

THESIS

**THE IMPACT OF BLOOKET GAMIFICATION ON STUDENT'S
ENGLISH GRAMMAR MASTERY FOR SENIOR HIGH SCHOOL**

BY

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ENGLISH EDUCATION DEPARTEMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM

MALANG

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2026

APPROVAL SHEET

**THE IMPACT OF BLOOKET GAMIFICATION ON STUDENTS
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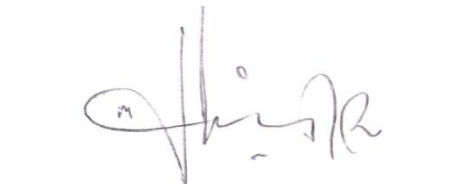


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LEGITIMATION SHEET

LEGITIMATION SHEET

THE IMPACT OF BLOOKET GAMIFICATION ON STUDENTS ENGLISH GRAMMAR MASTERY FOR SENIOR HIGH SCHOOL

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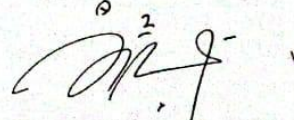
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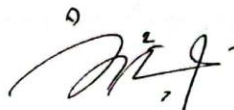
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APPROVAL

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DEDICATION

In this regard, I wish to extend my deepest gratitude to Allah SWT, the fountainhead of knowledge, for His grace and divine assistance in empowering me with stamina, perseverance, and guidance in bringing this long process to an end. Peace be upon you Prophet Muhammad SAW, whose enlightening teachings have always been a source of guidance and inspiration to me in searching for truth and identity throughout this journey of mine.

This thesis is dedicated in appreciation of my deep affection and loyalty towards my dear parents, my father, Mas'ud, and my mother, Aliyatul Lutfiyah. Thank you for all your prayers uttered in the darkness of the night, your endless love, and moral and material support that drives me in taking each step ahead. Without you, it would not have been possible to reach this goal.

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MOTTO

“ Allah does not place a person in position except according to his abilities. He, namely every human being, gets a reward from the good deeds he does even though it is only in the form of intention and has not yet manifested in reality, and he gets punishment from the evil he does and exists in real form ”.

Q.s. Al baqarah : 258

“Because God has promised, after hardship there is ease”

Raim Laode – bersenja gurau

STATEMENT OF AUTHORSHIP

STATEMENT OF AUTHORSHIP

Bismillahirrahmanirrahim,

Here with me,

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Declare that:

1. This thesis is the sole work of the author and has not been written collaboration with another person, not does it include, without due acknowledgment, the result of any other person.
2. This thesis has never been submitted to any other tertiary education institution for any academic degree.
3. Should it later be found that this product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 19, 2026

The Researcher



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Malang, Mei 01, 2026

The Researcher,



Wardatul Mukhibbah

LATIN ARABIC TRANSLATION GUIDANCE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

a	= ا	z	= ز	q	= ق
b	= ب	s	= س	k	= ك
t	= ت	sy	= ش	l	= ل
ts	= ث	sh	= ص	m	= م
j	= ج	dl	= ض	n	= ن
h	= ح	th	= ط	w	= و
kh	= خ	zh	= ظ	h	= ه
d	= د	‘	= ع	’	= ء
dz	= ذ	gh	= غ	y	= ي
r	= ر	f	= ف		

B. Long Vocal

Long Vocal (a)	= ā
Long Vocal (i)	= î
Long Vocal (u)	= u [^]

C. Dipthong Vocal

اَو	= aw
اَي	= ay
اَو	= ũ
اَي	= î

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ABSTRACT

Mukhibbah, Wardatul. 2026. *The impact of blocket gamification on students' English grammar mastery for senior high school*. Thesis, English Language Education Study Program, Faculty of Islamic Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Supervisor: Ima Mutholliatul Badriyah, M.Pd.,

Keywords: gamification, Blooket, grammar mastery, motivatio

This study aims to investigate the effectiveness of using Blooket as a gamification-based learning medium in improving grammar mastery of 10th-grade students at MAN X Pasuruan. This study employed a quasi-experimental design with both quantitative and qualitative data. Data were collected through pre-test and post-test scores, supported by interviews.

The results of the normality test indicated that the data were not normally distributed; therefore, the Wilcoxon Signed Rank Test and the Mann-Whitney U Test were used. The Wilcoxon test showed a significance value of 0.001 ($p < 0.05$), indicating a significant improvement in students' grammar mastery. Meanwhile, the Mann-Whitney U test showed a significance value of 0.005 ($p < 0.05$), confirming a significant difference between the experimental and control groups. The effect size was 0.361, categorized as a medium effect.

Furthermore, qualitative findings revealed that students were more engaged and motivated during the learning process. In conclusion, Blooket is effective in improving students' grammar mastery and increasing their learning motivation.

ABSTRAK

Mukhibbah, Wardatul. 2026. *The impact of blooket gamification on student's English grammar mastery for senior high school*. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Pembimbing: Ima Mutholliatul Badriyah, M.Pd.,

Kata kunci: gamifikasi, Blooket, penguasaan tata bahasa, motivasi

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan Blooket sebagai media pembelajaran berbasis gamifikasi dalam meningkatkan penguasaan tata bahasa siswa kelas 10 MAN X Pasuruan. Penelitian ini menggunakan desain kuasi-eksperimental dengan data kuantitatif dan kualitatif. Data dikumpulkan melalui skor pre-test dan post-test serta didukung oleh wawancara.

Hasil uji normalitas menunjukkan bahwa data tidak terdistribusi normal; oleh karena itu, digunakan Uji Peringkat Bertanda Wilcoxon dan Uji Mann-Whitney U. Hasil uji Wilcoxon menunjukkan nilai signifikansi 0,001 ($p < 0,05$), yang mengindikasikan peningkatan signifikan dalam penguasaan tata bahasa siswa. Sementara itu, Uji Mann-Whitney U menunjukkan nilai signifikansi 0,005 ($p < 0,05$), yang mengkonfirmasi perbedaan signifikan antara kelompok eksperimen dan kontrol. Ukuran efeknya adalah 0,361, yang dikategorikan sebagai efek sedang.

Selain itu, temuan kualitatif mengungkapkan bahwa siswa lebih terlibat dan termotivasi selama proses pembelajaran. Kesimpulannya, Blooket efektif dalam meningkatkan penguasaan tata bahasa siswa dan meningkatkan motivasi belajar mereka.

ملخص

مخفية، وردة. 2026. أثر استخدام أسلوب التلعيب في تعلم اللغة الإنجليزية على إتقان طلاب المرحلة الثانوية لقواعد اللغة الإنجليزية. رسالة ماجستير، برنامج دراسات تعليم اللغة الإنجليزية، كلية التربية الإسلامية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج.

المشرفة: إيما مطوليأتول بدرية، ماجستير في التربية.

تهدف هذه الدراسة إلى بحث فعالية استخدام تطبيق Blooket كوسيلة تعليمية قائمة على أسلوب التلعيب في تحسين إتقان قواعد اللغة لدى طلاب الصف العاشر في مدرسة MAN X Pasuruan. استخدمت الدراسة تصميمًا شبه تجريبي، مع بيانات كمية ونوعية. جُمعت البيانات من خلال نتائج الاختبارات القبليّة والبعديّة، مدعومة بمقابلات.

أشارت نتائج اختبار التوزيع الطبيعي إلى أن البيانات لا تتبع التوزيع الطبيعي؛ لذا، استُخدم اختبار ويلكوسون للإشارات المرتبة واختبار مان-ويتني. U أظهر اختبار ويلكوسون قيمة دلالة إحصائية قدرها $(p < 0.05)0.001$ ، مما يشير إلى تحسن ملحوظ في إتقان الطلاب لقواعد اللغة. في الوقت نفسه، أظهر اختبار مان-ويتني U قيمة دلالة إحصائية قدرها $(p < 0.05)0.005$ ، مؤكدًا وجود فرق دال إحصائيًا بين المجموعتين التجريبيّة والضابطة. بلغ حجم التأثير 0.361، وهو ما يُصنف كتأثير متوسط.

علاوة على ذلك، كشفت النتائج النوعية أن الطلاب كانوا أكثر تفاعلًا وتحفيزًا خلال عملية التعلم. وختامًا، يُعدّ برنامج بلوكيت فعالاً في تحسين إتقان الطلاب لقواعد اللغة وزيادة دافعتهم للتعلم.

الكلمات المفتاحية: التلعيب، بلوكيت، إتقان قواعد اللغة، الدافعية

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses the background of the study, research questions, research objectives, significance of the study, limitation and scope of the study, and definition of key terms.

1.1. Background of the Study

English has turned out to be one of the indispensable subjects in education worldwide due to its increasing role as an international language in communication, higher education, and career opportunities. With growing globalization, the requirement for cross-border communication is increasing, making proficiency in English as necessity rather than a luxury in most sectors, such as business, technology, science, and education (Zou, 2021). Often, it is used during higher education as a medium of instruction, as well as the primary language in international journals, conferences, and professional networks, thereby making it a core competency for students who wish to compete in the global arena.

All of the skills within English language learning, grammar plays an important foundation in the students' ability to construct grammatically correct sentences and clearly convey meaning. Grammar provides a structural framework through which communication in written and spoken forms is directed. When learners have mastered good grammatical knowledge, they can easily express their thoughts clearly without ambiguity, thus attaining coherence in communication. This, according to Alharbi (2022), enhances the ability of language learners to

understand how language functions. Hence, it aids them in comprehending and producing any form of text in several genres and contexts.

Grammar has thus been playing a decisive role in attaining proficiency in the English language as a whole. Grammar is definitely essential for other skill areas like writing and speaking, where accuracy and clarity are required from students. Researchers Wekke and Hamid (2020) show that grammar competence is directly related to academic success in the English language, specifically for those who learn it as a foreign language or EFL. Because of this, grammar instruction still remains one of the most important areas of concern in the field of English language teaching, especially in the senior high school framework, where students prepare either for university or for the professional world. Such emphasis on knowledge and mastery is in line with Islamic principles, which attach great significance to the pursuit of education. As stated in the Qur'an,

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“Allah will raise those who have believed among you and those who were given knowledge, by degrees.” (QS. Al-Mujadilah: 11).

This verse shows the noble status of those who seek and possess knowledge, supporting the importance of developing students to compete. Despite its significance, grammar is frequently seen as one of the most challenging and unpleasant parts of learning English, particularly by senior high school students. Since grammatical norms are frequently viewed as abstract, complicated, and unrelated to everyday speech, many students express feelings of boredom and frustration when working with them (Tran & Nguyen, 2021).

Traditional teaching methods usually emphasize memorization, teacher-centered explanations, and mechanical exercises. This often makes students less interested in learning. While this method may help students remember the material in the short term, it does not encourage deep understanding or long-term interest in the lesson. In classes that teach grammar only through worksheets and repetitive exercises, students tend to become passive and inactive in the learning process. As a result, they can lose motivation, rarely participate in class discussions, and have difficulty remembering grammatical structures in the long term (Rahmawati et al., 2022). In addition, the lecture method commonly used in teaching grammar is often not suited to students' different learning styles, making it less effective for many students.

A recent study by Wang & Lee (2023) indicates that there exists a lot of agreement with regard to the fact that active learning methods involving collaborative activities, grammar activities in context, and the use of digital tools enhance learners' motivation and performance when learning grammar. The approach makes learning grammar easy, interesting, and meaningful to the students. The developments made in educational technology in the past few years are indeed enormous and have affected teaching and learning processes in various fields, including foreign language teaching. The advantages arising from the above developments have enabled educators to transcend their traditional ways of instruction in searching for alternatives that are even more student-oriented and motivating. Gamification is one such innovative approach in education which has gained momentum in recent years.

Gamification is the application of game characteristics such as points, levels, leaderboards, badges, rewards, and challenges in situations other than those in games, even in formal education institutions (Wulandari & Fatimah, 2022). It should be noted that gamification does not aim to turn all education processes into games. On the contrary, its objective is to introduce motivational mechanisms of games during the performance of study tasks in order to make them more interesting for learners. This means that through gamification, teachers will have the opportunity to create an educational environment that will promote competition, cooperation, success, and participation among students. The process of applying the concept of gamification to language learning is well developed. Moreover, gamification has already proved to be effective in areas such as the improvement of grammar skills, building vocabulary, and increasing student engagement. It can be asserted that gamification makes grammatical drills fun and allows the learner to experiment without fear of failure.

By making learners persistent and concentrated, gamification allows for instant feedback provided via the reward system, which is part of the gamified learning space. As far as the use of the gamification elements when teaching English is concerned, it has been discovered that motivation, engagement, and attitude of students improved as a result of gamification. Gamification has been widely used particularly in grammar classes, which tend to be quite boring and repetitive, as a way of making them easier and more engaging. Gamifying grammar lessons by giving scores for the right answers, advancing to a new level, and receiving instant feedback are the means to keep learners concentrated and practicing their grammar

skills. In this case, the task corresponds to the constructivist approach to learning viewing it as an activity initiated by learners themselves.

Nevertheless, while the number of empirical papers related to gamification in education is increasing, there remains a lack of research regarding the quantitative impact of gamification, specifically in learning grammar in a senior high school environment. Moreover, it can be noted that studies that have been carried out mostly discuss either language learning or vocabulary learning as a whole but do not provide any specific findings concerning the impact of gamification on learning grammar. In other words, it becomes necessary to carry out some quantitative studies on this subject in order to draw conclusions and make practical recommendations for teachers.

Gamification is a technique that involves the implementation of game elements in the educational process in order to stimulate learning. Among the platforms that can be mentioned here are Kahoot!, Quizizz, Baamboozle, and Blooket. The platform used in this study will be Blooket due to the variety of game modes, interactivity, and the possibility of creating grammar tests, which will definitely motivate students and reinforce their knowledge in terms of grammar.. Despite its growing use, there is limited research on its specific impact on grammar mastery, Especially regarding the Indonesian EFL context at the senior high school level, there is limited research conducted so far; therefore, this study attempts to fill that gap.

This study will seeks to quantify the effectiveness of gamification on English grammar mastery among senior high school students. Through pre- and

post-measurements of grammar performance of students exposed to gamified activities, this study provides data-driven insight into the efficacy of gamification as a pedagogical tool. The results of this research should better inform grammar teaching methodologies that should support Indonesia's current educational also delves into students' motivation to learn grammar through gamification. It is, therefore, qualitative data will revealed how this gamified learning influences the attention, engagement, and overall learning of students. The results obtained are expected to contribute to informing grammar teaching strategies and support innovative and student-centered approaches in the teaching of the English language.

The previous research by Gusta, Putri, and Permata (2024) investigated the effectiveness of gamification on university students' motivation and grammar accuracy in their study "The Playful Path: Analysing Gamification and Motivation in EFL Grammar Teaching-Learning Process." This mixed-method study resulted in significantly enhancing the motivation and engagement of students toward learning, which had a consequential effect on improving grammar performance. Although this study was conducted at the university level, its findings support the motivational benefits of gamification in grammar learning.

In another study by Durrotunnafisah (2024) she conducted research titled *"The Effectiveness of Using Blooket in Improving Students' Vocabulary Mastery (A Quasi-Experimental Study at the Second Grade of Madrasah Tsanawiyah Pembangunan UIN Jakarta in the Academic Year of 2023/2024)."* This study employed a quasi-experimental design in determining whether Blooket could effectively enhance mastery in English vocabulary. The results revealed that the experimental group which used Blooket achieved significantly high scores after the

test compared to the control group, thus validating the effectiveness of Blooket in improving vocabulary proficiency. It was concluded that gamified learning tools like Blooket contribute to improvements not only in terms of vocabulary performance but also in creating a fun learning environment.

The another conducted by study of Amalia and Sujarwati (2025) entitled “The Effect of Blooket on Students’ Grammar Mastery,” concerned how Blooket affects students' grammatical understanding The research was carried out in a junior high school through a quasi-experimental design and reported that students who employed Blooket showed a significant increase in grammar test scores compared to students in the control group. This study brings into focus that Blooket has the potential to improve grammar mastery through more engaging and interactive learning.

Although previous studies have shown the effectiveness of gamification and Blooket in language learning, most of them have been conducted either at the junior high school or university level and mainly focused on general language learning outcomes. In addition, only a limited number of studies specifically examined students’ measurable grammar achievement and how Blooket contributes to improving grammar mastery in classroom learning. For instance, Amalia and Sujarwati (2025) proved that Blooket improved grammar mastery, but the study was conducted at the junior high school level. Meanwhile, Durrotunnafisah (2022) examined the effectiveness of Blooket at the junior high school level and found that it significantly improved students’ grammar mastery. In another study, Gusta, Putri, and Permata (2024) explored the impact of gamification on motivation and

accuracy in university students, without focusing on structured grammar assessments

Based on several previous studies, gamification has been proven to increase students' motivation (Putri, et al 2022) and provide a more enjoyable learning experience compared to conventional methods (Novita, 2025). Existing research tends to use general gamification applications like Kahoot or Quizizz, so there hasn't been much study on the effectiveness of Blooket as a grammar learning medium, particularly for the simple present tense.

Although previous studies have explored the use of gamification and Blooket in language learning, there is still limited research investigating their impact on grammar mastery at the senior high school level. Most prior studies have been conducted either at the junior high school or university level and have tended to focus on vocabulary mastery or motivational aspects rather than combining both quantitative grammar achievement and qualitative motivation analysis. Therefore, based on the previous studies and the identified research gap, the present research entitled “*The Impact of Blooket Gamification on Student English Grammar Mastery for Senior High School*” is conducted to fill this gap and provide empirical evidence regarding the effectiveness of gamification-based learning in improving grammar mastery and enhancing students' motivation in the context of Indonesian secondary education.

1.2. Research Questions

Considering on the background above, there are a problems and phenomenom that needs further investigation. The aims of this study are to answer the following research questions:

1. Is there any impact of Blooket gamification on students' grammar mastery of tenth grade student of MAN X Pasuruan?
2. Does gamification affect students' motivation in learning English grammar?

1.3. Research Objectives

Based on the research question above, the aims of the study are to:

1. To investigate whether any effect of gamification on students' grammar mastery of tenth grade student of MAN X Pasuruan
2. To examine whether gamification increase students' motivation in learning English grammar.

1.4. Significance of the Study

This research is expected to contribute to both theoretical and practical significance based on the background. Theoretically, this study contributes to the developing body of research on the integration of gamification in language learning, specifically grammar instruction. It also provides insights into how Although some research has been conducted on gamification and Blooket for language learning, The findings of this study that can practically serve as a valuable reference:

1. For English Teachers

This research can serve as a good source for senior high school English teachers who are looking for a fresh idea that can boost their learners' ability to master the English grammar. Armed with knowledge about how gamification

works, these educators can construct a more interactive and learner-friendly classroom environment.

2. For School Principals

The findings of this study can assist school principals in promoting the use of modern teaching techniques which involve technology. With awareness about the advantages of gamification, they will be in a better position to promote teaching and learning using this approach.

3. For Curriculum Developers and Education Policy-Makers

Such findings can be useful for informing curriculum developers and education policy makers during the process of development of revision of the English language curriculum that is going to include elements of gamification.

4. For Future Research

This research is a contribution to the already growing body of literature on gamification in language education with particular emphasis on grammar instructions. This work can also inspire further studies in this area.

1.5 Limitation and Scope of the Study

This research limits itself specifically to assessing the effect gamification on the mastery of English grammar in a high school environment, in particular MAN X Pasuruan. The grammatical aspects that are the main focus in the research are certain aspects related to the use of present tense, which are an important part of sentence grammar.

The structure and often turn to be hurdles for high school students, in that most of their materials cover the present tense. This study had involved 2 heterogen

classes of 10th grade students during the 2025/2026 academic year as participants because it is at this level that students are introduced to grammar in a more structured manner in the learning of English. To apply the concept of gamification, this study used one of the interactive learning platforms, called Blooket. This service allowed the teachers to create quizzes or educational games for the students to work on in a competitive but enjoyable manner. It was designed with the intention of bringing a fresh atmosphere of excitement into classrooms by motivating students more effectively. Teachers can use pre-designed question sets from the template library or design customized quizzes on Blooket. In this research, all the grammar questions were designed and developed by the researcher herself to suit the learning objectives and the curriculum level of the participating students. Each question had a multiple-choice format with four alternatives in each test item, as is standard in such educational games.

In addition to measuring the extent to which gamification increased students' mastery of grammar, this study investigated how a game-based learning approach affected students' motivational learning regarding grammar material often considered uninteresting or challenging. The specific aspect were examined within Keller's ARCS motivational model (2010), which is concerned with four aspects: Attention, Relevance, Confidence, and Satisfaction. Attention refers to the strategies that draw and hold students' interest for learning; Relevance emphasizes meaningful relationships between grammar activities and students' goals or needs; Confidence focuses on developing the belief in students that they can master grammar; Satisfaction involves feelings of enjoyment and achievement through rewards, feedback; hence, motivational development in regard to students'

enthusiasm, The in-depth interview included questions regarding class activity participation, confidence in using grammar, and feelings of accomplishment when engaging with gamified learning. Therefore, this research explored the cognitive aspects of learning outcomes, but also the affective aspects: interest, engagement, and attitude.

1.5. Definition of Key Term

To avoid misunderstanding and misinterpretation, the key terms used in this study are defined to follows:

1. Grammar

Grammar is defined as the set of rules regarding the use of tenses in English, verb forms, sentence structure, and proper deployment of tenses both in writing and speaking. Grammar provides the groundwork for proper communication; it helps learners to be able to make sentences that are meaningful and grammatically correct. In this research, the grammar material being spotlighted is confined to the Simple Present Tense because it is the basic but important tense for senior high school students to master..

