
**THE EFFECTIVENESS OF BLOOKETS IN INCREASING STUDENTS
VOCABULARY IN CLASS XI B MAN 1 MEMPAWAH**

Rica Muslimah¹, Nur Azizah², Dofir²

Student¹ and Lecturer² Sekolah Tinggi Agama Islam (STAI) Mempawah

Contributor Email: nonkikaa@gmail.com, noerazizah.al2124@gmail.com,
dofirghoni@gmail.com

Abstract

This research investigates the effectiveness of Blooket, a game-based learning platform, in improving students' English vocabulary in class XI B MAN 1 Mempawah in the academic year 2024/2025. The study employed a qualitative descriptive method involving classroom observations, interviews with 13 students, and discussions with an English teacher. The results indicate that most students experienced increased motivation, engagement, and understanding of English vocabulary through Blooket's interactive quizzes and game-based approach.

Students reported that learning vocabulary became more enjoyable and less monotonous, allowing better retention and usage of new words. Teachers also observed that students who were previously passive became more active and enthusiastic. Despite some challenges, such as internet connectivity and time limitations, the platform contributed significantly to vocabulary development. Blooket helped enhance contextual vocabulary use, boosted student confidence, and supported independent and collaborative learning. Overall, the study concludes that integrating Blooket into English instruction is a valuable strategy to enrich students' vocabulary acquisition and foster a dynamic learning environment.

Keywords: Blooket, Students, Vocabulary.

A. Introduction

Mastering vocabulary is one of the most essential components in learning English as a foreign language (EFL). Without sufficient vocabulary, learners face serious difficulties in expressing their ideas, understanding spoken and written texts, and participating in communication effectively. Vocabulary is not merely a collection of isolated words but rather a system that connects meaning, context, and usage in authentic communication. Renandya (2022:8) emphasizes that vocabulary knowledge plays a central role in supporting learners' language comprehension and their ability to develop overall communication competence. In other words, vocabulary serves as the foundation of the four language skills listening, speaking, reading, and writing. When vocabulary knowledge is limited, students experience

reduced fluency, low confidence, and restricted opportunities to succeed both academically and professionally.

In the Indonesian EFL context, vocabulary mastery remains one of the most persistent challenges. Many students find it difficult to memorize new words, understand their appropriate usage, and apply them correctly in communication. In senior high schools and madrasahs, this challenge is even more visible because students are often exposed to English only inside the classroom. Based on initial observations at MAN 1 Mempawah, a state Islamic senior high school in West Kalimantan, students in class XI B demonstrated low mastery of English vocabulary. They frequently struggled with pronunciation, spelling, and word collocations, leading to misunderstandings in both oral and written communication. These difficulties confirm Renandya's (2022:8) observation that vocabulary learning involves multiple dimensions, including meaning, usage, form, and context, and cannot be mastered through rote memorization alone.

One of the reasons for this issue is the reliance on traditional methods of vocabulary teaching. Teachers often depend on textbooks, translation, and memorization exercises, which tend to reduce students' interest in learning. Such methods make students passive recipients of knowledge rather than active participants. As a result, students rarely show enthusiasm for enriching their vocabulary. In line with Oktaria (2025:15), effective teaching of vocabulary requires interactive, engaging, and meaningful strategies that stimulate learners' motivation. Without such innovation, vocabulary instruction risks becoming monotonous and less effective.

To address this problem, researchers and practitioners have turned to technology-based learning approaches. The integration of digital tools in the classroom is widely seen as a promising strategy to create engaging learning environments. One notable approach is gamification, which refers to the application of game elements such as competition, rewards, and interactivity into non-game contexts. Wahyuni and Agustina (2023:6) reported that gamification through Booklet helped improve students' motivation and active participation in vocabulary learning. Similarly, Sartika et al. (2023:19-20) emphasized that Blooket promotes a collaborative atmosphere in which students become more engaged, enjoy the

process, and retain vocabulary more effectively. These studies highlight that gamification not only enhances motivation but also contributes to long-term retention of knowledge.

Among various platforms, Blooket has gained increasing popularity because of its simple design and multiple game modes. Teachers can create quizzes and deliver them through engaging formats such as Gold Quest, Tower Defense, or Café. Students can join by entering a game code and compete either individually or in groups. Maulana and Arini (2024:65) demonstrated that the use of Blooket in elementary schools significantly improved vocabulary mastery, as students became more motivated and eager to participate. Sulistyanto (2024:54) confirmed similar findings at the senior high school level, reporting that Blooket enhanced vocabulary learning outcomes and created a positive classroom atmosphere. These studies prove that Blooket is adaptable to different levels of education and effective in improving vocabulary learning.

