Analyzing the Influence of using Blooket Application on 7th Grade Students' Vocabulary Mastery

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ABSTRACT

This study aims to analyze the influence of using Blooket on vocabulary mastery of seventh grade students of SMP N 3 Kebasen Banyumas. The population data in this study is grade 7 junior high school with a total of 154 students. There are 2 classes for data collection, namely class 7A as an experimental class and 7B as a control class, where the total number of students in both classes is 64 students. which were assigned as an experimental class utilizing Blooket and a control class employing conventional methods. The conventional method is a traditional teacher-centered learning method, where students are passive and the teacher conveys material verbally through lectures without much interaction or creative activity of students. Data were collected through pre-test and post-test and analyzed using IBM SPSS Version 25 for Windows to determine the influence of Blooket in improving vocabulary acquisition. The mean score of the experimental class pre-test was 51.75, which increased to 68.25 in the post-test. Meanwhile, the mean score of the control class increased from 49.56 to 61.25.

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1. INTRODUCTION

In learning a new language, vocabulary plays a fundamental role as the foundation of communication. It encompasses the words an individual recognizes, understands, and uses in both spoken and written forms. Vocabulary mastery directly impacts one's ability to comprehend information and convey thoughts clearly. According to Mukhtar et al. (2023), vocabulary can be categorized into two types: receptive vocabulary—words understood through reading and listening—and expressive vocabulary—words actively used in speaking and writing. A strong expressive vocabulary allows individuals to communicate more precisely and effectively, making vocabulary a crucial component of language proficiency in various contexts, including academic, professional, and social environments (Nurmahati, 2024). The process of vocabulary acquisition progresses through several levels, from beginner to advanced, as outlined by Amalputra in Zahro et al. (2020). At each stage, the learner's vocabulary capacity expands, reflecting increased language competence.

However, despite the recognized importance of vocabulary, many students encounter challenges in mastering it. Forsia et al. (2022) highlight that limited vocabulary can hinder reading comprehension, reduce communication effectiveness, and negatively impact overall academic performance. Furthermore, Pramesti et al. (2023) and Afzal (2019) observe that students often struggle with unfamiliar words, pronunciation, contextual usage, and retention, which are further exacerbated by passive learning methods and lack of practice. To address these issues, integrating interactive and technology-based media into the classroom has been proposed as a solution to foster motivation and engagement. One such tool is Blooket, an educational gamification platform that

transforms traditional quizzes into interactive learning games. Blooket not only encourages participation through game elements such as points, badges, and competition but also provides an enjoyable learning experience that promotes better retention and understanding (Phuc Luong Huynh, 2024).

Although previous studies, such as those by Masruroh (2024) and Sundari (2024), have explored how Blooket improves student motivation, limited research has focused specifically on its influence on English vocabulary mastery. This study is conducted at SMP Negeri 3 Kebasen, where Blooket has not previously been utilized in English language instruction. Based on interviews with English teachers, it was found that although the school embraces technology, the implementation of gamified platforms like Blooket in vocabulary learning remains unexplored. Considering this gap, the study aims to investigate the effect of using Blooket on students' vocabulary mastery, particularly among seventh-grade students. By analyzing how Blooket as a media tool influences vocabulary acquisition, this research seeks to contribute theoretically to the field of educational technology and practically to classroom teaching strategies. Therefore, this research is conducted under the title: "Analyzing the Influence of Using Blooket Application on 7th Grade Students' Vocabulary Mastery at SMP N 3 Kebasen Banyumas.".

2. METHODOLOGY

This study applied a quantitative method with a quasi-experimental design, specifically the pre-test and post-test control group design. It aimed to investigate the effectiveness of Blooket in enhancing students' English vocabulary mastery. The study was carried out at SMP Negeri 3 Kebasen, Banyumas during the second semester of the 2024/2025 academic year. The population included all seventh-grade students. Two classes were selected using purposive sampling: one as the experimental group (taught using Blooket) and the other as the control group (taught using conventional methods), with 25 students in each class. The independent variable in this study was the use of Blooket as a digital learning medium, while the dependent variable was the students' vocabulary mastery. The research procedure involved administering a pre-test to both groups to determine their initial vocabulary levels, followed by treatment sessions, and finally a post-test to measure any improvements.