2. Grammar Mastery

Grammar mastery is the students' potential to use the correct and appropriate grammar of English, particularly in using present tense, while performing different language tasks. It embraces not only the proper adoption of grammatical rules but also the knowledge of where, how, and when each kind of tense should be applied in context, in writing, speaking, or comprehension activities.

3. Present Tense

The present tense is a grammatical tense, which is used to describe actions that are happening at the moment, habitual actions, or general truths. In this study, present tense includes simple present forms active and verb to be. Mastery of present tense helps students describe current events and routine actions clearly and correctly

4. Gamification

Gamification is basically the application the elements and principles from game design to contexts other than gaming, like education, to improve motivation, engagement, and participation. In this paper, gamification has been integrated into grammar teaching for increased interaction and fun during the learning process. This makes learning less boring by incorporating elements such as points, competition, levels, and rewards, which increase active participation in the learning of grammar

5. Blooket

Blooket is an online game-based learning platform that serves as the primary tool for gamification in this study. This allows teachers to create quiz-based games in which students can either compete individually or in teams by earning points and rewards. Blooket is designed to heighten students' interest and motivation toward learning English grammar in a more interactive and entertaining way. This competitive and playful format is expected to make the grammar practice enjoyable, which increases retention and participation.

7. Motivation

Motivation in this study refers to all those the internal and external factors that determine the willingness and enthusiasm of students to learn English grammar.

This involves their interest, attention, and persistence in completing grammar-related tasks. Motivation can be enhanced through engaging teaching methods like gamification, which provide immediate the feedback, recognition, and a sense of achievement, thereby making students more eager to learn and participate in grammar activities. In addition, motivation can be categorized into ARCS motivational model, which comes from students' inner desire to learn, such as enjoyment, curiosity, and the satisfaction of mastering grammar, and extrinsic motivation, which arises from the external factors, such as rewards, competition, teacher encouragement, and recognition from peers.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will be discusses theories used in this study. The theories that being discussed include defining grammar mastery, gamification, blooket, procedures in using blooket, and student motivation when using gamification in English mastery. This chapter also covers previous studies on gamification in English grammar mastery.

2.1. Grammar

grammar is an essential part of language learning because it provides rules for forming and arranging words into meaningful sentences. Grammar helps learners communicate ideas clearly and correctly in both spoken and written English. It also supports the development of the four language skills: listening, speaking, reading, and writing. Without proper grammar mastery, learners may experience misunderstanding and difficulties in communication. Therefore, grammar is considered an important foundation in English learning, especially for high school students.

2.1.1 Understanding Grammar

Grammar is said to be an indispensable part of language learning because it gives a set of rules say how words are formed and fitted together to come up with meaningful and coherent sentences. It includes several elements such as the formation of sentences, use of verbs, and tenses, which define the relationship between words in a syntactic way. Grammar enables the learners to express ideas correctly, logically, and clearly (Yusuf & Ali, 2025). Grammar is the structural basis

of the language and prescribes ways in which words and syntactic units are to be combined so as to result in acceptable expressions. Mastery of grammar enables learners to avoid common errors and comprehend both oral and written texts effectively. Without proper grammatical grounding, this may lead to unclarity and miscommunication due to structural inaccuracy (mukhrerjee, 2019).

In learning English, grammar is more than a set of technical rules; it provides a fundamental framework for all four language skills: listening, speaking, reading, and writing. Proper use of grammar allows learners to construct It implies creating correct and meaningful sentences, either for academic or everyday situations. Thus, grammar remains an important feature of English education in several educational levels (Rahmawati & Hidayat, 2022).

Among the different grammar topics, tenses- particularly the present tense- are essential for a high school student. Tenses show the time of actions and events, and without their proper knowledge, one cannot communicate effectively in different situations. Poor mastery of tenses often results in errors and confusion in both spoken and written English. This paper, therefore, focuses on these two basic tense forms because they are most frequently used and often pose challenges for learners to master.

The present tense is expected to enhance their communicative competence in English. Hence, grammar should not be merely a rule-based system but an important skill that will should be developed and integrated into language learning continuously. Waluyo et al. (2023)

2.1.2 Present Tense

The simple present tense is one of the most grammar basic and, at the same time, commonly used verb tenses of the English language. It is generally used to describe habits, general truths, routines, or permanent situations. According to Alqahtani and Al-enzi (2021) The simple present tense is used to describe the repeated actions or the situations that continue over a period of time. Thus, it forms a basis upon which grammatical capability is developed and is quite essential in the construction of clear and exact sentences, whether spoken or in writing.

A. The function of Simple Present Tense

The simple present tense has several main functions in a sentence. It is used to express habits or routine activities, general facts or scientific truths, scheduled events such as those found in transportation timetables, and instructions or commands in an impersonal form.

B. Simple Present Sentence Pattern

The basic structure of the simple present tense is divided into three sentence forms, namely: positive (+), negative (-), and interrogative (?).

1. Positive Sentences (+):

In the simple present tense, verb forms vary depending on the subject. For third person singular subjects (he, she, it), the verb is added with -s or -es, while for other subjects (I, you, we, they), the base form of the verb (Verb 1) is used.

Pattern:

I/You/We/They + Verb 1 + Object

He/She/It + Verb 1+s/es + Object

Example:

I study English every day.

She reads a book in the evening.

2. Negative Sentences (-):

Using the auxiliary verb do or does, followed by not and Verb 1.

Pattern:

I/You/We/They + do not (don't) + Verb 1

He/She/It + does not (doesn't) + Verb 1

Example:

They do not watch TV on weekdays.

He doesn't like spicy food.

3. Interrogative Sentences (?):

Using do or does at the beginning of the sentence, followed by the subject and Verb 1.

Pattern:

Do + I/you/we/they + Verb 1 + ...?

Does + he/she/it + Verb 1 + ...?

Example:

Do you play football?

Does she speak French?

C. Addition of Suffix -s/-es

For the third person singular subject, the verb form in the simple present tense is added with the suffix -s or -es. This addition depends on the end of the verb:

- Add -s: play → plays, run → runs
- Add -es: verbs ending in s, sh, ch, x, o → go → goes, watch → watches
- If it ends with a consonant + y → change y to i and add -es: study → studies

The use of this form is very important to master because it is often a source of student errors in constructing simple present sentences.

D. Nominal Sentences with "To Be"

In addition to using verbs (action verbs), the simple present tense also contains nominal sentences, which are sentences that do not use action verbs but instead use "to be" as a connector between the subject and the adverb (noun, adjective, prepositional phrase, etc.).

The verb "to be" in the Simple Present Tense has three forms:

am → used for the subject "I"

is → used for the subjects "he," "she," and "it"

Pattern:

I + am + Complement

He/She/It + is + Complement

You/We/They + are + Complement

Example:

I am a student.

She is happy.

They are in the library.

b) Negative Sentences (-)

Pattern:

I + am not + Complement

He/She/It + is not (isn't) + Complement

You/We/They + are not (aren't) + Complement

Example:

I am not tired.

He isn't a teacher.

We aren't ready.

c) Interrogative Sentences (?)

Pattern:

Am + I + Complement?

Is + he/she/it + Complement?

Are + you/we/they + Complement?

Example:

Am I late?

Is she your sister?

Are they at home?

The use of to be in nominal sentences is often found in self-descriptions, conditions, feelings, locations, and identities. Understanding to be is crucial because it is a basic structure frequently used in everyday conversation and writing.

E. Context of Use in Learning

In learning for secondary schools, the simple present tense is often taught in the early grades because it is an important foundation for understanding advanced grammar. Students are required to be able to use this tense in explaining routines, habits, and making sentences in active and nominal forms. Mastery of the simple present is also an early indicator of students' ability to construct correct English sentence structures (Murphy, 2019).

2.1.3. Grammar Mastery

Grammar mastery refers to students' ability to understand and apply grammar rules in the use of English appropriately, both orally and in writing. This

mastery includes an understanding of sentence structure, verb forms, tenses, and the ability to use grammar contextually in various communication situations (Putri, 2020). Grammar mastery is not only measured by how many rules students know, but also by how well they are able to use them in real language practice.

In the world of education, grammar mastery is considered as one of the important indicators in measuring the success of English learning. Without adequate grammar mastery, students will have difficulty expressing their ideas appropriately, both in writing and speaking. This can affect students' self-confidence and the effectiveness of their communication (Rahman & Ningsih, 2019). Therefore, teaching grammar systematically and structurally is very important in the learning process, especially at the high school level which requires students to be able to use English in an academic context.

Grammar mastery is also closely related to analytical thinking skills in language. According to Hasibuan & Fitriani (2021), students who have good grammar mastery tend to be more careful in constructing sentences and are able to correct their own mistakes through understanding the language structure. This shows that grammar is not only just memorizing rules, but also involves critical thinking skills in using language correctly and effectively.

In the context of this study, grammar mastery is focused on the ability of grade X students to use the present tense correctly in various forms of assignments. This focus is chosen because this tense is part of the basic material that is often taught in the early grades of high school and is important points in learning English, especially considering that most of the materials at this level involve long and structured texts, such as procedural texts, analytical expositions, and hortatory texts.

By mastering present tense, students can build a strong grammatical foundation for more advanced language learning.

Therefore, it becomes essential to understand how grammar is taught at the senior high school level, particularly in relation to the curriculum and the pedagogical strategies applied by teachers to support students' grammar mastery.

2.1.4. Teaching Grammar in Senior High School

Learning grammar in High School is very important because it plays an essential role in establishing students' basic English language competencies. In this learning phase, the students must be able to learn how to apply grammar knowledge into real-life situations where they communicate verbally or in written texts. Grammar acts as the foundation of listening, reading, writing, and speaking competencies (Farida & Puspitasari, 2021).

Together with the implementation of the Independent Curriculum by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, the learning approach in high schools has shifted to being more student-centered and based on competency development. In the Independent Curriculum, English learning is expected to shape students' communicative competencies, which include language skills in a complete and contextual manner. Therefore, grammar is not taught as a stand-alone topic, but is integrated into various project-based learning activities, assignments, and real situations (Kemendikbudristek, 2022).

Teachers are required to deliver grammar material not only through direct explanations, but also through creative and meaningful methods. Contextual approaches, task-based learning, and the use of digital media are strategies that are encouraged in the implementation of the Merdeka Curriculum. In this case,

gamification emerges as an alternative that is in accordance with the spirit of the curriculum, because it is able to integrate grammar learning into fun, collaborative activities, and trigger students' curiosity (Susanti, 2020). However, challenges are still found in the field. Many students consider grammar to be difficult and boring material, especially if the teaching is carried out conventionally and monotonously. Research by Sari and Andini (2022) shows that students have difficulty understanding tenses and sentence structures if not accompanied by a communicative and interactive approach. Therefore, teachers need to innovate in developing grammar teaching strategies that are not only informative, but also motivating and in accordance with the needs of the times.

In this study, the teaching of grammar is focused on basic tenses, namely the simple present tense, which are taught to Grade X students of MAN X Pasuruan in the 2025/2026 academic year as the initial foundation for mastering grammar at the MAN level. This tense was selected because it is fundamental materials for developing more advanced language skills. The teaching of this materials is developed through a gamification approach using interactive media such as Blooket, to measure the effectiveness of grammar learning through engaging and game-based methods. MAN X Pasuruan implements the Merdeka Curriculum, which emphasizes student-centered, active, and joyful learning. Therefore, this gamified approach is not only relevant for public schools but also suitable for Madrasah Aliyah, where learning is integrated with Islamic values and discipline. The integration of gamification into grammar instruction is expected to support a more dynamic and adaptive learning process, in line with the principles of the Merdeka Curriculum

2.2. Gamification

Gamification refers to the use of gaming techniques in non-gaming areas, including education, with the aim of making learners more motivated, engaged, and involved actively (Almulla, 2022). Gamification has become popular in the educational process as it can provide innovative ways of making the learning experience more interactive and interesting.

The usage of gamification in English-language learning allows obtaining several advantages, especially in motivating students to engage into grammatical material that may seem difficult or even boring. According to Yunus and Hua (2021), game-based learning platforms such as Kahoot, Quizizz, and Blooket improve activity, create a better class environment, and make grammar and vocabulary retention more substantial. It means that the approach of gamification not only adds an element of entertainment but also contributes meaningfully to learning outcomes.

It also aligns with the nature and characteristics of the digital native modern learner, who is more responsive to visuals, interactive challenges, and experiences through technology. Hence, teachers need to be creative in the type of gamification media that best fits the specific learning objectives and levels of student ability. In practice, gamification can take part in several Grammar learning activities include game-based exercises, group competitions, interactive quizzes, and story-based simulations. Where students' act as the primary agents in their own learning process.

Gamification has been able to merge elements of entertainment and education, thus promising tremendous potential in reorganizing grammar learning to be more relevant to 21st-century students in terms of their needs and learning styles. The effectiveness of Blooket gamification in enhancing students' grammar mastery will be tested in this study at the level of senior high school, precisely in the Madrasah Aliyah context. Awing and Nasri (2023) presented research on the effectiveness of Game-Based Learning (GBL) in grammar learning, wherein the implementation of the game-based approach contributed significantly to improving the achievement, motivation, and engagement of students. Such findings indicate that embedding game elements in grammar learning makes the process of grammar learning more interactive and fun, adding to its effectiveness. This view is consistent with the use of Blooket as a gamification-based learning platform in this research. Blooket integrates several game elements, such as points, competition, prizes, and immediate feedback-all of which have been proved to enhance students' intrinsic motivation and active participation.

With such features, students practice grammar in a fun and meaningful way while developing an even greater understanding of language rules when their interest in learning is maintained. Therefore, the use of Blooket may be regarded as an application of principles on game-based learning, which can be put into practice with the intention of enhancing both grammar mastery and learning motivation among students

2.2.1. Blooket Gamification

Blooket is an educational gamification tool developed to engage learners via the use of games. The tool was first introduced by Tom Stewart and Ben Stewart (

2020) as a means of overcoming challenges brought about by the coronavirus pandemic concerning learner engagement during education. Blooket is an innovative educational platform, through which users can create quizzes in the form of games meant to be engaging and entertaining for all ages. Blooket is an interesting educational platform where fun and learning are combined to make education more interactive and engaging (Blooket, 2020).

As a platform that promotes the concept of gamification, Blooket integrates game elements such as points, prizes, leaderboards, timers, and competition systems into learning activities. The goal is to create a more enjoyable learning experience while encouraging active student participation. When students answer questions correctly, they are rewarded in the form of game progress, thereby increasing their motivation to learn along with a sense of accomplishment derived from their learning.

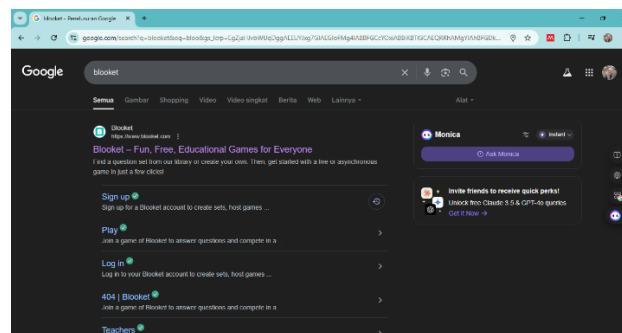
Blooket has a range of learning game modes, each adaptable to suit learning objectives. Gold Quest, Fishing Frenzy, Crypto Hack, Egg Hunt, and Laser Tag are just some of the popular game modes that involve competitive and surprise elements for Engage students. Other modes include Cocoa Cottage, Pirate's Voyage, Tower Defense, Monster Brawl, Battle Royale, Deceptive Dinos, Racing, Café, Factory, and Classic Mode, all designed to help achieve comprehension through engaging, interactive means. Blooket has been widely used to improve grammar, vocabulary, and text comprehension in English language learning. As mentioned above, the recent findings of Amalia & Sujarwati (2025) have revealed that Blooket can increase student engagement when used in lessons dealing with grammar of the simple present tense. This claim can be backed up by the findings of Waluyo et al.

(2023), according to which such digital resources as Blooket not only increase the level of students' interest in learning but also create a relaxing classroom environment, which increases their motivation for learning.

With all its features and advantages, Blooket is a fine example of how gamification can be implemented, coupled with the spirit of the Independent Curriculum, for active, enjoyable, student-centered learning. The use of Blooket in grammar lessons not only positively impacts learning outcomes but also improves student attitudes and engagement in the overall learning process.

2.2.2. Procedures of Using Blooket

The first step is to visit the official Blooket website. Users can either search for “Blooket – Fun, Free, Educational Games for Everyone” via Google and click on the provided link or directly access the main page at www.blooket.com.

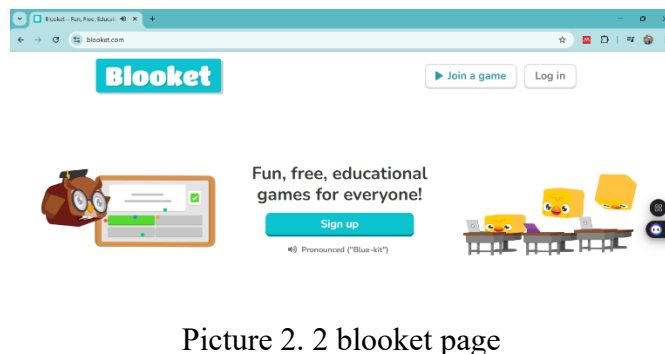


Picture 2. 1 Blooket Website

This homepage serves as the starting point for creating or playing educational games.

A. Signing Up or Logging In

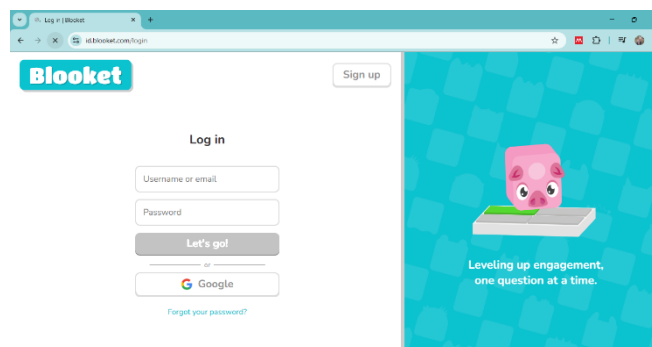
There are two ways to enter the blocket, the first is to press sign up if the users don't have an account, and if they already have an account, they can press log in if they already have an account. There are two ways to register on Blooket, if the users don't already have a Blooket account. First, they can select the “ *I’m a teacher* “ option if the user is a teacher. Here are the step to follow : 1. Selects the ‘*sign up*’ at the middle of blocket page



Picture 2. 2 blooket page

In this page, display the main display on the booklet page which can later be used to use the booklet

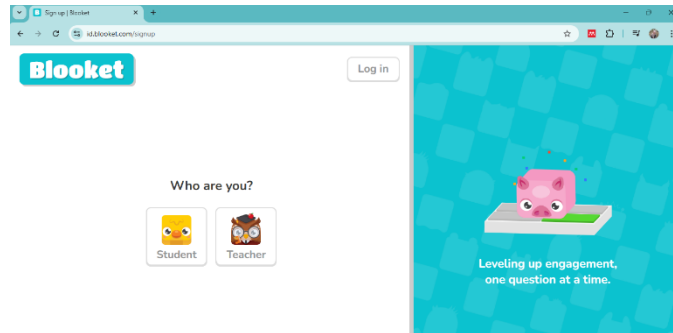
1. Click "Sign up" to Register if the users didn't have account Or Log In If the users. Already Have an Account



Picture 2. 3.Register Page of Blooket

On this page, the users can register their Blooket account.

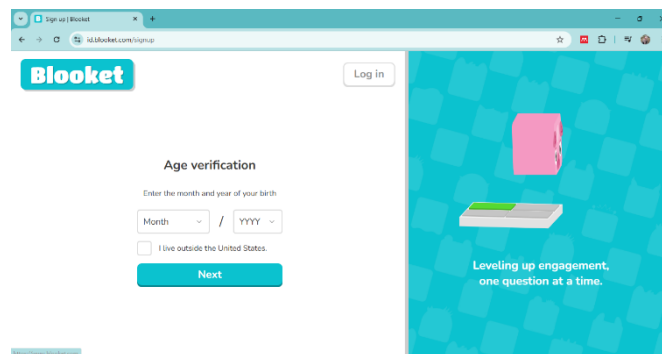
2. The users will switch to two options. If they are as teacher they can choose ‘Teacher’ and if they are as a student, so their can choose a ‘student’.



Picture 2. 4 Blooket page log in

In this page, they can choose whether you are as a teacher or as a student’.

