

**THE USE OF BLOOKET TO IMPROVE STUDENTS'
READING COMPREHENSION OF NARRATIVE TEXT
AT SMP NEGERI 3 PRINGSEWU**

(Undergraduate Thesis)

By

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ABSTRAK

PENGUNAAN BOOKLET UNTUK MENINGKATKAN PEMAHAMAN BACAAN TEKS NARATIF SISWA DI SMP NEGERI 3 PRINGSEWU

Oleh

PANDUNALBI PRAKOSO

Studi ini bertujuan untuk mengetahui apakah terdapat peningkatan signifikan dalam pemahaman bacaan teks naratif siswa kelas Sembilan di SMP Negeri 3 Pringsewu setelah diajarkan menggunakan Booklet. Studi ini menggunakan pendekatan kuantitatif dengan desain pre-test post-test satu kelompok. Sampel terdiri dari 31 siswa kelas IX di SMP Negeri 3 Pringsewu, yang dipilih melalui pengambilan sampel acak berkelompok. Data dikumpulkan melalui tes membaca pilihan ganda 30 item yang diberikan sebelum dan setelah tiga sesi perlakuan menggunakan Booklet dan dianalisis menggunakan uji t sampel berpasangan di SPSS 26.0. Hasil uji t menunjukkan bahwa nilai t lebih tinggi dari tabel t ($26,952 > 2,042$) dengan signifikansi $0,000 < 0,05$, yang menunjukkan bahwa hipotesis nol ditolak. Temuan menunjukkan bahwa nilai rata-rata meningkat dari 58,92 pada pra-uji menjadi 82,47 pada pasca-uji, dengan peningkatan 23,55 poin. Peningkatan tertinggi terjadi pada ide utama (26,48%) karena Booklet membantu siswa fokus pada informasi kunci melalui latihan pertanyaan interaktif dan berulang. Sementara itu, peningkatan terendah ditemukan pada inferensi (15,53%) karena pertanyaan inferensial membutuhkan pemikiran yang lebih dalam, sedangkan Booklet lebih efektif dalam membantu siswa memahami informasi eksplisit. Dapat disimpulkan bahwa Booklet secara signifikan meningkatkan pemahaman membaca teks naratif siswa. Oleh karena itu, platform ini dapat digunakan sebagai media pengajaran alternatif untuk menciptakan lingkungan pembelajaran yang lebih aktif dan membantu siswa memahami teks naratif secara lebih efektif.

Kata kunci: Booklet, pembelajaran berbasis game, teks naratif, pemahaman bacaan

ABSTRACT

THE USE OF BLOOKET TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT SMP NEGERI 3 PRINGSEWU

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PANDUNALBI PRAKOSO

This study aims to determine whether there is a significant improvement in ninth-grade students' reading comprehension of narrative texts at SMP Negeri 3 Pringsewu after being taught using Blooket. This study used a quantitative approach with a one-group pre-test post-test design. The sample consisted of 31 students of class IX at SMP Negeri 3 Pringsewu, selected through cluster random sampling. Data were collected through a 30-item multiple-choice reading test administered before and after three treatment sessions using Blooket and were analyzed using a paired sample t-test in SPSS 26.0. The t-test result showed that t-value was higher than t-table ($26.952 > 2.042$) with sig. $0.000 < 0.05$, indicating that the null hypothesis was rejected. The findings showed that the mean score increased from 58.92 in the pre-test to 82.47 in the post-test, with a gain of 23.55 points. The highest improvement occurred in the main idea (26.48%) because Blooket helped students focus on key information through interactive and repeated question practice. Meanwhile, the lowest improvement was found in the inference (15.53%) because inferential questions required deeper thinking, while Blooket was more effective in helping students understand explicit information. It can be concluded that Blooket significantly improves students' reading comprehension of narrative texts. Therefore, this platform can be used as an alternative teaching medium to create a more active learning environment and help students understand narrative texts more effectively.

Keywords: *Blooket*, game-based learning, narrative text, reading comprehension

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AT SMP NEGERI 3 PRINGSEWU**

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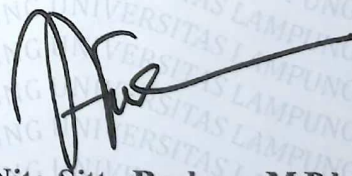
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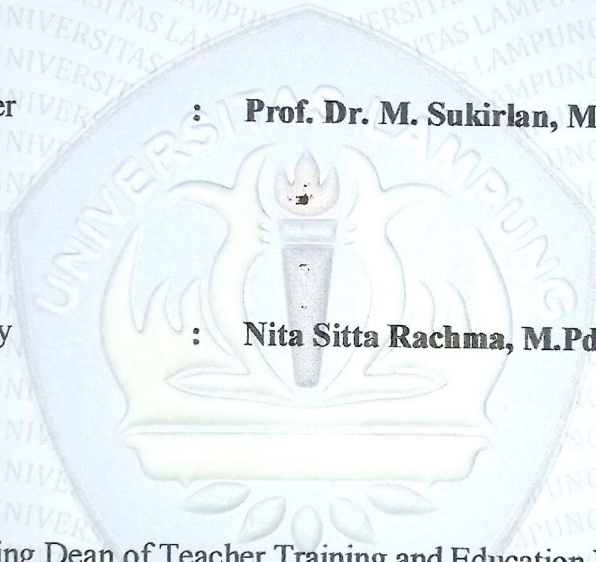
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The author, Pandunalbi Prakoso, was born on June 17, 2004, in Pringsewu. He is the youngest child of Sartono and Maryati and has one older brother named Gumilang Mauliandhana. Growing up in a supportive family gave him motivation in both his personal life and education.

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MOTTO

Don't ever doubt yourselves or waste a second of your life.

It's too short, and you're too special.

- Ariana Grande

DEDICATION

To my beloved Dad and Mom, for your unconditional love, patience, and all the sacrifices you have made to support my future.

To my family, for your constant encouragement, prayers, and the warm support that always feels like home.

To my lecturers, for sharing your knowledge, guidance, and motivation that help me grow and improve every day.

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The Author,

Pandunalbi Prakoso

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I. INTRODUCTION

This chapter discusses the background of the research, the research question, the objectives of the research, the uses of the research, the scope of the research, and definition of terms.

1.1. Background of the Research

Reading is an essential skill for students in the process of learning English. This ability is necessary for students because mastery of reading contributes to learning success and academic achievement. With good reading skills, students can comprehend written information more effectively and improve their academic performance (Ali, 2022). According to Ruddell (1994), reading is a process of constructing meaning that occurs when readers interact with a text, both during and after reading. This is supported by Snow (2002), who explains that reading comprehension involves actively processing and organizing meaning from written texts. In other words, readers do not simply receive information but also develop their own understanding of the content.

Reading comprehension needs to be emphasized in learning because it helps students understand meaning and analyze various types of texts. In the junior high school curriculum, students are required to study different types of texts, one of which is narrative text. According to Anderson and Anderson (1997), a narrative is a type of text that tells a story with the purpose of entertaining or providing information to readers or listeners. Narrative texts usually include characters, setting, conflict, climax, and resolution. Therefore, students need good reading comprehension to understand both the meaning and the message conveyed in narrative texts.

However, many junior high school students still experienced difficulties in understanding narrative texts, which led to low reading comprehension. This condition was also found at SMPN 3 Pringsewu. Based on the observations, students tended to rely heavily on the teacher's explanation and showed low participation during the learning process. For example, when the teacher explained the text, most students only listened and took notes without asking questions. When they were asked to answer comprehension questions, many students waited for the teacher's answers instead of trying to respond independently.

As a result, students faced difficulties in processing information and understanding the text deeply. These findings indicated that the teaching method used was still teacher-centered, where the teacher dominated the activity and students were less actively involved. In addition, the learning process used limited media, such as printed textbooks and worksheets only, without the support of interactive or digital tools. This made the learning activity less engaging and reduced students' motivation to participate actively. Therefore, this condition was considered ineffective in improving students' reading comprehension.

