

**THE EFFECTIVENESS OF BLOOKET IN TEACHING ENGLISH
VOCABULARY TO JUNIOR HIGH SCHOOL STUDENTS**

THESIS

By:

Huliyatul Fitriyah

220107110090



ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2026

**THE EFFECTIVENESS OF BLOOKET IN TEACHING ENGLISH
VOCABULARY TO JUNIOR HIGH SCHOOL STUDENTS**

A THESIS

By:

Hulliyatul Fitriyah

220107110090



ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2026

APPROVAL SHEET

THE EFFECTIVENESS OF BLOOKET IN TEACHING ENGLISH VOCABULARY TO JUNIOR HIGH SCHOOL STUDENTS

By:

Hulliyatul Fitriyah

220107110090

Has been approved by the advisor for futher approval by the Board of Examiners

Advisor,



Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

NIP. 197410252008012015

Acknowledged by

Head of English Education Department,



Maslihatul Bisriyah, M.TESOL

NIP. 198909282019032016

LEGITIMATION SHEET

LEGITIMATION SHEET

THE EFFECTIVENESS OF BLOOKET IN TEACHING ENGLISH VOCABULARY TO JUNIOR HIGH SCHOOL STUDENTS

THESIS

By:

Huliyatul Fitriyah (220107110090)

Has been defended in front of the board of examiners at the date of 17th June 2026 and
declared PASS.

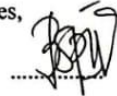
Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the
English Education Department, Faculty of Tarbiyah and Teacher Training.

The Board of Examiners,

Signatures,

1. Dr. Suparmi, M.Pd
NIP. 197704112023212004

Main Examiner



2. Dian Arsitades Wiranegara, M.Pd
NIP. 198012302023211010

Co-Examiner



3. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.
NIP. 197410252008012015

Secretary/Advisor



Approved by

Dean of Education and Teacher Training Faculty

Matlana Malik Ibrahim State Islamic University Malang



Prof. Dr. H. Muhammad Walid, M.A.

NIP. 1973082320000312002

OFFICIAL ADVISORS' NOTES

Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed

Lecturer of Faculty of Tarbiyah and Teacher Training

Universitas Islam Negeri Maulana Malik Ibrahim, Malang

THE OFFICIAL ADVISORS' NOTE

Malang, 1 June 2026

Matter : Hulliyatul Fitriyah

Appendix :

The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In

Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques and after reading the student' thesis as follow:

Name : Hulliyatul Fitriyah

Student ID Number : 220107110090

Department : English Education

Thesis : The Effectiveness of Blooket in Teaching English
Vocabulary to Junior High School Students

Therefore, we believe that the thesis of Hulliyatul Fitriyah has been approved the advisor for the further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb.

Advisor,



Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

NIP. 197410252008012015

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim.

Here with I,

Name : Hulliyatul Fitriyah

NIM : 220107110090

Departement : English Education

Address : Dsn. Sakola'an, Ds. Duko Timur, Kec. Larangan, Kab.
Pamekasan, Madura.

Declare That:

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

Malang, 4 June 2026

The Researcher,



METERAI
TEMPEL
AC6F1A0X039186960

Hulliyatul Fitriyah

220107110090

DEDICATION

First and foremost, I would like to express my gratitude to Allah SWT. By His grace, blessings, and guidance, I have been able to write and complete this thesis to this very point. Peace and blessings be upon the Prophet Muhammad SAW, who has fought for his ummah and guided us out of the era of ignorance (jahiliyyah) into an era full of light and knowledge.

Furthermore, I dedicate this thesis to my beloved parents, Bapak and Ebok, who have always fully supported my journey and endlessly sent their prayers to the heavens for their daughter's success. I also dedicate this work to my older brother. Next, I would like to thank all my friends who have come to color my life, constantly supporting and strengthening one another. I also extend my gratitude to all the teachers who have taught me and shared their knowledge, and to my supervisor, Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed. who has continuously guided me throughout the process of this thesis. And lastly, I dedicate this thesis to myself-for being brave enough to complete this journey, for facing the heavy days without giving up, and for staying strong and surviving until the very end.

MOTTO

“Yesterday is over, tomorrow is yet to come, today is not yet known”

ACKNOWLEDGEMENT

All praise is due to Allah SWT for His endless, grace, blessing, and guidance, which have granted the author the strength and perseverance to write and complete this thesis to this very point. Peace and blessings be open the Prophet Muhammad SAW, who has fought for his *Ummah* and guided us out of the era of ignorance (*Jahiliyah*) into an era of full of light and knowledge.

Without the guidance support and encouragement from many incredible people, this thesis, entitled “The Effectiveness of Blooket in Teaching English Vocabulary to Junior High School Student” would not have reached its completion. Hence, the author would like to acknowledge and thank:

1. My beloved parents, Bapak and Ebok, for their endless love, full support, and for never ceasing to send their prayers to the heavens for the author's success throughout this academic journey. Deepest gratitude is also extended to the author's older brother for his constant support and encouragement.
2. Prof. Dr. Hj. Ilfi Nur Diana, M.Si, as the Rector of Universitas Islam Negeri Maulana Malik Ibrahim Malang.
3. Prof. Dr. H. Muhammad Walid, M.A, as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Maslihatul Bisriyah, M.TESOL., as the Head of the English Education.
5. Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed, as the supervisor, for her continuous guidance, patience, and valuable support throughout the completion of this thesis.

6. All lecturers of the English Education Department (TBI), for sharing their profound knowledge, guidance, and valuable lessons throughout the author's academic years.
7. All teachers who have taught and shared their valuable knowledge with the author from childhood until the present day.
8. Meli and Nuri, the author's childhood best friends, for remaining the closest and most enduring constants since elementary school. Thank you for always being there, sharing every joy and sorrow, and continuously supporting one another through thick and thin.
9. The city of Malang, where the author has pursued her studies, for providing countless exciting and new experiences. Thank you for the new friendships, the unique atmosphere, and for being a place where the author could truly grow and learn so much.
10. The roommates of USA Room 29, Sinta, Zulfa, Aida, Humai, Sania, Aza, Izza and Fairuz for bringing new colors into the author's life as a new student in a new city. Thank you for a wonderful year of weaving unforgettable stories together.
11. Fellow Hyphoenix students (TBI 2022), for being incredible companions throughout this university journey, sharing the struggles of college life, and moving forward together until graduation.
12. Madawa Dwipantara, the author's AM group in MTsN 4 Pasuruan, for an unforgettable four months filled with new experiences, new friendships, and a brand-new atmosphere.

13. The students of Class VII E and VII F, along with the teachers at MTsN 4 Pasuruan who assisted during the research, for their wonderful cooperation, enthusiasm, and invaluable support in making this study possible.

14. The author's own self, for successfully reaching this point despite facing heavy days, self-doubt, and the fear of taking steps forward. Thank you for keeping going and constantly trying, even when certainty was hard to find. Amidst all the exhausting days, it turns out the author could overcome everything. Thank you, self.

Finally, the author realizes that this thesis is far from perfect. Therefore, any constructive criticism and suggestions for the improvement of this work are highly appreciated. May this thesis be beneficial for the readers, especially in the field of English education.

LATIN ARABIC TRANSLITERATION 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 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) = â

Long Vocal (i) = î

Long Vocal (u) = u^

C. Dipthong Vocal

اَو = aw

يَا = ay

اُو = u

اي = i

TABLE OF CONTENT

APPROVAL SHEET	ii
LEGITIMATION SHEET.....	iii
OFFICIAL ADVISORS' NOTES	iv
DECLARATION OF AUTHORSHIP	v
DEDICATION	vi
MOTTO	vii
ACKNOWLEDGEMENT	viii
LATIN ARABIC TRANSLITERATION GUIDANCE	xi
LIST OF FIGURE	xv
LIST OF TABLE	xvi
LIST OF APPENDICES.....	xvii
ABSTRACT	xviii
ABSTRAK.....	xix
الملخص.....	xx
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of The Study	1
1.2 Research Question.....	8
1.3 Research Objective	8
1.4 Significance of The Study.....	8
1.5 Scope of Study	9
1.6 Definition of Key Terms.....	9
CHAPTER II	11
THEORETICAL FRAMEWORK.....	11
2.1 Definition of Vocabulary.....	11
2.2 Types of Vocabulary	13
2.2.1 Active vocabulary	13
2.2.2 Passive Vocabulary.....	14
2.3 Aspects of Vocabulary.....	15
2.3.1 Aspects of Vocabulary according to Ur (1996).....	15
2.3.2 Aspect of Vocabulary according to Nation (2001).....	20
2.4 Criteria of Good Vocabulary.....	23
2.5 Vocabulary Learning Strategies	25
2.5.1 Gu & Johnson (1996) Classification.....	25
2.5.2 Schmitt's Taxonomy of Vocabulary Learning Strategies (1997) ..	29

2.6	Teaching Vocabulary.....	30
2.7	Technology in Language Learning.....	31
2.7.1	CALL (Computer-Assisted Language Learning).....	32
2.7.2	MALL (Mobile-Assisted Language Learning)	33
2.8	Definition and Concept of Game-Based Learning	33
2.9	Benefits of Game-Based Learning in Language Education.....	34
2.10	Definition of Blooket.....	36
2.11	Various Game Modes in Blooket	37
2.11.1	Classic	37
2.11.2	Racing	38
2.11.3	Battle Royale	38
2.11.4	Café.....	39
2.11.5	Fishing Frenzy	39
2.12	Advantage and Disadvantage of Using Blooket for Acquiring Language. 40	
2.13	Step How to Use Blooket.....	41
2.14	Previous Study	44
CHAPTER III		48
RESEARCH METHODOLOGY		48
3.1	Research Design.....	48
3.2	Time and Setting of The Research	49
3.3	Research Variable.....	50
3.3.1	Independent Variable	50
3.3.2	Dependent Variable	50
3.4	Research Population and Sample	50
3.5	Research Instrument	51
3.5.1	Test.....	51
3.5.2	Observation	52
3.6	Validity and Reliability Testing	53
3.6.1	Validity.....	53
3.6.2	Reliability	55
3.7	Data Collection Technique	56
3.7.1	Pre-test	56

3.7.2	Treatment	56
3.7.3	Post-test.....	56
3.7.4	Observation	57
3.8	Data Analysis	57
3.8.1	Normality Test.....	57
3.8.4	Observation Data Analysis.....	59
CHAPTER IV		60
FINDINGS AND DISCUSSION.....		60
4.1	Research Findings	60
4.1.1	Data Description of Experimental Class.....	60
4.1.2	Data Description of Control Class.....	62
4.1.3	Result of Classroom Observation.....	63
4.2	Analysis of the data	69
4.2.1	Normality test.....	69
4.2.2	Homogeneity test.....	70
4.2.3	Hypotesing testing	71
4.3	Discussion.....	72
CHAPTER V		78
CONCLUSION		78
5.1	Conclusion	78
5.2	Suggestion.....	79
REFERENCES		81
APPENDICES.....		85

LIST OF FIGURE

Figure 2. 1 Blooket Leaderboard Display in Classic Mode	37
Figure 2. 2 Blooket Racing Mode Game Display	38
Figure 2. 3 Blooket Battle Royale Mode Game Display	39
Figure 2. 4 Blooket Café Mode Game Display	39
Figure 2. 5 Blooket Fishing Frenzy Mode Game Display	40
Figure 2. 6 Blooket Initial Sign up Page	42
Figure 2. 7 Blooket Main Menu	42
Figure 2. 8 Blooket Question Set Creator Interface	42
Figure 2. 9 Blooket Display to create questions	43
Figure 2. 10 Blooket "My Sets" Menu.....	43
Figure 2. 11 Various Game Mode of Blooket	43
Figure 2. 12 Blooket Host Now Game Settings Screen.....	44
Figure 2. 13 Blooket Game ID Screen for Joining the Game	44
Figure 4. 1 Blooket Question Interface for Vocabulary of Describing People (Meaning and Context Options)	65
Figure 4. 2 Students' Collaborative Discussion during Group Game Session.....	66
Figure 4. 3 The Implementation of Blooket Racing Mode Displayed via Classroom Projector.....	66
Figure 4. 4 Blooket History View Report of Vocabulary Performance	68

LIST OF TABLE

Table 2. 1 Nation's (2001) Aspects of Vocabulary Knowledge	20
Table 2. 2 Beck and McKeown's Three Vocabulary Tiers	23
Table 2. 3 Table 2.1 Schmitt's Taxonomy of Vocabulary Learning Strategies (1997).	29
Table 3. 1 Research Design.....	48
Table 3. 2 Schedule of Research	50
Table 3. 3 Results of Item Validity Test Results.....	55
Table 3. 4 Result of Reliability Test	55
Table 4. 1 Students' Pre-test and Post-test scores in the Experimental class	61
Table 4. 2 Students' Pre-test and Post-test scores in the Control class	62
Table 4. 3 The Result of Normality Test using Shapiro-Wilk	70
Table 4. 4 The Result of Homogeneity of Variance Test	71
Table 4. 5 The Result of Independent Samples T-Test (Welch's Correction)	72

LIST OF APPENDICES

Appendix 1 Research Permission Letter	86
Appendix 2 Research Completion Letter	87
Appendix 3 Validation Sheet.....	88
Appendix 4 Instrument of Pre-test.....	90
Appendix 5 Instrument of Post-test	93
Appendix 6 Students' Pre-Test Answer Sheets	99
Appendix 7 Students' Post-Test Answer Sheets	102
Appendix 9 Result of Validity Test	107
Appendix 10 Documentation.....	108
Appendix 11 Evidence of Guidance Consultation.....	109
Appendix 12 Curriculum Vitae.....	110

ABSTRACT

Fitriyah, Hullyatul 2026. The Effectiveness of Blooket in Teaching English Vocabulary to Junior High School Students. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Keywords: Blooket, English vocabulary, game-based learning, vocabulary learning.

This study aimed to investigate the effectiveness of Blooket in teaching English vocabulary at MTsN 4 Pasuruan. This research employed a quantitative approach with a quasi-experimental design involving an experimental class and a control class. The participants were seventh-grade students of MTsN 4 Pasuruan. Data were collected through pre-test and post-test vocabulary tests and classroom observation. The experimental class was taught using Blooket, while the control class received conventional instruction. The findings showed that the mean score of the experimental class increased from 49.0 in the pre-test to 79.5 in the post-test, whereas the control class improved from 42.9 to 54.8. The result of the independent sample t-test indicated a significant difference between the post-test scores of both classes, demonstrating that Blooket was effective in teaching English vocabulary. Furthermore, classroom observation revealed that students were actively involved in learning activities, showed enthusiasm, collaborated with their peers, and responded positively to the use of Blooket. Therefore, it can be concluded that Blooket is an effective learning medium teaching English vocabulary and creating a more interactive and engaging learning environment.

ABSTRAK

Fitriyah, Hulliyatul 2026. Efektivitas Penggunaan Blooket dalam Pembelajaran Kosakata Bahasa Inggris Pada Siswa Sekolah Menengah Pertama. Skripsi, Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Dosen Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Kata Kunci: Blooket, kosakata bahasa Inggris, pembelajaran berbasis permainan, pembelajaran kosakata.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Blooket dalam pembelajaran kosakata bahasa Inggris siswa di MTsN 4 Pasuruan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen yang melibatkan kelas eksperimen dan kelas kontrol. Partisipan penelitian adalah siswa kelas VII MTsN 4 Pasuruan. Data dikumpulkan melalui tes kosakata yang terdiri atas pre-test dan post-test serta observasi kelas. Kelas eksperimen diajar menggunakan Blooket, sedangkan kelas kontrol diajar menggunakan metode konvensional. Hasil penelitian menunjukkan bahwa rata-rata nilai kelas eksperimen meningkat dari 49,0 pada pre-test menjadi 79,5 pada post-test, sedangkan kelas kontrol meningkat dari 42,9 menjadi 54,8. Hasil uji independent sample t-test menunjukkan adanya perbedaan yang signifikan antara nilai post-test kedua kelas, yang menunjukkan bahwa Blooket efektif dalam pembelajaran kosakata bahasa Inggris siswa. Selain itu, hasil observasi kelas menunjukkan bahwa siswa terlibat secara aktif dalam kegiatan pembelajaran, menunjukkan antusiasme, bekerja sama dengan teman sebaya, dan memberikan respons positif terhadap penggunaan Blooket. Oleh karena itu, dapat disimpulkan bahwa Blooket merupakan media pembelajaran yang efektif untuk pembelajaran kosakata bahasa Inggris siswa serta menciptakan lingkungan belajar yang lebih interaktif dan menarik.

ص خلما

الصف السابع في المدرسة المتوسطة الإسلامية الحكومية الرابعة باسوروان. قسم التعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرفة: الأستاذة الدكتورة الحاجة ليكا راسكوف أكتايرلينا، الماجستير.

الكلمات الأساسية: بلوكيت، مفردات اللغة الإنجليزية، التعليم القائم على الألعاب، تعلم المفردات. هدفت هذه الدراسة إلى معرفة فعالية استخدام تطبيق بلوكيت في تعليم المفردات اللغة الإنجليزية لدى طلاب الصف السابع في المدرسة المتوسطة الإسلامية الحكومية الرابعة باسوروان. استخدمت الدراسة المنهج الكمي بتصميم شبه تجريبي، وشملت مجموعة تجريبية ومجموعة ضابطة. تكونت عينة الدراسة من طلاب الصف السابع في المدرسة المتوسطة الإسلامية الحكومية الرابعة باسوروان. جُمعت البيانات من خلال الاختبار القبلي والاختبار البعدي للمفردات، بالإضافة إلى الملاحظة الصفية. تم تدريس المجموعة التجريبية باستخدام تطبيق تطبيق بلوكيت، بينما تلقت المجموعات الضابطة تعليماً بالطرق التقليدية. أظهرت نتائج الدراسة أن متوسط درجات المجموعة التجريبية ارتفع من 49.0 في الاختبار القبلي إلى 79.5 في الاختبار البعدي، في حين ارتفع متوسط درجات المجموعة الضابطة من 42.9 إلى 54.8. كما أظهرت نتائج الاختبار البعدي للمجموعتين، مما يدل على فعالية استخدام تطبيق بلوكيت في تعليم المفردات لدى الطلاب. بالإضافة إلى ذلك، أظهرت نتائج الملاحظة الصفية أن الطلاب شاركوا بنشاط في أنشطة التعلم وأبدوا حماساً، وتعاونوا مع زملائهم، وأظهروا استجابة إيجابية تجاه استخدام تطبيق بلوكيت. وبناءً على ذلك، يمكن الاستنتاج أن تطبيق بلوكيت يعد وسيلة تعليمية فعالة لتعليم المفردات لدى الطلاب وخلق بيئة تعليمية أكثر تفاعلاً وجاذبية.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, objective of the study, significance of the study, scope of the study, hypothesis and definition of key terms.

