



## The Effectiveness of Blooket Media Toward Student's Vocabulary Mastery

Irwan Sulistyanto<sup>\*1</sup>, Wildan Isna Asyhar<sup>2</sup>

<sup>1,2</sup> Universitas Islam Kediri, Indonesia

e-mail: <sup>\*1</sup>[irwan@uniska-kediri.ac.id](mailto:irwan@uniska-kediri.ac.id), <sup>2</sup>[wildan@uniska-kediri.ac.id](mailto:wildan@uniska-kediri.ac.id)

**Abstract** The purpose of this study is to determine whether Blooket media is effective in teaching vocabulary and to discover about students' perceptions of the usage of Blooket media in teaching vocabulary. This research approach is quantitative with quasi-experimental as the design. Students are divided into two groups with 20 students in each group. In both pre- and post-test, data was collected using 20 multiple-choice questions. To know the student's perception about the use of Blooket, 11 items of questionnaires was utilized. The research results showed that Blooket media is effective for increasing the students' vocabulary mastery. Furthermore, students at experimental group were positively respond to the use of Blooket media.

**Keywords:** Blooket; Vocabulary Mastery; Gamification

**Abstrak** Tujuan dari penelitian ini adalah untuk mengetahui apakah media Blooket efektif dalam mengajarkan kosakata dan untuk mengetahui persepsi siswa terhadap penggunaan media Blooket dalam mengajarkan kosakata. Pendekatan penelitian ini adalah kuantitatif dengan desain kuasi-eksperimental. Siswa dibagi menjadi dua kelompok dengan 20 siswa di setiap kelompok. Pada pre-test dan post-test, data dikumpulkan dengan menggunakan 20 pertanyaan pilihan ganda. Untuk mengetahui persepsi siswa tentang penggunaan Blooket, digunakan 11 item kuesioner. Hasil penelitian menunjukkan bahwa media Blooket efektif untuk meningkatkan penguasaan kosakata siswa. Selain itu, siswa pada kelompok eksperimen memberikan respon positif terhadap penggunaan media Blooket.

**Kata Kunci:** Blooket; Penguasaan Kosa Kata; Gamifikasi

## INTRODUCTION

The technological revolution in industry 4.0 has brought significant changes to the world of work and has impacted many aspects of daily life, including education (Lase, 2019). Technology and digitalization have become central themes of the industrial revolution 4.0, which has significant implications for how educators teach and develop the skills needed to face the challenges of the past (Alimuddin et al., 2023). One way for teachers and students to adapt to the Industrial Revolution 4.0 is to utilize technology in the learning process.

A new understanding of this technology also gives rise to new habits for students and educators in providing excellent and appropriate learning methods to create a quality learning process (Salsabila et al., 2023). The new things referred to here are learning methods and media, as well as the use of digital platforms. With the current implementation of the Independent Curriculum, teachers and students are required to be able to collaborate on the use of technology as a medium during the teaching and learning process. They are also states that using technology from an educational methodology perspective makes classroom learning more enjoyable and can be readily accepted by students (Salsabila et al., 2023). Apart from that, using media such as projectors, laptops, and gadgets also supports the learning process in class.

Learning media has a fundamental role in creating an engaging and enjoyable learning environment. Learning media provides the concept that it may be simpler and more attractive for students to understand. Using good learning media in lessons has a positive impact on students since they quickly process the materials given (Berlian et al., 2024; Fanny Destiani et al., 2023; Salwa & Ghassani, 2023). Technology revolutionizes learning methodology and offers interactive and diverse learning styles (Subroto et al., 2023). Therefore, this technology's breakthroughs and other advantages must be utilized and implemented in the learning process. One of the newest innovations in learning media is gamification.

The concept of gamification is not something new. Gamification has emerged since 2010 and has become a widespread trend in society in various aspects, including the world of education (Yan et al., 2023). Its emergence occurred over approximately ten years. In recent years, an understanding of traditional approaches that are considered less effective has emerged. This understanding

explains that students often feel bored and lack motivation (Sari & Alfiyan, 2023). To overcome this, teachers are required to be able to explore various new things that can attract students to learn.

