
The effectiveness of blooket on students' vocabulary learning among secondary school students

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Abstract

This research investigated the effectiveness of Blookets, a gamified learning platform, in improving EFL students' vocabulary learning. This research employed a quasi-experimental design with a mixed-methods approach. The research collected quantitative data through vocabulary pre- and post-tests comprising 40 multiple-choice items, which were analyzed using SPSS version 30. Qualitative data were obtained through semi-structured interviews and were thus analyzed thematically. The results indicated that students in the experimental group demonstrated significantly higher vocabulary scores than those in the control group, mainly due to Blooket's multimodal features such as real-time feedback and spaced repetition. Additionally, students expressed positive perceptions of the platform, highlighting enhanced enjoyment, practicality, reinforcement, motivation, and positive recommendations. These findings suggest that integrating a gamified learning platform like Blookets into vocabulary instruction offers a practical and engaging strategy for promoting language learning outcomes in secondary education.

Keywords

Blooket, EFL students teaching media, vocabulary instruction, vocabulary learning

Article History

Received 04 June 2025

Accepted 28 September 2025

How to Cite

Sinaga, N., Widyantoro, A., & Sinaga, A. N. (2025). The effectiveness of blookets on students' vocabulary learning among secondary school students. *Indonesian Research Journal in Education | IRJE |*, 9(2), 1273 -1288.

<https://doi.org/10.22437/irje.v9i02.44887>

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Introduction

As a global language, English plays an important part in education systems worldwide (Gautam, 2022). This prominence is mainly due to its status as a lingua franca, especially in academic publishing, where English dominates scholarly discourse and access to global knowledge (Hyland, 2009). In fact, the ability to use English effectively is increasingly considered essential for academic success, access to global information, and involvement in global communication (Curle et al., 2024). In non-English-speaking countries, including Indonesia, English is taught as a foreign language (EFL) rather than a second language (ESL). It is not used for daily communication but is primarily taught within formal educational settings.

In Indonesia, English is a compulsory subject in secondary schools and offered as an elective in some primary schools (Astutik & Munir, 2022). However, many students struggle to achieve functional proficiency despite its formal inclusion in the curriculum. Rahayu (2020) stated that in the EFL context, practical teaching and learning require more than just formal education, making non-formal education a vital complementary support. On the other hand, Hartini (2024) found that high school students' limited vocabulary knowledge was closely linked to low performance across all levels of English proficiency. All in all, vocabulary is crucial to improving overall language proficiency.

Many previous researchers focused on vocabulary instead of grammar in learning a language. Richards and Renandya (2002) emphasized that vocabulary knowledge affects learners' abilities to listen, speak, read, and write effectively. Ridwan (2025) noted the importance of vocabulary in reading comprehension, while Ratnaningsih and Clara (2021) demonstrated its positive influence on writing ability. Similarly, Suryanto et al. (2021) found that vocabulary breadth enhances speaking fluency and clarity. Zeng et al. (2025) further asserted that a solid vocabulary base is vital for literacy development and mastering academic content.

Despite its significance, EFL classrooms often undervalue vocabulary instruction (Ennda & Koumachi, 2022). The language curriculum frequently treats it as a supplementary rather than an integral part. Piongo et al. (2023) found that most students possess only passive vocabulary knowledge, which limits their ability to use words actively and effectively. In many educational settings, students are exposed to English for only a few hours per week, with little opportunity to use the language beyond the classroom (Liyana, 2022). The dominance of Bahasa Indonesia in public discourse, media, and daily life further limits exposure to English. Phuong (2024) and Tang (2020) noted that limited exposure hinders vocabulary acquisition, especially for learners lacking prior linguistic context.

Vocabulary remains a persistent challenge for English as a Foreign Language (EFL) learners, especially in contexts where English exposure is limited. Traditional vocabulary teaching methods often fail to stimulate interest or ensure long-term retention, creating a need for more interactive and motivating learning tools. Researchers have explored various strategies to improve vocabulary learning in response to these challenges. These include explicit vocabulary instruction (Masrul & Wicaksono, 2023), contextual teaching and learning

(Aminun Omolu & Marhum, 2022), and the integration of technology in the classroom (Rusmiyanto et al., 2023).

