Investigating Student Perceptions of Blooket to Enhancing Vocabulary Mastery in Senior High School

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Abstract

Vocabulary mastery is crucial to English language learning, involving skills like reading, writing, listening, and speaking. However, many students struggle with vocabulary acquisition due to traditional teaching methods often lacking engagement. This study examines students' perceptions of Blooket, a game-based learning platform, and its effectiveness in improving vocabulary mastery among high school students.

This research used a descriptive qualitative method with purposive sampling. The research subjects were class X-1 students at SMA Negeri 1 Sekaran, totaling 38 students. Data collection techniques included interviews and questionnaires. Data were collected before and after the application of Blooket in the learning process to measure changes in students' vocabulary acquisition. In addition, students' perceptions of the use of Blooket were also evaluated through questionnaires and interviews.

Findings indicate that Blooket significantly enhanced students' vocabulary acquisition and was met with overwhelmingly positive responses. Students found Blooket to be more engaging and effective than conventional methods, particularly enjoying its interactive and game-like features. This approach made learning more enjoyable and less monotonous, increasing students' motivation and interest in mastering vocabulary. The data reflect a strong preference for Blooket among students, who appreciated its ability to make vocabulary learning more dynamic and fun, leading to improved learning outcomes.

Keywords: Blooket, English Learning Media, Vocabulary Mastery, Game-based learning

Introduction

Vocabulary is a fundamental component of language learning that significantly impacts the ability to communicate effectively in speaking, writing, listening, and reading. As Alizadeh (2016) notes, vocabulary encompasses the knowledge of words and their definitions, which are essential for students to articulate thoughts, convey feelings, and comprehend information. Nation (2001) emphasizes that mastering vocabulary involves more than understanding word meanings; it includes grasping word forms, meanings in various contexts, and appropriate usage. Wilkins (1972) underscores the critical role of vocabulary in communication, stating, "While without grammar little can be conveyed, without vocabulary, nothing can be conveyed." Despite its importance, vocabulary instruction is often overshadowed by a focus on the four core language skills. This neglect can lead to vocabulary acquisition and communication difficulties, particularly among students who may struggle with traditional teaching methods. Nor et al. (2015) highlight that conventional methods often inadequately address vocabulary learning. The language that a teacher uses to communicate with

students, including initiating interaction and providing feedback, is a crucial aspect of effective vocabulary instruction (Irmayani, 2017).

Moreover, English is not always considered a core subject in some educational systems. In many elementary schools, English is treated as a local content subject rather than a required core subject, which can limit the emphasis placed on vocabulary instruction (Khulel, 2021). To address these challenges, vocabulary instruction for young learners should be engaging and enjoyable. Although capable of memorizing vocabulary easily, young learners often forget it quickly unless reinforced through stimulating methods (Sofeny, 2021). Preliminary research at SMA Negeri 1 Sekaran indicates that 10th-grade students frequently express boredom and frustration with English vocabulary learning, finding traditional methods unengaging and struggling with deep word comprehension (Teng, 2016). Coman et al. (2020) argue that traditional teaching methods are becoming outdated, necessitating innovative approaches to maintain students' interest and improve learning outcomes. Blended learning, as one of the current technology-mediated approaches, offers a promising solution. This method combines online and face-to-face learning, providing flexibility and enhancing the learning experience (Khulel, 2023). Integrating technology and game-based learning, such as Blooket, aligns with this trend. Vusić et al. (2018) define game-based learning as a method that uses games to engage students' cognitive interests and motivate them to learn. Maulidina et al. (2018) and Ge & Ifenthaler (2018) describe game-based learning as merging educational content with interactive play, which enhances student motivation and engagement.