After that, it will be redirect to ‘age verification’ page and you can fill it in according to your identity

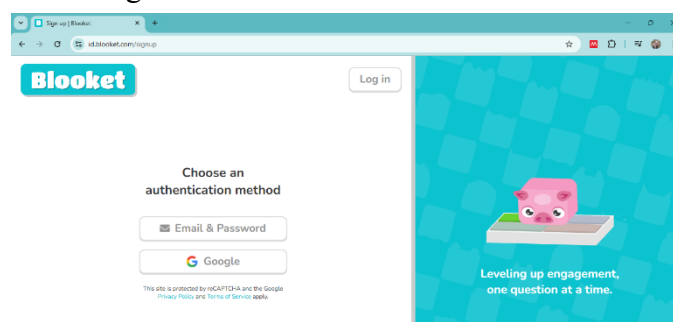


Picture 2. 5 Blooket page log in

This page shows a direction that the users can fill about their personal page

3. Then the page move to authentication method you can choose by themselves.

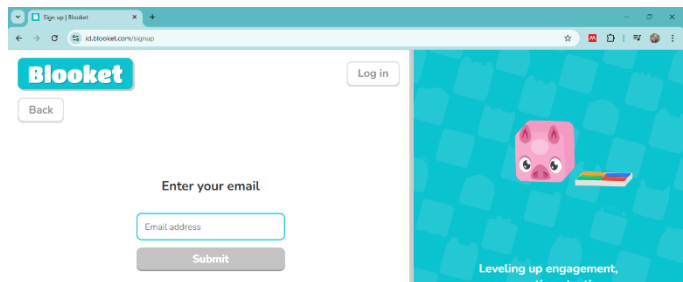
With Email or Google



Picture 2. 6 Blooket Page log in

On this page they can register with Email or Google

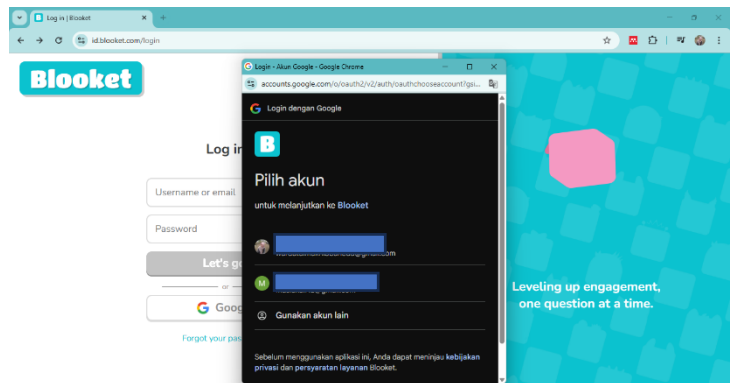
if they choose email



Picture 2. 7 Blooket page log in

In this Page display if they can choose email to register

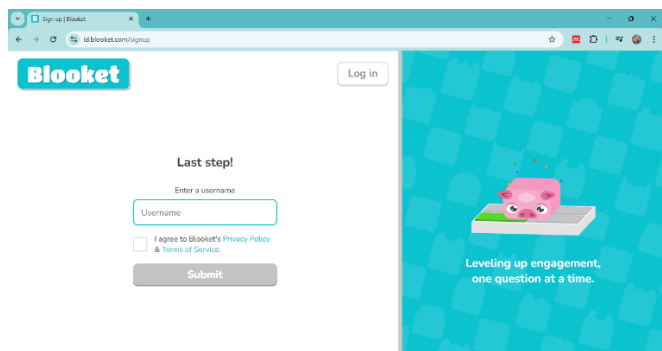
If they choose a google



Picture 2. 8 Blooket page log in

Page display if they choose Google to register

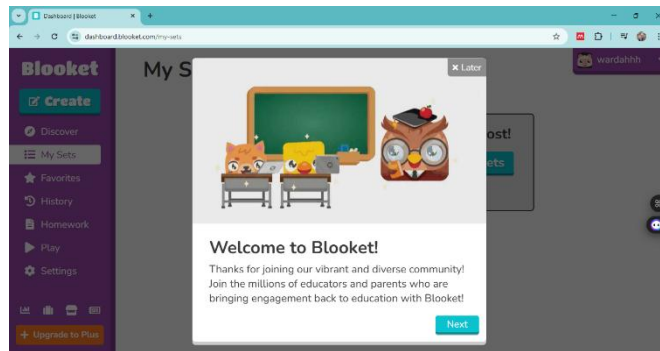
4. In the last step, they can fill the username



Picture 2. 9 Blooket page log in

And this page they can fill your username of your Blooket

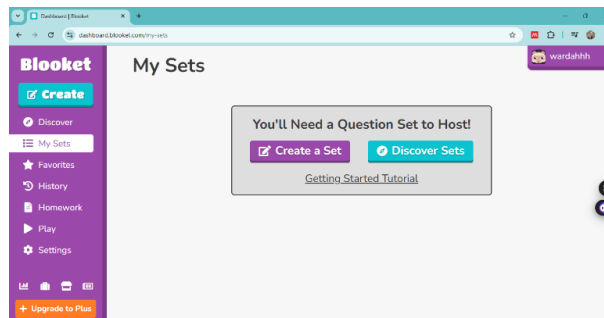
5. Then you can enter to Blooket page



Picture 2. 10 Blooket Page

On this page it shows that they have successfully registered their wallet and it is ready to use.

B. Blooket Dashboard



Picture 2. 11 Blooket Dashboard

Upon logging in, users will be redirected to the Blooket dashboard. This page serves as the central control panel, particularly for teachers, to create, edit, or access various educational activities such as grammar quizzes. The features available on the dashboard includes

In this section there are several types of buttons the users can use and they are explained below.

a. Create

Underneath the "Create" tab on the top-left is an option that allows the users to create question sets on any subject of interest. For example, you may incorporate grammar questions, choose from various multiple-choice answers, etc. All these can be saved and used in their classes.

b. Discover

This menu gives you access to existing public sets, developed by other users. If the users do not want to spend time creating materials, this menu allows them to input your keyword of choice ("Simple present Tense") and get an enormous number of existing quizzes.

c. My Sets

This menu shows the sets they users have created earlier. As seen from the image, no set has been created before; hence, they need to "create a set" or "discover sets." Once they have done that, they will show up in this menu.

d. Favorites

If there are sets you like or prefer to use often, then they may easily save them here to have quick access next time without searching again.

e. History

In this menu, the previously hosted games' history is stored. The information here includes what kind of set was used, what game mode was picked and even student activity.

f. Homework

The users may easily assign their sets here as homework that students will take at their own convenience from home. Also, this menu allows adding due dates to the assignments.

g. Play

The users can this menu to host or play a Blooket game live. They can choose a game mode they like and obtain a code that will let students join them.

h. Settings

In this menu, the users can change the basic things about their account like their username, avatar, language, notifications settings. Additionally, this menu allows you to manage classroom settings.

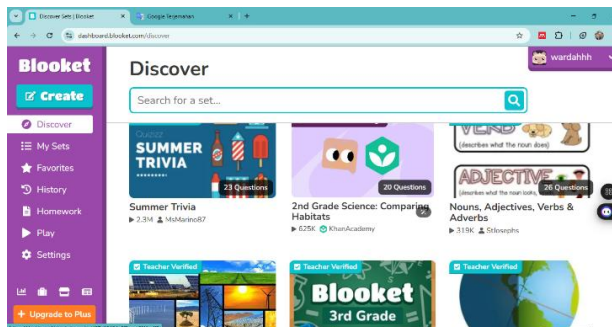
i. Upgrade to Plus

This menu offers to upgrade their current plan to Plus. Plus. It's optional and useful for advanced users or schools with full integration.

C. Creating and Distributing Worksheets

There are two main ways to distribute worksheets or question sets:

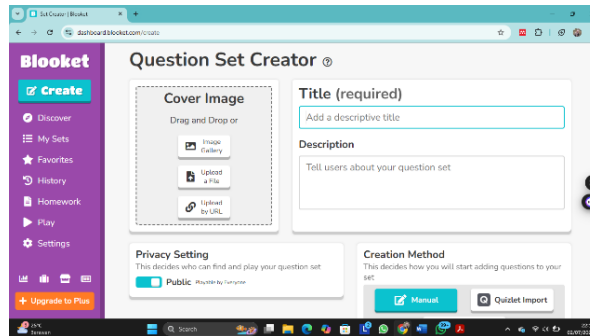
1. Using Discover: The users can Select from the available templates or question sets created by other users.



Picture 2. 12 Main Page of Blooket

2. Creating own: Allows teachers to make custom sets. The steps include:

a. Cover Image



Picture 2. 13 Question set Creator

This section allows teacher as the users to add a cover image to the question set they are creating. This is useful to make it look more attractive to students.

There are three options for adding images:

- Image Gallery: The users can select an image from the gallery provided by Blooket.
- Upload a File: They can upload an image from their own device (e.g. lesson logo, grammar icon, etc.).
- Upload by URL: They may enter the URL link of the image from the internet if you don't want to download it first.

b. Title (required)

The users can set a title for the quiz, such as *Simple Present Tense Quiz*

c. Description

The users can provide a brief explanation of the content or purpose of the question set. For example: "This quiz reviews 10 multiple-choice questions on the use of the simple present tense tense in active, nominal and passive "

This description helps other users (or students) understand what they will learn from the quiz.

d. Privacy Setting

The users can decide whether the quiz will be Public (accessible to anyone) or Private (accessible only to the creator or specific users).

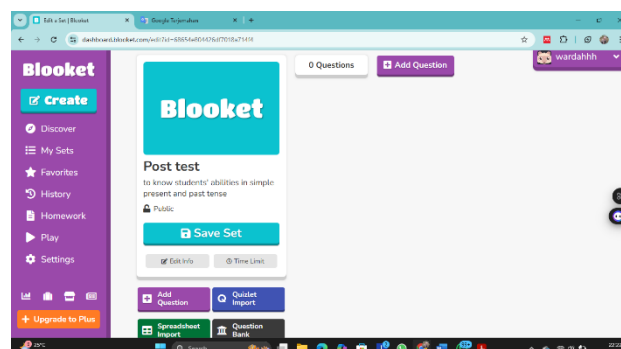
e. Creation Method

The users can determine how they will start adding questions to the set.

There are two options:

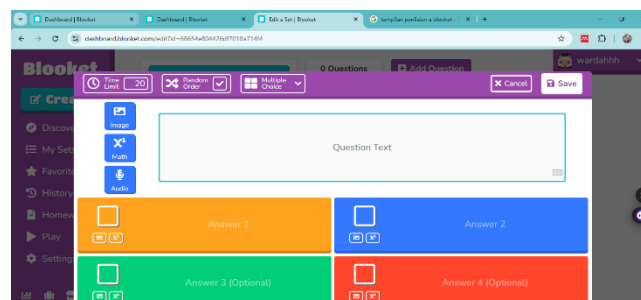
- Manual: they write the questions and answers one by one directly. This is suitable for creating custom grammar quizzes.
- Quizlet Import: If they have a question set in Quizlet, they can import it directly to save time.

After completing the setup, users can begin adding questions by clicking the Add Question button.



Picture 2. 14 Blooket Desain Page

. This display shows the quiz display that the users have created themselves.



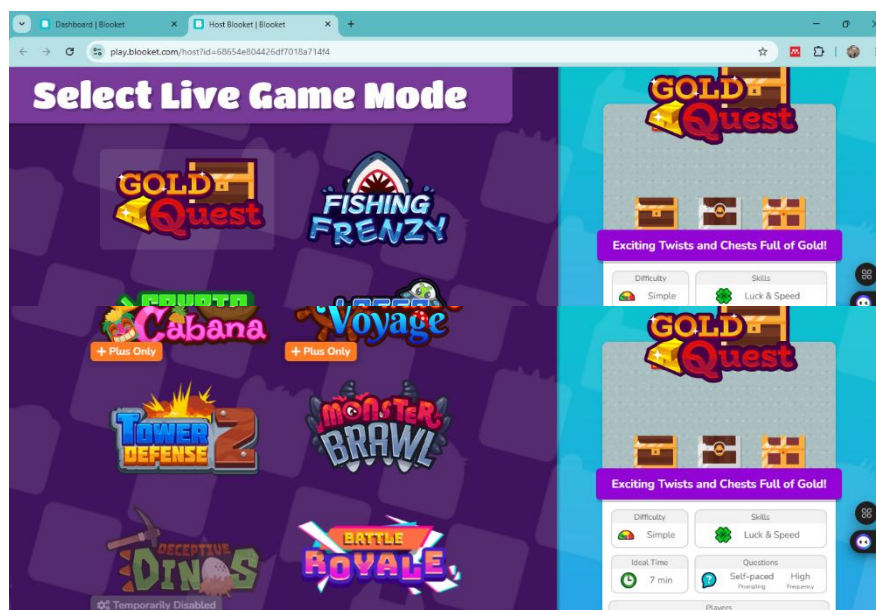
Picture 2. 15 Blooket Create Page

In this page the users can will make a question for teir quiz, so, they can click the add question, and after that it will appear like this

and on this page it shows that the users can design the questions they want to blind because it includes points a, b, c, and d and the question model can be in the form of an image or a written question

D. Game Modes in Blooket

In addition, if the users want to use Blooket in their teaching, they can choose the live mode, as Blooket offers a variety of game modes to enhance classroom engagement and make learning more enjoyable. Game modes such as Gold Quest, Tower Defense, Factory, Café, and Crypto Hack allow students to answer grammar questions while participating in fun, competitive, and strategic gameplay. These features not only increase student motivation and focus but also promote active participation, collaboration, and repeated grammar practice in an engaging environment.



Picture 2. 16 Display of Features on Blooket

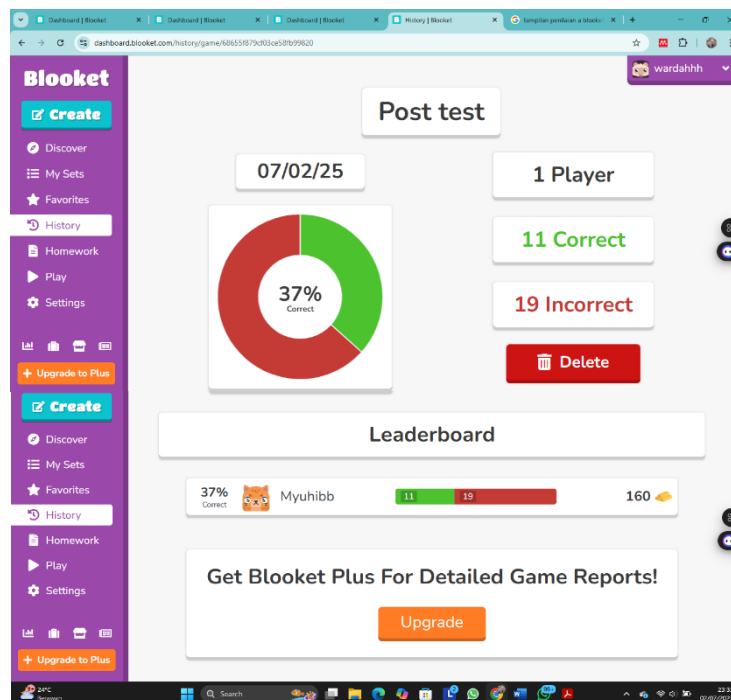
As evidenced from this figure, there are multiple aspects about the blocket that can be used and which exist in different forms such as: Seperti Gold Quest, Fishing Frenzy, Crypto Hack, Egg Hunt, Laser Tag, Cocoa Cottage, and Pirate's Voyage. Other examples include game modes such as Tower Defense 2, Monster Brawl, Deceptive Dinos, Battle Royale, Tower Defense, Café, Factory, Racing, Blook Rush, and Classic Mode. Each of these modes has its own rules and mechanism; however, their common purpose is to make the process of answering questions more interactive and challenging for students.

The various game modes make it possible for educators to select activities that best fit their learning goals. Although the various game modes provide students with varying visual and interactive experiences, the core questions that are used remain the same. The only thing that changes is the interface and the way in which gameplay takes place, but the interface that students use always presents the quiz questions.

It should be noted that although each game mode used in Blooket is different, the questions used still refer to the previously created question set. Selecting a game mode will not change the content or form of the questions that have been entered in the question column. The main difference between each game mode lies only in the live visual display on the teacher's screen. Meanwhile, the display on the student's screen remains the same, which only displays questions and answer choices, so that the student's focus remains on answering the questions correctly according to the instructions.

E. Viewing Worksheet Result

After students complete a Blooket activity, their performance is summarized in a results page. The performance data is typically shown in the form of a pie chart that indicates the percentage of correct and incorrect answers. For example, a student may have answered 11 questions correctly, representing 37% of the total, with the remaining questions marked incorrect

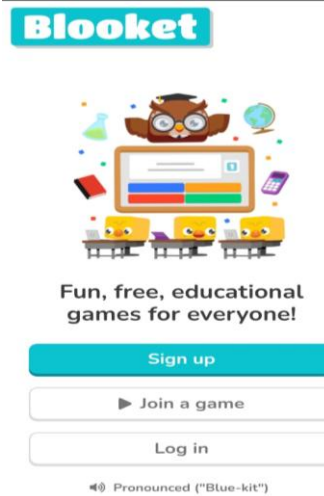


Picture 2. 17 Leaderboard on Blooket

Additionally, the Leaderboard provides detailed information about each player, including their username, accuracy percentage, and total score. This summary allows teachers to evaluate students' understanding, engagement, and achievement based on their quiz performance.

F. Students Mobile Phone

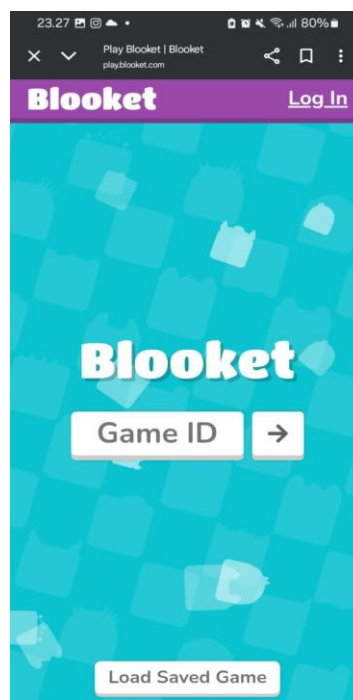
1. First, the student to open the Blooket website, and click join a game



Picture 2. 18 Students' Main Page

In this page the students can access the Blooket game

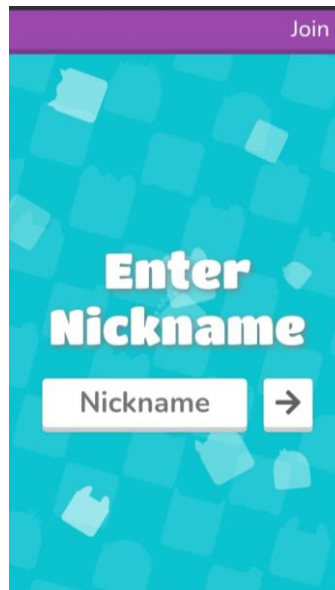
2. the students can enter the game ID



Picture 2. 20 Students' Main Page

In this page the student can enter the game ID from teacher page

3. Enter the nickname, and waiting the host or the teacher start the game



Picture 2. 22 Students' Main Page

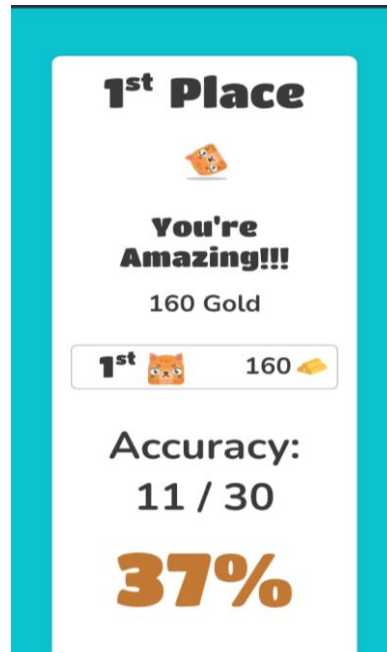
4. Choosing the best answer



Picture 2. 24 Students' Main Page

In this page show the students' question that the students should answer

5. And the last, the page where the students can get their score



Picture 2. 26 Students' Main Page

and the last the page where the students can get their score after answering the question student can know the score from the game

2.2.3. Advantage and Disvantages of Blooket

The use of Blooket in grammar learning provides a number of important advantages from the perspective of 21st-century education. First, it increases student motivation and engagement. Such a competitive and entertaining design makes students much more eager to learn even though the material is generally hard to master, such as grammar (Yunus & Hua, 2021). In contrast, Blooket can allow students to practice their quizzes directly and correct their mistakes, therefore supporting active and autonomous learning. Furthermore, teachers can monitor performance by score reports, although in general the analysis features are somewhat limited (Wulandari & Prasetyo, 2023).

Furthermore, the user-friendly interface of Blooket helps users of varying levels of computer expertise to easily gain access and utilize this application without any form of hassle. This team-based element helps build a sense of competitiveness and cooperation among students, which not only improves their understanding but also helps develop their social skills (Zainuddin, 2022). Under the Merdeka Curriculum, where active and diverse learning take precedence, Blooket is regarded as a manifestation of what education innovation means for the digital generation.

However, the use of Blooket also has several limitations. One of them is the dependence on a stable internet connection, which can be an obstacle in schools with inadequate technological infrastructure (Sari & Andini, 2022). In addition, there is a risk that students will become too focused on the game and prize aspects, so that they forget the main goal of learning, namely mastering grammar (Pradana, 2021). It should be noted that some students might also feel forced in the competitive environment being offered, particularly those who lack self-confidence. This shows why teachers play an essential role in ensuring that both entertainment and learning aspects are balanced, such that all learners benefit from learning. In light of these strengths and weaknesses, Blooket continues to be among the possible alternative learning media options it is utilized well. With its proper use, a fun, efficient, and relevant grammar learning can be achieved through it.

2.3. Motivation of Using Blooket in English grammar

Motivation is an important factor in learning English grammar because it encourages students to participate actively and stay interested during the learning process. In grammar learning, motivated students are usually more enthusiastic about understanding sentence structures, practicing tenses, and improving their

English skills. High motivation can also help students overcome difficulties in learning grammar and increase their confidence in using English both orally and in writing.

