural texts, because without strengthening reading literacy, students will continue to struggle to process written information systematically, which could ultimately hinder the development of the advanced reading skills required in the English language learning process at the school level.

Efforts have been made to address text comprehension issues through the use of various teaching approaches. However, the approaches used still tend to lack student engagement in the learning process. This results in students being unable to comprehend texts optimally. Herliyana Budi Almadayanti (2023) states that the use of less interactive teaching approaches can hinder students' understanding of text content. Furthermore, Fazira & Hadi (2025) reveal that students' active engagement significantly influences their success in understanding reading material. This issue becomes evident when students merely read texts without supporting activities to aid comprehension, causing them to struggle with identifying the steps in procedural texts. Active learning theory in this context places a strong emphasis on students' direct involvement through problem-solving, discussion, and teamwork exercises. Active learners typically comprehend the subject matter better (Najakh, 2025). Additionally, learning objectives are combined with entertaining activities in game-based learning, which can improve learning outcomes, motivation, and participation (Artini & Numertayasa, 2024).

The use of game-based media such as Bingo Game can help students understand procedural texts. This is because a game-based approach enhances students' active involvement in the learning process. Furthermore, the enjoyable learning environment created through games can help students understand the material more effectively. Several previous studies have shown that bingo games can improve students' vocabulary, classroom participation, and motivation in learning English, these games also help students identify important information in a more engaging way (Rahmasari, 2021). Nahrowi et al. (2025) stated that the use of game-based media in learning can increase student motivation and participation. This approach is also supported by constructivist theory, which emphasizes that understanding is optimized when students are actively involved in the learning process (Shadrina & Ghani, 2025). Furthermore, Islamiati1 et al. (2024) behaviorist theory explains that enjoyable stimuli can lead to better learning responses through the process of reinforcement. Therefore, using Bingo games can help students regularly understand vocabulary. and sequence of steps in procedural texts. Thus, the use of Bingo games serves not only as a medium for delivering content but also as a tool that encourages students to actively participate in the learning process, hones their ability to think critically when understanding the flow of procedural texts, and creates a more meaningful learning experience through direct interaction with the material ultimately helping students build a stronger, more structured, and easier-to-remember understanding of the content and steps outlined in procedural texts.

However, previous studies have largely focused on improving students' vocabulary and motivation, while few have examined the impact of Bingo games on students' comprehension of procedural texts. Therefore, further research is needed. Based on the problem statement outlined above, this study aims to determine the differences in procedural text reading comprehension abilities between the control group and the experimental group. This objective is important to determine whether there are differences in learning outcomes between the two groups after being subjected to different treatments. Additionally, this study is necessary to obtain empirical data regarding using Bingo as a learning medium in teaching reading. Several previous studies have shown that the use of learning media can influence student learning outcomes (Khasanah et al., 2024). Other studies have also demonstrated that

game-based media can increase student engagement during the learning process. Therefore, Comparing the results between the control and experimental groups is expected to reveal the impact of using Bingo Games on comprehension of procedural texts. Therefore, the findings of this study can serve as a reference for the use of appropriate learning media in the classroom.

METHOD

This study employed a quantitative approach using a quasi-experimental design with unequal control groups. This design involved two groups: an experimental group and a control group, which utilize existing classes without individual randomization. Both groups were administered pretests and posttests to determine differences in ability before and after the intervention. This design was chosen because the research conditions did not allow for randomization at the individual level. Quasi-experimental designs are commonly used in educational research when researchers utilize pre-existing classes. Through this design, researchers can compare reading comprehension skills regarding procedural texts between the group using the Bingo Game and the group not using this medium. Therefore, the nonequivalent control group design is considered appropriate for testing differences in learning outcomes in this study.

Respondents

The study participants were 10th-grade students at a school in Pamekasan. The sample consisted of two classes, each with 35 students, for a total of 70 students. One class was designated as the experimental group and the other as the control group. Sampling was conducted using cluster random sampling, where classes were randomly selected by drawing lots from all available classes to form the experimental and control groups.

