

The Impact of The Online Learning Media “Blooket” on Senior High School Students’ Reading Comprehension

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Abstrak

Penelitian ini mengkaji pengaruh Blooket, sebuah alat pembelajaran digital berbasis permainan, terhadap kemampuan siswa SMA dalam memahami teks naratif. Pendekatan kuantitatif digunakan dengan desain quasi-eksperimental yang melibatkan dua kelompok yang berbeda: kelompok eksperimen yang menggunakan Blooket dan kelompok kontrol yang mengikuti metode pengajaran konvensional. Sebanyak 68 siswa kelas XI dari SMAS Kartika IV-3 Surabaya ikut serta dalam penelitian ini. Pengumpulan data dilakukan melalui tes pra dan pasca, dengan fokus pada lima komponen inti pemahaman membaca: mengidentifikasi ide utama, memahami kosakata, membuat kesimpulan, menemukan informasi spesifik, dan mengenali kata-kata rujukan. Analisis menunjukkan adanya peningkatan yang signifikan secara statistik pada kelompok eksperimen dibandingkan dengan kelompok kontrol (Sig. < 0,001), meskipun dampak praktisnya, sebagaimana ditunjukkan oleh Cohen’s d (0,125), relatif kecil. Di antara aspek yang diukur, kemajuan yang menonjol terlihat pada identifikasi ide utama dan kata-kata rujukan. Hasil ini menunjukkan bahwa Blooket dapat menjadi sumber belajar yang menarik yang mendukung pemahaman membaca siswa, terutama ketika diintegrasikan dengan perencanaan pelajaran yang efektif.

Kata Kunci: Blooket, pemahaman membaca, teks naratif, media pembelajaran daring, siswa SMA, quasi-eksperimental

Abstract

This research investigates the influence of Blooket, a game-based digital learning tool, on high school students' ability to comprehend narrative texts. A quantitative approach was adopted using a quasi-experimental design involving two distinct groups: the experimental group, which utilized Blooket, and the control group, which followed conventional instruction. A total of 68 eleventh-grade students from SMAS Kartika IV-3 Surabaya participated. Data collection was carried out through pre-tests and post-tests, focusing on five core components of reading comprehension: identifying the main idea, understanding vocabulary, making inferences, locating specific information, and recognizing reference words. The analysis revealed a statistically significant improvement in the experimental group compared to the control group (Sig. < .001), though the practical impact, as indicated by Cohen’s d (0.125), was relatively small. Among the measured aspects, notable progress was observed in identifying main ideas and reference words. These results suggest that Blooket can be an engaging educational resource that supports students' reading comprehension, particularly when integrated with effective lesson planning.

Keywords: Blooket, reading comprehension, narrative text, online learning media, high school students, quasi-experimental

INTRODUCTION

In the past few years, technological advancements have brought notable shifts to the field of education. The emergence of digital platforms and learning tools has reshaped instructional practices, offering educators around the globe enhanced resources and novel teaching approaches (Kalyani, 2024). Several studies have indicated that the adaptability and ease of access provided by online education can contribute to better student achievement (Anand & Gupta, 2023). Traditional teaching methods are no longer sufficient to equip students with currently skills, such as digital knowledge, teamwork, and

problem-fixing. This demand drives the development of more interactive and dynamic learning methods (Almazroa & Alotaibi, 2023). Digital platforms provide the ability to customize learning experiences based on learners' unique needs, fostering a more stimulating atmosphere that encourages student motivation.

One of the significant areas where technology can enhance learning is in English language learning, specifically in this research is reading comprehension. According to Anderson et al. (1985), reading is a cognitive process that involves deriving meaning from written text. It enables individuals to interpret and comprehend information presented in a written form. Kintsch (1998)