Applying alternative learning methods, such as online and blended learning, has notably impacted students' attitudes toward the learning process (Zahro, 2021). Blooket, a web-based learning game, exemplifies this approach by offering customizable quizzes and interactive games that make learning engaging and enjoyable (Nugroho & Romadhon, 2022). The game's features, such as rewards, competition, and instant feedback, aim to boost student participation and motivation (Hamari et al., 2016). For Generation Z students, who prefer interactive and multimedia learning experiences, Blooket aligns well with their learning preferences (Tsai et al., 2022). Recent studies support the effectiveness of Blooket in improving vocabulary mastery. Susilo et al. (2022) found that Blooket significantly enhanced grade 11 students' Chinese vocabulary proficiency. Khalip and Li (2023) reported positive perceptions among TESL trainee teachers regarding Blooket's impact on online English teaching. Similarly, Thu and Dan (2023) observed that students found Blooket to be a useful, easy-to-use, and enjoyable tool for learning English vocabulary. Given these findings, this research explores student perceptions of Blooket to enhance vocabulary mastery in senior high school. This study aims to contribute to the growing body of literature on

game-based learning and provide insights into how interactive tools like Blooket can transform vocabulary acquisition and retention in English language education.

Research Methods

This study employs qualitative methods, which are pivotal in applied research for providing deep insights into the perspectives of study populations (Mack, 2005). These methods involve various data collection techniques that focus on capturing a detailed and comprehensive view rather than simplifying phenomena into quantifiable data. Qualitative approaches are effective in uncovering intangible factors, such as societal norms, socioeconomic status, gender roles, ethnicity, and religion, that might not be immediately visible.

The researcher selected qualitative methods because they are ideal for addressing open-ended initial questions, allowing for detailed and nuanced responses. These methods enable respondents to describe their experiences and viewpoints in their own words. As the research progresses, while the questions remain open-ended, they become more specific to provide concrete insights. Qualitative methods are particularly useful for building and refining theories or conceptual frameworks, as they facilitate the generation and preliminary testing of hypotheses. According to Patton (1990), once a pattern is identified as a potential hypothesis, qualitative researchers systematically seek data that could refute it.

Descriptive qualitative research was chosen for this study due to its systematic approach to understanding phenomena through the collection, analysis, and interpretation of descriptive or narrative data. Kim et al. (2017) describe qualitative descriptive research as providing subjective accounts of the 'who, what, and where' of events or experiences. This approach is suited for capturing the uniqueness of each human experience through flexible, dynamic, and inductive research procedures that preserve the integrity of the data. According to Long et al. (2018), it allows for various forms of inquiry to explore different realities and subjective experiences. Sandelowski (2010) emphasizes that qualitative descriptive research maintains proximity to the phenomenon being studied, providing clarity on the rationale behind the research and the methodologies used.

In this study, a purposive sampling technique was used. Purposive sampling was selected because it allows for the intentional choice of participants who are most likely to provide valuable and relevant data related to the research questions. This method is particularly useful in qualitative research, where selecting individuals or groups with specific characteristics or experiences can yield rich insights (Mack, 2005). For this research, students from class X-1 at SMA N 1 Sekaran were chosen due to their diverse backgrounds, which can offer a comprehensive perspective on vocabulary mastery among 10th-grade students. This approach

ensures that the sample is informative and relevant to the research objectives, leading to more meaningful and detailed insights.

Findings and Discussion

Findings

The This section presents the findings from the qualitative analysis of data collected through structured questionnaires and interviews regarding students' perceptions of Blooket as a vocabulary learning tool. The results are organized into several key themes, including students' impressions, interest, the application of Blooket in learning vocabulary, and student behavior.

Students Impression

Students expressed positive emotions using Blooket for English vocabulary learning. They felt happy and comfortable, enjoying the fun and interactive games. The ease of use and engaging format reduced stress and motivated them to practice more, making learning and retaining new vocabulary easier. This blend of fun and effectiveness created a positive learning environment, as reflected in their agreement with the statement.