Recently, gamification by applying game elements to learning environments has gained global attention due to its potential and promising method to boost learner motivation and engagement (Rosyidah et al., 2023; Wulantari et al., 2023). Gamification in English language learning has been found to enhance motivation, foster 21st-century skills, improve performance, and support autonomy and collaboration (Rahmani, 2020; Wang & Feng, 2025).

Among various gamified platforms, Blooket, a digital gamified platform, has emerged as one such tool with promising pedagogical value. Blooket has become a web-based educational tool that promotes interactive vocabulary learning through game-based activities (Susilo et al., 2022). Blooket offers multiple game modes, real-time feedback, competitive elements, and easy access. It supports formative assessment and encourages student participation in a fun and dynamic environment (Fahmi & Purnawan, 2025; Sartika et al., 2023). However, some limitations have been noted. These include a lack of multimedia support (e.g., audio/video in question), a maximum of 60 participants per session, and exclusive support for multiple-choice formats (Thu & Dan, 2023). Additionally, technical difficulties such as poor connectivity and device limitations may affect user experience.

While numerous studies highlight the motivational benefits of gamification, including Blooket, there remains a lack of empirical research examining its direct impact on measurable learning outcomes in EFL contexts. Previous studies, e.g., Huynh (2024) and Sartika et al. (2023), have focused primarily on students' enjoyment and motivation, rather than their vocabulary gains. This research, therefore, addresses these gaps by examining the effectiveness of Blooket in improving students' vocabulary acquisition and exploring their perceptions of its implementation in the classroom. Through this dual focus, the research contributes to both local pedagogical practices and broader discussions on the role of gamification in EFL education.

Literature Review

Vocabulary learning in EFL contexts

Vocabulary is a core component of language learning, required for either comprehension or production. As Wilkins (1972) stated, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed," emphasizing the critical role of vocabulary in communication. Nation (2013) distinguished between receptive vocabulary, which learners recognize through listening and reading, and productive vocabulary, which refers to words they can recall and use in speaking or writing. This distinction highlights the difference between passive understanding and active language use.

Practical vocabulary is vital for students in mastering English, as their reading comprehension and overall language proficiency are closely linked to the breadth of their lexical knowledge (Dewi et al., 2024). In Indonesia, vocabulary learning presents several challenges, as Li (2023) highlighted: monotonous teaching, low student interest, lack of engaging media, and limited resources are key obstacles to effective vocabulary learning. Moreover, Alqahtani (2023) emphasized that vocabulary must be taught using engaging and

interactive media to ensure meaningful learning and retention. As Webb (2017) noted, vocabulary instruction that does not actively involve learners tends to result in short-term gains with limited long-term retention. These challenges have prompted educators and researchers to explore more interactive and student-centred strategies for vocabulary instruction.

Gamification in language education

Gamification involves integrating game-like features into non-game settings and is increasingly applied in English Language Teaching (ELT) to boost student engagement and improve instructional effectiveness. Incorporating game components within educational methodologies has been identified as a potentially efficacious strategy to enhance language acquisition (Wulantari et al., 2023). Rahmani (2020) revealed that gamification significantly positively impacted students, with benefits including enhanced motivation, the cultivation of positive attitudes, and improved performance.

By incorporating instant feedback, scoring systems, rewards, and time-based challenges, gamified learning environments create a competitive and stimulating atmosphere that aligns with extrinsic and intrinsic motivational theories. However, while general researchers have reported positive effects of gamified tools in language learning and highlighted motivational beliefs, the specific impact on measurable learning outcomes in EFL contexts requires further exploration. Although many studies (e.g., Huynh, 2024; Sartika et al., 2023) have highlighted the motivational benefits of gamified platforms, few have examined their direct impact on measurable vocabulary improvement in EFL classrooms. This indicates a need for further research that considers learner perceptions and evaluates actual language learning outcomes.

