



BOOSTING READING SKILLS THROUGH PLAY: BLOOKET'S ROLE IN TEACHING DESCRIPTIVE TEXT

by

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(Article History: Received:28-06-2025;Reviewed1:01-09-2025;Reviewed2:28-09-2025: Accepted:03-10-2025;Published:30-10-2025).

Abstract:

Descriptive text is an important part of the English curriculum in junior high school, especially for seventh-grade students. However, many students faced difficulties in understanding descriptive text, which hindered their reading comprehension and limited their academic achievement. Traditional teaching methods were often ineffective in engaging students. In contrast, gamification had been recognized as an innovative strategy to increase student motivation and improve learning outcomes. This study aims to determine the effect of the use of the Blooket platform on students' reading comprehension ability in descriptive texts. This study uses a quantitative method with a quasi-experimental design. The subjects of the study were 76 seventh grade students at SMPN 3 Banjarmasin who were divided into experimental classes and control classes through cluster random sampling techniques. Both classes are given pre-tests and post-tests that focus on descriptive texts. The data analysis technique used was the Mann-Whitney U test with the help of SPSS version 26. The result showed that there was a significant difference between the post-test scores of students taught using Blooket and those taught using Quizizz. The experimental class achieved higher scores, with a significance value 0.000, which was lower than the 0.05 threshold. It can therefore be concluded that the Blooket platform had a significant positive impact on students' reading comprehension of descriptive texts. Consequently, it is recommended that English teachers integrate Blooket into their teaching practices to foster greater student engagement and improve comprehension outcomes.

Keywords: *blooket, descriptive text, gamification, reading comprehension*

Abstract:

Teks deskriptif merupakan bagian penting dari kurikulum Bahasa Inggris di tingkat sekolah menengah pertama, khususnya bagi siswa kelas tujuh. Namun, banyak siswa menghadapi kesulitan dalam memahami teks deskriptif, yang menghambat kemampuan pemahaman membaca mereka dan membatasi pencapaian akademik secara keseluruhan. Metode pengajaran tradisional sering kali kurang efektif dalam menarik minat siswa. Sebaliknya, gamifikasi telah diakui sebagai

How to cite this article:

Annisa, A. R., Febriyanti, E. R., Elyani, E. P., & Fadilla, R. (2025). Boosting reading skills through play: Blooket's role in teaching descriptive text. *Premise: Journal of English Education and Applied Linguistics*, 14(3), 825–845. <https://doi.org/10.24127/pj.v14i3.13338>

Annisa et al. (2025)

strategi inovatif untuk meningkatkan motivasi belajar siswa dan memperbaiki hasil pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan platform Blooket terhadap kemampuan pemahaman membaca siswa pada teks deskriptif. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimen. Subjek penelitian adalah 76 siswa kelas tujuh di SMPN 3 Banjarmasin yang dibagi menjadi kelas eksperimen dan kelas kontrol melalui teknik cluster random sampling. Kedua kelas diberikan pre-test dan post-test yang berfokus pada teks deskriptif. Teknik analisis data yang digunakan adalah uji Mann-Whitney U dengan bantuan SPSS versi 26. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara skor post-test siswa yang diajar menggunakan Blooket dan siswa yang diajar menggunakan Quizizz. Kelas eksperimen memperoleh skor yang lebih tinggi, dengan nilai signifikansi sebesar 0.000, yang lebih rendah dari ambang batas 0.05. Dengan demikian, dapat disimpulkan bahwa penggunaan platform Blooket memberikan pengaruh positif yang signifikan terhadap kemampuan pemahaman membaca siswa pada teks deskriptif. Oleh karena itu, disarankan agar guru Bahasa Inggris mempertimbangkan untuk mengintegrasikan Blooket ke dalam praktik pengajaran mereka guna meningkatkan keterlibatan siswa dan hasil pemahaman mereka.

Kata Kunci: *blooket, teks deskriptif, pemahaman membaca, gamifikasi*

INTRODUCTION

The integration of technology in education had gained momentum in recent years, especially with the rise of digital learning tools designed to enhance the teaching and learning experience. Wahyu et al. (2024) stated that students' interest in learning media had changed along with technological advances as students were increasingly accustomed to gadgets and other interesting electronic devices, conventional learning media had begun to fall out of favour.