Instruments

The research instrument consists of a multiple-choice test of procedural text reading comprehension comprising 10 questions. This instrument was developed based on Nuttall's indicators of reading comprehension, which include: (1) Identifying specific information, (2) Understanding the sequence of steps, (3) Understanding the communicative purpose of the text, and (4) Identifying the meaning of vocabulary in context.

For example, regarding the indicator of understanding the sequence of steps, students are asked to identify the correct steps in a procedural text. Additionally, students may be asked to identify steps that do not fit or to determine the correct sequence from several available options. The scoring system awards 10 points for each correct answer and 0 points for each wrong answer. With a total of 10 questions, the maximum score a student can achieve is 100. The instrument underwent content validity testing through expert judgment by English teachers. The validation results indicated that the instrument was appropriate and relevant to the indicators of procedural text comprehension. In addition, the reliability of the instrument was tested using internal consistency analysis to ensure consistent measurement results.

Procedures

The research procedure was conducted in three stages. The first stage involved administering a pretest to both groups to determine students' initial abilities. The second stage involved treatment, where the experimental group used the Bingo Game, while the control group used conventional methods. In the course of the treatment sessions, the instructor gave students Bingo cards, described the rules of the game, introduced procedural text materials, asked them to identify answers based on the text, and gave them instructions to mark the right answers. After correctly completing the bingo card, students were acknowledged as winners and given feedback and a class discussion. The third stage involved administering a posttest to determine the difference in abilities after the treatment.

Data Analysis

The data were analyzed to determine the differences between the experimental group and the control group. To make sure the Independent Sample T-Test's assumptions were met, normality and homogeneity tests were performed prior to hypothesis testing. The test results

show that the data were normally distributed ($p > 0.05$) and had homogeneous variance ($p > 0.05$), thus meeting the criteria for an Independent Sample T-Test.

Hypothesis testing was conducted using the Independent Sample T-Test with the help of Jamovi software version 2.6.44. This test was used to determine the differences between the two groups. In general, the T-test equation can be written as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Description:

\bar{X}_1 = mean of the experimental group

\bar{X}_2 = mean of the control group

S_1^2 = variance of the experimental group

S_2^2 = variance of the control group

n_1 = number of experimental samples

n_2 = number of control samples

FINDING AND DISCUSSION

This study aims to determine the differences in reading comprehension of procedural texts between the experimental and control groups. Data were analyzed using descriptive and inferential statistics to test the differences between the two groups. Thus, the results of this analysis are used as a basis for comparing reading comprehension abilities between the experimental and control groups, as well as to determine the extent of differences that emerge after the groups are given different treatments in the procedural text learning process.

Table 1. Result Pretest

Group Description		Group	N	Mean	Median	SD	SE
Literasi	Control		35	68.0	70.0	12.1	2.04
	Experiment		35	65.4	70.0	12.2	2.06

Table 2. Result Posttest

Group Description		Group	N	Mean	Median	SD	SE
Literasi	Control		35	80.6	80.0	7.25	1.23
	Experiment		35	92.0	100	10.5	1.78

Table 3. Independent Sample T-Test Results

Data	Group	N	Mean	t	Df	Sig. (p)	Description
Pre-Test	Control	35	68.0	0.886	68	0.379	Not significant
	Experiment	35	65.4				
Post-Test	Control	35	80.6	-5.29	68	<0.001	significant
	Experiment	35	92.0				

