



The use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery

Kiki Dwi Sartika¹, Dwi Fita Heriyawati², Sonny Elfianto³

¹ SMPN 5 Sumbernanjing Wetan Satu Atap, Malang, Indonesia

² Universitas Islam Malang, Malang, Indonesia

³ Universitas Islam Malang, Malang, Indonesia

Corresponding Email: kikidwisartika88@gmail.com

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Abstract. Memorizing vocabulary is hard for certain students; this conventional strategy has so many weaknesses. Therefore, technology plays a significant role in the scope of teaching and learning EFL. Engaging students' habits with their gadgets, especially in the game-based-learning strategy "Blooket.com" is a new way to help improve students' mastery of vocabulary. This study stands to examine the use of educational games-based learning to enhance Students' English vocabulary. A qualitative study will be carried out as a study-based design and focus on students' perception of playing the Blooket game. 40 students (7,8 and 9 grades of Public Junior High School students) were involved as a subject of research. Students were given a questionnaire using Google Forms, and information was gathered in the form of numbers and percentages, which were then interpreted in a qualitative sentence. The result shows that using Blooket can enhance students' motivation in learning vocabulary because it makes them fun, and competitive, and understand the vocabulary easier than the conventional method. Blooket also has weak speed and accuracy because of the Internet connection and the gadget's performance. Therefore, this can be used as an alternative to breaking the old way of learning vocabulary.

Keywords: *Vocabulary Mastery, Blooket, Student's Perception*

Introduction

Lack of vocabulary is big trouble for EFL students, however, vocabulary plays an essential role in a language without it, a communicate is a "huge zero" with no means and sense of expression it stands with (Cinar, 2019) vocabulary is a building block to prepare sentence in a language and its use to talk with peoples. Vocabulary is more important to learn because as in (Schmitt, 2000), Vocabulary acquisition is proof that a foreign learner knows the words in spoken and written forms, grammatical, and collocations, function, and meaning, its important through the other 4 skills (listening, speaking, reading and writing).

Nowadays, Almost all junior high school students struggle with pronouncing words, writing properly, and spelling. The distinctive grammatical concision of a phrase known as an inflection also contributes to student's struggles with vocabulary acquisition., as said in (Alqahtani 2015) said that Due to the fact that limited vocabulary in an ESL student interferes with effective communication, vocabulary proficiency is frequently seen as a crucial tool for a second language learner..they have little motivation in gaining knowledge of English, particularly in vocabulary big number of them feel confused to switch word in English and the

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definition of that word (Berliani, 2021) and (Ling & Abdul Aziz, 2022) state that The negatives of effective learning include difficulties with language retention, restricted access to learning materials, and a lack of interest and drive brought on by drill-and-repeat instruction and rote memorization. Many EFL learners report that their issue is that they become tired of learning vocabulary through traditional methods like studying, putting phrases on paper, or passively absorbing explanations from teachers since there are so many vocabularies. It is difficult to teach vocabulary using the traditional chalk-and-talk method.. however, studies have proven that teaching vocabulary the use of the traditional chalk-and-talk approach is hard. Thus, Some teachers use various strategies and methods to enhance junior high school students' vocabulary mastery it means that engaging in teaching vocabulary and various teaching strategies is very important to attract students' motivation to learn vocabulary. Students lose interest in studying and struggle to remember the words they have learned. As an end result, games are extensively used inside the school room to educate. (Ling & Abdul Aziz 2022).

In the 21st century teaching really needs to take advantage of technological advances, especially to foster students' motivation in learning English. In ordinary existence, students are very familiar with the modern-day era, especially Android, including online games, it becomes excessively extreme for adolescent's lifestyle now (Sahi, 2019) Nowadays, kids of all ages truly live in a culture that is greatly influenced by media and has access to a variety of digital devices that may be used both at home and elsewhere, like school.. Students are familiar with modern gaming apps that are more intriguing, motivating, and pleasant as a result of children spending the majority of their free time on technology, which contributes to issues in the classroom. In the classroom, games are frequently used to teach vocabulary. (Ling & Abdul Aziz, 2022) By utilizing interactive games based on computer technology, English language skills, especially vocabulary, can improve and make students enthusiastic while playing. Game-based learning can help the students feel a new way of learning by using digital game-based also a vital difficulty for EFL and overseas language contexts (Ahmed 2022) in addition (Rosyidah, et. al., 2023) Gamification aims to increase students' interest for studying a particular subject, like learning a language.