Data were collected using a multiple-choice vocabulary test consisting of 25 items related to procedure text and descriptive texts. The test instrument underwent expert validation and was tested for validity using the Pearson Product Moment formula. The reliability of the instrument was calculated using Cronbach's Alpha, yielding a coefficient higher than 0.7, which indicated high reliability. The data were analyzed using SPSS software. The analysis included descriptive statistics, as well as normality and homogeneity tests to ensure the data met the assumptions for parametric testing. Furthermore, paired sample t-tests were conducted to compare pre- and post-test scores within groups, and independent sample t-tests were used to examine the differences between the experimental and control groups.

3. FINDINGS AND DISCUSSION

3.1 Data Description

This study was conducted at SMP Negeri 3 Kebasen and employed a quasi-experimental design. Determining whether or whether the Blooket significantly affects pupils' vocabulary mastery was the aim of this study. To ascertain whether the Blooket had any impact, the pre-test and post-test results must be compared. Students in the seventh grade at SMP Negeri 3 Kebasen participated in this study. The sample method employed is simple which has been determined by the school and 32 students from class VII B, which served as the control group. Compare the data from the pre-test and post-test to determine how effective the Blooket is. While the control group did not receive treatment with the Blooket, the experimental class did.

Students had to answer 25 multiple-choice questions in the written form of the pre-test and post-test. Both the experimental and control groups took the pre-test to assess the students' vocabulary proficiency before to treatment. The experimental and control classes received the treatment in four sessions, but the teaching approach was different. The control group uses traditional teaching techniques, whereas the experimental group uses the Blooket. Following the therapy, both classes were given a post-test. The pre- and post-test results were analyzed with IBM SPSS Version 25 for Windows. The effect of the Blooket on students' vocabulary knowledge was explored using a paired sample t-test, and the experimental and control groups were compared using an independent sample t-test.

1) Treatment Description

At SMP Negeri 3 Kebasen, the study was conducted using samples from one experimental class (VII A) and one control class (VII B). The experimental class consisted of 32 pupils, while the control class included 32 students during the 2024–2025 school year. With four treatments given to the experimental class via the Blooket and the control class via traditional means, this study employed a quasi-experimental methodology. The treatment for the experimental and control groups was identical and included four sessions with descriptive text-related materials for each class.

a. Experimental Class

The study administered a pre-test on Friday, February 7, 2025, prior to starting therapy. The pre-test consists of 25 multiple-choice questions that students must answer. Treatment with the Blooket was administered to Class VII A, an experimental class, and was broken up into the following four meetings:

1) First meeting

The first meeting was held on Monday, February 10, 2025. In this session, students learned to identify different study habits and their importance in the learning process. The lesson introduced the topic of "Procedure Text," focusing on "My Study Habits," which is part of the grade 7 SMP curriculum. During the lesson, students were introduced to Blooket as an interactive learning tool. They were guided on how to use the platform effectively and were given exercises related to English vocabulary from the material. Through Blooket, students practiced answering questions to reinforce their understanding of the topic in an engaging and interactive way.

2) Second meeting

The second meeting was held on Tuesday, February 17, 2025. In this session, students practiced using English vocabulary through conversational dialogues about "My Study Habits," continuing the material from the previous lesson. At the beginning of the lesson, students worked together to review the questions they had answered on Blooket in the previous meeting. This helped reinforce their understanding of the vocabulary. After the review, they were instructed to answer a new set of questions on Blooket, based on the learning material for this session, to further enhance their vocabulary skills in an interactive way.

3) Third meeting

The third meeting was held on Monday, February 24, 2025. In this session, students learned about the use of English vocabulary in descriptive texts, specifically on the topic of "School Buildings" and how to describe them in detail. They were guided to study collaboratively using Blooket as a learning medium, where they reviewed essential vocabulary and key concepts. Subsequently, students were instructed to answer questions on Blooket in accordance with the learning material.

