IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH FUN LEARNING WITH BLOOKET GAMES AT SMP SANTO ANTONIUS, JAKARTA TIMUR

Rr. Isyamirahim[1]*, Yanti Rusmiati[2], Ika Chairiyani[3]
[123]Universitas Panca Sakti, Bekasi, Indonesia
***Correspondence Author Email**: myralaoshi@gmail.com

Abstrak: Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa kelas tujuh di SMP Santo Antonius, Jakarta Timur, melalui pembelajaran bahasa Inggris yang menyenangkan menggunakan permainan Blooket. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan melibatkan 22 siswa sebagai sampel. Penelitian ini dilaksanakan dalam dua siklus, di mana setiap siklus terdiri dari empat tahap: perencanaan, tindakan, pengamatan, dan refleksi. Pengumpulan data dilakukan melalui teknik kualitatif dan kuantitatif. Data kualitatif diperoleh dari wawancara dengan siswa sebelum dan sesudah siklus, serta pengamatan selama kegiatan di kelas. Data kuantitatif diperoleh dari tes sebelum dan sesudah tindakan. Hasil penelitian menunjukkan bahwa penggunaan permainan Blooket secara signifikan meningkatkan penguasaan kosakata siswa. Berdasarkan temuan ini, disimpulkan bahwa pembelajaran kosakata melalui permainan interaktif seperti Blooket dapat menciptakan suasana belajar yang menyenangkan dan efektif.

Kata kunci: Penggunaan Kosakata, Permainan Blooket

Abstract: *This research aims to improve the vocabulary mastery of seventh grade students at Santo Antonius Middle School, East Jakarta, through fun English learning using the Blooket game. The method used was Classroom Action Research (CAR) involving 22 students as samples. This research was carried out in two cycles, where each cycle consisted of four stages: planning, action, observation, and reflection. Data collection was carried out through qualitative and quantitative techniques. Qualitative data was obtained from interviews with students before and after the cycle, as well as observations during class activities. Quantitative data was obtained from tests before and after the action. The results showed that the use of the Blooket game significantly increased students' vocabulary mastery. Based on these findings, it is concluded that learning vocabulary through interactive games such as Blooket can create a fun and effective learning atmosphere.*

Keywords: *Vocabulary Mastery, Blooket Games*

INTRODUCTION

Language is a simple communication tool to communicate with someone. People use language to interact with other people. We can inform the people around us of what we feel, what we need, and what we think about anything. If we want to talk with people in other countries, we need to have a skill in their language. Language is a fundamental communication tool used to interact with others. Through language, we can express feelings, needs, and thoughts to others (Crystal, 2003). In a globalized world, English has become the most important language and is widely taught worldwide (Richards & Rodgers, 2014). In Indonesia, English is taught as a foreign language and includes four essential skills: speaking, writing, listening, and reading (Brown, 2007).

English is the most significant language in the world in the age of globalization. People all throughout the world believe that it is a language that needs to be taught. Indonesia has mandated attendance in formal schools for education. The English language encompasses four skills: speaking, writing, listening, and reading. Learning the English language requires mastery of four abilities.

The skill of English is very important for many things, like getting a good job, studying abroad, getting a new career, etc. Due to English as an international language, Indonesian people must learn it. In Indonesia, English is a foreign language. So, it is very difficult to learn some reasons for that, such as spelling, pronunciation, grammar, and vocabulary.

Learning language cannot be separated from learning vocabulary. According to Nasrullah (2021) vocabulary is very important element for enhancing English Language abilities is vocabulary. It serves as a fundamental building block of language proficiency and forms a substantial foundation for learners' speaking, reading, listening, and writing skills.

Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, namely listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generally, vocabulary is the knowledge of meaning of words.