Nowadays educators often found students' challenges in speaking or writing, they don't want and even cannot speak English because they haven't enough vocabulary. In the case of students' lower motivation in learning English, here the students have difficulty memorizing vocabulary and creating it into sentences, students are not enjoying learning English when they are asked to make a sentence or a paragraph, they often finish the task in a long period of time. In the classroom when the teacher tries to speak English, they are not paying attention because they are not having a "building block" in vocabulary and do even not understand what the teacher said. Classes during the learning process are crowded and always make the class uncondusive. As said by (Gamlo, 2019) effective English learning competence was determined to require more than only instrumental and necessary motives.

The lack of students' motivation in learning English can be caused by several things such as: (1) the teacher teaches without giving motivation to the students, (2) the students dislike the subject, (3) low intrinsic motivation, (4) students have a certain problem, (5) lack of parental attention, and (6) the students lack of vocabulary mastery. To overcome these problems, an interesting, fun, and challenging activity in learning is needed. In this case, technology becomes an alternative to make the classroom more interactive. Seeing this situation and condition the researcher tries to apply Blooket as game-based learning to attract their motivation, especially in learning vocabulary. A certain game mode called "racing" was used this game mode offer a fun and competitive experience (www.Blooket.com). The student's responses were very enthusiastic, the class became a little noisy in doing the task or question because the quiz was packaged in interactive games with a competitive atmosphere. To follow up on this situation the researcher conducts research to find students' perspectives of learning using Blooket.

A platform for learning through games called Blooket allows teachers become the host of the games through arrangement questions and students can answer on their own

devices (mobile phones or computer). Blooket is a useful and user-friendly online playing tool that almost anyone can be a user of and take benefit from it. Blooket has various of game models, its makes learning more interactive and users more interested in learning the language (Susilo, 2022). There are many different types of English vocabulary games available, including Quizizz, Quizlet, Socrative, Kahoot!, and Plickers, etc. In this study, the researcher applies Blooket Game as a technique to enhancing students' vocabulary mastery Blooket is a review and trivia application that enables teachers to "level up classroom engagement" (www.Blooket.com).

Recent research shows that Blooket is a helpful and user-friendly online gaming application that virtually anybody can utilize. (Thu, Tran & Dan, Thai. 2023). Another study also agrees that gamification can enhance the quality of students' learning activities. Some students are satisfied with the way of gamification and in another language subject, (Susilo, 2022) aims that Blooket methods working along with Games based learning are effective in developing and memorizing Chinese vocabulary. the preceding study become involved with the effectiveness of using gamification consisting of Kahoot, Quizzes, Wordwall, and so on. And really view for a study approximately specific game applications that focus on students' belief in mastering vocabulary through using Blooket,

Using Blooket is a solutive idea to engage students' activeness in mastering vocabulary. In line with technological development in the scope of education, it's time for the teacher to try new things to make learning more enjoyable and meaningful. The previous study was taken on the same variable but very rare information about another study in the Blooket application. Different from previous research here, this research intended to investigate students' perception of learning vocabulary by using Blooket in another subject and the level of the student. This research was conducted to find the answer to the following questions: (1) how are the Public Junior High school students' perceptions of the effectiveness of the Blooket application in improving their vocabulary mastery?, (2) What are the Public Junior High school student's perceptions of specific Game Mode of Blooket that students perceive as beneficial for improving vocabulary mastery?

Theoretical Framework

Perception

Perspective is a way of thinking when people think about something then perception is a process of acquiring and processing information (Barry, 2004). Sartika (2022) The process through which people acquire and evaluate environmental facts that might have an influence on their behavior is referred to as perception.. Perception has an influence on someone's habits. They also emphasized how people personalize, interpret, and change what they see through their senses. According to the definition given above, perception is the process of interpreting, and perspective is a method of looking at something information needed to describe and comprehend the surroundings. Furthermore, perspective is a way of looking at something, and perception is the act of interpreting. information required to understand and characterize the environment. Student's perception of using Blooket as a medium in learning English vocabulary is how the student's way of thinking about their habit in playing Blooket.