described reading comprehension as the ability to analyze, and interpret the information related to a text. Reading is a fundamental skill that remains a challenge for many high school students. Reading is an essential skill that enables students to deepen their understanding of language and academic content. However, many secondary school students in Indonesia continue to face challenges in mastering reading comprehension, especially when dealing with complex texts. A study conducted by Musahrain, Nunuk, and Suharno (2018) at SMA Negeri 1 Bima found that only 37.83% of students met the Minimum Completion Criteria (KKM) in their reading test, with an average score of 60 out of 100. Similarly, the 2018 PISA results showed Indonesia's average reading score was 371, well below the international average of 453, indicating a national concern regarding students' reading literacy. These findings point to a lack of effective reading strategies and limited access to engaging and interactive resources factors that can hinder students' reading development and performance (Luzano, Binayao, & Peligrino, 2024). This lack of proficiency in reading comprehension becomes even more concerning when considering the increasing demands on students to demonstrate English literacy as part of university entrance requirements. The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 48 of 2022 states that one of the main requirements for high school students who wish to enter university is to take an English literacy test. This highlights the growing importance of English language proficiency, especially in the context of higher education where many academic resources and materials are available primarily in English. Students are therefore expected to demonstrate adequate ability in reading and comprehending complex English texts, which is a critical component in literacy assessment. By fostering an engaging reading learning environment, educators can better prepare students to meet these expectations and succeed in their academic pursuits. According to that situation, teacher must design engaging reading environments and use technology to support students' cognitive growth in order fulfill these needs.

Implementing interactive system like Blooket, which gamify education and stimulate student participation through tests and races, is one likely approach. (Bratel et al., 2023; Sartika et al., 2023). Blooket is an interactive game-based platform that offers customizable quizzes and activities (Pham & Ly, 2023). Blooket allows educators to create or select pre-designed content tailored to specific learning objectives, making it a flexible tool for addressing diverse student needs. learning (Zainuddin et al., 2020). Blooket has several varied game features that can be chosen by teachers to enhance the learning experience.

The interactive and customizable nature of Blooket aligns well with the principles of constructivist learning, where students actively engage with content and construct understanding through meaningful experiences. This research is based on the theory of constructivism proposed by Jean Piaget and Lev Vygotsky (as cited in Bustomi et al., 2024). This theory assumes that learning occurs when learners actively interact with their learning environment. In this case, the use of the Blooket app is considered to be in line with the constructivist approach as it allows students to engage in learning through interactive games. This approach supports the idea that students can shape their own understanding through direct engagement and reflection process. Blooket provides point-based rewards, interactive games, and also adjustable question sets that can encourage deeper engagement and rise students' motivation. These characteristics line up with theories of cognitive development, such Piaget's formal operational stage, which is when teenagers begin to think logically and abstractly, and Santrock's (2007) statement that late teens get better at interpreting complex stories.

Narrative texts are suitable reading comprehension exercise because of this cognitive readiness. According to Anderson (2003), narrative texts aim to share experiences or events in a structured way that captivates the audience. Additionally, they often seek to convey moral lessons or cultural values embedded within the story. Knapp and Watkins (2005) highlight that narrative texts serve to educate, inspire, or provoke emotions by presenting sequences of events that develop through orientation, complication, and resolution. A narrative text generally consists of three components, the first is orientation. This section introduces the characters, setting, and initial situation of the story, providing the background for what is to come (Derewianka, 1990). The second is complication. This part describes the main problem or conflict that the characters face, which becomes the driving force of the story (Anderson, 2003). The last is resolution, this part is resolving the conflict, often concluding with a lesson or moral (Knapp & Watkins, 2005). Narrative texts are characterized by specific language features that enhance their storytelling quality. According to Muliani et al. (2019), there are several important language features that should be used in narrative texts. These include: nouns (e.g., forest, house, train), pronouns (e.g., they, she, it), noun phrases (e.g., old man, red apple), time connectives/conjunctions (e.g., one day, after, before), adverbs/adverbial phrases (e.g., in the place, there), action verbs (e.g., walked, smiled), past tense (e.g., she walked slowly). Prior studies have highlighted students' challenges with narrative texts, including their inability to recognize general structures and comprehend language (Rosnija et al., 2015; Sari et al., 2020; Rizqon et al., 2021). Thus, narrative texts present a relevant and meaningful challenge in reading instruction.

Few studies have evaluated at the use of Blooket’s efficacy in enhancing senior high school students’ reading comprehension of more complex texts, such as narratives, although some have studied its use in vocabulary instruction or simple texts for pupils in primary and secondary school (Thu & Dan, 2023; Iswari et al., 2025 ; Nasution & Siregar, 2019). The necessity for greater study on using Blooket with older pupils and more complex texts is highlighted by this gap.