1.1 Background of The Study

Vocabulary is a key part of language because it enables people to understand and communicate with others. Vocabulary is the knowledge of words and their meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." This indicates that limited vocabulary knowledge will make it difficult to interpret and send messages. Furthermore, Hornby (2015) defines vocabulary as: a) the words a person knows or uses; b) the words use in a particular field or activity; c) the word people use when talking about certain topic; and d) a list of words provided in language-learning materials. Meanwhile, Nation (2001) stressed that vocabulary includes form, meaning, and use in communication.

These definitions indicate that vocabulary is not just about knowing words, but also an important part of learning a language. Wilkins (1972, as quoted in Tanyer & Ozturk, 2014) said, "Without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed." This makes it clear that vocabulary plays an important role in all language skills. Fahmi & Purnawan (2024) add that learning vocabulary is a vital step that includes acquiring new words, figuring out what they mean, and memorizing them so that they can be

used. It is important to acquire vocabulary in a comprehensive way, not only in terms of meaning but also in terms of its function in real communication.

Religious teachings also stress the importance of words, as written in QS. Al-Baqarah verse 31, Allah says:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ٣١

“He taught Adam the names of all things, then He presented them to the angels and said, “Tell Me the names of these, if what you say is true?”

This verse proves that from the beginning of human creation, the ability to recognize and use words has been given as the fundamental provision for communication. The naming of objects also became the basis for the formation of language, enabling humans to communicate, understand the world, and develop civilization. Therefore, the existence of vocabulary provides humans with the ability to name, understand, and convey various things around them. This is in line with language learning, where vocabulary mastery is the basis for students to understand messages and express ideas effectively.

Vocabulary mastery is essential for students who learn English as a second language. Before developing other language skills, learners need to build sufficient vocabulary because words serve as the foundation for understanding and expressing meaning. Students who have a good vocabulary repertoire can more easily comprehend learning materials, follow classroom instructions, and participate in communication activities. In contrast, limited vocabulary often prevents students from understanding lesson content and expressing their ideas effectively. Therefore, vocabulary mastery directly contributes to the

development of language skills, including reading, writing, speaking, and listening (Ajisoko, 2020; Ratih et al., 2024).

In addition to its importance, vocabulary also has a clear purpose in supporting the development of students' language abilities. The main objective of vocabulary learning is to understand and use words appropriately in different communication contexts. Saengpakdeejit (2014) explains that vocabulary learning should enable students not only to recognize words but also to apply them effectively in real communication. Therefore, vocabulary learning is directed not merely at memorizing word meanings but also at developing students' ability to use vocabulary meaningfully in both classroom activities and everyday situations.

However, in reality, many students in Indonesia, particularly at the junior high school level, still have difficulty mastering English vocabulary. This level represents a critical transition period where students, typically aged 12-15, are required to comprehend more complex functional texts. A failure to establish sufficient vocabulary mastery at this stage may hinder students' ability to understand learning materials and limit their participation in classroom activities. As a result, students often struggle to follow instructions, interpret texts, and express their ideas effectively in both spoken and written forms.

One of the main causes is the teaching methods used in schools are still monotonous, one-sided, and less relevant to students' daily lives. Many teachers tend to use a lecture-based approach, provide vocabulary lists without sufficient explanation, or emphasize word translations without explaining how the words are used in sentences. In addition, teachers also face difficulties in selecting

appropriate vocabulary to be taught due to the large number of words in English and the varying abilities of students (Suardi & Sakti, 2019). This condition is exacerbated by the fact that students tend not to pay attention to the teacher's explanations, become noisy, and remain passive during learning, which makes it difficult for teachers to implement more effective teaching techniques. In fact, as stated by Wardana (2023) students need to be able to choose and use vocabulary appropriately in various social contexts. They must know what to say, and how to convey it in different communication situations.

Another factor contributing to low vocabulary mastery at the school level is that English is a foreign language (EFL) for students, so it is rarely used in everyday life. This condition, referred to as a 'non-acquisition' linguistic environment, is very different from the environment in countries where English is used as a second language (ESL), which offers abundant exposure and opportunities for practice. Patahuddin et al. (2017) explain that the majority of EFL students acquire English vocabulary through dictionaries, songs, movies, games, the internet, and reading English advertisements. In other words, they are often exposed to vocabulary from these sources without sufficient guidance from teachers or real-life practice. This condition exacerbates the challenge of vocabulary mastery because students do not have many opportunities to apply and internalize their knowledge in real contexts. In addition, the mismatch between students' learning styles and the use of conventional methods makes vocabulary learning less interesting and less effective.

Suboptimal vocabulary mastery can affect student learning outcomes in class. For example, in reading skills, most students will have difficulty

recognizing vocabulary in a text and may not understand the meaning of the text. In line with this, Al-Khasawneh (2019) emphasized that the number of words mastered by students is a major factor in their ability to read and understand a text. He also found that there is a positive relationship between the breadth of a person's vocabulary and reading ability. The same thing also occurs in students' writing skills. Research by Karakoç & Köse (2017) revealed that the wider a student's productive vocabulary, the better their writing performance. Conversely, students with limited vocabulary usually use repetitive words, so the resulting text is monotonous and lacks variety. In other words, limited vocabulary not only negatively affects reading comprehension, but also limits students' ability to express themselves in writing, and the impact can also be seen in other language skills, including speaking and listening.

Limited vocabulary affects student's enthusiasm to learn as well as their academic performance. Students are often inactive in class when they lack vocabulary because they feel embarrassed to speak English, such as when asking questions, sharing ideas, or participating in discussions. This situation makes it harder for them to practice and increases their fear of making mistakes. Jaelani and Sutari (2020) stressed that pupils with limited language ability tend to struggle to engage with others, thereby reducing their self-esteem. Daflizar (2024) also found that EFL students' speaking anxiety is significantly correlated with their vocabulary proficiency; a lower vocabulary mastery is associated with higher anxiety during speaking English. Ibhar (2022) showed that reading motivation is linked to students' vocabulary growth, and that students who experience difficulties from beginning tend to lose interest in learning. This

indicates that learning motivation is influenced by vocabulary mastery. In other words, limited vocabulary not only hinders language skills but also reduces motivation and confidence, which ultimately has a negative impact on students' attitudes towards learning english.

Given this reality, school learning methods need to be evaluated to ensure they align with current developments and student characteristics. Rapid technological advancements have given rise to a variety of modern learning media that can enhance learning methods. Digital learning media can also facilitate teachers' access to various learning resources and methods that support the improvement of the learning process. Furthermore, digital learning media opens up numerous opportunities for teachers to find reference, ideas and diverse approaches (Amalia & Sujarwati, 2025). For students, the use of technology makes the teaching and learning process interactive and enjoyable. They tend to be enthusiastic about learning because it stimulates their interest through activities that are no longer monotonous. Its flexible and accessible nature can be an innovative solution to overcome boredom and low student motivation in vocabulary learning.

Game-based learning (GBL) is a learning method that is becoming more popular. It uses game aspects in the teaching and learning process. GBL is not merely about playing games, it is designed to make learning process more enjoyable so that it can help students learn and become more involved. Susaniari & Santosa, (2024) conducted research demonstrating that the use of GBL can enhance students' motivation and learning outcomes in English language acquisition. According to Prananda et al., (2024) this effectiveness is influenced

by several factors, such as effective game design, curriculum alignment, active teacher participation, the availability of quality technology, and student engagement with constructive feedback. Therefore, the use of GBL is worth implementing as a learning method in English teaching.

One of the most popular GBL platform today is Blooket. Blooket is an online learning platform that uses games, quizzes, challenges, and rewards to make learning fun and competitive (Sartika et al., 2023). It can be easily accessed through various devices at www.blooket.com. This platform offers various game modes, like Racing, Gold Quest, Fishing Frenzy, Monster Brawl, Crypto Hack, Blook Rush and more. These game modes can be adapted to the material and students' needs. Blooket also provides instant feedback on each question so students can know whether their answer is correct or not. In this way, students can experience different types of challenges tailored to their learning pace, which can positively influence their attitudes toward learning. Overall, Blooket offers an engaging way to learn new words by presenting activities that feel more interactive and enjoyable for students.

Some previous studies reported positive findings on the use of Blooket in teaching English vocabulary. Isyamirahim et al., (2024) also showed an improvement in students' vocabulary through the use of the classroom action research method. This aligns with Erlangga (2025) and Sartika et al. (2023) who also found that Blooket's interactive and gamified nature can boosted students' learning motivation. Students were more engaged in the competitive learning atmosphere and demonstrated better understanding compared to traditional teaching techniques. Meanwhile, a study by Sulistyanto and Asyhar (2024)

showed that Blooket is effective in supporting vocabulary learning through a quasi-experimental approach.

The researcher investigated this study using the above previous studies as references. The difference between this study and previous studies is that this study focuses on the effectiveness of using Blooket in the English vocabulary teaching process for junior high school students. This study used a quasi-experimental method with a test instrument supported by observation instruments to strengthen the findings. Meanwhile, several previous studies focused on student perspectives or affective aspects such as motivation. Therefore, it is important to examine the effectiveness of Blooket in teaching English vocabulary to junior high school students.

1.2 Research Question

Based on the background above, the research question is:

Is the use of Blooket media effective in teaching English vocabulary to junior high school students?

1.3 Research Objective

Based on the research questions above, the purpose of this study is to examine the effectiveness of Blooket media in teaching English vocabulary to junior high school students.

1.4 Significance of The Study

Based on the background and problem formulation that has been described, the researcher expects this study to provide several benefits.

a. For students:

As a fun and interactive learning medium, by using Blooket expected can help students with difficulties in learning English vocabulary.

b. For teachers:

This research provides an innovative and effective alternative digital learning medium for teaching English vocabulary.

c. For other researchers:

This research can be a reference for developing further research on the use of Blooket in English learning, especially in the field of vocabulary.

1.5 Scope of Study

This research focuses on measuring the effectiveness of using Blooket digital media in teaching English vocabulary to junior high school students. The research design used was a quasi-experimental design involving an experimental class and a control class. In this design, students are given a vocabulary mastery test before (pre-test) and after (post-test) the treatment. The results of this study are limited to the context of the classroom studied and are not intended to be generalized broadly.

1.6 Definition of Key Terms

1. Blooket

Blooket is an online game-based learning platform that allows teachers to create and host interactive quizzes in the form of various game modes. In this study, Blooket is used to teach and practice English vocabulary in an engaging and enjoyable way.

2. Game-Based Learning (GBL)

Game-Based Learning refers to an instructional strategy that integrates elements of games, such as rules, challenges, rewards, and feedback, into the learning process. In this research, GBL is represented by the use of Blooket as a tool to support vocabulary learning.

3. Junior High School Students

Junior high school students in this study refer to students at the secondary education level in Indonesia, typically aged 12–15 years old. The participants of this research are taken from one class of junior high school.

4. Effectiveness

Effectiveness in this study refers to the extent to which Blooket contributes to better vocabulary learning outcomes compared to conventional teaching methods, as measured through students' post-test scores and statistical analysis.

5. Teaching English Vocabulary

Teaching English vocabulary refers to the instructional process of helping students learn, understand, and use English words effectively. In this study, the teaching process is conducted through Blooket to support students' vocabulary learning.

CHAPTER II

THEORETICAL FRAMEWORK

This section will discuss several theoretical aspects as presented below.

2.1 Definition of Vocabulary

Vocabulary plays an essential role in determining one's language ability. It refers to the set of words used in a language to communicate, express ideas and convey meaning, both verbally and in writing. In learning English, vocabulary is a fundamental aspect that students must master in order to understand and use the language effectively. To better understand why vocabulary is so important in language learning, it is necessary to examine the definition of vocabulary according to several experts.

Webster's Dictionary (as cited in Baskarani, 2016) define vocabulary as follows: A list or collection of words phrases, usually alphabetically arranged alphabetically and explained or defined; a sum or stock of words employed by a language group individual work or in relation to a subject: scope of language, an a list of a foreign language textbook of the words and phrases taught or used. Furthermore, according to Hornby (2015) defines vocabulary as: a) the words a person knows or uses; b) the words use in a particular field or activity; c) the word people use when talking about certain topic; and d) a list of words provided in language-learning materials.

Referring to Ur (1996) vocabulary can be defined, roughly, as the words taught in the foreign language. Meanwhile, Nation (2001) states that vocabulary is "the knowledge of words and word meanings," emphasizing the importance of understanding word meanings for language learners. This is in line with

Richard & Renandya, (2002) who refer to vocabulary as a key element of language competence that forms a major foundation for students' ability to read, write, speak, and listen. Harmer (2001) adds that vocabulary is one of the main components of language communication because words are the basic elements that form sentences.

Hatch & Brown (1995) also define vocabulary as a list of words for a particular language or a collection of words that a person uses in communicating. Burns and Broman (1975, as cited in Nasrullah, 2024) define vocabulary as “a collection of words used by an individual, a class, or a profession, all of which share many similarities yet remain clearly distinct”. In line with this view, Wilkins (1972, as quoted in Tanyer & Ozturk, 2014) emphasizes the importance of vocabulary by stating that "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." This quote can be interpreted to mean that mastery of grammar is indeed important for conveying messages clearly, but vocabulary is even more important because it is the main foundation in a language for conveying overall meaning.

However, Alizadeh (2016) states that some of these definitions may seem simple, but the concept of vocabulary is actually more complex than the previous definitions explain. Words can appear in both spoken and written forms, and vocabulary knowledge can also be divided into two main types: receptive and productive vocabulary. This distinction shows that vocabulary mastery depends not only on the size of a person's vocabulary, but also on the learner's ability to use it actively.

2.2 Types of Vocabulary

Vocabulary in English language learning can be classified into several types based on its function and use in communication. Hatch and Brown (1995) divides vocabulary into two main types: active vocabulary and passive vocabulary.

2.2.1 Active vocabulary

Active vocabulary is words that learners can recognize and understand when they speak or write. This vocabulary is also known as productive vocabulary because it continuous through frequent use and exposure. Active vocabulary is obtained through practice and repeated use, allowing words to produce spontaneously, both orally and in writing without requiring a long thinking process. For example, when learners are able to use basic words such as eat, drink, and sleep in the sentences *I eat an apple*, *I like drinking coffee*, and *I always sleep earlier*, it means that these words are already part of their active vocabulary.

Furthermore, active vocabulary plays a crucial role in fluent communication and language skills. The more active vocabulary a person possesses, the more effective and natural a person's delivery will be. For example, in the sentence *The cake looks good*, students may use alternatives words that still fit the context such as *delicious*, *tasty*, or *sweet* to provide a more specific meaning. Using context-appropriate words makes communication clearer and more natural. In classroom learning, teachers typically encourage students to transform passive vocabulary into active vocabulary by using new words in conversations, dialogues, or role-

playing activities. The more frequently these words are used in real-life contexts, the stronger their position in students' active vocabulary.

2.2.2 Passive Vocabulary

Passive vocabulary is the words that a person can understand and recognize when they read or listen. These terms are not used frequently in daily communications. Learners may need more time to understand the words because they are not actively practiced. Passive vocabulary commonly acquired through reading and listening activities rather than direct use. For example, when someone reads the word *melancholy*, they know what it means and comprehend it, but they don't use it very often in regular conversation. The word is stored in memory and understood receptively, which is why it is not often produced in communications.

In general, vocabulary knowledge develops from receptive (passive) to productive (active). Therefore, the size of a person's passive vocabulary is usually larger than the size of their active vocabulary. Laufer (1998) explains that this is normal because people usually learn to understand words faster than they learn to utilize them. The more frequently students read, watch, listen to, or listen to English books, movies, songs, or podcasts, the more words they learn. For instance, students hear phrases like *at the end of the day* or *break a leg* in movies, but they have never used them in real life. Some passive vocabulary can gradually become active vocabulary with more practice and exposure. Thus, these two types of vocabulary complement each other. Passive vocabulary supports

comprehension, while active vocabulary demonstrate learner' ability to communicate effectively.

2.3 Aspects of Vocabulary

In lexicology studies and language instruction, knowing a word and comprehending its meaning is not enough. Learners also need to understand the different aspects of vocabulary. They can use words in various ways, not merely recall their definitions, if they learn these parts well. Several scholars have proposed different frameworks to explain vocabulary aspects.

2.3.1 Aspects of Vocabulary according to Ur (1996)

Ur (1996) proposes six important aspects to consider in teaching and learning vocabulary. These are as follows:

2.3.1.1 Form

In this regard, Ur (1996) emphasizes that learners need to know how to say a word (pronunciation) and how to spell it (spelling). Learners will find it difficult to learn a word if they don't know how to say and write it correctly. It is very important for language teachers to encourage students to practice speaking as much as they can, both in and out of class (Gilakjani & Branch, 2017). This can be done by listening word, paying attention to stress and intonation, and displaying its written form on the board or in digital media. For example, the word *enough* is spelled differently from how it sounds. There are also some words in English spelled same but has different meaning. The word *lead* for instance,

can mean *to guide* or *a metal*. In teaching, both of these aspects need to be accurately presented and learned.

2.3.1.2 Grammar

English grammar is the set of patterns for how words are put together to form phrases or clause. Sentences may lose their meaning if grammatical rules are not followed. Teachers need to guide their students by introducing them how to use grammar properly in a sentence. For instance, when teaching a verb, teachers should teach irregular verbs like *go* and *went* with their past tense forms, *child-children*, *mouse-mice* and *foot-feet* with their plural forms. Similarly, teachers also need to clarify the grammar rules that sentences follow such as the verb *enjoy* is always followed by the *-ing* form, such as in *enjoying reading*. The verb *want* is always followed by the *-to* infinitive, like in *want to go*. Teachers can also show how words change throughout time, like how *play* and *played* are used in the past tense.

2.3.1.3 Collocation

A collocation is a group of two or more words that are often used together to make a given meaning. Ur (1996) stressed that this aspect may be worth to teach in vocabulary field. Native speakers use this phrase a lot in regular conversation, so it seems natural. Examples of collocation include *make a decision*, *heavy rain*, *fast food*, *to save time*,

and more. There are no specific rules in collocation, because this only combination of word that we can be familiar with and use them correctly. Collocation can consist of several types of word like verbs and nouns (like "have a meal"), adjectives and nouns (like "deep sleep"), or verbs and adverbs (like "work hard"). Teacher should focus on teaching collocation in phrases not in single words. Some activities can be done using texts or activities that focus on word pairs that happen a lot.