Gamification is a game-based learning concept that is universal and broad (Cabello et al., 2021; Dahalan et al., 2024; Krath et al., 2021). Gamification is considered a modern breakthrough and effective technology in high-quality learning (Yan et al., 2023). There are many types of applications within the gamification circle. One of the many applications is Blooket. Blooket is a quiz-based game platform (Sartika et al., 2023). A unique characteristic of Blooket is that there are many types of games that students can play while taking quizzes. This, of course, makes learning more interactive, and students will feel more interested in participating in learning. Blooket can provide a different learning experience by making students master material without realizing it (Nur'aeni & Hasanudin, 2023). This is because the implementation is light and fun, so students will not feel bored, and it will be easier to understand and master the material.

Apart from technology, language is an important thing (Ilyosovna, 2024). Its development is also relatively rapid. Language is a tool for communicating with each other (Apriyanto, 2022). Mastering a foreign language is very important because it can convey messages and communicate with people outside (Susilo et al., 2022). In terms of education, an educator must also provide the development of a foreign language, especially in the era of the Industrial Revolution 4.0 (Alimuddin et al., 2023). In today's global world of work, the ability to use a foreign language will add a plus value to every individual. In other words, the chances of being accepted for work for someone proficient in a foreign language will be greater than for someone who is not experienced in a foreign language (Akhmatovich, 2021).

In the process of learning English, four skills must be mastered: speaking, listening, reading, and writing (Hadi et al., 2023). With the rapid progress and development of technology today, teachers are required to be able to present fun ways of teaching so that students can receive them well (Darling-Hammond et al., 2024). Especially if students have difficulty in a particular component of skills, especially a lack of vocabulary. One learning media that can be used to overcome this problem is Blooket.

Blooket is a game-based learning platform that allows teachers to create learning-based games with students (Che Ku Nuraini Che Ku Mohd et al., 2023). This media can be accessed via the website [www.blooket.com](http://www.blooket.com) easily without having to download an application. Different from other platforms, Blooket is a platform that can function as a quiz with an online game concept by presenting animal characters as avatars (Kuzma, 2022). Therefore, students will feel comfortable and interested in using this media. In line with the theory before, students liked the block game display because there was a leaderboard that presented the order of highest to lowest scores (May, 2021). According to them, the existence of the leaderboard encourages students to compete to get the highest score.

This lightweight Blooket media is suitable for teaching vocabulary because it can attract students' interest in learning something. In Blooket, there is the same collection of questions but with many different game modes to help players stay enthusiastic without getting bored (Thu & Dan, 2023). The Blooket concept, which is like online games, makes it easier and more comfortable for students to learn vocabulary. Students indeed will no longer feel pressured when completing vocabulary quizzes (Nur'aeni & Hasanudin, 2023).

The use of Blooket in the learning process has previously been researched and proven. The research has found that Blooket facilitates a "fun" technique for vocabulary learning for students. Students acknowledged that the amount of vocabulary they learned increased because of their teacher's use of Blooket during lessons on vocabulary in the classroom (Thu & Dan, 2023). Apart from that, another research found that the use of Blooket in the learning process had a positive impact as proven through analysis of pre- and post-test results carried out in the experimental and control group (Susilo et al., 2022). Using Blooket in the learning process can improve student learning outcomes. Using Blooket media makes students more enthusiastic and creates interactive learning for students (Sartika et al., 2023).

The observations of learning outcomes carried out by researchers during the teaching vocabulary for 1 semester show that 1) students still have a limited vocabulary, 2) students cannot pronounce words correctly, and 3) students have difficulty spelling words, and 4) students do not fully understand many of the

words they say. Lack of mastering English vocabulary is one of the highest issues during observation. Hence, it implies that as a lecturer should have to use interactive and attractive learning media (Oktarina et al., 2022).

During the observation, the researcher also found a unique phenomenon in Faculty of Teacher Training and Education, Department of English Education, in which most of their students come from *Kampung Inggris*, Pare. The results of interviews shows that although they come from *Kampung Inggris*, most of them are unfamiliar with new English vocabulary in university context.