1) I feel happy when learning vocabulary using Blooket

11. I feel happy when learning vocabulary using Blooket. (Saya merasa senang ketika belajar kosakata menggunakan Blooket).
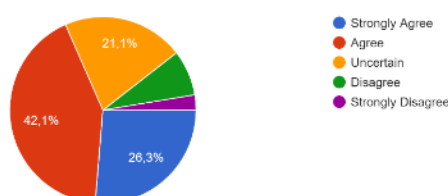38 jawaban

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

42,1% 21,1% 26,3%

Figure 1. Feeling Happy in Learning Vocabulary Using Blooket

This statement assesses students' perceptions of their enjoyment in learning vocabulary through Blooket media. The data collection involved a questionnaire, revealing that 26.3% of students strongly agreed, 42.1% agreed, 21.1% were uncertain, and the remainder disagreed or strongly disagreed. The results indicate that the majority of students felt positively about their experience, with most expressing happiness in using Blooket for vocabulary learning.

2) I find it easier to add English vocabulary when using Blooket

12. I find it easier to add English vocabulary when using Blooket. (Saya merasa lebih mudah menambah kosakata bahasa Inggris ketika menggunakan Blooket).
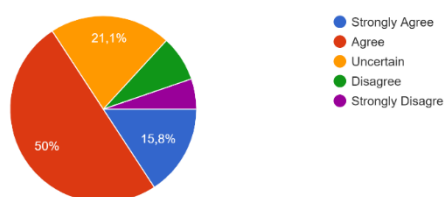
38 jawaban

Figure 2. Feeling Easy to Learn New English Vocabulary Using Blooket

The statement above can measure students' perceptions of the ease with which they can add English vocabulary using Blooket. This data was taken by questionnaire which finally obtained the results of 15.8% of students choosing strongly agree, 50% of students choosing agree, 21.1% of students choosing uncertain, and the rest choosing disagree and strongly disagree. It can be concluded here that most students chose the answer agree, which is where they feel that Blooket can make it easier for them to add vocabulary in English than adding vocabulary with manuals because in Blooket there are games that will not be boring for students.

3) I feel Blooket is more comfortable to use when learning English vocabulary in the classroom

17. I feel Blooket is more comfortable to use when learning English vocabulary in the classroom. (Saya merasa Blooket lebih nyaman digu...n saat belajar kosakata bahasa Inggris di kelas).
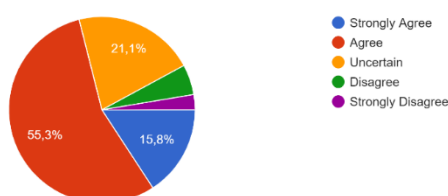
38 jawaban

Figure 3. Feeling Comfortable when Using Blooket in the Classroom

This statement reflects students' perceptions of their comfort level when learning English vocabulary using Blooket in the classroom. The data gathered via a questionnaire, showed that 15.8% of students strongly agreed, 55.3% agreed, 21.1% were uncertain, and the remainder disagreed or strongly disagreed. The majority of students reported feeling comfortable using Blooket for vocabulary learning in the classroom.

These positive impressions were further corroborated by interview responses. For instance, one student remarked, "Learning vocabulary using Blooket is very easy and fun. Blooket makes the learning process more interactive and competitive, so I am more motivated to learn new vocabulary." This statement underscores the students' appreciation for Blooket's ability to create a positive and engaging learning environment, enhancing their overall learning experience. The emotional response to Blooket is overwhelmingly positive, suggesting that the tool has the potential to create a more effective and enjoyable learning atmosphere.

Student Interest

Student interest in Blooket is high due to its engaging, dynamic features and diverse game modes that cater to various learning styles. The competitive nature and visual appeal make vocabulary practice enjoyable and interactive. Blooket's customization and progress tracking further boost motivation, making it a favorite among students by seamlessly blending education with entertainment, as shown by their agreement with the statement.