2.3.1.4 Meaning (Connotation, Appropriateness and Denotation)

In this case, Ur (1996) classified several main aspects of word meaning: connotation, appropriateness and denotation.

2.3.1.4.1 Connotation

Connotation is the extra meaning, nuance, or sensation that a word has besides its literal or primary real meaning. In this way, connotation can add to the meaning of denotation. Connotation can be negative, neutral, and positive depend on the culture and habits some area. The word *dog* as understood by most British people as loyalty and friendliness, which is a positive connotation, whereas the equivalent in Indonesia this word be negative because often using for bad word. Another example, the phrase "there's no

place like home" the word *home* can mean different things, such as *safety*, *warmth*, and *love*.

2.3.1.4.2 Appropriateness

When learning a language, appropriate means how well a term fits in with certain social settings and context. By understanding this, can help learners to know that a certain word is widely used, relative rare, or 'taboo' in in polite situations. They also need to recognize if a word appears more in writing than in speech, or is more suitable for formal rather than informal context, or belongs to a certain dialect. Some terms mean the same thing but are used in different levels of formality. For instance, the word *weep* has similar basic meaning as *cry*, *but* it is more formal, more commonly used in writing more than speech, less frequent in everyday conversation.

2.3.1.4.3 Denotation

The literal or basic meaning of word it's called Denotation. This often signify as the dictionary meaning, with no subject, symbolic or non-literal meaning. For example, the word *dog* denotes *a kind of animal that is typically kept as a pet*, more specifically, *domestic carnivorous animal*. The word *home* also means *a place where people live*. In short denotation is using words exactly how they are meant to be understood.

2.3.1.5 Meaning Relationships

Meaning relationships show how words are related to the meaning of each other, also can be useful in teaching. There are several types of meaning relationships that can be introduced to learner, such as synonyms, which have the same meaning, and antonyms which items that express opposite meaning. There are also hierarchical relationships, such as hyponyms, which are specific examples of general terms, and superordinates, which refer to general category. Co-hyponyms or co-ordinates are words that belong to the same group. Meaning can also be explained through translation by using equivalent words from the learners' first language. In addition, words can relate by showing part and whole relationship or by linking words that appear in the same real-world context. These meaning relationships are useful in teaching to help explain new vocabulary and to support practice and assessment activities.

2.3.1.6 Word Formation

Word formation is the process of creating new words from smaller units known as morphemes. Words can be formed from these small units, such as prefixes, suffixes and roots. Understanding word formation helps students can infer the meaning of unpopular words more quickly. For example, the prefix *un-* means “not,” so *unhappy* means “not

happy.” Similarly, *sub-* means “under,” as in *subway* which refers to an underground passage. In addition, some words are formed by combining two words into one, known as compound words, such as *bookcase* and *swimming pool*. Understanding how words are formed helps learners grasp the meanings of new words and recognize relationships between words in English.

2.3.2 Aspect of Vocabulary according to Nation (2001)

Nation (2001) explains that vocabulary knowledge is a complex construct that encompasses three main aspects: form, meaning, and use, each of these aspects is further divided into nine sub-aspects that describe in the table below:

Table 2. 1 Nation’s (2001) Aspects of Vocabulary Knowledge

Form			
Spoken	R		What does the sound like?
	P		How is the word pronounced?
Written	R		What does the word look like?
	P		How is the word written and spell?
Word Part	R		What parts are recognizable in this word?
	P		What word form can be used to express this meaning?
Meaning			
Form and Meaning	R		What meaning does this word form signal?
	P		What word form can be use to express this meaning?
Concept and Referent	R		What is include the concept?
	P		What items can the concept refers to?
Association	R		What other words does this make us think of?
	P		What other words could we use instead of this one?
Use			
Grammatical	R		In what pattern does the word occur?
Function	P		In what pattern must we use this word?
Collocation	R		What words or types of word occur with this one?

	P	What words or types of word must we use with this one?
Constrain on Use	R	Where, when, and how often would we expect to meet this word?
	P	Where, when, and how often can we use this word?
Note: in column 3, R = receptive knowledge, P = productive knowledge		

2.3.2.1 Form

Based on the first aspect, namely form, this knowledge relates to how a word looks and sounds, both in spoken and written form. This knowledge includes the ability to recognize and produce the spoken form and written form of the word. This means that students need to know how to pronounce and write the word correctly. For example, they must be able to distinguish between similar-sounding words and spell them correctly. In addition, Nation also explains that understanding parts of words such as prefixes, roots, and suffixes is also important. This knowledge helps students understand the relationships between words and guess the meaning of new words based on their morphological structure.

2.3.2.2 Meaning

Aspect of meaning explains the relationship between word form and meaning. A person not only needs to know the basic meaning of a word, but also the form and meaning relationship, which is the ability to connect word form with meaning. In addition, learners need to understand concepts

and referents, which is what the word actually refers to according to the context of the sentence. For example, the word “mouse” can refer to a small animal or a computer device, word “bank” can be interpreted as a financial institution or the side of a river, according to the context of the sentence. The last aspect of meaning is associations, which are the semantic relationships between words, such as synonyms, antonyms, and collocations. Knowledge of these associations enables learners to use words more naturally and variably in communication.

2.3.2.3 Use

The final aspect is use. This aspect focuses on how a word is used in real contexts. It can be said that simply knowing a word's meaning is not enough, as it requires the ability to apply it appropriately. This aspect includes three sub-aspects: grammatical functions, collocations, and constraints on use. Grammatical functions relate to a word's syntactic role, for example, whether it functions as a noun, verb, or adjective. Collocations refer to word pairs that frequently appear in everyday usage, such as "make a mistake" or "take a rest," which cannot be simply replaced because they would sound unnatural. Meanwhile, constraints on use relate to social and situational limitations on word usage, such as whether the word is more appropriate for

formal, informal, spoken, or written contexts. Thus, the nine sub-aspects described by Nation in these three categories reflect the breadth and depth of knowledge required to truly “know” a word. When learners master these aspects receptively and productively, they can be considered to have achieved good vocabulary mastery.

2.4 Criteria of Good Vocabulary

According to Beck and McKeown (2002) there are several things that need to be considered in choosing the vocabulary to be taught, some of which are:

- How generally useful is the word?
- How does the word relate to other words, to the ideas that students know or have been learning?
- What does the word bring to a text or situation?

Given the research into how new words are learnt, vocabulary should be taught as a web of words or an interconnected system for easier comprehension. Therefore, teachers should emphasize the differences and similarities between words, so students can easily recognize and remember the vocabulary learned, especially when the words reappear in different contexts. The words we teach directly should also be as functional as possible, so students have the opportunity to understand and use them in everyday life. Beck and McKeown (2013) proposed that vocabulary should be categorized according to Three Vocabulary Tiers:

Table 2. 2 Beck and McKeown's Three Vocabulary Tiers

Tiers	Explanation	Example	Teaching Recommendations
1	Tier 1 words are common and ubiquitous,	<i>Baby, bird, fish, happy, drink, go,</i>	These words do not necessarily need to be explicitly taught,

Tiers	Explanation	Example	Teaching Recommendations
	requiring instruction in school. These words are usually basic words that are not formed from prefixes or suffixes. Therefore, they are easy to learn, even for children.	<i>play, sad, phone.</i>	especially in upper grades with native English speakers.
2	Tier 2 words are words frequently used in academic situations and help students understand more complex topics, not just everyday usage. These words are useful across many subjects and can be used in a variety of contexts. Simply put, these words occur frequently enough that most native speakers know their meaning, but they still require explicit instruction (having to look them up in a dictionary, or applying contextual inference, etc.).	<i>Clear, complex, reasonable, national, information, relative, vary, formulate, specificity, accumulate, hypothesis, distinctly, resolve.</i>	Teachers should teach these words with clear instructions to ensure students can develop their understanding and expression of complex ideas. These words are useful for a number of purposes, and their use and understanding reflect and mature their understanding of academic language. Students should learn to use Tier 2 words in a variety of contexts and for a variety of purposes.
3	Tier 3 words are words with relatively low frequency of use because they cover very specialized aspects, typically appearing only in certain fields, such as medical or engineering terminology. These words often consist of foreign language roots	<i>misappropriated, atrioventricular tachycardia, antidisestablishmentarianism, lava, carburettor, legislature, aorta, polyglot, sonata.</i>	These words are rarely used in everyday life, so they require more detailed explanations. They are taught for specific content areas, but should not be prioritized over more useful Tier 2 words.

Tiers	Explanation	Example	Teaching Recommendations
	modified by suffixes and prefixes.		

The reason for the Three Vocabulary Tiers is that not all students learn at the same pace, making the old concept of vocabulary based on “grade-levels” ineffective. This framework helps make vocabulary learning explicit. The goal is to help students understand why certain words are difficult for them. This grouping allows students to focus on the Tier 2 words they need most as a foundation for mastering more challenging vocabulary. Furthermore, the system makes a clear distinction: Tier 1 words are easily recognized (sight words), while Tier 3 words are specialist terms that may not even be used in everyday life and typically words are that “even teachers have to look up in a dictionary”.

2.5 Vocabulary Learning Strategies

Vocabulary learning strategies are steps used by language learners to master new words in English. Knowing effective strategies for learning vocabulary makes the learning process better and faster. Nation (2001) states that VLS is part of language learning strategy. Similarly, Sökmen (1997, as cited in El Ghouati, 2014) defines VLS as actions undertaken by L2 learners to comprehend, learn, and remember new vocabulary. Therefore, there is a significant relationship between students' strategy use and vocabulary achievement (Dewi et al., 2024). Several scholars have proposed classifications of VLS, including Gu & Johnson, (1996) and Schmitt (1997).

2.5.1 Gu & Johnson (1996) Classification

According to Gu and Johnson (1996) vocabulary learning strategies can be classified into four main categories: metacognitive, cognitive, memory, and activation strategies.

2.5.1.1 Metacognitive Strategies

Metacognitive strategies involve the concept of "thinking about thinking," which fundamentally focuses on learners' awareness and regulation of their own learning processes. These strategies include three major stages. The first stage is planning, where learners select the specific learning methods they intend to deploy. The second stage is monitoring, which allows learners to determine whether they have adequately understood the learning material. This is often achieved by pausing to reflect on their retention and operational understanding of the newly acquired words. The final stage is evaluation, where students assess their vocabulary mastery, identify specific linguistic weaknesses (such as forgetting words that begin with a specific letter), and subsequently adjust their study plans for future sessions to enhance efficiency. In short, metacognitive strategies enable students to control and optimize their vocabulary acquisition process

2.5.1.2 Cognitive Strategies

Cognitive strategies involve the direct manipulation of learning materials to assist learners in remembering,

storing, and recalling new vocabulary. One of the primary tactics within this category is repetition, which requires students to write or recite new words repeatedly to enhance retention. Another integral component is elaboration, which refers to making words meaningful by constructing original phrases or linking the new terminology to the learners' personal past experiences. Elaboration can also be achieved by visualizing the target words in memorable or distinct ways. Additionally, these strategies include organization, which involves categorizing words into systemic groups for easier structural retention, and memory aids or mnemonics to facilitate the recall of complex words. Ultimately, cognitive techniques assist the brain in efficiently learning and retaining new terminology.

2.5.1.3 Memory Strategies

Memory strategies assist students in retaining and consolidating information over an extended period. These tactics encompass structured repetition, creating meaningful contextual connections, utilizing imagery, and linking newly encountered words to personal experiences. For instance, students can recall a target word like *bird* by associating it with their personal encounters with nature or educational media. Furthermore, learners can employ word-grouping methods, such as organizing vocabulary into specific

semantic categories like *apple*, *mango*, and *banana* under the category of fruits. This method helps students recall words by forming logical connections, which subsequently enhances semantic memory. Using mnemonics or abbreviated forms can also assist students in remembering difficult lexical items. Consequently, memory strategies render the learning process more systematic and applicable, as students do not merely memorize isolated vocabulary lists but also learn to relate word forms, meanings, and situational contexts.

2.5.1.4 Activation Strategies

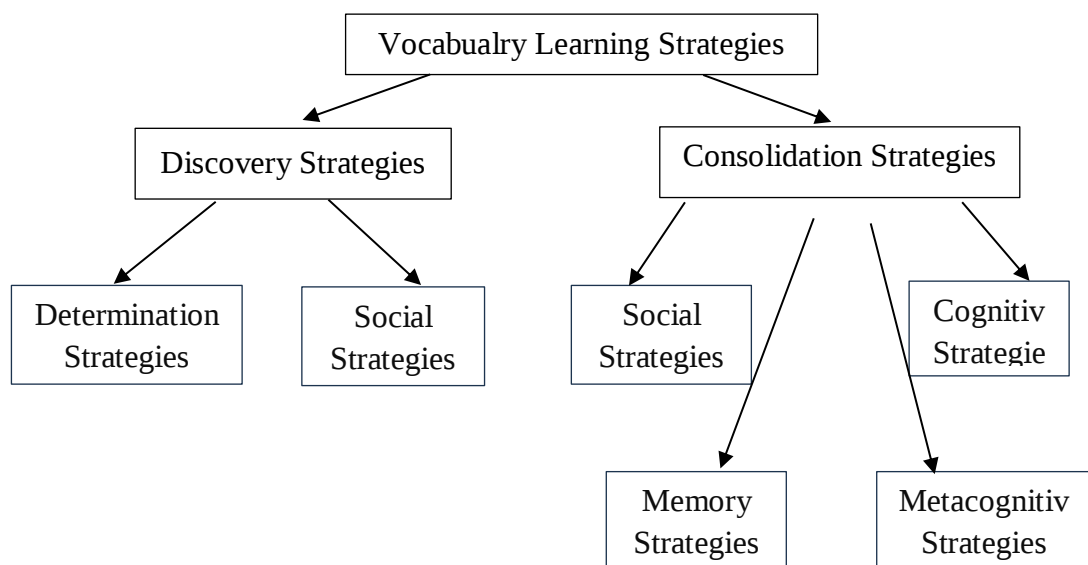
Activation strategies emphasize the importance of deploying newly acquired words in communicative contexts. This method facilitates the transition of target terminology from learners' receptive (passive) memory into their productive (active) memory. Teachers can stimulate this process by integrating vocabulary into classroom interactions, writing assignments, or interactive tasks. For example, students can construct simple sentences, engage in peer dialogues, role-play, or draft brief narratives utilizing the new terms. This active deployment helps students internalize target words within specific contexts. Through frequent situational practice, learners achieve better long-term retention and develop an awareness of social and

situational constraints, such as identifying formal, informal, or natural word usage. Therefore, activation strategies serve as a critical final stage in vocabulary learning by transforming passive knowledge into functional communication skills.

2.5.2 Schmitt's Taxonomy of Vocabulary Learning Strategies (1997)

Schmitt (1997) developed a more comprehensive taxonomy of vocabulary learning strategies by referring to the Oxford (1990) framework of language learning strategies. In this taxonomy, Schmitt grouped them into two broad categories, namely Discovery Strategies and Consolidation Strategies.

Table 2. 3 Table 2.1 Schmitt's Taxonomy of Vocabulary Learning Strategies



The picture above shows two main categories, each with subcategories that reflect the various ways learners process new vocabulary.

2.5.2.1 Discovery Strategies

In discovery strategies, students try to find the meaning of new words independently. This category is

divided into determination and social strategies. Determination strategies involve guessing word meanings using textual clues, references, or similar words in L1. Meanwhile, social strategies rely on interaction, such as asking the teacher or discussing with peers to understand new words and reinforce long-term memory.

2.5.2.2 Consolidation Strategies

In contrast, consolidation strategies are used to strengthen vocabulary knowledge that has already been learned. This category includes social, memory, cognitive, and metacognitive strategies. Memory strategies connect new words with prior knowledge, while cognitive strategies involve practicing the target language directly. Furthermore, metacognitive strategies focus on evaluating and managing the best ways to learn (Schmitt, 1997, cited in Tanyer & Ozturk, 2014).

2.6 Teaching Vocabulary

A key part of studying English is acquiring vocabulary, because knowing words directly affects how well pupils can understand and use the language. It's not enough to just memorize lists or translate words while teaching vocabulary. Teacher also needs to give pupils chances to practice. However, teaching vocabulary can be challenging, especially for middle school pupils. Nation (2001) argues that proficient vocabulary instruction must follow several basic criteria. These ideas include repeated exposure to target vocabulary, encourage

students to pay attention and remember words, and designing activities that require both receptive and productive use. It stresses the need to balance direct teaching, such giving definitions or translations, with indirect learning, like getting pupils to estimate the meaning of words based on the context. In line with Gibran et al. (2024) educators need to implement effective strategies methods to engage students interested, encourage retention, and improve their overall language skills.

In practice, teachers must apply appropriate methods for teaching vocabulary. Ab Dollah and Mohd Shah (2016) stated that the use of appropriate techniques in vocabulary learning can increase vocabulary size as well as improved performance in speaking, writing, listening, and reading comprehension, and overall language competence. Some technique include the use of note cards, flashcards, games, interactive learning websites, and reading and talking about terms. Game-Based Learning (GBL) is another strategy that has become more popular because to advances in technology. GBL uses gaming components to inspire and keep students interested while teaching them the basics of vocabulary.

2.7 Technology in Language Learning

Technology has changed the field of education over the past few decades. This advancement makes it much easier for people to learn, work, and communicate. Warschauer & Haley (2009) stated that technology is very important to help people interact, collaborate, and find learning materials. Chapelle (2001, as cited in Zhao, 2025) also claimed that technology can help students become more independent and provide more language input to learn a

second language. Furthermore, a meta-analysis by Zhao (2025) showed that learning a language using technology is more effective than conventional methods. Integrating technology in the classroom helps students improve their language skills and allows teachers to create better classroom activities (Ahmadi, 2018). Today, technology has evolved into different forms, such as Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL).

2.7.1 CALL (Computer-Assisted Language Learning)

Computer-Assisted Language Learning (CALL) is a language teaching method that uses computer technology. CALL is defined as any process where a learner uses a computer to improve their language skills (Beatty, 2010, as cited in Auladi et al., 2025). Meanwhile, Levy (1997) defines CALL as a field that uses computational approaches and new media to support language instruction. In short, CALL is the use of computers to make language learning more effective. Warschauer and Healey (1998) assert that CALL can increase students' independence, collaboration, and participation. This is because computers allow students to learn independently and interact directly with the target language. Interactive software in CALL systems can also increase student engagement by combining multimedia elements like audio and video (Zhao, 2025). Through multimedia, abstract concepts become easier to understand. Overall, CALL makes the learning process more flexible, enjoyable, and less monotonous for students.