Apart from observations, the researcher also conducted preliminary interviews to strengthen the reasons for conducting this research. The primary is something that is used starting from a preliminary study of the object being studied (Sugiyono, 2020). This research uses observations and interviews with lecturer of vocabulary class to obtain initial benchmarks. Based on the preliminary results, it can be concluded that the first semester of English Department, FKIP UNISKA is lack of vocabulary, which causes low learning interest and low learning outcomes.

Researchers prefer to bring up this topic because it is relevant to the current era and is related to previous listed issues. These days, technology has become widespread and is utilized by almost all strata of society. One of the many areas of life which technology has affected is education. Gamification is a recent technological breakthrough in the field of education (Cavus et al., 2023). Gamification is a game-based element that has been widely used since 2010, especially in the education sector (Thu & Dan, 2023). Many types of gamifications have emerged, but researchers decided to choose Blooket as a learning media. The reason is that Blooket has many kinds of games in it that students can choose directly. In addition, students can choose animal characters as avatars, which also makes them feel attracted to Blooket.

Addressing the problems above, the recent study explores two main questions as follows: Is there any significant difference in student's vocabulary mastery after they are taught by using Blooket media? And what is students' response toward the use of Blooket media in teaching vocabulary?

## **METHOD**

### **Design**

This study used a quantitative as research approach. Quasi-experimental was chosen to design this research. Quasi-experimental designs aim to provide both experimental and control conditions using randomization. A quasi-experimental research design combines elements of randomized experimental designs, including pre-post measurements and treatment-control group comparisons. The objective of a quasi-experimental design is to compare the effect treatment on a subject's result toward maintaining the treatment (Davison & Smith, 2018).

### **Research Subject**

Students who joined in the Vocabulary and Grammar for General Communication during the first semester of the academic year 2024/2025 was the subject of the study. The participants were 40 students from A and B classes. They were chosen through purposive random sampling and were expected to have the same degree of language competence. Each group contained 20 students.

### **Instruments**

The instruments were a vocabulary test and a set of questionnaires. Pre and post tests were administered in written form to both groups. The test consisted of 20 multiple choice questions. Whereas, the questionnaire was about student's perception toward the use of Blooket media in teaching vocabulary. It consisted 11 items adapted from Davis (1989). The indicators were 3 items for perceived usefulness, 2 items for perceived ease-of-use, 3 items for attitude toward using technology and 3 items for satisfaction. It used 5-point Likert Scale to answer each point, described as from 1 for strongly disagree to 5 for strongly agree.

### **Data Collection Technique and Analysis**

The process of collecting data was started by giving pre-test in both groups. Students were given a vocabulary test before implementing the experimental teaching. The test related to vocabulary mastery. Students completed the pre-test around 40 minutes. The treatment was started after to do the pre-test. In experimental group, the students were taught using Blooket media. The treatment has done for 4 meetings. As described, they were given 2 texts in pdf form. The students were invited to read the text for about 20 minutes. They were asked to identify at least 5 difficult words. After completing the reading activity, they were

asked to prepare their phone for playing Blooket. The lecturer prepared sets of questions that focused on antonyms, synonyms, and vocabulary exposition. Because there were three sets of quizzes, the students chose three types of games. In this case, they chose the game types 'fishing frenzy', 'café', and 'factory'. At the last meeting, students were given a post-test to measure their abilities and how much they understood the vocabulary material being taught. The post-test was held for 40 minutes, with the same weight as the pre-test but with different questions. This was done to find out if there were any differences in both groups.

## RESULT AND DISCUSSION

### Blooket Media to Improve Student's Vocabulary Mastery

To answer the first problem in this research related with whether Blooket Media improve student's vocabulary mastery or not, several analysis data has done. Here, the Table 1 presents frequencies of score in experiment and control groups. The complete presentation can be seen below.