Learning vocabulary is a critical aspect of language acquisition, which supports the development of these four skills (Nation, 2001). According to Nasrullah (2021), vocabulary is a vital component that underpins a learner's ability to express ideas and communicate effectively. In SMP Santo Antonius, students face challenges in mastering English vocabulary due to difficulties in spelling, pronunciation, and memorization (Schmitt, 2010). This situation necessitates innovative teaching methods that make vocabulary learning engaging and memorable (Thornbury, 2002).

Almost all the students in junior high school have difficulty learning English, especially speaking, because of their lack of vocabulary. In the SMP Santo Antonius, the students have a have a problem learning English, especially vocabulary. Vocabulary is an important aspect of learning a foreign language because it helps students understand the four skills of the English language, such as listening, speaking, reading, and writing. Vocabulary acquisition is integral to language learning.

One of the parts of the English language is vocabulary. The use of vocabulary in communication has numerous advantages. Clarity and accuracy in communicating ideas, emotions, thoughts, or information to others are some advantages. Students often struggle with retaining new vocabulary, and traditional teaching methods may not address these difficulties effectively (Cameron, 2001). Teachers are thus encouraged to employ creative strategies, such as games, to motivate students and enhance their learning experience (Hadfield, 1990). Blooket, an interactive game, offers a promising solution by making vocabulary learning both fun and effective (Miller & Hegelheimer, 2006). Games like Blooket can boost students' engagement and facilitate better retention of new vocabulary (Gee, 2003).

At SMP Santo Antonius, vocabulary is taught through four skills: listening, speaking, reading, and writing. In the seventh grade, learning vocabulary focuses on writing simple sentences with the words that they learn. Many issues surround their challenges: they still view English as a foreign language rather than a second language; they still struggle with spelling and pronunciation when studying the language; and they have little habit or duty to use English for communication.

The students had an extremely hard time picking up new language or memorizing it. Out of all they have previously learn, the students can only recall a small portion of the content. Their concentration is tough to maintain, and they get bored easily. This is where the teacher should address the student's issue. The new alternative is needed by the students since it will make it easier for them to remember the new terminology. The teacher can now engage in some gaming. This game is offered to teacher to change up the environment. If they still learned the method, they won't care. because they pass it without effort and without strain.

A lot of students struggle to learn new words or memorize those new words given by their teacher. It is something normal because English is not their native language. So, the teacher must work hard to make students understand and remember that vocabulary. In English teaching, teachers not only must have creativity but also make students more happy in the subject. As we know, the students are bored when they do not understand, and the teacher still uses the conventional method in their teaching. The conventional method is that the teacher just explains the materials and then gives exercises in written form, or the students just read the reading comprehension. It is making students bored. So, that's why the teacher must be innovative in their teaching. The teacher must make students have fun with English learning.

A few things affect the students' limited vocabulary in the classroom. The teacher's explanation of meaning or definition, spelling, pronunciation, and grammatical function is the first thing that students learn, which bores them. The second is that acquiring vocabulary merely involves introducing the main meaning of a few words. The last point is that the sole strategy that is typically taught in schools is how to quickly memorize large amounts of vocabulary without considering the possibility that this knowledge could be forgotten as well because it is not retained in long-term memory. In this approach, the researchers look for novel ways to use brand-new games to aid students in learning and language recall.

If you are an English teacher at the school, you must have some creativity in your teaching. Because sometimes students want to listen when we teach in the class, it's so hard. That's why there must be some creative method in the teaching. It is not only to make students happy with our English class, but it's also to make me, as a teacher, help motivate students in learning and also make the teacher's work easier.

Teach English with fun learning that can make students motivated to learn English, such as through games. Learning English with a game can not only make the students excited about the subject, but we can also help them easily memorize the vocabulary. The students will be happy with English class, and it's going to make them work cooperatively, compete with other strategies in different ways, create a more

productive environment, and make them happier in the class. Naturally, this helps teachers when they are in the classroom. Naturally, both educators and learners hope for a very comfortable learning environment. As a result, while teaching, teachers need to try to create a pleasant learning environment.

