

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is widely recognized as one of the most essential components of language competence because it forms the foundation upon which learners build their ability to understand and produce language. Vocabulary refers to all the words that a person knows, understands, and can use appropriately in communication, both in spoken and written forms. In second language learning, vocabulary plays a central role because learners cannot express ideas, comprehend messages, or interact effectively without having sufficient word knowledge. According to Syafawani (2023), vocabulary is a fundamental aspect of English learning that influences students' success in mastering the language, where insufficient vocabulary often becomes the primary obstacle in understanding texts or expressing thoughts accurately.

In addition to recognizing the meaning of words, vocabulary mastery also includes understanding how words function grammatically, how they combine with other words, and how they change meaning depending on the context. Therefore, vocabulary is not limited to

memorizing isolated words, but involves deeper knowledge of forms, meanings, collocations, connotations, and pragmatic use. Azizah (2022) emphasizes that vocabulary competence significantly affects students' overall language performance because vocabulary serves as the basis for developing listening, speaking, reading, and writing skills. When students possess a large and well-structured vocabulary, they can comprehend input more easily, participate in conversations more confidently, and produce written texts with greater fluency and accuracy.

Furthermore, vocabulary development is closely related to the strategies and learning tools used in the learning process. Modern research highlights that vocabulary learning becomes more meaningful when students are exposed to interactive, engaging, and repeated language experiences. Weerasinghe, M., et. al. (2022) explain that vocabulary learning requires not only exposure to new words but also opportunities to apply them in activities that promote active retrieval, contextual understanding, and repeated practice. This reinforcement helps learners store word knowledge in long-term memory, making it easier to recall during communication.

Considering these perspectives, vocabulary can be defined as a complex system of word knowledge that includes meaning, form, usage, and contextual application.

For students learning English as a foreign language, vocabulary mastery determines their ability to understand instructional materials, participate in classroom activities, and communicate effectively. Because of this central role, vocabulary becomes one of the primary targets in English teaching, and teachers are encouraged to use engaging learning techniques such as interactive digital games, collaborative tasks, and contextualized practice to help students expand and retain their vocabulary more effectively.

2. The Importance of Vocabulary

Vocabulary mastery is a fundamental aspect of language learning because it forms the foundation for developing the four language skills listening, speaking, reading, and writing. Without sufficient vocabulary, students are unable to fully understand messages or express their ideas clearly. Syafawani (2023) states that vocabulary is a very basic component in learning English; when students have limited vocabulary, they often struggle to grasp meaning and engage in effective communication.

Moreover, vocabulary knowledge is strongly connected to reading comprehension. A study by Putri, N., & Priyanti (2023) found a significant correlation between students' vocabulary mastery and their reading abilities: students with a broader vocabulary tend to comprehend

texts more deeply and accurately. Without knowing enough words, learners may have difficulty decoding or inferring meaning from reading passages, which limits their overall academic development.

Vocabulary also plays a crucial role in speaking ability. Research by Lestari, N., et. al. (2025) showed that vocabulary mastery significantly influences junior high school students' English-speaking performance. When learners possess a strong vocabulary base, they are more capable of selecting appropriate words to express their thoughts clearly, resulting in more fluent and confident communication.

In addition, vocabulary mastery affects students' motivation and interest in learning. Helmi (2025) found that students with stronger vocabulary tend to show higher interest in learning English. This happens because students who know more words are better able to follow lessons, understand instructions, participate in classroom activities, and feel more confident using the language, which increases their motivation to learn continuously.

Furthermore, vocabulary is not only about knowing word meanings but also understanding how words function in context. Azizah (2022) explains that strategic vocabulary knowledge including collocations, nuances, and contextual usage helps students communicate more precisely and

flexibly. This deeper understanding of vocabulary enables learners to avoid miscommunication and improves both accuracy and fluency in language use.

So, vocabulary mastery is essential for second-language learners because it supports comprehension, speaking ability, and learning motivation. In the context of this study, using interactive digital learning tools such as Blooket to improve vocabulary mastery can greatly enhance students' ability to communicate in English and contribute to their overall academic success.

3. Types of Vocabulary

Vocabulary in second language acquisition is generally categorized into two major types, namely receptive vocabulary and productive vocabulary, both of which play distinct yet complementary roles in learners' linguistic development. Recent studies emphasize that the distinction between these two types is essential for understanding how learners process, acquire, and utilize lexical items in different communicative contexts. Yilmaz, S., & Kavanoz (2025) state that receptive and productive vocabulary are closely associated with learners' performance across various language skills, suggesting that the breadth of vocabulary knowledge significantly contributes to learners' overall language proficiency.

Furthermore, research by Nation (2001) highlights that evaluating learners' vocabulary mastery requires examining not only the number of words they recognize but also their ability to deploy those words accurately in communication. Their study demonstrated that productive vocabulary knowledge tends to develop more slowly and demands deeper cognitive processing compared to receptive vocabulary. Based on the literature, the two types of vocabulary can be described as follows:

a. Receptive Vocabulary

Receptive vocabulary refers to the lexical items that learners can recognize and comprehend when encountered in spoken or written input. This includes vocabulary that appears in reading passages, listening materials, and other forms of linguistic exposure. Although learners may understand these words, they may not necessarily be able to use them actively in communication. According to Yılmaz, S., & Kavanoz (2025), receptive vocabulary functions as the foundation for comprehension-based skills and is crucial for understanding linguistic input in English as a foreign language (EFL) settings.

b. Productive Vocabulary

Productive vocabulary consists of words that learners can actively retrieve and use correctly in oral

or written expression. This type of vocabulary demands a higher level of mastery because learners must not only understand the meaning of words but also apply them accurately within appropriate grammatical and pragmatic contexts. Nation (2001) assert that productive vocabulary is a direct measure of learners' communicative competence, as it reflects their ability to express ideas, arguments, and information effectively through language.