This generation of students prefers learning approaches that used technology that were interactive, dynamic, and entertaining. They prefer educational media that used apps, educational games, learning videos, or interactive simulations over traditional educational media that were static and uninteresting. The integration of gamification into English Language Teaching had garnered increased attention due to its potential to revolutionize traditional teaching approaches and capture the interest of proficient language learners with technology (Culduz, 2023). The notion of gamification encompasses components of rivalry, accomplishment, and monitoring of advancement. It helps learners become more intrinsically motivated, which makes learning more enjoyable and encourages higher levels of engagement (Putu et al., 2023).

Among these tools, educational games, and interactive platforms like Blooket and Quizizz had gained popularity for their potential to make learning more engaging. Blooket platform was a fascinating gaming platform that was both enjoyable and educational

(Wongsaming et al., 2023). Blooket platform provided hundreds of pre-made questions sets and teachers could create their own custom set just for their classes. This innovative approach can increase student's engagement and excitement (My, 2022).

Quizizz was another software that was greatly beneficial for studying and teaching activities. Quizizz was a game-based educational application that, according to Pahamzah et al. (2022), may increase student engagement and promote engaging and fun in-class activities. A variety of tools were available on Quizizz, a game-based learning platform, to make learning enjoyable, dynamic, and interesting in the classroom. Students could use Quizizz to evaluate themselves or to evaluate themselves or to evaluate their comprehension of the topic to get better (Putra, 2023). Both Blooket and Quizizz, were gamified platform that allows teachers to created quizzes and learning activities that students can participate in through fun, competitive games.

Descriptive text was an essential component of the English language curriculum for junior high school students in Indonesia, particularly in the 7th grade. According to Pardiyo (2007), explained that descriptive text was a text which provided information about a particular object, whether it was a person, thing, or place. Its main purpose was to explain and describe the characteristics in detail so that the reader can visualize what was being described. Learning how to describe people, objects, laces, and events in a structured and coherent manner was a fundamental skill in language development.

However, teaching descriptive text often presents challenges, especially in engaging students and ensuring they grasp the concepts fully. Based on the researcher observation on her field teaching practice at SMPN 3 Banjarmasin and the students' scores of descriptive text test, it was found that the school was faced with the challenge of making language lessons appealing to students. Traditional teaching methods, such as lectures and textbooks, sometimes fail to capture the interest of learners, resulting in lower engagement levels and limited language acquisition. The use of technology-based tools like Blooket and Quizizz offers a fresh and innovative approach that may address these challenges by transforming lessons into interactive and enjoyable activities, specifically in learning descriptive text.

Some researchers had investigated previous studies on the effect of Blooket and Quizizz as a learning media. Several studies have explored the use of Blooket and Quizizz as gamified platforms in educational contexts, highlighting their potential to enhance students' language learning outcomes. Research by Susilo et al. (2022) reported that Blooket significantly improved Chinese vocabulary mastery among eleventh-grade students at Amore Prime School, Tangerang. The students found the platform more engaging compared to conventional methods, as it created a fun learning environment that increased motivation to memorize vocabulary. Similarly, Maulana and Arini (2024) found that Blooket was effective for first-grade students at SDN Ratu Jaya 2 Depok in improving English vocabulary. Their study showed that Blooket was categorized as "Very Feasible" for classroom use, with over 95% feasibility score in large group trials. These findings suggest that Blooket is highly suitable for use in elementary language instruction.

Another study by Barokah et al. (2024) investigated Blooket's impact on proficiency in vocabulary among seventh-grade students at SMP-IT Mathla'ul Anwar Malingping. The findings showed a notable rise in the experimental group's vocabulary scores, with statistical evaluation showing a p-value of 0.000, supporting the conclusion that Blooket effectively improved students' vocabulary performance. Supporting these findings, Sartika et al. (2023) revealed that Blooket games facilitated vocabulary acquisition by promoting contextual guessing, the use of visuals, and active sentence construction. The gamified nature of the platform encouraged students to engage more deeply with the language learning process. Likewise, Isyamirahim et al. (2024) observed that students were more enthusiastic and focused during English lessons when Blooket was incorporated, as it allowed them to learn while playing.