Therefore, this study aims to investigate the effect of Blooket as an online learning media on the reading comprehension of senior high school students, particularly in understanding narrative texts. By employing a quasi-experimental design, this research seeks to contribute to the development of effective, technology-based strategies in English language teaching.

METHODS

This study employed a quantitative research method with a quasi-experimental design to explore the influence of Blooket on students’ reading comprehension. The design involved two intact classes—one receiving treatment using Blooket and the other taught through traditional approaches. According to Creswell (2012), this type of design is appropriate when random assignment is not possible due to existing class structures. Ary (2014) also notes that such designs allow researchers to determine the effectiveness of a treatment by comparing outcomes between treated and untreated groups.

Participants were drawn from grade XI students at a private high school in Surabaya during the 2024/2025 academic year. The total population included 105 students across three classes. Through purposive sampling, two classes were chosen in consultation with the English teacher. The final sample consisted of 68 students, with Class A (34 students) assigned to the experimental group and Class B (34 students) to the control group. For the purpose of to guarantee consistency between participant characteristics and the research objective, this sampling technique was chosen (Creswell, 2012).

A reading comprehension exam centered on narrative texts was used as the main research tool. Two reading passages and twenty-five multiple-choice questions with five different options each made up the pre-test and post-test portions of the instrument. The texts were modified for contextual significance after being taken from the *www.letsreadasia.com* website. In line with Brown and Abeywickrama’s (2018) approach, the items evaluated in critical reading skills such as:

Table 1
Critical Reading Skills Items

N o	Features in Reading	Numbers of Questions	Number s of
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	Comprehension		Items
1.	Main Idea (topic)	1,3,13,15,17	5
2.	Detail Information	2,4,5,10,14,16,18,19,20	9
3.	Vocabulary (synonym)	6,7,8,21,22	5
4.	Reference Word	9,23	2
5.	Inference	11,12,24,25	4

An expert in English language education examined the examination During the process the expert should paying particular attention to its content, structure, and linguistic clarity in order to guarantee content validity (Ary et al., 2014). The Kuder-Richardson Formula 20 (KR-20) was used to verify the instrument’s dependability.

Table 2
Instrument’s Reliability

Cronbach’s Alpha	N	Interpretation
0,742	25	Reliable

The results showed a satisfactory reliability coefficient of 0.742 (Cohen et al., 2010).

There were multiple steps in the data collection procedure. The first step was to get research licenses from the school administration. The study was then followed in four sessions from April to May of 2025.

Table 3
Treatment Lesson Plan

Meeting	Activities
First Meeting (Pre-test)	At the initial meeting in the predetermined class, the researcher conducted a pre-test to students. The test given was in the form of reading comprehension questions in written form and printed on paper. The purpose of this test is to identify students’ basic abilities in understanding reading texts.
Second Meeting	Experiment Group: the students reviewed the target vocabulary list (synonyms) based on the narrative text provided and tested their comprehension using Blooket as the online learning media.

	Control Group: The control group received the same materials and followed the same learning steps as the experimental group. The students reviewed the target vocabulary list (synonyms) based on the narrative text provided. However, unlike the experimental group, the control group used only the paper provided by the researcher as the learning media.
Third Meeting (Treatment)	Experiment Group: In the third meeting, the students learned to analyze the social function and grammatical features commonly found in narrative texts and tested their understanding using an online learning medium.
	Control Group: The control group received the same materials and followed the same learning steps as the experimental group. They started by learning to analyze the social function and grammatical features commonly found in narrative texts. However, unlike the experimental group, the control group used only printed materials provided by the researcher as the learning medium.
Fourth Meeting (Treatment)	Experiment Group: In the fourth meeting, the students practiced identifying the main idea of the text, making inferences, and tested their understanding through the use of an online learning media.
	Control Group: The control group received the same materials and followed the same learning steps as the experimental group. They practiced finding the main idea of the text and making inferences. However, unlike the experimental group, the control group used only paper as the learning media.
Fourth Meeting (Post-test)	Following the pre-test and the series of learning treatments, the researcher conducted a post-test to evaluate the students' progress (in both groups). Although the questions

The data was processed using normality, homogeneity, and hypothesis testing which includes independent t-test and effect size calculation. All data will be analyzed with the help of SPSS software.