In summary, receptive and productive vocabulary represent two interconnected dimensions of lexical knowledge. Receptive vocabulary enables learners to understand linguistic input, while productive vocabulary reflects their ability to generate meaningful output. Both types are essential in assessing students' vocabulary mastery, particularly in studies investigating the effectiveness of digital learning tools such as Blooket in enhancing vocabulary learning outcomes.

Experts also categorize vocabulary into several types. Thornbury (1997) explains that words can be grouped into eight categories:

- 1) Noun: refers to things or objects, for example bits, pieces, records, players.

- 2) Pronoun: includes personal pronouns, possessive pronouns, reflexive, reciprocal, demonstrative, relative, interrogative, and indefinite pronouns, such as I, them.
- 3) Verb: describes actions, for example like, looking, doing, to look.
- 4) Adjective: provides qualities or descriptions to nouns, such as old, second, new.
- 5) Adverb: explains verbs, adjectives, or other adverbs, for example up, cheerfully.
- 6) Preposition: words placed before nouns/pronouns to show relationships among sentence elements, such as for, like.
- 7) Conjunction: connecting words between words or sentences, such as and, or.
- 8) Determiner: words placed before nouns to indicate or identify them, for example my in my boyfriend or that in that strange woman.

From the explanation above, it can be concluded that receptive vocabulary is more easily acquired through frequent exposure to reading and listening activities, whereas productive vocabulary develops through practice using words in sentences and applying grammatical rules. In addition, vocabulary can also be categorized into word classes such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners.

Understanding these types of vocabulary helps teachers determine appropriate learning targets and teaching techniques. Considering the characteristics of the Word Search application, which emphasizes word recognition activities, this study will focus on receptive vocabulary, particularly basic vocabulary in the form of nouns, verbs, adjectives, and adverbs, as these categories most frequently appear in word search games and are relevant for improving students' ability to recognize and understand word meanings in the context of learning English.

4. Techniques of Teaching Vocabulary

Vocabulary mastery plays an essential role in English language learning because it influences students' ability to understand, communicate, and express ideas effectively. In the context of English as a Foreign Language (EFL), students often face difficulties in acquiring and retaining new vocabulary due to limited exposure and lack of engaging learning activities. Therefore, teachers are required to apply appropriate techniques to support students' vocabulary development. One of the prominent theories related to vocabulary teaching techniques is proposed by Nation, (2001), who classifies techniques of teaching vocabulary into several categories based on the focus of vocabulary learning. This classification provides a strong theoretical framework for analyzing the

effectiveness of vocabulary teaching techniques, including the use of game-based learning such as Blooket.

According to Nation (2001), techniques of teaching vocabulary are divided into several categories based on the focus of vocabulary learning. These categories are designed to help learners acquire vocabulary effectively through understanding meaning, using words, learning language forms, and developing fluency. Nation classifies vocabulary teaching techniques into four main categories, namely meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

a. Meaning-Focused Input

Meaning-focused input refers to vocabulary teaching techniques that emphasize learners' understanding of word meanings through exposure to language. In this category, students learn new vocabulary by receiving comprehensible input from teachers or learning materials. Techniques included in meaning-focused input are explaining word meanings, using translation, providing examples, and encouraging students to guess the meaning of words from context. The main objective of this category is to help students recognize and understand the meanings of new vocabulary items. According to Nation (2001),

sufficient exposure to meaningful input is essential for building students' receptive vocabulary knowledge.

b. Meaning-Focused Output

Meaning-focused output focuses on techniques that require students to actively use the vocabulary they have learned. In this category, students are encouraged to produce language by using new words in speaking or writing activities. Techniques such as making sentences, participating in discussions, and completing writing tasks are commonly used. This category aims to develop students' productive vocabulary knowledge by helping them apply vocabulary in meaningful communication. Nation (2001) states that producing language helps learners notice gaps in their vocabulary knowledge and strengthens word retention.

c. Language-Focused Learning

Language-focused learning refers to vocabulary teaching techniques that emphasize direct and deliberate learning of vocabulary forms. In this category, students focus on pronunciation, spelling, word forms, and word meanings through controlled activities. Common techniques include vocabulary exercises, matching activities, quizzes, and drills. The main purpose of language-focused learning is to help students master vocabulary accurately and

systematically. In this study, the use of Blooket games can be classified into this category because Blooket provides quiz-based activities, immediate feedback, and focused practice on vocabulary items.

d. Fluency Development

Fluency development emphasizes techniques that help students use vocabulary quickly and confidently through repeated practice. In this category, learners already know the words, but they practice using them repeatedly to increase speed, automaticity, and confidence. Techniques such as games, repeated exercises, and timed activities are commonly applied. According to Nation (2001), fluency development is important to ensure that vocabulary knowledge can be accessed easily during communication. The use of Blooket games also belongs to this category because it allows students to practice vocabulary repeatedly in a fun and competitive environment, which improves vocabulary retention and fluency.

In conclusion, Nation's classification of vocabulary teaching techniques highlights the importance of balancing meaning, use, form, and fluency in vocabulary instruction. The four categories offer a comprehensive framework for understanding how vocabulary can be taught effectively. In this study,

the use of Blooket games integrates particularly well with language-focused learning and fluency development, as it provides structured practice, immediate feedback, and repeated exposure to vocabulary in an enjoyable learning environment. Therefore, Nation's theory is considered highly relevant and appropriate to support the investigation of the effect of using Blooket games on students' vocabulary mastery at SMP Negeri 5 Kota Bengkulu.