Based on this condition, it is important for teachers to use appropriate learning media that can support students in improving their reading comprehension, especially in narrative texts. One potential medium is Blooket, which provides game-based quizzes that engage students directly and increase their motivation. According to Astuti (2025), Blooket is a digital application that allows teachers to create quizzes and educational games. Through its interactive features, Blooket encourages students to participate actively and helps them identify key information, understand context, and respond to questions related to the text more effectively.

The use of Blooket aligns with the principles of game-based learning. Prensky (2001) explains that games integrate learning with interactive entertainment, which encourages students to participate actively in the learning process. This active engagement helps maintain students' attention and increases their motivation to learn. In addition, Gee (2003) argues that well-designed games provide meaningful learning experiences, allowing students to learn through direct interaction, practice,

and reflection. Through these processes, students can develop a deeper understanding of the material. Therefore, the implementation of Blooket not only creates an engaging learning environment but also supports the improvement of students' reading comprehension.

In addition, Blooket is suitable for teaching narrative texts because its quiz format can be designed based on the structure of a story. Narrative texts require students to follow sequences of events, recognize characters, understand conflicts, and identify resolutions. These elements are transformed into structured questions that guide students to focus on important parts of the story. Although Blooket presents questions randomly, the questions are systematically developed based on narrative structure and reading comprehension indicators. When students answer questions related to plot and character actions, they actively organize the storyline in their minds. This process helps them identify main ideas, connect events, and understand the text more clearly and systematically.

The effectiveness of Blooket is also supported by several previous studies. Iswari et al. (2025) found that the use of Blooket improved eleventh-grade students' reading comprehension in personal letter texts at SMA PGRI Pekanbaru. Laila (2024) reported that the implementation of Blooket increased students' reading comprehension of report texts among tenth-grade students at SMK Saraswati Salatiga. Furthermore, Annisa et al. (2025) found that the use of Blooket helped seventh-grade students at SMPN 3 Banjarmasin improve their reading comprehension of descriptive texts. Magfirah (2024) also found that Blooket improved seventh-grade students' reading comprehension of descriptive texts at SMP Kawung 2 Surabaya. These findings indicate that Blooket consistently supports students' reading comprehension across different types of texts through structured and interactive learning activities.

The previous studies above indicate that using Blooket can help improve students' reading comprehension in various types of texts. However, research focusing on narrative texts is still limited. Therefore, the researcher is interested in examining whether using Blooket can improve reading comprehension of narrative texts in

ninth-grade students. Based on that, this study is entitled “The Use of Blooket to Improve Students' Reading Comprehension of Narrative Text at SMPN 3 Pringsewu.”

1.2. Research Question

Based on the problem background of this study, the researcher formulated the following research question:

Is there any significant improvement in students' reading comprehension of narrative text after being taught by using Blooket?

1.3. Objective of the Research

Based on the research question above, the objective of the research is:

To find out whether there is a significant improvement in students' reading comprehension of narrative text after being taught by using Blooket as a learning medium.

1.4. Uses of the Research

This research is expected to provide the following contributions:

1. Theoretically

This research contributes to the development of English language learning theory, especially by using Blooket as a game-based learning media to enhance students' reading comprehension, particularly in narrative texts. It adds to the literature on digital learning approaches by demonstrating how game-based platforms like Blooket can effectively support students' reading comprehension.

2. Practically

This research is useful for English teachers by providing a model in applying Blooket as an interactive media to improve students' reading comprehension of narrative texts. It assists teachers in designing more engaging and effective reading strategies that suit students' needs within a digital learning environment.

1.5. Scope of the Research

This research focused on the use of Blooket to improve students' reading comprehension. The study was on narrative text as required in the English curriculum for the ninth-grade of junior high school. The research subjects were the ninth grade students of SMP Negeri 3 Pringsewu.

1.6. Definition of Terms

This study defines several key terms to ensure a clear understanding of the concepts used, as follows:

1. Reading

Reading is the process of understanding written texts, particularly narrative texts used in classroom learning. It involves identifying words, interpreting meanings, and connecting ideas within the text. In the learning process, reading also requires students to actively engage with the text in order to understand the message conveyed by the writer.

2. Reading Comprehension

Reading comprehension is students' ability to understand narrative texts, including identifying main ideas, specific information, vocabulary, references, and inferences. This ability reflects how well students can process information from the text and interpret its meaning. It is used to measure students' level of understanding after participating in the learning activities.

3. Blooket

Blooket is an online learning platform used as a learning medium to support reading activities in the classroom. It allows the teacher to present reading comprehension questions in the form of interactive games. Through this platform, students answer questions related to narrative texts while participating actively in the learning process, which can increase their engagement and focus.

4. Narrative Text

Narrative text is a type of text in the form of fairy tales used as learning material for junior high school students. It presents a sequence of events involving characters and settings, and is designed to engage students in understanding the storyline. In this study, narrative texts are used as the main material to assess students' reading comprehension.

This chapter has discussed the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter discusses the following points; previous studies, concepts of reading, narrative text, the concept of game-based learning, the concept of Blooket, the procedure of teaching reading comprehension by using Blooket, the advantages and disadvantages of using Blooket, theoretical assumptions, and the hypothesis.

2.1. Previous Studies

Several previous studies provide the foundation for this research, especially those that examine the use of Blooket to improve students' reading comprehension. This study reviews three relevant previous studies that demonstrate the effectiveness of Blooket.

Iswari et al. (2025) investigated the use of Blooket as a game-based learning medium in teaching reading comprehension of personal letter texts. The findings indicate that Blooket effectively improves students' reading comprehension by making learning more interactive and engaging. Students show higher motivation, active participation, and better understanding of the text. The competitive and game-based features also support students in identifying main ideas, interpreting meaning, and connecting information within the text, making it a suitable tool for EFL reading instruction.

Similarly, Laila (2024) examined the use of Blooket in teaching report text to tenth-grade students. The study found that students showed a clear improvement in reading comprehension after being taught using Blooket. This improvement indicates that integrating gamified activities helped students understand the content of report texts more effectively, increased their engagement during the learning process, and made them more active in interpreting the information presented in the text.

In addition, Annisa et al. (2025) explored the effectiveness of Blooket, a gamified learning platform, in teaching descriptive text reading comprehension to seventh-grade students. Their research found that students taught using Blooket demonstrated significantly greater improvement in reading comprehension, indicating that the platform's interactive game modes, instant feedback, and competitive elements were effective in enhancing students' ability to identify main ideas, locate specific information, and infer word meanings from context.

Furthermore, Magfirah (2024) reported the effectiveness of Blooket as a game-based learning media in improving students' reading comprehension skills, particularly in descriptive texts, at seventh-grade students of SMP Kawung 2 Surabaya. The research found that students showed a significant increase across cycles when taught using Blooket, indicating that the platform's interactive game modes and engaging features were effective in enhancing students' ability to remember main information and ideas from the descriptive texts they had read.

Based on four previous studies above, the researcher concludes that the use of Blooket consistently shows effectiveness in improving students' reading comprehension. All four studies reported an increase in students' reading scores after the implementation of Blooket. However, there are differences between the previous studies and the present study. Most previous studies used personal letters, report texts, and descriptive texts, whereas this study specifically focuses on narrative text, which has different structural characteristics and plot development. In addition, this study emphasizes the use of Blooket as an interactive learning medium to support more active student engagement in the reading process.

2.2. Reading

This section discusses the definition of reading, the concept of reading comprehension, the aspects of reading, and teaching reading.

2.2.1. Definition of Reading

Reading is a language skill related to a person's ability to understand messages conveyed through written text. This process requires readers to interpret meanings

that are relevant to a particular context. Therefore, reading is considered an active process that aims to obtain understanding from a text.