In contrast, most studies on Quizizz have focused on its application in developing skills related to descriptive text. Asma (2023) examined the impact of Quizizz on students' writing ability and found improvements in vocabulary, organization, and grammar. The gamified elements of Quizizz contributed to a more enjoyable learning process, supporting the development of structured and creative descriptive writing. Meanwhile, Matra & Nadia Dewi (2024) indirectly highlighted Quizizz's role in descriptive text learning by demonstrating its effectiveness in enhancing reading comprehension. Their study noted that

the platform's interactive features promoted deeper analysis of texts, aligning well with descriptive text components such as structure and vocabulary use.

Another study by Puspita Sari (2023) combined the Numbered Head Together (NHT) method with Quizizz Paper in instructing seventh-grade students at SMPN 2 Sayung on descriptive texts. The integration led to increased student interest and a 15-point rise in academic scores, showing that gamification tools like Quizizz can support collaborative and interactive learning. Next, Annisa & Susanti (2024) further confirmed Quizizz's effectiveness in improving reading comprehension on descriptive texts, with student scores rising from 64.41 to 81.12. They attributed this improvement to the platform's leaderboard and instant feedback features, which increased motivation and reading accuracy. Similarly, Alima (2023) conducted a quasi-experimental study at SMP Negeri 3 Majene and found that Quizizz significantly enhanced reading comprehension skills of eight-grade students of descriptive texts. Students also expressed high satisfaction with the platform, emphasizing its engaging and interactive format.

Overall, these studies support the use of Blooket and Quizizz in language education. While Blooket has been widely examined for vocabulary acquisition, few studies have explored its impact on reading comprehension—particularly in the context of descriptive text. Conversely, Quizizz has demonstrated broader applications in improving comprehension and engagement with descriptive texts.

This research aims to address the gap that exist by looking into the effect the effect of both platforms on reading comprehension of descriptive text among seventh-grade students, offering insights into how gamification can enhance literacy outcomes in junior high school classrooms. It is expected that the findings will contribute to the growing body of research on gamification in English language instruction and provide valuable insights for English teachers in enhancing reading lessons through digital tools.

This study addresses the following research question: *“Is there any difference between 7th grade students of SMPN 3 Banjarmasin who are taught descriptive text by using Blooket and the student who are taught descriptive text by using Quizizz?”*

METHOD

Design

This study employed a quantitative research method with a quasi-experimental design. The research was to determine the effect of using Blooket as a gamified learning platform on students' reading comprehension of descriptive texts. So, Blooket as a gamified learning platform function as independent variable while the students' reading comprehension of descriptive texts function as dependent variable. The operational variable was the use of the Blooket platform as the treatment in the experimental group, and the reading comprehension score served as the outcome variable.

Participant

The subject of the research was the seventh-grade students, while the object is reading comprehension achievement at SMPN 3 Banjarmasin. All seventh-grade students enrolled in SMPN 3 Banjarmasin for the academic year 2024-2025 were referred to as the population in this research. The total number of populations in this research were 272 students that divided into seven classes which were VII-A consist of 39 students, VII-B consist of 39 students, VII-C consist of 38 students, VII-D consist of 38 students, VII-E consist of 38 students, VII-F consist of 39 students, and VII-G consist of 40 students.

Table 1. The population of the research

No	Class	Number of Students
1.	VII-A	39 Students
2.	VII-B	39 Students
3.	VII-C	38 Students
4.	VII-D	38 Students
5.	VII-E	38 Students
6.	VII-F	39 Students
7.	VII-G	40 Students
Total		271 Students

Table 2. The sample of the research

No	Class	Number of Students
1.	VII-D	38 Students
2.	VII-E	38 Students
Total		76 Students

The study was conducted at SMPN 3 Banjarmasin in the academic year 2024/2025. The sample consisted of 76 students selected through cluster random sampling. Therefore, the two selected classes were the samples of this research; class VII-D served as the experimental group, which received treatment using the Blooket platform, and class VII-E served as the control group, which was taught using Quizizz.

Instrument

The researcher used a test as the instrument for this research. In this research, a descriptive text achievement test was developed to evaluate students' progress following treatments designed to enhance their understanding of descriptive text in the form of multiple-choice questions and consisted of 50 questions. It was a familiar task format and number of questions for the students in SMPN 3 Banjarmasin since it was already used for the final test in the school. There were five multiple-choice test items associated with each of the 10 texts that make up the test. As a result, there were 50 multiple-choice test items, including 10 that asked for the main idea, 20 that asked for specific information, and 20 that asked for a word's meaning to be inferred from the context. The following table described how the test items were distributed for the pre-test and post-test in this study based on the reading comprehension subskills.