B. The Concept of Blooket

1. Definition of Blooket

Blooket is a web-based learning platform designed as a game-based learning tool. This application allows teachers to create or select question sets, which can then be used in a variety of game modes such as Battle Royale, Tower Defense, and Cafe. Students can participate individually or in groups, answering questions while competing to collect points, rewards, or achievements. This combination of learning and entertainment makes the classroom atmosphere more enjoyable and interactive, motivating students to engage actively in the lesson (Masruroh, 2024). This aligns with Game-Based Learning Theory, which explains that learning becomes more meaningful when academic content is integrated with game

elements that create challenge, excitement, and engagement (Prensky, 2003).

Blooket works by presenting students with quiz questions that must be answered correctly to earn points or progress to the next level. The questions may take the form of multiple choice, matching, or true–false, depending on the teacher’s design. The platform provides instant feedback so that students can immediately recognize their mistakes and improve their understanding. This process reflects the principles of Behaviorist Learning Theory, which emphasizes that reinforcement such as points, rewards, and immediate feedback strengthens students’ learning responses and increases motivation (Skinner, 1957). The competitive game mode helps maintain focus and prevents learning activities from feeling monotonous (Sartika, K. D., et. al., 2023).

Using Blooket offers several educational advantages. First, it helps students master vocabulary through repeated exposure in an enjoyable format. Second, it increases learning motivation because students feel both challenged and entertained. Third, it enhances classroom engagement, as the game encourages students to participate actively throughout the activity. Previous studies have shown that Blooket can effectively improve students’

vocabulary mastery and support more active involvement in learning (Masruroh, 2024).

Blooket was created by Ben Stewart and Tom Stewart in 2018 in the United States. The platform was developed to make quizzes more enjoyable and competitive compared to traditional classroom activities. The public version was launched in 2020 and gained significant popularity during the COVID-19 pandemic, when teachers sought flexible and interactive online learning tools. Today, Blooket is widely used because it is simple, engaging, and able to combine game elements with educational content. Through its design, Blooket effectively bridges the gap between learning and entertainment, making vocabulary learning more interactive, motivating, and memorable for students.

Therefore, Blooket can be regarded as a comprehensive digital learning tool that successfully integrates game elements with educational content to improve students' motivation, engagement, and vocabulary mastery in a more meaningful and enjoyable learning environment.

2. Advantages of Blooket

Blooket offers several advantages that make it an effective tool for supporting classroom learning. One of its main strengths is its ability to significantly increase student

engagement by turning learning activities into games. Reward systems such as points, leaderboards, and power-ups encourage students to participate actively and consistently. This higher level of engagement is particularly beneficial for teaching vocabulary, as repeated and interactive practice helps students remember and internalize new words more effectively.

In addition, Blooket is highly flexible and versatile. Teachers can customize question sets, choose the appropriate game mode, and adjust the game mechanics to align with specific learning objectives. This flexibility allows students with different learning styles to remain motivated while learning at their own pace. Blooket also supports both individual and collaborative learning experiences, promoting peer interaction and healthy competition. These features create a dynamic learning environment where students can practice and reinforce their knowledge in multiple ways.

Ease of use is another major advantage of Blooket. Students can join sessions simply by entering a game code, without the need to create an account or deal with complicated setup. Teachers can monitor student progress in real time and provide immediate feedback. The platform can be used in both face-to-face and online classrooms, making it suitable for a wide range of educational contexts.

By integrating game elements with academic content, Blooket also helps reduce learning anxiety, allowing students to approach challenging topics, such as new vocabulary, in a fun and stress-free way.

3. Disadvantages of Blooket

Although Blooket offers many benefits, the platform also has several limitations that teachers need to consider. One of the main challenges is its dependence on a stable internet connection. In classrooms or areas with inconsistent connectivity, game sessions may lag, disconnect, or become inaccessible, which can disrupt the learning process and reduce the effectiveness of instruction.

Another limitation is that some students may become overly focused on winning the game rather than understanding the learning material. This can lead students to prioritize competition over comprehension, reducing the educational value if teachers do not carefully balance gameplay with instruction. In addition, Blooket's question types are often limited to multiple-choice or recall formats. While these formats are effective for repetition and practice, they may not sufficiently promote deeper understanding or critical thinking. Therefore, teachers should complement Blooket activities with other methods, such as discussions, writing exercises, or context-based

learning, to ensure students achieve meaningful vocabulary mastery.

Finally, some advanced features are restricted to paid subscriptions. This can limit a teacher's ability to fully utilize Blooket's potential, such as advanced game modes, flexible question organization, or custom analytics. Teachers using only the free version may not have access to all the tools necessary for differentiated instruction or more complex lesson planning.

Despite these limitations, with careful planning and thoughtful integration, Blooket remains an effective tool for motivating students and supporting language learning in a fun and interactive way.

4. Procedures of Using Blooket

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

- a) Open Blooket Application on your Google web.

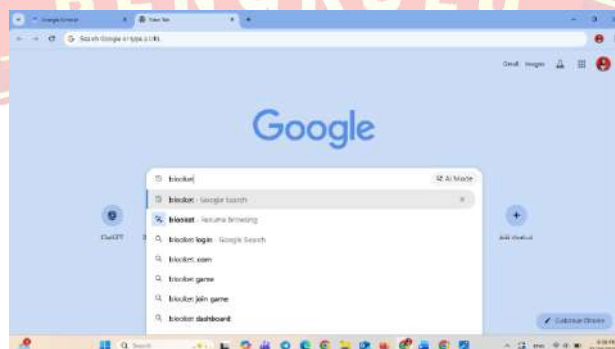


Figure 2. 1 Google

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

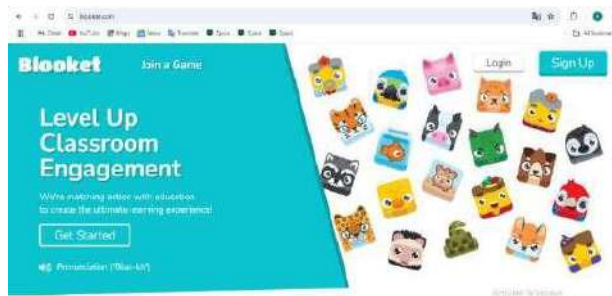


Figure 2. 2 Blooket Login or Sign Up Selection Page (taken from [www.Blooket.com](https://www.blooket.com))

