THE EFFECTIVENESS OF BLOOKET GAME-BASED LEARNING IN IMPROVING JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

Undergraduate Thesis

By

Febryan Kamandhani
2263042001

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRAK

THE EFFECTIVENESS OF BLOOKET GAME-BASED LEARNING IN IMPROVING JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

Oleh
Febryan Kamandhani

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan permainan Blooket untuk meningkatkan pemahaman bacaan siswa terhadap teks deskriptif. Penelitian ini dilakukan di SMP 17.1 Gedong Tataan Pesawaran yang melibatkan satu kelas berisi 21 siswa kelas delapan pada tahun ajaran 2025/2026. Desain pre-test dan post-test satu kelompok digunakan. Siswa menyelesaikan tes pemahaman bacaan sebelum dan sesudah implementasi Blooket sebagai media pembelajaran. Perlakuan dilakukan selama beberapa sesi, di mana siswa terlibat dengan teks deskriptif melalui aktivitas interaktif di platform Blooket. Hasil penelitian menunjukkan peningkatan pemahaman bacaan siswa, dengan nilai rata-rata meningkat dari 50,05 pada pre-test menjadi 60,38 pada post-test. Namun, peningkatan tersebut tidak merata di semua aspek, dengan inferensi menunjukkan peningkatan terendah. Hal ini menunjukkan bahwa Blooket lebih efektif dalam mendukung keterampilan membaca tingkat rendah daripada keterampilan berpikir tingkat tinggi. Selain itu, peningkatan tersebut tidak dapat sepenuhnya dikaitkan dengan Blooket saja, karena faktor lain dapat memengaruhi pembelajaran siswa. Jumlah sesi terapi yang terbatas mungkin juga memengaruhi hasilnya. Oleh karena itu, penelitian lebih lanjut dengan terapi yang lebih lama dan lebih sering diperlukan untuk menguji efektivitas Blooket dengan lebih baik, terutama dalam mengembangkan keterampilan berpikir tingkat tinggi.

Kata kunci: Blooket, pemahaman bacaan, teks deskriptif, pembelajaran berbasis permainan.

ABSTRACT

THE EFFECTIVENESS OF BLOOKET GAME-BASED LEARNING IN IMPROVING JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

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This study aims to investigate the effectiveness of using the Blooket game to improve students' reading comprehension of descriptive texts. The research was conducted at SMP 17.1 Gedong Tataan Pesawaran involving one class of 21 eighth-grade students in the 2025/2026 academic year. A one-group pre-test and post-test design was employed. Students completed a reading comprehension test before and after the implementation of Blooket as the instructional medium. The treatment was over several sessions, during which students engaged with descriptive texts through interactive activities on the Blooket platform. The findings indicate an improvement in students' reading comprehension, with mean scores increasing from 50.05 in the pre-test to 60.38 in the post-test. However, the improvement was not equal across all aspects, with inference showing the lowest gain. This suggests that Blooket is more effective in supporting lower-level reading skills rather than higher-order thinking skills. In addition, the improvement cannot be fully attributed to Blooket alone, as other factors may influence students' learning. The limited number of treatment sessions may also have affected the results. Therefore, further research with longer and more frequent treatments is needed to better examine the effectiveness of Blooket, especially in developing higher-order thinking skills.

Keywords: Blooket, reading comprehension, descriptive text, game-based learning.

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Student's Name	:	Febryan Kamandhani
Student's Number	:	**2263042001**
Study Program	:	**English Education**
Department	:	**Language and Arts Education**
Faculty	:	**Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor	Co-Advisor
Dr. Feni Munifatullah, M.Hum.	**Anwar Fadila, S.Pd, M.TESOL.**
NIP 19740607200003200l	NIP 199102102022406100l

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, S.Pd, M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Feni Munifatullah, M.Hum** .....

Examiner : **Fajar Riyantika, S.Pd, M.A** .....

Secretary : **Anwar Fadila, S.Pd, M. TESOL.** .....

2. The Dean of Teacher Training and Education Faculty

Dr. Albet Maydiantoro, M.Pd.
NIP 19870504 201404 1 001

Graduated on: April 15th, 2026

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama	:	Febryan Kamandhani
NPM	:	2263042001
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Seni
Fakultas	:	Keguruan dan Ilmu Pendidikan
Judul Skripsi	:	The Effectiveness of Blooket Game-Based Learning in Improving Junior High School Students Reading Comprehension of Descriptive Text

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian 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.

Bandar Lampung, 15 April 2026

Yang membuat pernyataan,

Febryan Kamandhani

2263042001

CURICULLUM VITAE

The author's name is Febryan Kamandhani. he was born in Bandung on Februari 26th, 2004. he is the second child of three siblings of Mr. Mas'ud and Mrs. Rokyani. He has an older brother named M. Rahusein Ihza Abdillah. and a younger Brothers named M. Azzam W and M. Syahid A.

His formal education began at SDN 5 Cimindi bandung and moved elementary schools when he was in 4th grade at SDN 28 Gedong Tataan, Pesawaran. from which he graduated in 2016. he then continued his study at SMP IT Fitrah Insani Bandar Lampung and graduated in 2019. After that, he pursued her secondary education at SMA IT Baitul Muslim Lampung Timur. And completed his study in 2022.

In 2022, he was accepted as a student of the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung, through the Quran memorization achievement selection path. During his undergraduate study, he was involved in student organization activities as a chief of the Society of English Education Department Students (SEEDS) for one period.

As part of the academic requirements of the university, he participated in the Teaching Practice Program (PLP) and the Community Service Program (KKN), which were conducted simultaneously for approximately one month. The programs were carried out at SMA Negeri 1 Banjar Baru and Panca Karsa Purna Jaya Village,Tulang Bawang, respectively. In addition, he participated in various campus competitions and scholarship programs, including; 2nd place in a National Short Film Competition, 3rd place in the Faculty Futsal Tournament, and a Scholarship from the Birohmah Imam Academy, during his time as a student at the University of Lampung.

MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَاۗ.....

"Allah does not burden a person but according to his ability"

(Q.S. Al-Baqarah: 286)

DEDICATION

I dedicated this thesis to:

My beloved parents

Mr. Mas'ud and Mrs. Rokyani, for their prayers, patience,
and continuous support, both morally and materially

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The researcher hopes that this thesis will be beneficial for the readers, futre researcher, and the English Education Study Program.

Bandar Lampung, 15 April 2026
The Researcher

Febryan Kamandhani

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I. INTRODUCTION

This chapter will be divided into six parts of the discussion which deals with several points i.e., background, research question, objectives, the uses of the research, the scope of the research, and the definition of terms.

1.1. Background

Reading represents a vital skill in the educational journey and significantly contributes to students' academic achievement at every level, including in junior high school. It goes beyond word recognition, requiring readers to comprehend meaning, interpret messages, and derive knowledge from written texts. (Firman et al., 2021; Nurdiana et al., 2023).

In addition, reading comprehension remains a vital skill, yet many students struggle to master it. This difficulty often stems from a disinterest in the reading content or because the materials are not aligned with their personal lives (Smith, 2021). The problem is made worse by the short amount of time allocated for reading practice in schools, which causes both students and teachers to give less attention to reading proficiency. To tackle these issues, educators should consider applying more engaging and creative teaching strategies to help students become more interested and better comprehend texts.

According to Dahliana (2016), even though Indonesian students have studied English, many of them still struggle to understand different types of English texts. Similarly, Jayanti (2016) states that EFL students continue to face difficulties in reading English texts, particularly in terms of vocabulary, as well as syntactic and semantic analysis. These findings indicate that Indonesian students still encounter challenges in reading comprehension.

Even though reading English texts is considered essential, many Indonesian junior high school students continue to face difficulties, especially with descriptive texts. Based on teacher observations and reports, students tend to have low motivation in reading English because they find the texts difficult to understand, uninteresting, or not relevant to their daily lives. As a result, they often struggle to identify the structure, language features, and specific information in descriptive texts, such as

texts about people, places, or things.

