

## THE EFFECTIVENESS OF USING BLOOKET AS A GAME-BASED LEARNING MEDIUM IN IMPROVING FIRST-GRADE SENIOR HIGH SCHOOL STUDENTS' VOCABULARY MASTERY

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### Abstract

Vocabulary mastery is a fundamental component of English language learning and plays a crucial role in determining learners' overall language proficiency. Adequate vocabulary knowledge enables students to comprehend texts, express ideas, and communicate effectively across the four language skills. However, empirical studies indicate that vocabulary mastery among first-grade senior high school students in Indonesia remains relatively low, largely due to the continued reliance on conventional, textbook-centered teaching methods that often lead to low engagement and limited retention. Previous research has highlighted the potential of game-based learning to enhance vocabulary acquisition, yet studies employing a quasi-experimental design at the first-grade senior high school level remain limited. Therefore, this study aimed to investigate the effectiveness of using Blooket as a game-based learning medium in improving first-grade senior high school students' vocabulary mastery. A quasi-experimental design with an experimental group and a control group was used in this study's quantitative methodology. The participants were 66 first-grade senior high school students selected through cluster random sampling. Vocabulary pre-tests and post-tests were used to gather data, and effect-size analysis, descriptive statistics, and the Mann-Whitney U test were used for analysis. The findings revealed a statistically significant difference in post-test scores between the experimental and control groups, with students taught using Blooket achieving higher vocabulary mastery. The effect-size analysis indicated a moderate effect, suggesting that Blooket provided meaningful educational benefits beyond traditional instruction. In conclusion, Blooket is an effective game-based learning medium that enhances students' vocabulary mastery, engagement, and motivation. Its integration into English vocabulary instruction is recommended as a practical alternative to conventional teaching methods in senior high school EFL contexts.

**Keywords:** Blooket, Game-Based Learning, Vocabulary Mastery

### INTRODUCTION

Vocabulary mastery is widely recognized as a fundamental component of English language learning and a key determinant of learners' overall English language proficiency. Vocabulary is the foundation of language comprehension and production. It is enabling learners to understand texts, express ideas, and communicate effectively in both spoken and written forms. As emphasized by Realo et al. (2022), vocabulary is an essential skill that learners must master in order to function competently in various communication contexts. Similarly, Susanto et al. (2025) argue that vocabulary is not simply a linguistic element but rather a gateway to meaningful language use, as it supports all four language skills: listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, learners often struggle to engage in effective communication and demonstrate limited language proficiency.

Despite the importance of vocabulary, several studies have reported that vocabulary mastery among senior high school students in Indonesia remains relatively low. Empirical evidence indicates that many students' vocabulary knowledge does not meet expected proficiency standards. Studies by Jannah et al. (2023), Indriani et al. (2023), and Tamba et al. (2022) indicate that first-grade senior high school students generally achieve average vocabulary scores of 50-60, with mastery levels not exceeding the 2,000–3,000 high-frequency word range. These findings suggest that vocabulary acquisition remains a significant challenge in English as a Foreign Language (EFL) classrooms at the senior high school level.

One contributing factor to students' limited mastery of vocabulary is the persistent reliance on traditional teaching methods. In many English classrooms, vocabulary instruction remains textbook-centered and heavily focused on memorization of word lists and direct translation. Research by Wulandari et al. (2025), Suci (2025), and Rini et al. (2024) indicates that conventional approaches often lead to student boredom, low engagement, and minimal vocabulary retention. When students are required to memorize long lists of words without meaningful context or interaction, they tend to become passive learners and show limited motivation to participate in the learning process actively.

In response to these challenges, educators are increasingly encouraged to adopt innovative teaching methods and instructional media that can make vocabulary learning more engaging and effective. In the era of globalization and digital advancement, instructional media play a crucial role in language teaching by engaging students and preventing student boredom (Durrotunnafisah, 2025). Among various instructional approaches, game-based learning (GBL) has emerged as a promising strategy for enhancing vocabulary acquisition. Game-based learning incorporates game elements such as challenges, competition, feedback, and interaction into the learning process, creating an enjoyable and immersive learning environment. Chowdhury et al. (2024) explain that digital game-based language learning can support vocabulary development. Previous studies have also consistently shown that game-based learning increases students' motivation, engagement, and vocabulary retention (Hidayah et al., 2023; Sayd & Nazarudin, 2022).