4) Last meeting

The last meeting was held on Wednesday, February 26, 2025. In this session, students continued learning about descriptive texts, specifically on the topic of "School Buildings." The study explained how to apply English vocabulary related to school buildings in daily life and how to describe them effectively. Students were encouraged to practice using these vocabulary words in conversations and written descriptions. Towards the end of the lesson, students engaged in collaborative learning by completing exercises through Blooket, reinforcing their understanding in an interactive way. Finally, a post-test was administered to assess the effectiveness of Blooket as a learning tool for improving vocabulary mastery.

b. Control Class

On Friday, February 7, 2025, the research administered a pre-test before to treatment. Students respond to 25 multiple-choice questions to finish the pre-test. The control class, VII B, was treated using the standard techniques, which were broken up into the following four meetings:

1) First meeting

The first meeting was held on Tuesday, February 11, 2025. In this session, students learned to identify different study habits and their role in the learning process. The lesson introduced the topic of "Procedure Text," focusing on "My Study Habits," which is part of the grade 7 SMP curriculum. During the lesson, the control class was taught using conventional methods, where students received direct explanations from the teacher and worked on exercises based on the provided material. This approach aimed to help students understand the concept of study habits and how to apply them in their daily learning activities.

2) Second meeting

The first meeting was held on Tuesday, February 18, 2025. In this session, students began by reviewing the material from the previous lesson to reinforce their understanding. After the review, students were divided into groups and instructed to create short conversations based on the topic "My Study Habits." This activity helped them become more familiar with English vocabulary related to study habits. Once they completed their conversations, the researcher guided them in working on the exercises in the LKS (Student Worksheet), ensuring they applied what they had learned to the given questions.

3) Third meeting

The third meeting was held on Monday, February 24, 2025. In this session, students learned about the use of English vocabulary in descriptive texts, focusing on the topic of "School Building" and how to describe it in detail. The lesson was delivered using the lecture method, where students were guided to study the material through the LKS (Student Worksheet) book. They read and discussed the key points together to deepen their understanding. After that, they were instructed to answer the questions in the LKS as a way to practice and apply what they had learned.

4) Last meeting

The last meeting was held on Wednesday, February 27, 2025. In this session, students continued learning about descriptive texts, focusing on the topic of "School Buildings." As part of the learning activity, the researcher instructed students to create simple conversations using English vocabulary related to school buildings. Each group then presented their dialogues in front of the class to practice their speaking skills and reinforce their understanding of the material. At the end of the lesson, students took a post-test to evaluate the effectiveness of conventional learning methods in improving their vocabulary mastery.

2) Result Data of Pre-test and Post-test

The experimental class's and the control class's pretest and posttest findings were as follows:

a. Pre-test and Post-test Data of Experimental Class

The experimental class for this study was class VII A of SMP N 3 Kebasen, Banyumas. 32 students were taught vocabulary subjects on procedure text and descriptive text by using Blooket media in the classroom. The data for the pre-test and post-test in the experimental class are as follows:

Table 1. Result Pre-test and Post-test of Experimental Class

No.	Students' Code	Score	
		Pre-test	Post-test
1	A1	44	68
2	A2	44	64
3	A3	56	72
4	A4	56	72
5	A5	52	72
6	A6	60	80
7	A7	68	84
8	A8	64	80
9	A9	60	76
10	A10	60	80
11	A11	48	84
12	A12	44	64
13	A13	52	68
14	A14	52	60
15	A15	52	76
16	A16	52	64
17	A17	52	68
18	A18	60	68
19	A19	64	68
20	A20	36	60
21	A21	40	54
22	A22	52	64
23	A23	32	54
24	A24	44	64
25	A25	64	68
26	A26	36	64
27	A27	56	60
28	A28	52	64
29	A29	68	76
30	A30	44	68
31	A31	44	60
32	A32	48	60
SUM		**1656**	**2184**
MEAN		**51.75**	**68.25**
MIN SCORE		**32**	**54**
MAX SCORE		**68**	**84**

Data from the experimental class's pre-test and post-test results are displayed in Table 1. According to preliminary statistics from the pre-test results, the average score was 51.75. 32 was the lowest possible score, while 68 was the highest. The post-test yielded 32 data points for the second set of data. Students exceeded the basic requirements and obtained higher results, as seen by the average score of 54. 54 was the lowest possible score, while 84 was the highest. According to the test findings above, pupils' scores improved following the study's

use of Blooket for vocabulary acquisition. As a result, the scores for the students' pre-test and post-test performance show a statistically significant change.