Several scholars define reading as a process of constructing meaning from written texts. According to Nunan (2003), reading is a process in which readers combine information from the text with the knowledge they already possess. This prior knowledge helps readers understand the content of the text more effectively. Through this process, readers are able to obtain information from the text and achieve their specific reading purposes.

Similarly, Pang et al. (2003) define reading as the process of understanding written text. They explain that reading involves two closely related processes, namely word recognition and comprehension. Word recognition refers to the ability to connect written symbols with spoken language, while comprehension refers to the process of constructing meaning from words, sentences, and the entire text. They also emphasize that background knowledge, vocabulary, grammar knowledge, reading experience, and the use of reading strategies play an important role in supporting readers' understanding.

In addition, Sutarsyah (2015) states that reading is interactive in nature. Text comprehension does not depend solely on bottom-up decoding or only on top-down background knowledge. Instead, comprehension emerges from the interaction between the written text and the reader's language knowledge as well as world knowledge.

These theories show that reading involves an interaction between the reader and the text. Nunan (2003) emphasizes the role of prior knowledge in understanding the text, while Pang et al. (2003) highlight the importance of word recognition and comprehension processes. Sutarsyah (2015) further explains that reading comprehension results from the interaction between textual information and the reader's background knowledge.

Based on the explanations above, reading can be understood as a process of constructing meaning from written text through the interaction between the reader and the text. In this process, readers use their prior knowledge, language

competence, and reading strategies to understand the information presented in the text. Therefore, reading becomes an important activity that enables individuals to obtain information and achieve their reading purposes.

2.2.2. Concept of Reading Comprehension

Reading comprehension is the ability to understand, grasp meaning, and interpret the content of a text. It involves recognizing words, understanding sentences, and connecting ideas in the text with the knowledge or experiences that readers already possess. According to Klingner et al. (2007), reading comprehension is an interactive process between the reader and what the reader brings to the reading activity, such as prior knowledge and experience. This process is also influenced by factors related to the text, including the reader's interest and familiarity with the type of text. Therefore, reading comprehension may vary among individuals because it depends on the reader's ability to interpret the text.

Similarly, Snow (2002) defines reading comprehension as the process of extracting and constructing meaning through interaction and involvement with written language. This definition shows that readers do not simply receive information from the text. Instead, they actively build meaning based on the information presented in the text and their own understanding.

In addition, Alfiantho and Sinaga (2023) state that reading comprehension is a conscious cognitive process during reading in which readers connect the information in the text with their prior knowledge and experiences. Effective comprehension requires several abilities, such as recognizing vocabulary, identifying the main ideas, making inferences, analyzing the text, and relating the content to real-life experiences. These abilities help readers understand and retain information more effectively.

Furthermore, Wolley (2011) explains that reading comprehension is a complex mental process of constructing meaning from written text. The purpose of reading is not only to understand individual words or sentences but also to obtain a complete understanding of the whole text. In this process, readers use their language

knowledge, experiences, and cognitive strategies to monitor and regulate their understanding.

These theories indicate that reading comprehension involves an active interaction between the reader and the text. Klingner et al. (2007) emphasize the role of prior knowledge in understanding texts, while Snow (2002) highlights the process of extracting and constructing meaning from written language. Meanwhile, Alfiantho and Sinaga (2023) and Wolley (2011) emphasize the cognitive processes and strategies used by readers to achieve deeper understanding.

Based on the explanations above, reading comprehension can be understood as the ability to interpret and construct meaning from a text through the interaction between textual information and the reader's prior knowledge. This process requires readers to recognize vocabulary, identify main ideas, make inferences, and apply cognitive strategies to achieve a comprehensive understanding of the reading material.

2.2.3. Reading Aspects

According to Nuttall (1982), reading comprehension involves five aspects: The ability to determine the main idea, finding specific information, finding reference, finding inference, and understanding vocabulary.

a. Main Idea

The main idea is the central point that becomes the focus of a paragraph or text. Widyamartaya (1990) states that each paragraph consists of one or more related sentences, with one main sentence that explains the core idea of the paragraph. In reading activities, students need to identify the main sentence in order to understand the message that the author intends to convey. Identifying the main idea helps readers understand the overall meaning of the text.

b. Specific Information

McWhorter (1986) explains that supporting sentences, also known as specific information, function to develop the topic sentence by providing additional details. These details may include definitions, examples, factual

information, events, comparisons, analogies, causes and effects, or quotations that strengthen the main statement. Through specific information, readers can obtain a clearer and more complete understanding of the topic discussed in the text.

c. Reference

According to Knapp and Watkins (2005), reference relates to how information is introduced, maintained, and developed within a text. Understanding reference is important because it helps readers connect different parts of the text. If readers fail to understand referential words or phrases, they may misinterpret the meaning of the text.

d. Inference

Kintsch (1998) explains that reading comprehension does not only involve understanding information that is explicitly stated in a text, but also the reader's ability to draw inferences that go beyond the explicit information. Without this ability, readers only understand the surface meaning of the text and fail to grasp its deeper meaning.

e. Vocabulary

Vocabulary refers to the words that readers know and understand. Harmer (2007) states that vocabulary knowledge is an essential component of reading comprehension. When readers understand the vocabulary used in a text, they can interpret the meaning more accurately. Strong vocabulary knowledge also helps readers understand sentence context and improve their overall comprehension.

Based on these five aspects, reading comprehension includes the ability to determine the main idea, find specific information, find references, find inferences, and understand vocabulary. These aspects show that reading comprehension requires not only direct understanding of the text but also careful attention, reasoning, and deeper interpretation of meaning.

2.2.4. Teaching Reading Comprehension

Teaching reading comprehension is a process that aims to help students understand the meaning of a text. This process does not only involve reading words but also

developing the ability to identify main ideas, recognize important details, understand relationships between pieces of information, and interpret implied meanings within the text. This approach often involves strategies such as making predictions, asking questions, summarizing information, and connecting the text with prior knowledge in order to enhance students' understanding.

Duke and Pearson (2002) state that effective teaching of reading comprehension should be planned and systematic, integrating strategies that encourage students' active engagement with the text. Teachers are expected to model thinking processes while reading, such as predicting, questioning, and summarizing, because these steps help students gain a deeper understanding of the text.

Nuttall (1996) explains that teaching reading can be divided into three stages: pre-reading, while-reading, and post-reading.

1. Pre-reading

At this stage, teachers aim to stimulate students' interest in the text, provide relevant background information, and connect the content of the text with students' prior experiences. These activities help students read with curiosity, focus, and clear purpose.

2. While-reading

This stage emphasizes students' direct engagement with the text. Students are given opportunities to apply reading techniques that help them understand and analyze information. Teachers can use various strategies to support comprehension, overcome language difficulties, and highlight key information in the text.

3. Post-reading

At this stage, teachers encourage students to engage in activities such as summarizing or reflecting on the text. This stage is important because it allows students to transform the information they have obtained into more meaningful understanding that can be applied in other contexts.

2.3. Narrative Text

Narrative text is a type of text that presents a sequence of events in an organized structure. According to Solihati et al. (2023), narrative text describes events that are connected and arranged from the beginning, through the middle, to the end. This systematic arrangement helps readers follow the storyline and understand the meaning of the text.

Similarly, Anderson and Anderson (1997) define narrative as a text that tells a story with the purpose of entertaining or informing readers or listeners. They explain that narratives usually present a problem that develops until it reaches a climax and then ends with a resolution. This structure allows readers to understand how events develop throughout the story. In addition, Rosyadi et al. (2023) explain that narrative text is a type of fictional text that describes events happening to one or more characters in a sequential manner. They further note that this type of text may appear in various forms and genres, all of which aim to bring the story to life and engage the reader through its events and characters.