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

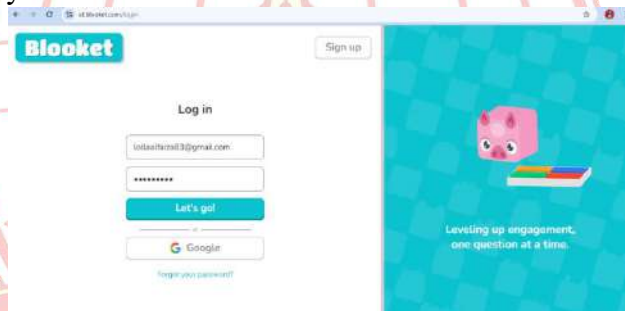


Figure 2. 3 Blooket Login Page (taken from [www.Blooket.com](https://www.blooket.com))

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

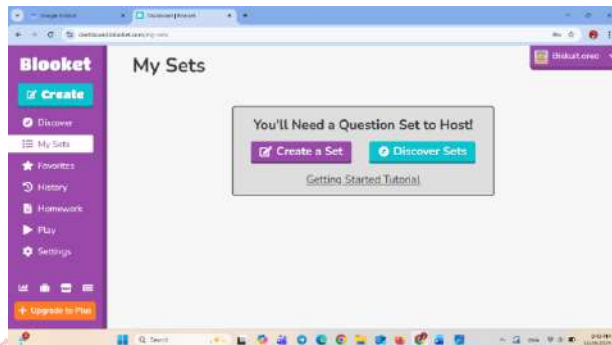


Figure 2. 4 Discover Sets Feature on Blooket (taken from www.Blooket.com)

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

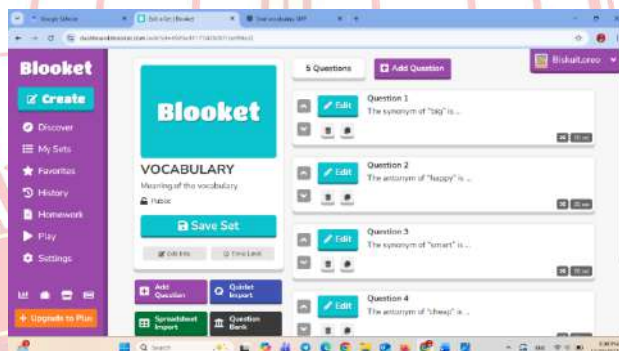


Figure 2. 5 Create Feature on Blooket (taken from www.Blooket.com)

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

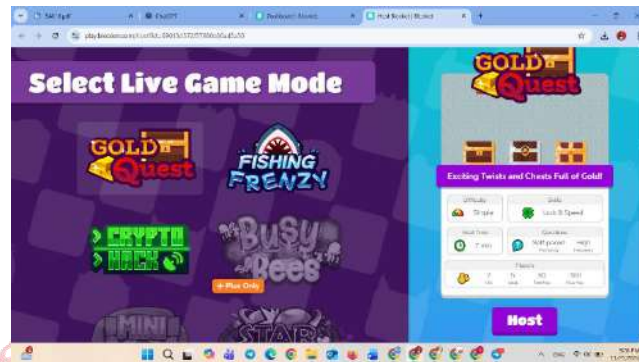


Figure 2. 6 Game Mode Selection on Blooket
(taken from www.Blooket.com)

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



Figure 2. 7 Game Settings Display on Blooket (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.

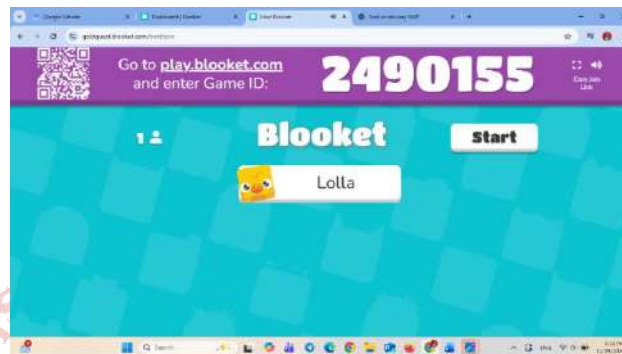


Figure 2. 8 Game Code Display on Blooket (taken from www.Blooket.com)

- 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.

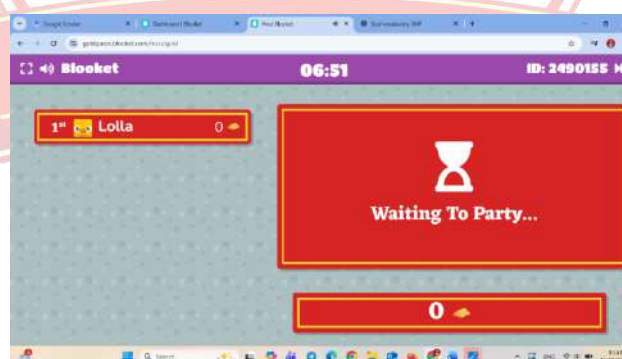


Figure 2. 9 Game Progress Display on Blooket (taken from www.Blooket.com)

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



Figure 2.10 Results Display on Blooket (taken from www.Blooket.com)

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



Figure 2.11 Results Feature on Blooket (taken from www.Blooket.com)

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

The following section presents the procedures implemented by the students in answering questions using Blooket during the teaching and learning activities.

