

A THESIS

**USING BLOOKET TO IMPROVE STUDENTS' VOCABULARY
MASTERY AT SMPN 4 SUPPA PINRANG CITY**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2026

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Mastery at SMPN 4 Suppa Pinrang City

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STATEMENT OF THE AUTHENTICITY OF THE THESIS

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I declare truly and fully that this thesis is my own work. If it is later proven that this is a duplicate, imitation, plagiarism, or was made by someone else, in whole or in part, then the thesis and degree obtained thereby will be null and void.

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ABSTRACT

PUTRI ANGGRENI, *Using Blooket to Improve Vocabulary Mastery at Smpn 4 Suppa, Pinrang City* (Supervised by Nanning).

The purpose of this study is to find out how well seventh-grade students at SMPN 4 Suppa can grasp English vocabulary by using Blooket, an interactive digital quiz game platform. Pre-experiment was employed as the research approach, with one experimental group receiving instruction using Blooket and

The research use the method pre-test , post-test , Quisioner designs were used in a pre-experimental approach. 26 junior high school second graders participated. A multiple-choice exam was given both before and after the treatment to gauge the pupils' command of the terminology. With this method, the researchers were able to gauge how well Blooket worked.

The results showed that using Blooket significantly raised pupils' vocabulary scores. A significant improvement was shown as the average pre-test score rose from 43.92 to 81.88 in the post-test. Students' motivation and involvement in their education were successfully raised by the media. All things considered, Blooket was a successful, dynamic, and captivating substitute for teaching junior high school English vocabulary.

Keywords: *Vocabulary, Blooket, English Junior High School*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	,	Apostrof

ي	Ya	Y	Ye
---	----	---	----

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (").

2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhommah	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أِي	Fathah and Ya	Ai	a and i
أُو	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ / نَا	Fathah and Alif or ya	Ā	a and line above
يَ	Kasrah and Ya	Ī	i and line above
يِ	Kasrah and Ya	Ī	i and line above
وُ	Kasrah and Wau	Ū	u and line above

Example :

مات : māta
رمى : ramā
قيل : qīla
يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : rauḍahal-jannahataurauḍatuljannah
الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah
الْحِكْمَةُ : al-hikmah

5. Syaddah (Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا : *Rabbnā*

نَجَّيْنَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعَم : *nu‘ima*

عَدُو : *‘aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ي, then it is transliterated as the letter *maddah* (i).

Example :

:عَرَبِيّ Arabi (not ‘Arabiyyor ‘Araby)

:عَلِيّ Ali (not ‘Alyyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الشَّمْسُ : *al-syamsu (notasy- syamsu)*

الزَّلْزَلَةُ : *al-zalزالah (notaz-zalزالah)*

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أَمْرٌ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

Fīṣilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafẓlābikhusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دَيْنُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālah, it is transliterated with the letter [t]. Example:

هُم فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the first letter of proper names (person, place, month) and the first letter at the beginning of a phrase. When the article (al-) comes before a proper name, the proper name's first letter is written in capital letters rather than the article's beginning letter. The letter A of the article is capitalized (Al) if it appears at the start of a sentence.. Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi‘alinnāsilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhīunzilafīhal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaṣrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

Swt.	=	<i>subḥānahūwata'āla</i>
saw.	=	<i>ṣallallāhu 'alaihiwasallam</i>
a.s.	=	<i>'alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat
Some abbreviations in Arabic:		
ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.



CHAPTER I

INTRODUCTION

A. Background

A person's vocabulary is the list of terms they are familiar with and use when speaking a language. The key to comprehending and effectively communicating information in English is mastering vocabulary. Students will struggle to write sentences, comprehend reading texts, and communicate ideas verbally if they do not have a strong command of language.

The vocabulary is a collection of words that a person understands or uses in a specific situation, claim Richards and Schmidt . Word meanings are simply one aspect of vocabulary; other aspects include word forms, phrase usage, and subtleties of meaning. A key element of learning English is expanding one's vocabulary. Teachers must employ a variety of strategies, including word games, context-based learning, and technological integration, to enhance vocabulary knowledge. Students will find it simpler to retain, comprehend, and use terminology in everyday conversations if the proper method is used.¹

The researcher is interested in analyzing vocabulary skills since, as previously mentioned, vocabulary is crucial to language improvement in English. Students are accustomed to using artificial intelligence (AI) and similar technologies in the age of technology that is permeating education more and more. In order to make studying

¹ Masfi Sya'fiatul Ummah, *Logman Longman Dictionary Of Language Teaching & Applied Linguistic, Sustainability (Switzerland)*, vol. 11, 2019

English more engaging and enjoyable for pupils, academics are working to expand vocabulary using web media.

On early observation researchers found that students' vocabulary comprehension in English is still comparatively low. Their capacity to read, write, speak, and comprehend English-language content is directly. There were twenty-five pupils in class VIII when the observation was made. The quantity of It was noted during the lecture that a large number of students struggled to comprehend basic English reading materials. The majority of pupils struggled to understand the meaning of basic words like because, although, generally, and crucial when asked to interpret phrases. This is also evident from the vocabulary practice average score, which remains below the minimal need for completeness.

Students at SMPN 4 Suppa and many other junior high schools frequently struggle to remember and apply new language. Students are not adequately engaged by traditional teaching approaches that mostly focus on memory and textbook activities. Students consequently perform poorly in English because they rapidly forget the words they have learned. Technology integration in English language instruction has emerged as a viable remedy for this problem. Blooket, a web-based gaming platform that transforms education into an engaging and entertaining experience, is one of the digital tools that can be used. Blooket enables educators to design vocabulary exercises that can encourage active engagement from students while strengthening word meaning and recognition.

A key component of language learning, especially in English as a Foreign Language (EFL) classrooms, is vocabulary. Gaining vocabulary is crucial for junior high school pupils to enhance their speech communication, writing fluency, listening

comprehension, and reading comprehension. However, a lack of desire, a lack of practice chances, and conventional teaching techniques that might not actively engage pupils are the main reasons why many students at this level struggle to learn and remember new vocabulary. Thus, to improve vocabulary learning, creative and engaging teaching methods are needed.²

Although mastering vocabulary is crucial, instructing it poses significant challenges. This difficulty arises because numerous learners show little enthusiasm for acquiring new words, which underscores the necessity for effective methods to simplify the process and enhance accessibility. Many pupils continue to face hurdles in mastering English, and without educators creating engaging and purposeful lessons, retention becomes problematic. For instance, learners often fail to comprehend numerous terms due to an insufficient word bank in their mental repertoire; they might recall words temporarily but fail to embed them into lasting memory.

With the development of educational technology, digital tools are becoming a necessary part of the contemporary classroom. By offering students who are digital natives engaging, personalized, and interactive experiences, digital media can help them learn languages. Platforms like gamified learning websites provide an entertaining and captivating substitute for conventional approaches.³ Among these, Blooket has become a well-liked application that blends learning and gaming to assist students in dynamically practicing and remembering words.

² Nadire Cavus et al., “The Effects of Gamification in Education: A Systematic Literature Review,” *Brain. Broad Research in Artificial Intelligence and Neuroscience* 14, no. 2 (2023): 211–41.

³ Budi Setiawan, “Vocabulary mastery through direct instruction (a classroom action research on the fourth grade of Sd Negeri Pringanom 3, Masaran, Sragen in the academic year of 2009/2010).” (2010).

Blooket Web is an online learning platform that lets educators make and administer interactive quiz games that review material. Blooket Web create is Tom and Ban Stewart created in 2018. Students use their own devices to play these games, and as they properly answer questions, they can earn points and rewards. The platform offers a variety of game styles, each with unique tactics and mechanics to keep students interested. It is especially intriguing to junior high school students because of its vibrant interface, competitive features, and immediate feedback. permits active recall, contextual usage, and repeated exposure—all of which are essential for vocabulary learning. Instructors can alter question sets to match student competence levels and curriculum objectives. Additionally, Blooket encourages competitive and cooperative learning, which can boost motivation and cultivate a positive outlook on language acquisition. The gamified experience and instant feedback support proper usage and promote ongoing practice.⁴

Given the promise of gamified learning systems such as Blooket, it is necessary to investigate how well they can help junior high school pupils improve their vocabulary. This study is to explore the effects of Blooket on student engagement and vocabulary retention as well as how it might be utilized as a medium to improve vocabulary learning. It is anticipated that the results would offer valuable perspectives to teachers looking for creative ways to enhance vocabulary teaching in EFL settings.

Additionally, incorporating digital media into language instruction supports 21st-century learning objectives, which prioritize student-centered learning,

⁴ Ikah Barokah, Rizdki Elang Gumelar, and Tatu Munawaroh, “*The Effect of Blooket Game towards Students’ Vocabulary mastery at the Seventh-Grade Students of SMP-IT Mathla’ul Anwar Malingping in Academic Year 2023/2024.*”

teamwork, and the use of technology to enhance academic progress. As a component of this digital ecosystem, Blooket gives students the ability to take charge of their education by allowing them to engage in interactive activities that develop language proficiency in an enjoyable manner. According to research, a major component of good vocabulary acquisition is intrinsic motivation, which can be raised by this type of autonomy and enjoyment.

Blooket also makes it easier to differentiate vocabulary learning. To accommodate the different needs of each student in a single classroom, teachers can create multiple sets of questions with varying degrees of difficulty. This adaptability makes it possible for all students, regardless of skill level, to gain from focused vocabulary drill. In addition to supporting continuous formative assessment, the capacity to track both individual and group development enables educators to promptly provide feedback and interventions.

Blooket's capacity to promote a feeling of community via competitive and cooperative gameplay is another benefit. When there is a common objective or healthy competition, students frequently enjoy learning together. Platforms like Blooket that offer game-based learning have the potential to foster a supportive learning atmosphere where students are inspired to engage, make errors, and try again—all of which are critical steps in the language learning process.⁵

The expanding corpus of research on gamification in education emphasizes how it can change conventional classrooms into dynamic learning environments. Gamified platforms like Blooket help kids learn 21st-century abilities like problem-

⁵ Kiki Dwi Sartika, Dwi Fita Heriyawati, and Sonny Elfianto, “*The Use of Blooket: A Study of Student’s Perception Enhancing English Vocabulary Mastery*,” *English Franca*.

solving, critical thinking, and digital literacy in addition to improving vocabulary acquisition by involving them intellectually and emotionally. Strong vocabulary development is becoming more and more crucial for young learners to succeed academically and professionally as English continues to be the world's language franca.

Blooket was chosen as a research topic because it is pertinent to the demands and tendencies of contemporary schooling. Blooket is a good choice for classroom-based research because of its user-friendly design, widespread use by educators worldwide, and proven ability to increase participation. Increased student enthusiasm and participation—two essential elements of successful language learning—are frequently reported by teachers who use Blooket. In order to support reflective teaching and intervention, the platform also gives teachers access to data and insights about student performance.

Blooket can also be used in schools with inadequate technology because of its accessibility, which includes being web-based and multi-device compatible. Because of this, it is a useful and inclusive tool that promotes fair access to cutting-edge educational opportunities.

The practical application of gamified technologies in junior high school students' vocabulary learning in EFL situations is a research gap that this project will assist close. Although gamification in general has been the subject of several research, little is known about how programs like Blooket might revolutionize vocabulary training. As a result, this study adds fresh information to the field of language instruction in addition to addressing a current and pertinent topic.

All facets of students' English language proficiency are impacted by their poor vocabulary comprehension. As a result, more diverse approaches to vocabulary instruction are required, including the use of interactive media, contextual learning strategies, and exercises that motivate students to actively apply vocabulary in authentic settings. To increase students' enthusiasm in learning language, teachers must also inspire them and provide a joyful learning environment.

The researcher intends to use interactive media in the classroom, including playing and learning with the Blooket web, to help students better understand vocabulary, particularly in English classes.

In summary, Blooket is a potent digital tool that helps junior high school kids learn vocabulary by fusing interesting, game-based learning with instructional information. Its interactive platform promotes increased motivation and active engagement in the learning process by matching students' interests and learning preferences. Teachers may deliver effective and differentiated training thanks to Blooket's capabilities, which include competitive game modes, rapid feedback, and customisable content.

Moreover, Blooket fosters the growth of critical 21st-century abilities, fosters a cooperative learning environment, and promotes formative evaluation and student-centered learning. Additionally, its significance as an inclusive instructional tool is reinforced by its ease of use and accessibility. Using Blooket in EFL classes has the potential to improve vocabulary learning's effectiveness, enjoyment, and significance because vocabulary is still a fundamental component of language ability.⁶

⁶ Irwan Sulistyanto and Universitas Islam Kadiri, “*The Effectiveness of Blooket Media Toward Student 's Vocabulary Mastery*.” December (2024).

The practical use of Blooket in classrooms, the increasing focus on gamification in education, and the present demand for creative approaches to improve vocabulary learning outcomes serve as the justifications for this study. For educators and researchers looking to better vocabulary training using innovative and technologically advanced methods, this study will provide insightful information.

In conclusion, vocabulary mastery is a crucial component in learning English as it significantly supports students' ability to understand, speak, read, and write effectively. However, many students still face difficulties in acquiring and retaining new vocabulary due to the lack of engaging and interactive learning methods. The integration of digital tools such as *Blooket* offers a promising solution to these challenges. As a game-based learning platform, *Blooket* can create a fun and motivating learning environment that enhances student participation and retention. Therefore, this study aims to investigate the use of *Blooket* web to improve vocabulary mastery among students at SMPN 4 Suppa

B. Research Questions

Based on the background above, the formulation of the problem in this research as that:

1. How effective is the use of the Blooket in enhancing the English vocabulary of students at SMPN 4 Suppa Kab Pinrang?
2. What are students' perceptions and responses toward using Blooket during the learning process?

C. Objective of the Research

Considering of the problem statement above, the researcher formulates the objective of the research:

1. To determine the extend to wich the use of the Blooket Web can improve student vocabulary mastery at SMPN 4 Suppa
2. To evaluate student's engagement and responses toward the use of Blooket Web in classroom activities

D. Significances of the Research

1. Teachers

The results of this study is anticipated that the findings of this study will offer a different, cutting-edge approach to education through interactive game-based platforms like Blooket Web, which can improve the effectiveness and engagement of the teaching and learning process. The results of this study can also be used as a guide for teachers' professional growth, particularly when it comes to incorporating digital game-based learning into vocabulary education for English.

2. Student

The results of this study are expected to help students improve their vocabulary mastery through an engaging and interactive learning experience using Blooket. By participating in game-based activities, students can enhance their motivation, retention, and understanding of new vocabulary in a fun and effective way. This study also aims to foster a more enjoyable learning environment that encourages active participation and collaboration among students.