However, existing research also reveals limitations. Ratu Durrotunnafisah (2024), for instance, employed an experimental design in a junior high school and found significant improvement in students' vocabulary mastery when Blooket was applied. Yet, her study did not explore in depth how students and teachers perceived the method or how classroom dynamics unfolded during the implementation. Similarly, Sulistyanto (2024:54) used a quasi-experimental design to measure learning outcomes but did not provide detailed qualitative insights. While these studies confirm the effectiveness of Blooket, they leave a gap in understanding the practical challenges, emotional responses, and pedagogical strategies involved in using Blooket in classroom settings.

Moreover, most of the previous research was carried out in general EFL contexts or urban schools, with limited focus on Islamic senior high schools (madrasahs). This creates another gap, because madrasahs often operate under unique conditions, including different classroom cultures, limited access to technological resources, and a stronger emphasis on religious studies. Oktaria (2025:15) pointed out that vocabulary teaching in such contexts requires strategies that not only improve retention but also motivate students despite limited facilities.

Therefore, it is important to explore how gamified tools like Blooket can be effectively integrated into madrasah-based classrooms.

Based on this background, the present study seeks to investigate the effectiveness of Blooket in increasing students' vocabulary mastery in class XI B MAN 1 Mempawah. Specifically, the study focuses on how Blooket is implemented in the classroom, how students respond to its use, and what challenges and opportunities arise from its application. By employing a descriptive qualitative method, this research aims to provide rich insights into the perceptions of both students and teachers, the classroom dynamics, and the pedagogical impact of gamification in vocabulary learning.

The significance of this research is twofold. Theoretically, it contributes to the growing body of literature on gamification and game-based learning in EFL, particularly in the Indonesian context. It adds depth to existing studies by presenting qualitative findings that capture the experiences of learners and teachers in an authentic classroom environment. Practically, it offers valuable input for English teachers in Islamic schools who face the challenge of improving vocabulary instruction with limited resources. The findings are expected to inspire the adoption of innovative yet context-appropriate teaching strategies that not only improve vocabulary mastery but also enhance students' confidence, engagement, and enjoyment in learning English.

B. Research Method

This research employed a descriptive qualitative method, which aimed to explore and describe real-life classroom phenomena in a natural context. According to Creswell (2003:205-207), qualitative research is an approach to exploring and understanding the meaning that individuals or groups ascribe to a social or human problem. In this study, the method was applied to investigate the effectiveness of Blooket in teaching English vocabulary at MAN 1 Mempawah.

The participants consisted of one English teacher and thirteen students of class XI B in the academic year 2024/2025, selected through purposive sampling because of their direct involvement in the teaching and learning process using Blooket.

The data were collected through classroom observation, semi-structured interviews with the teacher and several students, and supporting documentation such as photographs and lesson notes. The collected data were then organized and interpreted narratively to describe student engagement, teacher strategies, and the overall classroom dynamics during the use of Blooket.

C. Discussion

1. Implementation of Blooket in the Classroom

The findings revealed that the implementation of Blooket in class XI B MAN 1 Mempawah created a lively and engaging classroom atmosphere. The teacher introduced Blooket by explaining the rules and guiding students to join the game through a shared code. During the activity, students showed great enthusiasm and actively participated in answering the vocabulary questions. Observation indicated that even students who were usually passive became more confident when learning through the game. The integration of Blooket shifted the classroom from a traditional teacher-centered approach into a more interactive and student-centered one, where learners were encouraged to take an active role in their own learning process.

These results support Maulana and Arini (2024:65), who reported that the use of Blooket significantly improved students' vocabulary mastery and motivation in elementary school contexts. Similarly, Sulistyanto (2024:54) found that Blooket was effective at the senior high school level, confirming that the platform can be successfully integrated into different educational settings. In this study, the teacher emphasized that Blooket was not only fun but also practical, since it allowed vocabulary practice to be more interactive and student-centered. The structured format of the game created a clear flow of activities, which helped reduce confusion and allowed students to focus on learning. The playful nature of Blooket encouraged cooperation while also maintaining a healthy sense of competition, both of which motivated students to stay engaged throughout the lesson.

However, the teacher also mentioned some challenges, particularly related to technical preparation and time management. Despite these limitations, the classroom implementation went smoothly and students were able to engage with

the lesson effectively. This aligns with Wahyuni and Agustina (2023:6), who emphasized that Blooket promotes student motivation and participation when applied appropriately in vocabulary learning. To extend these findings, classroom notes also showed how the use of Blooket affected the class dynamic. Students who usually sat quietly at the back of the classroom were observed to raise their hands more frequently when the game was running. The competition element kept their attention focused on the lesson, and the teacher noted fewer distractions compared to traditional vocabulary drills. This shows that Blooket not only helped maintain classroom discipline but also transformed the learning process into a more enjoyable and memorable experience.