According to Setiyadi and Wardani (2021), one major cause of students' challenges with non-fiction texts, including descriptive ones, is their lack of reading strategies and emotional engagement with the content. To overcome these issues, the incorporation of interactive digital media into reading instruction is becoming increasingly important. A number of studies indicate that using suitable media can greatly boost students' engagement, enthusiasm, and understanding of reading materials. Sari and Purwanti (2023) found that using appropriate visual aids enabled students to visualize content more clearly and understand descriptive texts more effectively. This evidence supports the idea that using a variety of media in reading activities can help reduce boredom and enhance student participation.

Rather than seeing technology as a barrier to traditional education, Roblyer and Hughes (2019) argue that it should be viewed as a tool to overcome instructional challenges and support a better way of life. In the context of language learning, the increasing availability of digital tools allows teachers to adopt more flexible and student-centered strategies. As noted by Hoi et al. (2021), the use of online applications, especially within the Mobile-Assisted Language Learning (MALL) framework, has transformed language instruction and provided meaningful benefits for students.

Sari and Purwanti (2023) showed that using visual aids in reading activities significantly improved students' ability to understand descriptive texts by helping them visualize content more effectively. Furthermore, Salsabila et al. (2023) highlight that the shift toward the Merdeka Curriculum encourages both teachers and students to collaborate through the use of technology and media in the classroom. This paradigm not only promotes creativity and independence but also aligns with the current demands of modern education.

One digital approach that has gained attention in recent years is game-based learning. Educational games such as Blooket have proven effective in increasing student motivation and engagement. Rosyidah et al. (2023) found that Blooket

enhances student participation in English learning through its gamified features, which combine fun and learning. However, while many studies focus on vocabulary or grammar, there is still limited research on how Blooket can be used to improve reading comprehension, particularly in descriptive texts.

A new understanding of this technology also gives rise to new habits. Students and educators can now provide excellent and appropriate learning methods.These methods create a quality learning process (Salsabila et al., 2023). These new methods include are learning methods, media, and the use of digital platforms. With the current implementation of the Independent Curriculum, teachers and Students are required to collaborate with teachers on using technology as a medium during the teaching and learning process. It is also stated that Technology, from an educational methodology perspective, makes the classroom Learning can be made more enjoyable and readily accepted by students (Salsabila et al., 2023). Apart from that, using media such as projectors, laptops, and gadgets supports the learning process in the classroom.

One promising approach within the realm of digital learning is game-based learning. This method has been shown to boost students' motivation, engagement, and learning outcomes across various subjects. A comprehensive review by Lo et al. (2022) highlights how educational games can significantly enhance student motivation and academic achievement. In the context of English learning, educational games have proven effective in developing vocabulary and grammar, thanks to their immersive, interactive nature and immediate feedback. However, specific research on the use of game-based platforms like Blooket to improve reading comprehension of descriptive texts among junior high school students in Indonesia remains limited. Most existing studies focus on vocabulary acquisition or grammar improvement, often using different game platforms. Handayani and Nurmaida (2023) examined Blooket's impact on vocabulary mastery, with positive results, but did not explore its effects on reading comprehension-especially of descriptive texts.

From a theoretical standpoint, the use of Blooket aligns with cognitive and constructivist learning theories. Cognitive theory emphasizes how learners actively process information (Mayer, 2002); in Blooket, students recall, analyze, and apply information from texts to answer game-based questions, promoting deeper information processing. Meanwhile, constructivist theory supports the idea that learners build knowledge through active engagement—something that Blooket fosters through its interactive environment and exploratory game modes (Vygotsky, 1978; Nasyifa & Armin, 2025).

Motivation theories, particularly Self-Determination Theory (SDT), focus on intrinsic motivation being enhanced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2000). The game elements of Blooket such as the autonomy to choose game modes, the competence built through instant feedback, and the relatedness fostered by social interaction directly enhance students' intrinsic motivation to read and learn. Additionally, schema theory is highly relevant; as students experience repeated exposure to descriptive texts through Blooket's question formats, they build and strengthen their background knowledge, or schemata, making future comprehension of similar texts more efficient (Anderson, 1994).

Based on this explanation above, the present study aims to explore the effectiveness of using Blooket in improving junior high school students' reading comprehension of descriptive texts. The goal is to provide empirical evidence on the potential of Blooket as a pedagogical innovation that can address low reading motivation and comprehension difficulties among students. The findings are expected to offer meaningful contributions to English teaching practices, particularly in enhancing students' reading skills at the junior high school level, and to inform the development of more engaging and interactive teaching materials in the future.

1.2. Research Question

In line with the background explained above, the researcher formulates research question as the main problem:

Is there any improvement in students' reading comprehension through the use of blooket game-based learning media?

1.3. Objectives of The Research

In relation to the research questions above, the primary objective of this research is to find out whether there is an improvement in the junior high school students' reading comprehension after using Blooket as a learning medium in teaching reading.

1.4. Uses of The Research

The findings of this research are expected to provide both theoretical and practical contributions. Theoretically, this study will expand existing knowledge on game-based learning and reading comprehension. Practically, it offers valuable insights for English teachers, students, and schools to enhance reading comprehension of descriptive text through innovative media, and serves as a reference for future researchers.

1.5. Scope of The Research

The scope of this research is specifically designed to investigate the influence of using Blooket game-based learning on the reading comprehension of descriptive text among junior high school students. The study will primarily focus on assessing the extent to which the implementation of Blooket affects students' ability to comprehend descriptive texts, including their understanding of main ideas, specific details, and vocabulary within the given context. The research will be conducted with students of a specific grade level, specifically Class VIII during the academic year. Other variables, such as speaking, listening, or writing skills, while important for overall language proficiency, will not be the primary focus of this research.

1.6. Definition of Terms

There are several terms used by the researcher to provide a basic understanding of the topic, which the researcher describes as follows:

a. Reading is a complex skill with many parts, not just a single action. It involves being strategic and purposeful in how you process written language.

b. Reading comprehension is understanding a text by connecting it with what you already know. This understanding happens on two levels. The first, basic level is the text representation, which is simply getting the author's intended message. A deeper level of comprehension, the situation model, is when you form your own interpretation of the text by mixing its information with your own personal knowledge and goals. This deeper level is especially important when you are reading more difficult or academic texts.
c. Blooket, an interactive educational platform created by Tom and Ben Stewart. which, according to various researchers is a quiz-based game platform that employs gamification to make learning, such as reviewing the details of a descriptive text, more engaging and interactive for students.
d. Descriptive text is categorized as text used to describe certain people, animals, places or objects by detailing their characteristics as far as the reader can visualize them.

This chapter already discussed introduction of the research, including the explanation about the background of the research, research question, objectives, the uses of the research, the scope of the research, and also the definition of terms in order to provide an insight to this research.

II. LITERATURE REVIEW

This chapter will be devided into six parts of the discussion which deals with several points i.e., previous study, reading comprehension, teaching of reading, descriptive text, interactive media, Blooket, procedure of applying Blooket, theoretical, and also the hypotheses in order to provide more information of this research.

2.1. Previous Study

There are several studies that researchers have conducted regarding the use of Blooket in improving students' reading comprehension. In this case, the researcher presents two previous studies dealing with this topic.

Laila (2022) found that students who were taught using the Blooket platform achieved better results in reading comprehension compared to their initial performance. The average score of the experimental group increased from 57.00 in the pre-test to 74.83 in the post-test. The result of the t-test analysis (t_0 = 9.794 > t_table = 2.0452) showed a significant difference before and after the treatment. The use of Blooket during the learning process contributed positively to students' engagement and motivation, leading to improved comprehension outcomes.

Tran et al. (2023) showed that the integration of Blooket into classroom instruction increased students' motivation and participation. Although the study did not employ statistical testing, it emphasized that Blooket supported learning by providing an engaging, competitive, and interactive environment. Students showed higher involvement and better understanding of reading materials during the implementation of Blooket- based activities.