Blooket as a gamified learning platform

Blooket is an engaging, web-based platform that enhances learning through interactive, game-based activities and is accessible to many learners and educators (Sartika et al., 2023). Integrating play into learning fosters an enjoyable student experience, encouraging active participation in classroom activities (Thu et al., 2023). Blooket allows teachers to host quiz-based games in various formats, featuring real-time feedback, customizable game modes, point-based competition, and spaced repetition. These affordances position Blooket as a tool that enhances engagement and retention, especially in vocabulary instruction. Mayer (2009) stated that the cognitive theory of multimedia learning supports the notion that multimodal input, such as combining text with game-based interaction, can improve processing and retention. Unlike similar platforms like Kahoot or Quizizz, Blooket offers greater gameplay variety and learner autonomy, which may contribute to deeper engagement. Despite its growing popularity, empirical research on Blooket's instructional effectiveness remains limited, particularly in EFL settings, highlighting the need for further investigation into its impact on language learning outcomes.

Students' perceptions of gamified learning

Students' perceptions play a crucial role in determining the success of technology-enhanced learning approaches, particularly those incorporating gamified instruction. Learners who perceive a learning tool as enjoyable, meaningful, and supportive of their goals are more likely to engage actively and persistently in learning (Zarzycka-Piskorz, 2016).

Several studies have demonstrated that students generally favour gamified learning environments. For example, Hung (2017) found that learners in EFL classrooms exhibited higher motivation and increased class participation when using game-based vocabulary tools. Similarly, Oktaviani and Herman (2022) reported that Indonesian students perceived Blooket as engaging, fun, and effective in reinforcing their vocabulary retention. These perceptions suggest that students value gamified tools for their entertainment value and for their pedagogical benefits.

Despite the growing number of studies on gamification, most existing research focuses primarily on learners' enjoyment and motivational factors. Fewer studies have examined students' perceptions concerning measurable learning outcomes, especially in EFL contexts where gamified learning is still emerging as a classroom practice. Therefore, further investigation is needed to explore students' views on how effective platforms like Blooket support their vocabulary learning and how these perceptions correlate with actual improvements in language proficiency.

Methodology

Research design

This research employed a quasi-experimental, sequential explanatory mixed-methods design to investigate the effectiveness of Blooket in vocabulary learning and to explore students' perceptions of its implementation in the classroom. This research design was selected due to its ability to measure an intervention's impact quantitatively and qualitatively explore participants' subjective experiences (Creswell, 2014). A non-equivalent control group design was utilized to compare vocabulary gains between students who received Blooket-based instruction and those taught through conventional methods. The qualitative data collected in the second phase contextualized and elaborated on the quantitative findings. This structure enabled the researcher to observe the effects of the intervention while maintaining a level of control using comparison groups and pre- and post-testing procedures. This research design is particularly appropriate for investigating cause-and-effect relationships in natural educational settings where random assignment is not feasible.

Research site and participants

The research was carried out at SMA Negeri 1 Perbaungan, an Indonesian public high school in a suburban area of North Sumatra. The school was selected purposively based on its willingness to collaborate and implement EFL instruction. The participants comprised 64

tenth-grade students during the second term of the 2024–2025 academic year, divided into two intact classes: one assigned as the experimental group and the other as the control group. Participant selection followed a purposive sampling technique coordinated by the school administration due to scheduling and class constraints. No random assignment was applied, supporting the appropriateness of the quasi-experimental design.

Research instruments

This research used vocabulary tests, comprising a pre- and post-test of 40 multiple-choice questions, to assess students' vocabulary knowledge. These items were validated by lecturers of English education experts and piloted for reliability (Cronbach's alpha = .667). To capture the depth and complexity of the data, semi-structured interviews were conducted with three purposively selected students from the experimental class to explore their perceptions of the learning process.

Data collection

Data collection for the intervention was conducted for four weeks. The primary quantitative instrument was a vocabulary test administered as both a pre-test and a post-test to assess students' vocabulary mastery. The intervention involved using a Blooket as a technology-based learning tool in the experimental class, facilitated by the researcher. Meanwhile, the control group received equivalent vocabulary instruction using traditional drills and textbook exercises.

