

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary

1. Definition of Vocabulary

According to McCarthy, M. (1990), vocabulary is a set of lexemes, including single words, compound words, and idioms that are typically used in a language. This definition highlights that vocabulary is not limited to individual words but also includes expressions and multi-word units. A strong vocabulary is a crucial component in acquiring a new language. Individuals with an extensive vocabulary can communicate more effectively, whether in spoken or written form, especially with native speakers. Consequently, some experts have provided definitions of terminology based on their personal perspectives and interpretations (sari, 2021). In communication, vocabulary helps the speaker convey their thoughts, feelings, and opinions. Vocabulary is the most critical component of language learning, as it impacts all four language skills speaking, listening, reading, and writing. Mastering vocabulary is vital for learning any language, whether it is a first, second, or foreign language.. Vocabulary is generally defined as the understanding of word meanings

(Rusmiati et al.2024). For the students to communicate effectively, vocabulary is a crucial component when studying English. characterizes vocabulary as a set of words. Additionally, vocabulary is the means by which we think, communicate, and acquire new words. there are two kinds of vocabulary, those are content words and function words (Fromkin et al., 2003).

Nation (2001) states that vocabulary knowledge involves both receptive (recognition in listening and reading) and productive (use in speaking and writing) dimensions. He argues that effective vocabulary learning includes understanding meaning, spelling, pronunciation, collocation, and grammatical behavior. Content words are words in a sentence that carry the main meaning and provide important information. Learners focus on building their vocabulary of content words to express themselves effectively and to understand the materials they read or listen to. Mastery of content words enables students to grasp the main ideas in a conversation or text, and it allows them to contribute meaningfully to discussions. This makes content words particularly important in both language acquisition and communication (Carnie, 2013). These words include noun, verb, adjective, adverb. Content words constitute the fundamental

elements of a sentence, as they facilitate the comprehension of the central message by the reader or listener. For instance, in the sentence 'the quick brown fox jumps over the lazy dog,' lexical items such as quick, brown, fox, jumps, lazy, and dog are categorized as content words because they convey crucial information regarding the subject and its associated action.

Function words are words in a sentence that serve to connect, support, and build grammatical structure, without carrying the main meaning. Mastery of function words is essential for both native speakers and language learners, as it ensures clear and effective communication in spoken and written forms (Perelman, 1996). These words include prepositions like in, at, on that connect nouns or pronouns to other parts of the sentence; conjunctions like and, but, because that join words, phrases or clauses, articles like a, an, the that specify nouns pronouns like he, she, it that replace nouns as well as auxiliaries like is, do, have that help form the tense or aspect of the main verb. For example, in the sentence 'The cat is sleeping on the couch,' the words the, is, on are function words, while the words cat, sleeping, couch are content words. Although they don't have primary meaning, function words are very

important to ensure that the relationship between elements in the sentence is well-organized so that it is easy to understand. In language learning, understanding function words helps students construct grammatically correct sentences, create more effective communication, and provide context for content words that carry the core meaning. Without function words, sentences lose their logical structure and are difficult to understand as a whole.

2. Content words

According to Fromkin, Rodman, and Hyams (2018) classify content words as lexical categories because they denote concepts and entities from the real world. These words can stand alone and be emphasized in speech, especially in stress-timed languages like English. Content words refer to lexical items that are used to express or describe actions, objects, characteristics, and ideas. This category includes nouns, verbs, adjectives, and adverbs (Barokah et al., 2024). Content words are words in a sentence that carry the main meaning and provide important information. These words include elements such as nouns, main verbs, adjectives, and adverbs. As a core element in communication, content words help convey the main message that a sentence is trying to convey,

thus becoming the main focus in understanding and conveying information. That vocabulary instruction in language teaching often focuses heavily on content words, as they form the basis for expanding communicative ability and comprehension in learners (Harmen 2007). Thus, understanding and mastering content words is essential for language learners because these words allow them to construct meaningful sentences, comprehend authentic texts, and engage in real-life communication effectively.

Content words are categorized into several types, including nouns, verbs, adjectives, and adverbs. Firstly, nouns are lexical units that denote people, places, objects, animals, or abstract concepts. They function as the fundamental elements of sentence construction by naming both concrete and abstract entities (Perelman, 1996). It plays a crucial role in sentences as it often serves as the subject, object, or complement. There are some categories of nouns: proper nouns, which relate to particular names like Sarah or New York, and common nouns, which refer to broad objects like books or cities. They can also be abstract nouns, which stand for concepts or emotions like happiness or freedom, or concrete nouns, which relate to tangible objects like tables or dogs. Nouns can

also be singular, meaning they refer to a single object, or plural, meaning they refer to several items. For instance, in the sentence the teacher explained the lesson, the noun teacher identifies the subject of the sentence. Nouns play a vital role in communication as they provide essential information about the primary subjects being discussed.