Vocabulary

Definition of vocabulary, Literally the term vocabulary refers to all of the words used in a language in general or for a specific purpose. Vocabulary itself from the Latin Language "Vocabulum" means "to name" or "to call". Vocabulary is known as a "wordstock", lexicon, and lexis. By mastering vocabulary, it will be easier to find the right word according to the context. Based on Hatch & Brown (1995), Vocabulary is a term used to describe a list of terms for a given language or a list of words that most native speakers of that language use. From the statement, vocabulary may be seen as all the terms that are widely recognized or utilized. Further, (Hornby,1995) defines vocabulary as "the total number of

words in a language; vocabulary is a list of words with their meanings". To communicate effectively the role of vocabulary is important (Neuman & Dwyer, 2009) words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)'. In addition, Ur (1988) defines "vocabulary as the word we teach in the foreign language. However, vocabulary is a part of language learning as in (Coady and Huckin, 1998) Vocabulary is essential to language and fundamental to the learning of most languages. From that explanation from experts, we can infer that a vocabulary is a collection of words are crucial for linguistic communication in order to convey ideas and comprehend what is being said, hence vocabulary is crucial.

Vocabulary mastery

Vocabulary must be learned by students in order to comprehend the language. To express an idea and be able to understand communicative language with others. (Thornbury, 2002) explains that without proper grammar and adequate vocabulary, communication will be limited. When learning a foreign language, students must master a huge amount of vocabulary before they can use it in everyday conversation. According to (Webster, 1992) mastery means the authority of a master, dominion, the upper hand in a contest or competition; superiority, ascendancy. Master also means possession or display of great skill or technique, skill or knowledge that makes one master of a subject comment. Then (Hornby, 1995) states mastery is complete knowledge or complete skill. From those definitions, The term "mastery" refers to having in-depth knowledge of a subject or exceptional competence.

People's mastering of vocabulary depends on their motivation, desires, and the need for the word's scope (Hahtch and Brown, 1995). On their word mastering in vocabulary means it kind ability in processing words into the language. To increase someone's ability in mastering vocabulary, one's responsibilities are crucial things to improve their knowledge. Motivation and interest in words are required to larger the number of vocabulary mastery. From the explanation above, we can conclude that an individual's considerable proficiency in utilizing words in a language is known as vocabulary mastery, and it is achieved depending on their own interest, requirements, and drive. Vocabulary proficiency is crucial for the four language skills are important, and it must be concerned that vocabulary mastery is one of those part.

Teaching Vocabulary

Teaching vocabulary as a foreign language needs various strategies, as Schmitt and McCarthy (1997) identify learning vocabulary as follows: (1) assuming from the context, (2) employing mnemonic techniques and word components to help memorize words, (3) use vocabulary cards to remember word pairings from both foreign and native languages. There are so many techniques in teaching vocabulary as stated by (Brewster et al, 2003) such as (1) using objects, Real-life examples, visual aids, and demonstrations are all used while employing this strategy. Due to the high reliability of human memory for objects and images and the ability of visual cues to aid in word retention, they can aid students in learning vocabulary more effectively. (2) Drawing, Both flash cards and the blackboard can be used to draw objects. If they are constructed out of cards and covered in plastic, the latter can be utilized repeatedly in various settings. Young learners can easily comprehend and understand the key ideas they have gained knowledge in class. (3) Contrast, words contrasting an opposite can be a way to explain some words easily to the students. (4) enumeration, when every item of words collection is complete. It can be employed to convey a message. In other words, it's useful when some word is difficult to explain. (5) Mime, Expressions, and Gestures Many second language instructors who include gestures in their lesson plans claim that their students benefit from their assistance in memorization of vocabulary. Many of them have observed that students can recall a word with ease. (6) Guessing from Context, This approach encourages learners to take a chance and do their

best to figure out what unknown terminology This will enable them to gain more self-assurance and engage in exercise. (7) Eliciting, giving students a list of terms to study makes this method more engaging and memorable. (10) Translation, this technique can help us to save a lot of time, because there are always certain words that need to be translated.

Blooket.com

Blooket is a free website that provides educational games for study and exercise. The games are arranged according to theme, grade level, and subject.. Blooket was designed to make teachers easy make assessments, vocabulary practice, drill material, etc. Blooket uses a number of gamification components, including leaderboards, points, levels, and badges. These characteristics encourage students' intrinsic motivation, enhancing the fun and satisfaction of the learning process. Blooket games are competitive, which encourages engagement and a sense of accomplishment as kids compete to outperform their peers and raise their scores. Blooket elevates learning into a fun, game-like experience, making it more engaging and fun for students. (Thu, Tran & Dan, Thai, 2023) state that Blooket isa fascinating and entertaining puzzle game website, an innovative online resource, and a platform for acquiring foreign languages online. It is ideal for developing interactive language learning evaluations including tests, debates, and surveys.



