

## **BLOOKET: A TEACHER'S TOOLKIT FOR IMPROVING STUDENTS' READING COMPREHENSION AND VOCABULARY MASTERY**

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### **Abstract**

*Vocabulary mastery and reading comprehension are difficult for certain student. This conventional strategy has many drawbacks. Therefore, technology plays an important role in the scope of teaching and learning English as a Foreign Language (EFL). Engaging students' habits with their gadgets, particularly in the "Blooket.com" game-based learning strategy is a new way to help improve students' vocabulary mastery and reading comprehension. This study aims to use of Blooket as a game-based learning tool impact students' reading comprehension and vocabulary mastery? The qualitative study will be conducted as a study-based design and focus on the teacher's perception of playing the Blooket game. A total of 10 junior high school teachers in the city of Serang who had used the Blooket game in learning were involved as research subjects. Teachers are given questionnaires using Google Forms, and information is collected in the form of numbers and percentages, which are then interpreted in qualitative sentences. Based on a survey of teachers regarding the use of Blooket in the learning process, it can be concluded that Blooket has great potential as a flexible and attractive teaching tool for students. The majority of teachers agree that Blooket can help track student progress, measure comprehension of complex texts, and introduce new vocabulary effectively.*

**Keywords:** Blooket, Teacher, Perception, Vocabulary, Reading.

## **INTRODUCTION**

Both in our nation and in developing nations generally, teaching English as a foreign language is a difficult undertaking. In junior and high school, English is taught as a compulsory subject. Of course, the corporate sector has begun to teach English at lower levels of education, including kindergartens and primary schools. English language instruction begins at the age of eleven, continues through junior high school and university, and begins in the first grade. Despite spending almost seven years learning English in school, children still have difficulty communicating in the language in everyday situations. As a result, teachers and experts have been trying to figure out why students are not learning English as well as they should despite spending a lot of time, money, and effort. (Ty, 2022)

Similar to other Asia-Pacific nations, in Indonesia (Nunan, 2003). In the classroom, there is frequently a significant disconnect between official words and reality. While students gained some proficiency in test-taking techniques, their productive language skills stagnated as a result of the year-long focus on exam preparation (Sari, 2020). For example, (Nunan, 2003) found that "the English proficiency of many teachers is not enough to provide students with the rich input needed for successful foreign language mastery" in the nations he surveyed, excluding Indonesia. Compared to instructors in many nearby countries, Indonesian

teachers are even less exposed to the language and have fewer possibilities to communicate in English in the real world (Sersanawawi & Daulay, 2023)

With the main objective of training the next generation to handle global difficulties in the current period, English instruction has become an essential component of Indonesia's national curriculum. Dzulkifli Isadaud et al. (Dzulkifli Isadaud et al., 2022) offer an alternative viewpoint, arguing that English instruction in Indonesia is essential for providing students with access to a range of global options, from postsecondary education to employment opportunities. Thus, there is no question about the importance of English education in preparing the next generation for a competitive future on the global stage (Triantoro et al., 2023) of globalization, knowing English has become one of the most important abilities. Since vocabulary is the primary component of both written and spoken communication skills, it is imperative that students acquire this essential skill. But in reality, junior high school pupils frequently lack sufficient language competence. One of the things causing pupils to lose interest in learning vocabulary is the use of traditional teaching techniques, such as giving them lists of words without any interesting context.

According to (Aminun Omolu & Marhum, 2022), vocabulary includes all of a language's terms and their meanings. Building a strong vocabulary is essential to learning a language because it improves our capacity for clear and precise communication. (Masrurroh, 2024) emphasizes the importance of English vocabulary in the field of English language acquisition. Vocabulary, according Aisyah, is a collection of terms that people recognize or that are inherent to a certain language (PHUC LUONG HUYNH, 2024).

As the definition of a new word that is stressed in books and classes, vocabulary is a crucial component of language learning (Barokah et al., 2024). Vocabulary refers to the words we use to communicate clearly when speaking (expressive vocabulary) and when listening (receptive vocabulary)(Sari, 2020). According to Sedita, vocabulary is one of the five fundamental elements of learning to read, along with phonemic awareness, phonics and word studies, vocabulary fluency, and comprehension (Fatoni et al., 2024).

Vocabulary mastery is not only important for understanding reading texts, but also for communicating effectively, both in oral and written form. With a broad vocabulary, we can express our ideas more clearly and precisely. So that it can make it easier for us to understand the reading comprehension easily.