One digital platform that has gained increasing attention in vocabulary instruction is Blooket, a web-based game-based learning medium that integrates quizzes with various interactive game modes. Blooket is designed using gamification principles, allowing teachers to create or adapt quizzes while students participate in competitive and collaborative games. Barokah et al. (2024) describe Blooket as an effective digital learning platform that enhances student engagement through its interactive features. Empirical evidence supports the effectiveness of Blooket in improving students' vocabulary mastery across different educational levels. Kinanti and Sari (2024) reported significant improvements in vocabulary achievement among 11th-grade senior high school students following the use of Blooket. Isyamirahim et al. (2025) also found that Blooket significantly enhanced seventh-grade students' vocabulary mastery, increased their enthusiasm, and reduced boredom during learning activities. Furthermore, Sulistyanto and Asyhar (2024) demonstrated that students taught using Blooket outperformed those taught using conventional methods, indicating that Blooket is an effective medium for vocabulary instruction.

However, most previous studies have focused on junior high school students or higher education contexts. Research specifically examining the effectiveness of Blooket for first-grade senior high school students remains limited. There is currently a lack of empirical research using a quasi-experimental design to examine the effect of Blooket on vocabulary mastery among first-grade senior high school students, despite one study being carried out at the second-grade senior high school level. This gap highlights the need for further research to examine whether Blooket can effectively support vocabulary learning at this critical stage of secondary education.

Therefore, the present study aims to investigate the effectiveness of using a Blooket as a game-based learning medium in improving first-grade senior high school students' vocabulary mastery. By employing a quasi-experimental design with an experimental and a control group, this study seeks to provide empirical evidence on whether integrating Blooket into vocabulary instruction leads to significant improvements in students' vocabulary achievement. The findings of this study are expected to contribute to the growing body of

research on game-based learning and provide practical insights for English teachers in selecting effective instructional media for vocabulary teaching in senior high school contexts.

## **METHOD**

This study employed a quantitative research approach using a quasi-experimental design to investigate the effectiveness of the Blooket as a game-based learning medium in improving students' vocabulary mastery. Quantitative research is appropriate for examining relationships between variables and comparing outcomes across groups using numerical data (Creswell, 2023). Specifically, a quasi-experimental design was selected because the researcher did not randomly assign participants to groups but instead used existing classes, which is common in educational research (Hia, 2021).

The population of this study was first-grade senior high school students in Surabaya, representing a critical stage in vocabulary development and the foundation for more advanced English learning. Two classes were selected using cluster random sampling, consisting of 33 experimental students and 33 control students. Cluster random sampling was used to select classes, with all students in the chosen classes participating. This method is practical, efficient, and still provides a representative sample.

The primary instrument for data collection was a vocabulary test, administered as both pre-test and post-test. The vocabulary test was focused on vocabulary related to descriptive texts, especially adjectives and adverbs. The tests consisted of 25 multiple-choice questions and were validated by experts to ensure content validity and reliability. The study was conducted over four instructional sessions. During the treatment, the experimental group received vocabulary instruction using the Blooket as a game-based learning medium. Each session began with an introduction to descriptive text material, including definitions, generic structures, and language features, with emphasis on adjectives and adverbs, followed by interactive practice through Blooket games. Different game modes were employed in each session to maintain student engagement and provide immediate feedback. Meanwhile, the control group received conventional textbook-based instruction consisting of explanations and exercises without game-based media. Both groups completed a pre-test at the beginning and a post-test at the end of the treatment to measure vocabulary mastery and identify potential differences between the groups.