Figure 1.
Blooket Game Application (taken from www.Blooket.com)



Figure 2.
Player's screen display and host's display (taken from www.Blooket.com)

Blooket was different from other quiz application platforms such as Kahoot, Wordwall, Quizizz, etc Blooket has unusual play techniques to make the quizzes more

challenging and to help students think more rapidly, teachers can adjust the time allotted for responses to each question. As a result, students learn while having fun and are more likely to engage in class activities. Blooket can be played solo or in teams, integrated with various contexts, and have its own theme and rules. With some basic features, For both teacher and students, Blooket is free. In order for students to participate, teachers merely need to sign in using their Google accounts. Players don't need to log in they just click "join" the game or scan the barcode, enter the game ID, and choose the avatar. The avatar will move forward to show progress when players (students) answer the question as seen in Fig.2. Blooket can be played solo (individually) or with multiple players, 60 people can play numerous players at once in this game or quiz. For a premium feature, Blooket provides rates of USD 35 annually and USD 4.99 monthly. Teachers can compose and organize a set of questions. Blooket itself has 13 online game types, including conventional gaming modes, risky games like Gold Quest and Fishing Frenzy, one-on-one battle modes like Battle Royale, and tactics-heavy modes like Need for Speed: Most Wanted, which may be played with the class or individually as given exercises. Tower of Doom, Crazy Kingdom, racing, and Tower Defense.

Blooket provides immediate feedback to students, allowing them to monitor their progress and identify areas for improvement. Instant feedback enhances the gaming experience, as students can adjust their strategies and make progress in real-time. The feedback loop in Blooket reinforces the idea that learning is a continuous process and encourages students to persevere and strive for improvement. The ability to track progress and witness their own growth motivates students and adds to the overall enjoyment of using Blooket as educational media.

Materials and Method

This study used a descriptive quantitative approach design (Sugiyono 2008). Which is implemented to investigate and describe the result of students' opinions about learning vocabulary through the Blooket Game application. In this research, the participant was 40 students of public Junior high school grade 7, 8, and 9 they consist of 18 males and 22 females. They had been recruited through the teacher primarily based on data on individual gadgets, additionally; they come from any degree of English skill ability.

The data collected in this research utilized an integration questionnaire adopted and modified from a previous study conducted by (Anggraeni et al, 2019). A total of 12 statements were given to the participant through Google Forms to see students' perception of using Blooket to enhance their vocabulary mastery. Content analysis was utilized to identify Students' opinions related to their perception of vocabulary mastery through the Blooket game. The data was obtained through close-ended questionnaires that were analyzed using Microsoft Excel and SPSS 2.6. The scale used in testing is the Linkert scale with an interval of one - five, from Strongly Disagree, Agree, Neutral, Disagree, and Strongly Agree. 12 statements were given to get the respondent's perceptions or opinions. To determine the status of something provided and presented in the form of a percentage, the data obtained in the form of numbers is then computed in the form of a percentage and then interpreted into a qualitative language. The only purpose of numbering qualitative data is to make it simpler to integrate two or more variables; when the final findings are received, the data is re-qualified. This method is sometimes referred to as a qualitative descriptive approach using percentages.

The Statistical Package for Social Science (SPSS) version 26 was used to enter and calculate the data. Data were analyzed using descriptive statistics to get the mean, standard deviation, frequency, and percentage. The validity of the data instrument was calculated using Pearson Product moment correlation at a 5% level of significance, 40 students are the participant of this research to answer 12 questions of the questionnaire. The result from r_C (count) from 12 questions is higher than r_T (table) 0.312, which means that the items of the questionnaire were valid. Cronbach's alpha score, which was 0.836 and greater than 0.7, was used to determine the reliability of the 12 items statement of the questionnaire. This

means that the instrument for collecting data was reliable. Therefore, the research instruments were valid and reliable. Table 1 shows the frequency and the Converted Score.

Table 1.

The Converted score of the Frequency		
No	Frequency	The converted Score
1	Strongly Disagree	1
2	Disagree	2
3	Neutral	3
4	Agree	4
5	Strongly Agree	5

The Score ranged from 1 to 5. The formula as follows:

$$\text{Score} = (\Sigma[(F.1)+(F.2)+(F.3)+(F.4)+(F.5)])/\Sigma N$$

Note :

F : The Number of Students based on the degree of frequency

Σ : The number of Total participants.