These definitions indicate that narrative text is characterized by a sequence of connected events that form a complete story. Solihati et al. (2023) emphasize the organized sequence of events, while Anderson and Anderson (1997) highlight the storytelling purpose of entertaining or informing readers. Meanwhile, Rosyadi et al. (2023) emphasize that narrative text is fundamentally fictional and focuses on presenting events through characters in a way that engages the reader.

Based on the explanations above, narrative text can be understood as a form of storytelling that presents events in a logical sequence from beginning to end. It aims to entertain, inform, or convey messages to readers through imaginative or real-life stories.

2.3.1. The Generic Structure of Narrative Text

Narrative texts are usually divided into three main parts: orientation, complication, and resolution (Gerot & Wignell, 1995):

1. Orientation

Orientation is the beginning part of a story. In this section, the writer introduces the characters, the setting, and the time when the events take place. This part provides readers with an initial understanding so they can grasp the context and background of the story before the conflict arises.

2. Complication

Complication is the part of the story where the main character's problems or conflicts start to appear. This section forms the core of the plot because it determines how events will develop. Through complication, tension and challenges emerge, keeping readers engaged in the story.

3. Resolution

Resolution is the final part of the story that shows how the main character deals with or resolves the conflicts presented earlier. This section concludes the plot and can end happily, sadly, or in another way according to the story's purpose. Resolution helps readers understand the consequences of the events and provides a clear closure to the overall story.

2.3.2. Genres of Narrative Text

According to Sinamo et al. (2023) , narrative text is a story that can be either real or imaginary, such as fairy tale, folktale, fable, myth, and legend. Its main purpose is to entertain the reader.

1. Fairy Tale

A fairy tale is an imaginative story usually intended for children. It often contains elements of fantasy and events that did not actually happen.

2. Folktale

A folktale is a story passed down from generation to generation and becomes part of a community's cultural tradition. It usually carries moral values or specific lessons.

3. Fable

A fable is a story in which the characters are animals or other creatures given human traits. It conveys moral messages through the behavior of its characters.

4. Myth

A myth is a story developed within a community to explain natural phenomena, human origins, or particular beliefs. These stories are often considered sacred and form part of traditional belief systems.

5. Legend

A legend is a story related to real people or events but is usually enhanced with elements of fantasy or miracles. It is often used to explain the history or origin of a place or tradition.

From this explanation, it can be concluded that narrative text is a type of text that presents a story, either real or imaginary, with the purpose of entertaining or teaching a lesson. In this study, the focus is on one specific type of narrative text, namely fairy tales. This type is chosen because it is commonly used in junior high school and is familiar to students. Based on the English syllabus of SMPN 3 Pringsewu, narrative texts, especially fairy tales, are taught to ninth-grade students. Fairy tales have a clear structure and interesting stories, which help students understand the text more easily and increase their motivation to read. Therefore, this type is relevant to the research because it supports students' reading comprehension.

2.3.3. Language Features of Narrative Text

According to Masida (2024), the language features of narrative text are:

1. Nouns are used to identify characters, locations, or objects that appear in the story.
2. Past tenses are used to describe events that happened in the past because narrative texts usually tell stories about past events.
3. Adjectives are used to describe characters, settings, or situations in the story. They also help provide additional details so that readers can understand the story more clearly.
4. Verbs are used to indicate actions or activities that occur in the storyline.
5. Adverbs of time are used to show when events take place and help readers understand the sequence of events in the story.

2.4. Concept of Game-Based Learning

Game-Based Learning is an instructional approach that integrates game elements into the learning process. According to Prensky (2001), game-based learning is a combination of learning and interactive entertainment. In practice, digital games are used to create a learning environment that encourages students to be more active and willing to engage in learning activities. Through this approach, learning is no longer passive but provides opportunities for students to participate through challenges, competition, and feedback from the game.

In line with this, Gee (2003) argues that well-designed games contain strong learning principles. Games provide learning situations that allow students to learn through direct experience and reflection. Therefore, students do not only receive information but also understand concepts and develop skills more deeply. Gee further emphasizes that games support deeper learning by providing opportunities for students to practice repeatedly and face challenges that match their level of ability.

Several theories emphasize different aspects of game-based learning. Prensky (2001) focuses on motivation and engagement, highlighting key game elements such as rules, goals, feedback, fun, and competition that sustain students' interest throughout the learning process. Meanwhile, Gee (2003) places greater emphasis on cognitive processes, arguing that well-designed games encourage students to learn through direct experience and critical reflection. Together, these perspectives suggest that effective digital game-based learning should not only engage students but also provide meaningful learning experiences that support deeper understanding.

Various digital platforms have been developed to support game-based learning in the classroom, each offering different features and approaches. Among the most widely used are Quizizz, Kahoot!, Wordwall, and Blooket. Nurhaya and Abduh (2023) state that Quizizz is a game-based educational application that brings multiplayer activities into the classroom, combining elements such as avatars, themes, and instant feedback that encourage students to engage more actively in reading activities. Similarly, Kurniawan et al. (2024) explain that Kahoot! operates

as a competitive quiz platform where students respond to questions displayed on a shared screen, creating a lively and interactive classroom atmosphere that increases student motivation and engagement. Ilahiyati et al. (2023) demonstrate that Wordwall offers a wider variety of activity templates such as crossword puzzles, matching tasks, and anagram games, making it particularly useful for vocabulary-focused learning. Meanwhile, Aldayana and Andriyanti (2025) highlight that Blooket distinguishes itself by combining quiz-based content with multiple game modes, providing alternative ways to learn vocabulary and reading comprehension in a more interactive and engaging learning experience. These platforms share a common goal of making learning more engaging, yet each presents a distinct approach to how game elements are applied in the classroom context.

Compared to other game-based learning platforms such as Kahoot!, Quizizz, and Wordwall, Blooket offers several distinctive features. Kahoot! relies on live competition through a shared screen, while Quizizz focuses on self-paced quizzes with instant feedback, and Wordwall emphasizes structured activity templates for vocabulary practice. In contrast, Blooket provides a wider variety of game modes that can be selected according to learning objectives, allowing students not only to complete quizzes but also to experience genuine gameplay. Each game mode in Blooket features a unique mechanism accompanied by immersive visuals, creating a more engaging and enjoyable learning atmosphere. Therefore, Blooket was selected in this study to improve students' reading comprehension in narrative texts.

Based on the explanations above, game-based learning can be understood as an instructional approach that not only increases student engagement but also supports deeper understanding. The use of games in learning enables students to be active, learn from experience, and develop skills as well as conceptual understanding more effectively.

2.5. Concept of Blooket

This section discusses the concept of Blooket, including the definition of Blooket and the steps for using Blooket.

2.5.1. Definition of Blooket

Blooket is a game-based learning platform designed to increase student engagement in the learning process. In Blooket, teachers can create questions and select various game modes, allowing students to learn while playing. This system enables students to answer questions individually or in groups, while teachers can monitor the results in real time.

According to Astuti (2025), Blooket is a digital application that supports interactive learning processes. The platform provides features that allow teachers to monitor student performance and analyze learning outcomes. These features help teachers provide feedback more quickly and accurately, so students can identify their strengths and weaknesses in learning. In addition, Blooket uses a system of points, challenges, and competition to make learning activities more engaging for students.

Faruq and Amri (2023) explain that Blooket maintains student engagement through various game modes such as Gold Quest, Tower Defense, Racing, and Battle Royale, each of which has unique mechanics to encourage students to stay active and motivated in learning activities. This variety of game modes also allows teachers to select the most appropriate mode based on learning objectives and classroom needs.

The visual elements in each Blooket game mode also contribute to a more engaging learning experience. Mayer (2001) argues that learning is more effective when information is presented through both visual and verbal channels, as this allows students to process and retain information more deeply. The combination of quiz content and immersive visual design in Blooket therefore not only makes learning more enjoyable but also supports students in processing reading materials more effectively.