Both studies suggest that Blooket can be a powerful educational tool for enhancing reading comprehension. Its game-based features not only make learning more enjoyable but also promote active participation, which is essential for improving students' performance in reading.

Based on previous research, the use of digital media and game-based learning has been shown to contribute positively to the improvement of students' reading

comprehension. Saraswati et al. (2021) found that junior high school students still experience difficulties in several reading aspects, particularly in understanding implicit meanings and making inferences. Their study revealed that although students were able to comprehend explicit information, they struggled to interpret implied meanings. Similar findings were reported by Risanda et al. (2023), who stated that students tend to perform better in answering questions related to explicit information than those requiring reasoning and interpretation. In addition, Faturrohmah et al. (2024) emphasized that the ability to distinguish main ideas from supporting details is an important factor in reading success. Students who are able to identify keywords and explanatory sentences tend to demonstrate stronger reading comprehension.

In reading comprehension, there are also Higher Order Thinking Skills (HOTS) questions that refer to higher levels of cognitive processes that require students to analyze, evaluate, and create, based on the Revised Bloom's Taxonomy (Krathwohl, 2002). In reading comprehension, HOTS questions don't just ask students to find explicit information in the text. Instead, they require students to think critically, interpret meaning, and draw conclusions.

According to Rakhmyta and Maulidiyah (2021), students experienced several difficulties in solving HOTS reading comprehension questions, especially in making inferences. The study found that inference questions were the most dominant difficulty compared to other aspects such as determining the main idea, identifying detailed information, and understanding vocabulary. This indicated that inferential comprehension required deeper cognitive processing than literal comprehension.

Rakhmyta and Maulidiyah (2021) explained that making inferences belonged to the evaluating level (C5) in Bloom’s Revised Taxonomy because students had to decide, interpret, and conclude information that was not directly stated in the text. Inference questions required students to connect ideas, analyze clues, and interpret implicit meaning. Therefore, these questions demanded higher-order thinking rather than simple recall. Furthermore, the researchers found that vocabulary limitations also influenced students’ comprehension. When students

did not understand key words in the text, they found it difficult to interpret deeper meanings. However, vocabulary difficulties were categorized as lower-level thinking skills compared to inference difficulties.

Furthermore, studies on the use of interactive learning media have also shown positive effects on students' motivation and engagement. Susaniari and Santosa (2024), through a systematic review, found that game-based learning significantly increases students' motivation, active participation, and enjoyment in EFL classrooms. Similarly, Sari and Purwanti (2023) reported that the use of visual and digital media helps students understand descriptive texts more effectively and reduces boredom during reading activities. Meanwhile, Putra and Taufiq (2024) stated that reading comprehension is influenced by various factors, including background knowledge, reading habits, and learning strategies. Therefore, previous studies indicate that although digital media can enhance motivation and basic reading skills, the development of higher-level comprehension still requires appropriate instructional support and effective learning strategies.

2.2. Reading Comprehension

Reading is the ability to understand and derive meaning from written texts and interpret information appropriately (Grabe & Yamashita, 2022). Good reading comprehension involves several abilities, such as reading efficiently, understanding the content, and applying appropriate strategies to obtain information from the text.

According to Grabe and Yamashita (2022), reading comprehension operates at two interconnected levels. The first level is textbase representation, which refers to the basic level of comprehension where readers understand the literal meaning of the text, including main ideas, supporting details, and vocabulary. The second level is the situation model, which represents a deeper level of comprehension where readers integrate information from the text with their background knowledge and experiences to construct overall meaning.

Pang et al. (2003) state that reading consists of two main processes: word recognition and comprehension. Word recognition refers to the ability to connect written symbols with spoken language, while comprehension refers to the ability

to understand words, sentences, and texts by using prior knowledge and reading strategies. Similarly, Klinger (2019) explains that reading is an interactive process between the reader and the text. In this process, readers use their linguistic knowledge and prior experiences to construct meaning from the text. In addition, Grabe (2010) states that reading assessment should be valid, reliable, authentic, and practical. Since reading is a complex skill, reading assessments should include various types of questions to measure students' reading abilities comprehensively.

Reading comprehension can also be explained by Schema Theory proposed by Rumelhart (1980), which states that comprehension depends on students' background knowledge and experiences. When students have sufficient background knowledge, they can understand the text more easily and make inferences. However, limited background knowledge may cause difficulties in achieving deeper comprehension.

Furthermore, the Interactive Model of Reading (Rumelhart, 1980) explains that reading involves two processes: bottom-up and top-down. Bottom-up processing refers to recognizing words and sentences, while top-down processing involves using background knowledge and experiences to interpret the text. Reading comprehension is more effective when these two processes work together in balance.

From the perspective of Cognitive Learning Theory, Anderson (2000) argues that learning occurs when students actively process information through attention, memory, and understanding. Digital tools such as Blooket encourage students to read texts, answer questions, and process information actively. However, if the activities mainly focus on objective questions, higher-order thinking skills, such as inference, may not develop optimally.

Moreover, Self-Determination Theory proposed by Ryan and Deci (2000) explains that learning motivation is influenced by competence, autonomy, and relatedness. Features in Blooket, such as points, competition, and feedback, can increase students' motivation and engagement. However, motivation alone is insufficient without appropriate instructional support.

Finally, Assessment for Learning Theory proposed by Black and Wiliam (1998) emphasizes the importance of feedback in the learning process. Effective feedback should not only indicate whether answers are correct or incorrect but also provide explanations. Therefore, teachers need to provide additional guidance and explanations when using Blooket to help students achieve deeper comprehension.

2.2.1. Types of Reading

According to (Grabe & Stoller, 2013, pp. 6–7). There are 7 main types of reading purposes, each requiring different strategies:

a. Reading to search for simple information:

   This type of reading is primarily used when the reader needs to locate specific pieces of information quickly. It involves scanning the text to find keywords, phrases, or factual details such as dates, names, or figures.

b. Reading to skim quickly:

   Reading to skim is used when readers want to get the general idea or gist of a text without focusing on details. This strategy involves quickly glancing through headings, subheadings, topic sentences, and keywords to form a rough understanding of what the text is about.

c. Reading to learn from texts:

   This type of reading is often applied in educational contexts, where the goal is to understand and retain information for future use. It involves a deeper level of engagement with the text, including re-reading, taking notes, underlining important points, and summarizing the content.

d. Reading to integrate information:

   Reading to integrate information occurs when readers are required to synthesize and combine ideas from multiple texts or sources. This is often done to compare, contrast, or evaluate differing perspectives, and is commonly seen in research work, project-based learning, and writing analytical essays.

e. Reading to write (or critique texts):

This type of reading is purposeful and analytical, conducted with the intention of using the information in written form or in a critique. Writers engage in this type of reading to gather content, evaluate arguments, assess style, or challenge assumptions in the source material.

f. Reading to critique texts:

When reading to critique, the reader engages with the text at a critical level, evaluating the accuracy, logic, validity, or bias in the argument presented. This type of reading is typical in scholarly settings, where understanding and challenging a writer's point of view is part of academic discourse.

g. Reading for general comprehension:

Reading for general comprehension is the most common and versatile form of reading. It involves understanding the overall message, storyline, or ideas presented in a text.