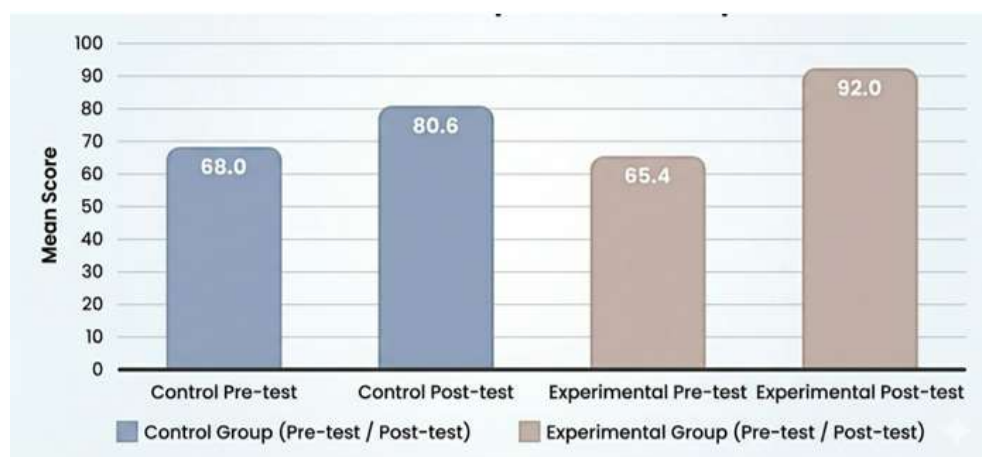


Figure 1 Comparison between Control Group & Experiment Group

Based on points one and two of the descriptive analysis in the pretest phase, the average score for the experimental group was 65.4, while for the control group it was 68.0. This difference in scores indicates that the initial abilities of the two groups were relatively similar. The results of the Independent Sample T-Test during the pretest phase showed a t-value of 0.886 with a significance level of $p = 0.379$ ($p > 0.05$), which leads to the conclusion that there is no significant difference between the two groups in their initial abilities. This result suggests that both groups had similar reading comprehension levels at the beginning of the trial, allowing for a more impartial analysis of the treatment effect free from the impact of unequal prior ability.

Furthermore, the homogeneity test using Levene's test yielded a significant value of $p = 0.708$ ($p > 0.05$), indicating that the variances of both groups were homogeneous. Thus, the data met the assumptions required for parametric testing. In the post-test phase, the results of the descriptive analysis showed that the average score for the experimental group was 92.0, while for the control group it was 80.6. This difference in average scores indicates a difference in results between the two groups after the treatment was given. The experimental group's score increased, indicating that the learning exercises offered by the bingo game were beneficial to the pupils.

The results of the independent sample t-test at the post-test stage showed a significance level of $p < 0.001$ $p < 0.05$, which indicated a significant difference between the experimental group and the control group. Thus, it can be concluded that there is a significant difference in the ability to understand procedural texts between the two groups, where the experimental group that received specific instructional treatment showed better results than the control group. This outcome demonstrates that using a bingo game to improve students' procedural text comprehension was more successful than using traditional instructional techniques. Based on Figure 1, it can be seen that the average pre-test score for the experimental group was 65.4 and for the control group was 68.0. After the intervention, the average post-test score for the experimental group was 92.0, while for the control group was 80.6. This difference indicates a larger score gap in the post-test phase compared to the pre-test. The larger difference following treatment suggests that the teaching medium had a significant impact on students' learning outcomes.

There were differences in learning outcomes between the experimental group and the control group in both the pretest and post-test phases. These differences arose because the two groups received different instructional treatments during the study. The experimental group was taught using the Bingo Game, while the control group used conventional teaching methods. These differing approaches had distinct effects on students' learning outcomes in understanding procedural texts. In the pretest phase, the results of both groups showed relatively similar initial abilities, so there were no significant differences before the intervention was administered. This indicates that both groups had comparable initial ability levels. After the intervention was administered, a greater improvement was observed in the experimental group compared to the control group. The experimental group, which used the Bingo Game as a medium, achieved a higher average post-test score than the control group, which used conventional methods. This finding is supported by (Mikala et al., 2024) research, which states that the use of the Bingo Game can significantly improve students' ability to understand and master learning materials, particularly through improved learning outcomes from the pretest to the post-test. Therefore, the current study confirms earlier findings that bingo-based learning activities can enhance students' academic performance. Thus, it is clear that there is a significant difference in learning outcomes between the experimental group and the control group after the intervention was administered.