- a) Students open Google on their respective devices, then type *Blooket* in the search bar and access the official Blooket website.

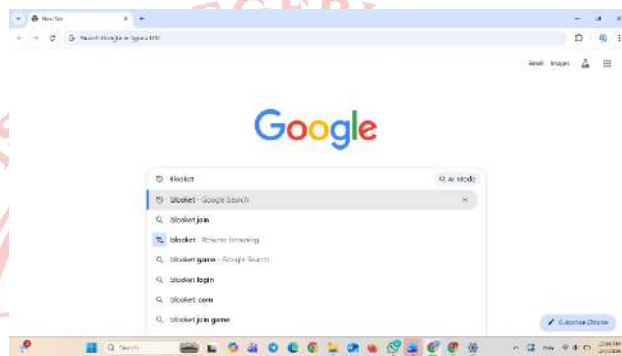


Figure 2. 12 Google

- b) Students click the **“Join a Game”** button to join the game prepared by the teacher

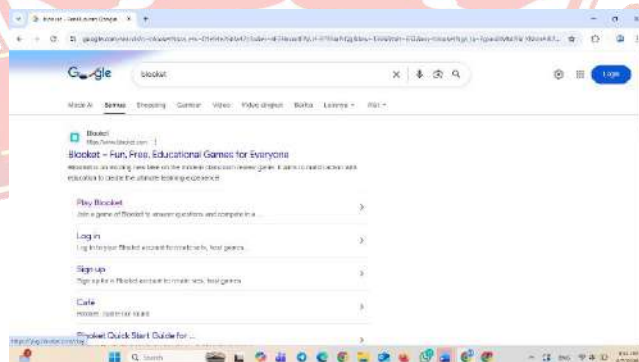


Figure 2. 13 Join a Game Page on Blooket (taken from www.blooket.com)

- c) Students enter the game code provided by the teacher in the available field, then click the **“Join”** button.



Figure 2. 14 Game Code Entry Page (taken from www.blooket.com)

- d) Students enter their names according to the teacher's instructions and then proceed to the next step.

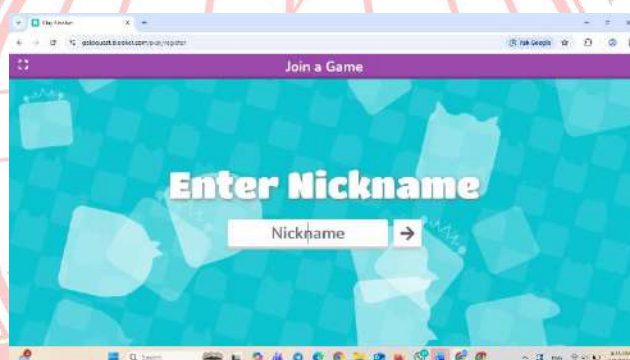


Figure 2. 15 Player Name Entry Page (taken from www.blooket.com)

- e) Students wait in the game lobby until all participants have successfully joined and the teacher starts the game.



Figure 2. 16 Game Lobby Display on Blooket (taken from www.blooket.com)

- f) Students read each question carefully and choose the most appropriate answer from the options provided on the screen while participating in the game.

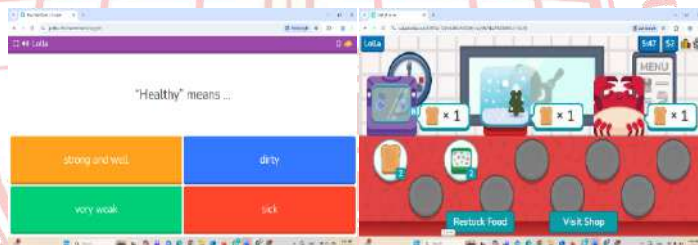


Figure 2. 17 Question Display on Blooket (taken from www.blooket.com)

- g) After the game ends, students can see their results and scores, then wait for further instructions from the teacher.

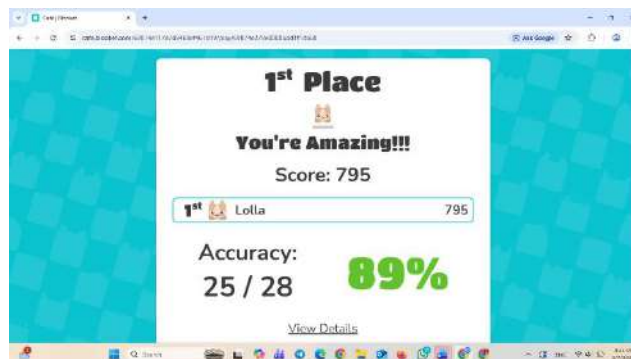


Figure 2. 18 Final Results and Score Display (taken from www.blooket.com)

C. The Role of Blooket to Vocabulary

Blooket is a web-based, game-based learning platform that provides interactive quiz games where students can compete or collaborate to answer questions. In the context of vocabulary learning, Blooket plays a critical role in improving students' vocabulary mastery by promoting active engagement, repetition, and retrieval practice. Vocabulary acquisition is not merely about recognizing words; it involves understanding the meaning, spelling, usage, and application of words in various contexts (Yanti, E., & Isna, 2025). Blooket facilitates this process by combining gameplay and learning objectives, thereby increasing students' motivation, attention, and willingness to engage in repeated practice. Through features such as points, levels, leaderboards, and timed challenges, students are encouraged to participate consistently and persistently, which strengthens their long-term retention of vocabulary (Fahmi, S., & Purnawan, 2025).