Data analysis

The data analysis comprised both quantitative and qualitative approaches. Test results were analyzed using SPSS version 30 to determine within-group and between-group differences, employing descriptive and inferential statistical methods to evaluate the effectiveness of the intervention. This analysis followed, and effect sizes were calculated to assess the practical significance of the findings. Meanwhile, interview data were audio-recorded, transcribed verbatim, and thematically analyzed following [Braun and Clarke's \(2006\)](#) six-phase framework. Manual coding was conducted to identify recurring themes and emerging patterns in students' perceptions of using the Blooket in vocabulary learning, particularly concerning enjoyment, practicality, reinforcement, motivation, and positive recommendations.

Ethical considerations

This research was conducted in accordance with ethical research principles. While the research site did not require formal Institutional Review Board (IRB) approval, permission was obtained from the school principal, and informed consent was secured from all participants and their guardians. All data were anonymized to protect participants' identities, and students were informed of their right to withdraw at any stage without penalty.

Confidentiality, voluntary participation, and data security were maintained throughout the research.

Findings

Vocabulary test results

This research aimed to evaluate the effectiveness of Blooket in improving students' vocabulary mastery. Several test analyses were conducted, including t-tests, normality, homogeneity, and ANCOVA. The table below summarizes pre-test and post-test mean scores before and after the intervention.

Table 1. *Comparison of mean pre-test and post-test scores*

| Groups | N | Pre-test | Post-test |
|--------------|----|----------|-----------|
| Experimental | 30 | 58.583 | 66.167 |
| Control | 34 | 57.279 | 59.118 |

The results indicated a significant improvement in the experimental group, with the post-test mean score of 66.167 being notably higher than the pre-test mean score, which was only 58.583. In contrast, the control group exhibited a marginal increase, with a post-test mean score of 59.118 compared to a pre-test mean score of 57.279. These findings suggest a significant difference in vocabulary learning between students who utilized Blooket and those who implemented conventional teaching media, highlighting the platform's potential effectiveness in enhancing vocabulary learning.

Table 2. *Normality test*

| Classes | Kalmogorov-Smirnov Sig. | Shapiro-Wilk Sig. |
|------------------------|----------------------------|----------------------|
| Pre-test experimental | .113 | .210 |
| Post-test experimental | .200 | .384 |
| Pre-test control | .166 | .417 |
| Post-test control | .200 | .670 |

The significance (Sig.) values for all tests are greater than 0.05, indicating that the data in all groups follow a normal distribution. Specifically, the pre-test experimental group has sig. values of 0.113 (Kolmogorov-Smirnov) and 0.210 (Shapiro-Wilk), while the post-test experimental group has higher values (0.200 and 0.384), suggesting a stronger normality assumption. Similarly, the pre-test control group (0.166 and 0.417) and post-test control group (0.200 and 0.670) also demonstrate normality.

Table 3. *Homogeneity test*

| Levene's test | Sig. |
|-----------------------------|------|
| Mean | .633 |
| Median | .607 |
| Median and with adjusted df | .608 |
| Trimmed mean | .634 |

The test of homogeneity of variance, as assessed by Levene's test, indicates that the assumption of equal variances is met across the groups. The significance values (Sig.) for all four measures—based on the mean, median, median with adjusted degrees of freedom, and trimmed mean—are greater than 0.05, ranging from 0.607 to 0.634. Since these p-values exceed the conventional threshold of 0.05, the null hypothesis of equal variances is not rejected.

Table 4. *ANCOVA test*

| Df | Mean square | F | Sig. |
|----|-------------|-------|------|
| 1 | 642.307 | 4.089 | .048 |

Based on the SPSS ANCOVA output table, the obtained significance value is 0.048, smaller than $\alpha = 0.05$. Therefore, H_0 is rejected, and H_a is accepted. This means there is a significant difference in the dependent variable after controlling for the covariate. In other words, the independent variable significantly affects the dependent variable after considering the covariate. It can be inferred that there is a significant difference in the vocabulary learning of the students taught using Blooket before the treatment is given.

