



The Effect of Using Blooket Games on Students' Vocabulary Mastery at SMP Negeri 5 Kota Bengkulu

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ABSTRACT

This study aims to determine the effect of using Blooket Games on the vocabulary mastery of eighth-grade students at SMP Negeri 5 Kota Bengkulu. The background of this research is based on students' low vocabulary mastery caused by the use of conventional teaching methods, limited variation of learning media, and low student motivation in learning English vocabulary. This study employed a quasi-experimental method using a Non-Equivalent Control Group Design, involving two classes as the experimental group and the control group. The research instrument used was a vocabulary test in the form of pre-test and post-test to measure students' vocabulary mastery before and after the treatment. The findings of the study revealed that there was a significant improvement in students' vocabulary mastery after learning through Blooket Games. The experimental class showed a higher increase in the average post-test score compared to the control class that was taught using conventional teaching methods. Statistical analysis using the independent sample t-test indicated that the significance value was lower than 0.05, which means that the use of Blooket Games had a significant effect on students' vocabulary mastery. Therefore, Blooket Games can be used as an effective game-based learning medium to increase students' vocabulary mastery and to create a more engaging and interactive learning environment at the junior high school level.

Keywords: Blooket Games, English Education, Game-Based Learning, Vocabulary Mastery

INTRODUCTION

The rapid development of Information and Communication Technology (ICT) has significantly influenced various sectors, including education, particularly in English language learning. The integration of technology enables more interactive, engaging, and student-centered learning environments (Meldia, P., & Zakir, 2022). However, in practice, English teaching at the junior high school level is still largely dominated by conventional methods such as lecturing, memorization, and repetitive exercises. This condition often leads to low student engagement and motivation in the learning process. One of the most affected aspects is vocabulary mastery, which is a fundamental component of language learning as it supports the development of other language skills, including reading, writing, speaking, and listening (Rahmah et al., 2023). Based on empirical observations at SMP Negeri 5 Kota Bengkulu, students still face difficulties in understanding and retaining vocabulary due to the limited use of varied instructional media and low learning motivation.

Recent studies have shown that the use of digital game-based learning can enhance the quality of vocabulary instruction. Durrotunnafisah (2025) found that the use of Blooket significantly improved students' vocabulary mastery compared to conventional teaching methods (Durrotunnafisah, 2025). Similarly, Sulistyanto and Asyhar reported that Blooket increased students' engagement and motivation in vocabulary learning (Sulistyanto & Asyhar, 2024). In addition, Sartika et al. revealed that students had positive perceptions toward the use of Blooket, as it made the learning process more enjoyable and less monotonous (Sartika et al., 2023). These findings indicate that integrating digital games into learning activities has strong potential to improve students' learning outcomes, particularly in vocabulary acquisition.

Despite these promising findings, previous studies still present certain limitations in terms of research context. Most studies were conducted in different settings with varying student characteristics, learning environments, and institutional conditions, making it difficult to generalize the results. Furthermore, research specifically investigating the use of Blooket at SMP Negeri 5 Kota Bengkulu remains limited. In fact, students in this school encounter challenges in vocabulary mastery due to the lack of innovative and interactive learning media. This situation highlights a gap between existing research findings and the actual conditions in the field, which necessitates further investigation.

Based on this gap, the research question of this study is: *Is there any significant effect of using Blooket Games on students' vocabulary mastery at SMP Negeri 5 Kota Bengkulu?* Accordingly, the objective of this study is to examine the effect of using Blooket Games on students' vocabulary mastery. The novelty of this research lies in the application of Blooket within a specific educational context, namely SMP Negeri 5 Kota Bengkulu, using a quasi-experimental design to empirically investigate the effectiveness of game-based learning in improving students' vocabulary mastery.

RESEARCH METHOD

This study employed a quantitative method using a quasi-experimental design to examine the effect of using Blooket Games on students' vocabulary mastery. This method was selected because it allows for objective hypothesis testing through numerical data and statistical analysis. The design applied was a non-equivalent control group design, which involved two groups, namely an experimental group and a control group without randomization. Both groups were administered a pre-test to determine their initial ability. Subsequently, the experimental group received treatment using Blooket Games, while the control group was taught using conventional methods. After the treatment, both groups were given a post-test to measure learning outcomes.

This research was conducted at SMP Negeri 5 Kota Bengkulu in the academic year 2025/2026. The population consisted of all eighth-grade students, totaling 364 students. The sample was determined using purposive sampling by considering the appropriateness of students' characteristics. The sample consisted of 66 students divided into two classes: class VIII G as the experimental group and class VIII H as the control group.

The research instrument was a vocabulary test in the form of multiple-choice questions, which was used as both the pre-test and post-test. The test was developed based on indicators of vocabulary mastery, including the ability to recognize and understand word meanings. Prior to its implementation, the instrument was tested for validity and reliability to ensure its appropriateness as a measurement tool. In addition, item analysis was conducted, including difficulty level and discrimination index, to ensure the quality of the test items.