The results of the study indicate a difference in the comprehension of procedural texts between the experimental group and the control group. This difference suggests that the use of different learning media provides distinct learning experiences in the process of understanding texts. The use of more interactive media allows students to become more engaged in the learning process, thereby helping to improve their understanding of the material (Syafi & Utama, 2020). The experimental group, which used game-based learning

media in the form of a Bingo Game, achieved higher results compared to the control group, which used conventional methods. These results indicate that students in the experimental group were better able to understand the content and structure of procedural texts. Additionally, the learning process in the experimental group appeared more active and enjoyable compared to the control group. This might happen because the game pushed students to read, recognize details, and react fast, which promoted deeper text comprehension. Thus, there is a significant difference in the achievement of procedural text comprehension between the group using the Bingo Game and the group using conventional methods. It is therefore clear that the use of game-based learning media such as Bingo serves not only as a means of delivering content but also as a stimulus capable of increasing students' active engagement, enhancing meaningful information processing, and fostering a deeper understanding of the structure and content of procedural texts compared to conventional teaching methods.

These significant differences in learning outcomes are fundamentally influenced by the unique characteristics of the Bingo game-based media used during the research process. This game-based medium does not merely function as a visual aid but actively serves as a means to transform students' interaction patterns with the text through emotional and cognitive engagement. The incorporation of healthy competitive elements in Bingo compels students to shift from a passive learning style to a more participatory and dynamic learning process. This aligns with previous research findings stating that integrating games into classroom instruction can encourage students to process information in a more focused and in-depth manner (L. Rahmawati et al., 2021). In practice, observations during the study showed that students independently sought to identify key vocabulary and understand the logical sequence in procedural texts in order to win the game. Additional supporting data confirms that the structured activities in Bingo ensure that every piece of information received by students is processed through a more systematic thought process compared to conventional methods (Yusmalinda et al., 2020). This suggests that Bingo Game fosters meaningful cognitive exercise during reading activities in addition to providing kids with entertainment. Thus, the effectiveness of this medium lies in its ability to construct a learning experience that is both structured and enjoyable for students.

In the Bingo game, students are more actively engaged in the learning process compared to conventional methods. This is because the game's mechanics require students to match information, recall text content, and connect one part to another both individually and in groups. These activities ensure that students not only receive information but also process it directly as the learning process unfolds. In line with (Elkarimah et al., 2024), who stated that game-based learning can increase student engagement through interactive and enjoyable activities. Additionally, (Raharjo et al., 2024) also explained that game-based learning can enhance students' focus on understanding the material due to the presence of challenging elements and active participation. Another study by (A. P. Rahmawati & Anggraeni, 2021), adds that the use of games in learning can strengthen memory and conceptual understanding through more meaningful learning experiences. Thus, one of the main reasons for the experimental group's superior post-test achievement was probably the active participation generated by the bingo game. Therefore, the Bingo game not only makes learning more engaging but also enhances students' engagement and understanding of the text material.

Student engagement in learning activities facilitates a more active learning process. This is because students do not merely receive information but also interact directly with the material through game-based mechanisms that require active responses. Furthermore, such interactions help students focus more intently on understanding the text content so they can follow the game's flow effectively. In line with (Pratiwi et al., 2021) who state that game-based learning encourages students not only to passively receive information but also to actively respond to and interact with the learning material. In this context, game-based learning creates a more participatory learning situation compared to conventional methods, which tend to be one-sided (Saputra et al., 2021). This indicates that student engagement can increase when learning is presented in the form of interactive activities such as the Bingo game. Students had

greater possibilities to comprehend procedural texts as they became more involved. Thus, the Bingo game is able to increase student engagement in understanding the text more actively compared to non-game-based learning methods.