Second, verb is a word that describes an action, state, or occurrence in a sentence. It is one of the most essential elements of a sentence, as it conveys what the subject is doing, what is happening, or the condition of the subject. defines a word as a linguistic unit comprising one or more morphemes that serve to convey meaning or grammatical relationships within language (Wright, 2016). Verbs range into a variety of categories, including action verbs, which describe mental or physical acts, like run or think, and linking verbs, which describe the subject's status or condition, like is or looks. In addition to indicating time (tense), verbs also provide temporal context by indicating whether an action or condition takes place in the past, present, or future. The verb reads in the sentence She reads a book, for instance, indicates the activity carried out by the subject. Verbs are essential for providing a

phrase with meaning and successfully conveying the desired message.

Third, an adjective is a term that adds more details about a noun's traits or attributes by describing or changing it. adjectives as a syntactic category used to modify nouns and sometimes function predicatively (Alqahtani, 2015). Sentences may be made more particular and descriptive by using adjectives to describe attributes like size, color, form, age, or emotions. For instance, the adjective tall characterizes the noun man in the phrase The tall man is running, making it an adjective. Additionally, adjectives can convey degrees of comparison (larger or most attractive) or number (few or numerous). They are crucial for giving words depth and conjure up striking images, which improves communication and makes it more interesting.

Fourth, an adverb is a lexical item that functions to modify or qualify a verb, an adjective, or another adverb by providing additional information regarding the manner, time, place, or degree of an action or condition. Adverbs may indicate how an action takes place (e.g., swiftly, gently), when it occurs (e.g., now, yesterday), where it happens (e.g., here, there), or to what extent (e.g., extremely, fully). For

example, in the sentence 'She sings beautifully,' the word beautifully serves as an adverb because it explains the manner in which the action sings is carried out. Through this function, adverbs enhance the specificity and expressiveness of sentences.

3. Function Word

According to Celce-Murcia and Larsen-Freeman (1999) emphasize that understanding function words is crucial in second language acquisition, especially for achieving grammatical accuracy and fluency. Even though these words are often small and unstressed in speech, omitting or misusing them can lead to confusion or ungrammatical sentences. Function words are lexical items that do not convey concrete concepts or meanings but serve primarily to fulfill grammatical roles within a sentence. These words such as prepositions, articles, and pronouns are essential for indicating relationships between content words and for maintaining syntactic structure, rather than contributing significant lexical meaning (Nur'aini et al., 2021). These words include prepositions, conjunctions, articles, pronouns and auxiliaries. Although they do not carry the main meaning, function words play an important role in structuring sentences grammatically, so that the message can be conveyed clearly and easily

understood. There are several types of function word, including preposition, article, pronoun.

First , a preposition is a grammatical element that indicates the relationship between a noun or pronoun and other components within a sentence. As part of a closed grammatical category, prepositions typically introduce prepositional phrases, which play a significant role in sentence structure by clarifying spatial, temporal, and logical relationships (Scrivener, 2011). It helps to connect different parts of the sentence, giving more information about time, place, direction, manner, cause, or accompaniment. There are several types of prepositions. Prepositions of place indicate where something is located, such as in, on, or under. For example, The book is on the table. Prepositions of time tell us when something happens, like at, on, or in, as seen in the sentence, We will meet at 6 PM. Prepositions of direction or movement show where something is going, such as to, into, or toward. For instance, She is walking toward the park. Prepositions of manner describe how something is done, with words like by or with. An example is, He traveled by train. Prepositions of cause, reason, or purpose explain why something happens, such as for, because of, or due to. For example, She succeeded

because of her hard work. Finally, prepositions of accompaniment show who or what is involved in an action, like with or without. An example would be, She went to the movies with her friends. Prepositions play a vital role in sentences by linking ideas and providing clarity about relationships between different elements.

Second, An article is a word placed before a noun to specify whether the noun is definite or indefinite. This grammar guide further explains articles, highlighting their syntactic roles (Wright, 2016). In English, there are two types of articles: definite and indefinite. The definite article 'the' is used to refer to a particular noun that both the speaker and listener recognize. For example, in the sentence 'The book on the table is mine,' 'the' identifies a specific book. In contrast, indefinite articles 'a' and 'an' are used to refer to a noun in a general sense, without specifying a particular one. 'A' is used before words that begin with a consonant sound, while 'an' is used before words starting with a vowel sound. For instance, in 'I saw a cat in the yard,' the word 'a' refers to any cat, not a specific one. Articles play a crucial role in distinguishing between specific and general references, enhancing the clarity of communication.