b.   Pre-test and Post-test Data of Control Class

32 students were taught procedure text and descriptive text vocabulary using a traditional approach in class VII B of SMP N 3 Kebasen, which served as the control class for this study. The pre-test and post-test results for the control class are as follows:

Table 2. Score Pre-test and Post-test of Control Class

No.	Students'Code	Score	
		Pre-test	Post-test
1	B1	52	60
2	B2	52	72
3	B3	40	52
4	B4	40	68
5	B5	44	52
6	B6	48	60
7	B7	56	64
8	B8	44	68
9	B9	88	92
10	B10	48	56
11	B11	48	68
12	B12	44	68
13	B13	56	64
14	B14	48	64
15	B15	36	52
16	B16	56	72
17	B17	32	48
18	B18	52	64
19	B19	44	52
20	B20	48	60
21	B21	52	60
22	B22	48	52
23	B23	54	64
24	B24	56	60
25	B25	68	80
26	B26	48	64
27	B27	48	54
28	B28	52	60
29	B29	48	54
30	B30	44	48
31	B31	44	52
32	B32	48	56
SUM		**1586**	**1960**
MEAN		**49.5625**	**61.25**
SCORE MIN		**32**	**48**
SCORE MAX		**88**	**92**

Data from the control class's pre-test and post-test results are displayed in Table 2. According to preliminary statistics from the pre-test results, the average score was 49.5625. 32 is the lowest possible score, while 88 is the highest. The post-test yielded 32 data points for the second set of data. With an average score of 61.25, the pupils were classified as having a rise in their scores, but not to the point of being overly high. 48 is the lowest possible score, while 92 is the highest. The aforementioned test results indicate that students' value increased. According to the data, students' performance before and after the exam differs significantly, although it is still superior in the experimental class that received Blooket media.

c.   Comparison of pre-test scores in the experimental and control classes

The study compares the mean pre-test scores of the experimental class and control class in this section. The comparison of the experimental class and control class pre-test scores was based on Table 3. It can be seen from Table 3 that the experimental and control groups' pre-test results differ on average. Pre-test scores were 49.5625

in the control group and 51.75 on average in the experimental group. Nonetheless, there is a substantial 2.1875 difference in the pre-test scores between the experimental and control groups.

Table 3. Comparison Score Pre-Test in the Experimental and Control classes

	Experimental Class	Control Class
SUM	1656	1586
MEAN	51.75	49.5625
SCORE MIN	32	32
SCORE MAX	68	88

d.   Comparison of pre-test scores in the experimental and control classes

This component of the research compares the mean pre-test scores of the experimental and control classes. Table 4 were used to compare the pre-test scores of the experimental and control classes. The average post-test score for the experimental and control groups differs, as Table 4 demonstrates. In the experimental class, the post-test mean score is 68.25, but in the control class, it is 61.25. By comparing the scores of the experimental and control classes, it is evident that the use of Blooket in the experimental class is highly successful. It can be concluded that the post-test scores of the experimental and control classes differ significantly, with a difference of 7.

Table 4. Comparison Score Post-Test in the Experimental and Control Classes

	Experimental Class	Control Class
SUM	2184	1960
MEAN	68.25	61.25
SCORE MIN	54	48
SCORE MAX	84	92

3)   Data Analysis

a.   Normality Test

The normality test establishes whether or not a sample is typical of a population that is normally distributed. The researcher used the Shapiro-Wilk and Kolmogorov-Smirnov formulas to perform the test, and the following criteria were used to accept or reject a hypothesis:

$\quad$ H_a is accepted if *sig.* $a > 0.05$

$\quad$ H_a is accepted if *sig.* $a < 0.05$

The normality test was analyzed using Kolmograv-Smirnov and Shaphiro-Wilk test in SPSS V 25 for Windows, as shown below :

Table 5. The Result of Normality Test

Tests of Normality

	kelompok	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
ngain_score	eksperimen	.091	32	.200[*]	.971	32	.519
	kontrol	.146	32	.079	.928	32	.035