2.2.2. Aspects of Reading

Grabe (2013), in outlining the subskills that should be assessed, identifies several recurrent targets for reading comprehension tests. These include identifying main ideas, recognizing supporting details, making inferences, determining the meaning of vocabulary in context, recognizing text organization.

a. Identifying Main Idea

Identifying the main idea refers to the reader's ability to recognize the central theme or the most important message conveyed in a paragraph or a whole passage. This skill involves distinguishing between essential and nonessential information and summarizing what the text is "mostly about."

b. Finding Supporting Details

Finding supporting details is the skill of locating specific pieces of information that explain, illustrate, or give evidence for the main idea. These details are usually explicitly stated and may include facts, statistics, examples, or descriptions. Supporting details are crucial because they

strengthen the main idea and help the reader see how arguments or information are built.

c. Making Inferences

Making inferences involves drawing logical conclusions from information that is implied but not directly stated in the text. This skill requires readers to combine what they read with their own background knowledge to interpret meaning beyond the literal words.

d. Understanding Vocabulary in Context

Understanding vocabulary in context is the ability to determine the meaning of unfamiliar words or phrases by using surrounding clues in the text. Rather than relying only on a dictionary, readers examine synonyms, antonyms, explanations, or examples provided in nearby sentences to make sense of the word.

e. Recognizing Text Organization

Recognizing text organization is the skill of understanding how ideas are arranged and connected within a passage. Authors often use specific patterns such as chronological order (sequence of events), cause–effect, problem–solution, or comparison–contrast to organize their writing.

In summary, the five subskills from Grabe (2013)'s main idea, supporting details, inference, vocabulary in context, and text organization are important for measuring students' reading comprehension. These skills help teachers assess both basic understanding and deeper thinking, making them suitable for junior high school reading tests.

2.3. Teaching of Reading

According Grabe and Yamashita (2022), reading is a complex process that requires an understanding of both lower-level and higher-level cognitive skills. They argue that effective reading instruction should be grounded in research and focus on building fluent reading abilities, which include rapid word recognition, syntactic processing, and comprehension strategies. They emphasize the importance of purposeful, interactive, strategic, and flexible

reading, highlighting that learners must be taught not only to decode words but also to understand texts in various contexts and for different purposes. Furthermore, they advocate for evidence-based instructional practices that connect theory and classroom application, stressing the use of extensive reading, vocabulary development, and the strategic use of reading skills to foster comprehension and learning.

Similarly, Pang et al. (2003), state that reading is a complex activity involving both word recognition and comprehension, and they emphasize that reading instruction must develop students' ability to decode text and make meaning using background knowledge and various strategies. They propose a balanced approach to teaching reading, which includes the development of oral language, phonological awareness, vocabulary, fluency, and comprehension strategies. They also stress the importance of cultural context and learner needs, advocating for the integration of authentic texts, meaningful learning tasks, and the connection between reading and writing. According to their research, reading instruction should be adapted to learners' linguistic backgrounds and provide both direct and indirect vocabulary learning opportunities, especially for second language readers.

2.4. Descriptive Text

According to Abisamra (2001), a descriptive text aims to illustrate a person, place, or object in vivid detail so that readers can clearly imagine what is being described.

According to Gerot and Wignell (1994), descriptive text refers to a type of writing used to describe the appearance, scent, texture, behavior, flavor, or sound of something. This means we use descriptive text when we intend to communicate these characteristics to someone through written language.

2.4.1. The Generic Structure of Descriptive Text

According to Gerot and Wignell (1994) and Yusak (2004), a descriptive text consists of two main generic structures.

a. Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri (2010) adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good reading.

b. Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. According Masruri (2010) adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

Based on the explanation above, it can be concluded that a descriptive text is a text that aims to describe a particular person, place, or thing in detail. A descriptive text begins by identifying the subject being described, followed by a detailed explanation of its characteristics, such as appearance, qualities, or other specific features. It focuses on helping the reader visualize the subject clearly through vivid and organized descriptions.

2.5. Interactive Media

Interactive media is a form of communication where the outcome of the program is influenced by the user's input, and that input is shaped by the program's feedback. According to Koolstra and Bos (2009), interactivity involves mutual influence between two or more communicators, whether human or computer. A multisensory and well-structured method enables children to learn more effectively by engaging various senses listening, seeing, and writing simultaneously. This approach is designed to actively stimulate all senses to foster a desire to learn (Vickery, Reynolds, & Cochran, 1987).

Teaching reading can also be enhanced through android-based interactive media, which supports the learning process both in formal and informal settings under adult supervision (Bhaskar, 2013). Well-prepared multimedia tools can significantly impact the effectiveness of reading instruction (Neuman, 2010).

Media plays an important role in delivering messages and improving the educational experience by engaging students' thoughts, feelings, and progress. Teaching media are instructional tools designed to aid students in comprehending lesson content throughout the learning process (Wahyuningtyas & Sulasmono, 2020).

Digital technology has brought significant changes to the field of education, especially by enabling new, innovative teaching methods. Interactive digital media such as educational apps, multimedia content, and e-learning platforms enhance the delivery of material and increase student engagement. These tools are known to improve learners' motivation when adapted to their individual needs and learning preferences (Katona et al, 2023; Safitri et al., 2022). A popular example is Quizizz and similar applications, which offer game-based quizzes that make learning both enjoyable and competitive. Features like real-time feedback, gamified elements, and appealing visuals help foster a dynamic classroom environment (Fahada et al, 2024; Yani et al., 2024). Moreover, these platforms support personalized learning by enabling teachers to tailor content according to each student's level, thereby advancing inclusive learning.

Learning is defined as an individual process supported by teachers to bring about behavioral transformation and self-development through environmental interaction. Students must comprehend the learning concepts to benefit from this process (Dhani 2022; Rosyiddin 2023). In schools, the learning process must be systematically planned, involving lesson preparation, classroom organization, and use of school resources like teaching media. These processes become effective when teachers adequately prepare their teaching content. The growth of science and technology has further encouraged the integration of technological innovations into educational practices. (Maslov, Nikou & Hansen, 2021).

2.6. Blooket

Blooket is a game-based learning platform that enables teachers to design educational games for students (Che Ku Mohd et al., 2023). This platform is easily accessible through the website www.blooket.com without requiring an app download. Unlike other platforms, Blooket combines quizzes with an online game format and features animal avatars (Kuzma, 2022). As a result, students tend to feel more at ease and engaged while using it. Supporting this view, previous research found that students enjoy the visual design of Blooket, especially because of the leaderboard that displays score rankings from highest to lowest (May, 2021). They believe that this leaderboard feature motivates them to compete for the top score.

Blooket is an educational platform that allows teachers to act as game hosts by designing question sets which students can answer using their own computers or mobile devices. It is a user-friendly online gaming tool accessible to nearly everyone, offering various game formats that enhance learners' interest in language learning and make the process more enjoyable (Sari, 2019).

Blooket stands out from other quiz tools like Quizizz, Kahoot, and Wordwall due to its unique gaming approach, which not only increases the level of difficulty but also sharpens students' cognitive processing (Budiati, 2017). Teachers can tailor the response time for each question, creating an interactive and enjoyable classroom experience that encourages student involvement. The platform includes custom themes and rules, enabling individual or group play under various conditions. Blooket is freely accessible to educators and learners, with basic features available at no cost. Teachers can log in via their Google account to manage the games, while students can join easily by scanning a QR code, entering a game ID, and choosing an avatar-no account needed. The avatars track students' progress during the game. Each session can accommodate up to 60 players, and teachers can design quizzes across 13 game types, including engaging modes like Gold Quest, Fishing Frenzy, Tower Defense, Crazy Kingdom, Tower of Doom, racing games, and strategy-based options such as Need for Speed: Most Wanted and Battle Royale. These can be used both in-class and for assignments.

2.6.1. Advantages and Obstacle of Using Blooket

Blooket has several benefits. Learning is fun with points, avatars, and games that increase motivation (Lo et al., 2022; Kuzma, 2022). However, Blooket has some issues. It also requires internet and devices, and some students focus more on winning than learning (Cabello & Navarro, 2021). Here are the advantages and obstacles of using Blooket.

Advantages:

a. Motivation & Engagement**:** Game elements such as points, avatars, and leaderboards in Blooket increase intrinsic motivation (Lo et al., 2022; Kuzma, 2022).
b. Immediate Feedback**:** Students receive instant results which reinforces learning and encourages self-correction (Yan et al., 2023).
c. Collaboration & Competition**:** Features support both collaborative and competitive learning environments (May, 2021).
d. Ease of Use**:** Blooket is web-based, requires no downloads, and is user-friendly for both teachers and students (Nur'aeni & Hasanudin, 2023).