Furthermore, the use of Blooket aligns with the principles of game-based learning (GBL), which posits that well-designed games can improve cognitive engagement, provide meaningful feedback, and stimulate intrinsic motivation (Kaya & Ercag, 2023). GBL also emphasizes the importance of teacher scaffolding to ensure that learning is structured, relevant, and pedagogically meaningful. In addition, Blooket supports self-regulated learning (SRL) by allowing students to monitor their own progress, identify weaknesses, and adjust strategies for better learning outcomes (Jin, S.-H., et. al., 2023). Therefore, the effective use of Blooket in vocabulary instruction relies on both teacher guidance and active student participation.

1. Teacher Role in Blooket

Teachers play a central and multifaceted role in ensuring the effective use of Blooket for vocabulary learning. First and foremost, teachers act as instructional designers. They are responsible for selecting appropriate vocabulary items that are aligned with students' proficiency levels and the learning objectives of the class. This involves carefully choosing words that are challenging enough to promote learning but not so difficult that students become discouraged. Teachers also determine the game type, such as Tower Defense or Gold Quest, and adjust difficulty settings to suit the students' needs.

Additionally, they plan complementary activities, such as discussion sessions, sentence construction exercises, or reflective writing tasks, to reinforce the vocabulary learned during the game (Fahmi, S., & Purnawan, 2025). By performing these tasks, teachers ensure that Blooket serves not only as a source of entertainment but also as a meaningful tool for developing students' vocabulary mastery.

During gameplay, teachers assume the role of facilitators and scaffolding providers. They help students understand the meaning of words, interpret quiz questions correctly, and use vocabulary in appropriate contexts. When students struggle, teachers provide explanations, examples, or synonyms to deepen understanding and prevent misconceptions. This approach aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), in which learners achieve higher levels of understanding with the guidance of knowledgeable others. According to Nasyifa, N., & Armin (2025), teachers' active presence during Blooket sessions can significantly improve students' engagement and help them navigate challenges, ensuring that learning outcomes are maximized.

Another key responsibility of teachers is ensuring content quality. Teachers must validate the vocabulary lists and question sets to confirm that they are accurate,

relevant, and appropriately leveled for their students. Misaligned or incorrect content can reduce the effectiveness of the learning process, highlighting the importance of careful preparation before using Blooket in class (Masrurah, 2024). This step also allows teachers to align the game's content with broader curriculum goals and lesson plans, ensuring a cohesive learning experience.

Teachers also function as motivation managers. Blooket integrates gamified elements such as points, levels, badges, and leaderboards, which can stimulate students' intrinsic and extrinsic motivation. Teachers guide students in balancing competitive aspects of the game with academic objectives, helping learners focus on meaningful vocabulary acquisition while enjoying the fun and interactive elements of the game. As Fahmi, S., & Purnawan (2025) explain, teachers can leverage these features to sustain students' attention, encourage repeated practice, and maintain high levels of engagement throughout the session.

Finally, teachers play a critical role in assessment and evaluation. By observing gameplay, teachers can identify frequently missed words, patterns in student responses, and areas of difficulty. These observations, when combined with pre-tests and post-tests or follow-up exercises, allow teachers to measure improvements in

vocabulary mastery and provide personalized feedback. This reflective process ensures that the use of Blooket contributes to deep and lasting learning rather than superficial memorization (Fahmi, S., & Purnawan, 2025). In addition, teachers can encourage metacognition by asking students to reflect on their performance, strategies, and learning progress, further enhancing the educational impact of the game.

In conclusion, teachers are not merely facilitators of technology when using Blooket; they are instructional designers, scaffolding providers, content quality controllers, motivation managers, and assessors. Their guidance ensures that students benefit fully from the game-based learning experience, achieving not only higher engagement but also significant improvements in vocabulary mastery.

2. Students Role in Blooket

Students assume an active role in the learning process when engaging with Blooket. As active learners, they interact with questions, recognize patterns, and apply cognitive strategies to answer correctly. This active engagement is essential for vocabulary retention because it requires students to process, analyze, and retrieve words rather than passively memorize them (Sartika, K. D., et. al., 2023).

Through repeated gameplay, students engage in retrieval practice and repetition, which are known to consolidate memory and transfer words into long-term retention. Each round of Blooket provides repeated exposure to the same vocabulary in varied contexts, strengthening both recognition and usage (Sulistyanto, I., & Asyhar, 2024).

Students also function as self-regulated learners, monitoring their own progress, setting personal goals, and adjusting strategies for improvement. For instance, students can focus more on words they frequently miss or experiment with different strategies to achieve higher scores. This metacognitive aspect of learning fosters independence, responsibility, and reflection (Yanti, E., & Isna, 2025).

Moreover, students act as self-monitors by using instant feedback provided by Blooket. Highlighted correct answers, time records, and level progression help students identify areas of weakness and target them for additional practice. This feedback loop enables focused and efficient learning, ensuring that students invest effort where it is most needed (Sinaga, N., et. al., 2025).

Finally, the gamified elements of Blooket enhance intrinsic motivation. Scores, competition, levels, and rewards encourage students to participate more actively

and practice vocabulary frequently. When teacher guidance is incorporated, this motivation is channeled into structured and effective learning, ultimately improving vocabulary mastery and student engagement (Masruroh, 2024).

D. Previous Study

Several studies on the use of Blooket in vocabulary learning have been conducted and have shown positive results. The first study by Durrotunnafisah (2025) entitled *The Effectiveness of Using Blooket in Increasing English Students' Vocabulary* aimed to determine the effectiveness of Blooket in improving students' vocabulary mastery. This study employed a quasi-experimental design with experimental and control groups, involving 50 junior high school students as participants, with 25 students in the experimental group and 25 students in the control group. The instrument used was a vocabulary test consisting of 20 multiple-choice items administered in a pre-test and post-test. The results showed a significant improvement in the experimental group: the mean pre-test score of the experimental group was 87.29 and the post-test increased to 95.63, whereas the control group increased from 82.50 to 89.17. Statistical analysis using the Mann-Whitney test indicated an Asymp. Sig. (2-tailed) = 0.002 (< 0.05), with an effect size of 0.452, categorized as medium according to Cohen's criteria. This proves that Blooket

significantly enhances students' vocabulary mastery compared to conventional methods.