IBM SPSS version 27 was used to evaluate the gathered data. To summarize student performance, descriptive statistics such as mean, median, and standard deviation were computed. After testing for data normality, the Mann-Whitney U test was used to compare post-test scores between the experimental and control groups at a significance threshold of  $\alpha = 0.05$  because the assumptions were not met. Additionally, the effect size was calculated using Cohen's formula to determine the practical significance of the Blooket's impact on vocabulary mastery. Ethical considerations were observed throughout the study, including obtaining permission from the school administration, informing students of the study's purpose, ensuring participation did not affect academic grades, and maintaining the confidentiality of participants' identities and test results.

## **FINDINGS AND DISCUSSION**

### **Findings**

This section presents the study's results from the quantitative data analysis. The findings are organized into descriptive statistics, hypothesis testing, and effect-size analysis to provide a comprehensive understanding of the impact of Blooket, as a game-based learning medium, on students' vocabulary mastery.

***Analysis of Blooket's Impact on Vocabulary***

Descriptive statistics were first calculated to assess students' initial vocabulary mastery before the administration of the treatment.

Table 1: Pre-test Scores of the Experimental and Control Group

	Pre-test Experimental	Pre-test Control
Mean	57.58	57.21
Median	64.00	60.00
Std. Deviation	22.404	16.718

The experimental group obtained a mean score of 57.58, while the control group achieved a mean score of 57.21. The median score of the experimental group was 64.00, whereas the control group recorded a median score of 60.00. These results indicate that the two groups demonstrated similar levels of vocabulary mastery before the treatment. In terms of score variability, the experimental group had a standard deviation of 22.404, indicating a wider distribution of scores among students. In contrast, the control group had a standard deviation of 16.718, suggesting a more homogeneous distribution of scores. Overall, the pre-test results confirm that there was no substantial difference in vocabulary mastery between the two groups at the beginning of the study, thereby ensuring a fair comparison of treatment effects.

Following treatment implementation, a post-test was administered to both groups to assess changes in vocabulary mastery. The post-test results revealed a noticeable improvement in both groups. However, the improvement was more pronounced in the experimental group.

Table 2: Post-test Scores of the Experimental and Control Groups

	Post-test Experimental	Post-test Control
Mean	74.67	62.30
Median	76.00	68.00
Std. Deviation	19.587	16.187

The experimental group achieved a mean post-test score of 74.67, while the control group obtained a mean score of 62.30. Furthermore, the mean score of the experimental group increased from 57.58 to 74.67, indicating substantial progress in vocabulary mastery after learning through the Blooket. In contrast, the control group demonstrated a lower mean score, reflecting more limited improvement through conventional textbook-based instruction. These findings suggest that students who were taught using a Blooket as a game-based learning medium demonstrated better vocabulary performance than those who received traditional instruction. The descriptive statistics provide preliminary evidence that Blooket contributed positively to students' vocabulary mastery.

Additionally, to determine whether the observed difference in post-test scores between the experimental and control groups was statistically significant, a Mann–Whitney U test was conducted. This nonparametric test was selected because the data did not meet the assumption of normality. It is also because it involved a comparison between two independent groups.

Table 3: Result of Mann-Whitney U Test

Test Statistics <sup>a</sup>	
	Post Test
Mann-Whitney U	326.000
Z	-2.812
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: Group

The results of the Mann–Whitney U test showed a U value of 326.000 and a Z value of  $-2.812$ , with an Asymptotic Significance (2-tailed) value of 0.005. Since the significance value was lower than the predetermined alpha level of 0.05, the null hypothesis ( $H_0$ ) was rejected.

This result indicates a statistically significant difference in vocabulary mastery between the experimental and control groups following the treatment. The negative Z value further shows that the experimental group outperformed the control group on the post-test. Thus, the findings provide strong statistical evidence that the use of Blooket as a game-based learning medium significantly improved students' vocabulary mastery compared with conventional instruction.