Game-based learning helps students understand text structure and comprehend texts in a more systematic and active manner. This is because the structured activities in game-based learning require students to actively interact with the text and organize information while playing. Through these activities, students are encouraged to connect various parts of the text to the given context, rather than merely passively receiving information. These findings align with (Anastasya & Sukoyo, 2024), who state that game-based learning media can help students understand text structure more systematically through interactive learning activities. Additionally, (Ochoa-cueva et al., 2023) found that game-based learning in English language instruction increases student engagement and fosters deeper understanding through active participation. Furthermore, their research explains that students become more engaged in processing information during reading activities, which strengthens comprehension and cognitive processing in language learning. This confirms the current observation that students' comprehension of the order and structure of procedural texts can be enhanced by playing a bingo game. Therefore, game-based learning such as Bingo can improve students' reading comprehension by making them more actively involved in understanding and processing texts.

The difference in reading comprehension scores between the two groups was likely influenced by the level of student engagement in text comprehension activities. In the experimental group, learning activities were designed to encourage direct student participation through interactive game-based activities. In this process, students not only read the text but also matched information, recalled the content of the reading, and actively connected various parts of the text. This active engagement deepens the comprehension process because students are cognitively involved in constructing meaning from the text. This aligns with Jia et al (2023), who state that game-based learning in the context of English as a foreign language (EFL) can enhance student engagement through interactive and participatory activities. Furthermore, the study also indicates that game-based learning encourages students to be more active in processing information compared to conventional teaching methods, which tend to be one-sided. As a result, the experimental group's pupils had more engaging learning experiences, which improved their reading comprehension results. Thus, students' active engagement in game-based learning plays a crucial role in enhancing text comprehension in a more structured and in-depth manner.

The use of game-based media in teaching procedural texts can enhance students' understanding of systematic step-by-step sequences while increasing their active engagement in the learning process. This is because game-based learning creates an interactive experience and enjoyable learning environment, helping students focus more intently on understanding each stage of the procedural text. Additionally, game-based media helps students connect each step in a logical sequence because the learning is presented as activities that require active participation. Several studies show results consistent with this. Pambudi et al. (2025) state that the use of game-based learning media can improve students' understanding of procedural text material because learning becomes more engaging and interactive. Al-azawi et al. (2016), also found that the implementation of game-based learning can enhance student engagement and understanding in the learning process because students participate more actively. Furthermore, Tobar-Muñoz et al., (2017) explain that game-based learning creates a fun learning atmosphere and helps students understand the material more easily and in a structured manner. As a result, bingo games can be regarded as a successful substitute method for English teachers to enhance their students' understanding of procedural texts. Thus, the differences found in this study indicate that the use of game-based media provides a different experience compared to conventional methods in understanding procedural texts. These differences lie not only in the final outcomes but also in the process students undergo while comprehending the text. Therefore, the characteristics of the media used play a role in shaping how students understand the information contained in procedural texts, as the use of digital

media in learning can influence how students process and comprehend the presented information.

CONCLUSIONS

Based on the findings of this study, it can be concluded that there was a significant difference in procedural text comprehension between the experimental group and the control group. The Independent Samples t-test results in the post-test phase showed a significance value of $p < 0.05$, indicating that the use of Bingo Game media had a significant effect on students' learning outcomes. Students in the experimental group achieved higher post-test scores than those in the control group, demonstrating that game-based learning positively improved reading comprehension of procedural texts. The Bingo Game created a more interactive, enjoyable, and student-centered learning environment that encouraged active participation and made procedural text structures, vocabulary, and sequences easier to understand. These findings suggest that innovative game-based learning media can effectively improve the quality of English learning, particularly in reading skills. Therefore, English teachers are encouraged to integrate interactive media such as Bingo Game into classroom instruction. Future studies are recommended to examine its effectiveness across other language skills and broader educational contexts.

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