Obstacles:

a. Language Limitation: The platform uses English as its main interface, which might be challenging for lower proficiency students (Bratel, 2021).
b. Technical Issues: Requires stable internet and devices; technical issues may disrupt classroom flow.
c. Overemphasis on Competition: Excessive focus on winning may distract some students from deeper comprehension objectives (Cabello et al., 2021).

2.7. Procedure of Applying Blooket for Teaching Reading

To improve students' reading comprehension, the researcher will implement simple procedure To apply Blooket in teaching reading as follows:

a. The teacher prepares a short reading text and makes questions based on it.
b. Then, the teacher logs in to (www.blooket.com) (https://www.blooket.com) and creates a quiz by clicking "Create a Set" and adding questions and

answers.

c. After saving the quiz, the teacher hosts a game by choosing a fun game mode like Gold Quest or Café.
d. The teacher shares the game code or link with students.
e. Students open (www.play.blooket.com) (https://www.play.blooket.com), enter the code, and type their name to join.
f. They read and answer the questions while playing the game.
g. After the game, the teacher checks the results through the "Reports" feature and gives feedback to help students improve their reading comprehension.

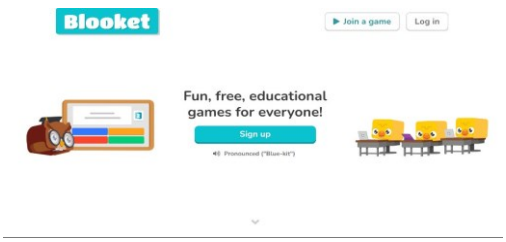
The complete implementation procedure of Blooket in teaching reading for teachers and students follows these steps:

Step 1: **Teacher Prepares the Reading Material and Questions**

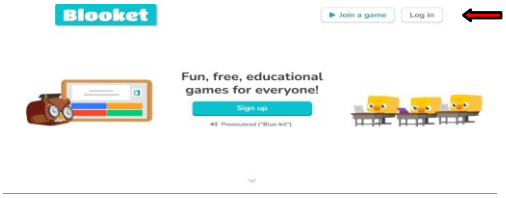
The teacher selects a reading passage suitable for the students' level. Based on the passage, the teacher creates multiple-choice questions to test students' understanding.

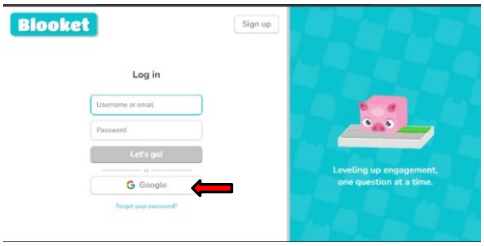
Step 2: Teacher Creates a Blooket Set

a. Visit https://www.blooket.com.

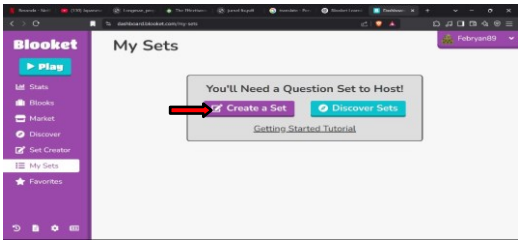


b. Log in using a Google account.

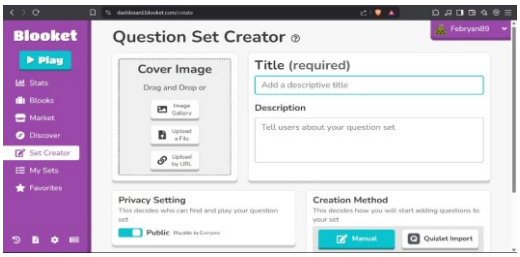




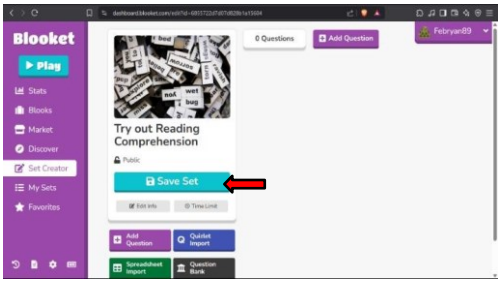
c. Click on **"Create a Set"**.



d. Add a **title**, **description**, and **questions** (multiple choice or true/false).



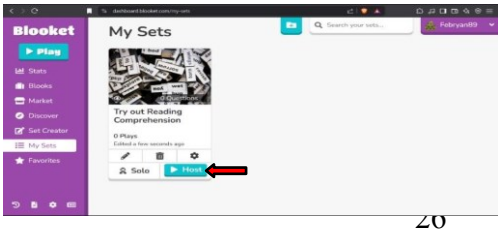
e. Click **"Save"**.



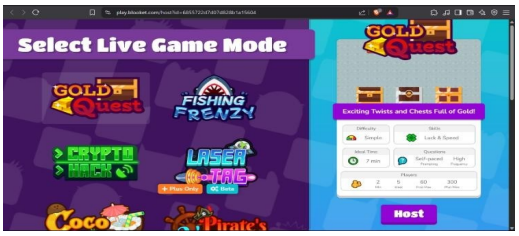
Step 3: Teacher Chooses a Game Mode

After saving the question set:

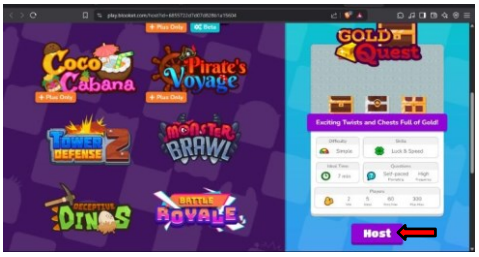
f. Click on “Host”.



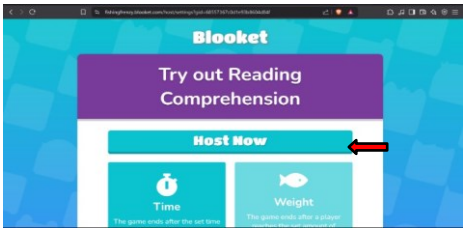
g. Choose a game mode (e.g., Gold Quest, Café, Tower Defense).



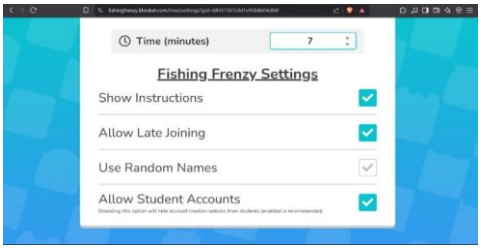
h. Select either **Homework (for individual practice)** or **Live Game (for classroom session)**.



i. After selecting a game mode, click “Host Now ” to start the game.



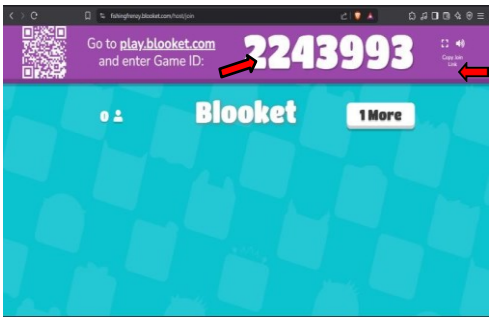
j. Before starting the game, we can setting first about time and rules.



k. After we can enter the game and answer some of the questions that are available.

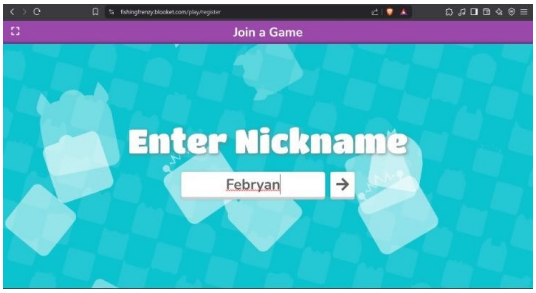
Step 4: Students Join the Game

l. Teacher shares the game code or link.



m. Students open https://play.blooket.com. or click game code and link already share it.