In addition to statistical significance, effect size analysis was conducted to determine the practical importance of the treatment. The effect size was calculated using Cohen's formula based on the Mann–Whitney U test results, with a Z value of  $-2.812$  and a total sample size of  $n = 66$ . The calculation resulted an effect size ( $r$ ) of 0.346. According to Cohen's (1988) guidelines, an effect size is considered small if  $r < 0.3$ , moderate if  $r = 0.3–0.5$ , and large if  $r > 0.5$ . Therefore, the effect size obtained in this study falls within the moderate category. This finding indicates that the use of Blooket had a moderate yet meaningful effect on students' vocabulary mastery. Even though the effect was not deemed significant, it shows that Blooket offered a significant educational advantage over conventional teaching techniques, especially in terms of improving students' engagement and vocabulary acquisition. Students value the flexibility granted to them in choosing and creating project topics. This flexibility enables users to customize the way the material is presented to suit their needs and interests, which may boost their participation in the learning process.

## Discussion

This section discusses the study's findings by interpreting the statistical results in relation to existing theories and prior studies on vocabulary learning, game-based learning, and digital instructional media. The discussion explains why the use of a Blooket as a game-based learning medium was effective in improving students' vocabulary mastery and how these findings contribute to English language teaching at the senior high school level.

The findings of this study showed that the use of Blooket as a game-based learning (GBL) medium significantly enhances students' vocabulary mastery. The post-test scores of the experimental group, who received treatment using Blooket, were considerably higher than those of the control group, who received conventional textbook-based instruction. This difference clearly indicated that Blooket provides an effective platform for vocabulary acquisition. Additionally, Blooket also encouraged active participation and engagement during the learning process. The results suggested that integrating interactive game-based learning media into vocabulary learning can effectively stimulate students' interest, motivation, and willingness to engage in repeated practice that can contribute to meaningful learning outcomes.

These findings were strongly supported by previous research examining the effectiveness of Blooket and game-based learning media. Kinanti and Sari (2022) reported statistically significant improvements in students' English vocabulary achievement following the use of Blooket. It also highlights the positive impact of gamified learning on student performance. Similarly, Isyamirahim et al. (2025) demonstrated that Blooket increased vocabulary mastery of students and the engagement and enthusiasm of students. It allowed students to perform better in test after treatment. Durrotunnafisah (2025) also emphasized that the use of Blooket is effective in enhancing English vocabulary mastery, while Ikah Barokah et al. (2021) found that the interactive features of Blooket motivate students to actively participate in learning, making the process both enjoyable and effective. Collectively, these

studies underscored the consistency of Blooket's effectiveness across different contexts and populations. It reinforced the reliability of the present study's results.

Blooket provided a supportive and interactive environment for students. This aligned with the findings of Sulistyanto and Asyhar (2024), who argued that gamified learning reduces cognitive load during assessment activities and makes learning less burdensome. This facilitated a positive learning experience and encouraged students to focus on understanding and retaining new vocabulary. Moreover, these results corresponded with Nation's (2022) framework of incidental and intentional vocabulary learning. Incidental learning occurs as students encounter new words during reading and listening activities, while intentional learning occurs when direct instruction is given on specific vocabulary items. Blooket effectively integrates both learning modes by offering targeted quizzes for intentional practice while maintaining an engaging environment that encourages repeated exposure similar to incidental learning. In this way, students can practice vocabulary accidentally and students also can encounter words in context that strengthening retention and comprehension.

Nguyen (2021) also highlighted the significance of interactive learning environments. Learning environments emphasized that supportive and engaging platforms like Blooket foster self-awareness and reflection, which are crucial for language learning. In the present study, the use of Blooket allowed students to practice vocabulary in a playful way and low-pressure setting, which promoted both engagement and self-regulated learning. Students demonstrated increased confidence when interacting with vocabulary items and showed the ability to recall and apply words more accurately during the assessments or test. The combination of competitive elements, immediate feedback, and visual gamified features created a dynamic environment that enhanced students' learning experience. Furthermore, it supported their cognitive development along with their affective engagement.

Blooket can be applied to game-based learning since it is one of digital games that can be utilized as a learning medium. Furthermore, studies on game-based learning provide additional support for these findings. Yacob et al. (2022) emphasized that game-based learning improved learning outcomes by actively engaging students in the learning process, while Jääskä and Aaltonen (2022) noted that game-based learning transformed learning into an enjoyable adventure that motivating students to explore and absorb knowledge in a playful and interactive manner. Hidayah et al. (2023) found that participation in interactive game-based learning activities led to significant improvements in students' vocabulary. This reflected the pattern observed in this study where the experimental group demonstrated meaningful gains after Blooket-based treatment. Similarly, Sayd and Nazarudin (2022) reported that game-based learning could improve vocabulary mastery from low levels to high achievement through repeated engagement with tasks, which reflects the improvement observed in the present research.