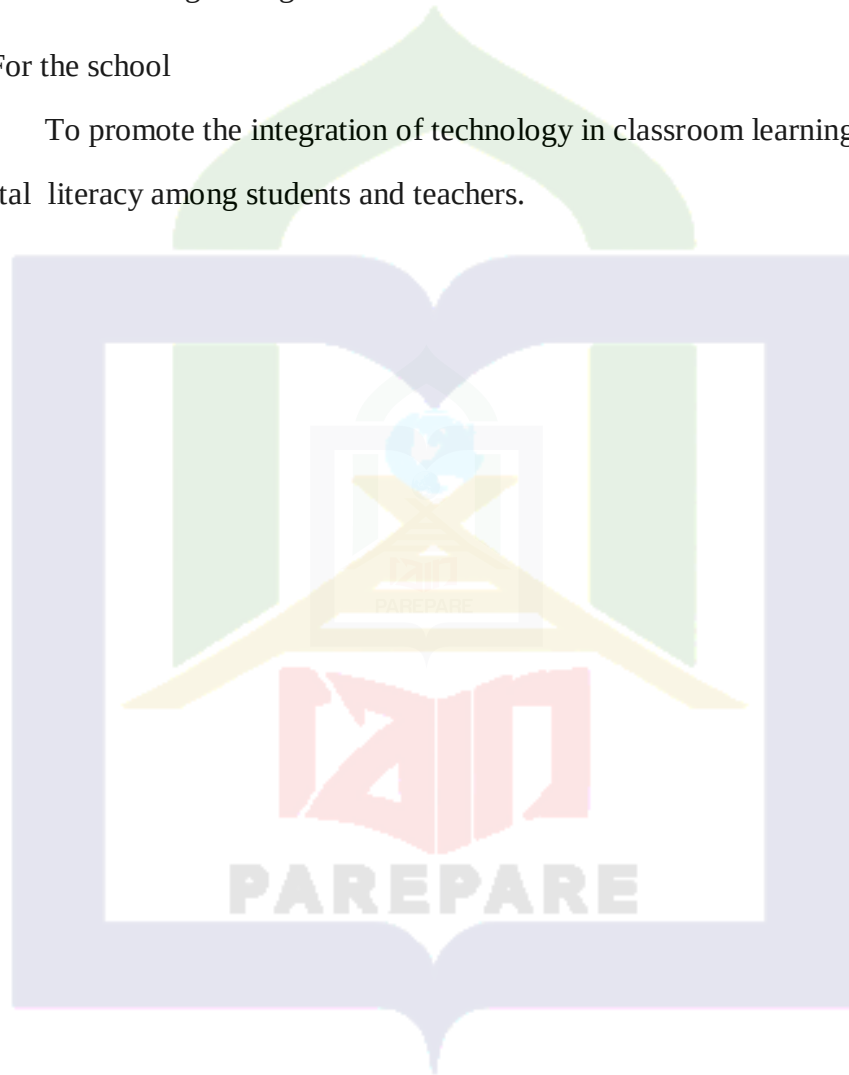
3. For Future Researches

The results of this study are expected to serve as a valuable reference for future researchers who are interested in exploring the use of game-based learning platforms like Blooket in language education. This study can provide insights into

the effectiveness of digital games in enhancing students' vocabulary mastery and motivation. Future researchers may build upon this study by investigating its application in different contexts, subjects, or proficiency levels to further develop innovative teaching strategies.

4. For the school

To promote the integration of technology in classroom learning and support digital literacy among students and teachers.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher's have conducted their research related to this research concept. Their findings are consecutively presented below:

1. The First study Kiki Sartika at al 2023 with the title "The Use of blooket : A study of student's perception enhancing English vocabulary mastery" some pupils find it difficult to memorize terminology; this traditional method has numerous drawbacks. As a result, technology is crucial to the scope of EFL instruction and learning. Using technology to engage students' habits, particularly in game-based learning "Blooket.com" is a novel approach to enhancing pupils' vocabulary proficiency. This study aims to investigate how students' English vocabulary can be improved through the use of educational games-based learning. Students' perceptions of playing the Blooket game will be the topic of a qualitative study using a study-based design. Forty public junior high school students in grades seven, eight, and nine participated in the study. A Google Forms questionnaire was distributed to the students, and data was collected as percentages and figures. They were then translated into a statement with a qualitative interpretation. The outcome demonstrates that Blooket can increase students' willingness to study vocabulary since it makes the process enjoyable and competitive and makes vocabulary comprehension simpler than with the traditional approach. Due to the device's performance and the Internet connection, Blooket also has poor speed and accuracy.

Consequently, this can serve as a substitute for abandoning the traditional method of vocabulary acquisition.⁷

2. The Second of study research by Barokah is to determine whether or not using Blooket Game has a substantial impact on Seventh-grade students at SMP-IT Mathla'ul Anwar Malingping's vocabulary knowledge. The study employed a quantitative research design with experimental method features that is divided into two classes. They belong to the control and experimental classes. The 84 students in class VII at SMP-IT Mathla'ul Anwar Malingping make up the research population. VII-A, which has 28 students as a control class, and VII-B, which has 28 students as an experimental class, make up the sample for this study. There are 56 students in the sample as a whole. The instrument is a test, and pre- and post-tests are used to gather data for this study. The statistical SPSS 22 application, which includes the mean, standard deviation, and t-test, is used to analyze the data. As demonstrated by the outcome of the post-test of oth the control and experimental classes. It is evident from the data analysis and study interpretation results that the Blooket Game has a major impact on seventh-grade pupils at SMP-IT Mathla'ul Anwar Malingping's vocabulary mastery. As can be observed, the pre-test mean is 53.86, the standard deviation is 11.339, and the minimum score is 32. The maximum score is 72. whereas the experimental class post-test mean is 81.71, standard deviation is 8.105, and the lowest possible score is 68. mean 81.71, standard deviation 8.105, maximum 96. Additionally, the control class pre-test mean is 52.71, the standard deviation is 11.317, the minimum score is 32, and the maximum is 72. whereas the control class's post-test mean score is 72.57, with a minimum score of 60 and a high score of 88. and 6.974 is the standard deviation. The t-test yielded a sig.value of $0.000 \leq \alpha = 0.05$. Ho is turned down while Ha is accepted. We can

⁷ Kiki Dwi Sartika, Dwi Fita Heriyawati, and Sonny Elfianto, "The Use of Blooket: A Study of Student's Perception Enhancing English Vocabulary Mastery,"

conclude that the Blooket Game has a major impact on pupils' mastery of language.⁸

3. The Third study from Diem Phuch Luong Huynh the title “ The effect of Blooket on motivation in learning English among First – year non – english majors at a university in Ho Chi Minh city” This study compares traditional and technological teaching approaches using Ryan and Deci's 2020 paradigm to examine the effects of Blooket Web on the vocabulary and reading skills of 51 university students who do not major in English through intrinsic and extrinsic motivation. Although reading and vocabulary acquisition frequently call for extra assistance, research by Shliakhtina et al. 2023 indicates that conventional approaches, such the Grammar Translation Method with instructor support, can nevertheless increase student engagement. To find out how well Blooket increased student motivation, action research was done. The results show that extrinsic motivational factors, like Blooket badges and points, influence motivation in general. Students become more self-aware and are able to recognize their learning strengths and shortcomings thanks to Blooket's interactive features, which also create a positive learning atmosphere.⁹
4. The Fourth study research by Putri Mustika Susilo 2022 with the title “Using blooket to improve chinese vocabulary study for 11 TH grade student’s in high school” The author intends to use Blooket to enhance grade 11 Mandarin language learners' vocabulary mastery. The author employed a qualitative descriptive approach, gathering data through interviews, instrument tests, and observation. Using Blooket learning materials, the author studied 21 high school

⁸ Barokah, Gumelar, Munawaroh, “The Effect of Blooket Game towards Students' Vocabulary Mastery at the Seventh-Grade Students of SMP-IT Mathla'ul Anwar Malingping in Academic Year 2023/2024.”

⁹ Diem Phuch Luong Huyn, “The Effects of Blooket of The Effects of Blooket on Motivation in Learning English among First-Year Non-English Majors at A University in Ho Chi Minh City.No .1 (2024)

students in the eleventh grade at Amore Prime School According to the analysis, students take the pre-test with an average score of 55.7 points out of 21. The author then utilizes the Blooket game learning medium to help students learn more Chinese words. After using Blooket, students take the post-test, which has an average score of 79.5 points. Blooket games can therefore be utilized as a learning tool to enhance word acquisition in Chinese. Students can engage in an interactive Mandarin learning environment by using this Blooket..¹⁰

5. The Fifth study research by Karira Risma Adiningsih 2024, The purpose of this study is to ascertain how well grade VII students at SMP Negeri 3 Malang learn science through the use of Blooket games as a digital medium. 32 pupils in class VII.4 served as the research subjects for the descriptive qualitative study design. Seven questions about the Blooket game's usability, appeal, efficacy, and students' perceptions of its implementation were included in the questionnaire used for data collecting. According to the study's findings, seventh-grade science instruction at SMP Negeri 3 Malang benefits greatly from the use of Blooket games as a digital medium. According to the survey results, 96.9% of students said that the Blooket game medium is easy to use, 100% said that it is helpful for learning, 100% said that it is entertaining to use, 100% said that using the Blooket game medium improved their understanding, and 96.9% said that it is effective.

According to the conclusions of several researchers above, based on their research results, they concluded that using Blooket as a research variable, Blooket can be a medium for increasing students' vocabulary when combined with the use of technology. It can also be said that Blooket is an interactive game that can train

¹⁰ Putri Mustika Susilo et al., "Using Blooket to Improve Chinese Vocabulary Study for 11 the Grade Students in High School," *ICCD (International Conference on Community Development)*, 4, no. 1 (2022): 501–6.

students' focus, not only in English but Blooket can also be used as an interesting learning medium for all subjects as well as other foreign languages, starting from medium to maximum.

B. Some Pertinent Ideas

1. Concept of vocabulary mastery

a. Definition of vocabulary mastery

Vocabulary is something that all pupils must acquire and master in order to raise their language proficiency to a very high level. Additionally, a person's vocabulary is the primary component of their language proficiency. Since vocabulary is the most important component of language, difficulties with language abilities will arise if we are unable to fully master it. Vocabulary should be regarded as one of the most crucial aspects of language learning for a number of reasons. If the kids are unable to comprehend the sentences that are processed in both written and spoken form, they will struggle greatly. Because of this, their ability to comprehend and use vocabulary will influence their language learning.

A alternative opinion from Webster's Third New International dictionary argues that vocabulary is a collection of words or a list of terms that are defined alphabetically and are usually ordered or explained based on existing phrases. Vocabulary is the entirety of a language or a list of terms that a person typically employs in that language. Knowledge acquired by thorough application of subjects and tools is known as mastery. Mastery is the application of a subject and thorough knowledge. Mastery is defined as comprehension, proficiency, or skill in the use of language that is acquired via self-awareness.

From the explanation above The ability or thorough understanding of a list or collection of words that comprise a language and may be utilized by a specific individual, group, or occupation is known as vocabulary mastery. One element of learning English as a foreign language at the primary, intermediate, and advanced levels is developing one's vocabulary.

a language, learners are required not just to excel in the core four abilities—namely, listening, speaking, reading, and writing—but also to gain proficiency in elements like English grammar, collocation, and vocabulary. Among these linguistic elements, vocabulary holds a prominent place in the process of mastering English. Prior to delving into the actual language skills, individuals must prioritize vocabulary acquisition as their initial stage. Specifically, in settings such as English education at the secondary school level, vocabulary serves as the bridge connecting those four fundamental skills..¹¹

Vocabulary is one of the linguistic components to grasp when students learn English as a foreign language. Students are currently capable of comprehending and applying the words as well as their meanings. This indicates that kids who are learning English well understand both the terms and their meanings. Literature revealed that children can learn English more readily and understand the meaning of such words. For instance, Rivers affirmed that vocabulary is crucial for efficient second language use since without it, people are unable to successfully communicate and express their feelings both orally

¹¹ Moch. Imam Machfudi , Anissa'ul Afidah, "Students' Difficulties in Vocabulary Mastery," *CREW Journal* 1, no. 1 (2022): 01–12,.

and in writing. Vocabulary is therefore a crucial component of language learning that students at all educational levels must grasp.

A study by Martha suri, Based on interviews with junior high school students in Madiun District, East Java, the outcomes indicated that learners struggled with vocabulary acquisition. A number of pupils encountered problems, such as failing to retain verb-related terms. They also battled to comprehend vocabulary embedded in sentence frameworks. Furthermore, certain students faced hurdles in deciphering word definitions, and others mentioned challenges in spelling or enunciating English vocabulary.¹²

Vocabulary is the most important component for someone to be able to use a language because every person who knows new vocabulary will make it easier to learn a language, whether it is easy or difficult vocabulary, but the main thing they must know is vocabulary.

It see med that every student had different difficulties in vocabulary mastery. According to the statement above, it also relevant to the verse of Qur'an mention at QS. Al-qamar : 17 that stated¹³

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ ۝ ١٧

Translation :

And indeed, we have made the Qur'an easy for warning, so is there anyone who will learn.

¹² Elda Martha Suri, "Improving Students ' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of," *Jurnal Pendidikan* 1, no. 1 (2012): 110–23.

¹³ "Kementrian Agama Republik Indonesia Quran Al Qarrim and Its Translation with the Transliterations. (Semarang : PT karya Toha 2019).

b. Indicators of vocabulary

The According to Cameron vocabulary skill included: pronunciation, spelling, grammar and meaning .¹⁴

1) Pronunciation

Pronunciation emerges as a vital component that deeply shapes vocabulary development. It is described as "the manner by which an individual utters the words of a language." Youngsters must listen to novel terms in a non-native language to detect the sounds at the start and finish, along with the word's emphasis pattern. According to Sailun, there are notable differences in pronunciation across English and Indonesian words.¹⁵

2) Spelling

According to Wehmeler Children also need to know the letters and syllables that make up the word that is called spelling.

“Spelling is the act of forming words correctly from individual letter or the way ”.¹⁶

3) Grammar

According to Cameron Grammatical is information is tied into words, and learning words can take students along the way into grammar. This

¹⁵ Nur Aisyah Zulkifli, “Meningkatkan Kemampuan Bahasa Inggris Siswa Dengan Menggunakan Running Dictation Melalui Materi Agama Di Sd It Al-Fittiyah Pekanbaru,” *Kutubkhanah* 17, no. 2 2014 ,1–16,

¹⁶ Hafsah Ramadhani, Munir Munir, and Nur Aeni, “The Effectiveness of Cake Application in Improving the 8th Grade Students’ Vocabulary at SMPN 29 Makassar,” *Performance: Journal of English Education and Literature* 2, no. 4 (2023): 554.

suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar.¹⁷

The grammatical aspects of vocabulary should be introduced when they aren't clearly addressed by standard grammatical principles. For instance, while introducing a new verb, instructors could include its past tense form. If that form is irregular—like "think" becoming "thought"—they might also indicate whether the verb is transitive or intransitive. Likewise, when explaining a noun, educators may choose to show its plural version if it's irregular, such as "mouse" turning into "mice," or highlight to students that it lacks a plural form entirely, as with "advice" or "information." Instructors could also present verbs like "want" and "enjoy" alongside the verb structures that accompany them, such as "want to" or "enjoying," or pair adjectives and verbs with the prepositions that follow them.