**Table 1.** Score of Pre-test and Post test

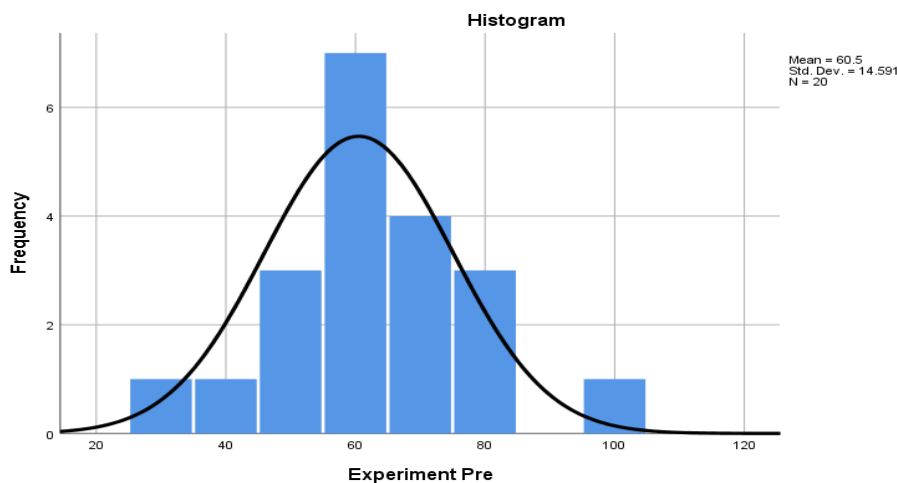
No	EG		CG	
	Pre	Post	Pre	Post
1	55	65	55	65
2	70	60	50	70
3	60	80	70	60
4	75	85	55	65
5	70	75	50	50
6	70	80	65	65
7	55	75	60	65
8	95	80	75	60
9	75	85	45	55
10	60	80	60	55
11	75	70	55	55
12	45	65	50	50
13	60	55	65	80
14	55	70	50	50
15	50	60	30	70
16	65	75	40	65
17	50	65	55	55
18	30	65	65	65
19	40	80	80	75
20	55	80	30	50

Table 1 reveals that the experimental groups' minimum pre-test score is 30, and their maximum pre-test score is 95. The lowest post-test score for experimental groups is 55, and the highest is 85. Meanwhile, at control group, the lowest pre-score is 30 and the highest score is 80. Furthermore, the control group's lowest post-test score is 50, while its highest score is 80. There was no significant difference in the students' pre-test scores between the experimental and control groups. However, there was an improvement in vocabulary mastery scores after the experimental group received Blooket media, as there were differences in post-test findings between the two research groups. Table 2 is the summary of research result.

**Table 2.** The summary of research result

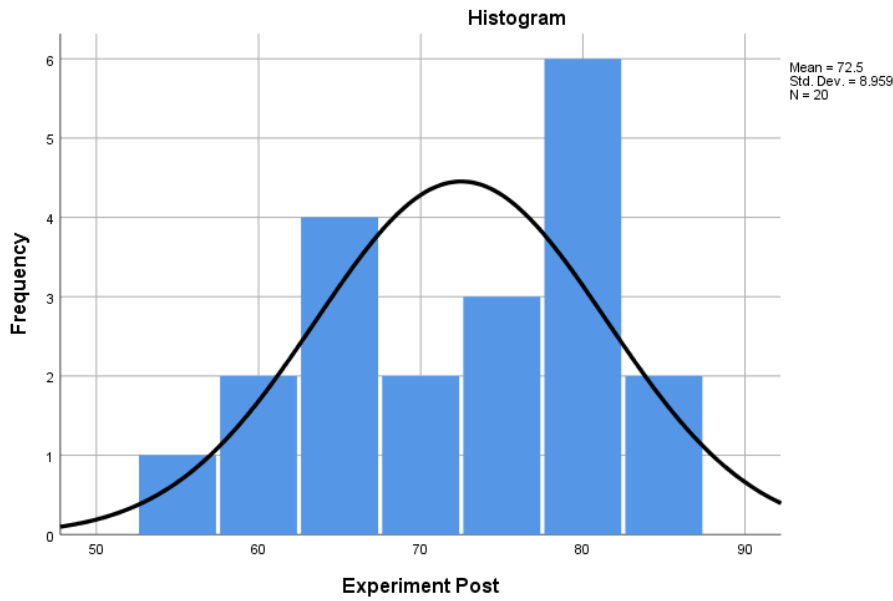
No	Groups	Min	Q1	Median	Q3	Max	Mean	SD
1.	Exp. Pre-test	30	51.25	60	70	95	60.50	14.59
2.	Exp. Post-test	55	65	75	80	85	72.50	8.95
3.	Cont. Pre-test	30	50	55	65	80	55.25	13.12
4.	Cont. Post-test	50	55	62.50	65	80	61.25	8.71