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

a. Lilliefors Significance Correction

According to the Table 5, the Kolmogorov-Smirnov test was used to assess normalcy in this study. If the significance level (sig.) reaches 0.05, the data is normally distributed. Table 5 shows that the significance of value in the experimental class is 0.200, but in the control class it is 0.079. Based on this decision-making process employing Kolmogorov-Smirnov, it is feasible to infer that the past tests in the experimental and control groups are evenly distributed.

b.   Homogenety Test

The homogeneity test, which employed post-test data from both the control and experimental groups, determined if the two groups' distributions were comparable or dissimilar. The test assumes that if the significance value (Sig.) is larger than 0.05, the variance between the two data groups is identical (homogeneous), and vice versa. The results of the homogeneity test were computed using the Levene statistic test, and the following conclusions were reached. According to the findings in Table 6, the number value significance based on the mean was 0.583, which was greater than the value sig. 0.05, suggesting that the data was homogeneous.

Table 6. The Result of Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
ngain_score	Based on Mean	.305	1	62	.583
	Based on Median	.284	1	62	.596
	Based on Median and with adjusted df	.284	1	59.646	.596
	Based on trimmed mean	.348	1	62	.557

c.   Hypotesis Test

T-Test

The t-test was employed to determine whether the null or alternative hypothesis should be accepted or rejected. HO would be allowed while Ha would be denied if Sig was greater than 0.05. Ha would be allowed while H0 would be denied if Sig was less than 0.05. The T-test findings are as follows :

1.   Independent Sample Test

The Independent Sample T-Test compares the means of two distinct or unrelated groups. The goal of this test is to see whether the two groups differ significantly from one another.

Table 7. The Result of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ngain_score	Equal variances assumed	.305	.583	3.373	62	.001	10.45156	3.09885	4.25704	16.64608
	Equal variances not assumed			3.373	60.521	.001	10.45156	3.09885	4.25403	16.64909

Table 7 shows the result of Sig. (2-tailed) = 0.001 This indicates that there is a considerable difference between the two groups being compared.This value is smaller than 0.05, which is the general limit for determining whether a difference occurs by chance or not. Since 0.001 is much smaller than 0.05, it can be concluded that the difference found in this study is not just a coincidence, but actually exists. This study compared the learning outcomes between the class that used the Blooket and the class that did not use it, this result shows that the method with the Blooket really has a significant impact on student learning outcomes.

2.   Paired Sample T-test of Experimental Class

The experimental class's pre-test and post-test t-tests are shown in the table below, which was created with the intention of determining any variations in the students' vocabulary knowledge using the Blooket.

Table 8. The Result of Paired Sample Statistic in Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	51.7500	32	9.36362	1.65527
	Post-Test	68.2500	32	8.04423	1.42203

The experimental class had a mean pre-test score of 51.7500 and a mean post-test score of 68.2500, as indicated by the statistics in the above table. 32 students make up the total number of participants, as shown by the N value. The experimental class's pre-test and post-test scores 9.36362 in the former and 8.04423 in the latter are compared to determine the standard deviation. From the difference between the pre-test and post-test means of the experimental group, it can be concluded that the post-test is more reliable in terms of data than the pre-test.

Table 9. The Result of Paired Sample Test of Experimental Class

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-Test - Post-Test	-16.50000	7.22004	1.27634	-19.10310	-13.89690	-12.928	31	<.001	<.001

According to Table 9, the average pairwise difference is -16.50000. This value represents the difference in mean pre-test and post-test scores for the experimental class, as shown in the table above. It may be stated as

(51.7500-68.2500=-16.5), and the difference runs between -19.10310 and -13.89690 (95% confidence interval of the lower and upper disparities). The result of paired sample test for the experimental group is t -12.928, df 31, and the significance level is 0.05. Then Sig (two-tailed) = 0.001 < 0.05. Therefore, H is rejected and H is accepted. This means that in the experimental class, there is a significant difference in the vocabulary skills of students before and after receiving the Blooket action or treatment.