4).Meaning

According to Nation and Cameron In young learner classrooms, the definitions of unfamiliar vocabulary can be conveyed via physical items, cut-out shapes, body language, role-playing activities, images, illustrations or charts drawn on the board, and visuals from children's literature. In essence, deciphering the sense of a new term in a foreign language relies on the cognitive effort exerted by the student, which significantly determines how deeply the word gets etched into their memory; the more learners reflect on both the word and its interpretation, the better their odds of retaining it. It is

¹⁷ Fiza Asri Fauziah Habibah, "The Effects of Teaching Media and Grammar Mastery Towards Students' Speaking Skill at State Junior High Schools in Tangerang Banten," *Pujangga* 4, no. 2 (2019).

pointed out that meaning can also be established through translation into the learners' native tongue, choosing equivalents that align with the concept being introduced. Overall, command of vocabulary is indicated by a learner's proficiency in enunciation, orthography, grammatical application, and comprehension of word senses.¹⁸

c. Types of Vocabulary

Vocabulary the four skills of speaking, listening, reading, and writing are all connected by vocabulary. The expert has created a wide variety of terminology. Active and passive vocabulary are the two categories of vocabulary that Harmer separates.¹⁹

1) Active Vocabulary

Active vocabulary is also called as the productive vocabulary. Learner more usually utilize it appropriately in speaking and writing. Even while it appears more challenging to execute in practice, the student must at least be aware of the proper pronunciation and the ability to employ well-structured words in the target language. When pupils have previously acquired a vocabulary and are expected to use it correctly, it goes by the name as active vocabulary.

¹⁸ I Putu Andre Suhardiana, "Optimalisasi Penguasaan English Vocabulary Melalui Pemanfaatan Media Ludo Words Game (Lwg) Pada Siswa Sekolah Dasar," *Jurnal Pendidikan Dasar* 1, no. 1 (2017): 1–10.

¹⁹ Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabulary: A Review," *JET (Journal of English Teaching)* 5, no. 1 (2019).

2) Passive Vocabulary

The Passive vocabulary is also known as receptive vocabulary. It consists of words that learners frequently struggle to identify and grasp in situations involving listening or reading. This vocabulary type refers to elements that students are likely to find challenging or even unable to generate, and they can only recognize them when they come across them. In essence, active vocabulary is easier to apply because it's probable that someone has extensively studied and rehearsed it, while passive vocabulary generally presents greater difficulties.

Learners in various countries can develop their word knowledge via two main paths: explicit and implicit acquisition. Explicit acquisition involves participating in tasks and exercises centered on vocabulary building, including activities like forming words, studying word lists, and engaging in vocabulary-related games. On the flip side, implicit vocabulary development directs attention toward other elements, such as tasks involving reading and listening. Differently, Hatch and Brown characterize the development of children's word stock as unplanned learning and planned learning. Based on their perspective, "intentional learning is designed, intended, or prepared for by the instructor or pupils." In contrast, unplanned learning stems from pursuing or exploring different subjects. Essentially, deliberate learning targets focused guidance on gaining words, while unplanned vocabulary growth highlights words absorbed during speaking, writing, listening, and reading.

vocabulary is divided into three. There are three types of vocabulary: print, oral, and productive. Oral vocabulary denotes the collection of words for which we know the meaning when we talk or read solely. Print vocabulary is made up of words whose definitions are understood only when we write or read. Then productive vocabulary is the collection of words that person can employ when writing or speaking. They are terms that are well-known, common, and used frequently.²⁰

Developing Therefore, words are a part of language elements or language instruments of communication that people use to exhibit and tell their opinions and ideas, regardless of how various specialists categorize different types of vocabulary. Additionally, the author states that the most crucial aspect of vocabulary learning is that in order to improve one's capacity to use the target language, one must acquire as much vocabulary as possible.

d. Importance of improving vocabulary mastery

Students Individuals would struggle to grasp others' concepts or express their personal thoughts without a wide-ranging lexicon. Wilkins noted that although spelling holds significance, the application of words takes precedence. This mirrors my personal journey: I can still engage effectively using adequate vocabulary and expressions, even in the absence of grammatical structure. The essence of language is referred to as "lexis." As learners' proficiency and verbal skills in English advance, it's crucial for them to enhance their awareness of

²⁰ Siti Nurmeliya Baskarani, "The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of MTs Negeri 2 Jakarta)," *Jurnal ADIMAS* 4, no. 12 (2016).

words and master their strategies for acquiring language. Pupils exhibit a strong inclination to acquire fresh vocabulary. "Learners tote dictionaries rather than grammar texts." Building up one's word stock boosts students' abilities in spoken English. Voltaire is said to have remarked, "Language is hard to articulate." "I believe the majority of English students would concur." When educators attempt to decipher a word's meaning, they ought to focus on three key elements: its form, its surrounding context, and its practical application.²¹

In abilityNation 2001 asserts that a word's shape encompasses its spelling, pronunciation, and (written form), as well as any terms (prefix, root, and suffix) that make up this item. The term "uncommunicative," which contains the prefix, is an example of word fragments. "un-" and the suffix "-ive," signifying that someone is prepared to take action.

In the second meeting, teach students about critical reading and how to analyze texts. Discuss important elements in the text, such as theme, argument, and rhetorical techniques used by the author. Give examples of relevant texts and ask students to identify these elements. This activity can be done through shared reading, where students can discuss their views and give each other feedback. In this way, students will learn to not only understand the content of the text, but also analyze and evaluate the information presented.

In When discussing those who are mute, everyone uses this phrase. A term or expression's definition, the things it refers to, and the interpretations that spring to mind when people hear it are all components of meaning. As

²¹ Md. Harun Rashid, Yu Lan, and Wang Hui, "The Importance of Vocabulary in Teaching and Learning in Applied Linguistics," *Linguistics and Culture Review* 6, no. March (2022): 1548–57.

previously said, use encompasses the grammatical functions of words and phrases, their collocations, and usage limitations like frequency, degree, etc. Receptive and productive are the two dimensions, according to Nation 2001. One of the most important language-learning abilities is vocabulary.

All other talents are built upon this foundational strength. The foundation of a student's effective use of English is their vocabulary. Students will still need to use the English language when they read an email, write a message to a friend, watch a movie, or listen to an English song. The focus of the rest of this introductory chapter will be on the importance of vocabulary, the difficulties associated with words, and the primary reasons why students leave class.

Vocabulary, one of the more complicated points, compared to grammar and vocabularies. According to Botley The value of mastering English pronunciation stems from the fact that numerous sounds and terms in the language pose significant hurdles for accurate enunciation. Particular English words often turn out to be tough to articulate properly. Developing solid pronunciation skills allows our dialogues with conversation partners or native speakers to become far more comprehensible and easier to grasp.

Mastering the vocabulary is the most crucial aspect of learning English fluently. By possessing a large number of vocabulary, we can get better at English. Building one's vocabulary is crucial to learning any language, not only because it closely relates to the intellectual development of the pupils but also because it greatly aids in the development of the four language abilities.

2. Strategies improving vocabulary mastery

The instructor should determine the most efficient method to make teaching English vocabulary more efficient, simpler, and simple. A strategy may be a deliberate plan to address issues that the person perceives as impeding the achievement of a specific objective (Farch, C. and Kasper, G., 1980: 47-118). It is crucial to establish a classroom environment that can encourage students to study by employing a particular technique because of the traits of the students, who are easily bored and require stimulation of their thoughts and reactions in English.

Here are some strategies used by previous researchers and the results of their research have a good level of accuracy:

a. Media Big Book

The First, the scientific study "Efforts to Improve Children's English Vocabulary Mastery Through Big Book Media at Ra Nurul Hadina Patumbak," carried out by Sila Hayati, is the pertinent research that the author discovered after reading a number of earlier scientific references. This study has is The goal is to increase vocabulary mastery, which is also the goal of the author's research. Both studies employ the same methodology, which is class action research. The media or techniques employed make a difference.²²

b. Running Dictation

a study by Wilhelmina Donata Timu and Yuliani Sepe Wangge that was published in the journal "Increasing English Language Activities and Learning Outcomes through Running Dictation for Class VIII Students of SMP

²² Sila Hayati, "Upaya Meningkatkan Penguasaan Kosa Kata Bahasa Inggris Anak Melalui Media Big Book Di Ra Nurul Hadina Patumbak," *Skripsi*, 2018.

Negeri Mautenda" attempts to enhance the learning outcomes and activities of SMP Negeri Mautenda's eighth-grade English students. The running dictation approach utilized in this study was applied for two cycles.²³

Twenty students participated in this study, and information was gathered by recording, testing, and observation. According to data analysis, using running dictation improves student learning activities; in cycle II, the average score increased from 58% in cycle I to 77.14%.

The average score increased from 64 in cycle I to 78 in cycle II, indicating that the increased exercise also improved learning outcomes. These findings suggest that running dictation can successfully enhance activity and English learning results Sepe Wangge, 2020.

c. Word Mapping

Word Mapping Strategy works best when it is applied prior to, during, and following reading. Additionally, it can be used to words. prior to reading. The teacher invites students to use the new knowledge they have gained from reading to create their word maps as a follow-up to reading and discussing the text. This can also be used by students while they read, adding new words and ideas to expand their word knowledge and comprehension of word relationships. In light of the aforementioned explanation, the researcher wishes to provide a solution specifically to enhance the pupils' command of vocabulary, which will enable them to utilize English effectively in the future. Researching vocabulary instruction using word mapping is the answer. During

²³ Yuliani Sepe Wangge and Wilhelmina Donata Timu, "Peningkatkan Aktivitas Dan Hasil Belajar Bahasa Inggris Melalui Running Dictation Pada Peserta Didik Kelas VIII SMP Negeri Mautenda," *Jurnal Kiprah* 8, no. 1 (2020).

this study, the researcher used the Word Mapping technique to teach vocabulary using games. Students will find the learning process more engaging and pleasurable as a result. ²⁴

It is hoped that the pupils' command of language would increase. Using games will encourage pupils to learn new terms and aid with their memorization.

The Classroom Action Research (CAR) program was employed by the education department. Classroom Action Research focuses on developing cutting-edge teaching strategies to improve the learning and teaching process by completing several subsequent stages, including planning, acting, observing and contemplating. It is typical for students to experience some difficulties in EFL classes. In order to overcome the challenge, the researcher developed a creative teaching method.

Vocabulary Self-Collection Strategy (VSS) is a useful, cutting-edge teaching method. Students select reasons from their scripts that they believe are important for the class to study in the interactive VSS plan. Students select arguments from their interpretations that are novel and thought-provoking, regulate the argument's phrasing using the environment and additional resources, and suggest that the arguments be taught to other students in the class or collection. The teacher is given some recommendations based on the results of the Vocabulary Self Collection Strategy deployment. It could provide the

²⁴ Budi, Frances Laurence Setyo , “Lunar (Language and Art) The Effect of Word Mapping Strategy on Students’ Vocabulary Mastery”, 5.1.(2021).

teacher with fresh examples of creative teaching techniques to use when instructing English.

Additionally, the instructor can instrument the strategy to deliver the significant. It is also devoted to the students. It is intended that they will learn English more actively. It should be more effective to pique pupils' curiosity about new words in English passages. It might even encourage pupils to be lone fighters as they attempt to understand the meaning of the phrase. As a result, it gives them permission to hear some new arguments that catch their interest. The following researcher is the final one.

The future researcher can be sure that the Vocabulary Self Collection Strategy is a cutting-edge teaching method to improve the pupils' command of language. The following researcher can make the teaching and learning process more fun by showcasing the lesson's approach. Furthermore, the following researcher not only improves the students' command of vocabulary but also uses it to create an article based on the words they taught. Therefore, it is possible that the strategy will improve section mechanically and collaboration skills.

3. Concept of Blooket

a. Definition of Blooket

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 employs several gamification elements, such as badges, levels, points, and leaderboards.

These qualities boost students' internal motivation, which makes studying more enjoyable and fulfilling. Because Blooket games are competitive, youngsters are motivated to participate and feel a sense of achievement as they try to exceed one another, their classmates and improve their grades. Blooket turns education into an enjoyable, game-like experience, increasing student engagement and enjoyment. Thu, Tran & Dan, Thai, 2023 state that Blooket is a fascinating and entertaining puzzle game website, an innovative online resource, and a platform for acquiring foreign languages online.²⁵

Unlike 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 mechanisms, which make the quizzes more difficult and encourage students to think more quickly. Consequently, kids enjoy learning and are more likely to participate in class exercises.

Blooket has its own subject and set of rules, can be played alone or in groups, and can be incorporated with a variety of scenarios. Blooket is free for both teachers and students and has some basic features. Teachers only need to log in using their Google accounts for students to take part. Simply click "join" the game or scan the barcode, enter the game ID, and select an avatar to play without logging in. As demonstrated in Fig. 2, as players (students) respond to the question, the avatar advances to demonstrate progress. Blooket can 60

²⁵ Ratu Durrnaffisah Faculty Of and Educational Sciences, *The Effectiveness Of Using Blooket In Increasing English Students ' Vocabulary*, 2025.

players can participate in this game or quiz simultaneously. It can be played solo (individually) or with multiple participants. Blooket charges USD 4.99 per month and USD 35 per year for a premium feature. A set of questions can be created and arranged by teachers.

A set of questions can be become educators have the ability to develop and structure collections of questions. Instructors using Blooket can craft and sort out groups of inquiries. The platform itself offers 13 varieties of digital games, encompassing standard gameplay styles, high-stakes options such as Gold Quest and Fishing Frenzy, head-to-head combat formats like Battle Royale, and strategy-focused experiences like Need for Speed: Most Wanted, all of which can be enjoyed collectively by the class or solo as assigned practice activities. Additional modes include Tower of Doom, Crazy Kingdom, racing challenges, and Tower Defense.

Students are motivated and find using Blooket as instructional material more enjoyable when they can monitor their own development and progress. Blooket's feedback loop supports the concept that learning is a continuous process and motivates pupils to continue and strive for progress. Students may evaluate their progress and find areas for growth with fast feedback, which improves the game experience.

b. Steps to access Blooket as a teacher or host (host)

- 1) Go to the Blooket Website
 - a) Visit: <https://www.blooket.com>
- 2) Create an Account
 - a) Click “Sign Up” if you’re new.

- b) Select “Teacher” when prompted.
- c) Use a valid email (Gmail works fine).
- d) If you already have an account, click “Log In.”

3) Create or Find a Quiz

- a) Click “Create” to make your own quiz set.
- b) Or click “Discover” to search for public quiz sets.
- c) Once you select a quiz, click “Host” to start a game session.

4) Choose a Game Mode

- a) Blooket offers multiple game modes, such as:
 - (1)Gold Quest
 - (2)Tower Defense
 - (3)Cafe
 - (4)Crypto Hack, etc.
- b) Select the mode you want to play.