Table 3. Distribution of the test items based on the three subskills of reading comprehension for pre-test and post-test.

No	Reading subskills	Original Items (Total: 40 each)	Invalid Items	Valid Items (Total)
1.	<i>Finding Main Idea</i>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 62, 65, 66, 69, 70, 73, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 112, 115, 118	6, 69, 82, 93, 105	35
2.	<i>Finding Specific Information</i>	2, 3, 7, 8, 12, 13, 17, 18, 22, 23, 27, 28, 32, 33, 37, 38, 42, 43, 47, 48, 52, 53, 57, 58, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107, 110, 113, 116, 119	2, 7, 12, 17, 22, 67, 75, 110	32
3.	<i>Guessing Meaning of Word from the Context</i>	4, 5, 9, 10, 14, 15, 19, 20, 24, 25, 29, 30, 34, 35, 39, 40, 44, 45, 49, 50, 54, 55, 59, 60, 64, 68, 72, 76, 80, 84, 88, 92, 96, 100, 104, 108, 111, 114, 117, 120	5, 9, 14, 35, 49, 72, 80	33
Total test items			120	100

Data collecting technique.

The data collected in this research were quantitative in nature, specifically in the form of interval data derived from reading comprehension test scores. The initial method employed for data collection in this research involved administering a reading comprehension achievement test to both the experimental and control groups within the classroom setting. It

was employed to assess the level of reading comprehension achievement of students. The test was conducted on two occasions within each class, specifically referred to as the pre-test and post-test. The test items administered in both the pre-test and the post-test are same. The administration of the pre-test given prior to the implementation of treatment using Blooket and Quizizz platform, whilst the post-test was conducted after the completion of four-time teaching process. Following the administration of each test, the test results obtained from both the experimental and control classes were calculated.

Data analysis technique

To analyse the data, both descriptive and inferential statistical techniques were used. To analyse the data collected by reading comprehension achievement test, descriptive statistics is used by following steps: First, Calculating the students' pre-test and post-test scores by using the formula by Mardapi (2008) below:

$$\text{Score} = \frac{\text{the total of correct answer}}{\text{the total of the test items}} \times 100$$

Then, using the scoring guidelines from SMPN 3 Banjarmasin to interpret the students' pre- and post-test result. Next, using the t-test for hypotheses testing. The Fisher formula below was employed in this research to calculate the t-test (Sudijono, 2016).

$$t_o = \frac{M1 - M2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{N1 + N2 - 2}\right) \left(\frac{N1 + N2}{N1 \times N2}\right)}}$$

Before conducting hypothesis testing, the data were tested for normality using the Shapiro-Wilk test and for homogeneity using Levene's test. Since the assumptions for parametric tests were not met, the Mann-Whitney U test was employed as a non-parametric alternative to compare the post-test scores between the experimental and control groups. All statistical tests were carried out using SPSS version 26 with a significance level of 0.05.

Normality testing

To find out if the pre-test and post-test results for the experimental and control classes had a normal distribution, normality testing was done. The normality test was conducted using the Shapiro-Wilk test in SPSS version 26, with a significance level set at 0.05. If the p-

value (Sig.) was greater than 0.05, the data were considered normally distributed; otherwise, the data were non-normal. In this study, the results of the Shapiro-Wilk test showed that the pre-test and post-test scores of one or both classes were not normally distributed ($p < 0.05$). Therefore, a non-parametric test was used.

Table 4. tests of normality

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>Pre-Test-Experiment</i>	.200	38	.001	.896	38	.002
<i>Post-Test-Experiment</i>	.171	38	.007	.841	38	.000
<i>Pre-Test-Control</i>	.195	38	.001	.954	38	.122
<i>Post-Test-Control</i>	.209	38	.000	.906	38	.004

a. Lilliefors Significance Correction

Therefore, two hypotheses are set:

Ho: “There is not any difference between 7th grade students of SMPN 3 Banjarmasin who are taught descriptive text by using Blooket and the student who are taught descriptive text by using Quizizz?”

Ha: “There is any difference between 7th grade students of SMPN 3 Banjarmasin who are taught descriptive text by using Blooket and the student who are taught descriptive text by using Quizizz?”