Erlangga (2025) states that Blooket is an interactive quiz-based learning platform that can be adapted to various learning contexts. The platform applies gamification principles to create a more engaging and participatory learning environment. This is supported by findings from Nasyifa and Armin (2025), who found that teachers use Blooket mainly due to its ability to increase student engagement and improve

learning outcomes. Their study also notes that Blooket has a positive impact on classroom dynamics by encouraging students to participate more actively during the learning process.

Based on the explanation above, Blooket can be understood as a game-based learning platform that integrates quiz activities with interactive game elements. Through these features, Blooket promotes active student participation, increases learning motivation, and supports a more engaging and meaningful learning experience.

2.5.2. The Steps of Using Blooket as a Learning Medium

These are the steps on how to use the Blooket:

1. Open the website: <https://www.blooket.com>. Blooket is web-based, so there is no need to download it.

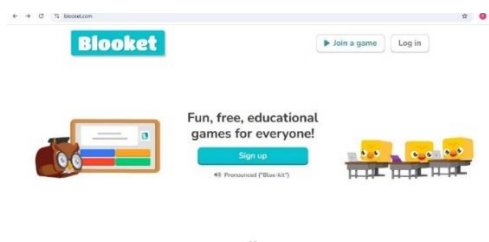


Figure 2.1. Blooket Preview

2. If the teacher does not have an account, click “sign up”. Then, the teacher logs in with their Google account by entering their email and password. If the teacher already has an account, just click “log in”.



Figure 2.2. Blooket Display Before Login

3. Then, the teacher can select "Create" to create a new set of questions. In addition to creating new questions, the teacher can also use questions that have been created by other creators.

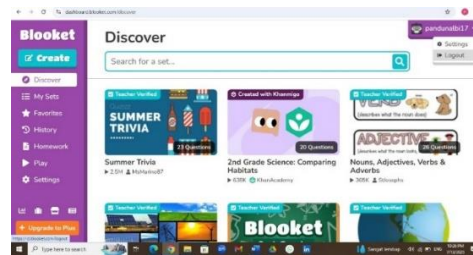


Figure 2.3. Blooket Display After Login

4. Then, the teacher can add images for cover images, titles, or descriptions, and can set the account to public so everyone can find the set on Discover Blooket. After that, click "create".

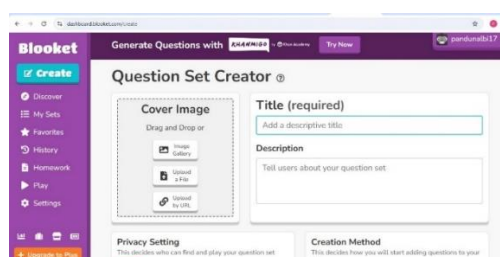


Figure 2.4. Question Set Creator

5. The teacher can enter questions one by one, along with the correct answers, and set the time limit as desired. The blue symbol image can be used when you want to enter a picture question. To determine the correct answer key, you have to click on the small box of orange, blue, green, or red colors. Then click "save".



Figure 2.5. Blooket Display to create questions

6. Blooket offers several fun game modes to make quizzes more interactive, such as Fishing Frenzy, Gold Quest, Tower Defense, and Racing, etc. Then, the teacher can choose one.

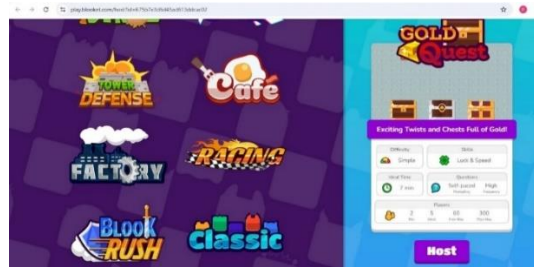


Figure 2.6. Game Modes of Blooket

7. After that, the teacher copies the Blooket link or shares the Game ID, then distributes it to students so they can join the game.



Figure 2.7. Game ID

8. For example: If the teacher choose Racing Game, then:
 1. Students answer the questions.
 2. Correct answers make their character move forward.
 3. The winner is the student who reaches the finish line first.

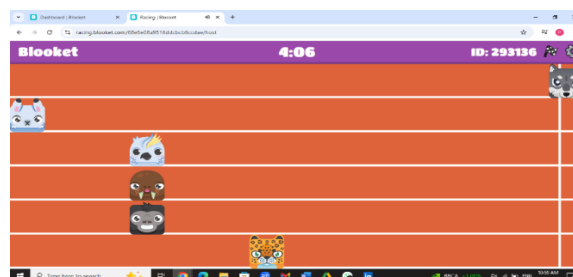


Figure 2.8. Racing Game

9. After the game ends, the final standing page will appear showing the winners.



Figure 2.9. Final Standing

2.6. Advantages and Disadvantages of Using Blooket

This section discusses the advantages and disadvantages of using Blooket in the learning process.

2.6.1. Advantages of Using Blooket

The use of Blooket in learning provides several advantages:

1. Blooket transforms reading exercises into interactive games, making learning more engaging and motivating students to participate more actively. Sartika et al. (2023) found that students reported higher enjoyment and motivation when using Blooket compared to conventional methods. In reading comprehension, this engagement helps students focus on understanding narrative texts rather than viewing it as a routine task.
2. Blooket offers a variety of game modes that provide diverse learning experiences for students. Faruq and Amri (2023) explain that these variations allow teachers to select the most suitable mode according to their learning objectives and classroom needs. In reading comprehension, teachers can use different game modes to review narrative texts in varied ways, preventing students from feeling bored.
3. Blooket provides immediate feedback that helps students recognize their mistakes and improve their understanding more quickly. Amalia and Sujarwati (2025) found that the instant feedback provided by Blooket played a crucial role in helping students recognize and correct their errors more effectively, as they were able to learn from their mistakes in real time. In reading comprehension, students can immediately recognize which aspects they have not mastered.

4. Teachers can monitor student progress in real time, allowing them to provide more targeted support for students who experience difficulties. Nasyifa and Armin (2025) explain that this feature enables teachers to analyze learning outcomes more accurately and adjust their instructional strategies accordingly. This is especially useful in reading comprehension classes where students may struggle with specific reading aspects.
5. The competitive elements in Blooket, such as leaderboards and point systems, encourage active participation and sustain students' attention throughout the lesson. Iswari et al. (2025) found that Blooket's interactive and competitive features effectively enhanced students' reading comprehension, motivation, and participation, as the competitive atmosphere drove students to actively engage throughout the learning process. In reading comprehension, this competitive atmosphere motivates students to read texts more carefully to answer questions correctly.
6. Blooket supports differentiated learning as teachers can customize question sets to match students' varying proficiency levels. Sartika et al. (2023) highlight that this flexibility makes Blooket a suitable tool for diverse classrooms. In reading comprehension instruction, teachers can design questions at different difficulty levels based on the reading aspects being assessed.

In conclusion, the use of Blooket in reading activities can increase student engagement, provide various game modes, give immediate feedback, enable teachers to monitor learning progress, encourage active participation, and support differentiated learning. These advantages contribute to improving students' motivation and reading comprehension skills.

2.6.2. Disadvantages of Using Blooket

Despite its advantages, the use of Blooket also has several limitations:

- 1 Some students may become distracted by the game elements and focus more on collecting points than on understanding the reading material. To overcome this, the researcher explained the learning objectives clearly before the activity and reminded students to focus on the content of the text.

The researcher also combined the game with follow-up discussions to ensure that students understood the material.

- 2 Technical problems, such as unstable internet connections, may interrupt the learning process and reduce the effectiveness of the lesson. To address this issue, the researcher minimized disruption by asking students to work in pairs or groups so that they could still participate in the Blooket activity.
- 3 Some Blooket game modes may not be suitable for students because they can be difficult to understand even after the rules and gameplay are explained. This may cause confusion and reduce students' focus on the learning content. To address this issue, the researcher selected simpler game modes and provided clear instructions before the activity so that students could follow the learning process more easily.
- 4 Some features in Blooket require a premium subscription, which limits access to advanced game settings and additional tools for managing learning activities. This may reduce flexibility in designing classroom activities. To address this issue, the researcher used only the free features available in Blooket and selected game modes that still aligned with the learning objectives without requiring a paid subscription.