Table 2 reveals that both groups had higher mean post-test scores compared to pre-test scores. Statistical analysis was used to evaluate whether the increase was significant or a coincidence. Here is a histogram to help visualize the experimental pre-test and post-test results.



**Figure 1.** Experiment pre-test results





**Figure 2. Experimental post-test results**

Then, before proceeding to the next stage of analysis data. The data normality test was carried out. The normality test was performed using Shapiro-Wilk because the sample is less than 50, and the results are presented in Table 3.

**Table 3. Normality Test**

Groups	Test	Statistics	p-value	Notes	Result
Experimental	Pre-test	.973	.813	Normal	t-test
Experimental	Post-test	.920	.100	Normal	t-test
Control	Pre-test	.966	.675	Normal	t-test
Control	Post-test	.926	.127	Normal	t-test

The normality test is presented in Table 3. The p-values for the experimental pre-test group are 0.813, experimental post-test group is 0.100, control pre-test group is 0.675, and control post-test group is 0.127. If the p-values are greater than a preset significance level (often set at 0.05), the data is considered normally distributed. The results of the homogeneity test using Levene's statistic are shown in table 4.

**Table 4. Homogeneity Test**

Groups	Test	Levene Statistics	df1	df2	Sig.	Notes
Exp. and Cont.	Post-test	1.343	3	76	0.267	Homogenous

Table 4 reveals that sig. score Based on Mean value is greater than 0.05, it can be concluded that the variance of experimental and control group seeing from post test score is homogenous. Thus, one of the conditions for doing independent sample T-test has been fulfilled. The result of calculation using independent t-test can be seen on Table 5.

**Table 5.** Independent T-test for Test of Significance

Groups	Test	t	df	Sig.
Exp. and Cont.	Post-test	4.025	38	0.000

Table 5 shows Sig. value (2-tailed) is 0.000 less than a predetermined significance level 0.05, so it can be concluded that there are significant differences between students' vocabulary mastery who are taught using Blooket and who are not taught using Blooket media.

The findings reinforce gamification in teaching vocabulary. The existence of games on Blooket makes students feel less burdened when taking quizzes to increase their vocabulary (Pham & Ly, 2023; Sartika et al., 2023; Thu & Dan, 2023). By using Blooket, learning becomes much more enjoyable (Faruq & Amri, 2023). There are also interesting characters that students can choose without having to have a premium account. With this attractive appearance, students are not burdened with the existing material. Overall appearance of Blooket attracts students' interest, thereby encouraging activity and a sense of comfort during the learning process (Che Ku Nuraini Che Ku Mohd et al., 2023; Nur'aeni & Hasanudin, 2023).

### **Student's Perception of the Experimental Group from Questionnaire**

Here is the presentation about the students' perception about the use of Blooket media in teaching vocabulary. The students performed positive perception about it as indicated in Table 6.