Third, a pronoun is a word used to replace a noun, preventing repetition and making sentences more seamless. Pronouns stand in for people, places, things, or ideas, enabling us to reference them without the need to repeat their names. There are various types of pronouns, each with a distinct function. Personal pronouns, such as I, you, he, she, it, we, and they, represent specific individuals or groups. Possessive pronouns, like mine, yours, his, hers, and theirs, indicate ownership. Pronouns are used consistently to maintain cohesion in writing, and their role in constructing relationships within the academic community is emphasized (Scrivener, 2011). Reflexive pronouns, such as myself and themselves, refer back to the subject of the sentence. Demonstrative pronouns, like this and those, point to specific things, while interrogative pronouns, such as who and what, are used to ask questions. Relative pronouns, like who and which, introduce relative clauses and provide more details about nouns. Lastly, indefinite pronouns, like someone and anyone, refer to non-specific people or things. Pronouns play a crucial role in communication by making speech and writing more concise, clear, and efficient.

B. Vocabulary Mastery

A crucial aspect of learning English as a foreign language across elementary, secondary, and advanced education levels is expanding one's vocabulary (sari, 2021). Vocabulary is a fundamental component that must be mastered when learning the four language skills: speaking, listening, reading, and writing. Given that four language skills require word knowledge without vocabulary, they cannot learn anything this is understandable. Students' English will improve as they gain more proficiency in the targeted vocabulary; if they have a small vocabulary, they will struggle to learn how to read and other skills. Students that possess strong vocabulary knowledge are able to comprehend and apply the words in a variety of contexts.

According to Richards (1976) also proposed that knowing a word means more than knowing its definition. It includes knowing the frequency of its use, its collocations, its stylistic register, and its syntactic behavior. Teachers are aware that they need to take action about the language used in their subject areas, which forms a large part of the foundation for students' proficiency in speaking, listening, reading, and writing. Additionally, vocabulary is the total number of words in a language. Words that are utilized in oral or written

language communication are included in vocabulary (Adolph, 2016). Vocabulary can be defined as the entire number of words in a language. Vocabulary mastery refers to the ability to convey the meaning of words and patterns with information, while passive vocabulary involves the ability to recognize both the form and meaning of words (Hiebert & Kamil, 2005),. The capacity to communicate the meaning of words, -words, the arrangement of word patterns. The meaning of words is the vocabulary in question. According to this definition, vocabulary is both very active and passive. Vocabulary that is frequently utilized in speech is known as active vocabulary. Vocabulary has a crucial role in foreign language acquisition (Wahyudi et al., 2022).

When students master a vocabulary, they have a thorough understanding of its meanings, spoken and written forms, grammatical behavior, word derivations, and other aspects (Asyiah, 2017). Collocations of the words, their frequency, their meaning or connotations, and their spoken and written register (Perelman, 1996). that the only practical method of gauging the level of vocabulary knowledge in pupils is through their receptive and productive knowledge. Students must acquire vocabulary in order to understand the language. to communicate with others by understanding their

communicative language and expressing an idea. In the absence of appropriate grammar and sufficient vocabulary, there won't be much communication. Before being able to utilize a foreign language in daily conversation, student must grasp a vast amount of vocabulary. Defines mastery as dominance, superiority, ascendancy, and the power of a master in a contest or competition (Perelman, 1996). The term master can also refer to the ownership, demonstration, or mastery of a certain skill, method, or body of information. Then, mastery is total knowledge or total skill. According to such definitions, mastery means possessing in-depth knowledge.

In conclusion, enhancing students' vocabulary mastery through enjoyable English learning activities using Blooket games can bring them joy and teach them how to expand their vocabulary in the language. Issues pertaining to instruction must be addressed by this tactic effectively. The purpose of this study is to employ enjoyable English learning with Blooket games to increase the vocabulary knowledge of class grade IX students at SMP Islam Al-Azhar 52 Bengkulu City.