Data analysis in this study was conducted using both descriptive and inferential statistics to determine the effect of using Blooket Games on students' vocabulary mastery.

The pre-test and post-test data were analyzed descriptively to obtain the mean scores and score distributions for both the experimental and control groups. Furthermore, a normality test was conducted to ensure that the data were normally distributed, followed by a homogeneity test using Levene's Test to examine the equality of variances between the two groups. Hypothesis testing was then carried out using an independent sample t-test to determine whether there was a significant difference between the experimental and control groups at a significance level of 0.05. In addition, an F-test was conducted to compare the variances of the two groups as a confirmation of the homogeneity test results. Finally, effect size was calculated to determine the magnitude of the effect of using Blooket Games on the improvement of students' vocabulary mastery.

RESULT AND DISCUSSION

RESULT

The results of this study were obtained through data analysis using SPSS version 27 on the pre-test and post-test scores of the experimental and control groups. Descriptively, the mean pre-test score of the experimental group was 42.59, which increased to 78.21 in the post-test, while the control group's mean score increased from 49.33 to 68.63. These findings indicate that both groups improved; however, the experimental group that used Blooket Games showed a higher increase compared to the control group that used conventional methods. The improvement in the experimental group reached 35.62 points, whereas in the control group it was only 19.3 points, indicating that the use of game-based learning media contributed positively to students' vocabulary mastery.

1. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST EXPERIMENT CLASS	.152	33	.050	.966	33	.370
POST-TEST EXPERIMENT CLASS	.125	33	.200 [*]	.954	33	.176

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 1 Test of Normality Experiment Class

Table 2 Test of Normality Control Class.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST CONTROL CLASS	.130	33	.167	.958	33	.221
POST-TEST CONTROL CLASS	.094	33	.200 [*]	.956	33	.195

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Tables 1 and 2, the results of the Shapiro–Wilk normality test show that the significance (Sig.) values in the experimental class for the pre-test and post-test are 0.370

and 0.176, respectively, while in the control class they are 0.221 and 0.195. All significance values are greater than 0.05, indicating that the data in both classes are normally distributed. Therefore, the assumption of normality is fulfilled, and the data are suitable for analysis using parametric statistics.

2. Homogeneity Test

Table 3 Test of Homogeneity of Variances Pre-Test
Table 4 Test of Homogeneity of Variance Post-Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PRE-TEST	Based on Mean	1.207	1	64	.276
	Based on Median	1.246	1	64	.269
	Based on Median and with adjusted df	1.246	1	62.859	.269
	Based on trimmed mean	1.246	1	64	.268

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
POST-TEST	Based on Mean	3.608	1	64	.062
	Based on Median	3.082	1	64	.084
	Based on Median and with adjusted df	3.082	1	60.029	.084
	Based on trimmed mean	3.560	1	64	.064

Based on Tables 3 and 4, the results of the homogeneity of variance test using Levene’s Test show that the Levene Statistic for the pre-test is 1.207 with $df1 = 1$ and $df2 = 64$ and a significance (Sig.) value of 0.276, while for the post-test the Levene Statistic is 3.608 with $df1 = 1$ and $df2 = 64$ and a significance value of 0.062. Since both significance values are greater than 0.05, it can be concluded that the variances of both the pre-test and post-test data between the experimental and control classes are homogeneous. Therefore, the assumption of equal variances is fulfilled, and the data meet the requirements for further parametric statistical analysis.

3. T-Test

Table 5 Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SKOR OF POST-TEST	Equal variances assumed	3.608	.062	3.545	64	<.001	9.576	2.701	4.180	14.971
	Equal variances not assumed			3.545	59.650	<.001	9.576	2.701	4.173	14.979

The results of the Independent Samples T-Test indicate a difference in learning outcomes between the experimental and control classes after the treatment. The mean post-test score of the experimental class was 78.21 (SD = 9.373), while the control class scored 68.64 (SD = 12.364), with a mean difference of 9.57. The statistical test showed a t-value of 3.545 with a significance level (Sig. 2-tailed) of less than 0.001. Since the calculated t-value is greater than the t-table value (1.998) and the significance value is less than 0.05, it can be concluded that there is a significant difference between the two classes. Therefore, the use of the website-based Blooket Games learning method has a significant effect on improving students' vocabulary mastery.

4. F-Test

Table 6 The Result Test of Between Subject Effect

The results of the F-test indicate that the use of Blooket Games has a significant effect

Tests of Between-Subjects Effects

Dependent Variable: SCORE OF POST-TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1512.970 ^a	1	1512.970	12.570	<.001	.164
Intercept	355813.879	1	355813.879	2956.204	<.001	.979
GROUP	1512.970	1	1512.970	12.570	<.001	.164
Error	7703.152	64	120.362			
Total	365030.000	66				
Corrected Total	9216.121	65				

a. R Squared = .164 (Adjusted R Squared = .151)

on students' vocabulary mastery. This is shown by the calculated F value of 12.570 with a significance level of less than 0.001, which is greater than the F-table value (3.99), indicating a statistically significant effect. In addition, the Partial Eta Squared value of 0.164 suggests that the effect size is large (16.4%). The difference in mean scores between the experimental and control classes also indicates that the treatment had a positive impact on students' learning outcomes.