5) Share the Game Code

- a) After choosing settings, a Game Code will be generated.
- b) Share this code with your students so they can join.

c. The Advantages of Blooket

The use of Blooket web in the classroom has many advantages. Carrier mentions some of them:²⁶

²⁶ Sartika, kiki Dwi,Dwi Fita Heriyawati Heriyawati, Elfianto, “The Use of Blooket: A Study of Student’s Perception Enhancing English Vocabulary Mastery.”7.2 (2023)

1) A Learning Through Play

Blooket uses game-based genres such as Tower Defense, Gold Quest, Café, and more to make learning enjoyable. This enhances the fun and engagement of vocabulary exercise, particularly for kids who may find conventional approaches dull.

2) Interactive Repetition

To win in a lot of Blooket games, you have to repeatedly answer the same or related questions. Memory is strengthened and vocabulary retention is reinforced by this repetition.

3) Customizable Question Sets

Whether they are sophisticated academic terms or beginner-level words, teachers and students can design their own question sets that are suited to particular vocabulary levels, subjects, or themes.

4) Visual and Contextual Learning

In order to help learners grasp not just the meaning of a word but also its real-world usage, several game modes employ graphics or incorporate language into sentence settings.

5) Fun and Competitive Environment

Blooket's competitive elements, such as point scoring and leaderboards, encourage students to continue playing and going over terminology, making practice enjoyable.

6) Great for Solo or Group Learning

Is adaptable to many learning situations because it functions well in both live sessions (with an instructor or host) and self-paced learning (homework or solo play)

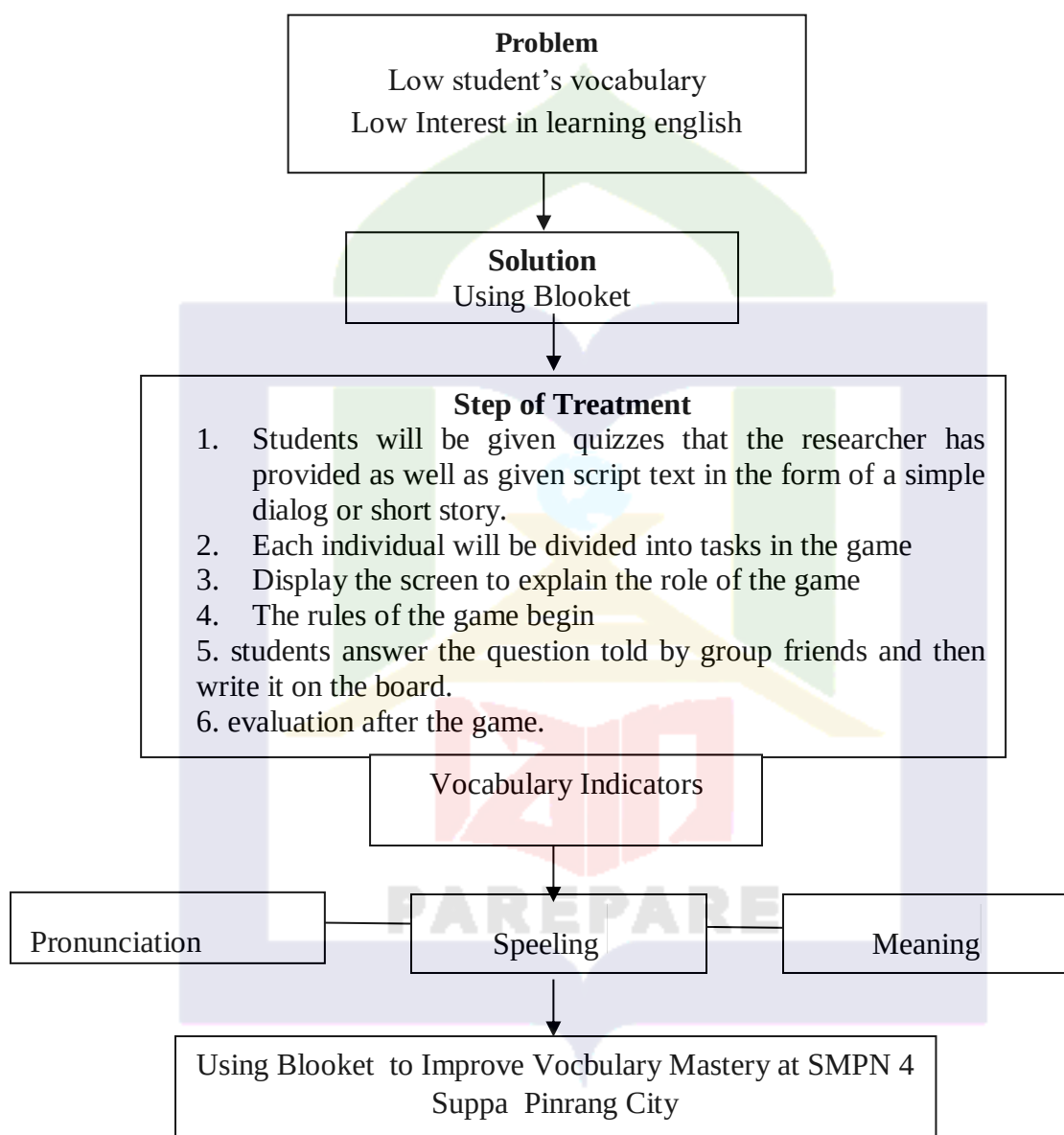
C. Conceptual Framework

Critical vocabulary is the most important thing in improving language use is one of the difficulties in improving English language skills, and there are still many students who are still difficult in mastering or using vocabulary in English, one of which is SMPN 4 suppa students who still lack knowledge in English vocabulary. Using applications to enhance vocabulary has become increasingly popular and effective in recent years. Mobile apps such as Duolingo, Memrise, and Quizlet offer interactive and engaging ways to learn new words through games, flashcards, and daily challenges.

Using Blooket as a game-based learning tool can be an enjoyable, engaging, and efficient way to help students become more proficient in vocabulary. Teachers may create an engaging and relevant learning environment with the correct implementation plan.

The purpose of the conceptual framework is to show how using Blooket, an interactive web-based learning platform, can help students become more proficient in vocabulary. Blooket is a platform for educational games that combines interesting game features with instructional content in an effort to increase students' motivation, attention, and involvement in the learning process. Blooket use is therefore the independent variable in this study, and students' vocabulary acquisition is the dependent variable.

The conceptual framework underlying the research will be given in the following diagram:



D. Hypothesis

The researcher hypothesis that will be conducted in this study using Blooket to Improve vocabulary mastery. There are two kinds of hypothesis, they are;

H_0 : Using Blooket is not significant Improve e students' Vocabulary Mastery at SMPN 4 Suppa Pinrang City.

H_1 : Using Blooket is significant improve student's Vocabulary Mastery at SMPN 4 Suppa Pinrang City



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This study used a pre-experimental research design with a pre-test and post-test and employed a quantitative approach, because the researchers wanted to determine whether there was an increase between the dependent and independent variables. This study aimed to determine the improved vocabulary mastery of students after the researchers applied Blooket at SMPN 4 Suppa, Pinrang City.

The research design that was applied in this study could be illustrated as follows:

Design	Experiment class
Pre- Test	√
Post - Test	√
Questionnaire	√

B. Location and Duration of The Research

The researcher conducted the research at UPT SMP Negeri 4 Suppa, located in Suppa, Wattang Pulu, Kec. Suppa, Pinrang City, South Sulawesi, with the zip code 91272. The research plan lasted for about 2 months, including data analysis. This location was used because it was based on the results of observation and was relevant to the research concept.

Population and Sample

1. Population

The population on SMPN 4 Suppa Kab Pinrang is in the following table:

Table 3.1 Population of Research

No	Class	Total Students
1	VII a	25
2	VII b	26
3	VII c	27
Total		76

Sources: Staff administration SMPN 4 Suppa Pinrang City

The The population in this study was the students of SMPN 4 Suppa in the academic year 2025. The total population was 75 students, consisting of students from class VII A, 25 students from class VII B, 26 and 27 students from class VII C.

2.Sample

The researcher used class VII B with a total of 26 students by using Purposive Sampling. This method involved choosing a research sample not at random but with careful thought and a specific goal in mind. This indicated that the researcher chose participants or analytical units based on their perceived relevance or their ability to supply the data required for the study.

D.Collecting Data

1. Instrument Instrument of Research

The procedure for collecting data in this research was as follows:

a. Treatment Class

The first meeting, the researcher provided an explanation related to vocabulary and gave examples using Blooket. The researcher explained how to use the Blooket website that would be played in the second meeting. Students logged in to the Blooket website and were given quizzes that the researcher had prepared, as well as a simple script text.

Second, the students responded to the researcher's questions, and the researcher gave them a pre-test according to the lessons they had mastered and general vocabulary. Third, regarding the relationship between playing and learning, the researcher provided a charades game and distributed pre-made game codes through "Blooket.com" in the second meeting. In accordance with the words to be played, the researcher posted a video featuring a native speaker. The game's time or rules were also provided by the researcher. When they finished, they had to write down the correct answers in front of the class.

Fourth, the researcher provided some similar vocabulary words that were different from before along with the media that would be used. In the initial activity, the researcher divided the students into several groups and then explained the game rules. On the Blooket website, there were many interesting types of games ranging from practicing focus to competing in a fun and healthy way. After finishing, the students translated the vocabulary words into the correct answers together.

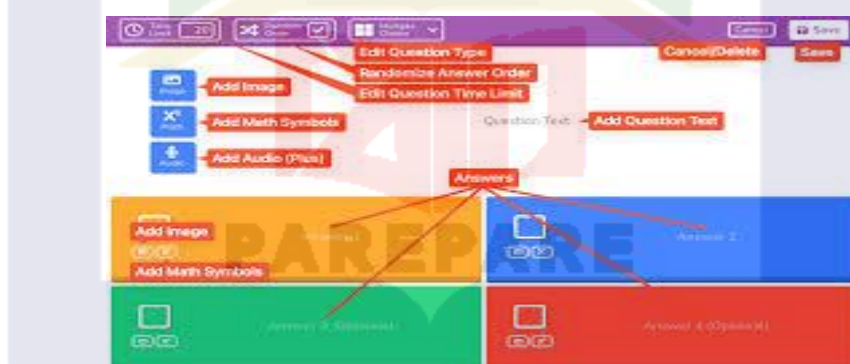
The researcher also gave individual assignments related to the web media used. In the first task, the researcher provided students with worksheets containing vocabulary that they needed to answer several questions at the beginning of the activity. After the exercise and game, the researcher practiced

with the students how to pronounce the terminology they had learned before they recited it in front of the class clearly and accurately.

The seventh meeting, the researcher provided several questions related to their responses while using Blooket and their experiences while playing and learning with Blooket.”.



1.1 picture of blooket web



1.2 picture of blooket web

b. Questionnaire

The term research instrument referred to the tools used by researchers to collect data for their research. These instruments were essential for gathering

information, analyzing phenomena, and ultimately answering research questions or testing hypotheses. The instrument that was used by the researcher was a questionnaire related to the students' use of the Blooket website as a medium to improve students' vocabulary.

The researchers first used Blooket as a platform for study and demonstrated how to use Blooket before distributing the questionnaire to the students. Additionally, the researcher offered matching games and multiple-choice questions, which were intended to improve their vocabulary through games or physical inquiries. After that, the researcher gave the students an explanation of what a questionnaire was and how to complete it. This allowed the students to understand and be assessed on their proficiency with Blooket.

c. Pre- Test

The pre-test was given before the treatment. The researchers came to the class and explained the purpose to the students. Then, the researcher gave a pre-test to find out the students' prior knowledge of vocabulary.

d. Post- Test

The post-test also aimed to find out whether the students improved from their initial skills after a period of treatment and practice. The test that was given in the pre-test was a similar test given for the post-test.

E. Technique of Data Analysis

Data analysis techniques were the data that were analyzed and directed to answer the formulation of the predetermined problems, then the data were analyzed using available statistical methods.

A descriptive technique designed to outline or summarize the research subject using collected data or samples lacks significance unless it incorporates thorough

analysis and conclusive findings. This examination concentrated on computing averages and measures of variability to monitor advancements in students' pronunciation abilities after implementing interactive games for eighth-grade learners at SMPN 4 Suppa, following multiple evaluations before proceeding to inferential statistics.

Scoring Item

The data analysis explains descriptive data which follow some step below:

$$X = \frac{F}{N} \times 100\%$$

Where:

X : Students Score

F : Frequency

N: Total

1. Descriptive Analysis

The data classification can be explained below:

Score Interval	Assessment Category
91 – 100	Very Good
81 – 90	Good
61 – 70	Fair
31– 50	Poor
0 – 30	Very poor

Sources: Sugiyono. (2019). *Metode Penelitian Kuantitatif*

2. T-Test

a) Automatic Calculate by Windows SPSS 24

The step of using SPSS 24 below:

1) Open the Windows SPSS 24 Version

- 2) Input the data Pre and Post test into Column
- 3) Click Analyze > Compare Mean > Independent T Test

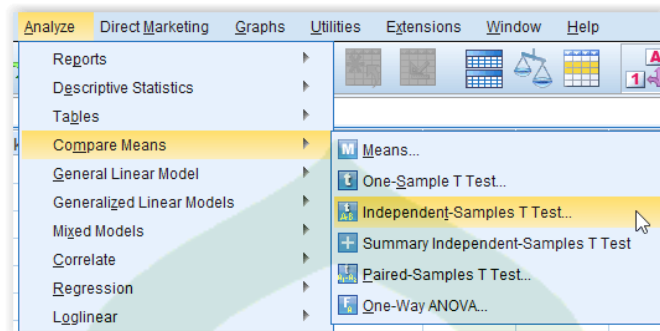


Figure 3.2 Analysis SPSS

- 4) Choose option Variable
- 5) Choose Grouping Variable
- 6) Define Group of Post and Pre Test
- 7) Click OK, and the Result Appear on “Output”

The interpretation will be T test become very essential test for comparing the two-result data which has different category of sample and average result. The interpretation of the data if the T test > T table, it sums that, the hypothesis H_0 is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Effective of the Blooket in enhancing the English vocabulary of students at SMPN 4 Suppa Pinrang City

a. Students English vocabulary in Pretest

This result showed the students Vocabulary Mastery before the researchers applied using Blooket at SMPN 4 Suppa Pinrang City, e result can be showed below:

Table 4.1 Result of Pretest Score

Category Score	Frequency	Presentation
Very Good 91 – 100	0	0,00%
Good 81 – 90	0	0,00%
Fair 61 – 70	0	0,00%
Poor 31– 50	20	76,92%
Very Poor 0 – 30	6	23,08%
Total	26	100%

The result of the pretest illustrates the students' English vocabulary mastery before the implementation of **Blooket** as a learning medium at **SMPN 4 Suppa, Pinrang City**. Based on the data, it can be seen that the students' vocabulary ability was still relatively low. Out of 26 students, the majority **20 students (76.92%)** were categorized as *Poor*, and **6 students (23.08%)** were in

the *Very Poor* category. There were no students who reached the *Fair*, *Good*, or *Very Good* levels. This indicates that before the use of Blooket, most students had **limited vocabulary mastery** and faced difficulties in recalling or using English words effectively. The low achievement in the pretest reflects that traditional learning methods had not yet provided sufficient engagement or motivation for students to expand their vocabulary.