Using Blooket games, the researcher attempts to provide the answer. It is crucial to carry out this research to assist the teacher in resolving that issue. Through this research, educators will gain fresh insights into how to engage kids in the learning process without boring them. Additionally, because they may memorize terminology in an engaging fashion, students won't find it difficult or fearful. Blooket games can facilitate English language instruction.

There are several benefits of utilizing games to increase vocabulary. Most students enjoy playing games because they help them decompress and refuel while also elevating their mood for learning. Students can occasionally forget about their issues when they play games, and teacher might naturally enjoy teaching more in the process.

In conclusion, improving students' vocabulary mastery through English fun learning with blooket games can make students happy and help them understand how to improve their vocabulary in English. Teaching related concerns must be covered by this strategy well. The objective of this research is to improve the vocabulary mastery of seventh-grade students at SMP Santo Antonius, East Jakarta, through the use of fun English learning with Blooket games

METHOD

This study employs a classroom action research (CAR) design, which is appropriate for investigating and improving educational practices in a specific context. The CAR approach involves planning, acting, observing, and reflecting in cycles to enhance the teaching and learning process. This research was conducted in two cycles, with each cycle consisting of planning, implementing the action, observing the outcomes, and reflecting on the results (Kemmis & McTaggart, 1988).

The participants of this study were 22 seventh-grade students at SMP Santo Antonius, East Jakarta, during the 2023/2024 academic year. The students were selected based on their participation in the English language course at the school. The students had varying levels of English proficiency, but all had a basic understanding of English vocabulary. Parental consent and approval from the school were obtained before commencing the research.

Data were collected using a combination of qualitative and quantitative instruments. The primary instruments included vocabulary tests, observation checklists, and student questionnaires. The data collected from the vocabulary tests were analyzed quantitatively to determine the improvement in students' vocabulary mastery. The pre-test and post-test scores were compared using descriptive statistics, and the mean scores were calculated to assess the effectiveness of the intervention. The qualitative data from observations and questionnaires were analyzed thematically to identify patterns in student engagement and attitudes towards the use of Blooket games in learning vocabulary.

FINDING AND DISCUSSION

Pre-Cycle

The students were given a pre-test before beginning the Classroom Action Research (CAR). The teacher was able to gain insight into the student's English vocabulary learning through this test. The students had to answer 30 multiple-choice questions about English vocabulary such as: noun, verb, adjective, synonym, and antonym.

This pre-test will be conducted on April 30, 2024, with 30 multiple-choice questions. From the data of the test results given at the time of the pre-cycle, it shows that 15 students have not reached the minimum score (70 score). The student at pre-cycle only gets the highest score 70, and the lowest score of 30. These are the results of the student's pre-cycle.

Table 1. Pre-Cycle

No	Scoring	Frequency	N.F	Description
1	30	3	90	Unsuccess
2	40	2	80	Unsuccess
3	50	4	200	Unsuccess
4	60	3	180	Unsuccess
5	65	2	130	Unsuccess
6	70	5	350	Success
7	75	2	150	Success
8	80	1	80	Success
	TOTAL	**22**	**1260**	
	Mean		**57,27**	
	The percentage of student complete		**36 %**	

In order to determine the pre-test result, the researcher first determined the average score:

$$X = \frac{x}{N}$$

Where:

X: Mean

x: total score

N: number of students

$$X = \frac{1.260}{22}$$

$$X = 57,27$$

The mean for the pre-test is: 57,27. Then, to the percentage of students who passed the KKM score is:

P = $\frac{F}{N}$ x 100 %

Where:
P: the class percentage
F: total percentage score
N: number of students

P= $\frac{8}{22}$ X 100 %

P = 36 %

Based on the pre-test findings, the information indicates that the average is 57,27. Only 8 students scored above the minimum competency standard (KKM), while 14 other students scored below it. After looking at the pre-cycle results, the researcher can tell that most students lack vocabulary knowledge. They didn't really understand noun, verb, adjective, synonym, and antonym. We need improve with cycle 1 and cycle 2, with blooket games. This game may help students improve their vocabulary. Each cycle has three meetings. This is the result of each cycle (cycle 1 and cycle 2).