2.7.2 MALL (Mobile-Assisted Language Learning)

MALL is an extension of CALL that uses mobile devices like cellphones and tablets to help students learn a new language. Kukulska-Hulme (2025) states that MALL is dynamic and flexible, which means students can study a language anytime and anywhere. In reality, mobile devices are not only used to get information, but also to communicate and collaborate with others (Viberg & Grönlund, 2012). Mobile devices also make it easier for students to access learning resources comfortably (Kartika et al., 2024). In addition, interactive tools like games and applications give students more opportunities to practice language in real situations. Today, there are many smartphone apps that can be used to learn a language. Students can learn in a fun way using apps like Duolingo, Quizizz, or Blooket, which provide quick feedback and digital rewards. Some of these are educational apps, while others are social media platforms adapted for language learning. In conclusion, MALL makes language learning more accessible, flexible, and suitable for the digital generation.

2.8 Definition and Concept of Game-Based Learning

Game-Based Learning (GBL) is one of the most popular ways to learn nowadays. GBL is a way of teaching that uses games to get students more involved and help them learn. Ningsih (2023) says that GBL is a way of learning that uses play to help students learn and make the learning space fun and exciting. GBL is made to make learning more interactive, which makes students

more interested, motivated, and involved. GBL is a way to learn new ideas and abilities by playing digital and non-digital games (Fayoris & Widi, 2024).

GBL is not just about playing games for fun; it also includes game features like rules, challenges, feedback, and rewards in the learning process. Plass, Homer, and Kinzer (2015) elucidate that GBL is founded on cognitive, motivational, affective, and sociocultural theories, which underscore the significance of students' mental, emotional, and social involvement during play-based learning. The idea of GBL is also in accordance with constructivism theory, which says that students learn better when they build their own knowledge through direct experience. Games give children a safe and fun place to explore, try things, and learn from their failures. But GBL is not meant to take the place of traditional ways of learning. Instead, it is meant to be a supplement that can improve learning outcomes when utilized correctly and with the right amount of difficulty and material (Eck, 2006).

2.9 Benefits of Game-Based Learning in Language Education

Game-Based Learning (GBL) has many advantages. Some of them are helping students who have trouble with conventional method like reading books, listening to teacher and remembering important ideas. By some features offers in GBL like challenges, reward points, and leaderboard make student exited to learn more. Plass et al., (2015) suggest that game components including challenges, incentives and feedback can make learning more fun. GBL also helps students recall what they learned better than other ways. Students don't merely listen to the teachers' lecture. With this method, they can actively participate, critical thinking, choose answer and problem solving. This

statement supported by (Reinhardt & Sykes, 2014) who found that repetition in games can enhance vocabulary acquisition and facilitate long-term retention among students. Kijpooonphol (2018) also said that games help students learn language better since they are personally participating in the learning process instead of just getting information.

McKinney et al., (2023) has done more thorough study that reveals that game-based learning methodologies like those offered by Legends of Learning are very good at raising test results. This study demonstrates that game-based learning (GBL) enhances student test scores. The study, which included about 14,500 students, showed that pupils who played learning games a lot had much bigger improvements in their results than those who just played them once in a while. These results indicate that when students are actively involved in games, they comprehend the information more effectively and achieve superior exam results.

GBL has benefits that go beyond only schoolwork. A lot of games need players to work together, which helps them talk to and cooperate with each other better in the end (Ranalli, 2008). Mikrouli et al. (2024) using a systematic analysis of 104 papers, determined that GBL enhances learning outcomes, student engagement, and the quality of social interactions inside the classroom. Because of these benefits, GBL helps not only with schoolwork but also with learning the skills needed in everyday life in the 21st century. Many GBL platforms have been made to help people learn languages better, and one of them is Bloocket. Teachers and students are using this platform more and more since it's fun, easy to use, and very flexible for classroom activities.

2.10 Definition of Blooket

Blooket is an online game-based learning platform that is quickly becoming popular in digital education. It can be easily accessed from any device at any time by visiting www.blooket.com. On this platform, teachers can create, customize, and share questions packaged as interactive games so that students can learn while playing. Blooket combines quiz-based learning with entertainment elements, such as colorful graphics, cute characters, and a competitive structure. Therefore, Blooket serves as both an assessment tool and a medium to increase student motivation, engagement, and comprehension of the subject matter (Nugroho et al., 2020).

Furthermore, Thur and Dan (2023) state that Blooket is an effective application for learning English vocabulary because it helps students learn new words through fun repetition. Christianito et al. (2024) also assert that Blooket allows teachers to engage with students throughout the class while enabling students to practice answering questions independently. This creates a different learning environment compared to conventional approaches because students do not just answer questions, but also play challenging games. Thus, Blooket serves as a learning tool that combines fun, motivation, and academic goals in one place.

In addition, Blooket is different from other applications like Kahoot or Quizizz. One major distinction is that it offers various game modes, each with its own unique set of rules. This feature allows teachers to choose the best mode based on their students' needs. Blooket can be used for synchronous learning in class (live games) or asynchronous learning

(homework mode). Because it is user-friendly and accessible, Blooket is becoming widely recognized as an effective technology-based tool for all educational levels.

2.11 Various Game Modes in Blooket

Blooket offers a wide variety of game modes. Currently, there are approximately 16 modes available, including both free and paid options. Some games can be played in groups or solo, making them highly suitable for homework assignments. Here are some examples of the most commonly played modes:

2.11.1 Classic

Classic is one of the easiest Blooket modes to implement in the classroom. This mode features a basic point-scoring mechanism and a real-time leaderboard. All students answer vocabulary questions at the same time, earning points based on both speed and accuracy. This mode is ideal for teachers who want to ensure that all students work on the same number of questions. The simple gameplay allows students to focus entirely on the question content without being distracted by complex game mechanics.



Figure 2. 1 Blooket Leaderboard Display in Classic Mode

2.11.2 Racing

Racing mode features a digital race track where each student's avatar lines up to reach the finish line. Students advance their avatars by answering questions correctly. The game ends when the first avatar crosses the finish line, and the winner is determined by the highest score. Although there are power-ups to make the race more exciting, the core mechanic remains the same: students must answer questions to move forward. This mode is simple, fun, and easy to understand, making it a great introductory game for the classroom.

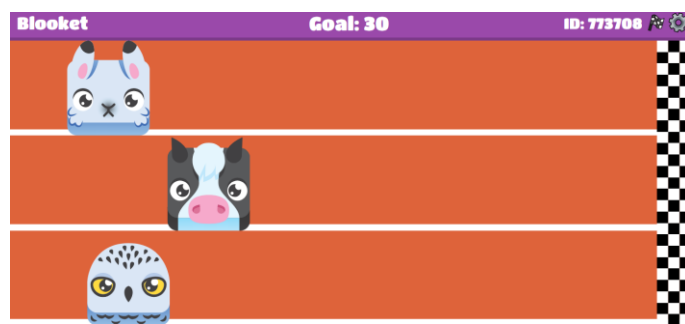


Figure 2. 2 BlooKet Racing Mode Game Display

2.11.3 Battle Royale

Battle Royale is an elimination game where players compete one-on-one or in teams. The player or team that answers the questions correctly first wins and causes their opponents to lose energy points. Players who run out of energy can still answer questions but cannot win. This game is suitable for at least four players (or 12 if playing in teams). This option is highly motivating for students by putting them in direct competition and putting them under immense pressure to complete the game quickly.

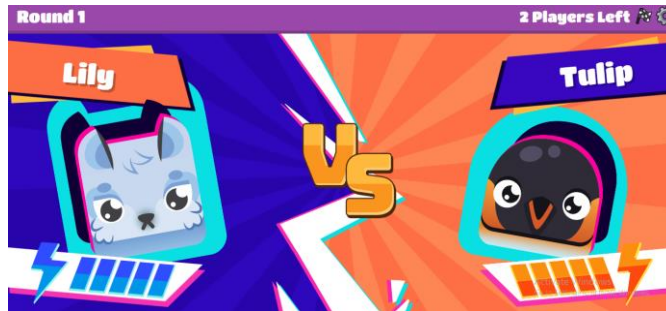


Figure 2. 3 Blooket Battle Royale Mode Game Display

2.11.4 Café

In Café mode, players become cafe servers. They must answer questions to restock food and then serve customers. The more customers they serve, the more money they earn to upgrade their cafe. This game requires focus because players must multitask. Visual elements such as a queue of customers and a ticking timer create a sense of tension that encourages students to think quickly.



Figure 2. 4 Blooket Café Mode Game Display

2.11.5 Fishing Frenzy

Students have to answer questions rapidly in Fishing Frenzy to get a chance to "catch" a fish. The number of points you get for each fish you catch is variable. There are also power-ups that let players take fish from their opponents or quadruple their catch, which makes the game more exciting and competitive. There is some luck involved, just like in Gold Quest, and there are also "glitches"

that can influence other players. This random part makes pupils tense, which helps keep them motivated. This game is easy for younger students to understand, but still fun for older students.

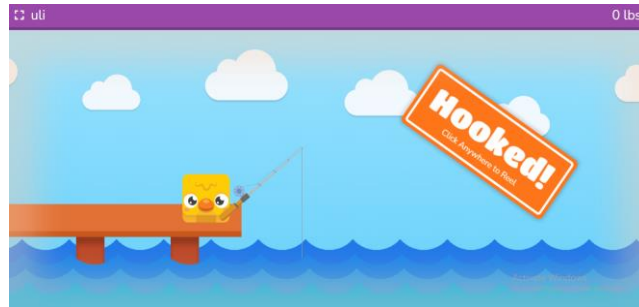


Figure 2. 5 Blooket Fishing Frenzy Mode Game Display

Although each game on Blooket has a different gameplay, they all share a similar pattern: students must answer questions correctly to progress. Because the pattern is "question → game action → question → game action," students are repeatedly exposed to the same vocabulary, helping them memorize it more quickly. Furthermore, many game modes have an exciting and slightly tense atmosphere, such as a timer, a scoreboard, or the pressure of seeing another player's score close to victory. These situations encourage students to think quickly and choose the correct answer, indirectly honing their memory, speed, and accuracy in answering questions.

2.12 Advantage and Disadvantage of Using Blooket for Acquiring Language.

The advantage of Blooket for teachers is that they can design questions to be given to students to suit their needs. Teachers can also use question banks created by other users that are easily accessible. When conducting quizzes, teachers as hosts can adjust the time settings, the number of questions presented, the order of questions, and other settings to suit the learning situation. With

these features, using Blooket can be an innovative and effective alternative learning medium. On the other hand, for students, the feedback provided on each question helps them determine whether their answers are correct or incorrect so they can immediately correct them. Furthermore, Blooket quickly records results and displays them on students' screens, allowing them to complete quizzes at their own pace. The competitive and fun atmosphere in Blooket can foster enthusiasm for learning and encourage more equitable participation. Through repetition packaged in a fun way, students find it easier to remember new words and find it easier to understand vocabulary compared to conventional methods.

However, Blooket still has several limitations. One is its reliance on internet access and digital devices, which can be a challenge in schools with limited facilities. Furthermore, not all students are able to balance focusing on the game with understanding the material, so teachers need to ensure that learning objectives are still achieved. The free version of Blooket also has certain limitations, so teachers who want to take advantage of more comprehensive features need a subscription. Furthermore, the free version is limited to 60 participants per game, making it unsuitable for large-scale classes. Therefore, teachers are required to have adequate technological literacy because using Blooket also requires readiness, both in understanding how the application works and in adapting teaching strategies.

2.13 Step How to Use Blooket

Before using Blooket, user must know how to use it. Here the steps for using Blooket:

1. Visit www.blooket.com and click sign up to create an account.



Figure 2. 6 Blooket Initial Sign up Page

2. The initial screen displays several menus: "Discover," which contains question sets designed by other users across a variety of subjects. Then, click "Create" to design your own questions.

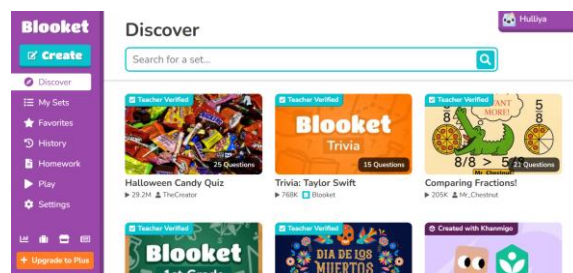


Figure 2. 7 Blooket Main Menu

3. This is what the screen looks like after clicking the "Create" menu. Teachers can insert a cover image for the question set. This can be done using the built-in image gallery, uploading a file from their computer, or using an image URL. This cover image is typically used to make the question set more attractive and easily recognizable. Once everything is complete, click "Create" in the blue box in the bottom corner.

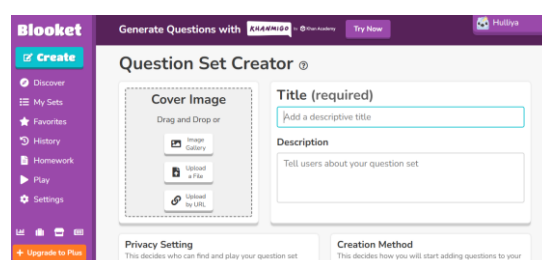


Figure 2. 8 Blooket Question Set Creator Interface

- To add questions, teachers can type them in the "Question Text" field and set the time limit according to their preferences. To include an image, they can simply click the blue image icon. The answer key is determined by clicking one of the colored boxes (orange, blue, green, or red). Finally, press the "Save" button to store the question.

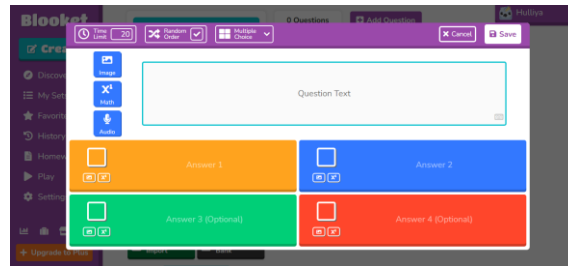


Figure 2. 9 Blooket Display to create questions

- After saving the questions, return to the main menu and open the "My Sets" section. Find the question set you just created, then click the "Host" button.

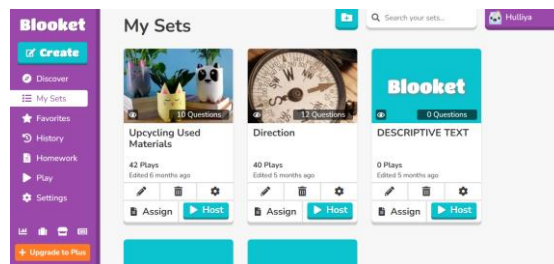


Figure 2. 10 Blooket "My Sets" Menu

- Various Game Mode options will appear. Select the desired mode. Please note that the "Plus Only" mode can only be used with a subscription.



Figure 2. 11 Various Game Mode of Blooket

7. Next, the settings menu will appear. Teachers can adjust several options, such as the number of questions displayed, the question order (random or ordered), the game duration, and other available settings. Once everything is set, click the "Host Now" button.

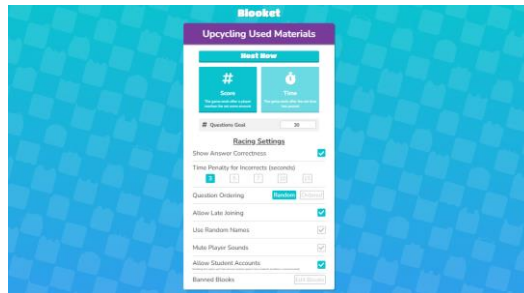


Figure 2. 12 Blooket Host Now Game Settings Screen

8. The system will display a Game ID that can be shared with students so they can immediately join the game.



Figure 2. 13 Blooket Game ID Screen for Joining the Game

2.14 Previous Study

Several previous studies have been conducted on the use of Blooket in vocabulary teaching, and the results can serve as important references for this study. Therefore, this section will present several relevant studies. The first study was conducted by Isyamirahim et al. (2024), entitled “Improving Students’ Vocabulary Mastery Through English Fun Learning with Blooket Games at SMP Santo Antonius, East Jakarta”. The method used was Classroom Action Research (CAR), involving 22 7th grade students as samples. The

authors used a combination of qualitative and quantitative instruments including vocabulary tests, observation checklists, and student questionnaires. The results of the study showed a significant increase in students' vocabulary skills. This can be seen from the average pre-test score of 57.27 which then increased to 70.68 in cycle 1, and reached 82.04 in cycle 2. Qualitatively, students felt more enthusiastic and less bored, and stated that this game made it easier for them to remember vocabulary. Thus, this study concludes that vocabulary learning through interactive games such as Blooket is very effective and can create a fun learning atmosphere.

The second study was conducted by Erlangga (2025) entitled "The Using Blooket Web as a Teaching Medium on Students' Motivation to Learn English as a Second Language." This article focuses on the impact of using Blooket as a teaching medium to motivate high school students to learn ESL. This study involved 18 students from the eighth and ninth grades, divided into experimental and control groups. Using a purposive sampling method, data were collected through motivation surveys (pre-test and post-test), Blooket usage metrics, and interviews. Data analysis was carried out quantitatively with a t-test and qualitatively with thematic analysis. The results of the t-test show that the calculated t-value (8.88) is much greater than the critical t-value (± 2.12). Thus, the null hypothesis can be rejected. This proves that there is a statistically significant difference in motivation scores between the experimental group using Blooket and the control group.

The third study was conducted by Sartika et al. (2023) entitled "The Use of Blooket: A Study of Student's Perception Enhancing English Vocabulary

Mastery." This article aims to examine the use of educational game-based learning in improving students' English vocabulary mastery. The method of this study used a descriptive quantitative design and involved 40 students of junior high school as participants. Data collection was obtained through questionnaires via Google Form and analyzed using Microsoft Excel and SPSS. The results of the study show that Blooket can increase student motivation because it makes the learning process fun and competitive. Students find it easier to understand and remember new vocabulary through this game. However, this study also noted Blooket's weaknesses related to internet connection and gadget performance, which can affect the speed and accuracy of the game. Overall, Blooket is considered an effective alternative to make vocabulary learning more interesting and meaningful.

The fourth study, by Sulistyanto & Asyhar (2024) entitled "The Effectiveness of Blooket Media on Students' Vocabulary Mastery". The focus of this study is to determine the effectiveness and students' perceptions of the use of Blooket media in teaching vocabulary. The authors used a quasi-experimental design. This study involved 40 students of Kediri Islamic University, who were divided into 2 groups, experimental and control. Data were collected through pre-test and post-test vocabulary tests and questionnaires to measure students' perceptions. The results showed that Blooket media was effective in improving students' vocabulary mastery, seen from the increase in post-test and pre-test scores. Meanwhile, for the questionnaire results, it can be concluded that they also felt satisfied using Blooket because it was fun and interesting.