2. Vocabulary in English Learning

Vocabulary was regarded by both the teacher and students as the fundamental basis of English learning. The teacher emphasized that without vocabulary, students could not construct sentences or understand texts, making it the most essential aspect of language learning. This perspective was also confirmed by students, one of whom mentioned that vocabulary helps them understand the meaning of sentences and answer questions in class. In other words, vocabulary mastery is the gateway to developing other language skills such as reading, writing, speaking, and listening. This shows that both the teacher and the students shared the same awareness of the central role of vocabulary in supporting success in English learning.

Classroom observations revealed that Blooket assisted students in recalling and practicing vocabulary in more meaningful ways. For instance, during a session on daily activities, students more easily remembered words like wake up, go to school, and pray because these words appeared repeatedly throughout the game. The repetition embedded in Blooket's game modes provided effective reinforcement, allowing students to become more familiar with the words. This supports Renandya's (2022:8) argument that vocabulary learning is not merely about memorization but also involves understanding meaning, usage, and context. In this sense, Blooket created opportunities for contextual practice, enabling students not only to recognize vocabulary but also to apply it appropriately in different situations.

Nevertheless, several challenges were also identified. Some students admitted that they often forgot new vocabulary after only a few days, while others faced difficulties with pronunciation and spelling. One student explained, “I can write the word, but sometimes I spell it wrong”. This indicates that although Blooket increased short-term engagement, continuous practice was still required to ensure long-term retention. Field notes also highlighted that students frequently relied on the speed of the game to recall vocabulary. When the pace was fast, they sometimes guessed without fully processing the meaning of the word. This suggests that while Blooket was effective for practice, it should be complemented with slower and more reflective activities, such as sentence construction or peer teaching, to deepen understanding and ensure that vocabulary knowledge is retained.

3. Student Engagement and Emotional Response

One of the strongest findings of this study was the remarkable increase in student engagement during the use of Blooket. Classroom observations indicated that all students actively participated, collaborated with peers in discussing answers, and expressed visible excitement when earning points or rewards. The competitive element of the game motivated students to concentrate on the lesson and perform at their best, turning what might have been a routine vocabulary exercise into an enjoyable and stimulating learning activity. Even students who were typically quiet and less involved in class discussions demonstrated greater enthusiasm and willingness to contribute when Blooket was used. This transformation highlights the platform’s ability to reshape classroom dynamics by fostering a more interactive and collaborative learning environment.

Student interviews also revealed consistently positive emotional responses. Many students described the activity as fun, with one remarking, “It was very fun; I felt like playing while learning”, while another explained, “I liked the game because I could remember the words more easily.” These comments demonstrate that Blooket was able to combine enjoyment with meaningful learning, which is a key principle in gamified education. When students enjoy the process, they are more likely to engage deeply and retain knowledge longer. This finding aligns with Sartika et al. (2023:19-20), who emphasized that

Blooket fosters an enjoyable atmosphere and enhances vocabulary mastery through interactive and collaborative practices. Similarly, Wahyuni and Agustina (2023:6) confirmed that the platform increases motivation and participation, findings that were clearly reflected in the classroom dynamics at MAN 1 Mempawah.

Beyond motivation and enjoyment, the findings also revealed a notable reduction in student anxiety. Learners reported feeling more relaxed during game-based activities compared to traditional vocabulary tests, which are often perceived as stressful. Some even admitted that they were more willing to make mistakes because the game made errors feel less intimidating. This shift in attitude indicates that Blooket not only enhances engagement but also contributes to creating a more supportive and inclusive learning environment. By lowering anxiety and encouraging risk-taking, Blooket helps build students' confidence, which is crucial for their overall language development. This suggests that gamification, when applied thoughtfully, has the potential to transform both the cognitive and emotional dimensions of learning.

4. Challenges in Vocabulary Learning

Despite the overall success of Blooket in increasing motivation and engagement, several challenges in vocabulary learning were still identified. The most common difficulty concerned memory retention, as many students often forgot newly learned words after only a few days without review. The teacher confirmed this issue by explaining, "If I don't repeat the words, they forget easily". This reflects Oktaria's (2025:15) observation that vocabulary mastery requires continuous reinforcement to ensure long-term retention. The findings suggest that while Blooket provides an effective platform for initial exposure and short-term recall, it must be complemented with repeated practice, follow-up exercises, and spaced review to strengthen memory and ensure durability of learning outcomes.