Cycle I

In this first cycle, there were three meetings held on May 2, 2024, May 3, 2024, and May 6, 2024. The first and second meetings are to explain the material for each cycle and conduct the blooket games. The observation phase lasts the whole time that learning is being implemented in the classroom. During this time, all of the students enrolled in SMP Santo Antonius served as research participants, and the researcher observed them. From the first meeting until the third meeting, the students look enthusiastic about this lesson, because they can learn and play games with blooket games. They said that these games are fun and don't make bored anymore. But, based on these test results, some students still struggle with vocabulary in English. We can know from these data:

Table 2. Cycle 1

No	Scoring	Frequency	N.F	Description
1	50	4	200	Unsuccess
2	60	1	60	Unsuccess
3	65	2	130	Unsuccess
4	70	4	280	Success
5	75	1	75	Success
6	80	8	640	Success
7	85	2	170	Success
TOTAL		22	1555	
MEAN		**70,68**		
The percentage of student complete		**68%**		

In order to determine the cycle 1 result, the researcher first determined the average score:

$$X = \frac{x}{N}$$

Where:
X: Mean
x: total score
N: number of students

$$X = \frac{1.555}{22}$$

$X = 70,68$

The mean for the cycle 1: 70,68. Then, to the percentage of students who passed the KKM score is:

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

Where:
P: the class percentage
F: total percentage score
N: number of students

$$P = \frac{15}{22} \times 100 \%$$

$P = 68\%$

After the first cycle 1, the researcher can know that 15 students at SMP Santo Antonius get scored 70 or higher, which means that the students did well. However, 7 students scored below the KKM (minimum score), and they still need improvement in vocabulary with blooket games at cycle 2 (still 3 meetings).

The study was conducted in two cycles. During the pre-cycle, students were given a pre-test to assess their initial vocabulary knowledge. The average score was 57.27, indicating a need for intervention (Johnson, 2008). After the implementation of Blooket games in Cycle 1, the mean score improved to 70.68, with 68% of students achieving the minimum competency standard (KKM). In Cycle 2, further improvements were observed, with the mean score rising to 82.04 and 77% of students meeting the KKM (Slavin, 2012).

CYCLE II

In this first cycle, there were three meetings held on May 21, 2024, May 22, 2024, and May 23, 2024.In this cycle, the researcher was very happy with the student's result, most the students score above 70 or higher. It means they were able to answer the test successfully. These data from cycle 2:

Table 3. Cycle 2

No	Scoring	Frequency	N.F	Description
1	60	1	60	Unsuccess
2	63	1	63	Unsuccess
3	65	1	65	Unsuccess
4	66	1	66	Unsuccess
5	68	1	68	Unsuccess
6	70	2	140	Success
7	73	1	73	Success
8	75	1	75	Success
9	85	1	85	Success
10	87	2	174	Success
11	88	1	88	Success
12	90	1	90	Success
13	92	3	276	Success
14	95	2	190	Success
15	96	1	96	Success
16	97	1	97	Success
17	99	1	99	Success
TOTAL		22	1805	
MEAN			82,04	
The percentage of student complete			77%	

To get the result of post cycle 2, the researcher calculated the mean score:

$$X = \frac{x}{N}$$

Where:
X: Mean
x: total score
N: number of students

$$X = \frac{1.805}{22}$$

$$X = 82,04$$

The mean for the cycle 2 = 82,04

Then, to the percentage of students who passed the KKM score is:

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

Where:
P: the class percentage
F: total percentage score
N: number of students

$$P = \frac{17}{22} \times 100\%$$

P = 77 %

Comparison of Average Class Grades at SMP Santo Antonius
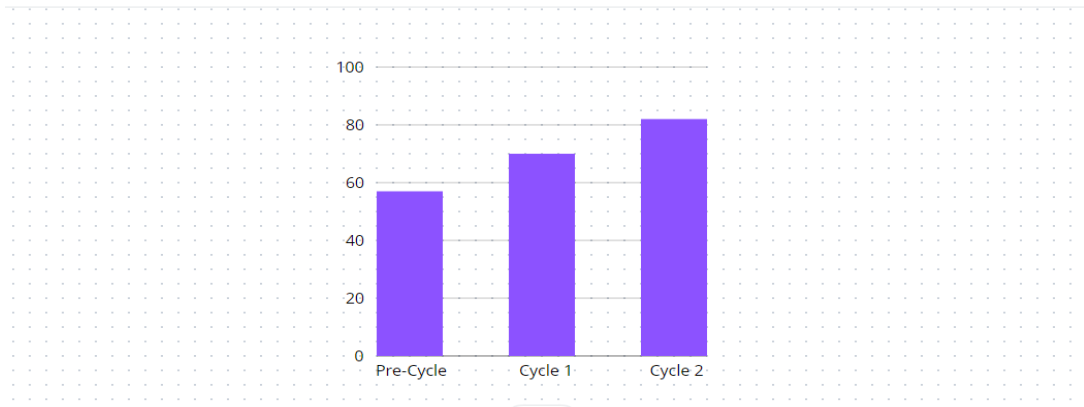
Picture 1. Average Class Grade

Based on the data comparison of average class score in pre-cycle, cycle 1, and cycle 2, we can see the improvement in each cycle. Therefore, the action in this research stopped at cycle 2, and was completed.

The findings demonstrate that Blooket games effectively enhance vocabulary mastery by making the learning process enjoyable and interactive (Wright, Betteridge, & Buckby, 2006). Students reported higher levels of engagement and found it easier to remember new words when learning through games (Prensky, 2001).

CONCLUSION

Based on the research, after learning vocabulary English with blooket games, the researcher can conclude that the student of SMP Santo Antonius Jakarta Timur, has a good result. The implementation of blooket games in the vocabulary learning process has a good positive impact, they not only learning English, but can play games when they get bored in English lessons. It can make students not only focus but also happier. The observation and interviews also showed that the students more excited when they learn English with blooket games, because not only can they play games, but they also learn and remember the vocabulary in English. Based on the conclusion above, the researcher can make suggestions that students should practice vocabulary in English. Do not give up if you don't know some vocabulary. The students can choose the method blooket games to learn vocabulary in English, if they feel bored when studying English. This research is still imperfect, so I hope the next researcher can conduct a study on the topic of this study, but more exploration of this research can provide valuable insight.

ACKNOWLEDGEMENT

REFERENCES

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.

Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge University Press.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (6th ed.).* Routledge.

Crystal, D. (2003). *English as a global language (2nd ed.).* Cambridge University Press.

Gee, J. P. (2003). *What video games have to teach us about learning and literacy.* Palgrave Macmillan.

Hadfield, J. (1990). *A collection of games and activities for low to mid-intermediate students of English*. Longman.

Johnson, D. W. (2008). *Active learning: Cooperation in the college classroom (3rd ed.).* Interaction Book Company.

Kemmis, S., & McTaggart, R. (1988). *The action research planner (3rd ed.).* Deakin University Press.

Miller, M., & Hegelheimer, V. (2006). *The effects of a computer-based instructional environment on second language vocabulary retention*. CALICO Journal, 24(1), 113-128.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Nasrullah, A. (2021). *Enhancing English vocabulary through game-based learning: An action research*. Journal of Educational Research, 35(2), 145-160.

Prensky, M. (2001). *Digital game-based learning*. McGraw-Hill.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching (3rd ed.).* Cambridge University Press.

Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Palgrave Macmillan.

Slavin, R. E. (2012). *Educational psychology: Theory and practice (10th ed.).* Pearson Education.

Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education.

Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning (3rd ed.)*. Cambridge University Press.

Slavin, R. E. (2012). *Educational psychology: Theory and practice (10th ed.).* Pearson Education.