3. Paired Sample T-test of Control Class

In order to determine the differences in vocabulary mastery among students using the traditional method, a t-test was conducted between the pre-test and post-test of the control group. The following table shows the t-test results of the control group before and after the test:

Table 10. The Result of Paired Sample Statistic in Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	49.5625	32	9.70180	1.71505
	Post test	61.2500	32	9.48683	1.67705

According to the statistics in the above table, the average score of the control class in the pre-test was 49.5625, and the average score in the post-test was 61.2500. 32 students make up the total number of participants, denoted by the figure of N. By comparing the pre-test and post-test results of the experimental class, it was determined that the standard deviation of the pre-test was 9.70180 and the standard deviation of the post-test was 9.48683. From the difference between the mean values of the pre-test and post-test of the experimental class, it can be concluded that the post-test is more reliable in terms of data than the pre-test.

Table 11. The Result of Paired Sample Test of Control Class

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre test - Post test	-11.68750	6.32679	1.11843	-13.96855	-9.40645	-10.450	31	<.001	<.001

Based on Table 11, the average pairwise difference is -11.68750. As can be seen in the above table, This value represents the difference between the control classes mean pre-test and post-test scores. The difference falls between -13.96855 and -9.40645 (95% confidence interval for the difference between the lower and upper limits), and this can be written as (49.5625-61.2500=-11.200). At a significance level of 0.05, the control class's paired sample test result was 1-14.967 with df = 31. Sig (2-tailed) = 0.001 < 0.05 thereafter. Consequently, Ha is accepted and Ho is rejected. In other words, There was a significant difference in vocabulary mastery in the control group before and after conventional means treatment.

The aim of this study was to ascertain how utilizing Blooket affected students' vocabulary development. Blooket works well for learning new words, according to the experts. The findings suggest that more media is required for students to participate in engaging and successful learning activities. English vocabulary plays an important role in language skills, both in oral and written communication. Handayani (2024) states that a good command of vocabulary not only improves understanding in communication, but also contributes to self-confidence as well as academic and professional success. In an educational context, a broad vocabulary helps students to understand reading texts, write more effectively, and convey ideas more clearly and confidently. However, vocabulary learning often faces various challenges. According to Ikhsan et al., (2023), identified several main obstacles, such as a lack of understanding of word meanings, uninteresting learning methods, and low motivation to learn.

Monotonous conventional methods can make students less interested in memorizing or understanding the meaning of new words. Therefore, more innovative and interactive learning strategies are needed so that students are more motivated and able to absorb vocabulary better. One approach is to use Blooket, a gamification-based platform that makes learning more interesting and fun. With features such as quizzes, challenges, and a points and ranking system, Blooket increases student engagement in learning. Besides helping students remember and understand new vocabulary, Blooket also allows teachers to monitor students' progress through quiz result reports. Thus, Blooket becomes an effective learning media in improving English vocabulary acquisition. The main advantage of Blooket is that it is interactive and flexible. Students can learn in a fun way without feeling overwhelmed, while the various game modes help improve vocabulary retention.

In addition, the platform supports collaborative learning and can be accessed from various devices without the need for additional installation. With features that support various learning styles, Blooket is an effective tool to

improve English vocabulary acquisition (Isyamirahim et al., 2024). The study was conducted at SMP Negeri 3 Kebasen to determine the influence of utilizing Blooket in class VII SMP N 3 Kebasen on students' vocabulary mastery. They used quantitative and quasi-experimental methods to compare students' vocabulary mastery in class VII A, the experimental class that used Blooket during learning activities, and class VII B, the control class that did not use Blooket but learned using traditional methods with the same material theme. The school determined and selected samples of experimental and control classes, with Class 7A as the experimental class and Class 7B as the control class. Then the abalisi data in this study one of which uses the Independent Sample T-test, which serves to test hypotheses related to differences between groups.

The null hypothesis in this test usually indicates that there is no significant difference between the two groups, while the alternative hypothesis indicates that there is a significant difference. the results obtained Sig. (2-tailed) = 0.001 which means there is a significant difference between the two groups being compared. This value is smaller than 0.05 which is the general limit to determine whether a difference occurs by chance or not. Since 0.001 is much smaller than 0.05, it can be concluded that the difference found in this study is not just a coincidence, but really exists. This study compared the learning outcomes between the class that used Blooket and the class that did not use Blooket, this result shows that the method with Blooket really has a significant impact on student learning outcomes. The study employed the paired sample t-test to ascertain whether the outcomes of students' vocabulary learning before and after receiving Blooket treatment differed statistically significantly.