The normality test in this research was carried out to determine whether the data obtained was normally distributed. Because the number of samples used was relatively small, the researcher decided to use the Shapiro-Wilk method in testing the normality of the data.

Table 4

Normality Test Results

Group	Test Type	Statistic	df	Sig.
Experimental	Pre-test	.943	35	.075
Experimental	Post-test	.953	35	.153
Control	Pre-test	.958	35	.208
Control	Post-test	.945	35	.088

Based on the results of the normality test using the Shapiro-Wilk test shown in table above, it is known that all significance values in the pre-test and post-test data, both from the experimental group and the control group, are above 0.05. For the experimental group, the pre-test significance value is 0.075 and the post-test is 0.153. Meanwhile, in the control group, the pre-test significance value was 0.208 and the post-test was 0.088. Since all Sig. > 0.05, it can be concluded that the data is normally distributed.

The next step of the test is homogeneity testing (Lavene's test).

Table 5

Homogeneity Test Result

Lavene Statistic	df1	df2	Sig.
0.550	1	66	.461

Based on the results of the variance homogeneity test using Levene's Test, a significance value of 0.461 was obtained. Since this value is greater than 0.05, it can be concluded that there is no significant difference in variance between the experimental group and the control group. In other words, the distribution of data from both groups is considered homogeneous.

RESULTS AND DISCUSSION

To measure whether the initial reading skills of both groups were in the same level, an independent sample t- test was used on the pre-test results.

Table 6
Independent Sample T-test of Pre-Test Results

N	Group	Mean	SD	t	df	Sig. (2-tailed)
34	Experiment	57.06	8.98	.514	66	.609
34	Control	58.24	9.98			

The control group result of average score is 58.24, meanwhile the experimental group is 57.06. There was initially no noticeable distinction between two groups, as indicated by the significance value ($p = 0.609$), which was more than 0.05. This finding supports the fairness of the treatment comparison by indicating that the baseline reading comprehension of the two groups was comparable. The same statistical test was used to measure the post-test outcomes following the treatment.

Table 7
Independent Sample T-test of Post-Test Results

N	Group	Mean	SD	t	df	Sig. (2-tailed)
34	Experiment	75.76	8.58	6.961	66	<.001
34	Control	60.94	8.89			

The control group received an average score of 60.94, nevertheless the experimental group received an average score of 75.76. The experimental group's reading comprehension is getting better because there is improvement significantly, as indicated by the t-test's significance value of less than 0.001. These findings shown Blooket significantly improved students' ability when it came to reading narrative materials. Cohen's d was computed to determine the effect's size.

Table 8
Effect Size

Comparison	Cohen's d	Standardized	Effect Interpretation	Size
Experiment vs Control (Post-test)	0.125	Pooled (9.432)	SD	Small Effect

The result of Cohen's d was 0.125. This is classified as having a small effect size, indicating that while the improvement was significant. Blooket practical impact was still low. This result might have been affected by variable including the short treatment period, unpredictable students' condition, internet support, and teachers' experience with the tool.

The results of data analysis show that the use of Blooket learning media has a positive impact on students' reading comprehension on narrative text. Based on the

results of the t-test on post-test scores, there is a significant difference between the experimental group and the control group, with a Sig. (2-tailed) value of $< .001$. The average post-test score of the experimental group reached 75.76, much higher than the control group which reached an average of 60.94. This shows that students who learned using Blooket had a better reading comprehension level compared to those who learned with traditional methods.

However, the effect size value (Cohen's d) of the post-test comparison between the experimental and control groups showed a figure of 0.125, which is classified as a small effect. This means that although the difference between the groups is statistically significant, the effect of using Blooket on improving reading comprehension is at a low level. This could be due to several factors, such as the relatively short duration of the treatment, the varying levels of student engagement, the quality of the internet network used during the activity, and the effectiveness of the teacher in guiding the optimal utilization of Blooket's features. In addition to the overall score improvement, a closer look at certain features of reading comprehension such as finding the main idea, understanding vocabulary in context, drawing conclusions, finding specific details, and recognizing reference words showed steady progress.