Communication between the author and the reader occurs during the reading process. The writer wants to express feelings, facts, ideas, and arguments as part of his message. The author then converts the message into words. So, reading is a way to understand or interpret something. Reading is more than just knowing words and syntax. Reading successfully in English requires more than just translating; It also requires the reader to consider the meaning of the text (Pahamzah, John. Syafrizal. and Viona, 2021).

The material used in this course is difficult, especially in the reading comprehension component. Students must understand different types of texts. They continue to be confronted with comprehension, questions, vocabulary, references, etc. after they finish reading the text (Rohmana & Amalia, 2022). According to Grellet affirms that the purpose of learning reading comprehension is to develop the ability to extract the necessary information as effectively as possible from it. This indicates that the reader is looking for the most important or fundamental information in the text. Therefore, the ability to read texts and understand the author's ideas is a prerequisite for student readers. Students must remember the main ideas

and information while reading in order to succeed in reading comprehension. To understand words, phrases, and paragraphs thoroughly, they must understand them collectively. Furthermore, student reader.

With the development of technology, innovations in the field of education are beginning to emerge, one of which is gamification (the use of game elements) in learning. Blooket, a game-based learning platform, offers an engaging and fun approach to increasing student engagement in learning. Through its interactive and competitive features, the app can help students learn vocabulary effectively while playing.

The use of digital media in English language instruction has become a compelling way to improve students' vocabulary mastery and reading comprehension. Game-based digital learning materials are one kind of digital media that has attracted interest in many educational institutions. Blooket is one example of a game-based digital learning tool. Blooket is a platform that blends education and games (Rr. Isyamirahim et al., 2024). Blooket is a game-based learning platform that makes learning more entertaining and engaging by using interactive games. The platform is intended to assist students in reviewing and reinforcing ideas in a variety of subjects (Hasan & Habibie, 2024). Students can take part in a variety of vocabulary tests and exercises on Blooket that are intended to improve their comprehension of English terms (Hadi Nugroho & Romadhon, 2022). This method has the benefit of making learning more engaging and fun, which may increase student motivation (Susilo et al., 2022).

In addition to the common question format, Blooket is a gamification platform (Srirawat & Anchunda, 2023). Blooket is a game-based, interactive learning tool that enhances English language teaching by making reading practice fun and efficient. Blooket gives educators the ability to design unique tests, reading comprehension activities, and vocabulary development games that complement their curriculum for students learning to read. Students can take a variety of vocabulary tests and activities on Blooket aimed at improving their understanding of terms in English. This method has the benefit of making learning more engaging and enjoyable, which can increase student motivation (Alen Isha Kinanti & Hesty Puspita Sari, 2024).

Blooket provides various forms of games that can increase users' excitement in learning languages and foster a more dynamic atmosphere. There are many original methods for playing Blooket puzzles alone or in groups. Since each game has a unique theme and set of rules, it can be used in a variety of situations. To make quizzes more difficult and encourage students to think faster, the amount of time they have to answer each question can be changed. Teachers can use one of thirteen online game modes with the class or with students individually as part of an assigned activity. These game modes—Gold Quest, Factory, Racing, Crazy Kingdom, Tower Defense, and Blook Rush—range from traditional to dangerous (Pham & Ly, 2023).

This study aims to explore how Blooket, as an interactive learning medium, plays a role in improving students' English vocabulary mastery and reading comprehension. This is important in providing alternative teaching methods that are relevant to the needs of students in the digital era. The purpose of this systematic literature review is to answer the following questions: teachers' perception of Blooket as a game-based learning tool affect students' reading comprehension and vocabulary mastery? and How impact Blooket as a game-based learning tool in reading comprehension and vocabulary mastery?

## **METHOD**

This study employ a quantitative descriptive. An integration survey that was modified from earlier studies by (Sartika et al., 2023) was used to collect data for this investigation. To find out how teachers perceive the use of Blooket to help students learn vocabulary mastery and reading comprehension. Ten statements in total were distributed to respondents via Google Forms. The teacher's perception of vocabulary mastery and reading comprehension through Blooket games is determined by content analysis. Closed questionnaires are used to collect data, which Microsoft Excel then uses to evaluate them. The Likert scale, which ranges from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disapprove, was used in the test. To get the perception or opinion of the respondents, ten statements are presented. To determine the state of something that has been supplied and presented in the form of percentages, the data that has been gathered in the form of numbers is subsequently transformed into a percentage and assessed in qualitative terms. Qualitative data numbering is only used to facilitate the integration of two or more variables. The data was requalified after receiving the final findings. This technique is sometimes called a qualitative descriptive strategy that uses percentages. This research technique is qualitative.