Students' perception

The semi-structured interview was conducted with experimental groups within five main questions to participants who were voluntarily available to express their perspectives after implementing Blooket in the classroom. Here is the list of questions, as follows:

Table 5. *Questions for the interview*

| No | Questions |
|----|---|
| 1. | What is your opinion about learning vocabulary using Blooket? Is it easy or difficult? |
| 2. | Is the procedure for learning with the Blooket challenging to follow? Why or why not? |
| 3. | Does learning with a Blooket help you acquire more vocabulary? |
| 4. | How did you feel when learning vocabulary through the Blooket? |
| 5. | Would you recommend using Blooket frequently in the classroom to enhance vocabulary learning? |

After interviewing three participants, the transcript was analysed using thematic analysis by coding and grouping similar responses. The table below summarizes the students' answers: The five main themes emerged as follows:

a. Enjoyment

P1: "*Seru, senang, dan happy,*" "*seru banget,*" "*sangat senang.*" (In Bahasa)
"Fun, fun, and happy," "really fun," "very happy." (In English)

P2: "*Bisa saingan sama teman,*" "*mainnya sama teman-teman.*" (In Bahasa)
"I can compete with my friends," "I play with my friends." (In English)

P3: "*Tertarik dengan gamenya,*" "*gambar-gambaranya yang bagus-bagus.*" (In Bahasa)
"I am interested in the game," "the graphics are great." (In English)

Students overwhelmingly expressed that learning vocabulary through Blooket was fun. The gamified approach made learning feel less monotonous and more engaging, providing an interactive and dynamic learning environment. Many students highlighted that the competitive elements, such as earning points and competing with classmates, motivated them to participate in the learning process actively.

Additionally, the variety of game modes available on Blooket helped maintain their interest and prevented boredom, making vocabulary learning feel more like an exciting challenge rather than a routine task. Using visually appealing graphics, immediate feedback, and rewards enhanced their enthusiasm, leading to a more positive attitude toward learning. Incorporating Blooket into vocabulary instruction fostered a more stimulating and enjoyable student experience, ultimately contributing to their engagement and retention of new words.

b. Practicality

P1: "*Mudah diikuti dan dipahami,*" "*Tidak sulit diikuti.*" (In Bahasa)
"Easy to follow and understand," "Not difficult to follow." (In English)

P2: "*Kita sudah terbiasa dengan teknologi digital.*" (In Bahasa)
"We're used to digital technology." (In English)

P3: "*Praktis,*" "*cukup masukkan kode terus langsung muncul.*" (In Bahasa)
"Practical," "Just enter the code and it appears immediately." (In English)

Students found Blooket easy to use, highlighting its accessibility and straightforward setup. They appreciated the platform's user-friendly interface, which allowed them to navigate the games effortlessly without requiring extensive instructions or prior experience. Many students noted that the simple login process and intuitive game mechanics made participating in the classroom or during independent research sessions convenient. Additionally, accessing Blooket on various devices, such as smartphones, tablets, and laptops, contributed to its

practicality and ease of use. This accessibility ensured that students could engage with vocabulary exercises anytime and anywhere, reinforcing their learning outside formal lessons. The seamless integration of game-based activities also reduced technical barriers, allowing students to focus more on the content rather than struggling with the platform.

c. Reinforcement

P1: "*Banyak mendapat kosa kata baru," "lebih banyak mengerti kosa kata baru," "beberapa kata-kata baru yang saya ketahui."* (In Bahasa)

"I learned a lot of new vocabulary," "I understood more new vocabulary," "I learned some new words." (In English)

P2: "*Game ini diulang-ulang," "belajar dari kesalahan," "dikasih tahu jawaban yang benar."* (In Bahasa)

"This game is repetitive," "I learned from my mistakes," "I was told the correct answers." (In English)

Repeated exposure to vocabulary in a game-based format helped students recall words more effectively. The frequent interaction with target vocabulary through engaging activities reinforced their memory retention, making it easier for them to retrieve words when needed. Since Blooket incorporated repetition playfully and interactively, students were exposed to the exact words multiple times without feeling bored or overwhelmed. The instant feedback after each question also allowed them to recognize and correct their mistakes immediately, further strengthening their understanding. Additionally, the competitive nature of the platform encouraged students to repeatedly engage with the material, leading to increased familiarity with the vocabulary. Over time, this continuous reinforcement helped embed new words into their long-term memory, improving their confidence and ability to use the vocabulary in different contexts.

d. Motivation

P1: "*Bisa saingan sama teman biar dapat peringkat."* (In Bahasa)