4) I am interested in Blooket because there are many games to play and learn English vocabulary

15. I am interested in Blooket because there are many games to play and learn English vocabulary. (Saya tertarik dengan Blooket karena t...ntuk bermain dan belajar kosakata bahasa Inggris).
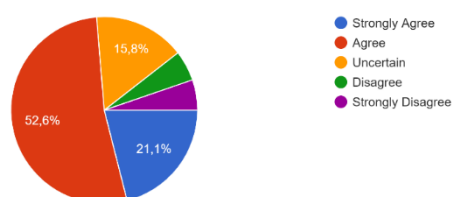38 jawaban

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

Figure 4. Interest with Many Games to Play in Blooket

This statement reflects students' perceptions of their interest in learning vocabulary through Blooket games. According to the questionnaire data, 21.1% of students strongly agreed, 52.6% agreed, 15.8% were uncertain, and the remainder disagreed or strongly disagreed. The majority of students agreed, indicating that they find Blooket's varied and enjoyable games engaging for vocabulary learning.

5) Blooket has interesting features for learning English vocabulary

16. Blooket has interesting features for learning English vocabulary. (Blooket memiliki fitur-fitur yang menarik untuk belajar kosakata bahasa Inggris).
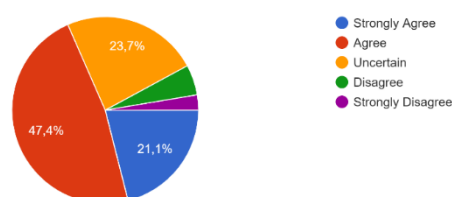38 jawaban

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

Figure 5. Interest Features in Blooket

This statement can show students' perceptions of interest in Blooket's features. Blooket offers various interesting features that support interactive learning. The platform provides various game modes, such as "Tower of Doom" and "Match," which make vocabulary practice fun. Teachers can customize content and questions as needed, while the reporting feature allows real-time tracking of student progress. The appealing visual design and interactive game features of Blooket enhance student engagement, making it a favored tool for learning. Data collected

via a questionnaire revealed that 21.1% of students strongly agreed, 47.4% agreed, 23.7% were uncertain, and the remainder disagreed or strongly disagreed. The majority of students agreed, indicating that they are interested in Blooket's features as a vocabulary-learning tool.

6) Blooket is one of my favorite games to play while learning at the moment

18. Blooket is one of my favorite games to play while learning at the moment. (Blooket adalah salah satu game favorit saya untuk bermain sambil belajar saat ini).
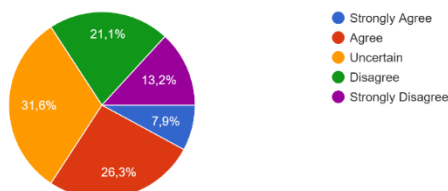38 jawaban

Figure 6. Blooket's Favorite Games to Play

The data reveals that students' perceptions of Blooket as their favorite game for learning English vocabulary are mixed. From the questionnaire results, 7.9% of students strongly agreed, 26.3% agreed, 31.6% were uncertain, 21.1% disagreed, and 13.2% strongly disagreed. This distribution suggests that students are unsure about considering Blooket as their primary medium for learning vocabulary.

Interview responses reinforced these findings, with students praising Blooket for making vocabulary learning more interactive and competitive. One student mentioned, "I enjoy using Blooket to learn vocabulary. It is a fun way to test my knowledge and compete with friends. Also, the visuals and game features help me remember words more easily." This feedback highlights the appeal of Blooket's competitive elements and its ability to make learning a more social and enjoyable experience, further driving student interest and engagement.

Using Blooket in Learning Vocabulary

Using Blooket for vocabulary learning significantly boosts students' motivation and engagement. Its interactive and competitive nature makes learning enjoyable, encouraging frequent practice. The visually appealing games help students remember new words effectively, making Blooket a suitable and effective educational tool. This combination of fun and learning motivates students to retain vocabulary, underscoring Blooket's potential as a valuable resource.