Results and Discussion

The data below show the student's perceptions of using Blooket to enhance their vocabulary mastery. The questionnaire classifies into two categories acceptable and beneficial. acceptable here means good enough to be used for a particular purpose, the purpose was to comprehend and understand vocabulary while playing Blooket and Benefit means the application can help the students and also give the student's good effect experience in learning vocabulary. The total of students (N) was 40 consisting of 7,8,9 grade students of public Junior High Schools. Below are the data collected while studying and discussing them.

Table 2.

Distribution of Student's Opinions about The Acceptable of Learning Vocabulary Through Blooket Game Application

No	Statement	Answers and Score Value					Mean
		SD	D	N	A	SA	
1	I understand the meaning of new by figuring out a word's definition while playing the Blooket game.	4 (10%)	7 (17.5%)	9 (22.5%)	10 (25%)	10 (25%)	3.4
2	I understand the meaning of new words when playing Blooket games	1 (2.5%)	9 (22.5%)	7 (17.5%)	8 (20%)	15 (37.5%)	3.7
4	While playing the Blooket game, I tried to memorize the new word by finding synonyms for it.	6 (15%)	6 (15%)	10 (25%)	13 (32%)	5 (12.5%)	3.1
5	Playing Blooket games helps me	7 (17.5%)	9 (22.5%)	6 (15%)	9 (22.5%)	9 (22.5%)	3.1

	recall new phrases by speaking						
9	I recorded a new word from what I saw in the Blooket games	6 (15%)	7 (17.5%)	13 (32.5%)	5 (12.5%)	9 (22.5%)	3.1
10	Other internet games taught me new words.	10 (25%)	5 (12.5%)	5 (12.5%)	8 (20%)	12 (30%)	3.2
11	When I play Blooket games, I use dictionaries to look for new word definitions.	11 (27.5%)	7 (17.5%)	6 (15%)	7 (17.5%)	9 (22.5%)	2.9
Total mean: 3.2							

Based on the data in Table 2. Statement 1 Understanding the meaning of new vocabulary by guessing or inferring from the context in the Blooket game is a commonly used strategy it shows that a significant number of Students (47.5%) agree and strongly agree, while a smaller percentage (27.5%) are neutral. According to the statistics, the majority of students concur that they can comprehend the meaning of some terms by guesses. This indicates that utilizing Blooket as a tool to improve vocabulary mastery has positive implications, similar to one of (Brewster et al.'s (2003) strategies in teaching vocabulary. Guessing from Context: This approach encourages students to take risks and do their best to determine the meanings of unknown terminology. Statement 2 Since the majority of students (57.5%) agree and strongly agree with this statement, Blooket is successful in assisting students in understanding the meaning of new vocabulary. This shows that Blooket games are an excellent tool for vocabulary learning. Understanding the meaning of a word through Blooket as in the previous study (Thu, Tran & Dan, Thai, 2023) states that the students will be easier to absorb vocabulary in games that they played. In the fourth statement, A quarter of the students (25%) agree and strongly agree with this statement, while an equal percentage (25%) disagree or strongly disagree. It indicates that finding synonyms to remember new vocabulary from the Blooket game is a moderately employed strategy. in statement 5, around 45% of respondents agree or strongly agree, while 40% are neutral or disagree. Remembering new vocabulary through spelling in Blooket games is a moderately successful approach. Because the game was used as a free account, so access to get audio in answers will be difficult, therefore only half of the students can remember vocabulary through listening to the audio. (Thu, Tran & Dan, Thai, 2023) Blooket free does not support audio but students can use other sources to listening some audio. The next statement (9) shows that (45%) of the students agree and strongly agree, while 30% disagree and strongly disagree, it indicates that recording new vocabulary encountered in Blooket games is moderately practiced. Almost half of the students have the opinion that recording a new vocabulary from Blooket is a positive way of learning vocabulary they can memorize the new word that appears in the game and record it to increase their vocabulary. The calculating result of the 10th statement indicates that the majority of students (55 percent agree and strongly agree) feel that learning vocabulary through online games is useful, however, 45 percent of students are unsure about this. So many game-based learning applications are available in the form of digital. Students also can learn vocabulary from other sources. The positive answers indicate that based on students' opinions using Blooket as media in learning English is a good way. In response to the eleventh statement, 45% of students disagree, while 45% agree and strongly agree that players occasionally consult dictionaries to learn new vocabulary terms when playing

Blooket games. It will be a little difficult to play Blooket while opening the dictionary, it needs a period of time, and time is run while playing the game. While playing the game, students are not very enthusiastic about using the dictionary

Table 3.