It also identified from the SPSS result of the descriptive data can be showed below:

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PRETEST	26	30	30	60	1142	43.92	1.712	8.731	76.234
Valid N (listwise)	26								

The descriptive statistics from the SPSS analysis further support the findings of the pretest results. The data show that the **mean score of students' vocabulary mastery was 43.92**, which falls within the *Poor* category according to the scoring classification. The **lowest score** obtained by students was **30**, while the **highest score** reached **60**, resulting in a **range of 30 points**. The **standard deviation of 8.73** indicates that there was a moderate level of variation in students' performance, meaning that most students' scores were relatively close to the average. Overall, these results clearly demonstrate that before the implementation of **Blooket**, students' English vocabulary mastery at **SMPN 4 Suppa Pinrang City** was still **below the expected level**.

b. Students English vocabulary in Posttest

This result showed the students Vocabulary Mastery after the researchers applied using Blooket at SMPN 4 Suppa Pinrang City, the result can be showed below:

Tabel 4.2 Result of Posttest Score

Category Score	Frequency	Presentation
Very Good 91 – 100	0	0,00%
Good 81 – 90	15	57,69%
Fair 61 – 70	11	42,30%
Poor 31– 50	0	0,00%
Very Poor 0 – 30	0	0,00%
Total	26	100%

The result of the posttest illustrates a significant improvement in the students' English vocabulary mastery after the implementation of **Blooket** as a learning tool at **SMPN 4 Suppa, Pinrang City**. Based on the data, it can be seen that **no students** remained in the *Poor* or *Very Poor* categories, which shows a remarkable positive shift compared to the pretest results. The majority of students, **15 out of 26 (57.69%)**, achieved scores within the *Good* category (81–90), while the remaining **11 students (42.30%)** were in the *Fair* category (61–70). This means that **all students reached the minimum standard of proficiency**, indicating that their vocabulary mastery had improved considerably after being taught using Blooket.

It also showed in the descriptive data which showed below:

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
POSTTEST	26	20	70	90	2129	81.88	1.125	5.736	32.906
Valid N (listwise)	26								

The descriptive statistics of the posttest provide further evidence of the improvement in students' English vocabulary mastery after the application of **Blooket**. The SPSS output shows that the **mean score increased to 81.88**, which falls into the *Good* category, indicating a strong overall performance among the students. The **lowest score was 70**, and the **highest score was 90**,

Paired Samples Test

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTEST	37.962	9.241	1.812	41.694	34.229	20.946	25	.000

with a **range of 20 points**, reflecting that students' scores were more consistent compared to the pretest results. The **standard deviation of 5.73** and **variance of 32.90** demonstrate that the distribution of scores was relatively tight around the mean, suggesting that most students performed at a similarly high level.

According to the T test sample which answered the hypothesis can be showed below:

The result of the **Paired Sample T-Test** provides statistical evidence supporting the effectiveness of **Blooket** in enhancing students' English

vocabulary mastery at **SMPN 4 Suppa, Pinrang City**. The analysis shows that the **mean difference** between the pretest and posttest scores is **37.96**, indicating a substantial improvement in students' performance after the implementation of Blooket. The **t-value** obtained is **20.946** with **25 degrees of freedom (df = 25)**, and the **significance value (Sig. 2-tailed)** is **0.000**, which is **less than 0.05**.

No	Test Result	Mean	Category
1.	Pre Test	43,92	Poor
2.	Post Test	81.88	Good

This result means that there is a **statistically significant difference** between students' pretest and posttest scores. In other words, the null hypothesis (H_0), which states that there is no significant effect of using Blooket on students' English vocabulary mastery, is **rejected**. Meanwhile, the alternative hypothesis (H_1), which states that there is a significant effect, is **accepted**.

2. Students' perceptions and responses toward using Blooket during the learning process.

The students' perceptions and responses toward the use of **Blooket** during the learning process were generally **very positive**. Most students expressed that learning through Blooket was **fun, interactive, and motivating**, as it transformed traditional vocabulary lessons into engaging activities similar to playing a game.

According to the theory which regarding to the questioner item, it can be showed below:

Questioner Item	Result of Questioner (F/N)					Category
	SS	S	N	TS	STS	
Apakah kamu merasa lebih termotivasi untuk belajar bahasa Inggris setelah menggunakan Blooket.	69%	31%	0%	0%	0%	Strongly Agree
Apakah kamu menikmati aktivitas belajar dan bermain yang tersedia di Blooket	50%	50%	0%	0%	0%	Strongly Agree
Setelah menggunakan Blooket muncul keinginan yang lebih besar untuk berlatih berbicara bahasa Inggris.	50%	46%	4%	0%	0%	Strongly Agree
Menurut kamu, aplikasi Blooket adalah media yang kurang efektif (bagus) untuk meningkatkan kosa kata dalam Bahasa Inggris	50%	50%	0%	0%	0%	Strongly Agree

Penggunaan aplikasi blooket membantu saya memahami kosakata baru dengan lebih baik.	46%	54%	0%	0%	0%	Agree
Aplikasi Blooket membuat saya lebih bersemangat untuk berlatih berbicara bahasa Inggris.	62%	35%	4%	0%	0%	Strongly Agree
Penggunaan Blooket membuat saya merasa frustrasi dan tidak termotivasi untuk belajar.	42%	58%	0%	0%	0%	Agree
Pengalaman saya menggunakan Blooket untuk menambah kosa kata sangat memuaskan.	38%	54%	8%	0%	0%	Agree
Saya merasa aplikasi Blooket sulit digunakan untuk menambah vocabulary juga dalam berbicara.	46%	50%	4%	0%	0%	Agree

Saya dapat belajar bahasa Inggris dengan dengan menarik dan juga terhibur setelah menggunakan Blooket .	46%	42%	12%	0%	0%	Strongly Agree
Saya tidak akan terus menggunakan aplikasi Blooket untuk Meningkatkan Kosa kata Bahasa inggris dikemudian hari.	0%	0%	58%	42%	0%	Netral
Saya merasa lebih percaya diri berbicara dalam bahasa Inggris setelah menggunakan Blooket.	42%	58%	0%	0%	0%	Agree
Materi yang diberikan dalam aplikasi blooket tidak relevan dengan kehidupan sehari-hari .	15%	85%	0%	0%	0%	Agree

Saya merasa kemampuan menerjemahkan meningkat setelah menggunakan aplikasi Blooket.	54%	38%	8%	0%	0%	Strongly Agree
Saya berencana untuk tidak menggunakan aplikasi Blooket dalam belajar bahasa Inggris di masa yang akan datang.	0%	0%	65%	35%	0%	Neutral

Based on the questionnaire results, it can be concluded that students showed a very positive perception toward the use of Blooket during the learning process. Most students agreed that Blooket made English learning more enjoyable, interactive, and motivating, as it combined educational content with game-like features. The majority of respondents strongly agreed that Blooket encouraged them to learn English more actively, especially in improving their vocabulary and speaking skills. This shows that the integration of technology through game-based learning platforms can successfully enhance students' enthusiasm and engagement in the classroom.

Furthermore, the data revealed that Blooket contributed to students' confidence and vocabulary mastery. Nearly all participants agreed that Blooket helped them understand and memorize new vocabulary more easily, which indicates that the app provides an effective and accessible learning experience.

Students also felt more confident to speak English after using the application, showing that it not only supported cognitive aspects but also emotional readiness in language learning. Although a few respondents remained neutral about continuing to use Blooket in the future, none expressed negative attitudes toward its effectiveness in improving their English skills.

The findings demonstrate that Blooket had a positive impact on students' motivation, enjoyment, and language development during the learning process. By turning lessons into fun and competitive activities, Blooket successfully created an engaging learning atmosphere that supports both individual and collaborative learning. Therefore, incorporating Blooket or similar gamified tools in English learning can be considered an innovative and effective strategy to foster student motivation, vocabulary acquisition, and confidence in communication.

The findings of this study reveal that students' perceptions and responses toward the use of Blooket in the English learning process were generally very positive. Most students reported that learning through Blooket was more enjoyable, interactive, and motivating compared to traditional learning methods. The gamified nature of Blooket transformed the classroom atmosphere into an engaging learning environment where students actively participated and collaborated. This finding supports the concept of game-based learning (GBL), which enhances motivation and engagement by integrating entertainment with educational objectives.

Based on the questionnaire results, it was found that the majority of students strongly agreed that Blooket increased their motivation to learn English vocabulary. About 69% of students strongly agreed that they were more motivated

to learn English after using Blooket, and 50% also strongly agreed that they enjoyed the learning and playing activities provided by the platform. This positive response demonstrates that Blooket successfully stimulated both intrinsic and extrinsic motivation among students. According to Self-Determination Theory motivation increases when learners experience autonomy, competence, and relatedness—factors that are effectively supported through the use of Blooket.

Furthermore, the data showed that students perceived Blooket **as an effective medium for improving vocabulary mastery**. Around 46% strongly agreed and 54% agreed that Blooket helped them understand new vocabulary better. The interactive repetition of words and immediate feedback within the platform allowed students to learn and remember vocabulary more effectively. This aligns with Cognitive Theory of Multimedia Learning which suggests that combining visual, auditory, and interactive elements can enhance comprehension and retention.

Students also expressed that Blooket made them more confident and active during English learning sessions. About 42% strongly agreed and 58% agreed that they felt more confident speaking English after using the platform. This confidence may result from the reduced anxiety and relaxed atmosphere created by the game-based learning approach. The sense of accomplishment and enjoyment gained from winning games or improving scores further reinforced their willingness to communicate in English. This supports which emphasizes that a low-anxiety learning environment promotes better language acquisition.

In terms of emotional response, most students felt satisfied and entertained while using Blooket. Around 38% strongly agreed and 54% agreed that their

experience using Blooket to learn vocabulary was satisfying. Students appreciated how the application turned learning into a fun and competitive process rather than a monotonous classroom routine. Such emotional engagement plays a crucial role in improving memory and concentration, which directly benefits vocabulary learning outcomes.

However, the study also revealed a few neutral or mixed responses regarding long-term use of Blooket. Some students (58%) stated neutrality when asked if they would continue to use Blooket in the future, possibly due to limited access to technology or personal learning preferences. Additionally, a small percentage found the platform challenging or occasionally frustrating, which may be due to unstable internet connections or the need for better technological familiarity. These minor challenges highlight that while gamified tools are highly effective, they should be implemented alongside adequate technical support and teacher guidance.

Despite these minor limitations, the overall responses indicate that Blooket had a strong positive impact on students' engagement and learning experiences. The platform successfully fostered a student-centered learning environment where learners could explore, compete, and collaborate. Teachers observed that even passive students became more active and interested in the learning process when Blooket was used, suggesting that gamification can reduce learning boredom and increase participation.

The students' positive responses also emphasize the role of interactive learning media in modern education. Blooket not only provides practice in vocabulary acquisition but also integrates elements of teamwork, critical thinking,

and decision-making during gameplay. These soft skills are valuable in building confidence and autonomy among learners. The use of such digital tools aligns with 21st-century learning demands that prioritize creativity, collaboration, and technological literacy.

3. The Implementation Blooket to Improve Vocabulary at Smpn 4 Suppa Pinrang City

a. First Meeting

1) OpeningClass

The first meeting, Activities aimed at establishing a welcoming and entertaining classroom environment kicked off the first meeting, which had as its theme introduction. Before the class began, the students were greeted cordially by the researchers, who also asked them to join in prayer. Following their introductions, the researchers led quick icebreaker exercises, including easy games or inspirational chants, to lighten the mood and boost the students' passion for studying. The researchers went on to explain that the goal of today's session was to use the Blooket website to increase English vocabulary and improve future interactions. This exercise was meant to be used as a guide for organizing upcoming learning sessions rather than as a formal assessment.

2) MainClass

The instructor went over the technical details of introducing oneself in English during the core session. The researcher then presented a number of English welcome exchanges, including complete name, nickname, place

of origin, interests, and address. They went on to say that Blooket can help them expand their vocabulary.

3) ClosingClass

After the introductory session was over, the teacher asked for feedback from students about their experience speaking English, including any difficulties they encountered or vocabulary they had learned. The teacher appreciated their efforts and told them that future lessons would be more interesting, using educational play and learning applications. The students then prayed together, and the teacher closed the session with a farewell and words of motivation to maintain their enthusiasm for learning English.

b. Second Meeting

1) OpeningClass

The second meeting starts with pre- test intended to establish a relaxed and joyful learning environment in the classroom, with a pretest theme. Before the lecture begins, the teacher extends a warm welcome to the pupils and asks them to join in prayer. In order to lighten the mood and boost the students' excitement for studying, the instructor then introduces themselves and leads a quick icebreaker activity, like a straightforward game or a motivational chant. The instructor goes on to explain that the goal of today's lesson is to use a pretest to gauge the students' preliminary vocabulary knowledge in English. This task is intended to be used as a guide for organizing upcoming learning sessions rather than for official grading.

2) MainClass

The teacher goes over the pretest's technical details during the core session, including the quantity, kinds, and duration of the questions. To assess their past vocabulary, students are given a pretest that consists of both multiple-choice and short-answer questions. The teacher circulates the classroom while the students finish the test to help them stay focused and to provide support for any technological difficulties (not related to the subject matter). Additionally, the instructor makes preliminary notes on the vocabulary abilities of the students.

3) ClosingClass

To close the lesson, Students collected their pre-test scores and conducted a quick reflection as the session came to an end. Students' opinions of their exam-taking experience, including any challenges they had or previously learned language, were solicited by the instructor. The instructor thanked them for their efforts and informed them that more engaging lessons would be used in the future, including educational apps. The teacher concluded the class with a farewell and words of encouragement to keep the pupils motivated to learn English after they had all joined in a group prayer.

c. Third Meeting

1) OpeningClass

This meeting opens with A hearty welcome, a prayer, and vocabulary-related icebreaker exercises, such rapid word games or brief tests on earlier content, kicked off the meeting. The instructor outlined the goal of

this lesson, which is to continue using Blooket to improve word understanding.

2) MainClass

The teacher plays videos of fresh vocabulary from YouTube, either with a different theme or to reinforce previously learned content, like nouns general , adjective , greetings ,nouns commonly used in the classroom." Pupils pay close attention as they make notes on new terms. A class discussion follows to make sure the pupils comprehend the new words' pronunciation and meaning. In order to strengthen their learning, students continue practicing their pronunciation in both large and small groups. They also participate in reading and writing exercises.

3) ClosingClass

At the end of class, students are expected to reflect on and summarize some of the concepts they have learned. The teacher encourages positive thinking, decreases kunci's kosakata, and informs the class that the following sessions will highlight more engaging learning activities. Together, they serve as a source of inspiration and motivation for the students.

d. Fourth Meeting

1) OpeningClass

A warm welcome, a prayer, and a brief vocabulary-based icebreaker exercise—like a guessing game or quick test to go over the previous lesson content—kicked off the session. The instructor clarified that this was the

final lesson, during which the students will study and comprehend new words, go over words from earlier sessions, and take part in closing exercises.