English teachers at Serang Regency's junior high schools were used as research subjects. The research was conducted in conformity with the field conditions at the time. In order to gather information that there were ten individuals who had utilized Blooket for studying, a questionnaire was distributed to junior high school English teachers in Serang Regency between October and December 2024.

In the context of research, (Faraby & Kamaruddin, 2021) Explain that a "population" is a group of people, things, or phenomena with unique properties and qualities that are the primary focus of research and are subjects intended to be examined or characterized by researchers. The researcher took ten teachers from junior high schools in Serang Regency who had used Blooket in the training process.

Therefore, the research instrument is valid and can be used for research. So the Likert scale contained in Table 1 shows the frequency and Converted Score.

**Table 1 The converted score of the Frequency**

No	Frequency	The Converted Score
1	Strongly Disagree	1
2	Disagree	2
3	Netral	3
4	Agree	4
5	Srongly Agree	5

## **FINDINGS AND DISCUSSION**

### **Findings**

Teachers' opinions about utilizing Blooket to help students become more proficient in vocabulary and reading comprehension are displayed in the statistics below. Acceptable and beneficial are the two categories into which the questionnaires are divided. Here, "accepted" refers to the app's suitability for a particular use, which is to help students learn vocabulary and improve their reading comprehension while playing Blooket. "Helpful" means that the app can support teachers in their classroom instruction while simultaneously giving students a

positive vocabulary and reading comprehension experience. Junior high school teachers make up the 10 teachers (N) in Serang Regency who use Blooket for learning. The following is the data collected:

**Table 2 Distribution of Teacher's Opinions about The Acceptable of Learning Vocabulary and Reading Comprehension through Blooket Game Application**

No	Statement	Answer and Score Value				
		SA	A	N	D	SD
1	Blooket is an effective tool to increase students' motivation in learning new vocabulary?	14%	71%	14%	0%	0%
2	Blooket can help students practice new vocabulary in the context of engaging reading?	0%	93%	7%	0%	0%
3	Blooket is suitable for all grade levels and language skills of students?	7%	79%	14%	0%	93%
4	Blooket can completely replace the conventional vocabulary learning and reading methods?	0%	57%	36%	7%	0%
5	Blooket can help teachers track the progress of students' vocabulary comprehension individually?	7%	64%	29%	0%	0%
6	Blooket can be used to measure students' comprehension of complex reading texts?	7%	79%	14%	0%	0%
7	Blooket can help students learn to collaborate with their classmates?	14%	79%	7%	0%	0%
8	Blooket can be used to introduce new vocabulary effectively?	14%	71%	14%	0%	0%
9	Blooket can help students develop critical thinking skills in reading?	7%	71%	21%	0%	0%
10	Blooket is an easy-to-use tool for teachers without the need for special training?	0%	64%	29%	7%	0%

## Discussion

Based on the data in Table 2. Statement 1: Blooket is an effective tool to increase students' motivation in learning new vocabulary? shows that the majority of teachers (71%) agree, while a smaller percentage (14%) strongly agree and neutral. From this statement, it can be concluded that in general, the teachers surveyed have a positive view of the use of Blooket as a tool to increase students' motivation in learning vocabulary. While not all teachers are very convinced, the majority agree that Blooket can be an effective means to that end. Statement 2: Can Blooket help students practice new vocabulary in the context of engaging reading? It



shows that all teachers (93%) agree and 7% neutral. From this statement, it can be concluded that all teachers surveyed are very confident that Blooket is an effective tool to help students practice new vocabulary through reading activities. These results show that there is a strong consensus among teachers that Blooket can provide significant benefits in vocabulary learning. Statement 3: Blooket is suitable for all grade levels and language skills of students? It shows that most teachers (79%) agree, (14%) neutral, and (7%) strongly agree. From this statement, it can be concluded that most of the teachers surveyed are of the opinion that the Blooket application has high flexibility and can be adapted to various learning needs, both in terms of grade level and language skills of students. Statement 4: Blooket can completely replace the conventional vocabulary learning and reading methods? It shows that most (57%) agree, (36%) neutral, and a small number of teachers (7%) disagree. Teachers have diverse views on the use of the Blooket application in vocabulary learning. Most agree that Blooket can increase learning motivation, help students practice vocabulary in reading contexts, and is suitable for different grade levels. However, not all teachers agree that Blooket can completely replace conventional learning methods. Statement 5: Blooket can help teachers track the progress of students' vocabulary comprehension individually? Stated that the majority of teachers (64%) agree, (29%) neutral, and a small percentage of teachers (7%) strongly agree. Most teachers feel that Blooket may be able to help them see how well students already understand new vocabulary. However, they also feel that more research is still needed to confirm this. Statement 6: Blooket can be used to measure students' comprehension of complex reading texts? Stated that teachers (79%) agreed, (14%) neutral, and (7%) strongly agree. Teachers agree that Blooket can be used to see how well students understand a difficult book or article. This means that Blooket can be a great tool for teachers to assess students' reading skills. Statement 7 Blooket can help students learn to collaborate with their classmates? Stated that the majority of teachers (79%) agreed, (14%) strongly agreed, and (7%) neutral. This statement shows that Blooket has good potential for developing students' collaboration skills. However, there needs to be a proper task design and it may be necessary to add certain features so that Blooket can be more effective in facilitating collaborative learning. Statement 8 Blooket can be used to introduce new vocabulary