In conclusion, Blooket has several limitations, including student distraction, technical issues, difficult game modes, and restricted access to premium features. However, these challenges can be minimized through clear instructions, careful planning, and the use of appropriate free features to support effective learning.

2.7. Procedures of Teaching Reading Comprehension of Narrative Text Using Blooket

The teaching procedure consists of three stages: pre-activity, while-activity, and post-activity.

Pre-Activity:

1. The teacher and the students begin the lesson by praying and greeting each other.

2. The teacher checks the students' attendance.
3. The teacher asks a trigger question: "Have you ever learned about narrative text? What is it?"
4. The teacher explains the learning objectives for the lesson.

While-Activity:

1. The teacher explains the concept and types of narrative text briefly and clearly.
2. The teacher divides the students into several groups.
3. The teacher gives the students the narrative text to read carefully.
4. The students have a question-and-answer session with the teacher related to the text they have read. The questions such as:
 "Who is the character?"
 "What is the story about?"
 "What is the problem?"
5. Each group of students is guided by the teachers to identify the generic structure and language features in the narrative text.
6. After identifying, the teacher shares a Blooket game quiz link with the students. And asks them to join and answer multiple choice questions focusing on the generic structure and language features, based on the text. This activity helps students to analyze how well they understand the text.
7. After finishing the Blooket game quiz, each group communicates their reflections on what they have learned and their learning experiences from Blooket. Then, the teacher provides brief feedback.
8. Next, the students work in groups again under the guidance of the teacher to identify the main idea, inference, reference, vocabulary, and specific information from the same text.
9. After identifying, the teacher shares a Blooket game quiz link with the students. And asks them to join and answer multiple choice questions focusing on five aspects of reading comprehension based on the text. This activity helps students to analyze how well they understand the text.

10. After finishing the Blooket game quiz, each group communicates their reflections on what they have learned and their learning experiences from Blooket. Then, the teacher provides brief feedback.
11. Next, the teacher explains that students will now work individually to measure their comprehension based on what they have learned.
12. The teacher shares a Blooket game quiz link with the students. And asks them to join and answer multiple choice questions individually, covering the generic structure, language features, and five aspects of reading comprehension from the text.
13. After finishing the Blooket game quiz, the teacher provides brief feedback and explanation.

Post-Activity:

1. The teacher and the students review what they have learned today.
2. The teacher informs the students about activities in the next meeting.
3. The teacher gives motivation and brief feedback to encourage students' learning spirit.
4. The teacher and the students end the lesson by praying together.

In conclusion, this procedure integrates Blooket into reading activities to support students' comprehension of narrative texts. Through group discussions, interactive quizzes, and individual activities, students actively engage with the text while evaluating their understanding.

2.8. Theoretical Assumptions

One of the common problems faced by students in learning English is their low ability to understand English texts. This problem is not only caused by limited vocabulary or insufficient understanding of text structures, but also by the limited variety of learning media used in the classroom. Reading activities that are dominated by conventional and individual methods often make students feel bored and less motivated to understand the content of the text in depth.

In this context, the researcher assumes that the use of Blooket in reading instruction can be an effective alternative for improving students' reading comprehension. Through interactive game-based quiz activities, students are encouraged to participate actively in the learning process. The competitive features and immediate feedback provided by Blooket allow students to process information in a more focused and enjoyable way, which can help them understand the text more effectively.

In addition, the use of digital learning media is in line with students' learning habits that are closely related to technology. Blooket not only increases student participation but also creates a more interactive and engaging learning environment. Therefore, the implementation of Blooket in reading instruction has the potential to create a more active learning experience and support the improvement of students' reading comprehension.

2.9. Hypothesis

The hypothesis of this research is formulated as follows:

“There is significant improvement in students' reading comprehension of narrative text after being taught by using Blooket at SMP Negeri 3 Pringsewu.”

The researcher believes that using Blooket can enhance students' reading comprehension of narrative texts. This includes improving their ability to understand vocabulary, determine main ideas, find inferences, find references, and find specific information. By using this interactive learning platform, students are expected to engage more actively with the text and develop a deeper understanding of its content.

This chapter has discussed several topics, including previous studies, the concept of reading, narrative text, the concept of game-based learning, the concept of Blooket, the procedure of teaching reading comprehension using Blooket, the advantages and disadvantages of Blooket, theoretical assumptions, and the hypothesis.

III. METHODS

This chapter discusses the research method which consists of several sub chapters, including research design, variables, population and sample, research instruments, data analysis, scoring system, research procedure, and hypothesis testing.

3.1. Research Design

The purpose of this research was to determine whether the use of Blooket significantly improved students' reading comprehension. This study used a quantitative approach with a one-group pre-test post-test design (Hatch & Farhady, 1982). This design was chosen because the research aimed to measure the improvement of students' reading comprehension by comparing pre-test and post-test results.

The design of this research can be illustrated as follows:

T1 X T2

(Setiyadi, 2018)

T1 refers to the pre-test administered before the treatment to measure students' initial reading comprehension.

X refers to the treatment, which involved teaching reading comprehension using Blooket.

T2 refers to the post-test administered after the treatment to measure the students' improvement.

3.2 Variables

Understanding the roles of dependent and independent variables is essential to identify the relationship between the factors being studied. According to Arikunto (2013), a variable is an element in research that can vary and becomes the focus of investigation. Variables may appear in the form of values, qualities, attributes, or characteristics of the object or phenomenon under study. In this study, the variables are as follows:

a. **Dependent Variable (Y)**

The dependent variable (Y) is students' reading comprehension of narrative text. This variable was observed and measured to determine the effect of the independent variable.

b. **Independent Variable (X)**

The independent variable (X) is the use of Blooket. This variable was applied to examine its influence on students' reading comprehension.

3.3. Population and Sample

The population of this study consisted of ninth-grade students of SMPN 3 Pringsewu in the 2025/2026 academic year. The researcher applied cluster random sampling to divide the population into several groups and then randomly select entire classes as samples, aiming to minimize bias in the sampling process.

Two classes were selected for this study. The first class, IX.1, was used as the try-out class to test the research instrument, while the second class, IX.6, was designated as the experimental class for the pre-test, treatment, and post-test. This selection ensured that the experimental activities could be conducted systematically and that the results would reflect the effectiveness of the treatment using Blooket.

3.4. Research Instrument

Data played an essential role in this research. To obtain relevant information, the researcher used a reading test consisting of multiple-choice questions as the main

instrument. This test aimed to measure students' reading comprehension before and after the implementation of Blooket.

The treatment, which involved using Blooket as a game-based learning platform, was also considered part of the instrument. Together, the reading test and the treatment allowed the researcher to observe differences in students' abilities and evaluate the effectiveness of Blooket in improving reading comprehension.