2.3.1. motivation

Motivation is the key factor that influences students' success in learning, as it determines their effort, persistence, and engagement. In the context in this study, the framework of Keller's ARCS motivational model (2010) is used to explain students' motivation in learning grammar through gamification. The ARCS model identifies four essential components of learning motivation:

a. Attention: This refers to the different ways in which students' interest is captured and sustained in learning. This has been exemplified in gamification through the incorporation of interactive activities, competition, and graphic designs that make grammar practice stimulating.

b. Relevance stresses the relationship between learning materials and students' needs, goals, and experiences. Through this game-based learning, Blooket will be creating contextualized tasks that will make students realize how valuable grammar is in real communication.

c. Confidence is refers to students' belief in their ability to succeed. Gamification supports this dimension by providing progressive challenges, immediate feedback, and opportunities to experience success, building learners' self-efficacy in grammar mastery.

d. Satisfaction it the sense of achievement and reinforcement felt after accomplishing learning activities. It gives satisfaction for the rewards that come

along, including points, badges, and leaderboards that help in persistence and enjoyment.in learning.

Gamification can be said to be one learning approach in which motivation can be systematically fostered among students through gaining their attention, relating their learning to their needs, raising their confidence, and thus creating satisfaction. Gamification fits into the ARCS framework and is particularly suitable for grammar instruction. With Blooket, it really points out how gameplay elements directly enhance both engagement and motivation in class.

2.3.2. Motivation of using Blooket

Blooket may have the power to motivate senior high school students in studying grammar. According to John Keller (2010), motivation in learning can be increased through attention, relevance, confidence, and satisfaction, which are included in the ARCS model. The topic itself is considered dull and difficult to grasp. However, when students participate in games with vibrant graphics, immediate feedback, and scoring mechanisms, everything changes. It becomes easier to activate their natural inclination towards competition and victory. In addition, Deterding et al. (2011) explain that gamification uses game elements in non-game contexts to increase engagement and participation. When it comes to senior high school students, they are overwhelmed with the rigors of their daily tasks. Therefore, Blooket may offer a different alternative where they can actively participate without feeling stressed about grammar tasks. The gamified element motivates students to ask questions and pursue them until success is achieved.

It is possible to justify this motivational effect using the ARCS model proposed by Keller (2010). The approach is quite useful when gamification is used in education. According to this model, Blooket can attract students' Attention by offering interesting games and activities, create Relevance through grammar practice in engaging tasks, foster Confidence through gradual difficulty levels and immediate feedback, and promote Satisfaction by providing points, badges, and leaderboards. By responding to these four components, Blooket has made grammar learning an activity that not only fosters academic accomplishment but also maintains students' motivation in a regular and organized manner.

2.4.Previous Studies

Several previous studies have been reviewed to present a wider review on the adoption of gamification for learning English grammar. These preliminary studies vary in research objectives, educational levels, and methodologies. The majority of the research has focused on grammar mastery and student motivation in regards to the use of gamification or a particular platform such as Blooket. This researcher examined these for the purpose of determining key findings, methodological strengths, and the gaps in existing research, thus justifying the need for the present study. In this regard, the relevant studies will be presented chronologically in order to indicate how research in this particular area has evolved over time.

The first previous research is titled "The Playful Path: Analysing Gamification and Motivation in EFL Grammar Teaching-Learning Process" conducted by Gusta, Putri, et,all (2024). This research explores the effect of gamification on university students' motivation in an EFL environment and the

achievement of grammar learning outcomes. It applied a mixed-method approach, collecting data through questionnaires administered to university students. It showed that gamification contributed to improving students' motivation and grammatical accuracy. The conclusion identified the contribution of game-based learning to improvement both in the cognitive and affective realms of language learning.. However, this study focused on university students and did not evaluate grammar mastery through pre-post testing. In comparison, the current study targets senior high school students and combines grammar testing with motivation analysis. The implication of this study is the reinforcement of motivational theory in the design of gamification-based grammar instruction.

The second studied by Ratu Durrotunnaifah (2024) entitled "The Effectiveness of Using Blooket in Improving English Vocabulary of Students (Quasi-Experimental Research on Second Year Students of Madrasah Tsanawiyah Pembangunan UIN Jakarta Academic Year 2023/2024)". The research was intended to evaluate the influence of Blooket media on the development of students' English vocabulary mastery at MTs Pembangunan UIN Jakarta. It should be noted that the present research used a quantitative approach, including a quasi-experimental design. There were 50 respondents divided into experimental and control groups. Research instrument was a vocabulary test (pre-test and post-test) that included 20 multiple choice questions. Statistical analysis of the collected data was performed by means of the Wilcoxon and Mann-Whitney tests. According to the study, the scores of the experimental group that used Blooket were significantly higher than those obtained by the control group (pre-test = 87.29, post-test = 95.63 vs. pre-test = 82.50, post-test = 89.17). In accordance with the hypothesis testing,

the significance level reached is 0.002 (<0.05), while the effect size equals 0.452. Hence, significant differences in performance between the two groups were identified. Thus, it can be concluded that Blooket use contributed to the improvement of students' English vocabulary.

Amalia and Sujarwati (2025) conducted a research titled "The Influence of Blooket on Students' Grammar Proficiency." This study was designed to estimate the influence of Blooket, which is a game-based online learning tool, on students' grammar proficiency. It uses a quasi-experimental approach and includes 156 ninth-graders from SMP Negeri Karang Jaya, 2024/2025 academic year, randomly chosen using cluster random sampling. Statistical analysis was conducted using paired sample t-tests and independent sample t-tests in SPSS Version 25. As a result, a paired sample t-test showed that there was a considerable increase in students' grammar proficiency within the experimental group ($p = 0.000 < 0.05$) as the mean score improved from 55.12 (pre-test) to 71.81 (post-test). An independent sample t-test revealed that there was a considerable difference in performance between the experimental group ($M = 71.81$) and the control group ($M = 71.81$) and the control group ($M = 64.06$) with a p-value of 0.044 (<0.05). These findings indicate that the use of Blooket significantly enhanced students' grammar mastery compared to traditional methods. The study concluded that Blooket is an effective and engaging tool for improving grammar learning outcomes, as it combines assessment with entertainment, promotes active participation, and increases student motivation in English classrooms

Taken together, previous studies indicate that gamification, including the use of tools such as Blooket, can enhance grammar learning and student motivation (Durrotunnafisah, 2022). However, it is still remarkably lacking research focused on high school students, especially in Islamic Schools like Madrasah Aliyah, and in measuring both motivation and grammar achievement quantitatively. Furthermore, the Madrasah Aliyah and general senior high school allocation of instructional hours is different in Indonesia.

Religious subjects are given more hours in Madrasah Aliyah, with about 5–6 hours every week, as opposed to about 2 hours in general high schools, which therefore decreases the time allocation for teaching English (Saparudin et al., 2023). A review of several prior studies shows that gamification, particularly through Blooket, has some clear advantages in enhancing students' grammar learning and motivation. Yet several gaps remain: most research has targeted either junior high school or university students, with little research on this topic for senior high school, especially within the Indonesian EFL context. Second, only a few studies have combined both quantitative measurement of grammar mastery and students' motivation into one research design. Furthermore, specific gamification platforms like Blooket in grammar instruction are under-researched, especially within religious school settings such as Madrasah.

Based on these gaps, this study is conducted under the title *"The Impact of Blooket Gamification on Student English Grammar Mastery for Senior High School"*, aiming to provide comprehensive insights by combining both measurable grammar achievement and motivational analysis through the integration of Blooket in grammar learning.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology applied in conducting the study. It covers the research design, population and sample, time and setting of the research, research variables, research data. instruments, data collection techniques, and data analysis techniques.

3.1. Research Design

In this study, the researcher employed different methods to appropriately address the two research questions, each of which focuses on a distinct aspect of the study. To answer the first research question, the researcher investigated the effectiveness of gamification on students' grammar mastery, requiring a method that can measure learning outcomes through objective data. Therefore, a quantitative approach with a quasi-experimental design was applied (Sheridan, 2017).

On the other hand, for answering the second research question, the researcher explored students' motivation in learning English grammar through gamification, which is based on Keller's ARCS Theory. To capture this dimension, a qualitative method was used to collect and analyze students' responses, following the practice of mixed-methods studies that combine quasi-experimental design with thematic analysis (Carlisle et al., 2023). In particular, the research utilized interviews for the purpose of allowing students to give their motivational experiences in their own words, thereby offering more insight into their experience (Yu & Liu, 2023).

Next, the qualitative data collected then be analyzed using the method of thematic analysis. The themes focused on Attention, Relevance, Confidence, and Satisfaction (ARCS) in connection with Keller's Model (Keller, 2010). This will enabled the researcher to establish a pattern regarding how gamification via the use of Blooket drew the attention of students, made learning relevant, created confidence, and provided satisfaction. With the utilization of the two approaches, a better understanding of gamification in grammar classes can be achieved.

To answer the first research question, which focused on the effect of gamification on students' grammar mastery, the study utilize a quantitative method with a quasi-experimental design, specifically a pre-test–post-test control group design (Creswell 2018). The participants consisted of two class of tenth-grade students at MAN X Pasuruan. The experimental group received of grammar instruction through the gamification platform Blooket, while the control group was taught using traditional methods without gamification, a procedure commonly apply in quasi-experimental studies of educational technology (Sheridan, 2017).

Both groups were given a grammar test before (pre-test) and after (post-test) the treatment. The test were designed to measure students' understanding and application of the simple present tense, which was the main instructional focus during the intervention. The students' test scores were collected, tabulated, and analyzed using paired sample t-tests to compare pre- and post-test scores within each group, and independent sample t-tests to compare post-test scores between the experimental and control groups (Field, 2018). This statistical approach allowed the

researcher to determine whether there is a significant improvement in grammar mastery as a result of the gamification treatment

This study used a quasi-experimental approach with a non-equivalent control group design. The reason for choosing this design was that the sample classes had formed naturally, so the researcher cannot perform full randomization. With this design, the researcher can compare the grammar learning outcomes of students using Blooket-based gamification with those using conventional methods.

Control class	Pre – test	-	Post test
Experimental class	Pre – test	Treatment	Post test

Table 3 1Description of Quasi Experimental Pre-test and Post test

To answer the second research question, which examined how gamification influences students' motivation in grammar learning, the study employed a qualitative method using interview to the experimental class after the treatment. The interview items were designed based on Keller's ARCS motivational model (Attention, Relevance, Confidence, and Satisfaction), which is widely used to evaluate learners' engagement. The students' responses are were then analyzed using thematic analysis to identify recurring themes that reflected how Blooket capture their attention, increased relevance, built confidence, and provided satisfaction. This approach allowed the researcher to gain deeper insights into the motivational impact of gamification beyond what can be measured through test scores.

3.2. Population and Sample

The subjects of this research were the tenth-grade students of MAN X Pasuruan in the 2025/2026 academic year, selected through purposive sampling

to ensure that the participants have equal academic backgrounds and similar grammar proficiency levels. At MAN X Pasuruan, there are 12 classes of Grade X, from which two classes were chosen before being assigned as the experimental and control groups. Each class consists of 30 students: one class will receive gamified grammar learning using Blooket, while the other will be taught through traditional methods. In addition, one extra class were involved for the purpose of piloting the grammar test before administering it to the experimental and control groups, ensuring the validity and reliability of the instruments. Purposive sampling is widely used in educational research and is particularly effective in quasi- experimental research. This study ensures that the difference in grammar mastery between the experimental and control groups is caused by the intervention, not by academic ability or prior learning readiness.

3.3. Time and Setting of the Research

The research was conducted at MAN X Pasuruan, specifically in GradeX. This activity took place in the classroom, involving both experimental and control classes, in which grammar was taught by two different methods: gamification using Blooket in the experimental class and conventional teaching in the control class. It was conducted for five weeks, consisting of four meetings, with each session taking 90 minutes. The reason for thr frequency of the meeting is to ensure that the students obtain sufficient exposure to the treatment while maintaining consistency between the experimental and control groups.

The reason for this setting is that Grade X students are in the initial year of their senior high school academic life, which requires mastery of grammar, especially the Simple Present Tense, as an essential element in learning English

well. Secondly, MAN X Pasuruan has been actively interested and open to integrating educational technology and innovations in learning processes, making it a suitable environment to apply gamification with Blooket. Finally, the internet-connected devices and well-organized class structure in the school enable quasi-experimental research to be conducted

No	Activity	Description	Target group	Time
	Preliminary reserch	Interview with the teacher and selected students' to identify classroom condition	Teacher & student	Januari 15
	Pre- test	Administering grammar pre- test	Experimental and control classes	January 31
	Treatment (Experimental Class)	Teaching simple present tense with using Blooket	Experimental class	February 2
	Treatment (Control Class)	Teaching simple present tense without Blooket (conventional method)	Control class	February 6
	Post test	Administering grammar post test	Experimental and control class	February 9
	Interview session	Interview will be distributed to the experimental class	Experimental class only	February 9

Table 3 2 Table of Schedule Plan of the Research

3.4 Research Variables

3.4.1. Independent Variable

In this research, the independent variable is gamification through the Blooket platform. Gamification encompasses elements of gaming that involve leaderboards, points, badges, and immediate feedback-all aspects designed to positively reinforce student motivation and participation in grammar learning. Platforms like Blooket create an avenue for these game dynamics to be integrated into a grammar learning environment. Indeed, studies on modern quasi-experimentation have shown this. Blooket, with all the interactive and competitive functions, allows students to enjoy learning while being more participative in their learning of the structure learning of the structure of English grammar3.4.2.

Dependent Variables

There are two dependent variables in this study. The first is students' grammar mastery, which is measured quantitatively through pre-test and post-test scores, focusing on the *simple present tense*. The use of pre- and post-tests in a quasi-experimental design allows for an objective measurement of the effectiveness of the gamification intervention, as demonstrated in studies by Rayhan et al. (2025) on writing skills and Abdulbaki et al. (2025) on grammar mastery. Both studies showed improved student performance despite using a quasi-experimental design. The second dependent variable is students' motivation to learn grammar, which is measured qualitatively through interview. The motivation data is analyzed using qualitatively to identify students' perceptions of gamification elements such as competition, rewards, and fun in learning.

In general, the above variables were used to assess two important aspects: (1) the effectiveness of blooket that was examined through students, and (2) the motivations of the students when learning with the gamified approach. By doing this, we can examine the effects of Blooket in learning grammar among grade 10 students at MAN X Pasuruan comprehensively.

3.5. Research Data

Research data are the information, facts, or evidence collected by researchers to answer research questions and achieve the objectives of a study. According to John W. Creswell, research data can be obtained through various techniques such as tests, interviews, observations, questionnaires, and documentation. In educational research, data are commonly used to analyze students' achievement, motivation, behavior, or responses during the learning process.

3.5.1. Primary Data

The definition of primary data used in this research is new data collected directly in the field from Grade X students of MAN X Pasuruan. The data in question included pre-test and post-test results performed from the experimental and control classes to analyze students' grammar mastery in Simple Present Tense grammar. In addition the primary data also included interviews result with students in the experimental class post-treatment. The interview was aimed at collecting students' motivations related to Keller's ARCS theory (Attention, Relevance, Confidence, and Satisfaction) in regard to the application of Blooket as gamified learning.

3.5.2. Secondary Data

The definition of secondary data used in this research is the data sourced from the existing literature and other resources used to support and complement the interpretation of the primary data. Specifically, in this case, secondary data consisted of related literature and previous studies, research, journal articles, and theoretical references on gamification, grammatical mastery, and student motivation. These resources served as a background of conceptual and comparative studies, which allow interpreting the results of this study. For example, (Prameswari, et, all 2025) state that gamification helps build Keller's ARCS theory that explains motivation formation due to the relationship between learning habits and a learning environment. In addition, secondary data encompassed relevant literature about grammar teaching techniques, gamification, and motivational theories.

3.6 Research Instrument

Research instruments are tools used by researchers to collect data in a study. According to John W. Creswell, research instruments help researchers obtain accurate and relevant data to answer the research questions. Common research instruments in educational research include tests, questionnaires, interviews, observations, and documentation.

3.6.1. Grammar Tests

The researcher prepared 40 multiple-choice grammar test items related to the Simple Present Tense. The items were divided into five indicators, with each indicator consisting of eight questions. The grammar tests were designed to

measure students' grammar mastery before and after the implementation of Blooket gamification in the teaching and learning process. Each item aimed to measure students' ability to recognize and apply grammatical structures in context.

In this study, the grammar test items were developed by the researcher based on the Capaian Pembelajaran (CP) of the Merdeka Curriculum for Grade X Senior High School students. Before being administered to the research participants, the test items were first reviewed and validated by two English education experts to ensure the appropriateness, relevance, and accuracy of the instrument. The involvement of expert validators was important to ensure the content validity, contextual relevance, and suitability of the test for students' proficiency level (Fraenkel et al., 2019). This procedure is also consistent with best practices in educational research, where expert judgment plays a crucial role before field implementation (Cohen et al., 2018).

After the expert validation process, the 40 test items were tried out in a non-sample class outside the experimental and control classes. The try-out aimed to examine the validity and reliability of the instrument. The empirical validity of each item was analyzed using the Pearson Product-Moment Correlation, while the reliability of the instrument was measured using the KR-21 formula. Based on the results of the validity and reliability tests, only the valid items were selected and used as the final instrument for the pre-test and post-test. Finally, 25 valid multiple-choice items were used in both the experimental and control classes.

The blueprint of the grammar test is presented in the following table:

No	Capaian Pembelajaran (CP)	Basic Competencies	Material	Number of Questions
1	Students are able to identify the grammatical structure and language features used in simple present tense sentences.	Identifying the sentence structure of the simple present tense	Basic grammar (S + V1, To Be)	5
2	Students are able to use positive sentences in the simple present tense appropriately to express habits, routines, and general facts.	Using positive sentences in the simple present tense	Positive Sentences	5
3	Students are able to use negative sentences in the simple present tense appropriately in daily contexts.	Using negative sentences in the simple present tense	Negative Sentences (do/does + not)	5
4	Students are able to formulate interrogative sentences in the simple present tense to ask about routines, habits, and general information.	Using interrogative sentences in the simple present tense	Question Sentences (Do/Does + S + V1)	5
5	Students are able to apply the simple present tense correctly by identifying and correcting grammatical errors in context.	Applying the simple present tense in context	Error Analysis	5
Total				25

Table 3.3 Table Test Specification (Blueprint)

a. Scoring and Grading System

Each correct answer was scored as 4 point, making the maximum score 25 points, which was then be converted to a percentage scale. The following scale was used to interpret student achievement:

Percentage (%)	Grade	Category
86 – 100	A	Excellent
76 – 85	B	Good
66 – 75	C	Satisfactory
56 – 65	D	Poor
≤ 55	E	Very Poor

b. Validity and Reliability

The grammar test were checked for face and content validity by two experts in English education. They were pre-tested in one non-sample class. For content validity, expert judgment confirmed that the test matched the learning objectives and grammatical standards. Its reliability was determined through KR-21 (Kuder-Richardson Formula 21) and resulted in a coefficient of 0.78 which was considered acceptable in educational research according to Hong et al. (2020).

3.6.2. Interview

The researcher designed interview items to measure students' motivation in learning grammar through gamification, based on ARCS motivational model Keller's (2010). The ARCS model is consist of four dimensions: Attention, Relevance, Confidence, and Satisfaction, each of which reflects a different aspect of students' motivation The interview wa regarded as appropriate for the present study because gamified learning environments, in this case Blooket, naturally include elements that gain students' attention, establish relevance, build confidence, and provide satisfaction.

The interviews are items were constructed to explore the following dimensions:

1. Attention: Students' level of interest and engagement during Blooket-based learning activities.

Example item: *"What aspects of learning grammar with Blooket made you feel interested and engaged?"*

2. Relevance: The perceived connection between grammar learning through Blooket and students' personal goals or academic needs.

Example item: *"In what ways did learning grammar with Blooket feel useful or relevant to your needs in learning English?"*

3. Confidence: Students' belief in their ability to understand and apply grammar after participating in gamified learning.

Example item: *"Did learning grammar with Blooket make you feel more confident in using the Simple Present Tense? Why or why not?"*

4. Satisfaction: The extent to which students experienced enjoyment, fulfillment, or positive reinforcement after learning with Blooket.

Example item: *"What made you feel satisfied or accomplished after learning grammar through Blooket?"*

The interviews were conducted in a semi-structured format with open-ended questions, allowing participants to respond in their own words and elaborate on their experiences.

3.7 Data Collection Techniques

To collect the necessary data for answering the research questions, this study employed a combination of quantitative and qualitative data collection techniques. Which integrates numerical data on student grammar mastery with in-

depth information about student motivation. The quantitative data is obtained through a series of grammar tests (pre-test and post-test), while the qualitative data are collected through interview with selected participants. The implementation of these techniques allowed the researcher to measure the effectiveness of Blooket gamification in grammar learning as well as to explore students' motivation in the learning process. The following section outlines the detailed procedures of data collection for both the experimental class, which receives Blooket-based instruction, and the control class, which follows traditional teaching methods.

3.7.1 Data Collection Procedure

The data collection procedure in this study consisted of three stages: pre-test, treatment, and post-test. These stages were applied in the experimental and control classes to maintain consistency and comparison. This design aimed to provide a fair and reliable measurement of the impact of gamification using Blooket on students' grammar mastery.

A. Pre-test

Both the experimental and the control classes were given a pre-test before instruction starts. This test was necessary for diagnosing the students' grammar skills at the commencement of instruction. This grammar test contained 25 multiple-choice questions. The test, before use, was piloted in another class to check its validity and reliability; thus, it ensured the appropriateness and consistency of the items. The pre-test was paper-and-pencil based, as each class—the control and the experimental class—were given 30 minutes to attempt the questions. This was

very vital to ensure uniformity of implementation and eliminate any potential bias that may result from technology.