While previous studies have consistently shown that Blooket can help students become more motivated and engaged in vocabulary learning, most of them mainly focus on students' perceptions, affective responses, or use a Classroom Action Research design. Only a few studies examine the effectiveness of this media in teaching English vocabulary through a strict quasi-experimental approach at the junior high school level. In addition, some previous experimental studies were conducted at the university level, which makes the findings difficult to generalize to the context of younger learners. These limitations indicate the need for further investigations that do not only explore students' responses but also measure teaching outcomes more systematically. Therefore, this study fills this gap by applying a quasi-experimental approach to investigate the effectiveness of Blooket in teaching English vocabulary to junior high school students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, time and setting of the research, research variable, research population and sample, research instrument, validity and reliability testing, data collecting technique, and data analysis.

3.1 Research Design

This research employed a quantitative approach. According to Creswell (2009) quantitative research is a method for testing objective theories by examining relationship between variables, which can be measured numerically and analyzed using statistical procedures. Similarly, Kothari (2004) explains that a quantitative research involves collecting data in numerical form, which can be rigorously and systematically analyzed. Therefore, this study utilized a quantitative approach with a quasi-experimental design to examine the effectiveness of Blooket in teaching English vocabulary to junior high school students.

According to Sugiyono (2010) a quasi-experimental design is a development of true experimental design. A quasi-experimental design features a control group but cannot fully control external variables that may affect the conduct of the experiment. In this study, the design involved two intact groups: the experimental group and the control group. The experimental group received the treatment by utilizing Blooket as the teaching medium, while the control group was taught using conventional methods. Both groups were administered a post-test after the treatment period to compare their final vocabulary mastery

outcomes. The quasi-experimental research design is illustrated in the table below:

Table 3. 1 Research Design

Group	Pre test	Treatment	Post test
Experiment	O1	X	O2
Control	O3	-	O4

Based on the design table above, the treatment (X) was only administered to the experimental class. This treatment aimed to determine the statistical effectiveness of Blooket in the vocabulary teaching process. Therefore, the effect of the treatment was determined by statistically comparing the post-test scores between the experimental and control groups. In addition to the quantitative data collected from the vocabulary tests, descriptive observations were also conducted during the implementation of Blooket in the experimental class. These observations were carried out strictly as supporting data to describe student involvement, enthusiasm, and participation during the learning sessions, and the descriptive findings were used solely to strengthen the interpretation of the primary quantitative results.

3.2 Time and Setting of The Research

This research was conducted at MTsN 4 Pasuruan, located on Jl. Alun-alun Besar, Madurejo, Wonorejo District, Pasuruan, East Java. The research took place during the second semester of the 2025/2026 academic year. This school was chosen because interactive learning media had rarely been implemented there, as digital tools were typically utilized only for specific materials that required direct examples, such as narrative or procedural texts. Meanwhile, the school already possessed adequate facilities to support the use of interactive

digital media, such as projectors and Wi-Fi access. The detailed timeline of the research activities and treatments is presented in the table below

Table 3. 2 Schedule of Research

No.	Activity	Date
1.	Observation	16 th February 2026
2.	Pre-Test	29 th April 2026
3.	Treatment 1	30 th April 2026
4.	Treatment 2	7 th May 2026
5.	Post-Test	9 th May 2026

3.3 Research Variable

There were two variables used in this study, independent variables and dependent variables.

3.3.1 Independent Variable

The independent variable is a variable that causes changes in the dependent variable (Sugiyono, 2010). In this study, the independent variable (X) was Blooket as a teaching medium.

3.3.2 Dependent Variable

The dependent variable or bound variable is the variable that receives the treatment effect from the independent variable. In this study, the dependent variable (Y) was Vocabulary Learning Outcomes.

3.4 Research Population and Sample

According to Martono (Martono, 2010) population refers to all objects and subjects in a research area that meet the requirements related to the research problem. Therefore, the boundaries and characteristics of the population must

be clear and definite so that the research conclusions and generalization targets are clear (Azwar, 1999). Meanwhile, O'Dwyer (2014) stated that sampling is the process of selecting a portion of the population to be participants in a study, and the group obtained from this process is called a sample. Thus, population and sample are closely related because the sample is a representation of the wider population.

The population of this study was all seventh-grade students of MTsN 4 Pasuruan in the 2025/2026 academic year. However, the researcher only selected two classes, namely VII E class and VII F class, which were assigned as the experimental class and control class. The selection of the sample was based on preliminary information from the teacher indicating that both classes have relatively similar vocabulary abilities, are reflected in their average scores and daily assessments. In addition, practical considerations such as class size, accessibility, and the availability of facilities were considered to support the effective implementation of research.

3.5 Research Instrument

In this study, there were two instruments for collecting data, namely tests and observations, which are explained as follows:

3.5.1 Test

In this study, the researcher used tests as the instrument. Students were given two types of tests: a posttest and a pretest, to measure their vocabulary mastery. The pretest was administered at the first meeting for both the experimental and control groups. At the end of the meeting, each class was given a posttest to determine

whether there was any improvement or decline after the treatment. Each test consisted of 30 multiple-choice questions designed to reflect the material they learned during the study. The final score was calculated using the following formula:

$$\text{Final score} = \frac{\text{Number of correct answer}}{\text{Total number of test items (30)}} \times 100$$

Description:

Final score	= the student's score converted to a 0–100 scale
Number of Correct Answer	= total items answered correctly by the student
30	= total number of test items

3.5.2 Observation

Observation was used as a supporting instrument in this study. It was not employed as the primary source of data for determining the effectiveness of Blooket. The main data were obtained from students' vocabulary test scores through pre-test and post-test results. The observation was conducted to record students' participation, engagement, and classroom interactions during the implementation of Blooket. The purpose of the observation was to support and strengthen the quantitative findings by providing additional evidence of how the learning process occurred in the classroom. Therefore, the observation data were used only as supporting information and were not included in the statistical analysis.

3.6 Validity and Reliability Testing

The validity and reliability tests used in these two research instruments will be explained as follows:

3.6.1 Validity

Validity refers to the extent to which an instrument measures what it is intended to measure. According to Widoyoko (2012) a research instrument is considered valid if it accurately measures what it is intended to measure. In other words, validity relates to the accuracy of the measuring instrument. In this study, validity was applied to ensure that the vocabulary test accurately measured students' English vocabulary mastery. Several types of validity used in this study will be explained as follows:

3.6.1.1 Content Validity

Content validity relates to the extent to which the test items represent the material taught to students. According to Sugiyono, instruments that must have content validity are those that measure learning achievement and the effectiveness of program implementation and objectives. In this study, the test items were developed based on the syllabus and learning objectives used in the school. The test content was designed to align with the vocabulary topics that students had learned during the teaching and learning process. Therefore, the test was considered valid in terms of content because it reflected the teaching material and objectives of the English subject.

In addition, the observation checklist was developed based on indicators of student engagement and classroom participation during the implementation of Blooket. Before being used, the observation sheet was reviewed and validated by the research supervisor to ensure that the indicators were relevant to the purpose of the study.

3.6.1.2 Construct Validity

Construct validity relates to whether a test actually measures the theoretical construct it is intended to measure. In this study, the construct being measured is vocabulary mastery. This test is designed to assess aspects of vocabulary, such as word meaning, form (spelling and structure), and use in sentence contexts. However, before use, the researcher will prepare the instrument and then consult with experts to ensure its suitability and clarity. The researcher will consult with English teachers at MTsN 4 Pasuruan and the researcher will consult with the instrument validator lecturer. This is done to ensure that the test measures overall vocabulary mastery, not just word recognition or memorization.

3.6.1.3 Item Validity

Item validity was conducted to determine whether each test item functioned effectively in measuring students' vocabulary mastery. The validity analysis was carried out using SPSS through item-total correlation. An item was considered valid if the obtained r-count value was higher than the r-table value at the significance

level of 0.05. The result of the validity test is presented in the table below:

Table 3. 3 Results of Item Validity Test Results

Criteria	Numbers of items
Valid	26
Invalid	4
Total	30

Based on the validity test results, 26 out of 30 items were categorized as valid because their r-count values exceeded the r-table value (0.325). Meanwhile, 4 items were categorized as invalid because their r-count values were lower than the r-table value

3.6.2 Reliability

Reliability refers to the consistency of an instrument in measuring a particular construct. According to Sugiyono (2010), a reliable instrument produces consistent results when used repeatedly under similar conditions. The reliability of the vocabulary test was analyzed using Cronbach's Alpha through SPSS. An instrument is considered reliable if the Cronbach's Alpha coefficient is greater than 0.70. The result of the validity test is presented in the table below:

Table 3. 4 Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.907	30

Based on the reliability test result, the Cronbach's Alpha value was 0.907. Since the value was higher than 0.70, the

vocabulary test was considered highly reliable and appropriate for use in this study.

3.7 Data Collection Technique

Data collection techniques are used to gather the information needed for a study. In this study, the treatment and post-test were the data collection instruments used to measure the effectiveness of Blooket in improving students' vocabulary mastery. Data collection is explained below:

3.7.1 Pre-test

In the first meeting, both the experimental and control classes were given a post-test to determine students' vocabulary skills. This included the types of questions, the total number of questions, and the overall purpose of the pre-test.

3.7.2 Treatment

After conducting the pre-test, the researchers administered treatment using Blooket. The treatment was only given to the experimental class; the control class received no special treatment, and throughout the treatment period, they used conventional learning methods. The purpose of this treatment was to determine the significant impact and effectiveness of utilizing Blooket as a teaching medium.

3.7.3 Post-test

The posttest was administered in the final week to both the experimental and control classes. The posttest was designed to have the same format and level of difficulty as the pretest. The post-test

was administered to evaluate the final outcomes of both classes and to measure the statistical effectiveness of Blooket by comparing the post-test scores between the experimental and control groups.

3.7.4 Observation

Observations were conducted in the experimental class during the teaching and learning process when the Blooket media was implemented. These observations were used exclusively as supporting data to monitor and describe student activities, behavior, and engagement during the treatment. The descriptive findings obtained from the observation checklist were utilized solely to support and strengthen the interpretation of the primary quantitative research results derived from the vocabulary tests.

3.8 Data Analysis

In quantitative research, data analysis occurs after the implementation of the activities and the collection of data from all respondents or sources (Sugiyono, 2010). In this study, the data analysis of the test and instrument is explained as follows:

3.8.1 Normality Test

The normality test was conducted to determine whether the data were normally distributed. This test used the Shapiro–Wilk Test using SPSS. If the significance value (Sig.) is greater than 0.05, the data are considered normally distributed. Conversely, if the significance value is less than 0.05, the data are considered non-normally distributed.

3.8.2 Homogeneity

A homogeneity test is conducted to determine whether samples taken from a population have equal variance. This is important to ensure that the pre-test scores of the experimental and control classes are homogeneous before the treatment is administered. Researchers will use Levene's Test using the SPSS program.

The decision-making criteria for the homogeneity test are:

- If the significance values (Sig.) >0.05 , then the data variance is homogeneous.
- If the significance values (Sig.) >0.05 , then the data variance is not homogeneous.

3.8.3 Hypothesis Testing

After determining that the data were normally distributed, a hypothesis test was conducted using an Independent Samples t-test to compare the average post-test scores between the experimental and control groups. The significance level used in this study was 0.05.

- If the significance value (p) is <0.05 , then H_0 is rejected, meaning There is a significant difference between students taught using Blooket and those taught using conventional teaching methods.
- If the significance value (p) is >0.05 , then H_1 is accepted, meaning there is no significant difference between the two groups.

3.8.4 Observation Data Analysis

In addition to quantitative analysis, data obtained from the observation checklist were analyzed descriptively. The observation results were interpreted by summarizing student behavior related to activeness, enthusiasm, collaboration, and focus during the implementation of Blooket in the experimental class. These findings were used to support and strengthen the interpretation of the quantitative results obtained from the vocabulary test.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher presents discusses the findings and discussion of the research. The findings consisting of data description, observation result, data analysis, and hypothesis testing. Furthermore, the discussion explains the interpretation of the research findings related to the effectiveness of Blooket in teaching English vocabulary.

4.1 Research Findings

This section presents the findings of the research obtained during the research process. The findings include description of the experimental and control class data, observation result, data analysis, and hypothesis testing. The data were collected from pre-test, post-test and classroom observation conducted during the implementation of Blooket in the English vocabulary teaching process.

4.1.1 Data Description of Experimental Class

This section presents the description of the data obtained from the experimental class during the research process. The data were collected through pre-test and post-test administered to the students before and after the implementation of Blooket as a learning medium in vocabulary teaching. The pre-test was conducted to determine the students' initial vocabulary mastery before receiving the treatment, while the post-test was conducted to measure the students' vocabulary mastery outcomes after the implementation of Blooket. The data are present in the form of students' scores, including the total score, mean score, highest score and lowest score of both pre-test and pos-test in the experimental class. The data are presented in the table below:

Table 4. 1 Students' Pre-test and Post-test scores in the Experimental class

Student's Number	Score of Pre-test	Score of Post-test
Student 1	43,3	60
Student 2	66,7	80
Student 3	46,7	70
Student 4	26,7	43,3
Student 5	56,7	63,3
Student 6	70,0	100
Student 7	46,7	83,3
Student 8	43,3	63,3
Student 9	40,0	80
Student 10	40,0	76,7
Student 11	43,3	80
Student 12	43,3	93,3
Student 13	40,0	96,7
Student 14	43,3	73,3
Student 15	46,7	73,3
Student 16	53,3	83,3
Student 17	63,3	93,3
Student 18	40,0	96,7
Student 19	63,3	90
Student 20	50,0	90
Student 21	63,3	80
SUM	1029,9	1669,8
MEAN	49,0	79,5

Based on the table above, it can be seen that the total score of the pre-test was 1029,9 with an average score of 49,0. The highest score in the pretest was 70,0 and the lowest score was 26.7 Most students' scores were still relatively low, indicating that students' baseline vocabulary knowledge before receiving the treatment using Blooket required an effective intervention.

After receiving the treatment using Blooket, the students' post-test scores increased. Based on the data above, the total score of the post-test was 1669,8 with a mean score of 79,5. The highest score in the post-test was 100,0 while the lowest score was 43,3. Most students experienced improvement compared to their pre-test

scores. This data shows that using Blooket as a learning medium gave a positive result for the experimental class.

4.1.2 Data Description of Control Class

This section presents the description of the data obtained from the control class during the research process. The data were collected through pre-test and post-test conducted before and after the teaching and learning process using conventional teaching methods. The pre-test was administered to identify the students' initial vocabulary mastery before the learning process, while the post-test was conducted to determine the students' scores after the learning activities. The data are presented in the form of students' scores, including the total score, mean score, highest score and lowest score of both pre-test and post-test in the control class. The data are presented in the table below:

Table 4. 2 Students' Pre-test and Post-test scores in the Control class

Student's Number	Score of Pre-test	Score of Post-test
Student 1	70,0	96,7
Student 2	50,0	86,7
Student 3	33,3	36,7
Student 4	70,0	83,3
Student 5	36,7	50,0
Student 6	23,3	40,0
Student 7	30,0	60,0
Student 8	20,0	36,7
Student 9	46,7	23,3
Student 10	53,3	53,3
Student 11	40,0	66,7
Student 12	26,7	33,3
Student 13	43,3	23,3
Student 14	23,3	53,3
Student 15	60,0	70,0
Student 16	60,0	63,3
SUM	686,6	876,6
MEAN	42,9	54,8

Based on the table above, the students in the control class also showed a higher result in their post-test scores. The data showed that the total score of the pretest was 686,6 with a mean score of 42,9. Meanwhile, the total score of the post-test increased to 876,6 with a mean score 54,8. The result indicated that there was a change in the students' vocabulary scores in the control class.

However, this increase was lower compared to the experimental class. based on the data presented, there were still several students who obtained the same or not significantly different scores in the post-test compared to the pre-test. Meanwhile, in the experimental class most students got a higher score after receiving the treatment using Blooket.

In the experimental class, the mean score from 49,0 to 79,5. While in the control class the mean score only from 42.9 to 54.8 Based on the data, it can be conclude that the students in experimental class achieved better post-test result compared to the control class after receiving the treatment using Blooket.

4.1.3 Result of Classroom Observation

The observation was conducted by the researcher in the experimental class during the implementation of Blooket in vocabulary learning activities at MTsN 4 Pasuruan. The observation aimed to identify students' activeness, collaboration, enthusiasm, response toward the learning media, focus, and vocabulary performance during the treatment. The material chosen in this research was Descriptive text, especially describing people for seventh-grade students. The treatment was conducted in two meetings with a duration of 3 x 40 minutes for each meeting.

The learning activities were conducted in a classroom provided by the school and equipped with a projector. In the first meeting, the researcher began the lesson by giving several brainstorming questions such as “What is the meaning of Describing people?”. The researcher asked students about things that could be described about a person. The students responded to the questions quite well. Some students answered that a person could be described through appearance, personality, hobbies, physical characteristics, and other aspects.

After that, the researcher started explaining the meaning and function of Describing People. The researcher introduced several vocabulary list related to the material such as appearance (Beautiful, handsome, tall, short, fat, thin, long hair, curly hair, short hair, bald, blue eyes, big eyes, young, old, flat nose, pointed nose, moustache, beard, small lips and dimples), personality (Kind, friendly, smart, lazy, shy, quiet, and funny), and hobbies (Reading, writing, drawing, painting, running, swimming, playing football, and playing games). The vocabulary list was also equipped with meanings and pictures to help students understand the meaning and pronunciation of the vocabulary by asking them to read it together.

After the vocabulary introduction session, the researcher moved to the next activity by dividing students into several groups to do exercises with Blooket. Then, the researcher gave a tutorial on how to play with Blooket. First, students needed to open the Blooket website at www.blooket.com and press “play blooket”. After that, students inserted the game ID given by the host. Then, students entered their names and were free to choose their avatars. In the first exercise, the researcher used “Racing” mode and explained the rules of the game. In this mode, the avatars lined up on the track and moved forward every time students answered the questions

correctly. The questions continued to appear randomly while the time was still running. During the explanation, the students paid attention carefully to the researcher's explanation.

In the first exercise, the researcher designed questions about the meanings, antonyms, and synonyms of the vocabulary that had been taught before playing Blooket. The questions were presented in multiple choice form with only two answer options to make the questions easier for students and avoid making them too tricky. Meanwhile in the second, exercise the researcher designed questions in the form of short sentences and simple context. The questions still focused on meanings, antonyms, and synonyms so that students could understand the vocabulary more easily through the context provided. Unlike the first exercise, the second exercise used multiple choice questions with four answer options because the questions were longer and required students to pay more attention to the context before choosing the correct answer.