Another challenge was the lack of confidence in speaking English. Some students were reluctant to pronounce words aloud because they were afraid of making mistakes or being judged by their peers. One student admitted, "I am shy to say words in English, because I am afraid of being wrong". Although

gamified tools like Blooket created a relaxed and enjoyable atmosphere, they were not sufficient to overcome this psychological barrier. Building confidence requires additional teacher intervention, such as encouragement, constructive feedback, and the creation of a safe learning environment where mistakes are viewed as part of the learning process. Without such support, students may continue to hesitate when using English orally, limiting their ability to transfer vocabulary knowledge into active communication.

Pronunciation and spelling difficulties were also significant barriers. Several students pronounced English words using Indonesian phonetic patterns or made frequent spelling errors. The teacher pointed out that even when students understood the meaning of a word, they often failed to pronounce it correctly despite repeated practice. This finding indicates that while Blooket enhances vocabulary recognition, it does not directly address issues of pronunciation or spelling. Furthermore, classroom observations revealed that although students were enthusiastic during the games, they sometimes lost focus when vocabulary was reviewed outside of the gamified context. This suggests that gamification works best as a supplementary tool and should be integrated with more targeted instructional strategies such as pronunciation drills, dictation exercises, and communicative practice. By combining Blooket with these methods, teachers can address persistent challenges and provide a more comprehensive approach to vocabulary development.

5. Comparison with Previous Research

The findings of this study are largely consistent with previous research that examined the effectiveness of Blooket in vocabulary learning. For example, Durrotunnafisah (2024:10) reported that Blooket significantly improved vocabulary mastery among junior high school students, while Sulistyanto (2024:54) confirmed similar benefits at the senior high school level. Both of these studies, however, were conducted using experimental or quasi-experimental methods, which emphasized measurable outcomes such as test scores and statistical improvements. In contrast, the present research contributes a more qualitative dimension by shedding light on classroom dynamics, student

perceptions, and teacher experiences, thus enriching the existing body of literature with insights that go beyond numerical data.

This study also aligns with the work of Maulana and Arini (2024:65), who highlighted the motivational benefits of Blooket for younger learners, and expands on their findings by showing that the platform also engages older students in a pesantren-based madrasah context. Likewise, the results support Wahyuni and Agustina (2023:6) as well as Sartika et al. (2023:19-20), who emphasized that Blooket enhances student motivation, participation, and collaborative learning in English as a Foreign Language (EFL) classrooms. The consistency of these findings across different educational levels and contexts indicates that Blooket is a flexible tool that can be adapted effectively to diverse learning environments, including schools with limited technological access or those with cultural and institutional restrictions.

However, this study also reinforces Oktaria's (2025:15) observation that challenges in vocabulary learning persist despite the integration of gamified tools. Issues such as memory retention, lack of confidence, and pronunciation difficulties remain evident among students, suggesting that Blooket alone cannot fully resolve these learning barriers. Instead, gamification should be viewed as a complementary approach that works best when combined with other instructional strategies, such as spaced repetition, targeted pronunciation practice, and communicative activities. By situating these findings within the broader research landscape, this study emphasizes that while Blooket holds significant potential for improving vocabulary learning, its maximum effectiveness depends on careful integration with comprehensive and sustained teaching practices.

D. Conclusion

This study investigated the effectiveness of using Blooket in teaching English vocabulary to eleventh-grade students at MAN 1 Mempawah, a pesantren-based senior high school where students often face difficulties in mastering vocabulary. Using a descriptive qualitative approach through observation, interviews, and documentation, the research explored how Blooket was implemented, how students responded, and how it influenced their vocabulary learning outcomes.

The findings show that the implementation of Blooket was effective because the teacher provided clear instructions, guided students step by step, and concluded each session with constructive feedback. Game modes such as Gold Quest and Café not only maintained students' enthusiasm but also fostered collaboration and discipline in the classroom. In terms of student responses, most learners demonstrated higher motivation and engagement. They found learning vocabulary more enjoyable than traditional memorization, felt more confident to try without fear of making mistakes, and actively participated in class activities.

Blooket also contributed to improving students' vocabulary mastery. Learners were able to recall the meaning of new words and use them in simple sentences. The teacher confirmed that vocabulary learned through Blooket was retained longer compared to conventional methods. However, several challenges remained, including weak long-term retention, pronunciation difficulties caused by Indonesian phonetic patterns, and low self-confidence in speaking. These challenges suggest that Blooket should be combined with additional strategies such as repetition, pronunciation practice, and continuous motivational support.

Theoretically, this study enriches the literature on gamification in EFL, especially in the context of madrasah-based schools. Practically, it proves that teachers can adopt simple yet effective media like Blooket to enhance vocabulary learning even in classrooms with limited facilities. In conclusion, Blooket has been shown to effectively increase students' motivation, engagement, and vocabulary mastery, although supporting strategies remain necessary to address challenges related to retention, pronunciation, and confidence.

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