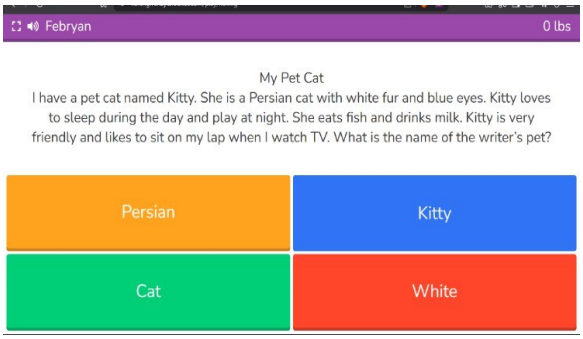
n. Students enter the **Game ID** and **nickname** to join.



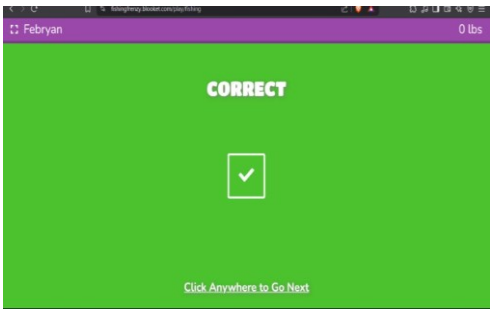
o. We can select the character in the game.

Step 5: Students Read and Answer Comprehension Questions

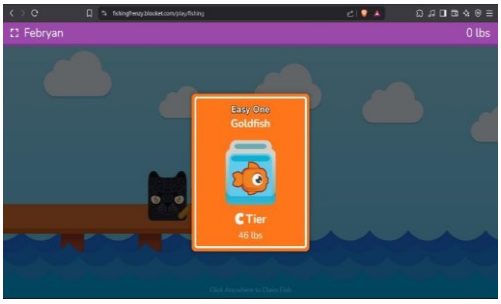
p. The game starts with the reading-related questions.



q. Students **read** the question carefully and **select the correct answer**.



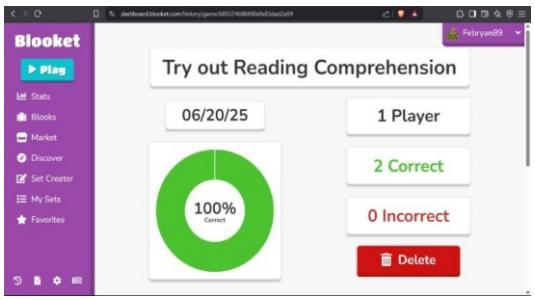
r. Based on correct answers, they earn points or power-ups (depending on the game mode).



Step 6: Review and Feedback

After the game:

s. Teacher views the **report** to see students' performance.



t. Teacher discusses any difficult questions or errors to reinforce understanding.

u. Optionally, students reflect on which parts of the text were hard to understand.

2.8. Theoretical Assumption

The researcher assumed that using game-based learning, especially Blooket, could improve junior high school students' reading comprehension of descriptive texts. This assumption was based on cognitive theory, constructivist theory, motivational theory, and schema theory. Cognitive theory explained that Blooket helped students process information actively. Through interactive questions, students were encouraged to remember, analyze, and understand the text more deeply. From a constructivist perspective, Blooket allowed students to be actively involved in learning. Its interactive features and game modes helped students learn through direct interaction with the material and build their own understanding.

Motivational theory, especially Self-Determination Theory, also supported the use of Blooket. This theory stated that students learned better when they felt confident, in control, and connected with others. Blooket provided these conditions. Students could choose how to play, received immediate feedback, and interacted with other students through team games and leaderboards. These features increased students' motivation and engagement.When students were more motivated, they were more interested in reading and could improve their comprehension. Therefore, Blooket was assumed to help students become more active and motivated in reading descriptive texts.

In conclusion, Blooket was assumed to improve students' reading comprehension because it was interactive, interesting, and provided feedback. It helped increase students' interest and engagement, which were often low in traditional reading activities.

2.9. Hypotheses

Based on the explanation above, the hypotheses of this research are:

H_0 : There is no improvement in students' reading comprehension of descriptive texts after being taught using Blooket game-based learning.

H_1 : There is an improvement in students' reading comprehension of descriptive texts after being taught using Blooket game-based learning.

This chapter already discussed about literature review of the research, including the explanation about concept of speaking, concept of teaching, techniques in teaching, concept of movie, theoretical, and also the hypothesis in order to provide an insight to this research.

III. METHODS

In this chapter, the researcher will explain the method of this research which has parts types of design, data and variables, data source, data collecting instruments, data analysis, data treatment, and hypotheses.

3.1. Design

This research uses a quantitative method based on the experimental class. The researcher investigates whether there is an improvement in students' reading comprehension ability by using the Blooket. To investigate whether there is an improvement in students' reading comprehension ability, the researcher uses the One-Group Pre-Test Post-Test design. Quantitative research is a kind of research in which data tends to use statistics as a measure in deciding conclusions (Hatch & Farhady, 1982).

In this study, the researcher conducted a pre-test to measure students' ability to comprehend the text before the treatment. After administering the pre-test, the treatment was conducted two times. To determine the results, the researcher administered a post-test to measure students' ability to comprehend the text after the treatment. Then, the researcher compared the results of the pre-test and post-test.

T1 X T2

Which:

X : Treatment, two times (using blooket)

T1 : Pretest (before treatment)

T2 : Posttest (after treatment)

(Setiyadi, 2006: 131)

3.2. Data and Variables

This study collected quantitative data in the form of reading comprehension scores.

- Independent Variable (X)**:** Blooket Game-Based Learning
- Dependent Variable (Y): Students' Reading Comprehension of Descriptive Text

The effect of the independent variable is measured by the difference in students' scores before and after the treatment.

3.3. Data Sources

The data in this research were obtained from primary sources. Primary data sources refer to original information collected directly from the participants during the research process. In this study, the data consisted of students' reading comprehension scores gathered through the administration of a pre-test and a post-test. The pre-test was administered before the treatment to measure the students' initial ability in understanding descriptive texts, while the post-test was administered after the treatment to identify any improvement following the implementation of Blooket game-based learning.

Both tests were based on the reading indicators outlined in the 2013 English Curriculum (Kemendikbud, 2020), focusing on main ideas, supporting details, vocabulary, and inference within descriptive texts. The participants in this study were eighth-grade junior high school students in Lampung, specifically Class VIII, which served as the only group in this pre-experimental design. Thus, the students' test results served as the primary data used to analyze the effectiveness of Blooket in improving reading comprehension.

3.3.1. Population and Sample

The data in this research were collected from a group of eighth-grade students at SMP 17.1 Gedong Tataan Pesawaran. The sample was selected using cluster sampling. Researchers use cluster sampling when the population is naturally

divided into groups, such as classes, because selecting a whole group is more practical and efficient (Creswell, 2012). One class (VIII), consisting of 21 students, was selected as a cluster to represent the entire population. It was assumed that the selected class fairly represented the overall reading comprehension level of the eighth-grade students in the school.

3.3.2. Settings

The research was conducted at SMP 17.1 Gedong Tataan Pesawaran, in the academic year 2025/2026, specifically in class eighth-grade (VIII). The duration of the study was approximately four weeks, including pre-test, treatment (2 meetings), and post-test.

3.4. Data Collection Instrument

The data were collected using a reading comprehension test that was administered twice:

- Pre-test: To measure students' initial reading comprehension level.
- Post-test: To measure improvement after the Blooket treatment.

The tests were based on descriptive texts, aligned with the curriculum and indicators of reading comprehension.

The instrument used in this research was a reading comprehension test designed to measure students' understanding of descriptive texts. Two sets of tests were administered: a try-out test and a reading comprehension test. The try-out test was conducted at the beginning of the study to ensure the quality and validity of the test items, while the main reading test was administered twice, before and after the treatment using Blooket. The pre-test aimed to assess students' initial reading ability, whereas the post-test was used to measure improvement following the implementation of Blooket game-based learning.