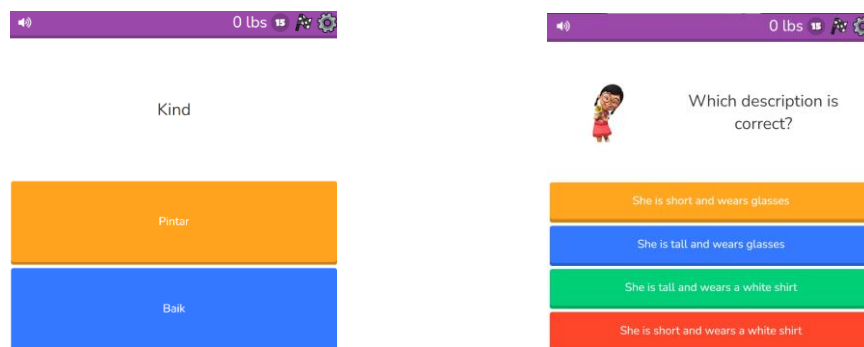


Figure 4. 1 Blooket Question Interface for Vocabulary of Describing People (Meaning and Context Options)

During the students' first response to the game, they appeared to enjoy the activity and looked happy throughout the learning process. The students demonstrated a good collaboration during the group game session. Most students discussed the answers with their group members, especially when there were

students who still felt confused about the meaning of words or how to play the game. Most students were also actively involved in group discussions and contributed during the activity.



Figure 4. 2 Students' Collaborative Discussion during Group Game Session

The students also showed high enthusiasm during the implementation of the game, especially in Racing mode. The leaderboard was displayed through the projector so the students could monitor their positions during the game. Many students smiled, laughed, and cheered when their avatars moved forward. Several students were also seen encouraging each other so their groups could win the game. The rule in this game was that students would not get points if they chose the wrong answer, so their avatars could not move forward. This situation made the students become more enthusiastic and competitive during the game.



Figure 4. 3 The Implementation of Blooket Racing Mode Displayed via Classroom Projector

Besides Racing mode, there were several other game modes that also used in the treatment such as Fishing Frenzy and Café. Both games used a same system

as Racing mode but offered different game displays and concepts, so the students still looked interested during the learning activities. The student showed positive responses toward the learning media used in the classroom. In the following meeting, several students even asked to play the game again. The students looked happy when they knew that they would learn using games and mobile phones during the learning process.

In the second meeting, the students appeared more familiar with the use of Blooket compared to the previous meeting. After conducting a short review of vocabulary that had been learned, the researcher gave the new vocabulary list again like in the first meeting. The students were also asked to read the vocabulary and the meanings together. After that, the researcher continued the activity using individual games. In this stage, the students answered the questions independently. The question types were also divided into two exercise like in the first meeting. One exercise focused on meanings, synonyms, and antonyms using only two answer choices, while the other exercise used short contextual sentences. Compared to the group activity, the students appeared more focused and serious during the individual session although the classroom atmosphere remained active and enthusiastic.

Based on the Blooket view report during the treatment, most students showed a good vocabulary performance throughout the learning activities. This could be seen from the percentage results shown in the report history menu after each session. Most students achieved good percentages and were able to answer the vocabulary questions correctly, especially during the individual game session. The report also displayed several pieces of information such as class accuracy

percentage, total correct answers, total incorrect answers total students, and total answers. Through this report the researcher could observe the students' performance and compare the results from one game session to another.

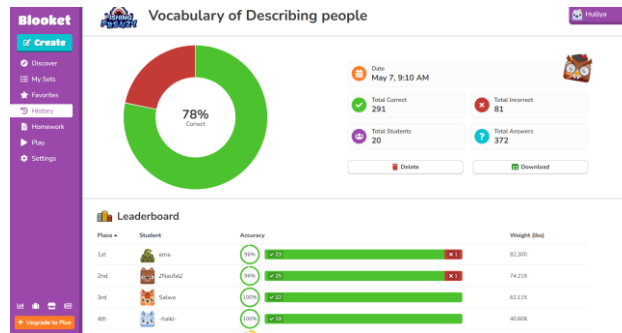


Figure 4. 4 Blooket History View Report of Vocabulary Performance

During the learning process, the researcher also gave direct responses and motivation to the students such as praise and encouragement when students answered the questions correctly. The researcher also monitored the students during the game to identify whether there were students who experienced difficulties using the game or technical problems such as errors or slow internet connections. At the end of the game, students with the highest scores received appreciation in the form of applause from their classmates.

Based on the observation results, most students remained focused from the beginning until the end of the lesson. The students paid attention to the explanation before the game started and stayed engaged during the activities. However, several students were sometimes more focused on winning the game quickly rather than reading the questions carefully. Some students choose the answer too quickly because they wanted their avatars to move forward immediately during the game.

In addition, several technical problems were found during the implementation of Blooket. Since the game depended on an internet connection, some students experienced problems such as lagging, being logged out from the

game unexpectedly, or frozen screens during the activity. In those situations, the researcher needed to help students rejoin the game before continuing the activity. Nevertheless, the learning process could still be conducted well until the end of the lesson.

Overall, the observation results showed that the implementation of Blooket was able to create an interactive, enjoyable, and competitive atmosphere in vocabulary learning activities. The students appeared active during the activities, worked together with their group members, showed enthusiasm during the games, and gave positive responses towards the learning media used during the learning process.

4.2 Analysis of the data

In this section, the researcher analyzed the pre-test and post test data from the experimental and control classes. Before testing the main hypothesis, the researcher conducted normality and homogeneity tests. These tests aimed to determine whether the data from both classes were normally distributed and homogeneous.

4.2.1 Normality test

The normality test was conducted to determine whether the data were normally distributed. The researcher used the Shapiro-Wilk test because the number of samples was less than 50. The result of the normality test is presented in the table below:

Table 4. 3 The Result of Normality Test using Shapiro-Wilk

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-test F	.100	16	.200 [*]	.942	16	.379
	Post-test F	.122	16	.200 [*]	.960	16	.658
	Pre-test E	.203	21	.024	.917	21	.075
	Post-test E	.133	21	.200 [*]	.949	21	.330

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

a. Lilliefors Significance Correction

Based on the table above, it was found that the significance value of the pre-test data in the control class was 0,379. while the post test data in the control class was 0,658. In the experimental class the significance value of the pre-test data 0,075 and the post-test data was 0,330. These results indicate that the data in both classes and both tests were normally distributed, because the data are considered normal if the significance value is higher than 0.05 ($>0,05$). Since all variables showed a significance values higher than 0,05, the assumption of normality for parametric analysis was fulfilled.

4.2.2 Homogeneity test

After testing the normality of the data, the researcher conducted a homogeneity test to determine whether the experimental and control classes had the same variance or data distribution. This test was conducted using Levene's Test as one of the requirements before determining further statistical analysis. The results of the homogeneity test are summarized in the table below:

Table 4. 4 The Result of Homogeneity of Variance Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig. ^a
Hasil	Based on Mean	4.176	1	35	.049
	Based on Median	3.895	1	35	.056
	Based on Median and with adjusted df	3.895	1	31.521	.057
	Based on trimmed mean	4.072	1	35	.051

a. Confidence Interval: 0%

Based on the table above, it can be seen that the significance value in the “Based on Mean” row was 0,049. the data are considered homogeneous if the significance value is higher than 0,05 ($>0,05$), while the data are considered not homogeneous if the significance value is lower than 0,05 ($<0,05$). Therefore, the data above were considered not homogeneous because $0,049 < 0,05$. This result indicates that the variance between the experimental and control classes was different. Since the data were not homogeneous the assumption for using standard parametric tests was not fulfilled.

4.2.3 Hypotesing testing

In this study, even though the data were normally distributed, the homogeneity assumption was not fulfilled. Therefore, to maintain the accuracy of the parametric analysis, the researcher used the Independent Sample T-Test with Welch’s correction. In SPSS, this was done by interpreting the “Equal Variance Not Assumed” row. This test was used to determine the effectiveness of Blooket by comparing the post-test scores of the experimental and control classes.

Table 4. 5 The Result of Independent Samples T-Test (Welch's Correction)

Robust Tests of Equality of Means				
Nilai	Statistic ^a	df1	df2	Sig.
Welch	15.111	1	24.043	.001

a. Asymptotically F distributed.

Based on the test statistic above, it was found that the Sig. (2-tailed) value on the equal variance not assumed row was <0,001. Since the significance value is much lower than 0,05, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. This statistical result proved that the use of Blooket was significantly more effective in the English vocabulary teaching process than conventional learning methods for the 7th grade at MTsN 4 Pasuruan.

4.3 Discussion

The results of this study showed that the use of Blooket was effective in teaching English vocabulary. This can be seen from the higher outcomes in students' post-test scores after receiving the treatment using Blooket. Although both the experimental and control classes showed an increase in scores, the post-test result in the experimental class was higher than that of the control class. These findings indicate that the use of Blooket contributed positively to the English vocabulary teaching process and helped students achieve better scores compared to conventional learning activities.

One possible reason for this result is related to the vocabulary materials used during the treatment. The researcher selected vocabulary related to describing people, such as beautiful, handsome, tall, short, and other commonly used words. According to Beck and McKeown (2002), such vocabulary can be categorized as

Tier 1 words, which are basic words frequently encountered in daily communication. Since the vocabulary was relatively familiar to the students, they could focus on understanding the meaning and use of the words rather than struggling with completely unfamiliar vocabulary. As a result, the vocabulary teaching process became more accessible and meaningful for them.

Another factor that may explain the effectiveness of Blooket was the learning activities designed during the treatment. Students were repeatedly exposed to the target vocabulary through various exercises involving meanings, synonyms, antonyms, and sentence contexts. The activities began with group discussions and were followed by individual practice, allowing students to encounter the same vocabulary in different forms. These activities are in line with the theory of Vocabulary Learning Strategies proposed by Gu and Johnson (1996), particularly cognitive and memory strategies. Through repeated exposure and practice, students had more opportunities to understand, recall, and retain the target vocabulary during the learning process.

The collaborative activities conducted before the individual games also contributed to students' vocabulary learning. During group discussions, students worked together to identify meanings, synonyms, and antonyms of the target words. When some students forgot the meaning of a word, their peers often helped explain it. This process allowed students to learn from one another and created opportunities for vocabulary learning through social interaction. Therefore, students were not only receiving information from the teacher but were also actively constructing their understanding through discussion with their classmates.

The effectiveness of Blooket can also be explained through the principles of Game-Based Learning (GBL). According to Plass, Homer, and Kinzer (2015), GBL is supported by cognitive, motivational, affective, and sociocultural theories that emphasize students' mental, emotional, and social involvement during learning activities. The researcher found that students showed high enthusiasm and actively participated in the learning process. They appeared excited to answer questions, compete with other groups, and obtain higher scores. This condition created a more engaging learning atmosphere compared to conventional classroom activities.

Several features available in Blooket may have further contributed to the positive post-test outcomes. One of the most influential features was the leaderboard, which displayed students' rankings during the game. This feature encouraged students to compete with one another and motivated them to answer questions correctly in order to achieve higher positions. In addition, reward elements and game mechanics made the learning process feel more enjoyable. Students were not only completing learning tasks but were also participating in a game that challenged them to perform better.

Another feature that supported vocabulary learning was the immediate feedback provided by Blooket. Through this feature, students could immediately recognize whether their answers were correct or incorrect. When similar questions appeared again, many students were able to correct their previous mistakes because they had already received feedback from the system. This immediate correction helped students understand the target vocabulary more effectively and reduced the possibility of repeating the same mistakes.

The availability of various game modes also helped maintain students' interest during the learning process. Different game modes provided different learning experiences, which reduced boredom and kept students engaged throughout the lesson. In addition, Blooket offers a homework feature that allows teachers to assign activities outside the classroom through a shared link. This feature gives students additional opportunities to practice vocabulary independently and enables learning to continue beyond classroom hours.

The findings of this study also support the constructivist view of learning, which states that students learn more effectively when they actively construct their own knowledge through direct experiences. During the implementation of Blooket, students were not passive recipients of information. Instead, they actively participated in discussions, solved problems, recalled vocabulary, and learned from both their successes and mistakes. This active involvement may have contributed to successful outcomes of the teaching process.

Despite its advantages, several challenges were identified during the implementation of Blooket. Since Blooket is an online platform, it requires a stable internet connection and adequate devices. During the treatment, some students experienced technical problems such as lagging devices, sudden logouts, and frozen screens. These issues occasionally disrupted the learning process and affected students' participation during gameplay. In addition, some game modes and features are only accessible through the paid version, which may limit teachers' options when using the platform.

Another challenge observed during the treatment was that some students became overly focused on the gaming aspect rather than the learning content.

Although they actively participated in the activities, a few students occasionally answered questions too quickly without carefully considering the correct answer because they were more interested in obtaining points and progressing in the game. This finding suggests that teachers still need to monitor students carefully to ensure that learning objectives remain the primary focus of classroom activities.

The findings of this study are consistent with the results reported by Isyamirahim et al. (2024), who found that Blooket improved students' vocabulary mastery and their enthusiasm during learning activities. Similar conditions were observed in the present study, where students actively participated in the games and demonstrated better vocabulary performance after receiving the treatment. These findings indicate that the interactive nature of Blooket can support vocabulary learning while creating a more enjoyable classroom atmosphere.

The findings also support Erlangga (2025), who reported that Blooket positively influenced students' motivation to learn English. During the implementation of this study, students showed high enthusiasm and actively engaged in the learning activities. Many students appeared eager to answer questions correctly and achieve better scores than their classmates. This suggests that the motivational elements embedded in Blooket may contribute to better learning outcomes.

Furthermore, the findings are in line with Sartika et al. (2023), who reported that Blooket made vocabulary learning more interesting and meaningful for students. The present study similarly found that students responded positively to the learning activities and appeared more engaged during the lessons. Sartika et al. (2023) also highlighted challenges related to internet connection and device

performance, which were likewise encountered during the implementation of this study.

Finally, the findings support the study conducted by Sulistyanto and Asyhar (2024), who concluded that Blooket was effective in improving students' vocabulary mastery through a quasi-experimental approach. Similar to their findings, the present study found that students who learned through Blooket achieved better vocabulary outcomes than those who learned through conventional methods. This consistency strengthens the evidence that Blooket can serve as an effective medium for vocabulary instruction.

Overall, the findings indicate that Blooket can be an effective medium for teaching English vocabulary. Its effectiveness appears to be influenced not only by the game elements provided by the platform but also by the repeated exposure to vocabulary, collaborative learning activities, immediate feedback, and opportunities for students to actively engage in the learning process. Therefore, Blooket may serve as an alternative learning medium that supports vocabulary development among junior high school students learning English as a foreign language.

CHAPTER V

CONCLUSION

In this chapter presents the conclusion and suggestion of the research based on the findings and discussion in the previous chapter.

5.1 Conclusion

Based on the findings and discussion of the research, it can be concluded that the use of Blooket was effective in teaching English vocabulary at the seventh-grade student of MTsN 4 Pasuruan. The result of this study showed that students in the experimental class achieved a significantly higher post-test outcome compared to students in the control class. The classroom observation results also showed that the implementation of Blooket gave positive impacts on students' participation during vocabulary learning activities. Students became more active, enthusiastic, focused, and collaborative during the learning process. The use of game elements such as leaderboard, points, competition features, and instant feedback successfully increased students' motivation and engagement in learning vocabulary. In addition, repeated exposure to vocabulary through interactive games helped students understand and memorize vocabulary more effectively.

However, several challenges were also found during the implementation process. Some students tended to focus more on winning the game rather than understanding the material carefully, which caused several students to answer impulsively without reading the questions properly. Technical problems such as unstable internet connection, lagging devices, and frozen screens also became obstacles during the learning activities. Despite these challenges, Blooket still proved to be an effective and enjoyable learning medium for teaching vocabulary.

Therefore, Blooket can be considered as an alternative medium to support vocabulary teaching activities, especially for junior high school students.

5.2 Suggestion

Based on the conclusion above, the researcher would like to provide several suggestions for students, teachers, and further researchers:

1. For students:

Students are encouraged to actively participate in vocabulary learning activities and make use of interactive learning media such as Blooket to enhance their vocabulary mastery. Through active participation, repeated practice, and collaboration with peers, students can better understand, remember, and use new vocabulary in learning activities. Students are also expected to stay focused on the learning objectives and not only on the competitive aspects of the game in order to gain maximum learning benefits.

2. For teachers:

English teachers are suggested to use interactive learning media such as Blooket in vocabulary learning activities because it can increase students' motivation, participation, and engagement during the learning process. The use of game-based learning media can create a more enjoyable classroom atmosphere and help students understand vocabulary more effectively through repeated practice and interactive activities. Teachers are also expected to provide clear instructions and classroom guidance during the implementation of Blooket in order to keep students focused on the learning objectives, not only on the competition aspect of the game. In addition,

adequate technological facilities and stable internet access are needed to support the implementation of digital learning media in the classroom.

3. For further researchers

Future researchers are suggested to conduct further studies related to the implementation of Blooket in different English skills such as speaking, listening, reading, or grammar learning. Further researchers may also investigate the effectiveness of Blooket at different educational levels or with larger research samples in order to obtain broader findings. In addition, future studies can explore other game modes or compare Blooket with other game-based learning platforms to identify the most effective media for English language learning, it is also recommended for future researchers to examine students' motivation, learning autonomy, or classroom interaction more deeply during the implementation of game-based learning media.