C. The Challenges in Mastering English Vocabulary in Recent Era.

According to Laufer (2005), vocabulary learning is a cumulative and long-term process that requires multiple exposures and contextual learning. One major challenge is the depth of word knowledge, where learners often know the surface meaning but struggle with nuances such as collocations, idiomatic expressions, register, and grammatical behavior. English is an international language and one of the most used languages in the world. Since many employment need their knowledge of English, learning the language is crucial. Another topic that is assessed in national exams is English. The fundamental requirement for communicating in English is knowledge of vocabulary (Fuadi et al., 2023). According to the Oxford Advanced Learner's Dictionary, vocabulary is all the words that a person knows or use. In this context, we use the term vocabulary to describe students' understanding of words that appear in both spoken and written form. Mastering English vocabulary has always been a crucial aspect of language learning, but in the recent era, several challenges have emerged that make this task even more difficult. One of the primary challenges is the rapid evolution of language, with new words and expressions constantly entering the lexicon. The rise of digital communication and social media has introduced a significant shift in the way people use language, with

informal language, slang, and abbreviations becoming more common, making it harder for learners to distinguish between formal and informal usage. Another challenge is the sheer volume of vocabulary that needs to be acquired. English has one of the largest and most diverse vocabularies, and learners often find it overwhelming to keep up with the vast range of words, their meanings, and proper usage. Moreover, many words in English have multiple meanings depending on the context, which adds to the complexity of learning. Technology, while an aid in learning, can also present its own set of challenges. The abundance of online resources and tools can sometimes lead to confusion, as learners may be exposed to contradictory information or ineffective methods. Additionally, reliance on automated tools like translation apps or grammar checkers may hinder learners from fully understanding the nuances of vocabulary usage.

For many different kinds of reasons, some children still have difficulty acquiring languages. Therefore, in order to engage students in vocabulary acquisition and make it enjoyable, the instructor, acting as the facilitator, must devise an appropriate plan of action. Teachers need to be skilled in creating high-quality resources in order to improve students' learning outcomes (Royhan et al., 2023). Good vocabulary mastery is highly dependent on

the learning strategies applied. Effective learning strategies and methods have a significant impact in enriching students' vocabulary. Students who apply the right learning techniques, such as reading actively, listening carefully to the material, or utilizing various learning media, will find it easier to absorb and remember new vocabulary. Thus, students' ability to enrich their vocabulary is greatly influenced by the way they learn and their skills in applying these strategies in their daily activities.

The lack of immersion in an English-speaking environment can be a significant barrier. For non-native speakers, especially those living in countries where English is not the primary language, the absence of real-life exposure to the language can slow down the learning process. Without regular practice in speaking, listening, reading, and writing, learners may struggle to internalize vocabulary effectively and use it naturally in different contexts.

D. Concept of Blooket

1. Definition of Blooket

The researcher tries to answer the question with Blooket games. This research must be conducted in order to help the teacher address that problem. Teachers will learn new strategies for involving

children in the learning process without making them bored thanks to this research. Additionally, pupils won't find it scary or challenging because they can learn language in an interesting way. Playing Blooket games can help in teaching English (Rusmiati et al. 2024) Blooket is a digital learning platform with quizzes based on games. Blooket offers a variety of game models that enhance learning and can boost the efficacy of the language acquisition process in addition to its standard quiz platform (Susilo et al., 2022).

According to Setiawan & Wiedarti (2021), Blooket is a web-based learning tool designed to help teachers conduct interactive learning through games that focus on subject content such as vocabulary, grammar, and reading. Students can join a game session using a game code, and their progress is tracked in real time. The researcher tries to answer the question with Blooket games. This research must be conducted in order to help the teacher address that problem. Teachers will get new perspectives on how to involve children in the learning process without making them bored as a result of this research. Additionally, the students won't find it challenging or frightening because they can learn terms in an

interesting way. English language training can be facilitated via Blooket games. Blooket is a free website with instructional activities for working out and studying. The games are organized by subject, grade level, and theme. Blooket was created to make it simple for teachers to create drill materials, vocabulary exercises, assessments, and more.

Blooket incorporates various gamification elements, including badges, levels, points, and leaderboards. These features enhance students' intrinsic motivation, making the learning process more engaging and rewarding. The competitive nature of Blooket games encourages students to surpass their peers and improve their scores, fostering increased participation and a sense of accomplishment (Sartika et al., 2023). Blooket transforms the educational process into an engaging, game-oriented experience, thereby enhancing student participation and overall enjoyment.

Blooket is an inventive online resource, an intriguing and fun puzzle game website, and an effective instrument for contemporary education (Thu, Tran & Dan, Thai, 2023). In order to provide a dynamic environment that supports students' academic development and personal motivation, it skillfully

blends learning with play. Blooket accommodates various learning methods and maintains students' active participation in their academic path by utilizing gamification techniques. In a fun, stress-free way, this method not only improves understanding but also fosters a love of learning. Relative to other quiz application platforms like Kahoot, Wordwall, Quizizz, etc., Blooket was unique. Teachers can modify the amount of time given for answers to each question using Blooket's unique play strategies, which make quizzes more difficult and encourage students to think more quickly.