The second study by Sulistyanto, I., & Asyhar (2024) entitled *The Effectiveness of Blooket Media Toward Student's Vocabulary Mastery* aimed to determine the effectiveness of Blooket in improving students' English vocabulary mastery as well as to evaluate students' perceptions of the media. This study used a quasi-experimental design with two groups, namely the experimental and control groups, each consisting of 20 students. Quantitative data were collected through a 20-item multiple-choice vocabulary test administered as pre-test and post-test, while students' perceptions were gathered through an 11-item questionnaire. The results showed that the experimental group who learned using Blooket experienced a significant score improvement, from a pre-test mean of 60.50 to a post-test mean of 72.50, with standard deviations of 14.59 and 8.95, respectively. Meanwhile, the control group, which learned using conventional methods, improved from a pre-test mean of 55.25 to a post-test mean of 61.25, with standard deviations of 13.12 and 8.71. An independent t-test indicated a significance value of 0.000 (< 0.05), confirming that the score improvement in the experimental group was significantly greater than in the control group. Moreover, the majority of students gave positive responses toward using Blooket, stating that it made vocabulary learning more enjoyable, engaging,

and helpful in remembering new words. Thus, Blooket is proven effective in improving junior high school students' vocabulary mastery while also increasing their motivation to learn.

The third study by Barokah, I., et. al. (2024) investigated the effect of using Blooket Game on the English vocabulary mastery of seventh-grade students at SMP IT Mathla'ul Anwar Malingping. This quantitative experimental study involved two classes an experimental class (28 students) and a control class (28 students) from a total population of 84 students. The research instrument was a vocabulary test administered as pre-test and post-test. The results showed that in the experimental class, the pre-test mean score was 53.86 (SD = 11.339), which increased to a post-test mean of 81.71 (SD = 8.105). Meanwhile, in the control class, the pre-test mean was 52.71 (SD = 11.317), and the post-test mean increased to 72.57 (SD = 6.974). The t-test revealed a significance value of $p = 0.000$ (< 0.05), statistically demonstrating that the improvement in the experimental class was much more significant than in the control class. Thus, this study concluded that the use of Blooket Game had a positive and significant effect on students' vocabulary mastery in the experimental class compared to the traditional method in the control class.

The fourth study by Isyamirahim, R, et. al. (2024) entitled *Improving Students Vocabulary Mastery Through English Fun*

Learning with Blooket Games at SMP Santo Antonius, Jakarta Timur employed a Classroom Action Research (CAR) approach to improve the English vocabulary mastery of seventh-grade students at SMP Santo Antonius, East Jakarta. A total of 22 students were used as the sample, and learning was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. Quantitative data were obtained from vocabulary tests before and after the intervention, while qualitative data were collected through student interviews before and after each cycle and observations during the learning process. The results showed that the use of Blooket games significantly improved students' vocabulary mastery: after the intervention, there was a noticeable increase compared to before. Additionally, students reported that the learning process became more enjoyable, interactive, and motivating, making the learning environment more effective. This study concluded that teaching vocabulary through Blooket can create a fun and effective learning atmosphere while helping students improve their vocabulary mastery significantly.

The final study by Sartika, K. D., et. al. (2023) entitled *The Use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery* aimed to determine students' perceptions of using Blooket in vocabulary learning and how this media helps enhance students' vocabulary mastery. This

study employed a qualitative design with 40 junior high school students from grades 7, 8, and 9 as subjects. Data were collected through an online questionnaire designed to assess students' perceptions regarding the effectiveness and enjoyment of using Blooket in learning vocabulary. The results showed that the majority of students considered Blooket a fun and competitive learning media and that it helped them understand new vocabulary more easily compared to conventional memorization-based methods. Furthermore, the use of Blooket increased students' motivation to actively learn vocabulary. The challenges identified were related to the speed and accuracy of responses, which were influenced by internet connection and the performance of students' devices. Therefore, Blooket is proven effective in enhancing students' positive perceptions toward vocabulary learning and supports the improvement of vocabulary mastery indirectly.

Based on the results of the studies above, it can be concluded that Blooket as a game-based learning media has a positive effect on junior high school students' vocabulary mastery. This media not only significantly improves learning outcomes but also makes learning more interactive, enjoyable, and motivates students to actively participate. The quantitative and qualitative evidence from these studies complements each other, providing a strong empirical foundation for further research on the use of Blooket for junior high school students.

Table 2. 1 Previous Study

No.	Researcher	Title	Result	Similiarity	Difference
1.	Durrotunnafisah (2025)	<i>The Effectiveness of Using Blooket in Increasing English Students' Vocabulary</i>	The findings showed that students taught using Blooket achieved significantly higher vocabulary scores than those taught using conventional methods, indicating that Blooket had a positive and significant effect on students' vocabulary mastery.	Both studies investigate the use of Blooket as a game-based learning media to improve junior high school students' English vocabulary mastery.	Durrotunnafisah (2025) compared Blooket with conventional teaching methods, while the present study focuses on the implementation of Blooket games in a different school context.
2.	Sulistiyanto & Asyhar (2024)	<i>The Effectiveness of Blooket Media Toward Students' Vocabulary Mastery</i>	The study found that the use of Blooket significantly improved students' vocabulary mastery and increased their motivation in learning English vocabulary.	Both studies examine the effectiveness of Blooket as a learning media to enhance students' vocabulary mastery.	Sulistiyanto and Asyhar (2024) also examined students' perceptions, whereas the present study emphasizes vocabulary mastery outcomes.