2) MainClass

The teacher combined or reinforced vocabulary subjects that had been covered in earlier meetings by sharing a number of short stories about zoo animals, ambition terminology, and some often used adjectives. Both words they were familiar with and those they were still learning were listed by the students. The teacher wrote them down, then the kids repeated them and explained what they meant. The teacher then gave them a marker game in which they had to sing a kid-friendly song whenever the markers moved. The pupils holding the markers were required to list at least five vocabulary words they were familiar with, along with their translations, each time the teacher shouted, "Stop."

3) Closing Close

The teacher thanks the students for their participation and encourages them to continue learning English with zeal. The session concludes with a closing prayer, farewell, and motivational remarks. Students share their favorite or most memorable vocabulary words and experiences from the lessons during a final reflection.

e. Fifth Meeting

1) OpeningClass

The fifth meeting started with a heartfelt greeting and a group prayer. The teacher began with a brief icebreaker activity, such a tongue twister game utilizing vocabulary words from the previous session, to increase the kids' excitement and foster a positive learning atmosphere.

2) MainClass

The instructor then presented the lesson's goal, which is to improve vocabulary mastery through engaging online games that students can play and learn from using Blooket quizzes that the teacher has provided. After filling in the code that the teacher has written on the board, they select vibrant, humorous images created by Blooket that feature pairings of adorable animals. After that, they have three to five seconds for each question to select the right response. Students will run out of time if they don't respond, and those that respond promptly and accurately will be ranked first. Pupils are incredibly motivated and want to earn the most points or the highest score possible. They like being able to select symbols according to their own standards and find the game features on Blooket to be really intriguing.

3) ClosingClass

At the end Students reported which terms they found simple or challenging during a reflection given by the teacher at the end of the session. The instructor gave positive feedback and emphasized gains in word mastery, confidence, and teamwork. The teacher concluded with a group prayer, a motivational speech, and excitement for further English language study after praising the most engaged kids and encouraging others who

thought they were not quite proficient in studying or playing to increase their vocabulary.

f. Six Meeting

1) OpeningClass

The six meeting starts with warm greetings, a prayer, and a brief

2) MainClass

The goal of the day's activities was the same as it had been previously, with one exception: they had to organize two groups of 13 pupils each and use just two cell phones to complete a Blooket quiz. One group had to select the right answers to 30 multiple-choice questions on a single cell phone that included translations of short stories and terminology. Behind the teacher, the two groups formed a lengthy line. The teacher gave each student at the front only roughly seven minutes to respond to the questions before they moved to the back and switched places with their friend who had already completed all the questions and was proclaimed the winner.

3) ClosingClass

A brief reflection period followed the class, during which students were able to discuss vocabulary words they found memorable or intriguing as well as their thoughts on the learning process. The instructor conveyed gratitude for their enthusiastic involvement and offered supportive criticism. The entire learning process was wrapped off with a group prayer, farewells, and inspirational speeches.

g. Seventh Meeting

1) OpeningClass

The Warm greetings, a prayer, and a brief explanation from the instructor of the day's activity—the post-test and quisioner—mark the beginning of the last meeting. The purpose of the test is to gauge how much the students' vocabulary has grown while attending the earlier sessions. In order to boost the pupils' self-esteem and motivate them to finish the test with composure and excellence, the instructor also uses inspirational language.

2) MainClass

During The instructor gave out the Post test and questionnaires during the core session and went over the format of the test, including the time limit, question kinds, and amount of questions. The teacher kept a careful eye on the students during the exam to maintain order and took note of any enthusiasm or challenges they were displaying. After that, the students had to answer 15 questions regarding their experiences using Blooket on a questionnaire.

3) ClosingClass

The lesson ends with a quick reflection period during which students can discuss any words they found memorable or intriguing as well as their thoughts on the learning process. The instructor expresses gratitude for their enthusiastic involvement and offers constructive criticism. The entire learning process is wrapped up with a final group prayer, good-bye, and inspirational speech.

B. Discussion

The research clearly demonstrate that Blooket is an effective digital learning tool for enhancing students' English vocabulary mastery at SMPN 4 Suppa, Pinrang City. The data showed a significant improvement between pretest and posttest results after the implementation of Blooket in the classroom. Students who initially had moderate scores in vocabulary knowledge showed remarkable progress after participating in learning activities through this platform. This indicates that game-based learning, when integrated properly into classroom instruction, can effectively improve students' vocabulary retention and comprehension.

One of the main reasons Blooket proved effective is its interactive and engaging learning format. The platform transforms traditional vocabulary learning into fun and competitive games, which motivates students to actively participate. According to learning motivation theories, such as those by Deci and Ryan (1985), students are more likely to engage and retain knowledge when they experience enjoyment and autonomy in learning. In this study, most students expressed that learning through Blooket was enjoyable and stimulating, allowing them to memorize new words in a stress-free and playful environment.

The pretest and posttest results further support the effectiveness of Blooket. Before using Blooket, many students were categorized within the "Fair" level, while after using Blooket, a majority achieved "Good" and even "Very Good" levels in their posttest scores. The paired sample t-test results revealed a significant difference between pretest and posttest means (Sig. 0.000 < 0.05),

confirming that the use of Blooket had a statistically significant effect on students' vocabulary mastery. This proves that game-based learning platforms like Blooket can lead to measurable academic improvement.

Students' perceptions and responses supported these findings. Most of the respondents strongly agreed that Blooket helped them learn new vocabulary more effectively and made English lessons more engaging. They also stated that the competitive nature of the games motivated them to learn harder and remember vocabulary better. The positive attitude towards Blooket indicates that emotional engagement plays a key role in supporting cognitive achievement. When students enjoy the learning process, they are more likely to internalize the materials being taught.

Blooket can serve as a useful supplementary tool for teachers in English instruction. It offers an alternative teaching strategy that can increase classroom participation, especially among passive learners. Teachers observed that even students who were usually reluctant to speak or participate became more active during Blooket sessions. This improvement in classroom dynamics demonstrates that gamified learning environments can reduce anxiety and create a more inclusive atmosphere for all students.

Compared to previous studies, this study offers a different perspective by using interactive game-based quizzes so that students are more active. While previous studies by shifting the focus from student learning outcome to instructional strategies implemented by teachers (Sahal Fahmi 2025). Previous study has certain limitations. First, the sample size was limited to 15 teachers from a single institution, which may affect the generalizability of

the findings. Second, the study relied on self-reported data, which may be subject to bias. Third, the study focused on short-term vocabulary retention rather than long-term mastery. Future research should explore a larger and more diverse sample, incorporate longitudinal studies to assess the long-term impact of gamification, and use mixed-method approaches for a more comprehensive analysis. highlights how teachers design, evaluate, and adjust gamification techniques over time to optimize students' vocabulary acquisition.

According to this study, interactive game-based tests hold a lot of promise for enhancing learning, particularly in the domains of vocabulary and cognitive abilities. For instance, a research published in "Computers & Education" by Domínguez et al. (2013) assessed websites like Blooket that incorporate gamification features like points, leaderboards, and competitive modes into tests. According to their research, students who utilize interactive game-based quizzes retain vocabulary up to 30% better than those who use traditional techniques because the intrinsic motivation of game features promotes active engagement and repetition. Additional investigation by Barab et al. (2012) in "Educational Psychologist" compares statistical quizzes with game-based versions, demonstrating that social interaction (such as multiplayer) enhances the proximal Vygotsky zone where students learn through virtual collaboration. However, tantangan such as distraksi from non-pendidikan elements must be addressed through seimbang design, as stated in the meta-analysis by Clark et al. (2016) in the "Review of Educational Research" came to the conclusion that substantial educational integration—rather than merely entertainment—is necessary for game-based quizzes to be effective. Overall, this study provides empirical data from field

experiments involving thousands of students to support the use of interactive game-based quizzes as a cutting-edge tool for 21st-century education.

The results showed that using Blooket significantly raised pupils' vocabulary scores. A significant improvement was shown as the average pre-test score rose from 43.92 to 81.88 in the post-test. Students' motivation and involvement in their education were successfully raised by the media. All things considered, Blooket was a successful, dynamic, and captivating substitute for teaching junior high school English vocabulary



CHAPTER V

CLOSING

A. Conclusion

Based on the findings about, the conclusion can be explained that the use of Blooket Collective English Website able to significantly improve students' vocabulary mastery in the first grade of SMPN 4 Suppa, This is evidenced by the significant increase in students' average scores, from 43.92 in the pre-test to 81.88 in the post-test. The result into the learning process provided a more engaging .

This result confirms that students' vocabulary skills significantly improved after the implementation of the Blooket learning strategy or media. According to this study, students at SMPN 4 Suppa can greatly increase their vocabulary knowledge by using Blooket as a learning tool. Students are more inclined to learn and advance their English language proficiency when engaging and entertaining teaching strategies are used. In order to raise the standard of education going forward, it is therefore hoped that the findings of this study would serve as a guide for educators and educational institutions as they continue to create creative and successful teaching strategies.

B. Suggestion

1. For teachers at SMPN 4 Suppa to help students become more proficient in language. Students are more motivated to learn and retain new vocabulary when Blooket is used, in addition to making the learning process more engaging and interactive. Additionally, learning objectives will be more successfully met if Blooket game materials are developed with the curriculum and needs of the students in mind.

2. For students are encouraged to consistently use the Blooket Collective website as a self-learning platform to improve their vocabulary skills outside the classroom.
3. For future researchers can explore the long-term effects of using the Blooket website on students' vocabulary and overall language proficiency.



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APPEDINCES



Appendix I : Instrument of Research

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id INSTRUMEN PENELITIAN PENULISAN SKRIPSI
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STUDENT NAME : Putri Anggreni
 NIM : 2120203888203028
 FACULTY : TARBIYAH
 STUDY PROGRAM : English education
 TITLE :Using Blooket to Improve Student's Vocabulary
 Mastery at SMPN 4 Suppa Pinrang City

I. Petunjuk Pengisian Kuesioner

1. Bacalah dengan baik dan teliti.
2. Isi Biodata berdasarkan apa yang di tanyakan
3. Pilih salah satu jawaban yang paling sesuai dengan cara memberikan tanda (√) pada kolom yang sesuai dengan persepsi anda dari masing-masing point.
 - a. Keterangan

SA : Sangat Setuju (Strongly Agree)

A : Setuju (Agree)

N : Netral (Neutral)

D : Tidak Setuju (Disagree)

SD : Sangat Tidak Setuju (Strongly Disagree)

4. Dalam pengisian Kuesioner mohon dijawab sesuai dengan persepsi anda yang sebenarnya tanpa ada pengaruh dari orang lain. Peneliti menjamin bahwa jawaban yang diterima hanya digunakan untuk kepentingan penelitian.

II. Identitas Responden

Nama :

KELAS :

Gender : ☐ Laki-Laki ☐ Perempuan

III. Pernyataan

No.	Pernyataan	Answer				
		SS	S	N	TS	STS
1.	Apakah kamu merasa lebih termotivasi untuk belajar bahasa Inggris setelah menggunakan Blooket.					
2.	Apakah kamu menikmati aktivitas belajar dan bermain yang tersedia di Blooket.					
3.	Setelah menggunakan Blooket muncul keinginan yang lebih besar untuk berlatih berbicara bahasa Inggris.					
4.	Menurut kamu, aplikasi Blooket adalah media yang kurang efektif untuk meningkatkan kosakata dalam Bahasa Inggris.					
5.	Penggunaan aplikasi blooket membantu saya memahami kosakata baru dengan lebih baik.					

6.	Aplikasi Blooket membuat saya lebih bersemangat untuk berlatih berbicara bahasa Inggris.					
7.	Penggunaan Blooket membuat saya merasa frustrasi dan tidak termotivasi untuk belajar.					
8.	Pengalaman saya menggunakan Blooket untuk menambah kosa kata sangat memuaskan.					
9.	Saya merasa aplikasi Blooket sulit digunakan untuk menambah vocabulary juga dalam berbicara.					
10.	Saya dapat belajar bahasa Inggris dengan dengan menarik dan juga terhibur setelah menggunakan Blooket .					
11.	Saya tidak akan terus menggunakan aplikasi Blooket untuk Meningkatkan Kosa kata Bahasa Inggris dikemudian hari.					
12.	Saya merasa lebih percaya diri berbicara dalam bahasa Inggris setelah menggunakan Blooket.					
13.	Materi yang diberikan dalam aplikasi blooket tidak relevan dengan kehidupan sehari-hari .					
14.	Saya merasa kemampuan menerjemahkan meningkat setelah menggunakan aplikasi					

	Blooket.					
15.	Saya berencana untuk tidak menggunakan aplikasi Blooket dalam belajar bahasa Inggris di masa yang akan datang.					

PRE-TEST AND POST-TEST TRIAL QUESTION INSTRUMENT

Form question : choice double and Matching Game

Number of Questions : 20 Questions and 5 Matching game

Time : 60 minutes

A. Basic competencies

- Identify and understand the meaning of the term in English
- Understand vocabulary base in text simple related theme certain .
- Understand vocabulary base in text simple related theme certain .

B. Indicator Achievement Competence

1. Student capable identify vocabulary new given in the simple teks .
2. Student capable mention the meaning of vocabulary new in Language English and Indonesian .
3. Student capable use vocabulary new For make sentence simple .
4. Student capable answer question oral or written related vocabulary learned .
5. Student capable spell vocabulary new with Correct .

C. Question Form

1. Vocabulary and translation direct
Eg. what does 'buy' mean in Indonesian?

PRE-TEST AND POST-TEST TRIAL QUESTIONS

Theme: Vocabulary in Simple English Texts

Level: Grade 7 (Junior High School)

Type: Multiple-Choice Test

Objective: To measure students' understanding of vocabulary in a simple English text.

INSTRUCTIONS:

1. Read the text carefully.
2. Answer the questions based on the text.
3. Choose the correct answer: A, B, C, or D.

I. Identitas Siswa / Responden

NAMA

.....

KELAS

.....

ALAMAT

.....

Gender

: ☐ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

- | | |
|---------------------------------|--|
| 1. What is the name of the cat? | D. Luna |
| A. Kitty | 2. The word 'small' in the text means: |
| B. Mimi | A. Big |
| C. Meow | B. Short |

C. Little

D. Long

3. What color is Mimi?

A. Black

B. Brown

C. White

D. Yellow

D. Tail

5. What does the cat like to do?

A. Run and jump

B. Eat cake

C. Play with a ball

D. Drink coffee

4. The word 'tail' in the text means:

A. Head

B. Nose

C. Foot

Text: My Best Friend

My best friend is Sinta. She is kind and funny. She always helps me with my homework. We like to read books and play games together. Every Saturday, we go to the library. Sinta has short hair and wears glasses. I am happy to have a friend like her.

Questions:

1. What is the name of the writer's best friend?

A. Lina

B. Sinta

C. Rina

D. Tika

B. The mall

C. The library

D. The school

2. The word 'kind' in the text means:

A. Rude

B. Nice

C. Lazy

D. Tall

4. What does Sinta help the writer with?

A. Cooking

B. Reading

C. Homework

D. Cleaning

3. Where do they go every Saturday?

A. The market

5. The word 'glasses' in the text means:

A. Shoes

B. Hat

C. Eyewear

D. Dress

please translate the English version of the quoted word !