2. Types of Blooket

Blooket offers several different game modes designed to engage students and make learning fun. Each mode features a unique gameplay style, allowing teachers to choose the best format for their classroom activities. Below are the primary types of Blooket game modes: (a) Tower Defense : Build towers by answering questions correctly; defend against waves. (b) Gold Quest : Answer to collect gold; random events add exciting unpredictability. (c) Café : Serve customers food by answering; manage orders quickly for success. (d) Tower of Doom : Answer questions to defeat monsters and climb the challenging tower. (e)

Crypto Hack : Steal or protect cryptocurrency by solving questions; strategic fun. (f) Battle Royale : Compete one-on-one with peers by answering correctly to win. (g) Racing : Answer to move your character; fastest to finish wins race. (h) Classic : Traditional Q&A game; highest score wins based on answers. (i) Fishing Frenzy : Catch fish by answering; aim for the most valuable catch. (j) Factory : Produce items by answering; upgrade machines for maximum factory efficiency.

The advantage of using booklets in electronic format as learning media is that students don't have to spend a lot of money, as the booklets provide learning materials and assessments (Viranny & Wardhono, 2024). That way, booklet learning media will not disappear in the near future and students can easily access it through the internet network. students prefer learning media with more pictures and more attractive appearance, students also find it difficult if they receive too much material, and students are more interested in teacher-centered learning media. This Learning and Discussion technique has many pictures and colors to provide an attractive appearance. Students generally prefer interesting reading, less

description, lots of pictures and colors. Learning media is developed based on needs analysis.

3. Teachers' role in implementing Blooket Game

The role of teachers in implementing the Blooket game is crucial for its success as an effective educational tool. Teachers act as facilitators, guiding students in navigating the platform and ensuring that the activities align with the learning objectives. They are responsible for selecting or creating games that cater to the students' level of understanding and curriculum requirements, ensuring the content is both engaging and educational. Make studying English enjoyable so that pupils are inspired to learn. English, for example, in games. In addition to getting kids enthusiastic about the topic, using games to learn English might make it easier for them to retain the terminology. Students will enjoy their English classes, which will encourage teamwork, allow them to compete with other tactics in new ways, and make the classroom a more productive place. It goes without saying that this aids educators in the classroom. It goes without saying that both teachers and students want a highly pleasant learning environment. Teachers must thus make an effort to establish a comfortable

learning atmosphere while they are instructing (Rusmiati et al., 2024).

Teachers play a pivotal role in monitoring student progress during the game sessions. By observing how students interact with the platform, teachers can identify areas where students excel or struggle, allowing for targeted intervention and personalized support. They also provide feedback and encouragement, helping students stay motivated and focused on their learning goals. Teachers must also ensure that Blooket is integrated effectively into the overall learning plan. This involves blending the game with traditional teaching methods and fostering a balance between fun and academic rigor. By contextualizing the game's content within the larger framework of the subject matter, teachers can reinforce key concepts and make learning more impactful.

Teachers should be adaptable and open to incorporating feedback from students to improve the game's implementation. By understanding student preferences and needs, they can make adjustments to enhance the learning experience. In this way, teachers serve as the bridge between the technological tool and meaningful learning outcomes, making their role

indispensable in the effective use of Blooket in the classroom.

4. Students' role in implementing Blooket Game

The overall level of English comprehension among Indonesian students varies; some may still struggle to communicate in English, while others may have high skills (Masruroh, 2024). Implementing game-based learning in English classes has been shown to increase student interest and engagement, leading to better knowledge retention and improved problem-solving skills. Ibberson recommended incorporating Blooket because of its notable influence on students' willingness to engage and understand the material. The overwhelmingly positive student feedback regarding the use of Blooket for vocabulary instruction highlights its effectiveness in enhancing the learning experience.. This response supports existing theories in education, especially theories that emphasize the importance of motivation and active involvement of students in the learning process, which can be achieved through a game-based approach. By utilizing Blooket, students feel more interested and motivated to learn, which in turn can improve their understanding of the vocabulary being taught. This approach proves that fun and interactive methods can

create a more effective and engaging learning atmosphere.

The role of student engagement has drastically changed since the integration of digital technology (Melissa Bond, 202). Blooket's capacity to spark student enthusiasm, enhance vocabulary acquisition through visual aids, and cultivate a stronger interest in learning English particularly through reading activities demonstrates the platform's considerable value as an engaging and effective educational tool. By incorporating suggestions for improvement, Blooket's effectiveness can be further optimized, providing a more holistic and enriching learning experience for students. This will ensure that students not only improve their vocabulary skills but also feel more motivated and engaged in the learning process. In other words, several factors contribute to student involvement. Therefore, a combination of incentive and active learning is required to get students engaged in the classroom (Nappe, 2023).