The reading comprehension test focused on several key indicators, including identifying main ideas, supporting details, understanding vocabulary, making inferences, and recognizing text organization. The text type used was descriptive text, and students were required to comprehend and analyze the content before

answering the related questions. The results of these tests reflected the extent to which students improved their reading skills and served as the primary data for evaluating the effectiveness of the treatment.

3.4.1. Validity

The extent to which an instrument truly measures the objective in question is known as its validity (Hatch and Farhady, 1982). Validity in this research refers to the extent to which the reading test measured students' actual comprehension of descriptive texts. To ensure content validity**,** the test items were constructed based on the core competencies and indicators of the 2013 English Curriculum for junior high school (Kemendikbud, 2020), and they covered key reading skills such as identifying main ideas, finding supporting details, understanding vocabulary in context, making inferences and recognizing text organization.

a. Content Validity:

According to Hatch and Farhady (1982), content validity is established by ensuring that the test adequately samples the content area being measured. In this study, this was achieved by aligning the test questions directly with the descriptive text learning objectives and components of reading comprehension. In order to know whether the test is good reflection of what would be taught and of the knowledge which the teacher wants the students to know.

b. Construct Validity:

Construct validity, as defined by Hatch and Farhady (1982), refers to the extent to which a test measures what it claims to measure. For this study, construct validity is ensured by aligning the test items with well-established theoretical constructs of reading comprehension. A table of specification is an instrument that helps the test constructor plan the test in a systematic way. Based on Grabe's (2013) theory, the table ensures that the reading assessment measures specific subskills such as identifying main ideas, finding supporting details, making inferences, understanding vocabulary in context, and recognizing text

organization. This distribution of items supports validity and reliability while also aligning with the school syllabus used in the classroom. The following is the table of specification of the reading test.

Table 3. 1. Summary of specification of reading test

No.	Obejctives	Item Numbers	Total Items	Percentage
1.	Identifying Main Idea	3,9, 12,15, 21, 24, 27, 33, 36, 39, 45, 48, 51, 59	14	22%
2.	Finding Supporting Details	1, 2, 4, 13, 14, 16, 25, 26, 28, 37, 38, 40, 49, 50, 52, 53	16	26%
3.	Finding Inference	7, 8, 10, 19, 20, 22, 31, 32, 34, 43, 44, 46, 55, 56, 57	15	24%
4.	Understanding Vocabulary	5, 6, 17, 18, 29, 30, 41, 42, 54, 58	10	18%
5.	Recognizing Text Organization	11, 23, 35, 47, 60	5	10%
Total			60	100%

3.4.2. Reliability

Reliability refers to the extent to which the text is consistent in its score, and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 244). To test the reliability of the instruments, the writer used split-half method in which the reading tests were divided into halves (Hatch and Farhady, 1982: 246). By splitting the test into two equal parts (first half and second half); it was made as if the whole tests have been taken in twice. The first half contained odd numbered and the second half contained even numbered. The correlation between those two parts encountered the realibility of half test by using Pearson Product Moment (Henning, 1987:60), which is formulated as follows:

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

Where,

n = number of students

r = coefficient reliability between first and second half

x = total number of first half

y = total number of second half

x^2= square of

$y2$= square of

$\sum x$= total score of first half items

$\sum y$= total score of second half items

(Hatch and Farhady, 1982: 222)

Then to know the coefficient correlation of the whole items, Spearman Brown's Pharophecy Formula was used. The formula is as follows:

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

Where:

r_k = the reliability of whole test

$r\_\{xy\}$ = the reliability of half test

The criteria of reliability are:

0.90- 1.00 = high

0.50- 0.89 = moderate

0.0- 0.49 = low

The result of the reliability analysis is presented in Table 3.2 below.

Table 3. 2. Realibilty Stastistic by Using SPSS

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.874
		N of Items	31[a]
	Part 2	Value	.536
		N of Items	30[b]
	Total N of Items		61
Correlation Between Forms			.878
Spearman-Brown Coefficient	Equal Length		.935
	Unequal Length		.935
Guttman Split-Half Coefficient			.748

The table shows that the Cronbach's Alpha value for part 1 was 0.874 and for part 2 was 0.536, with a correlation between the two forms of 0.878. The Spearman Brown coefficient for both equal and unequal lengths was 0.935, and the Guttman Split-Half Coefficient was also 0.748.

3.4.3. Level of Difficulty

Heaton (1975) states that the index of difficulty of an item simply shows how easy or difficult the particular items provide in the test. To find out the lelvel of difficulty of the test, the researcher wil; use the following formula:

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

The formula can be clarified as follows.

LD = level of difficulty

R = the number of the students who answer correctly

N = the total number of the students

The criteria are:

< 0.30 = Difficult

0.30- 0.70 = Average

> 0.70 = Easy

(Heaton, 1975: 182)

Table 3. 3. Level of Difficulty of Test Items

No.	Numbers of Items	Computation	Criteria
1.	21, 58	<0.30	Difficult
2.	2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 53, 54, 57, 59, 60	0.30 – 0.70	Avarage
3.	9, 14, 25, 47, 48, 49, 50, 51, 52, 55, 56	>0.70	Easy

The level of difficulty was categorized into three sections. The first section was categorized as “difficult” with a computation of less than 0.30 and only 2 difficult question. In the second category “Average” there were 47 questions whose computation varied between 0.30 and 0.70. Finally, for the “Easy” category, there are 11 questions that fall into the computation > 0.70.

3.4.4. Discrimination Power of Test

The discrimination power (DP) refers to the difference between the proportion of students in the high-achieving group who answered an item correctly and the proportion of students in the low-achieving group who answered the same item correctly. A good test item, according to this criterion, is one in which high-performing students answer correctly, while low-performing students answer

incorrectly (Shohamy, 1985, p. 81). In calculating the discrimination power of each item, the following formula was used:

$$DP = \frac{correctUpper - correctLower}{{}^{1}/_{2}N}$$

DP = Discrimination Power

U = Number of upper group who answer correctly

L = Number of lower group who answer correctly

N = Total number of the students.

The criteria are:

DP: 0.00-0.19 = Poor

DP: 0.20-0.39 = Satisfactory

DP: 0.40-0.69 = Good

DP: 0.70-1.00 = Excellent

DP: - (negative) = Bad items, should be omitted

(Heaton, 1975: 182)

Table 3. 4. Discrimination Power of Test Items

No.	Numbers of Items	Computation	Criteria	Decision
1.	14, 58	- Negative	Bad Items	Dropped
2.	17, 24, 29, 40, 45, 48, 51, 55, 56	<0.20	Poor	Dropped
3.	2, 5, 12, 15, 20, 22, 28, 34, 39, 41, 47, 49, 50, 60	<0.40	Satisfactory	Dropped
4.	1, 3, 4, 6, 7, 8, 9, 10, 11, 13, 16, 18, 19, 21, 23, 25, 26, 27, 30, 31, 32, 33, 35, 36, 37, 38, 42, 43, 44, 46, 52, 53, 54, 57, 59	0.40-0.69	Good	Administered

Based on the data above, items with negative discrimination values or discrimination indices of less than 0.20 were categorized as bad or poor items.

These items had to be eliminated or discarded because they did not adequately discriminate between the upper and lower groups. Meanwhile, items classified under the good criterion, with discrimination index values ranging from greater than 0.40 to 0.70 and above, were retained and administered.

3.5. Scoring System

In assessing the results of the student test, the following formula is used. The ideal highest score is 100. The researcher has calculated the average of the pre-test and post-test using this formula:

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

The formula can be clarified as follows.

S = stands for a score of test
R = shows total of correct answer
N = shows total items

(Arikunto, 1997:212)

3.6. Data Analysis

The pre-test and post-test scores were analyzed using paired sample t-test with SPSS to determine whether there was a significant improvement in students' reading comprehension after using Blooket.