7) I have more motivation to learn English vocabulary when using Blooket

13. I have more motivation to learn English vocabulary when using Blooket. (Saya memiliki motivasi lebih untuk belajar kosakata bahasa Inggris ketika menggunakan Blooket).
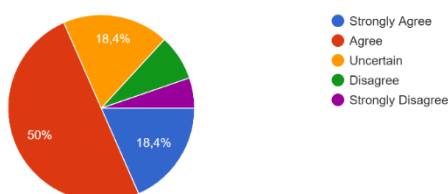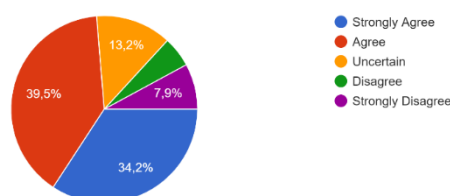38 jawaban

Figure 7. Motivation to Learn English Using Blooket

This statement can see students' perceptions regarding the increase in student motivation when learning vocabulary using Blooket. The data presented comes from distributing questionnaires to students which has the results of 18.4% of students choosing strongly agree, 50% of students choosing agree, 18.4% of students choosing uncertain, and the rest of them choosing to disagree and even strongly disagree. From the exposure of these results, it can be concluded that most students who chose the answer agree, which can be interpreted that they have increased motivation when learning vocabulary using Blooket learning media.

8) Blooket is suitable to be applied in learning English vocabulary

14. Blooket is suitable to be applied in learning English vocabulary. (Blooket cocok untuk diterapkan dalam pembelajaran kosakata bahasa Inggris).
38 jawaban

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

Figure 8. Suitable Blooket in Learning English Vocabulary

The statement provides insight into students' perceptions of Blooket's suitability as a vocabulary learning tool. Based on the questionnaire data, 34.2% of students strongly agreed, 39.5% agreed, 13.2% were uncertain, 7.9% strongly disagreed, and the remainder disagreed. These results suggest that the majority of students find Blooket to be a suitable and effective medium for learning vocabulary, with most responses indicating a positive reception of its application.

Interview data further supported this finding. One student stated, "Blooket is very helpful in enriching my vocabulary. I can remember new words more quickly and effectively. The competitive feature of Blooket motivates me to study harder." This highlights Blooket's effectiveness in combining education with entertainment, making vocabulary learning both enjoyable and effective. The competitive elements, in particular, appear to drive students to push themselves further, enhancing their learning outcomes.

Student Behavior

Students face challenges in remembering new vocabulary, often struggling with retention and recall. However, Blooket has positively impacted their learning habits. Many students replay Blooket games to reinforce vocabulary, finding the interactive format engaging and helpful. Some even play Blooket outside school, showing motivation to improve vocabulary in a fun, self-directed way. This behavior

highlights the potential of game-based learning tools like Blooket in enhancing vocabulary mastery and maintaining student interest.

9) I will replay the game in Blooket

19. I will replay the game in Blooket. (Saya akan mengulang kembali permainan di Blooket).
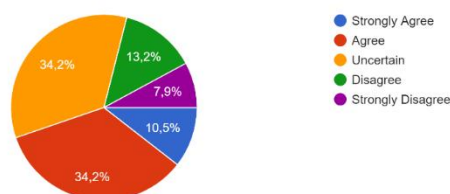38 jawaban

● Strongly Agree
● Agree
● Uncertain
● Disagree
● Strongly Disagree

Figure 4.16 Replay Game in Blooket

This statement can show students' perceptions of interest in Blooket and will play games on Blooket again. Data was collected by questionnaire and the results obtained were 10.5% of students chose strongly agree, 34.2% of students chose agree, 34.2% of students chose uncertain, 13.2% of students chose disagree, and 102 7.9% of students chose strongly disagree. From the exposure of these results, it can be concluded that it is likely that students will still play games on Blooket because most students answered agree and uncertain.