3.4.1. The Quality of Research Instrument

To ensure that the tests fulfilled good criteria, it was important to consider validity, reliability, level of difficulty, and discriminating power of the test. They were as follows:

3.4.1.1. Validity

A test is considered valid when it truly measures what it is intended to measure and meets the established criteria (Hatch & Farhady, 1982). This means that the level of validity shows how accurately the instrument can represent the ability or quality being assessed. In addition, a good test should cover all aspects to be measured in a balanced and representative proportion (Setiyadi, 2018). There are two types of validity used in this study, namely content validity and construct validity. The two types of validity applied in this research are as follows:

a. Content Validity

Content validity means that a test should accurately represent the material that has been taught and the knowledge that the teacher intends to assess from the student (Shohamy, 1985). In addition, Setiyadi (2018) states that content validity is related to the indicators of the subject matter that reflect the whole material to be measured. In this research, the researcher ensured that the test materials were aligned with the ninth-grade junior high school syllabus. The test consisted of 50 multiple-choice items measuring reading comprehension, including main idea, specific information, inference, reference, and vocabulary. The teacher reviewed the test items to make sure they were clear and appropriate. This process ensured that the items truly measured reading comprehension. It can be concluded that the test was developed based on the English Curriculum for junior high school.

b. Construct Validity

Construct validity refers to the extent to which a test truly aligns with the theory of what reading comprehension means in language learning (Shohamy, 1985). When a test has good construct validity, it indicates that the test can accurately assess students' reading ability. Therefore, both the pre-test and the post-test measured the aspects of reading comprehension based on the predetermined indicators. In addition, instrument validity is closely related to construct validity because the test items were designed to represent five aspects of reading, they are main idea, specific information, reference, inference, and vocabulary. This approach ensured that the test accurately assessed the essential components of reading comprehension.

3.4.1.2. Reliability

Hatch and Farhady (1982) state that test reliability refers to the level of consistency in the results obtained when a test is administered under similar conditions. In other words, reliability indicates that a test produces stable scores even when it is used in different situations. Therefore, reliability is closely related to the consistency of a measurement. To calculate the reliability coefficient between items in the first half and the second half of the test, the researcher used the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Notes:

rx_y: coefficient of reliability between odd and even numbers item

x: odd number

y: even number

Σx²: total score of odd number items

Σ y²: total score of even number items

$\sum xy$: total score of odd and even number items

A. Reliability of Half Test

$$r_{xy} = \frac{n (\sum xy) - (\sum x) (\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{31 (7441) - (457) (478)}{\sqrt{[31 (7405) - (457)^2] [31 (7748) - (478)^2]}}$$

$$r_{xy} = \frac{229.741 - 218.446}{\sqrt{[20.706] [11.704]}}$$

$$r_{xy} = \frac{11.295}{\sqrt{242.343.024}}$$

$$r_{xy} = \frac{11.295}{15.567.37}$$

$$r_{xy} = 0.73 \text{ (Moderate)}$$

After obtaining the reliability of the half test, the researcher then applied the Spearman-Brown Prophecy formula to determine the reliability of the whole test, as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

r_k : Reliability of the whole test

r_{xy} : Reliability of the half test

(Hatch & Farhady, 1982)

The criteria of reliability are:

0.90 – 1.00: high

0.50 – 0.89: moderate

0.00 – 0.49: low

B. Reliability of The Whole Test

$$rk = \frac{2rxy}{1 + rxy}$$

$$rk = \frac{2 (0.73)}{1 + 0.73}$$

$$rk = \frac{1.46}{1.73}$$

$$rk = 0.84 \text{ (Moderate)}$$

3.4.1.3. Level of Difficulty

The difficulty level indicates how easy or difficult a test item is based on the students' performance when answering it. This indicator is usually expressed as the percentage of students who are able to answer the item correctly. To determine the level of difficulty, the researcher used the following formula:

$$LD = \frac{R}{N}$$

Notes:

LD : Level of difficulty.

R : The number of students who answer correctly .

N : The number of students who join the test.

The criteria are:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

3.4.1.4. Discrimination Power

The discrimination power refers to the ability of each test item to distinguish between students with high ability and those with low ability in this test. Discrimination power used to show how well an item can identify differences in students' abilities. The calculation of discrimination power was carried out using the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP : Discrimination power.

U : The proportion of upper group students.

L : The proportion of lower group students.

N : The total number of students.

The criteria are:

0.00 – 0.19 : poor

0.20 – 0.39: satisfactory

0.40 – 0.69: good

0.70 – 1.00: excellent

- (negative): bad items, should be omitted

3.4.1.5. Normality Test

To measure the pre-test and post-test results, the researcher first ensured that the data were normally distributed. The data analysis was conducted using SPSS 26.0 for Windows, and the Shapiro-Wilk test was applied to determine the normality of the data. The hypotheses for the normality test were formulated as follows:

H0: The data are normally distributed.

H1: The data are not normally distributed.

The level of significance was set at 0.05. The null hypothesis was not rejected when the significance value was greater than 0.05, indicating that the data were normally distributed.

3.4.1.6. Try-Out of the Instrument

The try-out was conducted to assess the quality of the test before the data were collected. It was carried out in the first meeting. The test consisted of 50 multiple choice items with a time allocation of about 60 minutes. The try-out was given to a class that was not included in the experimental group. A test was considered to be of good quality when it had good reliability and validity and an appropriate level of difficulty. The arrangement of the test items was presented in the following table:

Table 3.1. Table of Specification of Try-Out Test

No.	Aspect of Reading comprehension	Items Number	Total	Percentages
1.	Determining Main Idea	1,6, 14, 19, 25, 28, 31, 38, 41, 47	10	20%
2.	Finding the Specific Information	2, 8, 12, 20, 21, 30, 32,37, 42, 50	10	20%
3.	Finding Reference	5, 9, 15, 16, 24, 29, 35, 39, 45, 49	10	20%
4.	Finding Inference	3, 10, 13, 17, 23, 26, 33, 40, 44, 46	10	20%
5.	Understanding Vocabulary	4, 7, 11, 18, 22, 27, 34, 36, 43, 48	10	20%
TOTAL			50 Items	100%

Before conducting the pre test, the researcher first carried out a try out test on Thursday, September 25, 2025 in class IX.1 at SMPN 3 Pringsewu. The try out aimed to analyze the reliability, difficulty level, validity, and discrimination power of the test items. The students were given 50 multiple choice questions. Based on the results of the data analysis, the researcher found that 30 items were appropriate to use, while 20 items had to be removed from the test.

3.4.1.7. Result of the Try-Out Test

The result of the try-out test can be seen in table below:

Table 3.2. Result of Try-Out Test

Criteria	Items	Decision
Poor	2, 6, 7, 12, 18, 20, 23, 24, 28, 30, 31, 34, 36, 39, 40, 44, 45, 46, 47, 49	Dropped
Satisfactory	3, 4, 5, 8, 9, 13, 14, 15, 16, 17, 21, 25, 26, 27, 29, 32, 33, 38, 41, 43, 48	Used
Good	1, 10, 11, 19, 22, 35, 37, 42, 50	Used

**Source: Appendix 8*

Table 3.3. showed that there were 20 poor items that needed to be dropped, 21 items were in the satisfactory category, and 9 items were in the good category and therefore were suitable to be used.

To determine the reliability of the test, the researcher used the Pearson Product Moment statistical formula to measure the reliability coefficient between the odd and even item groups. The Split Half technique was applied to examine the reliability of half of the test. The result of the Split Half calculation showed that the half test reliability value (r_{xy}) was 0.73. After that, the researcher used the Spearman Brown's Prophecy formula to determine the reliability of the whole test. The calculation result indicated that the total test reliability (r_k) was 0.84. Based on the test reliability criteria, the data collection instrument was considered reliable and appropriate to be used.

3.4.2. Data Collection

The researcher used the test as the data collection method and also as part of the treatment in this research. The test was used to obtain the required data through the following stages.

1. Pre-test

The pre-test was conducted before the treatment using Blooket in narrative text. The purpose of the pre-test was to determine the students' reading comprehension ability before the treatment was given. The pre-test was designed in the form of multiple choice questions. The test consisted of 30 items, each with four answer options: a, b, c, and d. Students were asked to answer all questions within 60 minutes. The distribution of the test items is presented in the following table.