B. Treatment

After the pre-test, both classes received grammar instruction, though through different methods. The students in the experimental class received a special treatment using Blooket gamification, where the students learned the Simple Present Tense through games, interactive quizzes, and challenges provided within the platform. This was intended to enhance the participation of the students and to deepen their understanding of grammar in a fun and interactive way. On the other hand, the control class was taught traditionally by explaining grammar from the textbook, doing grammar exercises in writing, and making PowerPoint presentations, which follows the respective approaches of instruction.

C. Post-test

After all learning sessions were finished, the experimental and control classes received a post-test of equal length to that of the pre-test, that was 25 multiple-choice question. The difficulty level and scope of the content of the post-test were maintained the same as in the pre-test so that potential differences or gaps in achievement could emerge between the two groups after different treatments had been applied. Each class was allowed 30 minutes to take the test, and the paper-and-pencil format was maintained to ensure consistency. This was to check whether there was a significant difference in grammar mastery between the experimental and control classes after the use of two different instructional approaches.

This was designed to objectively reveal the effect of gamification on students' grammar mastery. By using a pre-test and post-test design in both classes, the researcher was able to compare the learning outcomes clearly and pinpoint the specific influence of the teaching method applied. Besides, validated and reliable instruments ensured the results of this study were trustworthy and met the educational research standards (Abdulkaki et al. 2025).

D. Interview

This study also used interviews to gather qualitative data relating to the motivation of the students in grammar learning through Blooket. Interview were conducted with the students only in the experimental class after finishing the treatment period. The interview questions centered around ARCS motivational model by Keller (2010). The model consisted of four dimensions: Attention, Relevance, Confidence, and Satisfaction. These dimensions were particularly appropriate for gamification-oriented learning because the elements that comprise games – interactive tasks, relevant challenges, prompt feedback, and incentives – are directly tied into the ARCS dimensions. Using such a format will provide more open-ended responses from the students, giving researchers a better understanding than simply scoring tests allowed. It also enabled clarification, reflection, and more nuanced perspectives on the issue at hand. Qualitative data collected through interviews was analyzed using thematic analysis, which let a researcher saw common threads and themes regarding how the game Blooket drew attention, was relevant, boosted confidence, and offered satisfaction in the process of grammatical learning.

3.8. Data Analysis Technique

In this study, two types of data analysis techniques will be used based on the different research methods used in answering each research question. To answer the first research question, which investigates the effect of gamification on students' grammar mastery, the researcher will use quantitative data analysis. The data comes from students' grammar test scores (pre-test and post-test). The data will be analyzed first using descriptive statistics to identify the mean and standard deviation. Then, a normality test will be conducted to determine whether the data are normally distributed.

Prior to conducting inferential statistical analysis, several requirements for statistical analysis were checked, including normality requirement and homogeneity requirement. The test for normality was used to establish whether the data had a normal distribution that is the requirement of parametric testing (Field, 2018). According to Field (2018), the significance level should be more than 0.05 ($p > 0.05$) for data to be normally distributed and less than 0.05 ($p < 0.05$) for non-normally distributed data. Additionally, the homogeneity test was conducted to establish whether the data have homogeneous variances. According to Pallant (2020), the significance level in the Levene's test of variance should be higher than 0.05 ($p > 0.05$) for homogeneous data and lower than 0.05 ($p < 0.05$) for non-homogeneous data.

When the data are normally distributed and homogeneous, parametric tests are used. The paired samples t-test compares the mean scores of one group (pre-test and post-test). In contrast, the independent samples t-test compares the mean scores

of two different groups, namely experimental and control group. This test is often used in experimental research to ascertain whether there are any statistically significant differences between groups (Gay et al., 2012).

However, if the data are not normally distributed, non-parametric tests will be used. The Wilcoxon Signed Rank Test can be used to test the variations within one group, while the Mann-Whitney U-test can be used to test the difference between two separate groups. Such assessment techniques are considered valid alternatives when parametric tests cannot be used due to some conditions. The strategy used by the researcher coincides with the recommendations by Gay et al. (2012) concerning the use of t-test in experimental research to compare two groups of participants in pre-test/post-test research design to evaluate the intervention's effect. For example, a study by Wahyuni and Widyaningsih (2021) employed similar statistics to analyze the influence of gamified grammar learning.

Following the completion of the statistical tests, the researcher conducted an analysis of the effect size to identify the level of the treatment effect. The effect size analysis was performed to find out how strong the effect of the gamification approach on students' grammar skills was. In this particular case, the following formula was used for the calculations:

$$r = \frac{|z|}{\sqrt{n}}$$

where Z denotes the test statistic, while N represents the sample size. The effect size was interpreted based on Cohen's (1988) categories, summarized in the table below.

Range	Category
$r < 0.3$	Small Effect
$0.3 \leq r \leq 0.5$	Medium Effect
$r > 0.5$	Large Effect

Finally, to aid in the inferential statistical analysis, statistical hypotheses were formulated for this study to ascertain whether Blooket gamification had an effect on students' grammar mastery in grammar. According to Creswell (2012) and Sugiyono (2019), a hypothesis is composed of the null hypothesis (H_0) and the alternative hypothesis (H_a). In this study, the null hypothesis (H_0) rejected that there no significant effect of using Blooket gamification on students' grammar mastery, since the alternative hypothesis (H_a) stated that there are a significant effect of using Blooket gamification on students' grammar mastery.

Based on the above explanation, the statistical hypotheses of this study can be formulated as follows:

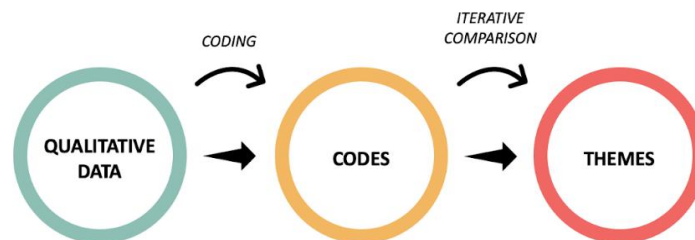
Alternative Hypothesis (H_a): There was a significant effect of using Blooket gamification on students' grammar mastery.

Null Hypothesis (H_0): There was no significant effect of using Blooket gamification on students' grammar mastery.

Furthermore, in addressing the second research question regarding the motivation of students to learn grammar through gamification, the researcher used thematic analysis as a tool for qualitative data analysis. After collecting the interviews, the collected data was then be transcribed and analyzed for any patterns and emerging themes. The reason for selecting thematic analysis as the qualitative analysis method used by the researcher was that it enabled the researcher to make

some sense out of participants' subjective experiences, especially the four elements in Keller's ARCS motivational model by Keller (2010) such as Attention, Relevance, Confidence, and Satisfaction.

According to Braun and Clarke (2021), thematic analysis is “a foundational method for analyzing qualitative data that focuses on identifying and interpreting meaningful patterns or themes.” In this study, the process involved familiarization with the data, initial coding, theme development, and final interpretation. The emerging themes were mapped onto the ARCS framework to explain how Blooket



captured students' attention, enhanced relevance, built confidence, and provided

picture 3 1. thematic analysis

satisfaction in the learning process.

3.9 Instrument Validity and Reliability

1. Instrument Validity

To ensure the accuracy and relevance of the research instruments, both validity and reliability tests were conducted. Validity refers to how well an instrument measures what it is supposed to measure (Ary et al., 2019). In this study, content validity was established by involving two English education experts. The experts reviewed the grammar test and motivation question for interview to ensure

that the items matched the simple present and the motivational aspects targeted in the study.

In addition, the construct validity of the motivation from interview question were evaluated to confirm that it accurately measured the key motivational elements of Keller's ARCS model, namely Attention, Relevance, Confidence, and Satisfaction (Keller, 2010). Validity refers to how well an instrument measures what it is intended to measure. In this study, content validity was ensured through expert validation involving two English language education professionals . They reviewed each item in the grammar test to ensure that the content accurately reflected the simple present tense and aligned with the national curriculum objectives for senior high school.

To further examine empirical validity, a Pearson Product-Moment Correlation (r_{xy}) analysis was conducted using SPSS. Each item's score was correlated with the total test score. An item was considered valid if the calculated value exceeded the critical value of the r-table at a significance level of 0.05. This method follows the recommendation of Putra & Yana (2021), who highlighted that correlation analysis using SPSS is a standard procedure to assess item validity in educational testing.

The formula for item validity is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

This combination of expert judgment and statistical analysis confirmed that each grammar test item was valid for measuring grammar mastery.

2. Instrument Reliability

Reliability, on the other hand, measured the consistency of the instrument across time and contexts. In this study, reliability was calculated using the Kuder-Richardson Formula 21 (KR-21), which was suitable for tests with dichotomous answers such as multiple-choice grammar items. The KR-21 result was 0.78, indicating high reliability, as it surpassed the commonly accepted threshold of 0.70.

The formula for KR-21 is:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{M(k-M)}{k\sigma^2} \right)$$

Where:

k = number of items,

M = mean score

$k\sigma^2$ = score variance.

According to Yanti & Fitria (2022), KR-21 is a reliable and simple method for measuring internal consistency in multiple-choice tests. Thus, the grammar test used in this research was both valid and reliable, providing strong support for the trustworthiness of the study's findings

The validity test was conducted to determine whether the test items were appropriate for measuring students' grammar mastery. The validity analysis was carried out using the Pearson Product-Moment Correlation through SPSS version 25. An item was considered valid if the obtained r-count was higher than the r-table value at the significance level of 0.05.

INSTRUMENT	TOTAL ITEMS	VALID ITEMS	INVALID ITEMS
PRE-TEST	40	22	18
POST-TEST	40	20	20

Table 3. 1 . Validity Result

Based on Table, 22 out of 40 items in the pre-test were categorized as valid, while 18 items were invalid. Meanwhile, in the post-test, 20 items were valid and 20 items were invalid. Therefore, only the valid items were selected for use in the research.

After the validity test was completed, the reliability test was conducted using the Kuder-Richardson Formula 21 (KR-21) to determine the consistency of the instrument. The reliability coefficient obtained from the analysis was 0.78.

Instrument Reliability Coefficient (KR-21) Criteria

Grammar Test 0.78

Reliable

Based on Table, the reliability coefficient was 0.78. Since the coefficient was higher than 0.70, the grammar test was considered reliable. This indicates that the instrument had a satisfactory level of internal consistency and was suitable for use in the study.

Furthermore, the difficulty level analysis was conducted to classify the test items according to their degree of difficulty.

Category	Pre-test	Post-test
Easy	27	38
Moderate	12	2
Difficult	1	0
Total	40	40

Based on the table, most of the items were categorized as easy. The pre-test consisted of 27 easy items, 12 moderate items, and 1 difficult item. Meanwhile,

the post-test consisted of 38 easy items and 2 moderate items, with no difficult items identified. These findings indicate that the test items were generally accessible to the students while still providing some variation in difficulty levels.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the impact of the Blooket gamification on students grammar mastery and the gamification affect students' motivation in learning English grammar

4.1. Research Findings

Research findings are the results or outcomes obtained from the analysis of data collected during a study. According to John W. Creswell, research findings present the evidence used to answer the research questions and explain whether the objectives of the study have been achieved. The findings are usually presented in the form of descriptions, tables, charts, or statistical results.

4.1.1. Quatitative Data Description

The following is an analysis of the results obtained from the experimental and control classes. The experimental class was subjected to treatment using Blooket as the mode of instruction, whereas the control class was exposed to the traditional approach of teaching without the use of Blooket.

A. Data Description

Data description is the process of explaining and presenting the collected data in an organized form to make it easier to understand and analyze. It usually includes information such as scores, percentages, frequencies, averages, tables, or charts that describe the characteristics of the research data. Data description helps researchers identify patterns, trends, and differences in the study results.

1. The Data of Experimental Class

Students Number	Pre test	Post test
Student 1	72	68
Student 2	52	60
Student 3	72	88
Student 4	64	84
Student 5	72	88
Student 6	40	100
Student 7	72	84
Student 8	76	80
Student 9	56	88
Student 10	48	80
Student 11	80	88
Student 12	76	80
Student 13	84	60
Student 14	52	80
Student 15	48	76
Student 16	48	80
Student 17	48	76
Student 18	80	72
Student 19	66	72
Student 20	88	60
Student 21	52	84
Student 22	60	76
Student 23	88	80
Student 24	52	72
Student 25	88	100
Student 26	84	80
Student 27	76	88
Student 28	76	84
Student 29	76	80
Student 30	52	84
SUM	1998	2392
Gain Score	394	13.12

Table 4. 1 Pre-test and Post Test Experiment Class

Descriptive Statistics						
EXPERIMENT CLASS		N	Minimum	Maximum	Mean	Std. Deviation
	Pre-test	30	40	88	66.60	14.642
	Post-test	30	60	100	79.73	9.794
	Valid N (listwise)	30				

Table 4. 2 Descriptive Statistic of Experiment Class

Based on the data presents in the table above, it is possible to note that the table presents the results of pre-test and post-test scores of the experimental group (Class X E). As can be seen from the above data, the sum of pre-test scores was equal to 1998. At the same time, the sum of post-test scores was higher, as it

amounted to 2392. The mean score for pre-test was 66.60. In turn, the mean score of post-test was 79.73. Thus, it can be said that after the implementation of treatment in the experimental group, an improvement in students' grammar competence occurred.

Considering the score distribution of the experimental group, it should be noted that the best pre-test score was 88, and the lowest one – 40. After the introduction of Blooket media, the best post-test score reached 100, whereas the lowest one increased up to 60. Thus, not only high-performing students received improvements in their scores but also underperforming ones.

Further, the sum of the gained score was 394, and its mean score was 13.12. Therefore, on average, each student in the experimental group increased his/her score by 13.12 points.

Still, it is worth mentioning that a number of students had decreased in their scores, as proved by negative gained scores. Nevertheless, the number of those who had improved their results exceeded the number of students whose performance had decreased.

So these findings suggest that the implementation of Blooket media in the experimental class (Class X E) contributed to an improvement in students' grammar mastery. Nevertheless, this improvement needs to be further analyzed using inferential statistical tests to determine its significance.

2 . The Data of Control Class

Students Number	Pre test	Post test
Student 1	48	20
Student 2	84	80
Student 3	32	28
Student 4	40	64
Student 5	40	52
Student 6	80	72
Student 7	88	60
Student 8	40	56
Student 9	40	52
Student 10	52	72
Student 11	40	84
Student 12	60	80
Student 13	40	68
Student 14	40	56
Student 15	64	68
Student 16	44	80
Student 17	36	56
Student 18	68	72
Student 19	84	96
Student 20	68	76
Student 21	28	84
Student 22	56	80
Student 23	68	80
Student 24	64	72
Student 25	20	80
Student 26	96	88
Student 27	92	96
Student 28	32	772
Student 29	32	72
Student 30	80	64
Sum	1656	2080
Gain Score	424	14.13

Table 4. 3 Pre-test and Post Test Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control	30	20	96	55.20	21.512
Post-test control	30	20	96	69.33	17.014
Valid N (listwise)	30				

Table 4. 4 Descriptive Statistic of Control Class

Based on the table above, the data represent the pre-test and post-test scores of students in the control class (Class X D). The total score of the pre-test was

1656, while the total score of the post-test increased to 2080. The mean score of the pre-test was 55.20, and it improved to 69.33 in the post-test. This indicates that there was an overall increase in students' grammar mastery in the control class after the learning process.

In terms of score distribution, the highest score in the pre-test was 96, while the lowest score was 20. Meanwhile, in the post-test, the highest score remained 96, and the lowest score increased to 20. This suggests that some students experienced improvement after the learning process, including those with lower initial performance.

Moreover, the total gained score was 424, with a mean gained score of 14.13. This indicates that, on average, each student in the control class experienced an improvement of 14.13 points from pre-test to post-test.

It should also be noted that several students experienced a decrease in their scores, as indicated by negative gained scores. This shows that the improvement was not consistent across all students. Despite this, the overall trend still indicates that many students showed progress after the learning process.

These findings suggest that there was an improvement in students' grammar mastery in the control class. However, since this class did not receive treatment using Blooket media, the improvement may be influenced by conventional teaching methods or students' individual learning progress. Therefore, further statistical analysis is required to determine whether the difference between the experimental and control classes is statistically significant.

3. Comparison Between Experimental and Control Class

The researcher divided the participants into two classes: the experimental class and the control class. The experimental class was taught using Blooket gamification, while the control class was taught using conventional teaching methods. Both classes received the same pre-test and post-test to measure students' grammar mastery before and after the treatment. The comparison between both classes aimed to determine whether Blooket gamification had a significant effect on students' grammar mastery and learning motivation. The results of the comparison are presented in the table below :

Descriptive Statistics						
EXPERIMENT CLASS		N	Minimum	Maximum	Mean	Std. Deviation
	Pre-test	30	40	88	66.60	14.642
	Post-test	30	60	100	79.73	9.794
CONTROL CLASS	Pre-test Control	30	20	96	55.20	21.512
	Post-test control	30	20	96	69.33	17.014
	Valid N (listwise)	30				

Table 4. 5 Comparison descriptive statistics pre and post test

Based on the above table, the sum total of students (N) in the experimental and control groups is 30.

The mean score of the experimental group in the pre-test was 66.60, whereby the minimum score was 40 and the highest was 88. With the application of the Blooket media treatment, the mean score improved in the post-test to 79.73

with the minimum score as 60 and the maximum score as 100. Therefore, the experimental group exhibited a high mastery of grammatical skills by the students.

Regarding the distribution of data, it shows that the standard deviation of the experimental group pre-test was 14.642, whereas the post-test gave a lower standard deviation of 9.794. Thus, there were more consistent scores, indicating similar performance levels among the students.

On the other hand, with regard to the control group, the mean score in the pre-test was 55.20. The minimum score was 20 and the maximum score was 96. However, after applying the treatment in the post-test, the mean score became 69.33, with the minimum score as 20 and the maximum score as 96.

At the same time, the data distribution shows that the standard deviation in the control class was 21.512 for the pre-test and 17.014 for the post-test. It is clear that the change indicates that the spread of data became more consistent.

After that, improvements were observed in both groups after the post-test was done. In the experimental group, the standard deviation of the pre-test and post-test varied by about 4.85. In the same way, the standard deviation in the control group varied by about 4.50. Thus, the experimental class had a lower standard deviation compared to the control class.

B. Data Analysis

Before conducting hypothesis testing, the researcher performed prerequisite tests, including normality and homogeneity tests, to determine the appropriate statistical analysis.

1. Normality Test

The normality test was conducted using the Kolmogorov-Smirnov^a and Shapiro-Wilk test in IBM SPSS 26. A dataset is considered normally distributed if the significance value is greater than 0.05.

Tests of Normality							
Class	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
EXPERIMENT	Pre-test	.177	30	.017	.917	30	.022
	Post-test	.178	30	.017	.934	30	.062
CONTROL	Pre-test	.163	30	.040	.920	30	.027
	Post-test	.162	30	.043	.912	30	.017
A. Lilliefors Significance Correction							

Table 4. 6 Normality Test Result

From the table, it is evident that the significance value of the pre-test in the experimental group was 0.022, which is less than 0.05, meaning that the data is not normally distributed. In the experimental class, during the post-test, the significance value was 0.062, which is greater than 0.05, implying that the data is normally distributed.

The significance value of the pre-test in the control group is 0.027 while the post-test is 0.017. Since both figures are less than 0.05, it can be deduced that the data in the control group is not normally distributed.

Therefore, it can be seen that most of the data is not normally distributed. Finally, the researcher decided to use non-parametric tests in the statistical analysis of the research study.

2. . Homogeneity test

Levene's Test was conducted using IBM SPSS 26 to determine whether the variances between the control and experimental classes are equal. Data will be considered homogenous if the significance level (Sig.) is greater than 0.05.

Test of Homogeneity of Variance					
R E S U L T		Levene Statistic	df1	df2	Sig.
	Based on Mean	5.301	1	58	.025
	Based on Median	3.967	1	58	.051
	Based on Median and with adjusted df	3.967	1	45.531	.052
	Based on trimmed mean	4.678	1	58	.035

Table 4. 7 Homogeneity Test Result

From the table above, it was found that the mean-based significance value was 0.020. Since the value was lower than 0.05, this indicates that there was no homogeneity in the data distribution within the experiment and control groups.

In addition, the significance values based on the median (0.127), adjusted median (0.131), and trimmed mean (0.063) are greater than 0.05. However, in determining homogeneity, the decision is primarily based on the value "Based on Mean." Therefore, it can be concluded that the data were not homogeneous

Considering the results of the normality test and homogeneity test, which showed that the data were not normally distributed and not homogeneous, the researcher used non-parametric statistical tests, namely the Wilcoxon Signed Rank Test and the Mann-Whitney U Test, for further analysis.

C. Hypothesis Testing

As was mentioned above, the results of normality test and homogeneity test revealed that the data used in the research were not normally distributed and not homogenous. Therefore, the researcher used non-parametric statistical tests for hypothesis testing. Two non-parametric statistical tests were performed in the research.1. Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test was used to determine whether there was a significant difference between pre-test and post-test scores within each group.

Ranks				
		N	Mean Rank	Sum of Ranks
EXPERIMENT CLASS	Negative Ranks	6 ^a	11.08	66.50
	Positive Ranks	24 ^b	16.60	398.50
	Ties	0 ^c		
	Total	30		
CONTROL CLASS	Negative Ranks	7 ^d	11.71	82.00
	Positive Ranks	23 ^e	16.65	383.00
	Ties	0 ^f		
	Total	30		

Table 4. 8 Wilcoxon Signed Rank Test

Based in the table , in the experimental class, 24 students were categorized as positive ranks, indicating an increase in scores, while 6 students were in the negative ranks, indicating a decrease. There were no ties.