RESULT AND DISCUSSION

Result

The current study seeks to find the answer to the following research question; “Is there any difference between 7th grade students of SMPN 3 Banjarmasin who are taught descriptive text by using Blooket and the student who are taught descriptive text by using Quizizz?”

This study involved two classes of the experimental using the Blooket platform, and while the control class using Quizizz. Both classes were given pre-tests and post-tests to measure their reading comprehension of descriptive texts before and after the treatment (Table 5).

Table 5. Students' average score in experimental class

<i>Class</i>	<i>Treatment</i>	<i>Average Score</i>	
		<i>Pre-Test</i>	<i>Post-Test</i>
<i>Experimental</i>	<i>Booklet</i>	73,53	86,79
<i>Control</i>	<i>Quizizz</i>	68,47	74,21

The pre-test scores in Experimental class ranged from 58 to 79, with a mean score of approximately 66. After the treatment using Blooket, the post-test scores improved significantly, ranging from 72 to 95, with a mean score of around 84. The standard deviation decreased, indicating more consistent performance and improvement across students. Meanwhile, in control class, pre-test scores ranged from 57 to 77, with a mean of around 65, indicating a similar starting level as the experimental class. Following the treatment, the post-test scores ranged from 68 to 88, with an average score of about 77. While there was a clear improvement, it was slightly lower than that observed in the experimental class.

Hypothesis and Wilcoxon testing

Because the pre-test data were not normally distributed in both classes, the researcher used non-parametric tests, namely the Wilcoxon test and the Mann-Whitney U test, to conduct hypothesis testing and thus H_0 and H_a are not applicable. The Wilcoxon test was used to determine whether there was a significant difference between the pre-test and post-test scores in each class.

Experimental class

The result of the Wilcoxon Test in the experimental class is shown in the table 6 and 7 below.

Table 6. Ranks of Wilcoxon test in experimental class RANKS

		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Post-Test-Experiment – Pre-Test-Experiment</i>	<i>Negative Ranks</i>	0 ^a	.00	.00
	<i>Positive Ranks</i>	34 ^b	17.50	595.00
	<i>Ties</i>	4 ^c		
	<i>Total</i>	38		

a. *Post-Test Experimental < Pre-test Experimental*

b. *Post-Test Experimental > Pre-test Experimental*

c. *Post-Test Experimental = Pre-test Experimental*

Table 6 and 7 shows that there were not any students with lower post-test scores than their pre-test scores. A total of 34 students scored higher in the post-test, while 4 students had the same score in both tests.

Table 7. The result of Wilcoxon test for experimental group test statistics

	<i>Post test Experiment - PreTest Experiment</i>
<i>Z</i>	<i>-5.092^b</i>
<i>Asymp. Sig. (2-tailed)</i>	<i>.000</i>

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks

The significance value was 0.000, which is lower than 0.05. This result indicates that there was a significant difference between the pre-test and post-test scores in the experimental class.

Control Class

The ranks of the Wilcoxon test for the control group are presented in table 8 below.

Table 8. Ranks for Wilcoxon test for control group ranks

		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Posttest Control - PreTest_Control</i>	<i>Negative Ranks</i>	<i>0^a</i>	<i>.00</i>	<i>.00</i>
	<i>Positive Ranks</i>	<i>34^b</i>	<i>17.50</i>	<i>595.00</i>
	<i>Ties</i>	<i>4^c</i>		
	<i>Total</i>	<i>38</i>		

- a. *Post-Test Control < Pre-Test Control*
- b. *Post-Test Control > Pre-Test Control*
- c. *Post-Test Control = Pre-Test Control*

Just like in the experimental class, no students scored lower in the post-test. 34 students had higher post-test scores, and 4 had the same score.

Table 9. The result of Wilcoxon test for control group test statistics

	<i>Posttest Control - PreTest_Control</i>
<i>Z</i>	<i>-5.197^b</i>
<i>Asymp. Sig. (2-tailed)</i>	<i>.000</i>

- a. *Wilcoxon Signed Ranks Test*
- b. *Based on negative ranks.*

The significance value was also 0.000, indicating a significant difference between pre-test and post-test results in the control class as well.

Mann-Whitney Test

To determine whether there was a significant difference in students' post-test scores between the experimental and control classes, the Mann-Whitney U test was used.

Table 10. Ranks of Mann-Whitney Test

	<i>Classes</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Score	<i>Experimental Class</i>	38	51.57	1959.50
	<i>Control Class</i>	38	25.43	966.50
	<i>Total</i>	76		

The experimental class had a higher mean rank and total rank than the control class.