REFERENCES

- Ab Dollah, R., & Mohd Shah, P. (2016). A comparison between vocabulary learning strategies employed by urban and rural schools students. *Journal of Education and Social Sciences*, 4, 114–121.
- Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education (IJRRE)*.
- Ajisoko, P. (2020). The use of Duolingo apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning*, 15(7), 149–155. <https://doi.org/10.3991/IJET.V15I07.13229>
- Al-Khasawneh, F. (2019). The impact of vocabulary knowledge on the reading comprehension of Saudi EFL learners. *Journal of Language and Education*, 5(3), 24–34. <https://doi.org/10.17323/jle.2019.8822>
- Alizadeh, I. (2016). Vocabulary teaching techniques: A review of common practices. *International Journal of Research in English Education*, 1(1), 22–30.
- Amalia, F., & Sujarwati, I. (2025). The effect of Blooket on students' grammar mastery. *Indonesian Journal of Educational Development*. 6(1), 17–28.
- Auladi, I. R., Hartono, R., & Wahyuni, S. (2025). The use of computer-assisted language learning (CALL) to teach academic writing for higher education students. *Pedagogik Forum*, 16(1), 225–241.
- Azwar, S. (1999). *Metode penelitian* (1st ed.). Pustaka Pelajar.
- Baskarani, S. N. (2016). *The teaching of english vocabulary* (Bachelor's thesis). UIN Syarif Hidayatullah Jakarta.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). The Guilford Press.
- Christianto, H., Lalang, A. C., & Nay, D. M. W. (2024). Implementation of the case method with Blooket media to enhance student learning outcomes in radiochemical material. *Orbital*, 16(1), 62–67. <https://doi.org/10.17807/orbital.v15i5.19375>
- Creswell, W. J. (2009). *Research design: Quantitative, qualitative, and mixed methods approaches* (3rd ed.). Sage Publications.
- Daflizar, D. (2024). Out-of-class speaking anxiety among Indonesian EFL students and its relationship with self-perceived speaking skills, vocabulary proficiency, and gender. *Journal of Languages and Language Teaching*, 12(1), 240. <https://doi.org/10.33394/jollt.v12i1.9342>
- Dewi, U., Siregar, F. R., & Vinde Rambe, S. L. (2024). Digital game-based learning: It's not just the digital natives who are restless. *English Education : English Journal for Teaching and Learning*, 12(01), 42–52. <https://doi.org/10.24952/ee.v12i01.11796>
- Eck, R. Van. (2006). Digital Game-Based Learning: It's Not Just the Digital Natives Who Are Restless. *Educause Review*, 41(2), 1–16.
- El Ghouati, A. (2014). Investigating vocabulary learning strategies: Master students of the English Department of Meknes as a case study. *International Journal of*

- Bilingual & Multilingual Teachers of English*, 02(01), 1–14.
<https://doi.org/10.12785/ijbmte/020101>
- Erlangga, P. E. K., (2025). The using Blooket web as a teaching medium on students' motivation to learn English as a second language. *J-TECH : Journal of Technology, Education & Teaching*, 2(1), 152–157.
- Fahmi, S., & Purnawan, A. (2024). The impact of language teachers on vocabulary mastery: A retrospective study using Blooket. *JETLI : The Journal of English Teaching and Linguistic Issues*.
- Fayoris, A., & Widi, B. (2024). A systematic review of the effectiveness of game-based learning in English language teaching. *International Journal of Education and Learning*, 6(2), 56–64.
- Gibran, V., Fadly, A., & Rohidah. (2024). Strategi pengajaran vocabulary yang efektif pada siswa kelas VII SMP Muhammadiyah 22 Setiabudi Pamulang. In *Seminar Nasional dan Publikasi Ilmiah 2024 Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta* (pp. 2342–2348).
- Gilakjani, A. P., & Branch, L. (2017). The significance of pronunciation in English language teaching: English pronunciation instruction: A literature review. *English Language Teaching*. <https://doi.org/10.5539/elt.v5n4p96>
- Gu, P. Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46(4), 643–679.
- Harmer, J. (2001). The practice of English language teaching. In *Addison Wesley Publishing Company, Lebanon, Indiana, U.S.A.* (Vol. 1, Issue 4, p. 370). <https://doi.org/10.1093/elt/57.4.401>
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics and language education*. Cambridge University Press.
- Hornby, A. (2015). *Oxford advanced learner's dictionary of current English* (9th ed.). Oxford University Press.
- Ibhar, M. Z. (2022). Reading motivation and EFL learners' vocabulary development against interest in learning English moderated by teacher competence. *J-SHMIC : Journal of English for Academic*, 9(2), 25–38. [https://doi.org/10.25299/jshmic.2022.vol9\(2\).9823](https://doi.org/10.25299/jshmic.2022.vol9(2).9823)
- Jaelani, A., & Sutari, D. R. (2020). Students' perception of using Duolingo application as a media in learning vocabulary. In: *Bogor English Student and Teacher (BEST) Conference*, 2, 40–47.
- Karakoç, D., & Köse, G. D. (2017). The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. *Journal of Language and Linguistic Studies*, 13(1), 352–378. www.jlls.org
- Kartika, S., Jaya, A., Hermansyah, H., Pratiwi, E., & Kartikasari, D. (2024). The use of mobile-assisted language learning (MALL) technology in English class. *Esteem Journal of English Education Study Programme*, 7(1), 109–118. <https://doi.org/10.31851/esteem.v7i1.12678>
- Kijpooonphol, W., & Phumchanin, W. (2018). A comparison between traditional and gamified teaching methods for phrasal verb: A case of grade 10 students. *TESOL International Journal*, 13(3), 56–65.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kukulska-hulme, A. (2025). Mobile-assisted language learning. In C. Chapelle (Ed.), *The concise encyclopedia of applied linguistics*. Wiley

- Laufer, B. (1998). The development of passive and active vocabulary in a second language. *Applied Linguistics*, 19(2), 255-271. <https://doi.org/https://doi.org/10.1093/applin/19.2.255>
- Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford University Press.
- Martono, N. (2010). *Metode penelitian kuantitatif: Analisis isi dan analisis data sekunder* (1st ed.). Rajawali Pers.
- McKinney, D., Strother, S., & Schneider, S. (2023). *The association of Legends of Learning usage and science achievement in four school districts in the southern United States*. WestEd. https://www.legendsoflearning.com/wp-content/uploads/2023/02/LoL_report_pk_20230111_draft_districtAnonymous.pdf
- Mikrouli, P., Tzafilkou, K., & Protogeros, N. (2024). Applications and learning outcomes of game-based learning in education. *International Educational Review*, 25–54. <https://doi.org/10.58693/ier.212>
- Nasrullah. (2024). Peningkatan penguasaan kosakata bahasa Inggris pada siswa sekolah menengah kejuruan dengan menggunakan media pembelajaran teka-teki silang. *ALINEA : Jurnal Bahasa, Sastra & Pengajaran*, 4(1), 160–171.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Ningsih, N. L. A. B. H. (2023). The importance of game-based learning in English learning for young learners in the 21st century. *The Art of Teaching English as a Foreign Language (TATEFL)*, 4(1), 25–30. <https://doi.org/10.36663/tatefl.v4i1.492>
- Nugroho, A., Zamzami, M. R. A., & Ukhrowiyah, N. F. (2020). Language input, learning environment, and motivation of a successful EFL learner. *Journal on English as a Foreign Language*, 10(1), 46–69. <https://doi.org/10.23971/jefl.v10i1.1511>
- O'Dwyer, L. M., & Bernauer, J. A. (2014). *Quantitative research for the qualitative researcher*. Sage Publications.
- Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z. (2017). Investigating Indonesian EFL learners' learning and acquiring English vocabulary. *International Journal of English Linguistics*, 7(4), 128. <https://doi.org/10.5539/ijel.v7n4p128>
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist*, 50(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- Prananda, G., Judijanto, L., Stavinibelia, Aristanto, Ramadhona, R., & Lestari, N. C. (2024). Game-Based Learning (GBL). *Encyclopedia of Computer Graphics and Games*, 09, 798–798. https://doi.org/10.1007/978-3-031-23161-2_300519
- Ranalli, J. (2008). Learning English with The Sims: Exploiting authentic computer simulation games for L2 learning. *Computer Assisted Language Learning*, 21, 441–455.
- Ratih, R., Rohimajaya, N. A., & Munawaroh, T. (2024). The effect of Kahoot! on junior secondary school students' vocabulary mastery: An experimental study. *Journal of Educational Review and Cultural Studies*, 1(2), 86–96. <https://doi.org/10.61540/jercs.v1i2.54>
- Reinhardt, J., & Sykes, J. M. (2014). APA Citation. *Language Learning & Technology*, 18(2), 2–8.

- <http://llt.msu.edu/issues/june2014/commentary.pdf>
<http://llt.msu.edu/issues/june2014/commentary.pdf>
- Richard, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Saengpakdeejit, R. (2014). Strategies for dealing with vocabulary learning problems by Thai university students. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 14, 147–168.
- Sartika, K. D., Heriyawati, D. F., & Elfianto, S. (2023). The use of Blooket: A study of students' perception enhancing English vocabulary mastery. *English Franca : Academic Journal of English Language and Education*, 7(2), 357. <https://doi.org/10.29240/ef.v7i2.7406>
- Schmitt, N. (1997). Vocabulary learning strategies. *Vocabulary: Description, Acquisition and Pedagogy*, (pp. 199–228). Cambridge University Press.
- Suardi, S., & Sakti, J. E. (2019). Teacher difficulties in teaching vocabulary. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(2), 92–104. <https://doi.org/10.24256/ideas.v7i2.1026>
- Sugiyono. (2010). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sulistiyanto, I., & Asyhar, W. I. (2024). The effectiveness of Blooket media toward students' vocabulary mastery. *English Education : English Journal for Teaching and Learning*, 12(2), 222–237. <https://doi.org/10.24952/ee.v12i2.13944>
- Susaniari, N. K. A. C., & Santosa, M. H. (2024). A systematic review on the implementation of game-based learning to increase EFL students' motivation. *Journal of English Language and Education*, 9(6), 77–87. <https://doi.org/10.31004/jele.v9i6.520>
- Tanyer, S., & Ozturk, Y. (2014). Pre-service English teachers' vocabulary learning strategy use and vocabulary size: A cross-sectional evaluation. *Journal of Language Teaching and Research*, 5(1), 37–45. <https://doi.org/10.4304/jltr.5.1.37-45>
- Thur, rân N. M., & Dan, T. C. (2023). Students' perceptions on English vocabulary teaching and learning by using Blooket: A case study. *European Journal of Applied Linguistics Studies*, 6(1).
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Viberg, O., & Grönlund, Å. (2012). Mobile assisted language learning: A literature review. *CEUR Workshop Proceedings*, 955, 9–16.
- Wardana, I. K. (2023). The impact of vocabulary selection ability on EFL students' communication skills. *Erudita: Journal of English Language Teaching*, 3(1), 93–105. <https://doi.org/10.28918/erudita.v3i1.6980>
- Warschauer, M., & Haley, D. (2009). *Computers and language learning: An overview*. <https://doi.org/10.1017/S0261444800012970>
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57–71. <https://doi.org/10.1017/S0261444800012970>
- Zhao, Y. (2025). Recent developments in technology and language learning: A literature review and meta-analysis. In *Landmarks CALL Research*, 21(1), 49–70. <https://doi.org/10.3138/9781781793978-004>

APPENDICES

Appendix 1 Research 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 : 974/Un.03.1/TL.01.04/2026
Lampiran : -
Hal : Izin Penelitian

14 April 2026

Kepada Yth.
Kepala MTS Negeri 4 Pasuruan
di
Tempat

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 : Hullyatul Fitriyah
NIM : 220107110090
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : **The Effectiveness of Blooket in Teaching English Vocabulary to Junior High School Student**
Lama Penelitian : April 2026 sampai dengan Juni 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.



Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 2 Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH TSANAWIYAH NEGERI 4
Jalan Raya No.45 Wonorejo Telp. (0343) 613303 Kode Pos 67173
Email: mtsnwonorejo@gmail.com NPSN: 20582152

SURAT KETERANGAN

Nomor : 142/Mts.13.09.04/PP.00.5/05/2026

Yang bertanda tangan di bawah ini,

Nama : EKA TERISIA, S.Psi.
NIP : 198105122005012002
Pangkat / Gol. Ruang : Penata Tk. I (III/d)
Jabatan : Plh. Kepala MTs Negeri 4 Pasuruan

dengan ini menerangkan bahwa :

Nama : HULLIYATUL FITRIYAH
NIM : 220107110090
Fakultas : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **"The Effectiveness of Blooket in Teaching English Vocabulary to Junior High School Student"**.

Telah selesai melaksanakan penelitian dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi, terhitung mulai tanggal 25 April 2026 sampai dengan 9 Mei 2026.

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya

Pasuruan, 11 Mei 2026
Plh. Kepala Madrasah,

EKA TERISIA, S.Psi.

Appendix 3 Validation Sheet

Validation Sheet

Instrument Validation Sheet of Pre-test and Post-test for Research Entitled

"The Effectiveness of Blooket In Teaching English Vocabulary to Junior High School Students"

Validator : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.
NIP : 197410252008012015
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

.....

.....

.....

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,2026

Validator,



Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

197410252008012015

Appendix 4 Instrument of Pre-test

INSTRUMEN PENILAIAN PRE-TEST

Name:

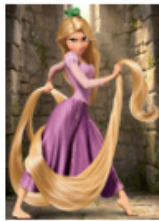
Class:

Please choose the correct answer (A, B, C, or D) to complete the sentence or answer the question.

1. Lisa is very short. What is the antonym of 'short'?

A. Old
B. Tall
C. Small
D. Thin

2. Look at the picture below! She has ... hair.



A. Short
B. Long
C. Bald
D. Black

3. What is the antonym of 'smart'?

A. Pretty
B. Kind
C. Lazy
D. Happy

4. My friend talks to new people easily. She is very...

A. Shy
B. Quiet
C. Angry
D. Friendly

5. Sarah has blue eyes. What is the meaning of 'blue eyes'?

A. Mata biru
B. Mata coklat
C. Mata besar
D. Mata sipit

6. Look at the picture below! He has no hair. He is...



A. Bald
B. Curly
C. Long hair
D. Straight hair

7. Look at the picture below! Dennis is fat, but Adit is...



A. Tall
B. Short
C. Thin
D. Big

8. Tina always gets good scores on her tests. She is...

- A. Smart
B. Lazy
C. Kind
D. Angry
9. Putri is my best friend. She likes helping people. She is very...
A. Kind
B. Lazy
C. Angry
D. Smart
10. The antonym of 'long hair' is...
A. Short hair
B. Curly hair
C. Black hair
D. Straight hair
11. What is the meaning of 'big eyes'?
A. Mata biru
B. Mata besar
C. Mata sipit
D. Mata kecil
12. What is the meaning of 'pointed nose'?
A. Hidung kecil
B. Hidung lebar
C. Hidung pesek
D. Hidung mancung
13. What is the meaning of 'Lazy'?
A. Pintar
B. Baik
C. Malas
D. Rajin
14. What is the synonym of 'Pretty'?
A. Beautiful
B. Ugly
C. Tall
D. Fat
15. Mei Mei cannot see clearly. She needs to ... to see better.
A. Wear glasses
B. Wear a hat
C. Wear a mask
D. Wear a watch
16. My grandfather is 80 years old. He is...
A. Young
B. Old
C. Small
D. Thin
17. What is the meaning of 'short'
A. Tinggi
B. Pendek
C. Kurus
D. Gemuk
18. What is the antonym of 'fat'?
A. Tall
B. Thin
C. Short
D. Small
19. What is the antonym of 'pointed nose'?
A. Long nose
B. Big nose
C. Flat nose
D. Small nose
20. What is the antonym of 'young'?
A. Old
B. Small

- C. Tall
D. Thin
21. He really likes drawing. What does drawing mean?
A. Menyanyi
B. Menggambar
C. Membaca
D. Menari
22. Hi, my name is Anton, and I really love playing football. What is Anton's hobby?
A. Reading
B. Playing football
C. Singing
D. Drawing
23. What is the meaning of 'dimples'?
A. Lesung pipi
B. Kumis
C. Janggut
D. Keriput
24. Jeni is very handsome. What is the meaning of handsome?
A. Cantik
B. Tampan
C. Tinggi
D. Kurus
25. What is the meaning of 'small lips'?
A. Bibir besar
B. Bibir kecil
C. Hidung kecil
D. Mata kecil
26. What is the meaning of 'beard'?
A. Kumis
B. Janggut

- C. Rambut
D. Alis
27. Look at the picture below! Which one is brown eyes?
A. 
B. 
C. 
D. 
28. What is the meaning of 'kind'?
A. Baik
B. Marah
C. Malas
D. Pemalu
29. What is the meaning of 'moustache'?
A. Kumis
B. Janggut
C. Rambut
D. Alis
30. Look at the picture below! Which one is the correct description?



- A. He wears blue t-shirt
B. He wears yellow t-shirt
C. He wears green t-shirt
D. He wears black t-shirt

Appendix 5 Instrument of Post-test

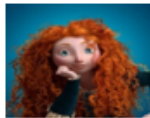
INSTRUMEN PENILAIAN POST-TEST

Name:

Class:

Please choose the correct answer (A, B, C, or D) to complete the sentence or answer the question.

1. Look at the picture below! She has... hair.



- A. Long hair
B. Curly hair
C. Short hair
D. Black hair
2. What is the antonym of 'young'?
- A. Old
B. Tall
C. Small
D. Thin
3. Budi does not like studying. He is very lazy. What is the meaning of 'lazy'?
- A. Pintar
B. Rajin
C. Malas
D. Baik
4. Look at the picture below! He has no hair. He is...



- A. Curly
B. Bald
C. Straight hair
D. Long hair

5. Fira always helps her friends. She is very...

- A. Kind
B. Lazy
C. Angry
D. Smart

6. What is the antonym of 'short'?

- A. Small
B. Tall
C. Thin
D. Big

7. This is my brother, Kiki. He really likes to eat. Now he looks fat. Which one is Kiki?



A.



B.



C.



D.