The study found significant improvement in certain comprehension skills, particularly in recognizing key concepts and deciphering reference words, despite the tiny impact size. These small-scale gains show that Blooket is a potentially useful tool for improving certain reading abilities, especially when applied regularly and with intention

Table 9
Students' Post-test Reading Comprehension Results

Indicator in Reading Comprehension	Questions	Percentage of Correct Answer (Post-test)	
		Experiment	Control
Main Idea	5	79%	65%
Detail Information	9	65%	56%
Vocabulary (Synonym)	5	60%	55%
Reference Word	2	73%	70%
Inference	4	73%	70%

According to the table above, it can be seen that there is an increase in reading comprehension in the experimental group using Blooket media compared to the control group. In the main ideas feature, the experimental group reached a percentage of correct answers of 79%, while the control group was only 65%. This shows that the use of Blooket helps students to find the main idea of the reading more

effectively. In the detailed information feature, the experimental group obtained 65%, while the control 56%, indicating that this media also had a positive impact on understanding detailed information although the increase was not as great as other features. In addition, in the vocabulary feature (synonyms), the experimental group recorded a percentage of 60%, while the control group recorded 55%. These results indicate an increase in vocabulary acquisition due to the use of Blooket, although the difference is relatively small. This is in line with Thu and Dan's (2023) findings that Blooket is effective in helping university students in Vietnam expand their English vocabulary in both online and offline learning. Nasution and Siregar's (2019) research also supports these results by showing that the development of Blooket-based media for descriptive texts in grade 8 students gave positive results, especially in improving their vocabulary acquisition. On the reference word feature, the experimental group reached 73% and the control 70%. Although the percentage difference is not too significant, this result still shows an increase in the ability to understand reference words, which are important in understanding the relationship between sentences in the text. Meanwhile, on the inference feature, the experimental group obtained a higher percentage (73%) compared to the control (70%). This indicates that students who learned using Blooket had a better ability to draw conclusions from information that was not explicit in the reading. Based on the findings from previous studies that show the positive impact of using Blooket in learning, this study hypothesizes that the use of Blooket can improve high school students' reading comprehension skills in various aspects, including main idea, vocabulary, inference, important information, and reference words, especially in narrative texts. The results of this study support the hypothesis, which can be seen from the significant improvement in students' ability to identify the main idea and reference words. This ability reflects the students' improved ability to connect information and understand the content of the text more effectively. In addition, the use of Blooket proved not only beneficial in improving basic comprehension such as vocabulary and detailed information, but also supported students in understanding and interpreting the content of the reading more deeply.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the use of Blooket online learning media has a good impact on high school students' reading comprehension on narrative text. This is evidenced by the statistically significant difference between the experimental group and the control group after the treatment was given. The average post-test score of the

experimental group that used Blooket showed a higher increase compared to the control group that did not use the media. The results of the independent sample t-test on the post-test showed a significance value (Sig. 2-tailed) of <0.001 , which means that the use of Blooket can significantly improve students' reading ability on narrative text.

However, the calculation of the effect size value using Cohen's *d* shows that the effect of using Blooket on students' reading comprehension is in the low category, which is 0.125. This shows that in a practical context, the impact of using Blooket is still relatively small. Some factors that may affect this include the relatively short duration of the treatment, the level of student engagement during learning, technical conditions such as the availability of a stable internet network, and the teacher's ability to manage and utilize the media optimally.

This finding is in line with a number of previous studies which show that Blooket is effective in improving vocabulary acquisition and reading comprehension of simple texts, especially at the primary and junior secondary education levels. However, this study makes a new contribution by showing that Blooket media can also be used in learning narrative text at the senior high school level which has a higher level of complexity. Therefore, the results of this study can serve as a foundation for a broader and more sustainable development of digital learning strategies, especially in teaching reading comprehension to senior high school students.

Based on the research findings, the researcher suggests that English teachers can start integrating interactive learning media such as Blooket in teaching reading comprehension with proper understanding of its features and purpose of use. Schools are also expected to provide support in the form of adequate digital infrastructure and training for teachers to improve technological competence in supporting 21st century learning. For future researchers, it is recommended to conduct further research with other experimental designs and longer treatment duration, as well as exploring other types of texts to test the effectiveness of interactive media in different contexts. In addition, Blooket developers are expected to customize the platform to better support the needs of formal education, such as by providing learning outcome monitoring features and more structured materials.

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