1. Apa arti kata "cry"?

- a. Kenyang
- b. Lapar
- c. Menangis
- d. Penuh

2. Apa arti kata "Beautiful"?

- a. Buruk
- b. Menakjubkan
- c. Biasa
- d. Cantik

3. Apa arti kata "Hot"?

- a. Panas
- b. Dingin
- c. Hangat
- d. Sejuk

4. Apa arti kata "Strong"?

- a. Tenang
- b. kuat
- c. Lemah
- d. Cemas

5. Apa arti kata "easy"?

- a. Mudah
- b. Bising
- c. Sulit
- d. Damai

6. Apa arti kata "Long"?

- a. Pendek
- b. Tinggi
- c. Panjang
- d. Besar

7. Apa arti kata "Sad"?

- a. Sedih
- b. Senang
- c. Marah
- d. Takut

8. Apa arti kata "shy"?

- a. Membosankan
- b. Menyenangkan
- c. Takut
- d. Malu

9. Apa arti kata "short"?

- a. Pendek
- b. Keras
- c. Ringan
- d. Halus

10. Apa arti kata "Amazing"?

- a. Membosankan
- b. Menarik
- c. Sepele

Game: Match the Words!

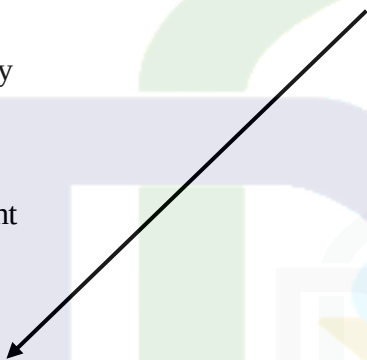
Instructions: Draw a straight line to connect each English word on the left with its correct Indonesian meaning on the right. (Silahkan cocok kan terjemahan dibawah dengan garis)

English Word

1. zoo
2. lion
3. monkey
4. giraffe
5. elephant
6. photos
7. lunch
8. weather
9. sunny
10. fun

Indonesian Meaning

A. cuaca
B.makan siang
C. jerapah
D. singa
E.kebunbinatang
F. menyenangkan
G. monyet
H. foto
I. gajah
J. cerah (bermatahari)



Appendix II : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: SMPN 4 Suppa
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII B
Alokasi Waktu	: 12 x 40 menit (4 pertemuan)
Materi Pokok	: Kemampuan dalam penguasaan kosa kata

A. Kompetensi Inti

KI 1: Kompetensi Penguasaan Konten Bahasa dan Kosakata (Language and Vocabulary Content Mastery Competence): Kemampuan untuk memahami teori-teori akuisisi kosakata, memilih dan menyusun kosakata yang relevan (berdasarkan frekuensi, kurikulum, atau kebutuhan pelajar), serta mengintegrasikan berbagai dimensi pengetahuan kosakata (bentuk, makna, dan penggunaan).

KI 2: Kompetensi Analisis Pengalaman Pengguna (User Experience/UX Analysis Competence): Kemampuan untuk mengevaluasi bagaimana pengguna (pelajar) berinteraksi dengan aplikasi. Ini mencakup penilaian terhadap faktor-faktor seperti **kemudahan penggunaan (ease of use)**, **motivasi**, **keterlibatan (engagement)**, dan **kepuasan pengguna**, yang sangat menentukan keberhasilan aplikasi dalam membantu peningkatan kosakata secara berkelanjutan..

KI 3: Kompetensi Analisis Data Pembelajaran (Learning Analytics Competence): Kemampuan untuk **mengumpulkan dan menganalisis data jejak digital** (log data) dari aplikasi. Ini termasuk melacak metrik penggunaan (frekuensi, durasi sesi, fitur yang paling sering digunakan), pola kesalahan pelajar, dan korelasi antara aktivitas dalam aplikasi dengan peningkatan hasil tes kosakata. Tujuannya adalah untuk memahami secara

mendalam perilaku belajar.

KI 4: Kompetensi Asesmen Kosakata Dinamis (Dynamic Vocabulary Assessment Competence): Kemampuan untuk merancang metode penelitian yang tidak hanya mengukur kuantitas kosakata (jumlah kata yang dipelajari), tetapi juga **kualitas penguasaan kosakata** (penguasaan reseptif dan produktif, pemahaman konteks, kolokasi), serta menguji **retensi jangka panjang** (ingatan kosakata setelah periode tertentu).

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- **Kompetensi Dasar**

- 1.1 Student has know a number of vocabulary base in English like gret nouns general , adjective animal . and ambition Students also have experience playing game and study.
- 1.2 using games and activities to teach pupils how to use basic terminology

- **Indikator Pencapaian Kompetensi**

1. Memperkenalkan diri menggunakan Bahasa Inggris melalui percakapan bersama teman .
2. Menyimpulkan isi percakapan dalam bentuk ringkasan.
3. Menganalisis solusi dari masalah yang diangkat dalam percakapan.
4. Bermain dan belajar dalam permainan edukasi

C. Tujuan Pembelajaran

1. **Mengukur Peningkatan Penguasaan Kosakata (Vocabulary Acquisition):**
2. **mengetahui efektivitas** aplikasi dalam meningkatkan jumlah dan kualitas kosakata yang dikuasai oleh pelajar, baik secara reseptif (memahami) maupun produktif (menggunakan).
3. Penelitian bertujuan untuk menunjukkan **perbedaan signifikan** pada hasil tes kosakata (pre-test dan post-test) apakah memiliki perubahan

significant

4. **mengidentifikasi sejauh mana** aplikasi tersebut mampu meningkatkan motivasi, minat, dan keterlibatan aktif pelajar dalam proses belajar kosakata.
5. Peneliti ingin mengetahui faktor-faktor di dalam aplikasi (seperti fitur gamifikasi, *feedback* instan, atau desain visual) yang **mempengaruhi sikap positif** pelajar terhadap pembelajaran.
6. **Mengidentifikasi Fitur Aplikasi yang Paling Efektif (*Effective Features Identification*):**
7. Tujuan ini berfokus pada **analisis fungsionalitas aplikasi** untuk menentukan fitur atau mekanisme pembelajaran mana (misalnya, *spaced repetition*, kuis, multimedia) yang **paling berkontribusi** pada retensi dan pemahaman kosakata..
8. **Menyediakan Bukti Empiris untuk Implementasi Teknologi (*Provide Empirical Evidence*):**
9. Tujuan ini adalah untuk **menyajikan data dan temuan yang kuat (*evidence-based*)** mengenai kelayakan penggunaan teknologi seluler (*Mobile-Assisted Language Learning / MALL*) sebagai alat bantu atau suplemen dalam pengajaran dan pembelajaran kosakata di lingkungan pendidikan formal maupun informal.

D. Materi Pembelajaran

1. Peneliti memberikan materi Pelajaran sesuai Tingkat kemampuan siswa.
2. Quis vocabulary.
3. Teks cerpen atau transcript video dengan beberapa kata yang harus di terjemahkan.
4. Tes vocabulary simple berupa pilihan ganda dan isian, menggunakan materi dasar yang telah diajarkan

E. Metode Pembelajaran

1. Pendekatan Pembelajaran: review materi
2. Metode : Memahami dan aktif menguasai vocabulary
3. Teknik : implementasi game of blookey, Diskusi, Quis,

F. Facilities and infrastructure

1. Media : Blookey web
2. Alat : Lembar kerja (worksheet), Handphone.
3. Sumber Pembelajaran : Buku teks, modul, permainan edukatif

G. Penilaian Hasil Belajar

1. Teknik Penilaian : unjuk kerja
2. Bentuk : Multiple Choice & match the word
3. Instrument : Terlampir.

H.Langkah- langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a) Guru menyapa siswa , mengucapkan salam dan mengarahkan siswa untuk berdoa sebelum memulai pelajaran.Guru menjelaskan tujuan pembelajaran dan aktivitas yang akan dilakukan. b) Guru menunjukkan platform Blooket c) Guru memberikan sedikit penjelasan terkait persepsi pentingnya meningkatkan kosa kata dalam Bahasa inggris d) memperkenalkan diri dan tujuan peneliti beberapa hari berikutnya .	10 Menit
Kegiatan Inti	a) Siswa memperkenalkan diri menggunakan Bahasa inggris. b) Menjelaskan apa itu blooket dan fungsinya. c) Menjelaskan betapa penting meningkatkan kosa kata dalam bahasa inggris	25 menit
Penutup	a) Guru memebrica ruang dalam sesi penerimaan , pertanyaan terkait tentang blooket ,Guru memberikan penguatan tentang pentingnya memahami vocabulary yang benar dalam bahasa Inggris. b) Guru mengucapkan salam penutupan dan mengingatkan siswa untuk mempersiapkan materi untuk pertemuan selanjutnya..	5 menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Guru menyapa siswa , mengucapkan salam dan mengarahkan siswa untuk berdoa sebelum memulai pelajaran.. b) Mengabsent siswa yang hadir dan yang berhalangan hadir	10 Menit
Kegiatan Inti	a) Guru memeberikan pre test terkait materi yang telah mereka pelajari b) Guru menjelaskan tujuan dilakukannya pre test yaitu untuk mengukur sejauh mana kemampuan siswa memahami jumlah kosa kata .	45 menit
Penutup	a) Guru memberi kesempatan untuk bertanya dan memberikan klarifikasi jika ada hal-hal yang belum dipahami. b) Guru mengucapkan salam penutupan dan mengingatkan siswa untuk mempersiapkan materi untuk pertemuan selanjutnya.	5 menit

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a) Guru menyapa siswa , mengucapkan salam dan mengarahkan siswa untuk berdoa sebelum memulai pelajaran. b) Mengabsent siswa yang hadir dan yang berhalangan hadir.	10 Menit
Kegiatan Inti	a) Guru memeberikan materi kosa kata umum , dalam menyapa, bebrapa video kosa kata dari you tube kosa kata yang sering digunakan dalam kelas . b) Guru melatih pengucapan dan juga terjemhan kosa kata yang telah diberikan. c) Guru juga memberikan bebrapa ice breaking yaitu tepuk happy	45 menit
Penutup	a) Guru memberi kesempatan untuk bertanya dan memberikan klarifikasi jika ada hal-hal yang belum dipahami. b) Guru mengucapkan salam penutupan dan mengingatkan siswa untuk mempersiapkan materi untuk pertemuan selanjutnya.	5 menit

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a) Guru menyapa siswa dan mengucapkan salam. b) b.Mengabsent siswa yang hadir dan yang berhalangan hadir	10 Menit
Kegiatan Inti	a) Guru memeberikan materi kosa kata adjective , beberapa cerita pendek ,dan hewan yang ada di kebun binatang. b) Guru melatih pengucapan dan juga terjemhan kosa kata yang telah diberikan. c) Guru juga melakukan beberapa game agar dapat menghilangkan rasa jenuh siswa dan melatih daya ingat mereka	45 menit
Penutup	a) Guru memberi kesempatan untuk bertanya dan memberikan klarifikasi jika ada hal-hal yang belum dipahami. b) Guru mengucapkan salam penutupan dan mengingatkan siswa untuk mempersiapkan materi untuk pertemuan selanjutnya.	5 menit

Pertemuan ke-5

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a) a.Guru menyapa siswa , mengucapkan salam dan mengarahkan siswa untuk berdoa sebelum memulai pelajaran. b) b.Mengabsent siswa yang hadir dan yang berhalangan hadir	10 Menit
Kegiatan Inti	a) Guru menggunakan blooket sebagai media belajar dalam meningkatkan kosa kata siswa. b) Guru memberikan siswa 15 quis berupa pilihan ganda yang telah di dibuatkan menggunakan beberapa fitur yang terdapat di blooket dengan persaingan point c) Guru memberikan quis secara individu d) Setelah siswa menggunakan blooket mereka akan menuliskan dipapan tulis kata yang mereka tidak ketahui.	45 menit
Penutup	a) Guru memberi kesempatan untuk bertanya dan memberikan klarifikasi jika ada hal-hal yang belum dipahami. b) Guru mengucapkan salam penutupan dan mengingatkan siswa untuk mempersiapkan materi untuk pertemuan selanjutnya.	5 menit

Pertemuan ke-6

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a) Guru menyapa siswa, mengucapkan salam dan mengarahkan siswa untuk berdoa sebelum memulai pelajaran. b) Mengabsent siswa yang hadir dan yang berhalangan hadir	10 Menit
Kegiatan Inti	a) Guru menggunakan blooket sebagai media belajar dalam meningkatkan kosa kata siswa. b) Guru memberikan siswa 15 quis berupa pilihan ganda yang telah di dibuatkan menggunakan beberapa fitur yang terdapat di blooket dengan persaingan point c) Guru memberikan quis secara berkelompok dibagi dengan 2 kelompok. d) Setelah siswa menggunakan blooket mereka akan menuliskan dipapan tulis kata yang mereka tidak ketahui.	45 menit
Penutup	a) Guru memberi kesempatan untuk bertanya dan memberikan klarifikasi jika ada hal-hal yang belum dipahami. b) Guru mengucapkan salam penutupan dan mengingatkan siswa untuk mempersiapkan materi untuk pertemuan selanjutnya.	5 menit

Pertemuan ke-7

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a) Guru menyapa siswa, mengucapkan salam dan mengarahkan siswa untuk berdoa sebelum memulai pelajaran. b) Mengabsent siswa yang hadir dan yang berhalangan hadir	10 Menit
Kegiatan Inti	a) Guru akan memberikan post test dan kuisioner b) Guru memberikan siswa 15 quis berupa pilihan ganda yang telah di dibuatkan menggunakan beberapa fitur yang terdapat di blooket dengan persaingan point c) Guru memberikan quis secara berkelompok dibagi dengan 2 kelompok. d) Setelah siswa menggunakan blooket mereka akan menuliskan dipapan tulis kata yang mereka tidak ketahui	45 menit
Penutup	a) Guru memberi kesempatan untuk bertanya dan memberikan klarifikasi jika ada hal-hal yang belum dipahami. b) Guru mengucapkan salam penutupan dan mengingatkan siswa untuk mempersiapkan materi untuk pertemuan selanjutnya	5 menit

Appendix II: Students score Pre- test

NO	Nama	SCORE
1	A	43
2	A	33
3	A	40
4	B	33
5	E	30
6	F	37
7	H	47
8	I	60
9	J	50
10	K	50
11	M	53
12	M	50
13	M	43
14	M	40
15	M	40
16	M	30
17	M	50
18	N	30
19	N	37
20	N	43
21	P	40
22	R	47
23	S	57
24	S	53
25	W	53
26	Z	53
	TOTAL RATA -RATA	43

Students score Post - test

NO	Nama	SCORE
1	A	70
2	A	86
3	A	86
4	B	86
5	E	80
6	F	90
7	H	83
8	I	90
9	J	83
10	K	83
11	M	90
12	M	83
13	M	86
14	M	83
15	M	80
16	M	73
17	M	80
18	N	70
19	N	76
20	N	83
21	P	80
22	R	86
23	S	80
24	S	73
25	W	83
26	Z	80
TOTAL RATA RATA		81