Discussion

The findings of this study indicate that the use of Blooket Games has a significant effect on improving students' vocabulary mastery. This is reflected in the increase in the mean score of the experimental class from 42.59 in the pre-test to 78.21 in the post-test, while the control class improved from 49.33 to 68.63. The improvement in the experimental class (35.62 points) was higher than that of the control class (19.3 points), indicating that the use of Blooket Games is more effective than conventional teaching methods.

Before hypothesis testing, prerequisite tests were conducted, including tests of normality and homogeneity. The results of the Shapiro–Wilk normality test showed significance values of 0.370 (pre-test) and 0.176 (post-test) for the experimental class, and 0.221 (pre-test) and 0.195 (post-test) for the control class. Since all values were greater than 0.05, the data were considered normally distributed. Furthermore, the homogeneity test using Levene's Test showed significance values of 0.276 (pre-test) and 0.062 (post-test), which were also greater than 0.05, indicating that the variances of both groups were homogeneous.

The hypothesis testing using an independent samples t-test revealed a t-value of 3.545 with a significance level (Sig. 2-tailed) of less than 0.001. Since the significance value was lower than 0.05 and the t-value exceeded the critical value (1.998), it can be concluded that there was a statistically significant difference between the experimental and control groups. In addition, the F-test through ANCOVA showed an F value of 12.570 with a significance level of less than 0.001, confirming that the treatment had a significant effect on students' vocabulary mastery. The Partial Eta Squared value of 0.164 indicates a large effect size,

suggesting that the use of Blooket Games contributed substantially to the improvement of students' learning outcomes.

These findings demonstrate that game-based learning can create an interactive and enjoyable learning environment, which enhances student engagement and facilitates vocabulary acquisition. This condition enables students to better understand and retain new vocabulary. The results are consistent with previous studies indicating that Blooket improves vocabulary mastery and student engagement in learning activities (Thien & Thu, 2023). Other studies also report that Blooket increases students' motivation and active participation through competitive and interactive features (Sartika et al., 2023). In addition, students taught using Blooket have been shown to achieve better learning outcomes compared to those taught using conventional methods (Sulistyanto & Asyhar, 2024). Recent research further emphasizes that the integration of digital game-based learning fosters interactive and contextual learning experiences that positively impact student achievement (Fahmi, S., & Purnawan, 2025). In conclusion, the findings of this study provide empirical evidence that the use of Blooket Games is an effective instructional strategy for improving students' vocabulary mastery.

CONCLUSION

Based on the findings of this study conducted on eighth-grade students at SMP Negeri 5 Kota Bengkulu, it can be concluded that the use of Blooket Games has a positive and significant effect on students' vocabulary mastery. This is evidenced by the increase in the mean score of the experimental class from 42.59 in the pre-test to 78.21 in the post-test, with an improvement of 35.62 points. In contrast, the control class only improved from 49.33 to 68.63, or by 19.3 points.

The results of the normality and homogeneity tests showed that the data were normally distributed and homogeneous, indicating that the assumptions for parametric testing were fulfilled. Furthermore, the Independent Samples t-test resulted in a calculated t-value of 3.545 with a significance level (Sig. 2-tailed) of less than 0.001, indicating a statistically significant difference between the experimental and control classes. This finding was further supported by the F-test (ANCOVA), which yielded an F value of 12.570 with a significance level of less than 0.001, exceeding the critical F-table value of 3.99. Additionally, the Partial Eta Squared value of 0.164 indicates that the treatment contributed 16.4% to the improvement of students' vocabulary mastery.

These results suggest that game-based learning through Blooket can enhance student engagement and create an interactive and enjoyable learning environment, which in turn improves vocabulary mastery. However, the findings of this study should be interpreted with caution due to several limitations, including the limited sample size from a single school, the relatively short duration of the study, and the focus solely on vocabulary mastery. In addition, technical factors such as device availability and internet connectivity may have influenced the effectiveness of the implementation.

Suggestion

Based on the findings, it is recommended that English teachers utilize Blooket Games as an alternative learning medium to improve students' vocabulary mastery. The use of this platform can increase students' motivation and active participation in the learning process. For schools, it is recommended to support the integration of technology in learning by providing adequate facilities and encouraging teachers to develop more innovative and interactive teaching strategies. For future researchers, it is suggested to conduct studies with a broader scope, including larger sample sizes and additional variables. Further research may also explore the use of Blooket in improving other language skills and apply different

research designs to obtain more comprehensive findings.

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