Table 10. The result of Mann-Whitney Test test statistics

	<i>Score</i>
<i>Mann-Whitney U</i>	225.500
<i>Wilcoxon W</i>	966.500
<i>Z</i>	-5.177
<i>Asymp. Sig. (2-tailed)</i>	.000

a. Grouping Variable: Classes

The significance value was 0.000, which is less than 0.05. This result indicates that the null hypothesis is rejected, and the alternative hypothesis is accepted. Thus, there was a significant difference in the reading comprehension achievement of students taught using Blooket compared to those taught using Quizizz.

Discussion

This study sought to search for the effectiveness of the Blooket platform in teaching descriptive text, focusing on students' reading comprehension achievement. The statistical findings showed a significant improvement in students' post-test scores after receiving treatment through Blooket. The outcome of the Wilcoxon test within the experimental class revealed a clear increase in individual scores, while the Mann-Whitney U test confirmed a significant – in terms of statistic – difference between the experimental and control class post-tests, with a p-value of 0.000. Those findings show that Blooket had a significant and positive effect on students' reading comprehension performance.

This finding aligns with the theoretical foundation of gamification in English language teaching. Gamification incorporates game-like elements into instructional processes, which can facilitate more structured and cognitively engaging learning experiences (Deterding et al., 2011; Kapp, 2012). In the case of Blooket, students were presented with question sets through interactive game modes that require them to process, recall, and apply information from descriptive texts. This active process enhanced comprehension, especially in the context of identifying main ideas, locating specific information, and inferring meaning from context.

The significant difference found between pre-test and post-test scores in the experimental class indicated that Blooket was an effective platform for improving reading comprehension of descriptive texts. The structure, repetition, and feedback mechanisms inherent in the platform provided an optimal environment for students to develop the necessary skills to understand, analyze, and interpret descriptive texts. The results of this research contributed to the growing body of literature affirming the educational value of gamified digital tools in language learning and provided a basis for further exploration of Blooket's potential in other aspects of English language instruction. The effectiveness of Blooket as demonstrated in this research was supported by previous studies. Maulana & Arini (2024) found that the Blooket platform improved students' vocabulary mastery in a primary school context. Likewise, Barokah et al. (2024) observed that the use of Blooket resulted in a statistically significant improvement in vocabulary acquisition, they provide consistent evidence of Blooket's capacity to facilitate measurable academic achievement, which aligns with this study's findings on reading comprehension of descriptive texts.

Blooket's game-based structure provided immediate feedback, repetition of questions, and diversified item formats that strengthen the internalization of linguistic features. According to Harismayanti et al. (2020), these mechanics support language development by fostering active learning and reinforcing understanding through frequent exposure to content. In descriptive text reading, students must not only understand vocabulary but also recognize patterns of organization and descriptive features. The continuous interaction with these components via Blooket's question-based games enables students to practice and consolidate their understanding in a dynamic yet structured environment.

In this study, the learning process in the experimental class focused on three subskills of reading comprehension: finding the main idea, identifying specific information, and guessing the meaning of words based on context. These subskills were aligned with the reading micro and macro skills outlined by Brown & Lee (2015), and Blooket's format allowed students to interact with these subskills repeatedly across different sessions. The consistent increase in post-test scores – where most students achieved the minimum mastery criteria – suggests that this method provided substantial instructional support and cognitive reinforcement.

Supporting evidence was also found in research by Sartika et al. (2023), who noted that Blooket improved students' ability to use new vocabulary contextually and encouraged the development of reading and comprehension strategies. In a similar vein, Susilo et al. (2022) demonstrated that Blooket helped students understand better and remember vocabulary in learning Chinese. Though different in language focus, these studies support the general conclusion that Blooket can significantly impact language skill development through its structured and engaging approach.

The findings of this study indicate that Blooket platform had a significant impact on students' reading comprehension. The significant difference in post-test scores between the two classes suggests that the varied and interactive game mechanics in Blooket platform provided a more engaging and effective learning experience. Moreover, Isyamirahim et al. (2024) emphasized that Blooket significantly affected student learning outcomes by supporting their focus and comprehension during lessons. This supported the view that the Blooket platform not only provided entertainment but also promotes deeper learning when used as an instructional tool in reading lessons. The evidence provided by these studies reinforces the current study's conclusion that Blooket was effective in supporting reading comprehension, especially for structured text types like descriptive texts.