The effectiveness of Blooket is further reinforced by studies examining game-based learning across various media. Wen Jia et al. (2025) indicated that game-based learning supports both immediate vocabulary acquisition and long-term retention. Likewise, this emphasized the importance of interactive environments in enhancing learning outcomes. Liu et al. (2025) also found that game-based learning promotes not only vocabulary mastery but also motivation and engagement. It addressed both cognitive and affective dimensions of learning. These studies collectively demonstrate that interactive and gamified learning tools like Blooket offer various aspect benefits for students, which is enhancing knowledge acquisition while simultaneously fostering positive attitudes and sustained engagement.

In addition, the findings of this study corresponded with research on gamification techniques in education. Alomari et al. (2019) highlighted that gamification through the integration of points, levels, badges, and leaderboards can increase students' motivation and

engagement by providing incentives and structured goals. Yacob et al. (2022) similarly noted that gamification introduces competition and rewards into the learning process that encouraging active participation and sustained interest. Chen et al. (2023) also demonstrated that gamified applications like Quizizz significantly improve learning effectiveness and engagement among college EFL learners, while Rahmah Fithriani (2021) found that mobile-assisted gamified learning enhances enjoyment and motivation. This lead to improved vocabulary acquisition. These findings suggested that the benefits observed in this study are not isolated to Blooket alone but reflect the broader efficacy of gamified approaches in promoting vocabulary mastery and learner engagement.

The current study also illustrated the synergy between cognitive and affective learning outcomes in game-based learning contexts. By combining intentional practice with enjoyable and interactive gameplay, Blooket allows students to develop a deeper understanding of vocabulary while simultaneously experiencing motivation, enjoyment, and engagement. This aligned with Liu et al. (2025), who emphasized that game-based learning supports both the cognitive acquisition of vocabulary and the affective elements, such as motivation and sustained interest, which are crucial for effective language learning. Consequently, the integration of Blooket into vocabulary learning was not only facilitates knowledge retention but also strengthens students' self-efficacy and willingness to participate in next learning activities.

Overall, these findings indicated that Blooket provides a comprehensive learning environment that combines educational theory, appropriate learning media supported by interactive technology, and gamification principles. The platform effectively engages students in both intentional and unintentional vocabulary learning, increases motivation and engagement, and provides repeated opportunities for practice in an enjoyable format. The consistent alignment between the results of this study and previous research highlights the reliability and generalizability of game-based and gamification learning strategies in vocabulary teaching. This reinforced the importance of these strategies in current English as a Foreign Language (EFL) education.

## CONCLUSION

This study investigated the effectiveness of Blooket as a game-based learning medium in improving vocabulary mastery among first-grade senior high school students. Employing a quasi-experimental design, the study compared students taught vocabulary from a book with those who received conventional textbook-based instruction. The findings revealed that students in the experimental group achieved significantly higher post-test scores than those in the control group, indicating that integrating Blooket had a positive and statistically significant effect on students' vocabulary mastery.

The Mann–Whitney U test results confirmed a significant difference between the two groups. At the same time, the effect-size analysis indicated a moderate practical effect of Blooket on vocabulary learning. These findings suggest that Blooket not only enhances students' vocabulary achievement but also offers meaningful educational benefits by increasing engagement and motivation during the learning process. Through interactive game elements such as competition, immediate feedback, and repeated exposure to vocabulary items, Blooket provides an effective learning environment that supports vocabulary acquisition.

Overall, this study concludes that Blooket is an effective and practical game-based learning platform for teaching vocabulary to senior high school first-grade students. Its use can serve as a valuable alternative to traditional vocabulary instruction, particularly in addressing

students' low motivation and limited vocabulary mastery in English as a Foreign Language (EFL) classrooms.

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