effectively? Stated that the majority of teachers (71%) agreed, (14%) strongly agreed, and (14%) neutral. This statement shows that Blooket has good potential to introduce new vocabulary to students. However, there needs to be a proper question design and variety in use so that Blooket can be more effective in achieving learning goals. Statement 9 Blooket can help students develop critical thinking skills in reading? Stated that the majority of teachers (71%) agreed, (21%) neutral, and (7%) strongly agreed. This statement shows that Blooket has good potential to develop students' critical thinking skills in reading. However, there needs to be a proper question design and variety in use so that Blooket can be more effective in achieving learning goals. Statement 10: Blooket is an easy-to-use tool for teachers without the need for special training? Stated that the majority of teachers (64%) agreed, (29%) neutral, and (7%) disagreed. This statement suggests that Blooket has the potential to be an easy-to-use tool for teachers, but there is still room for improvement.

The results of this survey regarding the use of Blooket as a vocabulary learning tool revealed predominantly positive perceptions, which are consistent with several recent studies from the last five years. Firstly, the finding that 71% of respondents agreed and 14% strongly agreed that Blooket increases students' motivation to learn new vocabulary is in line with Durrotunnafrisah (2025), who demonstrated that integrating Blooket in vocabulary learning significantly improved students' motivation and engagement. Her study at Madrasah Tsanawiyah Pembangunan UIN Jakarta reported a notable increase in post-test scores, suggesting that gamified tools like Blooket enhance both motivation and performance.

Additionally, the result showing that 93% of respondents agreed Blooket facilitates vocabulary practice within an engaging reading context resonates with Cuenca-Calva et al. (2023). Their research in Ecuador revealed that students found online games like Blooket not only enjoyable but also effective in creating interactive, meaningful learning contexts, which fostered higher participation and improved vocabulary acquisition.

However, the survey indicated that while 79% agreed Blooket is applicable to different grade levels and language skills, 14% remained neutral, reflecting a certain uncertainty about its universal adaptability. This aligns with Sartika et al. (2024), who noted that although most students enjoyed using Blooket, limitations arose due to technical issues

and variations in students' digital literacy levels, affecting its consistency across different learner groups.

Moreover, regarding the idea of completely replacing traditional vocabulary learning methods with Blooket, where only 57% agreed and 36% remained neutral, a similar conclusion was reached by Barokah et al. (2024). Their research emphasized that while Blooket could significantly improve vocabulary mastery, it should serve as a complementary tool rather than a total substitute for conventional instruction. They recommended a blended learning model combining traditional and digital strategies for optimal results.

The survey further revealed that 64% of respondents agreed Blooket helps track individual student progress, and 79% believed it could measure comprehension of complex reading texts. These findings are supported by Srirawat and Anchunda (2023), who used Blooket integrated with the Team-Game-Tournament (TGT) method. Their study highlighted how Blooket's real-time quiz and progress-tracking features supported teachers in monitoring individual comprehension and promoting collaborative learning environments.

Finally, while 64% found Blooket easy to use without special training, the presence of 29% neutral responses suggests varying degrees of digital fluency among users. Sartika et al. (2024) similarly reported that ease of use was influenced by students' and teachers' familiarity with digital platforms, indicating a need for introductory guidance for some users to maximize the benefits of game-based learning tools like Blooket.

## **CONCLUSION AND SUGGESTION**

Based on a survey of teachers regarding the use of Blooket in the learning process, it can be concluded that Blooket has great potential as a flexible and attractive teaching tool for students. The majority of teachers agree that Blooket can help track student progress, measure comprehension of complex texts, and introduce new vocabulary effectively. In addition, Blooket is also considered to be able to facilitate collaborative learning and develop students' critical thinking skills. However, there are still some teachers who feel that there is a need for improvements to the Blooket user interface to make it easier to use. Overall, Blooket is considered a promising tool, but it needs to be continuously developed and supported with adequate training for teachers.



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