"I can compete with my friends to get a ranking." (In English)

P2: "*Blooket meningkatkan motivasi belajar."* (In Bahasa)

"Blooket increases my motivation to study." (In English)

P3: "*Seru banget," "menyenangkan."* (In Bahasa)

"It is really fun," "enjoyable." (In English)

The competitive elements in Blooket, such as leaderboards and interactive gameplay, increased students' motivation to learn. Including point-based rewards, rankings, and timed challenges created an aura of anticipation and urgency, encouraging students to stay engaged throughout the learning process. Many students expressed that competing against their peers

in a fun and low-stakes environment made them more eager to participate and improve their performance. The leaderboard system, particularly, was a strong motivator, as students strived to earn higher scores and achieve better rankings. The real-time progress updates and friendly competition also created a dynamic classroom atmosphere, where students actively challenged themselves to recall vocabulary more quickly and accurately. By transforming learning into a game-like experience, Blooket enhanced students' enthusiasm and contributed to their persistence and willingness to revisit the material multiple times.

e. Positive recommendation

P1: "*Saya sangat merekomendasikan, "kalaupun bisa setiap belajar bahasa Inggris ada Blooket."* (In Bahasa)

"I highly recommend it," "if possible, use Blooket every time you study English." (In English)

P2: "*Bisa sebagai ice-breaking dalam pembelajaran."* (In Bahasa)

"It can be an icebreaker in learning." (In English)

All participants agreed that the Blooket should be used regularly in vocabulary lessons, emphasizing its effectiveness in making learning more interactive, engaging, and enjoyable. They believed that the platform's interactive and gamified nature helped sustain their interest and motivation, making vocabulary learning feel less like a tedious task and more like an exciting challenge. Many students noted that the repeated exposure to words in a fun and competitive setting significantly improved their retention and recall abilities. Additionally, they appreciated how Blooket fostered a collaborative yet competitive learning environment, encouraging active participation from all students. Some even suggested incorporating it as a routine part of vocabulary instruction, either as a warm-up activity, a review session, or a reinforcement tool after learning new words. By making Blooket a consistent feature in vocabulary lessons, students felt they could stay more engaged, track their progress, and develop a stronger command of the language over time.

Discussion

This research implements the theory of gamification in education as Kapp (2012) proposed, which posits that incorporating game-based elements into learning can boost students' motivation, engagement, and retention. In line with this, this research showed that by integrating Blooket into classroom activities. Students in the experimental group demonstrated greater vocabulary improvement than those in the control group. Moreover, participants expressed positive perceptions of Blooket, which indicated that the learning activities using Blooket in this research significantly created a positive vocabulary learning process.

The effect of Blooket on students' vocabulary learning, the first objective of this research was to examine whether using Blooket significantly improved students' vocabulary learning compared to conventional instructional methods. The ANCOVA analysis revealed a statistically significant difference in post-test scores between the experimental and control groups ($p = 0.048$), indicating that Blooket positively affected students' vocabulary learning. This result demonstrates that learners exposed to Blooket-based instruction performed better than those taught using traditional approaches.

The improvement in the experimental group can be attributed to Blooket's multimodal features, including real-time feedback and spaced repetition. These affordances provide repeated and contextualized exposure to vocabulary, which supports deeper processing and retention. This finding is consistent with the Cognitive Theory of Multimedia Learning (Mayer, 2009), which posits that learning is more effective when verbal and visual elements are combined meaningfully.

Additionally, Retrieval Practice Theory (Karpicke & Roediger, 2008) supports the notion that repeated retrieval strengthens long-term memory. Blooket's design, which promotes frequent recall through engaging quizzes, aligns with this theory and explains the enhanced vocabulary retention observed in this research. Nation (2013) also emphasizes the importance of spaced repetition in learning foreign language vocabulary, reinforcing tools like Blooket's pedagogical value.

These findings align with previous research recognizing gamified learning platforms' motivational and cognitive benefits (e.g., Sartika et al., 2023; Fahmi & Purnawan, 2025). However, while previous studies (e.g., Thu & Dan, 2023) highlighted Blooket's entertainment value and game variety, the present research contributes new evidence regarding its measurable impact on vocabulary acquisition in an EFL classroom.