To characterize the descriptive analysis performed on the processed data, paired sample statistics were employed. The average table indicates that the control class's pre-test score was 49.5625 and its post-test score was 61.2500. N is the total number of data points collected from the 32 respondents in the control class. The paired sample T-test data table indicates that the experimental class's pre-test mean is 51.7500, whereas their post-test mean is 68.2500. There are thirty-two data points. The pre-test had a standard deviation of 9.36362, but the post-test had 8.04423. The two statistical tables from the paired sample t-test on the control and experimental classes show that the experimental class performed significantly better than the control class. As a result, the approach or material employed in the experimental class has been shown to be beneficial in enhancing student learning results. Meanwhile, the mean values of the pre-test and post-test show a difference. It can be seen that the mean score of the control class has increased by a total of 11.6875 points.

Subsequently, the experimental class's average score increased by 16.5 points. That is, the average scores of both classes increased, and the difference between the two classes was 4.825 points. This shows that the average score of the experimental class was higher than that of the control class. In summary, Blooket is more effective in improving students' English vocabulary than other learning media; however, the difference is not very large. This is relevant to the research of Putri & Fahmi (2024) who used. The influence shows that the use of Blooket as a learning media, especially for vocabulary acquisition, is feasible and effective in schools. The descriptive analysis's findings are in line with the statistical hypothesis, according to the paired sample T test. Therefore, it can be said that Ho is rejected but Ha is accepted. The significance level for both the experimental and control groups is 0.001, which is less than 0.05 for a two-sided test. Before and after treatment, the mean scores of the experimental and non-treated control classes differed considerably.

Analyzing the average scores revealed a notable statistical difference between the results of the pretest and posttest for both the experimental and control groups. The findings indicate that the experimental group exhibited a greater frequency of impact or variation in comparison to the control group. This indicates that pupils who utilize Blooket as an instructional tool demonstrate superior vocabulary skills than those who receive no intervention (traditional approach), even if the improvement is not remarkably significant.. In line with this, according Maulana & Arini (2024) stated that Blooket is very feasible to use as a learning media in improving students' mastery of English vocabulary. With game-based interactive features, Blooket is able to attract students' interest and create a more enjoyable learning atmosphere. The pilot test results showed that the use of Blooket significantly improved students' understanding and recall of new vocabulary.

In addition, the high level of feasibility of this media based on student response questionnaires and expert validation further strengthens its effectiveness as an innovative and engaging learning tool. Blooket effectively supports students in influence vocabulary. In this study, students in the experimental class who learned using Blooket showed a significant increase in their post-test scores. This finding aligns with (Banuwa & Susanti, 2021) , who stated that a significant difference between pretest and posttest scores indicates improved understanding or skills. The results confirm that Blooket enhances students' vocabulary. However, this improvement is not solely due to Blooket's engaging features but also its ability to make learning more interactive and enjoyable. Based on these findings, Blooket proves to be an effective and suitable learning tool students learning English, particularly in vocabulary acquisition, as it enriches the learning experience and increases student engagement.

The use of Blooket in English language learning has significant implications in influence students' influence and engagement in the learning process. As a gamification-based platform, Blooket offers a more interactive and fun learning experience than conventional methods. With quizzes, challenges, points and ranking system, students become more motivated to actively participate in learning. This increased motivation has a direct impact on better

vocabulary comprehension and retention, as students learn in a more interesting and less boring atmosphere. Blooket can build a more engaging and dynamic learning environment based on the research findings and the findings of Adiningsih & Sulur (2024). Because digital games made previously boring learning sessions more engaging, students demonstrated high levels of engagement throughout the learning process. According to all of the students in the cited study, utilizing Blooket increased their motivation, which in turn influence how eager they were to learn new words.