5. The procedure of using Blooket Game

Here is the procedure for hosting a game on Blooket as a host:

- a) Open Blooket Application on your Google web.

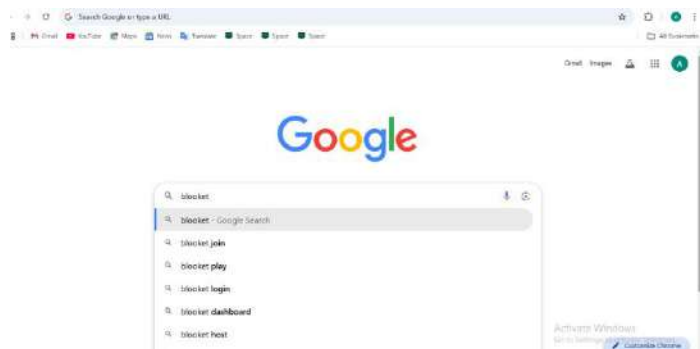


Figure 1. Google

- b) To access Blooket, log in; if you do not have an account, you will need to sign up first.

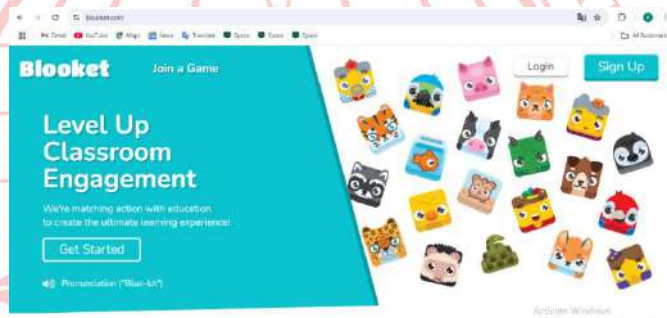


Figure 2. Blooket Game Application (taken from [www.Blooket.com](https://www.blooket.com))

- c) Visit [Blooket](<https://www.blooket.com>) and log in to your account.

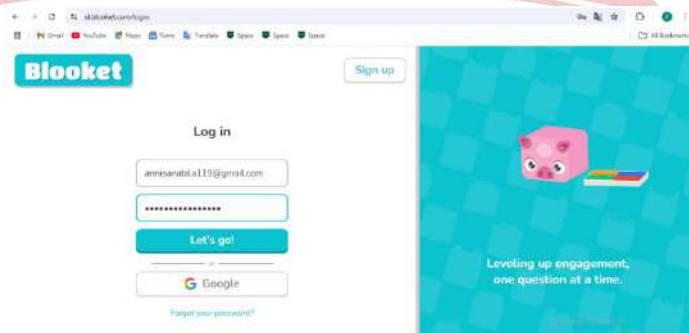


Figure 3. Blooket Game Application (taken from www.Blooket.com)

- d) Choose a Game Set, Click on "Discover Sets" to browse pre-made sets.

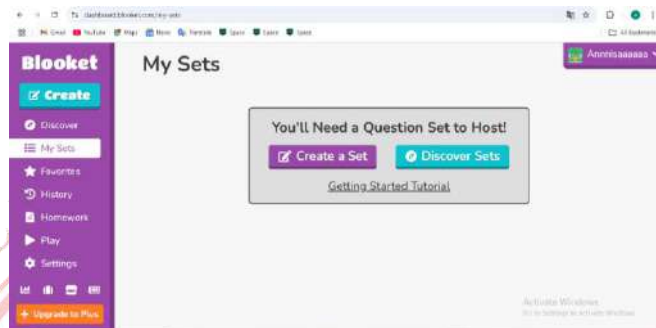


Figure 4. Blooket Game Application (taken from www.Blooket.com)

- e) Alternatively, create your own set by clicking "Create" and adding questions.

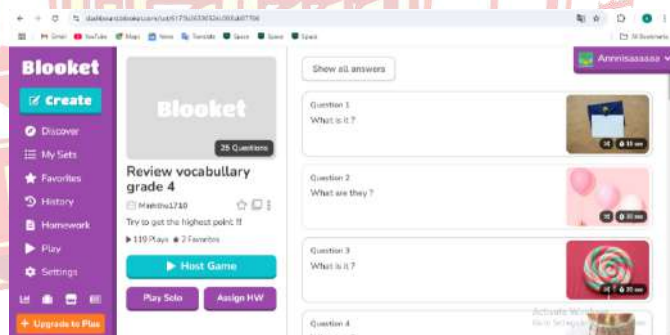


Figure 5. Blooket Game Application (taken from www.Blooket.com)

- f) Select a Game Mode, choose a game mode (e.g., Tower Defense, Gold Quest).