In contrast, the control group showed only marginal improvement, highlighting the limitations of traditional methods that rely on rote memorization. These results emphasize the importance of incorporating learner-centered, interactive approaches to enhance vocabulary learning outcomes.

Students' perceptions of Blooket in vocabulary learning, this section addresses the second research objective, which explored students' perceptions of using Blooket as a tool for vocabulary learning. The findings revealed that students generally held positive views of Blooket, highlighting its usefulness, practicality, and motivational value in classroom instruction. Students noted that Blooket helped make vocabulary learning more engaging, competitive, and interactive, contributing to a more enjoyable learning experience.

One explanation for these perceptions is that Blooket's multimodal features—such as spaced repetition, real-time feedback, point-based challenges, and customizable game formats—actively encouraged participation and reinforced vocabulary recall. These elements align with the Gamified Learning Theory (Deterding et al., 2011), which posits that integrating game mechanics into educational activities can boost student motivation, focus, and content retention.

These research findings align with Thu and Dan (2023), who reported that students found Blooket enjoyable, beneficial, and easy to use. Similarly, Sartika et al. (2023) found that students responded positively to Blooket's competitive features, noting increased motivation

and deeper understanding of vocabulary items. In this research, students described Blooket as enjoyable, practical, and advantageous in reinforcing their vocabulary knowledge.

Several contextual factors influenced students' positive perceptions. These included their learning preferences, limited exposure to English outside the classroom, and the traditionally monotonous instructional approaches they were accustomed to. The novelty and interactivity of Blooket addressed these challenges by offering a more student-centered learning experience. Features such as points, leaderboards, and immediate feedback helped stimulate intrinsic motivation and foster a positive classroom atmosphere—both essential for effective language acquisition.

As students repeatedly encountered and used new words through the Blooket's interactive games, they were able to reinforce vocabulary retention over time. These findings support previous studies highlighting the role of gamified platforms in enhancing vocabulary acquisition and student engagement in EFL contexts.

This research has several limitations. First, the sample was limited to 64 students from a public school, which may affect the representativeness of the findings. Second, the intervention period was relatively short, namely four weeks, which may not capture long-term vocabulary retention. Third, the vocabulary tests focused only on receptive knowledge through multiple-choice items, without measuring the productive use of words. Additionally, while qualitative data provided valuable insights, the number of interview participants was small, namely three participants, and responses may have been influenced by social desirability bias.

Conclusion and Recommendations

The use of Blooket in the experimental group appeared to foster greater student engagement and vocabulary retention, as reflected in the increased number of students scoring in higher achievement intervals after the treatment compared to those in the control group. This shows that game-based elements can make vocabulary learning more effective and engaging, especially for EFL learners. Furthermore, by integrating Blooket into classroom activities, participants expressed positive perceptions of it, highlighting its role in increasing enjoyment, practicality, reinforcement, motivation, and positive recommendations for vocabulary learning. Through competitive elements, Blooket was able to capture students' attention, foster active participation, and promote repetition and reinforcement of vocabulary in a fun way. This approach contrasts with conventional media, which often rely on repetitive drills and memorization, which may lead to students' boredom and reduced engagement. However, learning style, competition preference, and prior experience with gamified learning influence students' perceptions.

Therefore, Blooket effectively addresses three significant challenges in vocabulary teaching: monotonous instruction, low student interest, and a lack of engaging media. By maintaining student interest and motivation, fostering active participation, and providing interactive teaching tools, Blooket promotes meaningful learning outcomes. This research also supports the idea that learning vocabulary through different formats, such as pictures, games, and repetition, helps students remember words better. It shows the importance of moving beyond memorization and making learning more meaningful. For future research, looking at how this kind of learning affects other skills like reading or writing would be advantageous. It

would also be fascinating to try different types of technology or involve students from different levels and backgrounds. In short, this research shows that technology can play a significant role in teaching vocabulary and should be considered a valuable part of EFL teaching strategies. These findings suggest that Blooket can be a valuable supplementary tool in vocabulary learning.

Disclosure statement

The authors declared no potential conflicts of interest.

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