Furthermore, Blooket's user-friendliness is a clear benefit that facilitates students' access to resources without encountering technical difficulties. Because of the platform's easy-to-use interface, students may concentrate on the course material without needing to become proficient in complicated technology. This undoubtedly encourages the development of efficient and successful learning. Additionally, Blooket offers a variety of game modes, including time-based games, group challenges, and individual quiz types, that may be tailored to the personalities and learning preferences of the students. This diversity helps teachers to adapt their teaching methods to meet the needs of each individual student and makes vocabulary acquisition feel more engaging and less repetitive. Additionally, it has been demonstrated that using Blooket helps children comprehend English terminology. Pupils are able to comprehend the context of words' usage in sentences in addition to learning their definitions by heart.

This is because the game's indirect repetition of the content helps pupils remember it better without feeling overloaded. Students' critical thinking abilities are also developed by the game's interaction, particularly when they must select the correct response in a condensed amount of time. As a result, learning also sharpens students' cognitive capacities. Furthermore, Blooket works well as a formative assessment tool. The teacher may quickly view the responses from the pupils and determine how well they comprehend the vocabulary they have learnt. If there are problems or recurring errors, the teacher can quickly reflect and modify the content thanks to this prompt feedback. As a result, Blooket functions as both an educational entertainment platform and an assessment tool that enhances students' vocabulary acquisition in a long-term way. In addition to increasing learning motivation, the use of Blooket also proved influence in helping students understand and remember new vocabulary.

The results showed that the class that used Blooket experienced a higher score increase than the class that applied the conventional method. This indicates that game-based learning can strengthen students' memory of the learned words. With a more active approach, students not only memorize, but also understand the meaning and use of words in various contexts, so learning becomes more meaningful. Implication of using Blooket is the ease with which teachers can monitor student progress. The quiz report feature available allows teachers to evaluate students' understanding directly and identify the difficulties they face. With this information, teachers can adjust teaching methods to better suit students' needs, whether by providing additional exercises, group discussions, or other learning approaches. Thus, Blooket not only benefits students, but also helps teachers in managing and optimizing the learning process by (Andani, 2025).

Although Blooket is proven to be influence in improving vocabulary acquisition, the resulting improvement is not very significant compared to conventional methods. Therefore, this platform should be used as a complement in learning, not as the only method. A combination of Blooket and other strategies, such as writing exercises, discussions, or context-based methods, can provide more optimal results. With proper implementation, Blooket can be one of the innovative solutions in improving English language learning, especially in the aspect of vocabulary acquisition.

4. CONCLUSIONS

This study employs a quasi-experimental design using a quantitative research approach to examine the impact of Blooket, an online educational game, on the vocabulary proficiency of 7th-grade students at SMP Negeri 3 Kebasen Banyumas. The data collection process involved administering both a pre-test and a post-test to two different groups: the experimental group, which engaged with Blooket as part of their vocabulary learning activities, and the control group, which followed traditional instructional methods.

To analyze the data and assess any significant differences between the groups, the study utilized IBM SPSS Version 25 for Windows. The primary objective was to measure any variance in the average test scores between the initial and final tests, in order to evaluate the effectiveness of Blooket as a tool for vocabulary development. The results from this study showed that both groups experienced an increase in their scores after the intervention.

In the experimental group, the average pre-test score was 51.75, and it increased to 68.25 following the post-test, indicating a substantial improvement. Similarly, in the control group, the pre-test average score was 49.5625, and the post-test score rose to 61.25, demonstrating a noteworthy gain. These results suggest that both instructional approaches—Blooket for the experimental group and traditional methods for the control group—contributed positively to the enhancement of students' vocabulary knowledge.

However, the magnitude of improvement varied between the two groups, with the experimental group showing a higher average score increase than the control group. Based on these findings, it can be concluded that Blooket positively impacted vocabulary learning in the experimental group. The study revealed that the use of

Blooket not only led to an improvement in vocabulary proficiency but also indicated that digital learning tools can offer a more engaging and effective alternative to traditional teaching methods.

Both groups demonstrated growth in vocabulary knowledge from the pre-test to the post-test, but the experimental group, exposed to Blooket, showed more significant improvements, suggesting the potential effectiveness of game-based learning in enhancing students' language acquisition skills.

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