Figure 6. Blooket Game Application (taken from www.Blooket.com)

- g) After choosing a set, click "Host" to start. Adjust game settings like time limits, number of questions, or random events.



Figure 7. Blooket Game Application (taken from www.Blooket.com)

- h) Generate a Game Code. Click "Host Now" to generate a unique code or link. Share the code or link with participants to join the game.



Figure 8. Blooket Game Application (taken from www.Blooket.com)

- i) Start the Game. Monitor as players join the lobby using the code. Once all participants are ready, click "Start" to begin the game.
- j) Monitor Progress .Watch the leaderboard or live results as students answer questions.



Figure 9. Blooket Game Application (taken from www.Blooket.com)

- k) Review Results. After the game ends, view participants' scores and performance.



Figure 10. Blooket Game Application (taken from www.Blooket.com)

- l) Optionally download or save the results for assessment or feedback. Encourage Reflection



Figure 11. Blooket Game Application (taken from www.Blooket.com)

- m) Discuss the game experience with participant. Highlight strengths and suggest improvements based on results.

E. Advantages of Blooket

Increasing Motivation for Learning Blooket helps kids find learning more engaging and enjoyable. Because they feel like they are having fun while learning, pupils

are more inclined to pay attention in class and learn the material (Trebungan, 2024). Increases Involvement Every student can actively participate in interactive games. Increasing student involvement in the learning process is crucial, particularly for those who might not interact as much in a regular classroom. Enhances their mood for learning while assisting them in unwinding and recharging. Playing games can help students forget their problems, and teachers may find that they enjoy teaching more as a result (Rusmiati et al., 2024).

Blooket is an excellent tool for student engagement. Blooket provides a variety of gaming experiences and appears to be expanding constantly. Newsletters might be given as homework or performed live. They are simple to use and enable virtual face-to-face interaction. They promote both individual and group learning. They can be used for nearly anything, including reviewing grammar and writing strategies for writing prompts and reading comprehension of the book read. Every Blooket I've hosted has had a great degree of student participation. Students can customize their gaming experience with Blooket (Nugroho & Romadhon, 2022).

F. Disadvantages of Blooket :

While Blooket offers many benefits as a gamified learning tool, it also has several disadvantages that

educators and students should consider. One significant drawback is its reliance on technology and internet connectivity. In regions with limited or unstable internet access, using Blooket may not be feasible, potentially excluding some students from participating in these activities. Additionally, the need for devices such as laptops, tablets, or smartphones can create accessibility issues for students who lack the necessary resources. This is better suited for older students and is not group-oriented if you want your kids to meet reading requirements because the teacher cannot read aloud every question and there are no deep readers accessible. necessitates a high number of questions in order to avoid question recurrence. Editing other people's question pools is not appropriate. You should make your own question pool if you discover a nearly ideal set of inquiries (Trebungan, 2024).

Another disadvantage is the risk of overemphasizing the entertainment aspect of learning. While the game's engaging nature can capture students' attention, it may sometimes overshadow the educational objectives, causing students to focus more on winning or earning rewards rather than understanding the material. This could lead to superficial learning, where students memorize answers for the sake of the game rather than developing a deeper understanding. Blooket's gamified

format may not suit every student. Some learners, particularly those who do not enjoy competitive environments, may feel stressed or disengaged during gameplay. Teachers must balance the competitive elements to ensure inclusivity and avoid alienating certain students. The platform requires careful planning and monitoring by educators to ensure that the games align with learning goals and effectively reinforce the subject matter. Without proper integration into the curriculum, Bloket might be perceived as a standalone activity rather than a meaningful educational tool. While it can be a powerful aid, over-reliance on Bloket without considering its limitations may reduce its overall effectiveness in the classroom.

G. Previous Study

Vocabulary mastery gained attention in the second half of the last century, with it becoming a central part of language acquisition. Incidental vocabulary acquisition, a method that involves reading and listening activities, has become more prevalent. However, previous studies have faced limitations, such as an undefined word knowledge framework and neglect of prior knowledge. This review aims to provide suggestions for language teachers and learners, highlighting the need for more comprehensive

and effective methods for acquiring vocabularies (Tang, 2020).