Table 3.3. Table Specification Pre-Test

No.	Aspect of Reading comprehension	Items Number	Total	Percentages
1.	Determining Main Idea	3, 10, 13, 22, 26, 30	6	20%
2.	Finding the Specific Information	7, 11, 17, 24, 28, 29	6	20%
3.	Finding Reference	1, 6, 9, 16, 18, 23	6	20%
4.	Finding Inference	2, 4, 8, 14, 19, 21	6	20%
5.	Understanding Vocabulary	5, 12, 15, 20, 25, 27	6	20%
TOTAL			30 Items	100%

**Source: Appendix 13*

2. Post-Test

The post-test was administered to the students after the treatment process was completed. The purpose was to determine whether there was a significant improvement in the students' reading comprehension after they were taught using Blooket in narrative text. The post-test results were then compared with the pre-test results. The post-test consisted of 30 multiple-choice items that measured reading comprehension. Each item had four answer options: a, b, c, and d. The students were instructed to complete all questions within 60 minutes.

Table 3.4. Table Specification Post-Test

No.	Aspect of Reading comprehension	Items Number	Total	Percentages
1.	Determining Main Idea	3, 7, 10, 11, 27, 28	6	20%
2.	Finding the Specific Information	8, 15, 18, 25, 26, 29	6	20%
3.	Finding Reference	4, 5, 14, 16, 20, 23	6	20%
4.	Finding Inference	2, 6, 12, 17, 19, 21	6	20%
5.	Understanding Vocabulary	1, 9, 13, 22, 24, 30	6	20%
TOTAL			30 Items	100%

**Source: Appendix 18*

3.5. Scoring System

The formula proposed by Arikunto (2021) was used to determine the pre-test and post-test scores. The students' pre-test and post-test results were calculated using the following formula:

$$S = \frac{R}{N} \times 100$$

Notes:

S : The score of the test

R : The total of right answer

N : The total of test items

3.6. Data Analysis

The results of the pre-test and post-test were analyzed by the researcher. The researcher processed the data through several steps to determine students' achievement in understanding the text, as follows:

1. The researcher gave scores for pre-test and post-test
2. The researcher calculated the mean scores of the pre-test and post-test using the following formula.

$$M = \frac{\sum X}{N}$$

Notes:

M: mean (average score)

X: the total students score

N: total number of students

(Arikunto, 2021)

3. The researcher tabulated the students' reading comprehension test scores based on the tests that had been administered.
4. The researcher then drew conclusions from the tabulated pre-test and post-test results. Statistical analysis was conducted using the Repeated Measures t-test in SPSS to determine whether the improvement in students' scores was significant or not. The formula used is as follows:

$$I = X_2 - X_1$$

Notes:

I = The increase of students reading comprehension achievement

X_2 = The average score of post-test

X_1 = The average score of pre-test

3.7. Research Procedures

1. Selecting and Determining Population and Sample

The population of this research was the ninth-grade students of SMP Negeri 3 Pringsewu. The researcher selected one ninth-grade class as the sample, this research using cluster random sampling.

2. Selecting the Instrument and Material

The researcher used a multiple-choice test as the instrument to measure students' reading comprehension. The questions were related to narrative texts and focused on fairy tales. The items covered five aspects of reading comprehension.

3. Administering the Try-Out Test

Before being used in this research, the researcher conducted a try-out test with multiple-choice questions on students outside the sample. The try-out was carried out to test the validity, reliability, level of difficulty, and discrimination power of the questions that would be used in the pre-test and post-test.

4. Administering the Pre-Test

To measure students' reading comprehension before the treatment, a pre-test in the form of multiple-choice questions in narrative text was given during the first meeting.

5. Conducting the Treatments

After giving the pre-test, the researcher conducted three sessions of treatment using Blooket as an interactive learning media. During the treatment, students practiced understanding the narrative text of fairy tales by playing Blooket games designed to strengthen reading comprehension in a fun and competitive way.

6. Administering the Post-Test

After completing the treatment, the researcher gave a post-test in the form of multiple-choice questions in narrative text during the last meeting. The purpose was to determine whether students' reading comprehension improved after being taught using Blooket in the classroom.

7. Analyzing the Data

The researcher compared the results of the pre-test and post-test. The data were analyzed using SPSS 26.0 to find out whether there was an improvement in students' reading comprehension after being taught by using Blooket in narrative text.

3.8. Hypothesis Testing

The purpose of hypothesis testing in this study was to determine whether the proposed hypothesis should be accepted or rejected. The improvement in students' reading comprehension was measured at a significance level of 0.05 ($\alpha = 0.05$). Since this research employed a pre-test and post-test design, the paired-sample t-test was used to examine the difference in students' reading comprehension scores before and after the treatment. The hypothesis were formulated as follows:

- a. H_1 : There is significant improvement in students' reading comprehension of narrative text after being taught by using Blooket.
- b. H_0 : There is no significant improvement in students' reading comprehension of narrative text after being taught by using Blooket.

The criteria for decision making are as follows:

- a. If the significance value (p value) is greater than 0.05 ($p > 0.05$), H_0 is accepted and H_1 is rejected. This indicates that there is no significant improvement in scores.
- b. If the significance value (p value) is equal to or less than 0.05 ($p \leq 0.05$), H_0 is rejected and H_1 is accepted. This indicates that there is a significant improvement in scores.

This chapter has discussed research design, variables, population and sample, research instruments, scoring system, data analysis, research procedures, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion for the English teachers who want to implement the Blooket in teaching narrative text for reading comprehension and for further researchers who want to conduct similar research.

5.1. Conclusions

Based on the research findings and the discussions presented in the previous chapter, the researcher concludes that:

1. This study aimed to determine whether there was an improvement in the reading comprehension of ninth-grade students at SMP Negeri 3 Pringsewu after learning using Blooket in narrative texts. This study used a quantitative method with a one-group pre-test and post-test design. The results showed that the students' mean score increased from 58.92 in the pre-test to 82.47 in the post-test. This shows that Blooket helped improve students' reading comprehension. This improvement was not only seen from the scores, but also from how students understood the text, which became more focused and more active during the learning process. The paired sample t-test analysis confirmed this finding, with a significance value of 0.000 (sig. 0.000 < 0.05), indicating that the null hypothesis was rejected and there was a statistically significant improvement in students' reading comprehension after the treatment.
2. All five reading comprehension aspects improved, namely main idea, specific information, reference, vocabulary, and inference. The main idea aspect showed the highest increase at 26.48% because students practiced repeatedly through Blooket activities, which helped them quickly identify key ideas in the text. The inference aspect showed the lowest increase at 15.53% because understanding implied meaning requires deeper thinking and is not directly stated in the text, so even repeated practice in Blooket

was less effective for this skill. Overall, the findings indicate that Blooket is effective in improving students' reading comprehension of narrative texts, especially in developing their ability to identify main ideas.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1. Suggestions for English Teachers

English teachers are suggested to use Blooket as a learning medium for reading instruction by adjusting it to learning objectives and student conditions. Teachers need to select simple game modes that match students' level of understanding so that the learning process can run effectively. In addition, teachers need to anticipate device limitations through group-based learning and ensure a stable internet connection so that learning activities are not disrupted. Teachers also need to reduce students' tendency to focus too much on the game by providing discussions after Blooket activities so that students' attention returns to reading comprehension. To support the optimal use of Blooket, teachers are recommended to collaborate with the school to provide access to Blooket Premium so that more complete learning features can be utilized in the learning process.

5.2.2. Suggestions for Future Researchers

Future researchers are suggested to use a research design with a control class so that the effectiveness of Blooket can be directly compared with other learning media. Before the research, researchers need to ensure the availability of a class to be used as a control class. The number of meetings should also be increased to five to six sessions so that the results of using Blooket are more optimal and significant. Researchers are also recommended to combine Blooket with other strategies to improve students' inference skills which are still low in this study. In addition, the research can also be expanded to other English skills such as listening so that the research results are broader.

This chapter has presented the conclusions and suggestions based on the results of the study. It highlights the effectiveness of Blooket in improving students' reading comprehension and provides recommendations for teachers and further researchers.

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