**Table 6.** Student's perception toward the use of Blooket media

No	Statement	N	Mean	SD
	<b>Perceived usefulness</b>	<b>20</b>	<b>3.37</b>	<b>1.09</b>
1	Blooket would help me perform better in vocabulary class.	20	2.00	1.10
2	Blooket would help me get a higher score in my vocabulary class.	20	1.72	0.97

No	Statement	N	Mean	SD
3	Blooket would make it easy for me to complete my vocabulary exercises.	20	1.89	1.19
	<b>Perceived ease-of-use</b>	<b>20</b>	<b>3.55</b>	<b>0.96</b>
4	Learning to use Blooket would be easy for me	20	1.72	0.85
5	I would find Blooket easy to use	20	2.22	0.86
	<b>Attitude toward using technology</b>	<b>20</b>	<b>3.67</b>	<b>0.97</b>
6	My vocabulary class is more engaging with Blooket.	20	2.06	1.08
7	My vocabulary class is fun using Blooket	20	1.89	0.99
8	I enjoy utilizing Blooket in my Vocabulary class.	20	2.17	0.79
	<b>Satisfaction</b>	<b>20</b>	<b>3.50</b>	<b>1.05</b>
9	Blooket's usefulness in Vocabulary Class has met my expectations.	20	2.19	1.05
10	I am happy that Blooket is simple to use in vocabulary class.	20	1.89	0.94
11	Blooket's functions in Vocabulary Class have met my expectations.	20	1.75	1.04

As can be seen on Table 6 Blooket would help me perform better in vocabulary class (M= 2.00, SD= 1.10), and also Blooket would help me get a higher score in my vocabulary class (M= 1.72, SD= 0.97). In here, this is the lowest score of student's perception in term perceived usefulness. The students think that Blooket would make it easy for me to complete my vocabulary exercises (M= 1.89, SD= 1.19). At last, in the terms perceive usefulness, the students believe that Blooket is useful for teaching vocabulary (M=3.37, SD=1.09).

In the term of perceived ease-of-use, the students believe that Blooket is easy to use (M= 3.55, SD=0.96). The students consider it as the highest level of agreement (M= 2.22, SD= 0.86). And learning how to utilize Blooket would be easy for me. with a mean score of 1.72 and a standard deviation of 0.85.

Next, related to the students' attitude toward using technology, it got a mean score of 3.67 and a standard deviation of 0.97. Most of students reported that their vocabulary class is more engaging with Blooket (M= 2.06, SD= 1.08). Then, they also considered that their vocabulary class is fun by using Blooket (M= 1.89, SD= 0.99). They enjoy utilizing Blooket in their Vocabulary class (M= 2.17, SD= 0.79). It meant that most of students believe that using Blooket is fun for learning.

Regarding to the last indicator about satisfaction, it can be seen that a mean score of students' perceptions using Blooket in their vocabulary class was in high level ( $M= 3.50$ ,  $SD= 1.05$ ). The student reported that Blooket's usefulness in Vocabulary Class has met their expectations ( $M= 2.19$ ,  $SD= 1.05$ ). Moreover, they are happy that Blooket is simple to use in vocabulary class ( $M= 1.89$ ,  $SD= 0.94$ ). Meanwhile, Blooket's functions in Vocabulary Class have met my expectations become the lowest agreement ( $M= 1.75$ ,  $SD= 1.04$ ).

Based on the result of questionnaire above, it can be concluded that most of students believe that using gamification such as Blooket in the classroom is interesting, fun and attractive (Pham & Ly, 2023; Thu & Dan, 2023; Tran, M.A, 2022). Blooket can boost the student's participation and attention. They were satisfied with Blooket can fulfil their desire in learning vocabulary (Le, 2020). In addition, Blooket is more effective to engage the students because Blooket is one of the newest technology that very simple to be use (Faruq & Amri, 2023; Kuzma, 2022; Pham & Ly, 2023; Sartika et al., 2023).

## **CONCLUSION**

As mentioned in the results of the research above, it can be concluded that Blooket media is effective to increase the students' vocabulary mastery. Furthermore, this research also concluded that utilizing Blooket media in teaching vocabulary can improve their motivation to learn. In the last, the students can continue to use this media as the alternative to improve their vocabulary skills.

Nonetheless, the study's limitation is that it primarily focused on first-semester English major students at the Faculty of Teacher Training and Education, Islamic University of Kadiri in Kediri. As a result, it is difficult to duplicate this study in varied universities and regions with greater student populations and characteristics. To have a deeper understanding, it is important to broaden the scope and explore many areas of language skill with a diverse group of participants.

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