Interview responses indicated that students frequently replay Blooket games outside of school, demonstrating a high level of engagement and self-directed learning. One student shared, "After using Blooket, I feel that my vocabulary mastery has improved. Although I still find it difficult to remember some words, the game makes learning more fun and motivates me to keep practicing." This response suggests that Blooket encourages students to take ownership of their learning and continue practicing even when not required to do so by their teachers. The fun and engaging nature of Blooket seems to make students more willing to put in the extra effort, which is crucial for achieving long-term learning outcomes.

Overall, the results suggest that Blooket is an effective tool for enhancing vocabulary learning, increasing motivation, and sustaining student interest through its interactive and engaging format. The positive impressions, heightened interest, and improved learning behaviors associated with Blooket indicate that it has the potential to significantly improve vocabulary acquisition among students. The combination of educational content with game-based learning strategies appears to create a more effective and enjoyable learning experience, ultimately leading to better retention and mastery of new vocabulary.

Discussion

The analysis shows that students perceive Blooket positively as an effective tool for learning English vocabulary. They found it engaging and enjoyable, attributing its success to interactive, game-like features that make learning

dynamic and fun. This aligns with theories emphasizing the role of technology in enhancing student motivation and learning outcomes (Mayer, 2009).

Students appreciated Blooket's competitive elements and customizable content, which cater to their digital learning preferences (Clark & Mayer, 2016). Additionally, Blooket fosters collaboration through group activities, improving both vocabulary retention and social skills (Keller, 2010). Blooket enhances motivation, participation, and vocabulary comprehension, making it a valuable tool in modern language education. Further research is recommended to evaluate its long-term impact (Clark & Mayer, 2016).

The research focuses on 10th-grade students' perceptions at SMA N 1 Sekaran regarding Blooket as a tool for learning English vocabulary. Despite some drawbacks, students generally hold positive views. The data reveal that 52.6% of students are drawn to Blooket because of its variety of games, aligning with Nugroho (2022), who noted students' competitive spirit. Interviews show that Blooket helps students remember vocabulary better than conventional methods, echoing Susilo's (2022) findings on increased motivation and enthusiasm through game-based learning.

Students appreciate Blooket's interactive and competitive elements, such as game modes and ranking systems, which make learning enjoyable and effective. The questionnaire data shows that 50% of students feel motivated to learn vocabulary using Blooket, and 73.7% find it suitable for learning due to its ease of use and variety. These perceptions support the idea that Blooket is a valuable and engaging tool for enhancing vocabulary retention and learning motivation. Overall, students view Blooket as an effective, engaging, and dynamic learning medium.

Conclusion

The research delves into students' perceptions of Blooket as a tool for enhancing their English vocabulary mastery. The findings indicate a generally positive reception among the students. Specifically, 42.1% of the students reported that they genuinely enjoy using Blooket, which suggests that the platform's interactive nature makes learning more engaging for them. Moreover, 50% of the students find Blooket easy to use, highlighting its user-friendly design that facilitates a smoother learning experience.

Comfort is another significant factor, with 55.3% of the students feeling comfortable while using Blooket. This sense of comfort likely stems from the platform's intuitive interface and the engaging, game-based learning methods it employs. Student interest is also notably high, with 52.6% expressing a keen interest in both Blooket as a whole and in its various features, which may be due to the platform's ability to make learning feel more like a game than a traditional classroom activity.

In terms of the platform's impact on learning, 50% of the students reported an increase in motivation when using Blooket for vocabulary learning. This increase in motivation is crucial as it often leads to better learning outcomes. Additionally, 39.5% of the students found Blooket particularly suitable for vocabulary acquisition, which speaks to the effectiveness of the platform in helping students retain and understand new words.

Behavioral changes were also observed, with 34.2% of the students regularly replaying Blooket games to reinforce their learning. This habit of revisiting the material through Blooket indicates that the platform not only captures students' interest but also encourages repeated practice, which is essential for mastering vocabulary.

Overall, the data strongly suggest that Blooket is an effective tool for improving English vocabulary skills among high school students, making learning both enjoyable and productive.

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