8. Doni always gets first place in class. He is...

- A. Angry
B. Smart

- C. Lazy
D. Quiet
9. What is the meaning of 'big eyes'?
- A. Mata kecil
B. Mata biru
C. Mata besar
D. Mata sipit

10. Look at the picture below! Which one is the correct description?



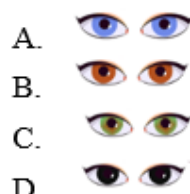
- A. He wears blue t-shirt
B. He wears yellow t-shirt
C. He wears green t-shirt
D. He wears black t-shirt
11. What is the antonym of 'fat'?
- A. Big
B. Thin
C. Tall
D. Short

12. This is Elsa. She has short hair.
What is the antonym of 'short hair'?
- A. Long hair
B. Curly hair
C. Black hair
D. Straight hair

13. Hi, my name is Sarah. I'm from Canada. I have blue eyes like my mother. What is the meaning of 'blue eyes'?
- A. Mata coklat
B. Mata besar

- C. Mata biru
D. Mata kecil

14. Look at the picture below! Which one is brown eyes?



- A. Blue eyes
B. Brown eyes
C. Green eyes
D. Black eyes
15. This is my grandmother. Tomorrow she is turning 78. She is....
- A. Old
B. Thin
C. Small
D. Young

16. What is the antonym of 'smart'?
- A. Kind
B. Pretty
C. Lazy
D. Happy

17. What is the meaning of 'flat nose'?
- A. Hidung mancung
B. Hidung pesek
C. Hidung panjang
D. Hidung kecil

18. Look at the picture below! Giant is fat, but Suneo is...



- A. Tall
B. Thin
C. Short
D. Big

19. Ehsan cannot see clearly. He needs to...
- Wear glasses
 - Wear a hat
 - Wear a mask
 - Wear a watch
20. Rina has very long hair. What does 'long hair' mean?
- Rambut panjang
 - Rambut pendek
 - Rambut keriting
 - Rambut lurus
21. What is the meaning of 'dimples'?
- Lesung pipi
 - Kumis
 - Janggut
 - Keriput
22. Jeni is my older brother. He really loves drawing. What does drawing mean?
- Menyanyi
 - Menggambar
 - Membaca
 - Menari
23. This is my friend, James. He really loves playing football. What is James's hobby?
- Reading
 - Playing football
 - Singing
 - Drawing
24. What is the meaning of 'small lips'?
- Bibir besar
 - Bibir kecil
 - Hidung kecil
 - Mata kecil
25. What is the meaning of 'beard'?
- Kumis
 - Janggut
 - Rambut
 - Alis
26. What is the meaning of 'handsome'?
- Cantik
 - Tampan
 - Tinggi
 - Kurus
27. What is the meaning of 'kind'?
- Baik
 - Marah
 - Malas
 - Pemalu
28. What is the meaning of 'moustache'?
- Kumis
 - Janggut
 - Rambut
 - Alis
29. What is the synonym of 'pretty'?
- Beautiful
 - Ugly
 - Tall
 - Thin
30. Rani talks to many people easily. She is...
- Shy
 - Friendly
 - Angry
 - Quiet

Appendix 5 Lesson Plan (RPP) for Experimental Class

Rencana Pelaksanaan Pembelajaran (RPP)

A. Identitas modul

Mata Pelajaran	: Bahasa Inggris
Kelas	: VII
Kurikulum	: Merdeka
Penulis	: Hullyatul Fitriyah
Alokasi Waktu	: 3 x 40 menit
Soal	: 20 butir

B. Capaian Pembelajaran

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

C. Tujuan pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan mampu:

1. mengidentifikasi kosakata tentang describing people (physical appearance & personality).
2. Menggunakan kosakata tersebut dalam kalimat sederhana.
3. Meningkatkan penguasaan vocabulary melalui aktivitas game interaktif berbasis Blooket

D. Metode dan Media Pembelajaran

- Metode: Game Based Learning
- Media: Blooket, Canva, Laptop, Proyektor, Internet.

E. Langkah-langkah pembelajaran

Tahapan pembelajaran	Kegiatan Guru/Siswa	Waktu
----------------------	---------------------	-------

Pendahuluan	• Guru membuka salam dan doa. • Guru memastikan kehadiran peserta didik sebagai bentuk disiplin. • Guru memeriksa kesiapan siswa untuk belajar. • Guru memberikan motivasi kepada siswa. • Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	Pertemuan 1 Eksplorasi Vocabulary (10 menit) • Guru menampilkan beberapa gambar orang dengan karakteristik fisik yang berbeda melalui slide Canva. • Guru mengajukan pertanyaan pemantik: "What does he look like?" "Is she tall or short?" • Siswa menjawab berdasarkan pengetahuan awal mereka. • Guru memperkenalkan 14–15 kosakata target tentang physical appearance dan personality menggunakan gambar dan terjemahan sederhana. Guided Practice (10 menit) • Guru mengucapkan setiap kosakata dan siswa menirukan pelafalannya. • Guru menjelaskan makna kosakata melalui gambar. • Guru memberikan contoh kalimat sederhana (She is beautiful, He is tall, She is friendly.) • Siswa mengidentifikasi kosakata yang digunakan dalam kalimat. Group Activity (5 menit) • Siswa dibagi menjadi beberapa kelompok. • Setiap kelompok memperoleh gambar seseorang. • Siswa mendiskusikan kosakata yang sesuai untuk mendeskripsikan gambar tersebut. Blooket Activity (15 menit) • Siswa mengerjakan kuis Blooket secara berkelompok. Soal meliputi: matching picture and word meaning of vocabulary synonym/antonym completing simple sentences	65 menit

	• Guru memantau dan membantu siswa yang mengalami kesulitan.	
	Pertemuan 2 Review Activity (5 menit) • Guru menampilkan beberapa gambar dari pertemuan sebelumnya. • Siswa menyebutkan kembali kosakata yang telah dipelajari. Vocabulary Presentation (10 menit) • Guru memperkenalkan kosakata baru tentang appearance, personality, dan hobbies menggunakan gambar. • Guru menjelaskan arti dan pelafalan setiap kosakata. • Siswa mengulangi pengucapan kosakata secara bersama-sama. Practice Activity (10 menit) • Guru memberikan beberapa kalimat rumpang. • Siswa melengkapi kalimat menggunakan kosakata yang tepat. • Guru dan siswa mendiskusikan jawabannya bersama. Blooket Activity (10 menit) • Siswa bermain Blooket menggunakan seluruh kosakata yang telah dipelajari. • Guru memonitor partisipasi siswa selama permainan berlangsung. Production Activity (5 menit) • Siswa membuat 3–5 kalimat sederhana menggunakan kosakata yang telah dipelajari. • Beberapa siswa membacakan hasil pekerjaannya di depan kelas.	
Penutup	• Siswa menyimpulkan materi yang telah dipelajari. • Guru memberikan umpan balik terhadap proses dan kegiatan pembelajaran. • Siswa dengan berdoa menutup kegiatan pembelajaran.	5 menit

Appendix 6 Students' Pre-Test Answer Sheets

INSTRUMEN PENILAIAN PRE-TEST

Name: Afifah Coesari C.A

Class: 7.E

Please choose the correct answer (A, B, C, or D) to complete the sentence or answer the question.

1. Lisa is very short. What is the antonym of 'short'?

A. Old
~~B. Tall~~
 C. Small
 D. Thin

2. Look at the picture below! She has ... hair.



A. Short
 B. Long
~~C. Bald~~
 D. Black

3. What is the antonym of 'smart'?

~~A. Pretty~~
~~B. Kind~~
 C. Lazy
 D. Happy

4. My friend talks to new people easily. She is very...

A. Shy
 B. Quiet
 C. Angry
~~D. Friendly~~

5. Sarah has blue eyes. What is the meaning of 'blue eyes'?

~~A. Mata biru~~
 B. Mata coklat
 C. Mata besar
 D. Mata sipit

6. Look at the picture below! He has no hair. He is...



~~A. Bald~~
 B. Curly
 C. Long hair
 D. Straight hair

7. Look at the picture below! Dennis is fat, but Adit is...



~~A. Tall~~
 B. Short
 C. Thin
 D. Big

8. Tina always gets good scores on her tests. She is...

- A. Smart
 - ~~B. Lazy~~
 - C. Kind
 - D. Angry
9. Putri is my best friend. She likes helping people. She is very...
- A. Kind
 - ~~B. Lazy~~
 - C. Angry
 - D. Smart
10. The antonym of 'long hair' is...
- ~~A. Short hair~~
 - B. Curly hair
 - C. Black hair
 - D. Straight hair
11. What is the meaning of 'big eyes'?
- A. Mata biru
 - ~~B. Mata besar~~
 - C. Mata sipit
 - D. Mata kecil
12. What is the meaning of 'pointed nose'?
- A. Hidung kecil
 - ~~B. Hidung lebar~~
 - C. Hidung pesek
 - D. Hidung mancung
13. What is the meaning of 'Lazy'?
- A. Pintar
 - B. Baik
 - ~~C. Malas~~
 - D. Rajin
14. What is the synonym of 'Pretty'?
- ~~A. Beautiful~~
 - B. Ugly

- C. Tall
 - D. Fat
15. Mei Mei cannot see clearly. She needs to ... to see better.
- A. Wear glasses
 - ~~B. Wear a hat~~
 - C. Wear a mask
 - D. Wear a watch
16. My grandfather is 80 years old. He is...
- ~~A. Young~~
 - B. Old
 - C. Small
 - D. Thin
17. What is the meaning of 'short'?
- A. Tinggi
 - ~~B. Pendek~~
 - C. Kurus
 - D. Gemuk
18. What is the antonym of 'fat'?
- A. Tall
 - ~~B. Thin~~
 - C. Short
 - D. Small
19. What is the antonym of 'pointed nose'?
- A. Long nose
 - B. Big nose
 - ~~C. Flat nose~~
 - D. Small nose
20. What is the antonym of 'young'?
- ~~A. Old~~
 - B. Small

- C. Tall
D. Thin
21. He really likes drawing. What does drawing mean?
A. Menyanyi
☒ B. Menggambar
C. Membaca
D. Menari
22. Hi, my name is Anton, and I really love playing football. What is Anton's hobby?
A. Reading
☒ B. Playing football
C. Singing
D. Drawing
23. What is the meaning of 'dimples'?
☒ A. Lesung pipi
B. Kumis
C. Janggut
D. Keriput
24. Jeni is very handsome. What is the meaning of handsome?
A. Cantik
☒ B. Tampan
C. Tinggi
D. Kurus
25. What is the meaning of 'small lips'?
A. Bibir besar
☒ B. Bibir kecil
C. Hidung kecil
D. Mata kecil
26. What is the meaning of 'beard'?
A. Kumis
☒ B. Janggut

- C. Rambut
D. Alis
27. Look at the picture below! Which one is brown eyes?
A. 
B. 
C. 
☒ D. 
28. What is the meaning of 'kind'?
A. Baik
B. Marah
C. Malas
☒ D. Pemalu
29. What is the meaning of 'moustache'?
☒ A. Kumis
B. Janggut
C. Rambut
D. Alis
30. Look at the picture below! Which one is the correct description?

☒ A. He wears blue t-shirt
B. He wears yellow t-shirt
C. He wears green t-shirt
D. He wears black t-shirt

Appendix 7 Students' Post-Test Answer Sheets

INSTRUMEN PENILAIAN POST-TEST

Name: NAUFAL S.F

Class: 7E

Please choose the correct answer (A, B, C, or D) to complete the sentence or answer the question.

1. Look at the picture below! She has... hair.



- A. Long hair
~~B. Curly hair~~
 C. Short hair
 D. Black hair
2. What is the antonym of 'young'?
- ~~A. Old~~
 B. Tall
 C. Small
 D. Thin
3. Budi does not like studying. He is very lazy. What is the meaning of 'lazy'?
- A. Pintar
 B. Rajin
~~C. Malas~~
 D. Baik

4. Look at the picture below! He has no hair. He is...



- A. Curly
~~B. Bald~~
 C. Straight hair
 D. Long hair

5. Fira always helps her friends. She is very...

- ~~A. Kind~~
 B. Lazy
 C. Angry
 D. Smart

6. What is the antonym of 'short'?

- A. Small
~~B. Tall~~
 C. Thin
 D. Big

7. This is my brother, Kiki. He really likes to eat. Now he looks fat. Which one is Kiki?



A.



~~B.~~



C.



D.

8. Doni always gets first place in class. He is...

- A. Angry
~~B. Smart~~

C. Lazy

D. Quiet

9. What is the meaning of 'big eyes'?

A. Mata kecil

B. Mata biru

~~C. Mata besar~~

D. Mata sipit

10. Look at the picture below! Which one is the correct description?



A. He wears blue t-shirt

~~B. He wears yellow t-shirt~~

C. He wears green t-shirt

D. He wears black t-shirt

11. What is the antonym of 'fat'?

A. Big

~~B. Thin~~

C. Tall

D. Short

12. This is Elsa. She has short hair.

What is the antonym of 'short hair'?

~~A. Long hair~~

B. Curly hair

C. Black hair

D. Straight hair

13. Hi, my name is Sarah. I'm from Canada. I have blue eyes like my mother. What is the meaning of 'blue eyes'?

A. Mata coklat

~~B. Mata besar~~

~~C. Mata biru~~

D. Mata kecil

14. Look at the picture below! Which one is brown eyes?

A.

B.

C.

~~D.~~

15. This is my grandmother. Tomorrow she is turning 78. She is....

~~A. Old~~

B. Thin

C. Small

D. Young

16. What is the antonym of 'smart'?

A. Kind

B. Pretty

~~C. Lazy~~

D. Happy

17. What is the meaning of 'flat nose'?

A. Hidung mancung

~~B. Hidung pesek~~

C. Hidung panjang

D. Hidung kecil

18. Look at the picture below! Giant is fat, but Suneo is...



A. Tall

~~B. Thin~~

C. Short

D. Big

19. Ehsan cannot see clearly. He needs to...

- ☒ A. Wear glasses
- B. Wear a hat
- C. Wear a mask
- D. Wear a watch

20. Rina has very long hair. What does 'long hair' mean?

- ☒ A. Rambut panjang
- B. Rambut pendek
- C. Rambut keriting
- D. Rambut lurus

21. What is the meaning of 'dimples'?

- ☒ A. Lesung pipi
- B. Kumis
- C. Janggut
- D. Keriput

22. Jeni is my older brother. He really loves drawing. What does drawing mean?

- A. Menyanyi
- ☒ B. Menggambar
- C. Membaca
- D. Menari

23. This is my friend, James. He really loves playing football. What is James's hobby?

- A. Reading
- ☒ B. Playing football
- C. Singing
- D. Drawing

24. What is the meaning of 'small lips'?

- A. Bibir besar
- ☒ B. Bibir kecil

C. Hidung kecil

D. Mata kecil

25. What is the meaning of 'beard'?

- A. Kumis
- ☒ B. Janggut
- C. Rambut
- D. Alis

26. What is the meaning of 'handsome'?

- A. Cantik
- ☒ B. Tampan
- C. Tinggi
- D. Kurus

27. What is the meaning of 'kind'?

- ☒ A. Baik
- B. Marah
- C. Malas
- D. Pemalu

28. What is the meaning of 'moustache'?

- ☒ A. Kumis
- B. Janggut
- C. Rambut
- D. Alis

29. What is the synonym of 'pretty'?

- ☒ A. Beautiful
- B. Ugly
- C. Tall
- D. Thin

30. Rani talks to many people easily. She is...

- A. Shy
- ☒ B. Friendly
- C. Angry
- D. Quiet

Appendix 8 Classroom Observation Checklist

Observation Instrument

School Name: MTsN 4 Pasuruan

Observed Class: VII

Session Number:

Date of Observation:

Observer Name:

No.	Aspect observed	Behavioral indicator	Aspect				
			Very Good	Good	Fair	Poor	Notes
1.	Students' Activeness	Students voluntarily answer the Blooket questions.		✓			
		Students show initiative to participate without being asked.		✓			
		Students respond quickly to teacher instructions		✓			
2.	Collaboration	Students discuss answers with their group members		✓			
		Students help classmates who are confused about the game		✓			
		Students contribute ideas during group work.		✓			
3.	Enthusiasm	Students show visible excitement (smiling, cheering, energetic)	✓				
		Students participate actively without repeated encouragement.		✓			
		Students ask questions or give positive comments about the activity		✓			
4.	Response to Media	Students understand instructions on how to play.		✓			
		Students follow the game rules correctly.			✓		
		Students operate the device independently or with minimal help.		✓			

5.	Focus	Students pay attention to explanations before and during the game		✓			
		Students do not engage in unrelated activities.		✓			
		Students stay engaged from the beginning to the end of the lesson.		✓			
6.	Vocabulary Performance	Students answer vocabulary questions correctly in Blooket.		✓			
		Students show improvement in scores (if repeated sessions)		✓			
		Students correctly identify word meanings from the choices		✓			

Appendix 9 Result of Validity Test

Item Number	r-count	r-table	Criteria
1	0.277	0.325	Invalid
2	0.532	0.325	Valid
3	0.277	0.325	Invalid
4	0.241	0.325	Invalid
5	0.527	0.325	Valid
6	0.619	0.325	Valid
7	0.541	0.325	Valid
8	0.582	0.325	Valid
9	0.416	0.325	Valid
10	0.685	0.325	Valid
11	0.515	0.325	Valid
12	0.494	0.325	Valid
13	0.56	0.325	Valid
14	0.456	0.325	Valid
15	0.56	0.325	Valid
16	0.515	0.325	Valid
17	0.251	0.325	Invalid
18	0.627	0.325	Valid
19	0.695	0.325	Valid
20	0.542	0.325	Valid
21	0.594	0.325	Valid
22	0.674	0.325	Valid
23	0.617	0.325	Valid
24	0.491	0.325	Valid
25	0.485	0.325	Valid
26	0.402	0.325	Valid
27	0.579	0.325	Valid
28	0.399	0.325	Valid
29	0.561	0.325	Valid
30	0.69	0.325	Valid

Appendix 10 Documentation



Appendix 11 Evidence of Guidance Consultation



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
<https://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

BUKTI KONSULTASI PROPOSAL SKRIPSI

Nama : Hulliyatul Fitriyah
NIM : 220107110090
Program Studi : Tadris Bahasa Inggris
Judul : The Effectiveness of Blooket in Teaching English Vocabulary to Junior High School Students
Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed
NIP : 197410252008012015

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1.	2 Juni 2025	Konsultasi judul proposal skripsi	
2.	26 Juni 2025	Konsultasi BAB I	
3.	13 Oktober 2025	Konsultasi BAB II	
4.	29 Oktober 2025	Konsultasi Revisi BAB I dan II	
5.	27 November 2025	Konsultasi BAB III & Persetujuan Seminar Proposal	
6.	1 Desember 2025	Konsultasi revisi BAB I, II & III dan Instrument	
7.	20 April 2026	Konsultasi BAV IV & V	
8.	4 Juni 2026	Konsultasi revisi BAB IV & V	

Dosen Pembimbing

Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed
NIP. 197410252008012015

Appendix 12 Curriculum Vitae

Curriculum Vitae

Name	: Hulliyatul Fitriyah
Student ID	: 220107110090
Place, Date of Birth	: Pamekasan, 17 Mei 2004
Gender	: Female
Religion	: Islam
Collage	: Universitas Islam Negeri Maulana Malik Ibrahim Malang
Faculty	: Faculty of Tarbiyah and Teacher Training
Department	: English Education
Adress	: Dsn. Sakola'an, Ds. Duko Timur, Kec. Larangan, Kab. Pamekasan, Jawa Timur, Indonesia.
Phone Number	: 087780500843
E-Mail Address	: Hulliyatulfitriyah17@gmail.com



Education Background

1. 2008-2010 TK Tunas Harapan
2. 2010-2016 SDN Duko Timur 1
3. 2016-2019 MTs Al-Amien 1 Prenduan
4. 2019-2022 MA Al-Amien 1 Pragaan
5. 2022-2026 UIN Maulana Malik Ibrahim Malang

Reasercher,

Hulliyatul Fitriyah
220107110090