Distribution of Student's Opinions about The Benefit of Learning Vocabulary Through the Blooket Game Application

No	Statement	Answers and Score Value					Mean
		SD	D	N	A	SA	
3	While playing Blooket games, I created a new word and sentence list.	5 (12.5%)	8 (20%)	11 (27.5%)	9 (22.5%)	7 (17.5%)	3.1
6	When I see images in the Blooket game, learning a new word is easy for me.	1 (2.5%)	7 (17.5%)	3 (7.5%)	11 (27.5%)	18 (45%)	3.9
7	I use new vocabulary into my phrases that I have learned from playing Blooket games.	1 (2.5%)	5 (12.5%)	9 (22.5%)	13 (32.5%)	12 (30%)	3.7
8	I created a new word list and translated it into Bahasa Indonesia.	4 (10%)	9 (22.5%)	5 (12.5%)	12 (30%)	10 (25%)	3.4
12	I set out to learn new words by playing Blooket games.	0 (0%)	7 (17.5%)	6 (15%)	9 (22.5%)	18 (45%)	3.9
Total Mean: 3.6							

Based on the data in Table 3 shows that there is a positive perception of using Blooket as a beneficial thing in learning English vocabulary that shows in the third Statement, A significant percentage (50%) of students agree or strongly agree that making a new vocabulary list while playing Blooket games is a popular practice among the students, showing that creating a vocabulary list is considered beneficial. A high-data in statement 6, shows that the students (72.5% agree and strongly agree). However, a smaller proportion (10%) disagree and strongly disagree. It indicates that the presence of images in Blooket games aids in mastering new vocabulary. This is the positive result of images on Blooket. As in (Brewster et al, 2003) one of the techniques in teaching English by using objects, Real-life examples, visual aids, and demonstrations are all used while employing this strategy, Visuals of Blooket can make students improve their mastery of vocabulary. The visualization or image in the Blooket give them benefit in mastering English vocabulary

For the seventh statement, A significant number (62.5%) agree and strongly agree with this statement. It can be said that using new words in sentences learned from Blooket games is a common practice among participants. Most of the students agree that the new word apply in Blooket give them a positive learning experience, while they ask to answer the question they also use new words from Blooket in sentences that I know from playing

Blooket games. This case is in line with a previous study that game-based learning strategies are believed to enhance vocabulary learning and retention compared to conventional rote memorization (Argit et al., 2020). Thus, in statement 8, 55% of the students agree and strongly agree, while a smaller percentage (22.5%) disagree and strongly disagree that creating a new vocabulary list and writing translations in Indonesian is a moderately utilized strategy. In general, students are familiar with words list, they often make a list of words from a text or sentence that they want to memorize those words. This way is called Translation, based on (Brewster et al., 2003) theory in teaching vocabulary this technique can help us to save a lot of time, because there are always certain words that need to be translated. And the last statement shows that 67.5% of respondents agree and strongly agree, while 15% are neutral in creating a learning plan specifically for acquiring new vocabulary through Blooket games as a popular approach. Most of the students agree that they made a plan to learn new words through Blooket games. Because playing Blooket can be addictive for certain students they can play individually. Improving vocabulary also self

Conclusion

Based on data analysis, Blooket games are generally effective in aiding the understanding and acquisition of new vocabulary. Based on students' perceptions, using Blooket to enhance students' vocabulary mastery is fun, competitive, and comprehensible. Participants frequently use techniques including guessing from context, making vocabulary lists, utilizing synonyms, and using visuals. Participants actively use new words in sentences and make learning plans, showcasing their dedication to expanding their vocabulary through Blooket games. The popular item is displaying an image on the Blooket game implies of the students easier learn English Vocabulary through it. Blooket provides immediate feedback to students, allowing them to monitor their progress and identify areas for improvement, especially in vocabulary mastery. Instant feedback enhances the gaming experience, as students can adjust their strategies and make progress in real-time. The feedback loop in Blooket reinforces the idea that learning is a continuous process and encourages students to persevere and strive for improvement. Additionally, respondents actively use new words in sentences and make learning plans, showcasing their dedication to expanding their vocabulary through Blooket games. The popular item is displaying an image on the Blooket game implies of the students easier learn English Vocabulary through it. Furthermore, the teacher can easier to create materials or quizzes and apply them, the teacher also can use the discover option to use various quiz materials and teach vocabulary

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