The second study from (Phuc Luong Huynh, 2024)

This study investigates the impact of Blooket on the vocabulary and reading skills of 51 university students who are not majoring in English, comparing traditional teaching methods with technological approaches. It suggests that while traditional methods, such as the Grammar Translation Method, can boost motivation, students may require additional support. The research utilizes action research to assess the effectiveness of Blooket in enhancing both intrinsic and extrinsic motivation. Extrinsic motivators, such as points or badges, play a significant role in overall motivation, as students experience a sense of accomplishment and actively engage in language learning tasks. The interactive nature of Blooket promotes self-awareness, helping students recognize their strengths and weaknesses and take responsibility for their learning process.

The third from (Alen Isha Kinanti & Hesty Puspita Sari, 2024) . This study aims to enhance the vocabulary achievement of students at SMAN 1 Sutojayan, specifically in class XI MIPA 2, by utilizing Blooket as a learning tool. A one-group pre-test post-test design was employed, with 35 students participating as subjects. The results revealed a significant improvement between the pre-test and post-test outcomes, highlighting the importance of enriching students' vocabulary during the learning process. These findings can inform the

development of effective teaching strategies to improve vocabulary comprehension, contributing to the overall enhancement of educational quality at SMAN 1 Sutojayan and similar institutions. Future research is strongly encouraged to explore further.:

table 1. Previous Study

No	Title	Result	Conclusion
1.	A Review on Studies into Incidental Vocabulary Acquisition through Different Input	Vocabulary mastery has become a crucial aspect of language learning, particularly incidental vocabulary acquisition through reading and listening activities. However, previous studies have faced limitations, including an undefined word knowledge framework and neglect of prior knowledge. This review suggests more comprehensive and effective methods for vocabulary acquisition.	The study of incidental vocabulary acquisition has evolved from reading tasks to multimedia-assisted tasks, adapting to contemporary technology development. However, previous studies have not applied a unified vocabulary knowledge framework, leading to less comparable results and neglect of prior knowledge. Future studies on incidental vocabulary acquisition should establish a comprehensive and unified framework for vocabulary knowledge, while also controlling for participants' prior knowledge.
2.	The Effects of Blooket	The study compares traditional and technological teaching methods for	The research findings indicate that learners' intrinsic motivation at the university level

on Motivation in Learning English among First-Year Non-English Majors at A University in Ho Chi Minh City	51 non-English major university students' vocabulary and reading skills. Traditional methods like Grammar Translation Method can boost motivation, but students may need more support. Blooket's interactive nature enhances intrinsic and extrinsic motivation, fostering self-awareness and allowing students to understand their strengths and weaknesses, taking ownership of their learning process.	can be enhanced by implementing Blooket, a learning tool to create an appropriate atmosphere and instill confidence compared with the traditional method. One prominent feature of using Blooket is the improvement of students' self-awareness and autonomy in language learning.
3. The Impact of Blooket on Vocabulary Achievement of Grade XI MIPA 2 Students at SMA Sutojaya n	The study aimed to enhance vocabulary achievement in class XI MIPA 2 at SMAN 1 Sutojayan using Blooket. A one-group pre-test post-test design was used, with 35 students. Results showed a significant difference between pre-test and post-test, emphasizing the importance of vocabulary enrichment. Future research is recommended.	The study investigated the impact of the web-based educational game Blooket on the vocabulary achievement of class XI MIPA 2 students at SMAN 1 Sutojayan. The results indicated a substantial enhancement in vocabulary achievement following the game, with an average score of 87.77. The paired sample t-test validated the positive effect of Blooket on students' vocabulary mastery.

H. Conceptual Framework

This study involves two variables: the independent variable (X) and the dependent variable (Y). The independent variable is Blooket, while the dependent variable is students' vocabulary mastery. The aim of this research is to determine the extent to which peers influence vocabulary learning skills and assess whether the use of a game application, Blooket, can improve students' vocabulary mastery. Additionally, this study seeks to examine whether there is a significant difference in the impact of the Blooket learning media application on the vocabulary mastery of eighth-grade students at SMP Islam Al-Azhar 52 Bengkulu City during the 2024/2025 academic year. The following graph illustrates the conceptual framework of this study.



Figure 12. Conceptual Framework

I. Hypothesis

1. Null Hypothesis (H₀) : The use of the Blooket application as a learning media does not have a significant effect on students' vocabulary mastery among eighth-grade students at SMP Islam Al-Azhar 52 Bengkulu City during the 2024/2025 academic year.

2. Alternative Hypothesis (H1): The use of the Blooket application as a learning media has a significant positive effect on students' vocabulary mastery among eighth-grade students at SMP Islam Al-Azhar 52 Bengkulu City during the 2024/2025 academic year.