In the control class, 23 students showed improvement (positive ranks), while 7 students experienced a decrease (negative ranks), with no ties reported.

These results indicate that most students in both classes experienced an increase in their scores, with the experimental class showing slightly better improvement.

Test Statistics ^a		
	Post-test Experiment - Pre-test experiment	Post-test control - Pre-test Control
Z	-3.421 ^b	-3.100 ^b
Asymp. Sig. (2-tailed)	.001	.002

Table 4. 9 Result of Wilcoxon Signed Rank Test

So the result of the Wilcoxon Signed Rank Test shows that the significance value (Asymp. Sig. 2-tailed) for the experimental class was 0.001, while in the control class it was 0.002. Since both values are less than 0.05, it indicates that there was a significant difference between the pre-test and post-test scores in both classes.

Thus, the alternative hypothesis (H_a) is accepted, meaning that there was a significant improvement in students' grammar mastery after the learning process.

2. Mann-Whitney U Test

The Mann-Whitney test was utilized by the researcher to investigate whether there was a difference in the average of two independent samples. If the $\text{Sig} < 0.05$, then the hypothesis is accepted. Below is the result of the Mann-Whitney test:

Ranks				
RESULT	Kelas	N	Mean Rank	Sum of Ranks
	post test Ex	30	36.75	1102.50
	post test Con	30	24.25	727.50
	Total	60		

Table 4. 10 Mann-Whitney U Test

Based on Table the mean rank of the experimental class was 36.75. In contrast, the mean rank of the control class was 24.25. It shows that the average score of the experimental class was higher than that of the control class.

Test Statistics ^a	
	Result
Mann-Whitney U	262.500
Wilcoxon W	727.500
Z	-2.799
Asymp. Sig. (2-tailed)	.005

Table 4. 11 Result of Mann-Whitney U Test

From above shows the result of the Mann-Whitney test from the experimental and control classes. The result of the Mann-Whitney test shows that the significance value (Asymp. Sig. 2-tailed) was **0.005**, which means **0.005 < 0.05**.

It can be concluded that there was a significant difference between the experimental class and the control class. Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. This means that the use of Blooket media was effective in improving students' grammar mastery.

3. Effect Size

From the Mann-Whitney result, it was known that $Z = -2.799$ with a total of $n = 60$. Then, it was calculated using the formula:

$$r = \frac{|z|}{\sqrt{n}}$$

$$r = \frac{|-2.799|}{\sqrt{60}}$$

$$r = \frac{2.799}{7.746} = 0.361$$

Based on the calculation above, the effect size of this research is 0.361. According to the criteria in Chapter III, if $r < 0.3$, it is classified as a small effect; if $r = 0.3\text{--}0.5$, it is classified as a medium effect; and if $r > 0.5$, it is classified as a large effect.

The result shows that 0.361 falls between 0.3 – 0.5, which means it is categorized as a medium effect. Therefore, it can be concluded that the use of Blooket media has a moderate effect on improving students' grammar mastery based on Cohen's effect size classification.

4.1.2. Qualitative Data Description

In addition, qualitative data were obtained to answer research question number 2 through interviews conducted in the experimental class after the implementation of Blooket after the teaching and learning process.

The research findings revealed that the level of participation among students in the experimental group was quite high. As for the use of Blooket, the students demonstrated high levels of participation by responding to questions raised. On the other hand, the control group was subjected to traditional classroom teaching. This method did not show any level of interaction or even engagement among the students. To justify these findings, interviews were held among five students from the experimental group. They were sampled according to purposive sampling and included those who actively participated in the activities and showed varied levels

of performances in test scores. The interview process was done about 30 minutes after the post-test activity.

They were posed with ten questions regarding their perception of using Blooket for learning, especially with regards to the motivation base from ARCS theory. It was observed that almost all of them provided positive answers. They stated that the use of Blooket made the entire process interesting and motivating.

This finding conforms to the findings of John M. Keller concerning the ARCS model of attention and motivation where there was an increase in students' interest in participating in class..

1. Attention

In the ARCS model, Attention refers to the ability of a learning medium to attract and maintain students' attention during the learning process. This can be achieved through engaging elements such as games, visuals, and an enjoyable learning atmosphere.

Related to this aspect, in question 1, *“How did you feel after learning using Blooket?”*, students gave responses that indicated strong interest in the learning process.

Student 1 :

“ For me, it's more, it's more understandable. Because at first, it was like I didn't understand. Then when Miss taught about the game, I understood better. For me, when I used Blooket, besides making us understand better, the lesson was more exciting because it wasn't so tense.”

Student 2 :

“In my opinion, using Blooket is effective, especially since most kids these days are ambitious, so they feel challenged..”

In addition, in question 3 regarding comparison with other media, students stated that

Students 4

.....“it is more interesting because there are characters” and “more interactive than previous games.”

Based on these responses, it can be concluded that the use of Blooket successfully attracted students’ attention through an enjoyable learning atmosphere, game features, and interactivity. Therefore, the Attention aspect of the ARCS model was achieved.

2. Relevance

In the ARCS model, Relevance refers to how well the learning process aligns with students’ needs and learning goals. Relevant learning helps the students understand the material more easily and recognize its usefulness for their learning progress.

Based on question 2, “What makes Blooket effective in learning grammar?”, The students provided more detailed responses indicating that Blooket supported their understanding.

Student 1 :

“the score in Blooket so increased... there was a change after learning, and I feel like I understand the material better than before because we practiced a lot through the game.”

Student 2 :

.....“the teacher’s explanation made it easier to understand, and using Blooket helps me follow the lesson step by step, so I don’t feel confused anymore.”

Additionally, other students expressed similar responses, such as

Student 3

“it helps me understand because we directly practice the questions, and I can learn from my mistakes when I answer incorrectly.”

Furthermore, in question 4 regarding future usefulness, students stated that

Student 1

“it can be repeated, so it is easier to understand and we can see our own score,” and “we can practice many times, so the material becomes clearer.”

From these responses, it can be concluded that the use of Blooket is relevant to students’ needs, as it helps them understand grammar material more effectively and provides opportunities for repeated practice and self-evaluation. Therefore, the Relevance aspect of the ARCS model was fulfilled.

3. Confidence

Confidence refers to students’ belief in their ability to understand the material and successfully complete learning tasks. This aspect reflects how students perceive their own competence after participating in the learning process.

This can be seen in question 6, “Do you feel more confident after using Blooket?” Students provided more detailed responses indicating an increase in their confidence.

Student 1 :

“it is easier and I feel more confident because it has been explained clearly, and I already understand the material better than before. When I answer the questions, I am not as confused as I was during the pre-test.”

Student 3 :

“it is easier to do the post-test because we already understand the material, and practicing through Blooket helps me remember the correct answers. I also feel more sure when choosing the answers.”

Student 5:

“I feel more confident because I can see my score directly and know my mistakes,” and “after practicing many times, I am not afraid of making mistakes anymore.”

Based on these responses, it can be concluded that the use of Blooket increased students' confidence, as they felt more capable of understanding the material, answering questions, and completing the tasks independently. Thus, the Confidence aspect of the ARCS model was successfully achieved.

4. Satisfaction

The last of ARCS model is Satisfaction refers to students' sense of fulfillment with both the learning process and the outcomes they achieve. This aspect reflects whether students felt pleased with their performance and the overall learning experience.

Based on question 9, “Are you satisfied with your learning results after using Blooket?”, students expressed generally positive and more elaborate responses.

Student 2 :

“There was an improvement and the score was better after learning. I feel happy because before I didn’t really understand, but after using Blooket, I can answer more questions correctly.”

Student 4 :

“I feel satisfied because my score increased and I understand better. The learning process is also more enjoyable, so it doesn’t feel stressful.”

In relation to question 8, students also expressed their willingness to reuse Blooket, stating that *“it is more fun and makes the lesson more enjoyable,”* and *“I want to use it again because it helps me learn while playing.”*

However, in question 7, some students mentioned certain limitations, such as

Student 1

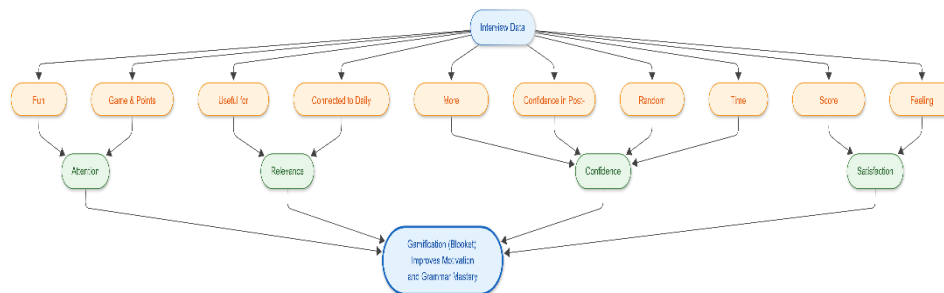
.....“sometimes we just click randomly because of chasing scores,” and “when the time is limited, we answer in a hurry, so we don’t fully understand the questions.”

Based on these findings, it can be concluded that students generally felt satisfied with the use of Blooket due to the improvement in their learning outcomes and the enjoyable learning experience. Nevertheless, some limitations were identified, particularly related to time pressure and students’ tendency to focus on

scores rather than understanding. Thus, the Satisfaction aspect of the ARCS model was achieved, although with some considerations.

After conducting the interviews, the researcher identified several codes from students' responses in each aspect of the ARCS model. These codes were obtained through the stages of thematic analysis, including data familiarization, coding, categorization, and theme development. Each response was carefully analyzed and grouped into meaningful units to represent students' experiences during the learning process.

Furthermore, the identified codes were classified into broader categories and then organized into four main themes based on Keller's ARCS model, namely Attention, Relevance, Confidence, and Satisfaction. This process allowed the researcher to systematically interpret how the use of Blooket influenced students' motivation and engagement in learning grammar.



Picture 4. 1 Thematic Analysis

The findings indicated that gamification through Blooket positively influenced students' motivation as reflected in the ARCS model. First, it captured the students' attention through fun and interactive game features. Second, it enhances relevance as students perceived the learning activities as useful and connected to their needs. Third, it buildt confidence by improving the students' understanding and making them feel more prepared during post-tests. Finally, it

provided satisfaction through score improvement and rewarding experiences. However, some challenges such as time pressure and random answering were also identified, which may slightly affect the students' confidence.

Furthermore, codes such as increased confidence and readiness in completing tasks reflected students' confidence development. In terms of satisfaction, codes such as improved results, satisfaction with outcomes, and enjoyable learning experiences were identified. However, some weaknesses were also found, such as being overly focused on scores and rushing through tasks, which may affect students' understanding. Student number 1 says that

.....“sometimes we just click randomly because of chasing scores,” and “when the time is limited, we answer in a hurry, so we don't fully understand the questions

These categories were then classified into the four main themes of the ARCS model: Attention, Relevance, Confidence, and Satisfaction. Learning interest and motivation were categorized under Attention, understanding and learning needs under Relevance, confidence-related aspects under Confidence, and satisfaction along with identified weaknesses under Satisfaction. Thus, the coding results provided a basis for identifying how the use of Blooket influences students' motivation based on the four components of the ARCS model

From that, the findings of qualitative data supported the quantitative findings, indicating that the use of Blooket contributes to improving students' grammar mastery as well as their engagement in the classroom.

4.2. Discussion

In this section, the researcher discusses the impact of Blooket gamification on the students' grammar mastery and the gamification affect the students' motivation in learning English grammar

4.2.1 The Impact of Blooket Gamification on Students' Grammar Mastery

The findings of this study indicate that the use of Blooket as a gamification-based learning media has a positive impact on students' grammar mastery. Although both the experimental and control classes showed improvement, the experimental class demonstrated better performance than control class after being taught using Blooket. This suggests that there was a significant difference in students' grammar achievement after the implementation of gamified learning compared to conventional teaching methods.

This result implies that gamification plays an important role in facilitating students' understanding of grammar concepts. Blooket facilitated students' participation in learning through engaging students in asking and responding to questions quickly. Also, the use of Blooket helped students better comprehend the grammatical structure of English language because of the repetition of practicing the exercises in the interactive setting.

This finding supports the theoretical framework on gamification where it is posited that incorporating game elements into the classroom will positively impact students' engagement (Deterding et al., 2011). Blooket enables instructors to conduct quizzes where instant feedback is provided to the learners, which makes

them capable of tracking their performance and correcting their mistakes right away. This finding also supports cognitive learning theory as it emphasizes that students can only learn and retain knowledge through active engagement and practice (Anderson, 2000). Moreover, the above mentioned finding corroborates with the constructivist theory (Vygotsky, 1978).

Nevertheless, some studies have noted possible limitations associated with gamification. First, students might shift their attention from the goals of learning to the process of achieving rewards and winning the game. This opinion is justified by the idea that gamification may result in shallow knowledge when not applied correctly (Hanus & Fox, 2015). In the conventional model of education, the level of interest in the subject is low; however, the depth of learning is higher because of proper explanations provided by the instructor.

Furthermore, the current study is consistent with previous literature. Thus, according to Durrotunnafisah (2024), students taught with the aid of Blooket show better results than those who learn in the traditional way. Furthermore, Amalia and Sujarwati (2025) prove that the discussed learning media significantly enhance the skills in grammar thanks to active participation and meaningful practice. The same results were obtained by Isha and Puspita (2024).

As a result, it can be stated that the application of gamification-based media for enhancing students' grammatical skills significantly increases engagement and contributes to more efficient learning.

4.2.2 The Effect of Gamification on Students' Motivation in Learning Grammar

Besides enhancing grammar skills, this study has also discovered that Blooket improves motivation in learning English grammar. Through qualitative results analyzed with the help of the ARCS framework (Attention, Relevance, Confidence, and Satisfaction), there were signs of growing interest, motivation, and favorable attitude towards learning.

From the attention component, students noted that learning with Blooket was more interesting, interactive, and fun than usual. This corroborates Keller's (1987) ARCS model, according to which attention plays an important role in motivating learners. With the help of gaming features and elements included in the app, learners have been successfully engaged in the learning process. This finding is also supported by Malone and Lepper's (1987) theory of intrinsic motivation, which states that challenge, curiosity, and fantasy in game-based activities can increase learners' engagement and sustain their attention during the learning process.

Regarding the Relevance aspect of the ARCS model, learners claimed that the game enabled easier comprehension of the material and helped monitor progress. Thus, it could be suggested that the learning activity had relevance for learners, which was needed to ensure its meaningfulness for the learners. In accordance with the theory of Keller (1987), motivation is increased when the utility of the material is perceived by the learners. This argument is further strengthened by Ausubel's (1968) meaningful learning theory, which explains that

learners understand and retain information more effectively when new material is connected to their needs, prior knowledge, and learning experiences.

According to the Relevance component, the learners found that Blooket enabled them to grasp grammar rules better and helped them track their progress in the class. Therefore, one may suggest that the activity was meaningful for learners and relevant for their needs. As mentioned before, Keller (1987) suggests that when learners find learning material to be useful for them, it motivates them. In addition, Vygotsky's (1978) social constructivist theory supports this finding by emphasizing that learning tools and interactive activities can facilitate understanding and help learners develop knowledge more effectively through active participation.

From the Confidence aspect, it may be stated that students became more confident in answering questions because they experienced more success when participating in this learning activity. One might relate this result to Bandura's (1997) theory of self-efficacy as confidence grows with the number of successes and feedback provided. This finding is also in line with Deci and Ryan's (1985) Self-Determination Theory, which explains that learners' confidence and motivation increase when they feel competent and capable of successfully completing learning tasks.

Finally, regarding the Satisfaction aspect, it should be stated that all positive feelings towards Blooket were observed, such as being satisfied with the scores and having pleasure from learning. At the same time, some weaknesses were identified, namely the fact that learners paid much attention to their scores and answered questions without thinking because of the limited time. This finding is supported

by Skinner's (1953) reinforcement theory, which explains that rewards, positive feedback, and achievement can increase learners' satisfaction and encourage repeated participation in learning activities.

All results presented in this paper were expected to be obtained because numerous research papers confirm them. For example, Gusta et al. (2024) found out that gamification had a very positive impact on learners' motivation during grammar learning. Likewise, Nabila and Nurhamidah (2024) revealed that students reacted positively to the use of Blooket during classes. Moreover, Sailer & Homner (2020) confirmed the positive influence of gamification on motivation..

In addition, the results of this study have also shown that gamification has created an environment whereby students were active participants in their learning process as opposed to being passive learners. This is in agreement with Kapp (2012) who asserted that gamification fosters interactivity among learners. This is consistent with the modern trends in education, which stress engagement and interactivity in class.

The results from this study further revealed that gamification using Blooket contributed positively towards enhancing grammatical skills and motivation levels of students. As per Deci & Ryan (2000), motivation among students can be improved when engaged in interesting learning activities. This was further supported by Deterding et al. (2011) who asserted that gamification involved introducing gaming features in other areas in order to increase engagement and motivation of the users.

However, some challenges such as time pressure and score-oriented behavior needed to be considered by teachers when implementing gamification. Nicholson (2015) pointed out that gamification may lead to an overemphasis on extrinsic motivation if not properly designed. Therefore, proper classroom management and balanced use of gamification were necessary to maximize its effectiveness.

CHAPTER V

CONCLUSION AND SUGGESTION

The final conclusion and suggestion of this research conducted by researcher entitled “The impact of blooket gamification on student’s grammar mastery for senior high school” all presented in this chapter.

5.1. Conclusion

This research aimed to investigate the effectiveness of using Blooket media in improving students’ grammar mastery at the tenth grade of MAN X Pasuruan. Based on the findings and data analysis presented in Chapter IV, it can be concluded that the use of Blooket media has a positive effect on students’ grammar mastery. This conclusion is supported by both quantitative and qualitative findings.

From the quantitative data, the mean score of the experimental class increased from 66.60 in the pre-test to 79.73 in the post-test. Meanwhile, the control class also showed an improvement from 55.20 in the pre-test to 69.33 in the post-test. Although both classes experienced improvement, the experimental class demonstrated better performance and more consistent results, as indicated by a lower standard deviation in the post-test.

The results of the Wilcoxon Signed Rank Test showed that there were significant differences between pre-test and post-test scores in both classes, with significance values of 0.001 for the experimental class and 0.002 for the control class ($p < 0.05$). This indicates that both learning processes contributed to students’ improvement.

Furthermore, the result of the Mann-Whitney U Test showed a significance value of 0.005 ($p < 0.05$), indicating a statistically significant difference between the experimental and

control classes. This confirms that the use of Blooket media was more effective than conventional teaching methods in improving students' grammar mastery.

In addition, the effect size calculation showed a value of 0.361, which falls into the medium category. This indicates that Blooket has a moderate effect on students' grammar mastery improvement.

The qualitative findings also supported the quantitative results. The findings indicated that gamification positively affected students' motivation in learning English grammar because students in the experimental class showed higher engagement, participation, and enthusiasm during the learning process after the implementation of Blooket. Based on the ARCS model (Attention, Relevance, Confidence, and Satisfaction), students demonstrated increased interest, better understanding, higher confidence, and positive learning satisfaction when using Blooket. Furthermore, the thematic analysis revealed that students perceived Blooket as interactive, enjoyable, and helpful in understanding grammar material, which contributed to the improvement of their learning motivation.

Therefore, it can be concluded that the implementation of Blooket media is effective in improving students' English grammar mastery. The use of game-based learning not only enhances academic achievement but also promotes students' motivation and engagement in the classroom.

5.2. Suggestions

Based on the conclusions above, several suggestions are proposed for teachers, students, and future researchers:

1. For English Teachers

English teachers are recommended to use Blooket as an alternative learning media, especially in teaching grammar. Blooket can create a more interactive, engaging, and enjoyable learning environment, which helps students better understand grammatical concepts. Teachers are also encouraged to integrate technology-based media into their teaching strategies to increase students' motivation and participation.

2. For Students

Students are encouraged to actively participate in learning activities, particularly those involving interactive media such as Blooket. By engaging in game-based learning, students can improve their grammar mastery in a more enjoyable and less stressful way. Students should also practice grammar regularly both inside and outside the classroom to achieve better learning outcomes.

3. For Future Researchers

Future researchers are suggested to conduct similar studies using different research designs, larger sample sizes, or different educational levels to obtain more comprehensive results. In addition, future studies may explore the use of Blooket in other English skills such as reading, writing, listening, or speaking. It is also recommended to deepen the qualitative analysis to gain richer insights into students' learning experiences and motivation.

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APPENDIX

Appendix 1 Observation permission letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://fitk.uin-malang.ac.id , email: fitk@uin-malang.ac.id	
Nomor	: 156/Un.03.1/TL.01.04/01/2026	13 Januari 2026
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth. Kepala MAN 1 Pasuruan		
di Pasuruan		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Wardatul Mukhibbah	
NIM	: 220107110038	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Genap - 2025/2026	
Judul Skripsi	: The Impact of Blooket Gamification on Students English Grammar Mastery for Senior High School	
Lama Penelitian	: Januari 2026 sampai dengan Maret 2026 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

Appendix 2 Instrument validation letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B-213/Un.03.1/TL.01.04 /01/2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

14 Januari 2026

Kepada Yth.
Ima Mutholliatil Badriyah, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Wardatul Mukhibbah
NIM : 220107110038
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE IMPACT OF BLOCKET GAMIFICATION ON
STUDENTS ENGLISH GRAMMAR MASTERY FOR
SENIOR HIGH SCHOOL
Dosen Pembimbing : Ima Mutholliatil Badriyah M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Bekas,

Muhammad Walid, M.A
308232000031002

Appendix 3 Instrument of validation

A. PRETEST TASK

Choose the correct answer (a, b, c, d, or e) based on the subject and the sentence form (positive, negative, interrogative, or to be).