From a pedagogical perspective, the application of Blooket in this study also supported the use of digital tools aligned with the *Kurikulum Merdeka*, which encourages interactive and student-centered learning. Descriptive text comprehension, as outlined in the CP (*Capaian Pembelajaran*) for Phase D, includes the ability to find main ideas and specific

information from various written texts. The design of Blooket, with its multiple-choice format and contextual language tasks, effectively addresses these curricular goals.

Taking the overall explanation above into account, the findings of the current research present a strong support for the effect of Blooket platform as a medium to enhance students' achievement in descriptive text comprehension of the seventh-grade students at SMPN 3 Banjarmasin. These findings were consistent with and strengthen prior studies, collectively underlining the potential of the Blooket platform as a beneficial and supportive medium for improving student's reading comprehension specifically in descriptive text.

CONCLUSION

Conclusion

This study aimed to investigate the effect of using the Blooket platform on the reading comprehension achievement of seventh-grade students at SMPN 3 Banjarmasin in the academic year 2024/2025. The focus of the study was on students' understanding of descriptive texts, particularly on reading subskills such as identifying main ideas, locating specific information, and inferring word meanings from context.

Based on the results of statistical analysis using the Wilcoxon test and the Mann-Whitney U test in SPSS version 26, it was found that there was a significant improvement in students' reading comprehension after being taught using Blooket. The post-test scores of the experimental class showed a marked increase compared to the pre-test scores, and the Mann-Whitney U test produced a significant value of 0.000, which is lower than the alpha level of 0.05. This indicates that the null hypothesis was rejected, and the alternative hypothesis was accepted.

It can be concluded that the Blooket platform significantly affected students' reading comprehension achievement. The platform's gamified learning environment, which includes various game modes, instant feedback, and competitive elements, successfully increased student engagement, motivation, and focus during the reading activities. These features contributed to the improvement of students' comprehension of descriptive texts.

The findings of this study support the integration of digital and interactive media in English language teaching. Specifically, Blooket has proven to be an effective tool not only

for making lessons more engaging but also for enhancing essential reading skills. Its implementation in reading instruction is recommended for teachers seeking to improve student learning outcomes in a fun and meaningful way.

Limitation

Although this study provides valuable insights into the use of the Blooket platform to enhance students' reading comprehension of descriptive texts, several limitations should be acknowledged. First, this study focused solely on descriptive texts, leaving the impact of Blooket on other text genres—such as narrative, recount, or expository texts—unexplored. Next, the study primarily employed quantitative methods using pre-tests and post-tests to measure students' comprehension outcomes. While this approach offers valuable statistical evidence, it does not capture students' experiences, attitudes, or engagement levels in depth. Incorporating qualitative data through interviews, observations, or questionnaires could provide a richer understanding of how Blooket influences student motivation and learning behaviors. Lastly, external factors such as students' prior English proficiency, motivation levels, and familiarity with technology were not fully controlled. Variations in these aspects may have contributed to differences in student performance and engagement. Future studies are encouraged to account for these variables and explore how they interact with the use of gamified learning platforms like Blooket.

Implication

This study is limited and has recommendations can be proposed for future research. First, expanding the research context would enhance the generalizability of the findings and allow for a more comprehensive understanding of the effectiveness of the Blooket platform across various educational settings. Second, future studies are encouraged to integrate both quantitative and qualitative research methods. While quantitative data can measure improvements in comprehension, qualitative approaches—such as classroom observations, interviews, or student reflections—can provide deeper insights into students' engagement, attitudes, and learning experiences while using Blooket. Finally, it is recommended that further research explore the application of Blooket in teaching different types of texts, including narrative, recount, or expository texts. Investigating how the platform supports diverse reading skills and text genres could broaden the pedagogical value of gamification in

English language teaching. Additionally, examining how factors such as students' digital literacy, motivation, and learning preferences interact with gamified tools would provide a more nuanced understanding of their role in modern classrooms.

ACKNOWLEDGMENT

We would like to thank the English Department of the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia, for the support and guidance throughout this study. We also extend our gratitude to the lecturers and students who have contributed to the completion of this research. Finally, we sincerely appreciate all parties for providing valuable assistance and encouragement in the process of writing and finishing this work.

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