3.	Barokah, Gumelar, & Munawaroh (2024)	<i>The Effect of Using Blooket Game on Students' English Vocabulary Mastery</i>	The results indicated that students who learned using Blooket games showed significantly better improvement in vocabulary mastery than those who learned through traditional methods.	Both studies focus on the use of Blooket games to improve students' English vocabulary mastery at the junior high school level.	This study involved seventh-grade students, while the present study focuses on a different grade level and research setting.
4.	Isyamirahim, Rusmiati, & Chairiyani (2024)	<i>Improving Students' Vocabulary Mastery Through English Fun Learning with Blooket Games</i>	The study showed that the use of Blooket games successfully improved students' vocabulary mastery and created a more enjoyable and interactive learning atmosphere.	Both studies aim to improve students' vocabulary mastery through Blooket-based learning activities.	Isyamirahim et al. (2024) used Classroom Action Research, whereas the present study applies a quantitative research design.
5.	Sartika, Heriyawati, & Elfianto (2023)	<i>The Use of Blooket: A Study of Students' Perception Enhancing English Vocabulary Mastery</i>	The findings revealed that students had positive perceptions toward the use of Blooket, as it made vocabulary learning more enjoyable and motivating.	Both studies recognize Blooket as an effective digital learning media for vocabulary learning.	Sartika et al. (2023) focused on students' perceptions, while the present study concentrates on measuring students' vocabulary mastery.

E. Theoretical Framework

The following is a theoretical framework arranged in simpler language in accordance with the research title “The Effect of Using Blooket Games on Students’ Vocabulary Mastery at SMP Negeri 5 Kota Bengkulu”. This study has two main variables:

1. Variable X (Independent Variable) is the use of Blooket games as a learning tool for students. The main focus of this research is to observe how using Blooket games affects students’ vocabulary mastery. Blooket is a digital learning platform that combines quizzes with game-based elements, such as points, levels, badges, and leaderboards. It is utilized in the classroom as an interactive medium that makes vocabulary learning more engaging, fun, and motivating for students. By participating in Blooket games, students can practice vocabulary in a playful context, which encourages repeated exposure, active participation, and better retention of new words.
2. Variable Y (Dependent Variable) is the students’ vocabulary mastery. Vocabulary mastery is the outcome measured after students use Blooket games as a learning medium. The purpose of this study is to determine how much Blooket games can help students improve their vocabulary and whether there is a positive change in their language skills, especially in understanding, remembering,

and using English words in both spoken and written contexts.

Looking at the relationship between the use of Blooket games and students' vocabulary mastery, it can be understood that this medium provides a more enjoyable, interactive, and meaningful learning experience. The combination of game elements with learning materials helps students to be more focused, enthusiastic, and active during the learning process. In addition, the mechanism of giving points, rewards, and direct feedback encourages students to continue to improve their understanding of vocabulary. This approach aligns with the Game-Based Learning Theory (Prensky, 2003), which asserts that learning becomes more effective when academic concepts are presented through challenging and engaging game elements. Blooket also reflects the principles of Behaviorist Learning Theory (Skinner, 1957), as positive reinforcement such as scores, levels, and rewards play a crucial role in shaping stronger learning responses. Through the combination of these two theories, Blooket has proven to enhance students' motivation, engagement, and vocabulary retention in a more lively and enjoyable learning environment.

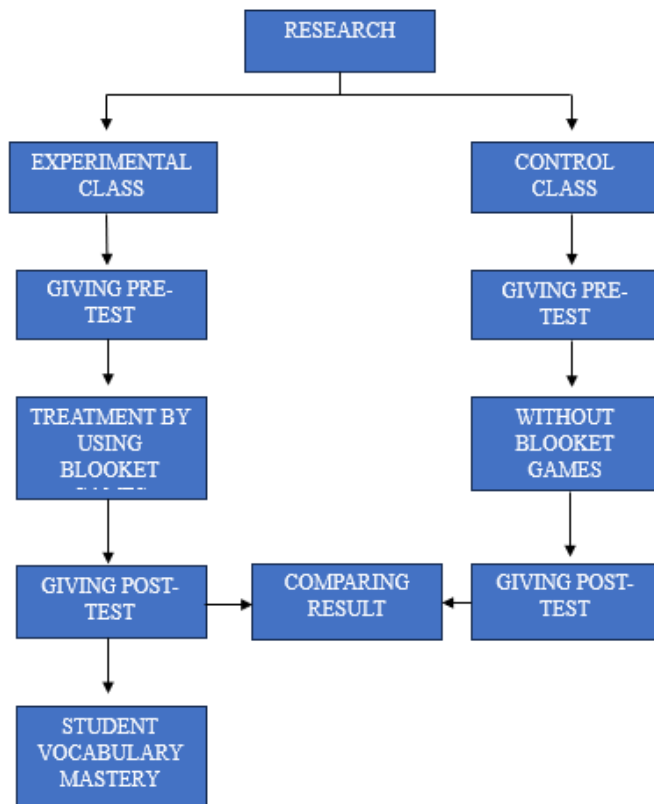


Diagram 2.1 Conceptual Framework

F. Hypothesis

Based on the research problem that has been identified, the researcher formulates the hypothesis as follows:

1. Null Hypothesis (Ho): There is no significant effect of using Blooket games on students' vocabulary mastery at SMP Negeri 5 Kota Bengkulu.
2. Alternative Hypothesis (Ha): There is a significant effect of using Blooket games on students' vocabulary mastery at SMP Negeri 5 Kota Bengkulu.