1. I ____ breakfast at 6 a.m. every morning.
a. eat
b. eats
c. eating
d. ate
e. has eaten
2. You usually ____ breakfast before going to school.
a. has
b. have
c. having
d. had
e. have been
3. Ari ____ football every Saturday.
a. play
b. plays
c. playing
d. played
e. has played
4. She ____ to school by bicycle.
a. go
b. goes
c. going
d. gone
e. has gone
5. The sun ____ in the east
a. rise
b. rises
c. rising
d. rose
e. has risen
6. We ____ English every Monday.
a. study
b. studies
c. studying
d. studied
e. has studied
7. They ____ trees in front of the school every month.
a. plant
b. plants
c. planting
d. planted
e. has planted
8. Rina and Dimas ____ their project after school every Monday.
a. discusses
b. discussed
c. discuss
d. is discussing
e. has discussed
9. I ____ agree with your opinion about that movie.
a. don't
b. doesn't
c. not
d. didn't
e. hasn't
10. He ____ understand the teacher's explanation clearly.
a. don't
b. doesn't
c. didn't
d. not
e. haven't
11. Muna ____ feel confident when speaking English in public.
a. don't
b. doesn't
c. didn't
d. not
e. haven't
12. The mirror ____ look good on that table.
a. doesn't
b. don't
c. didn't
d. not
e. hasn't

13. You ____ need to bring the book today.
a. don't
 b. doesn't
 c. didn't
 d. not
 e. haven't
14. The machine ____ the instruction clearly.
a. doesn't work
 b. don't work
 c. not work
 d. haven't worked
 e. didn't work
15. We ____ bring phone to school
a. don't
 b. doesn't
 c. didn't
 d. not
 e. haven't
16. Fia and fifi ____ understand the math problem clearly.
a. don't
b. doesn't
 c. didn't
 d. not
 e. haven't
17. ____ it rain a lot during the rainy season here?
 a. Do
b. Does
 c. Did
 d. Has
 e. Have
18. ____ Ahmad play football after school?
 a. Do
b. Does
 c. Did
 d. Has
 e. Have
19. ____ they go to the library after lunch?
a. Do
 b. Does
 c. Did
- d. Have
 e. Has
20. ____ she speak English fluently?
 a. Do
b. Does
 c. Did
 d. Have
 e. Had
21. ____ you know the answer to question number ten?
a. Do
 b. Does
 c. Did
 d. Have
 e. Had
22. ____ we need to submit the project today?
 a. Does
 b. Has
c. Do
 d. Did
 e. Have
23. ____ they arrive on time every morning?
 a. Does
 b. Did
 c. Has
d. Do
 e. Have
24. ____ Rina and Sinta borrow books from the library every week?
 a. Does
 b. Did
 c. Has
d. Do
 e. Have
25. I ____ very happy today.
 a. is
 b. are
c. am
 d. was
 e. be
26. The weather ____ very cold today.
 a. am not
 b. are not

- c. **is not**
 - d. was not
 - e. were not
27. I ____ ready to present my project.
- a. **am not**
 - b. is not
 - c. are not
 - d. was not
 - e. were not
28. ____ she your English teacher?
- a. Am
 - b. **Is**
 - c. Are
 - d. Was
 - e. Be
29. salma and feby ____ in the their room right now.
- a. am not
 - b. is not
 - c. **are not**
 - d. was not
 - e. were not
30. They ____ late for class today.
- a. am not
 - b. **are not**
 - c. is not
 - d. was not
 - e. were not
31. Laila and Siti ____ in the classroom right now.
- a. am not
 - b. is not
 - c. **are not**
 - d. was not
 - e. were not
32. We ____ ready to start the class.
- a. is
 - b. am
 - c. **are**
 - d. be
 - e. was

Identify and correct the grammatical error in each sentence.

33. a. They goes to the library every day.
 b. They doesn't like fruits.
 c. They is happy today.
d. They play football every Sunday.
 e. They watches TV every night.
34. a. It sleep in the box every day.
b. It sleeps on the sofa every afternoon.
 c. It don't like milk.
 d. It are very small.
 e. It playing outside now.
35. a. He don't eat vegetables.
b. He likes watching movies.
 c. He go to school early.
 d. He playing guitar every night.
 e. He are a good student.
36. a. We studies math every morning.
b. We study English at school.
 c. We doesn't go to class.
 d. We are plays basketball.
 e. We going to school every day.
37. a. She are very beautiful.
 b. She am a student.
c. She is kind and smart.
 d. She be a teacher.
 e. She were happy yesterday
38. a. Rafi are my best friend.
b. Rafi is my best friend.
 c. Rafi do his homework every night.
 d. Rafi playing outside.
 e. Rafi not is tired.
39. a. Tika and Laila **enjoys** playing badminton every Sunday.

- b. **Rudi and Bima go jogging in the morning.**
 - c. Mira and Dinda **is** at home now.
 - d. Dimas and Rani **was** study together.
 - e. Sinta and Andi **has** many books
40. a. Fani am very happy today.
- b. **Fani is a good student.**
 - c. Fani are late.
 - d. Fani doesn't study every day.
 - e. Fani has a new bo

B. POSTTEST TASK

Choose the correct answer (a, b, c, d, or e) based on the subject and the sentence form (positive, negative, interrogative, or to be).

1. I ____ English every Monday and Thursday.
a. study
b. studies
c. studying
d. studied
e. have studied
2. You ____ English very well.
a. speak
b. speaks
c. speaking
d. spoke
e. has spoken
3. He always ____ his room on Saturday morning.
a. clean
b. cleans
c. cleaning
d. cleaned
e. has cleaned
4. Rina ____ to music while doing homework.
a. listen
b. listens
c. listening
d. listened
e. has listenen
5. It ____ a lot in the rainy season.
a. rain
b. rains
c. raining
d. rained
e. has rained
6. We ____ the classroom every Friday.
a. cleans
b. clean
c. cleaning
d. cleaned
e. has cleaned
7. They ____ basketball after school.
a. plays
b. **play**
c. playing
d. played
e. has played
8. Budi and Rani ____ data for their science experiment together.
a. **collect**
b. collects
c. collecting
d. collected
e. has collected
9. I ____ believe that story because it sounds impossible.
a. don't
b. doesn't
c. didn't
d. not
e. haven't
10. Rudi ____ like spending too much time on social media.
a. don't
b. doesn't
c. didn't
d. not
e. hasn't
11. She ____ enjoy doing group projects.
a. don't
b. doesn't
c. didn't
d. hasn't
e. not
12. The student ____ make sense to skip class for no reason.
a. doesn't
b. don't
c. didn't
d. not
e. hasn't
13. You ____ have enough time to finish the assignment.
a. don't
b. doesn't

- c. didn't
d. not
e. haven't
14. They ____ doing anything in the class
a. don't
b. doesn't
c. didn't
d. not
e. haven't
15. We ____ watch movie during class time .
a. don't
b. doesn't
c. didn't
d. not
e. haven't
16. Dinda and Arif _____ television on weekdays because they are busy.
a. don't watch
b. doesn't watch
c. didn't watch
d. haven't watched
e. not watch
17. ____ The homework need to be submitted today?
a. Do
b. Does
c. Did
d. Have
e. Had
18. ____ he need to prepare a presentation for tomorrow's class?
a. Do
b. Does
c. Did
d. Have
e. Had
19. ____ they understand the rules of the game?
a. Do
b. Does
c. Did
d. Has
e. Have
20. ____ Zaina always bring her laptop to class?
a. Do
b. Does
c. Did
d. Has
e. Have
21. ____ we have a test today?
a. Does
b. Do
c. Did
d. Has
e. Have
22. ____ they join the English club every week?
a. Did
b. Has
c. Does
d. Do
e. Have
23. ____ Boy and Roy always cycling together?
a. Did
b. Has
c. Does
d. Do
e. Have
24. ____ you sweep the flooe this morning ?
a. Did
b. Has
c. Does
d. Do
e. Have
25. I ____ ready to present my project.
a. **am not**
b. is not
c. are not
d. was not
e. were not
26. They ____ in the library right now.
a. am
b. is
c. was
d. are
e. were

27. Rina ____ a member of the English club.
 a. am
 b. are
 c. **is**
 d. was
 e. be
28. My school ____ near the city park.
 a. am
 b. are
 c. **is**
 d. was
 e. be
29. We ____ tired after the long walk.
 a. is not
 b. am not
 c. **are not**
 d. was not
 e. were not
30. Sinta and Laila ____ at home this morning.
 a. is not
 b. am not
 c. **are not**
 d. was not
 e. be not
31. ____ you a student at MAN 1 Pasuruan?
 a. Am
 b. Is
 c. **Are**
 d. Was
 e. Were
32. ____ Dimas and Rudi in the same class?
 a. Am
 b. Is
 c. **Are**
 d. Was
 e. Be
33. a. We isn't ready.
 b. We am not busy.
 c. **We aren't late for class.**
 d. We not are hungry.
 e. We doesn't ready.
34. a. Does we plays guitar?
 b. **Does he play guitar?**
 c. Do he play guitar?
 d. Is he plays guitar?
 e. He does play guitar?
35. a. I eats rice every morning.
 b. I am study English now.
 c. **I eat breakfast at 7 a.m.**
 d. I playing football after school.
 e. I goes to school by bus.
36. a. They goes to the park every Sunday.
 b. They doesn't play football at school.
 c. They is my best friends.
 d. **They play football every Sunday.**
 e. They watching movies every weekend.
37. a. She eat breakfast every morning.
 b. **She eats breakfast every morning.**
 c. She don't like apples.
 d. She are a good student.
 e. She playing piano every night.
38. a. Rina don't like chocolate.
 b. **Rina doesn't like chocolate.**
 c. Rina are happy.
 d. Rina play piano every day.
 e. Rina go to market every morning
39. a. **My friends is very kind to everyone.**
 b. She **am** tired after class.
 c. They **are** in the canteen right now.
 d. The cat **are** very cute.
 e. I **is** happy today.

Identify and correct the grammatical error in each sentence.

40. a. Mira and Rudi **plays**
basketball every afternoon.
b. Rina and Dimas do their
homework together.
c. Laila and Arif **has** lunch at
the canteen.
d. Budi and Tika **is** very
diligent students.
e. Siti and Rani **watches**
movies on weekend

C. INTERVIEW INSTRUMENT

1. What aspects of learning grammar with Blooket made you feel interested and engaged?
2. How often did you feel excited or motivated while playing grammar games in Blooket?
3. In what ways did learning grammar with Blooket feel useful or relevant to your needs in learning English?
4. Do you think the grammar practice in Blooket helped you prepare for exams or school assignments?
5. Did learning grammar with Blooket make you feel more confident in using the Simple Present Tense? Why or why not?
6. Do you feel that your grammar skills improved after learning with Blooket? Please explain.
7. If you were given new grammar tasks, would you feel confident to try them after practicing with Blooket?
8. What made you feel satisfied or accomplished after learning grammar through Blooket?
9. How satisfied are you with the overall experience of learning grammar using Blooket?
10. Would you like to continue using Blooket in future grammar lessons? Why or why not?
11. What challenges, if any, did you face while learning grammar through Blooket?
12. In what ways did the game features in Blooket (such as points, leaderboard, or rewards) affect your motivation to learn grammar?
13. Do you think learning grammar through Blooket was more enjoyable compared to traditional methods? Please explain.
14. How did playing grammar games in Blooket influence your participation and activeness in class?
15. Did Blooket help you understand grammar rules more clearly? If yes, how?
16. How would you describe the difference between learning grammar with Blooket and learning grammar from textbooks or worksheets?

17. What kind of grammar exercises in Blooket did you find most useful for your learning?
18. Do you think the time spent on Blooket grammar games was effective for improving your English skills? Why or why not?
19. If you could change or improve something about learning grammar with Blooket, what would it be?
20. How did learning grammar with Blooket affect your confidence when speaking or writing in English?

Appendix 4 Validation sheet

Validation Sheet

(Pre-test, Post-test and Interview)

"THE IMPACT OF BLOOKET GAMIFICATION ON STUDENT'S ENGLISH GRAMMAR MASTERY FOR SENIOR HIGH SCHOOL"

Validator : Ima Mutholiatil Badriyah, M.Pd
NIP : 198312172023212017
Expertise : English Language Teaching Development
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date :

A. Introductions

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:
1: Very poor
2: Poor
3: Average
4: Good
5: Excellent
2. Please give comments and suggestion in the columns below:

C. Validation sheet

No.	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies					✓
2.	Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question items contained in the research instrument					✓

4.	The research instrument is relevant with the research objectives					✓
5.	The research instrument can help the research find out students' abilities in vocabulary mastery					✓
6.	The research instrument is easy to understand				✓	
7.	Each question has one correct or most correct answer					✓
8.	The research using proper text				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓
10.	The subject matter must be formulated clearly and unequivocally					✓

D. Suggestion

The instrument is ready to be used to gather the data needed.

E. Conclusion

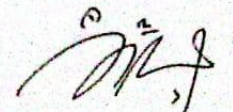
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- The instrument can be used without revision.
- The instrument can be used with alight revision.
- The instrument can be used with many revisions.
- The instrument can be used.

Malang, 17 November 2026

Validator,



Ima Mutholiatil Badriyah, M.Pd

NIP. 198312172023212017

Appendix 5 Result Validity and Reability

[illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Appendix 6 Result Validity and Reability

MODUL AJAR BAHASA INGGRIS

Simple Present Tense

Mata Pelajaran	Bahasa Inggris
Fase / Kelas	E / X (SMA)
Kelas Eksperimen	X-E — Menggunakan Blooket
Kelas Kontrol	X-D — Metode Konvensional
Materi	Simple Present Tense
Kurikulum	Kurikulum Merdeka
Jumlah Pertemuan	3 Pertemuan (6 JP × 45 menit)
Tahun Pelajaran	2024 / 2025

A. IDENTITAS MODUL

Mata Pelajaran	Bahasa Inggris
Fase / Kelas	E / X (SMA/MA)
Alokasi Waktu	3 Pertemuan × 2 JP (90 menit per pertemuan)
Materi Pokok	Simple Present Tense
Kurikulum	Kurikulum Merdeka
Kelas Eksperimen	X-E — Treatment: Latihan soal menggunakan aplikasi Blooket
Kelas Kontrol	X-D — Treatment: Latihan soal secara manual (lembar kerja/buku)
Desain Penelitian	Pre-Test → Treatment → Post-Test → Interview (5 siswa X-E)

Sekolah	MAN 1 Pasuruan
Tahun Pelajaran	2024 / 2025

B. CAPAIAN PEMBELAJARAN

Peserta didik mampu memahami dan menggunakan **Simple Present Tense** untuk menyatakan fakta, kebiasaan, rutinitas, dan kebenaran umum secara lisan maupun tulisan dalam konteks komunikasi nyata.

C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat menjelaskan pengertian dan fungsi Simple Present Tense.
2. Peserta didik dapat mengidentifikasi pola kalimat positif, negatif, dan interogatif beserta penggunaan to be yang tepat.
3. Peserta didik dapat menggunakan verb yang benar sesuai subjek (V1 / V1+s/es; do/does; am/is/are).
4. Peserta didik dapat mengidentifikasi dan memperbaiki kesalahan gramatikal pada Simple Present Tense.

D. PROFIL PELAJAR PANCASILA

- Bernalar Kritis — menganalisis pola kalimat dan mengidentifikasi kesalahan gramatikal.
- Kreatif — membuat kalimat orisinal tentang kehidupan sehari-hari.
- Mandiri — mengerjakan soal pre-test dan post-test secara jujur dan mandiri.
- Bergotong Royong — berpartisipasi aktif dalam diskusi kelas (X-E: aktivitas Blooket bersama).

E. SARANA DAN PRASARANA

Kedua Kelas:

- Lembar Pre-Test dan Post-Test (40 soal per lembar)
- Papan tulis, spidol, dan penghapus
- Buku teks Bahasa Inggris Kelas X Kurikulum Merdeka

Kelas X-E (Eksperimen) — Tambahan:

- Smartphone/laptop masing-masing siswa (atau shared device)
- Koneksi internet (Wi-Fi sekolah)
- Akun Blooket guru (<https://www.blooket.com>)

- Game set Blooket berisi soal-soal Simple Present Tense yang telah disiapkan guru

Kelas X-D (Kontrol) — Tambahan:

- Lembar Kerja Peserta Didik (LKPD) cetak
- Buku latihan soal / LKS

F. MATERI AJAR — SIMPLE PRESENT TENSE

1. Pengertian

Simple Present Tense adalah bentuk kata kerja yang digunakan untuk menyatakan: (1) kebiasaan atau rutinitas, (2) fakta umum atau kebenaran ilmiah, (3) kondisi yang bersifat tetap, dan (4) jadwal/timetable.

2. Rumus Dasar

Jenis Kalimat	I / You / We / They	He / She / It
Positif (+)	S + V1	S + V1 + s/es
Negatif (-)	S + do not (don't) + V1	S + does not (doesn't) + V1
Interogatif (?)	Do + S + V1 + ...?	Does + S + V1 + ...?
To Be (+)	I am / You-We-They are	He/She/It is
To Be (-)	I am not / You-We-They are not	He/She/It is not
To Be (?)	Am I / Are you-we-they + ...?	Is he/she/it + ...?

3. Aturan Penambahan -s / -es pada He/She/It

Kondisi Kata Kerja	Aturan	Contoh
Berakhiran -sh, -ch, -o, -ss, -x, -z	Tambahkan -es	go→goes, watch→watches, wash→washes
Berakhiran konsonan + y	Ubah y → ies	study→studies, fly→flies, try→tries
Kata kerja tidak beraturan	Bentuk khusus	have→has

Lainnya	Tambahkan - s	read→reads, eat→eats, play→plays
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4. Kata Keterangan Waktu (Signal Words)

always, usually, often, sometimes, seldom, rarely, never, every
day/week/month/year, on Mondays, once a week, twice a month, in the
morning/evening

5. Contoh Kalimat

Jenis	Contoh (I/You/We/They)	Contoh (He/She/It)
Positif	I study English every day.	She studies English every day.
Negatif	They don't play football on weekdays.	He doesn't play football on weekdays.
Interogatif	Do you understand the lesson?	Does she understand the lesson?
To Be (+)	We are ready for the exam.	It is very cold today.
To Be (-)	They are not late for class.	She is not my teacher.
To Be (?)	Are you a student here?	Is she your English teacher?

G. RANCANGAN PERTEMUAN

PERTEMUAN 1 — OBSERVASI & PRE-TEST

Kelas: X-E & X-D

Waktu: 2 × 45 menit

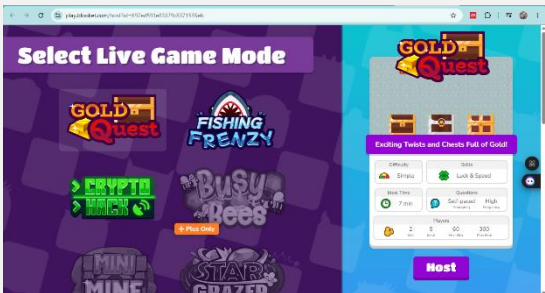
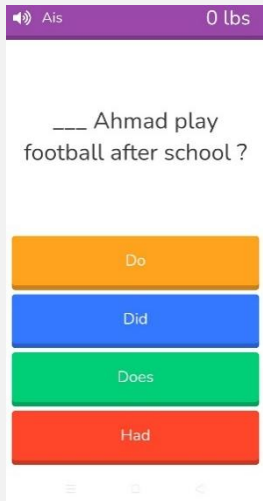
Keterangan: Kedua kelas menerima perlakuan yang sama

Tahapan	Alokasi Waktu	Kegiatan Pembelajaran
Pendahuluan	10 menit	1. Guru membuka kelas dengan salam dan doa. 2. Guru memperkenalkan diri dan menyampaikan konteks penelitian secara umum kepada siswa. 3. Guru menyampaikan bahwa hari ini ada pre-test untuk mengetahui kemampuan awal siswa. 4. Guru memberikan motivasi singkat tentang pentingnya belajar Bahasa Inggris.
Observasi Awal	15 menit	1. Guru mengamati kondisi kelas dan respons siswa. 2. Guru mengajukan beberapa pertanyaan pemantik terkait Simple Present Tense. 3. Guru mencatat hasil observasi sebagai data awal penelitian.
Pelaksanaan Pre-Test	60 menit	1. Guru membagikan link soal pre-test kepada seluruh siswa. 2. Guru menjelaskan petunjuk pengerjaan tes. 3. Siswa mengerjakan pre-test secara individu dan mandiri. 4. Guru mengawasi jalannya tes. 5. Lembar jawaban dikumpulkan setelah waktu selesai.
Penutup	5 menit	1. Guru mengapresiasi kesungguhan siswa. 2. Guru memberikan gambaran singkat materi pertemuan berikutnya. 3. Guru menjelaskan perbedaan treatment antara kelas eksperimen dan kontrol. 4. Salam penutup.

PERTEMUAN 2 — PENJELASAN MATERI & TREATMENT

KELAS X-E (EKSPERIMEN — BLOOKET)

Tahapan	Alokasi Waktu	Kegiatan Pembelajaran
Pendahuluan	10 menit	1. Guru membuka kelas dengan salam, doa, dan presensi. 2. Guru mereview hasil pre-test secara umum. 3. Guru menyampaikan tujuan pembelajaran. 4. Guru menjelaskan penggunaan Blooket sebagai media latihan.