Appendix III : SPSS Output

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	26	30	60	43.92	8.731
Valid N (listwise)	26				

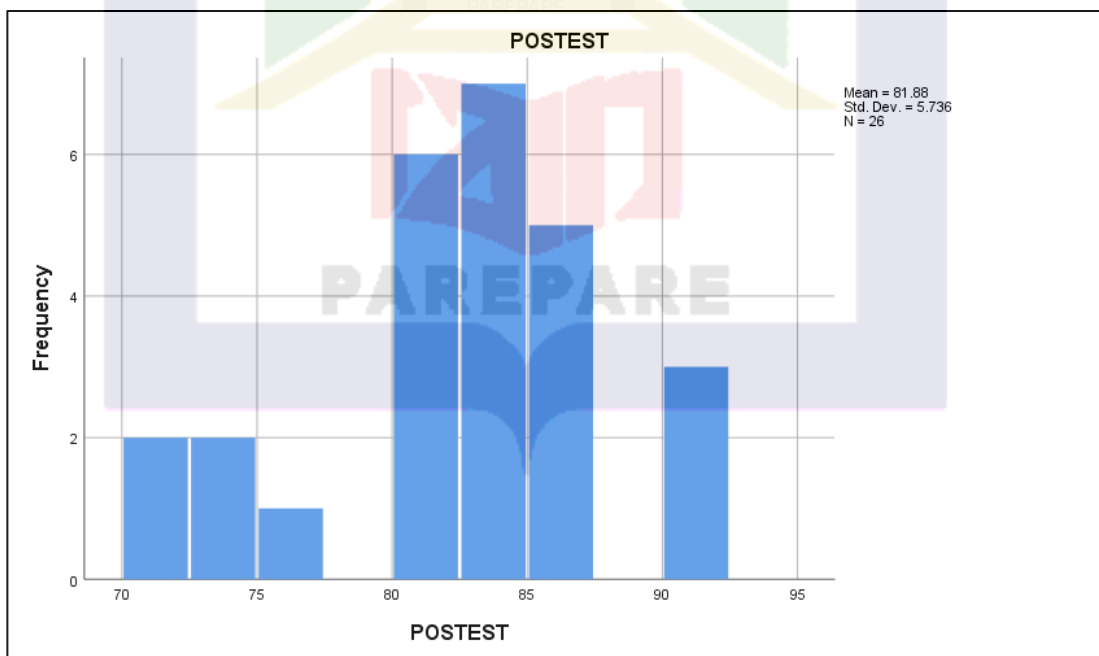
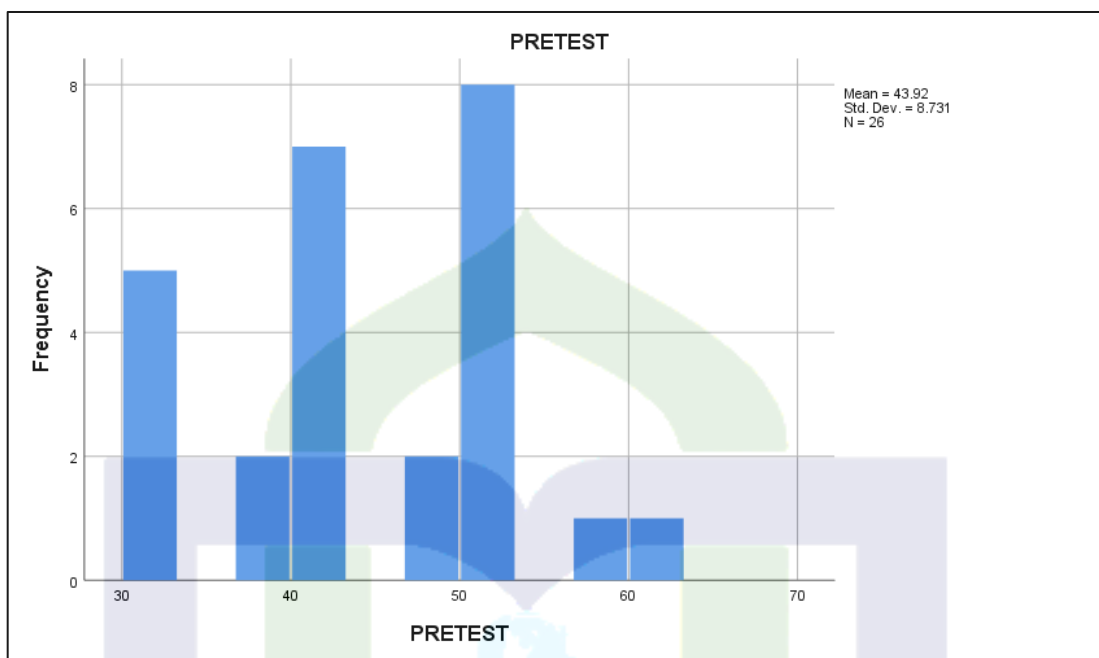
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	26	70	90	81.88	5.736
Valid N (listwise)	26				

Paired Samples Test

		Paired Differences							
			Std.	Std.	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Deviation	Error Mean	Lower	Upper	T	df	
Pair 1	Pretest - posttest	-37.962	9.241	1.812	-41.694	-34.229	-20.946	25	.000

APPENDIX : IV STATISTIC RESULT PRE TES & POST TEST



Appendix V: Students' Score Pre-Test and Post-Test

Tidat Bendah ayo semangat lagi Fighting (54) 1u

yot semangat (37) 1u Don't be sad boy :)

I. Identitas Siswa / Responden

NAMA : Muh. Khrilil

KELAS : 7B

ALAMAT : Longsor Mangrove

Gender : ☒ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

A. Kitty
☒ B. Mimi
☐ C. Meow
☐ D. Luna

2. The word 'small' in the text means:

☒ A. Big
☐ B. Short
☐ C. Little
☐ D. Long

3. What color is Mimi?

☒ A. Black
☐ B. Brown
☐ C. White
☐ D. Yellow

4. The word 'tail' in the text means:

I. Identitas Siswa / Responden

NAMA : RAEH. Ahmad Saputra

KELAS : 7B

ALAMAT : Matelasia

Gender : ☒ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

☒ A. Kitty
☐ B. Mimi
☐ C. Meow
☐ D. Luna

2. The word 'small' in the text means:

☐ A. Big
☒ B. Short
☐ C. Little
☐ D. Long

3. What color is Mimi?

☐ A. Black
☒ B. Brown
☐ C. White
☐ D. Yellow

4. The word 'tail' in the text means:

ayut lebih tinggi lagi mlang (64) 1u Fighting yah :)

Tidat Bendah ayo semangat lagi Fighting (54) 1u

I. Identitas Siswa / Responden

NAMA : ARFA

KELAS : 7B

ALAMAT : Mendo

Gender : ☒ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

☒ A. Kitty
☐ B. Mimi
☐ C. Meow
☐ D. Luna

2. The word 'small' in the text means:

☐ A. Big
☐ B. Short
☐ C. Little
☒ D. Long

3. What color is Mimi?

☒ A. Black
☐ B. Brown
☐ C. White
☐ D. Yellow

4. The word 'tail' in the text means:

I. Identitas Siswa / Responden

NAMA : Muh. Khrilil

KELAS : 7B

ALAMAT : Longsor Mangrove

Gender : ☒ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

☐ A. Kitty
☒ B. Mimi
☐ C. Meow
☐ D. Luna

2. The word 'small' in the text means:

☒ A. Big
☐ B. Short
☐ C. Little
☐ D. Long

3. What color is Mimi?

☐ A. Black
☐ B. Brown
☒ C. White
☐ D. Yellow

4. The word 'tail' in the text means:

I. Identitas Siswa / Responden

NAMA : RAFIH AHMAD SAPUTRA
 KELAS : 7B
 ALAMAT : mantabale
 Gender : ☒ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

- A. Kitty
☒ B. Mimi
 C. Meow
 D. Luna

2. The word 'small' in the text means:

- A. Big
 B. Short
☒ C. Little
 D. Long

3. What color is Mimi?

- A. Black
 B. Brown
☒ C. White
 D. Yellow

4. The word 'tail' in the text means:

- A. Head
 B. Nose
 C. Foot
☒ D. Tail

5. What does the cat like to do?

- A. Run and jump
 B. Eat cake
☒ C. Play with a ball
 D. Drink coffee

I. Identitas Siswa / Responden

NAMA : ARFA
 KELAS : 7B
 ALAMAT : arafa
 Gender : ☒ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

- A. Kitty
☒ B. Mimi
 C. Meow
 D. Luna

2. The word 'small' in the text means:

- A. Big
 B. Short
☒ C. Little
 D. Long

3. What color is Mimi?

- A. Black
 B. Brown
☒ C. White
 D. Yellow

4. The word 'tail' in the text means:

- A. Head
 B. Nose
☒ C. Foot
 D. Tail

5. What does the cat like to do?

- A. Run and jump
 B. Eat cake
☒ C. Play with a ball
 D. Drink coffee

I. Identitas Siswa / Responden

NAMA : Ushaya Ferial
 KELAS : VII.2
 ALAMAT : Ameltonge
 Gender : ☐ Laki-Laki ☒ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

- A. Kitty
☒ B. Mimi
 C. Meow
 D. Luna

2. The word 'small' in the text means:

- A. Big
 B. Short
☒ C. Little
 D. Long

3. What color is Mimi?

- A. Black
 B. Brown
☒ C. White
 D. Yellow

4. The word 'tail' in the text means:

- A. Head
 B. Nose
☒ C. Foot
 D. Tail

5. What does the cat like to do?

- A. Run and jump
 B. Eat cake
☒ C. Play with a ball
 D. Drink coffee

I. Identitas Siswa / Responden

NAMA : PUH NIKEL
 KELAS : 7B
 ALAMAT : Lomo Joriko
 Gender : ☒ Laki-Laki ☐ Perempuan

Text:

My Pet Cat

I have a cat. Its name is Mimi. It is small and white. Mimi has blue eyes and a long tail. It likes to play with a ball and sleep on my bed. Every day, I give it milk and food. I love my cat very much.

Questions:

1. What is the name of the cat?

- A. Kitty
☒ B. Mimi
 C. Meow
 D. Luna

2. The word 'small' in the text means:

- A. Big
 B. Short
☒ C. Little
 D. Long

3. What color is Mimi?

- A. Black
 B. Brown
☒ C. White
 D. Yellow

4. The word 'tail' in the text means:

- A. Head
 B. Nose
☒ C. Foot
 D. Tail

5. What does the cat like to do?

- A. Run and jump
 B. Eat cake
☒ C. Play with a ball
 D. Drink coffee

Appendix VI : Documentation





Appendix VII Virtue of Consultant Degre



DEKAN FAKULTAS TARBIYAH
NOMOR : B-3783/In.39/FTAR.01/PP.00.9/10/2024

TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

- Menimbang
- Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025
 - Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.
- Mengingat
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 - Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
 - Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 - Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 - Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
 - Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 - Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
 - Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan :
- Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2025
 - Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 TAHUN 2024 Tahun 2024, tanggal 22 Januari 2024 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;
- MEMUTUSKAN
- Menetapkan
- Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2025
 - Menunjuk saudara: **Hj. NANNING, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :
Nama Mahasiswa : PUTRI ANGGRENI
NIM : 2120203888203028
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : USING BTOOKET WEB TO IMPROVE STUDENT VOCABULARY MASTERY AT SMP 4 SUPPA
 - Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
 - Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
 - Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 05 Mei 2025
Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Appendix VIII Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-2621/ln.39/FTAR.01/PP.00.9/07/2025
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

14 Juli 2025

Yth. BUPATI PINRANG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : PUTRI ANGGRENI
Tempat/Tgl. Lahir : MAROS, 09 Pebruari 2003
NIM : 2120203888203028
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : SUPPA , MAJAKKA B

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan Skripsi yang berjudul :

USING BLOOKET TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 4 SUPPA KAB. PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 14 Juli 2025 sampai dengan tanggal 14 Agustus 2025.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix IX Research Permission



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0470/PENELITIAN/DPMPTSP/07/2025

Tentang

SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 28-07-2025 atas nama PUTRI ANGGRENI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Mengingat : 1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0693/R/T.Teknis/DPMPTSP/07/2025, Tanggal : 29-07-2025
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0467/BAP/PENELITIAN/DPMPTSP/07/2025, Tanggal : 29-07-2025

MEMUTUSKAN

Menetapkan :
KESATU : Memberikan Surat Keterangan Penelitian kepada :
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : Jl. Amal Bakti No. 8 Soreang Parepare
 3. Nama Peneliti : PUTRI ANGGRENI
 4. Judul Penelitian : Using Blooket To Improve Students Vocabulary Mastery At SMPN 4 Suppa Kab. Pinrang
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : Siswa Kelas 7 SMPN 4 Suppa
 7. Lokasi Penelitian : Kecamatan Suppa

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 29-01-2026.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dileksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 31 Juli 2025



Biaya : Rp 0,-



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

Appendix X Research Permission



PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAN
UPTSMP NEGERI 4 SUPPA
Alamat : Majakka,,Desa Wt Pulu,Kec Suppa,Kab Pinrang Kode Pos 91272



SURAT KETERANGAN PENELITIAN
Nomor : 421.3 / 257 / SMP.83 / 2025

Yang bertanda dibawah ini :

Nama : NURTAN,S.Pd,M.Si
Jabatan : Kepala UPT SMPN 4 SUPPA
Alamat : Alupang ,Padakkalawa

Dengan ini menerangkan bahwa mahasiswa yang beridentitas.

Nama : PUTRI ANGGRENI,
NIM : 2120203888203028.
Fakultas : Tarbiyah Pendidikan Bahasa Inggris
Prodi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Institut Agama Islam Parepare

Telah selesai melakukan penelitian Di UPT SMPN 4 SUPPA selama satu minggu, terhitung mulai tanggal 21 Agustus 2025 sampai dengan tanggal 27 Agustus 2025 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul “USING BLOOKET TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT UPT SMPN 4 SUPPA KAB. PINRANG”.

Demikian surat keterangan ini dibuat untuk diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Suppa, 28 Agustus 2025
Kepala UPT

NURTAN S. Pd. M. Si
Nip. 197207281995121001



CURRICULUM VITAE



PUTRI ANGGRENI, the writer was born in Maros, South Sulawesi, on February 09 2003. She is the first of three siblings. Her father's name is Jumri H. Hating, and her mother's name is Yulianti Siang Rante Tandingan. She is currently a student majoring in English Language Education at the Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. Regarding her educational background, she began her education in 2008-2009 at LabiliBili Kindergarten and continued her elementary school at SDN 105 Suppa from 2010 to 2016. She then attended MTs Al- Mustaqim Parepare, where she graduated her education in 2019. She pursued her education at SMKN 3 Pinrang, graduating between 2019 and 2021. She decided to further her studies at the State Islamic Institute (IAIN) Parepare. Finally, she graduated her thesis with the

title “ Using Blooket to Improve student’s vocabulary mastery at SMPN 4 Suppa Pinrang City”