Penjelasan Materi	25 menit	1. Guru menjelaskan Simple Present Tense secara interaktif. 2. Guru menjelaskan pola kalimat positif, negatif, interogatif, dan to be. 3. Guru menjelaskan penggunaan do/does dan am/is/are. 4. Guru memberikan contoh kalimat dan sesi tanya jawab.
Treatment — Blooket	45 menit	1. Guru membuka sesi Blooket dan menampilkan game code. 2. Siswa bergabung menggunakan smartphone/laptop. 3. Guru memilih mode permainan.  4. Siswa mengerjakan latihan soal dalam bentuk game. 5. Guru membahas soal yang banyak dijawab salah.  6. Guru menampilkan leaderboard dan memberikan apresiasi kepada siswa.
Penutup	10 menit	1. Guru dan siswa menyimpulkan materi. 2. Guru memberikan umpan balik terhadap kesalahan siswa. 3. Guru menginformasikan pelaksanaan post-test pada pertemuan berikutnya. 4. Salam penutup.

PERTEMUAN 2 — KELAS X-D (KONTROL — KONVENSIONAL)

Tahapan	Alokasi Waktu	Kegiatan Pembelajaran
Pendahuluan	10 menit	1. Guru membuka kelas dengan salam, doa, dan presensi. 2. Guru mereview hasil pre-test secara umum. 3. Guru menyampaikan tujuan pembelajaran.
Penjelasan Materi	25 menit	1. Guru menjelaskan materi menggunakan metode ceramah dan demonstrasi. 2. Guru menjelaskan pola Simple Present Tense beserta contohnya. 3. Siswa mencatat penjelasan guru. 4. Guru membuka sesi tanya jawab.
Treatment — Latihan Manual	45 menit	1. Guru membagikan link soal Google Form. 2. Siswa mengerjakan latihan soal secara individu. 3. Guru memantau proses pengerjaan dan membantu siswa yang mengalami kesulitan. 4. Guru dan siswa membahas jawaban bersama. 5. Guru memberikan umpan balik terhadap jawaban siswa.
Penutup	10 menit	1. Guru dan siswa menyimpulkan materi. 2. Guru menginformasikan pelaksanaan post-test pada pertemuan berikutnya. 3. Salam penutup.

PERTEMUAN 3 — POST-TEST & INTERVIEW

Kelas: X-E & X-D

Waktu: 2 × 45 menit

Tahapan	Alokasi Waktu	Kegiatan Pembelajaran
Pendahuluan	5 menit	1. Guru membuka kelas dengan salam dan doa. 2. Guru mengingatkan siswa untuk mengerjakan post-test dengan jujur dan mandiri. 3. Guru menjelaskan teknis pengerjaan tes.
Pelaksanaan Post-Test	60 menit	1. Guru membagikan link soal post-test kepada siswa. 2. Siswa mengerjakan post-test secara individu. 3. Guru mengawasi jalannya tes. 4. Lembar jawaban dikumpulkan setelah waktu selesai.
Penutup	15 menit	1. Guru mengucapkan terima kasih atas partisipasi siswa. 2. Guru memberikan motivasi belajar Bahasa

Inggris.

3. Guru mengumumkan sesi interview untuk beberapa siswa kelas eksperimen.

4. Salam penutup.

G. LIST OF QUESTION

PRE-TEST

Choose the correct answer (a, b, c, d, or e) based on the subject and the sentence form (positive, negative, interrogative, or *to be*).

1. You usually ____ breakfast before going to school.
 - a. has
 - b. have
 - c. having
 - d. had
 - e. have been
2. She ____ to school by bicycle.
 - a. go
 - b. goes
 - c. going
 - d. gone
 - e. has gone
3. They ____ trees in front of the school every month.
 - a. plant
 - b. plants
 - c. planting
 - d. planted
 - e. has planted
4. Rina and Dimas ____ their project after school every Monday.
 - a. discusses
 - b. discussed
 - c. discuss
 - d. is discussing
 - e. has discussing
5. Ari ____ football every Saturday.
 - a. play
 - b. plays
 - c. playing
 - d. played
 - e. has played
6. I ____ agree with your opinion about that movie.
 - a. don't
 - b. doesn't
 - c. not
 - d. didn't
 - e. hasn't
7. He ____ understand the teacher's explanation clearly.
 - a. don't
 - b. doesn't
 - c. not
 - d. didn't
 - e. hasn't
8. Muna ____ feel confident when speaking English in public.
 - a. don't
 - b. doesn't
 - c. not
 - d. didn't
 - e. hasn't
9. The machine ____ the instruction clearly.
 - a. doesn't work
 - b. don't work
 - c. not work
 - d. haven't work
 - e. didn't work
10. We ____ bring phones to school.
 - a. don't
 - b. doesn't
 - c. didn't
 - d. not
 - e. haven't
11. ____ it rain a lot during the rainy season?
 - a. Do
 - b. Does
 - c. Did
 - d. Has
 - e. Have
12. ____ they go to the library after lunch?
 - a. Do

- b. Does
c. Did
d. Has
e. Have
13. ____ you know the answer to question number ten?
a. Do
b. Does
c. Did
d. Has
e. Have
14. ____ we need to submit the project today?
a. Does
b. Has
c. Do
d. Did
e. Have
15. ____ they arrive on time every morning?
a. Does
b. Has
c. Do
d. Did
e. Have
16. ____ she your English teacher?
a. Am
b. Is
c. Are
d. Was
e. Be
17. Salma and Feby ____ in their room right now.
a. am not
b. is not
c. are not
d. was not
e. be not
18. They ____ late for class today.
a. am not
b. is not
c. are not
d. was not
e. be not
19. Laila and Siti ____ in the classroom right now.
a. am not
b. is not
c. are not
d. was not
e. were not
20. We ____ ready to start the class.
a. is
b. am
c. are
d. be
e. was
21. Identify the sentence with the grammatical error.
a. He don't eat vegetables.
b. He likes watching movies.
c. He goes to school early.
d. He plays guitar every night.
e. He is a good student.
22. Identify the sentence with the grammatical error.
a. We study English at school.
b. We studies math every morning.
c. We go to class every day.
d. We play basketball after school.
e. We are happy today.
23. Identify the sentence with the grammatical error.
a. She is kind and smart.
b. She is very beautiful.
c. She am a student.
d. She was happy yesterday.
e. She wants to be a teacher.
24. Identify the sentence with the grammatical error.
a. Rudi and Bima go jogging in the morning.
b. Mira and Dinda are at home now.
c. Dimas and Rani study together.
d. Sinta and Andi have many books.
e. Tika and Laila enjoys playing badminton every Sunday.
25. Identify the sentence with the grammatical error.
a. It sleeps on the sofa every afternoon.
b. It likes milk very much.
c. It is very small.
d. It sleep in the box every day.
e. It plays outside now.

POST TEST

Choose the correct answer (a, b, c, d, or e) based on the subject and the sentence form (positive, negative, interrogative, or *to be*).

1. You ____ English very well.
 - a. speak
 - b. speaking
 - c. spoke
 - d. speaks
 - e. has spoken
2. He always ____ his room on Saturday morning.
 - a. clean
 - b. cleans
 - c. cleaning
 - d. cleaned
 - e. has cleaned
3. Rina ____ to music while doing homework.
 - a. listen
 - b. listens
 - c. listening
 - d. listened
 - e. has listened
4. We ____ the classroom every day.
 - a. cleans
 - b. clean
 - c. cleaning
 - d. cleaned
 - e. has cleaned
5. Budi and Rani ____ data for their science experiment together.
 - a. collect
 - b. collects
 - c. collected
 - d. collecting
 - e. has collected
6. I ____ believe that story because it sounds impossible.
 - a. don't
 - b. doesn't
 - c. didn't
 - d. not
 - e. haven't
7. Rudi ____ like spending too much time on social media.
 - a. don't
 - b. doesn't
 - c. didn't
 - d. not
 - e. haven't
8. The student ____ make sense to skip class for no reason.
 - a. don't
 - b. doesn't
 - c. didn't
 - d. not
 - e. haven't
9. You ____ have enough time to finish the assignment.
 - a. don't
 - b. doesn't
 - c. didn't
 - d. not
 - e. haven't
10. They ____ doing anything in the class.
 - a. don't
 - b. doesn't
 - c. aren't
 - d. not
 - e. haven't
11. ____ the homework need to be submitted today?
 - a. Do
 - b. Does
 - c. Did
 - d. Have
 - e. Had
12. ____ they understand the rules of the game?
 - a. Do
 - b. Does
 - c. Did
 - d. Have
 - e. Had
13. ____ Zaina always bring her laptop to class?
 - a. Do
 - b. Does
 - c. Did
 - d. Have
 - e. Had
14. ____ we have a test today?
 - a. Do
 - b. Does

- c. Did
 - d. Have
 - e. Had
15. ____ they join the English club every week?
- a. Do
 - b. Does
 - c. Did
 - d. Have
 - e. Had
16. Rina ____ a member of the English club.
- a. am
 - b. are
 - c. is
 - d. was
 - e. be
17. My school ____ near the city park.
- a. am
 - b. are
 - c. is
 - d. was
 - e. be
18. We ____ tired after the long walk.
- a. am not
 - b. are not
 - c. is not
 - d. was not
 - e. be not
19. Sinta and Laila ____ at home this morning.
- a. are not
 - b. is not
 - c. were not
 - d. be not
 - e. am not
20. ____ you a student at MAN 1 Pasuruan?
- a. Am
 - b. Are
 - c. Is
 - d. Was
 - e. Be
21. Identify the grammatically correct sentence.
- a. Does we plays guitar?
 - b. Does we play guitar?
 - c. Do he play guitar?
 - d. Is he play guitar?
 - e. He does play guitar.
22. Identify the grammatically correct sentence.
- a. I eats rice every morning.
 - b. I am study English now.
 - c. I eat breakfast at 7 AM.
 - d. I playing football after school.
 - e. I goes to school by bus.
23. Identify the grammatically correct sentence.
- a. They goes to the park every Sunday.
 - b. They doesn't play football at school.
 - c. They is my best friend.
 - d. They play football every Sunday.
 - e. They watching movies every weekend.
24. Identify the grammatically correct sentence.
- a. She eat breakfast every morning.
 - b. She eats breakfast every morning.
 - c. She don't like apples.
 - d. She are a good student.
 - e. She playing piano every night.
25. Identify the grammatically correct sentence.
- a. Rina don't like chocolate.
 - b. Rina doesn't like chocolate.
 - c. Rina are happy.
 - d. Rina play piano every day.
 - e. Rina go to the market every morning.

I . PEDOMAN PENILAIAN

1. Distribusi Soal

Bagian	Jumlah Soal	Poin per Soal	Total Poin
Pilihan Ganda (No. 1–32)	20	4	80
Identifikasi Kesalahan (No. 33–40)	5	4	20
Total	25	—	100

2. Konversi Nilai

Rentang Skor	Nilai	Predikat
90 – 100	A	Sangat Baik
80 – 89	B	Baik
70 – 79	C	Cukup
60 – 69	D	Perlu Bimbingan
< 60	E	Belum Kompeten

3. Kisi-Kisi Soal

Indikator	Level Kognitif	Bentuk Soal	No. Soal	Jml
Menggunakan verb yang tepat untuk kalimat positif Simple Present Tense	C3 – Applying	PG	1 – 8	8
Menggunakan do not / does not untuk kalimat negatif	C3 – Applying	PG	9 – 16	8

Menggunakan do/does untuk kalimat interogatif	C3 – Applying	PG	17 – 24	8
Menggunakan to be (am/is/are) yang tepat	C3 – Applying	PG	25 – 32	8
Mengidentifikasi dan memilih kalimat yang gramatikal	C4 – Analyzing	Error Analysis	33 – 40	8

I. INSTRUMEN WAWANCARA (INTERVIEW)

INSTRUMEN WAWANCARA SISWA

Kelas Eksperimen X-E | 5 Siswa Terpilih | MAN 1 Pasuruan

Tujuan Wawancara	Menggali pengalaman, motivasi, persepsi, dan dampak penggunaan Blooket terhadap pembelajaran Simple Present Tense siswa kelas X-E.
Jumlah Informan	5 siswa terpilih dari kelas X-E (representasi dari nilai tertinggi dalam permainan blooket)
Jenis Wawancara	Semi-terstruktur (dapat dikembangkan berdasarkan respons siswa)
Durasi per Siswa	± 15–20 menit
Tempat	Perpustakaan
Pewawancara	Peneliti
Keterangan	Wawancara dapat direkam (audio) dengan seizin siswa untuk keperluan transkripsi.

1. What aspects of learning grammar with Blooket made you feel interested and engaged?
2. How often did you feel excited or motivated while playing grammar games in Blooket?
3. In what ways did learning grammar with Blooket feel useful or relevant to your needs in learning English?
4. Do you think the grammar practice in Blooket helped you prepare for exams or school assignments?
5. Did learning grammar with Blooket make you feel more confident in using the Simple Present Tense? Why or why not?
6. Do you feel that your grammar skills improved after learning with Blooket? Please explain.
7. If you were given new grammar tasks, would you feel confident to try them after practicing with Blooket?
8. What made you feel satisfied or accomplished after learning grammar through Blooket?
9. How satisfied are you with the overall experience of learning grammar using Blooket?
10. Would you like to continue using Blooket in future grammar lessons? Why or why not?

Kepala sekolah

Guru peneliti

H. Nasruddin, S.Pd. M.Si
Kepala MAN 1 Pasuruan

Wardatul Mukhibbah
220207110038

Appendix 7 Students answer sheets

— SOAL PRE-TEST

PRE-TEST56 dari 100 poin

Choose the correct answer (a, b, c, d, or e) based on the subject and the sentence form (positive, negative, interrogative, or to be).

1. You usually ___ breakfast before going to school. *0/4

☒ has

☐ have

☐ having

☐ had

☐ have been

2. She ___ to school by bicycle. * 4/4

☐ go

☐ goes

5. Ari ___ football every Saturday. * 4/4

☐ play

☒ plays

☐ playing

☐ played

☐ has played

6. I ___ agree with your opinion about that movie. *4/4

☒ don't

☐ doesn't

☐ not

☐ didn't

☐ hasn't

— SOAL POST-TEST

POST TEST TASK 80 dari 100 poin

Choose the correct answer (a, b, c, d or e) based on the subject and the sentence (positive, negative, interrogative, and to be)

✓ 1. you ____ English very well * 4/4

☒ Speak ✓

☐ Speaking

☐ Spoke

☐ Speaks

☐ Has spoken

✓ 2. He always ____ his room *4/4 on saturday morning

☐ Clean

☒ Cleans ✓

☐ Cleaning

docs.google.com

✓ 20. ____ you student at MAN 1 Pasuruan ? *4/4

☐ Am

☒ Are ✓

☐ Is

☐ Was

☐ Be

✗ 21. Identify the correct grammatical error in each sentence *0/4

☐ Does we plays guitar ?

☐ Does we play guitar ?

☒ Do he play guitar ? ✗

☐ Is he play guitar ?

☐ He does play guitar ?

Appendix 8 Letter of completion research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH ALIYAH NEGERI 1**

Jalan Balai Desa Glanggang Nomor 3A Beji Pasuruan 67154
Telepon (0343) 742690; Faksimile (0343) 742690
Website: www.mansatupasuruan.sch.id

SURAT KETERANGAN

Nomor : 1301/Ma.13.09.01/PP.00.6/5/2026

Yang bertanda tangan dibawah ini Kepala MAN 1 Pasuruan, dengan ini menerangkan dengan sebenarnya bahwa mahasiswa dengan identitas berikut :

Nama : **WARDATUL MUKHIBBAH**
NIM : 220107110038
Jurusan : Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

Telah melaksanakan Observasi di MAN 1 Pasuruan, pada tanggal 7 Januari – 4 Maret 2026, dengan judul **“THE IMPACT OF BLOOKET GAMIFICATION ON STUDENT’S ENGLISH GRAMMAR MASTERY FOR SENIOR HIGH SCHOOL”** dan dilaksanakan dengan Baik.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

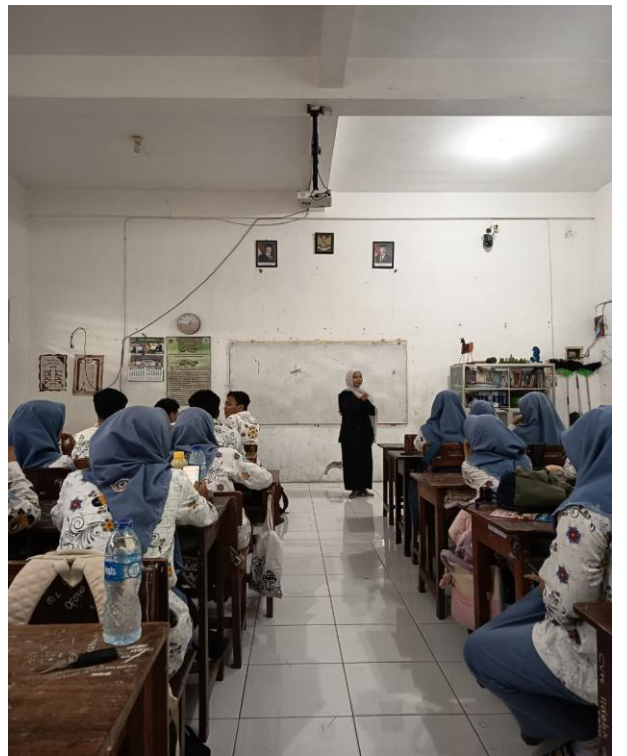
Pasuruan, 9 Mei 2026
Kepala Madrasah,



Nasrudin

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Appendix 9 Documentation





Appendix 10 Thesis consultation logbook



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
Jalan Gajayana Nomor 50, Telepon: (0341) 551354, Fax: (0341) 572533
Website: <http://www.uin-malang.ac.id> Email: info@uin-malang.ac.id

JURNAL BIMBINGAN SKRIPSI/TESIS/DISERTASI

IDENTITAS MAHASISWA

NIM : 220107110098
Nama : WARDATUL MUKHIBRAH
Fakultas : ILMU TARBIYAH DAN KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Dosen Pembimbing 1 : IMA MUTHOLLIATIL BADRIYAH, M.Pd
Dosen Pembimbing 2 :
Judul Skripsi/Tesis/Disertasi : THE IMPACT OF BLOCKET GAMIFICATION ON STUDENTS ENGLISH GRAMMAR MASTERY FOR SENIOR HIGH SCHOOL

IDENTITAS BIMBINGAN

No	Tanggal Bimbingan	Nama Pembimbing	Deskripsi Proses Bimbingan	Tahun Akademik	Status
1	26 Mei 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	bimbingan pertama dan fiksasi judul	Ganjil 2025/2026	Sudah Dikoreksi
2	18 Juni 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Bimbingan bab 1	Ganjil 2025/2026	Sudah Dikoreksi
3	04 Juli 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Bimbingan bab 2	Ganjil 2025/2026	Sudah Dikoreksi
4	29 Juli 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Bimbingan bab 3	Ganjil 2025/2026	Sudah Dikoreksi
5	12 Agustus 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Revisi bab 3	Ganjil 2025/2026	Sudah Dikoreksi
6	21 Agustus 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Tinjauan revisi bab 3	Ganjil 2025/2026	Sudah Dikoreksi
7	26 September 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Bimbingan Instrumen penelitian	Ganjil 2025/2026	Sudah Dikoreksi
8	10 Oktober 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Revisi instrumen	Ganjil 2025/2026	Sudah Dikoreksi
9	17 November 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Fiksasi instrumen penelitian	Ganjil 2025/2026	Sudah Dikoreksi
10	08 Desember 2025	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Pengajuan TTD Approval Sheet	Ganjil 2025/2026	Sudah Dikoreksi
11	09 Maret 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Konsultasi Bab 4	Genap 2025/2026	Sudah Dikoreksi
12	12 Maret 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Bimbingan Bab 4	Genap 2025/2026	Sudah Dikoreksi
13	23 April 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Revisi Bab 4 dan Bimbingan Bab 5	Genap 2025/2026	Sudah Dikoreksi
14	30 April 2026	IMA MUTHOLLIATIL BADRIYAH, M.Pd	Revisi Bab 4 dan 5	Genap 2025/2026	Sudah Dikoreksi

Telah disetujui
Untuk mengajukan ujian Skripsi/Tesis/Desertasi

Dosen Pembimbing 2

Malang, _____
Dosen Pembimbing 1

IMA MUTHOLLIATIL BADRIYAH, M.Pd

Kajur / Kaprodi,

Appendix 11 Curriculum vitae

CURRICULUM VITAE

Nama Lengkap : Wardatul Mukhibbah
Tempat, Tanggal Lahir : Pasuruan , 14 februari 2004
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik
Ibrahim Malang
Alamat Rumah : Pager gunung RT02/RW13 Babat Gempol
Pasuruan
No.Hp/Telepon :081334397106
Alamat E-mail : wardatulmukhibbahedu@gmail.com
Nama Wali : Mas'ud



Riwayat Pendidikan

- | | | |
|----|----------------------------------|---------------|
| 1. | TK AL-FAQIHIYAH | 2008-2010 |
| 2. | MINU AL-FAQIHIYAH | 2010-2016 |
| 3. | SMPN 2 KRATON | 2016-2019 |
| 4. | MAN 2 PASURUAN | 2019-2022 |
| 5. | UIN Maulana Malik Ibrahim Malang | 2022-Sekarang |

Malang, 3 Mei 2026

Mahasiswa,

Wardatul Mukhibbah

NIM. 220107110038