Steps in analysis:

1. Calculating descriptive statistics: mean, minimum, maximum, standard deviation and gain.
2. Conducting normality test (Shapiro-Wilk).
3. Applying paired sample t-test.
4. Interpreting the result at a significance level of 0.05.

The analysis follows suggestions by Cohen, Manion, Morrison (2020) and Creswell (2019) for educational quantitative research.

3.6.1. Normality Test

A normality test (e.g., Shapiro–Wilk) was conducted on the pre-test and post-test scores to ensure that the data were approximately normally distributed. This was a prerequisite for using parametric tests such as the paired-sample t- test. If the data deviated significantly from a normal distribution, non-parametric alternatives were considered. (see in Appendix 11).

3.7. Research Procedure

The procedures are carried out as follows:

1. Pre-test
    - Administering a reading comprehension test to measure the baseline of students' comprehension of descriptive texts.
2. Treatment (Blooket-based Learning)
    - 2 sessions using Blooket to review and practice descriptive texts.
    - Game modes used: Racing and Classic Quiz.
3. Post-test
    - Administering the same reading comprehension test to measure improvement after the Blooket treatment.
4. Data Analysis
    - Analyzing scores using SPSS, including descriptive statistics, normality test, and paired sample t-test.

3.8. Teaching Learning Process

The first meeting was conducted to measure students' initial reading comprehension ability before the treatment. At the beginning of the lesson, the researcher here in the role of a teacher greeted the students, checked attendance, and briefly explained the purpose of the activity. Students were informed that they would take a reading comprehension test, but no explanation about Blooket was given at this stage to avoid influencing the results.

The researcher then administered a pre-test consisting of multiple-choice questions based on descriptive texts. The test measured several reading comprehension aspects, including identifying main ideas, finding supporting details, understanding vocabulary in context, making inferences, and recognizing text organization. Students worked individually and were given sufficient time to complete the test. During the test, the researcher monitored the classroom to ensure that students worked independently and followed instructions. After the pre-test, the researcher briefly reviewed the topic of descriptive text, including its social function, generic structure (identification and description), and language features. This short explanation was intended to refresh students' background knowledge without providing direct answers related to the test.

The second meeting marked the beginning of the treatment using Blooket game-based learning. The researcher started the lesson by reviewing descriptive texts, focusing on identifying main ideas, understanding vocabulary and text organization. A short descriptive passage was introduced, and students were guided to read it carefully. After the explanation, the researcher introduced Blooket as a learning platform and explained how to join the game. The teacher had prepared a Blooket question set based on a descriptive text. Students joined the game using their devices by entering the game code provided by the researcher. During this meeting, the teacher used a live Blooket game mode Classic Quiz Students answered reading comprehension questions while playing the game. The questions focused on identifying the main idea, understanding vocabulary and text organization. The game atmosphere made students more enthusiastic and actively involved in the lesson. Students showed increased motivation, and even those who were usually passive participated actively. After the game ended, the teacher displayed the results and discussed several questions that many students answered incorrectly. Feedback was given to help students understand why certain answers were correct. The meeting concluded with a short reflection, in which students shared that learning through Blooket was more enjoyable.

The third meeting continued the treatment using Blooket, with a focus on making inferences and supporting details. The researcher began the lesson by reviewing the previous material and discussing common mistakes found in the first Blooket session. After that, a second Blooket session was conducted using a different game mode to maintain students' interest. The questions in this session were slightly more challenging and required students to infer meaning from the text and understand what information is in the text.

During the activity, students appeared more confident in using Blooket and answering the questions. They were more familiar with the game mechanics and focused not only on winning but also on understanding the text to answer correctly. The researcher actively monitored the activity and ensured that students remained focused on learning objectives. At the end of the lesson, the researcher reviewed the game results and discussed difficult questions with the class. This discussion helped students reflect on their reading strategies and understand how to approach descriptive texts more effectively. The researcher emphasized that the game was a tool to support learning, not merely competition.

The fourth meeting was conducted to measure students' reading comprehension after the treatment. The researcher began the lesson by greeting the students and explaining that they would take a post-test to evaluate their learning progress.The post-test consisted of multiple-choice questions similar in format and difficulty to the pre-test and covered the same reading comprehension aspects. Students completed the test individually without assistance. The researcher supervised the session to ensure a fair testing environment. After the post-test, the researcher thanked the students for their participation throughout the research process. Although the test results were not discussed in detail during the meeting, students were encouraged to reflect on their learning experience using Blooket. Many students expressed that the game-based activities helped them better understand descriptive texts and made reading lessons more interesting.

3.9. Hypotheses Testing

Hypothesis testing was conducted to determine whether the proposed hypothesis in this research was accepted or rejected. The improvement in students' reading comprehension was evaluated at the 0.05 significance level ($\alpha < 0.05$). According to Setiyadi (2006), to determine whether the hypothesis was accepted or rejected, the following criteria of acceptance were used.

$$t = \frac{\bar{d}}{s_d / \sqrt{n}}$$

Where:

$\bar{d}$: Mean of the differences between paired observations (pre-test and post-test).

s_d: Standard deviation of the differences.

n : Number of paired observations.

H_0 **:** There is no improvement in students' reading comprehension of descriptive texts after being taught using Blooket game-based learning.

H_1 **:** There is an improvement in students' reading comprehension of descriptive texts after being taught using Blooket game-based learning.

The level of significance (α) used in this research is 0.05. If the result of the paired sample t-test shows that the Sig. (2-tailed) value is less than 0.05, it means that the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that Blooket game-based learning contributes to an improvement in students' reading comprehension.

This indicates that Blooket game-based learning significantly improves students' reading comprehension. On the other hand, if the Sig. (2-tailed) value is greater than 0.05, it means that the improvement is not statistically meaningful, and the null hypothesis is accepted. This suggests that although there may be a slight improvement, Blooket game-based learning is not

optimal in improving students' reading comprehension.

The chapter has discussed the method of research. They are research design, variables, data sources, data collection instrument, data analysis, data treatment, and hypothesis testing.

BAB V. CONCLUSION AND SUGGESTION

This chapter is a conclusion drawn from the research findings and discussion, along with suggestions for future teachers and researchers interested in using Blooket Web Game as a teaching tool to improve Students' Reading Comprehension.

5.1. Conclusion

This research aimed to investigate the effectiveness of using Blooket in improving students' reading comprehension of descriptive texts. The results showed that students' post-test scores were higher than their pre-test scores, indicating a positive improvement. However, the improvement was not statistically significant, which may be caused by the limited duration of the treatment and students' need to adapt to the learning medium.

The findings also revealed that students showed greater improvement in lower-level comprehension skills, such as identifying supporting details, main ideas, vocabulary, and text organization. In contrast, inference showed the lowest improvement, as it requires higher-order thinking skills, including interpreting implicit meaning and connecting ideas.

In addition, Blooket increased students' motivation, engagement, and participation through its interactive and game-based features. However, its focus on speed and competition may limit deeper thinking processes. From a critical perspective, although Blooket is effective in improving basic reading comprehension skills, it has limitations in developing advanced comprehension abilities without additional instructional support. Reading comprehension is influenced by various factors, such as background knowledge, reading habits, and learning strategies. Therefore, teachers are encouraged to integrate Blooket with explicit reading strategies, such as predicting, questioning, summarizing, and inferencing activities.

In conclusion, Blooket can help improve students' reading comprehension, but it is not fully effective when used alone, particularly for improving higher-level skills. Combining game-based learning with guided reading instruction is necessary to help students develop deeper comprehension and critical thinking abilities.

5.2. Suggestion

Based on the results of this research, several recommendations are provided for educators and future researchers interested in utilizing or further exploring Blooket:

1. For Teachers

   Teachers are suggested to use Blooket because it is easy to use and can make learning more engaging. It can help students practice identifying main ideas, supporting details, vocabulary, and inference. However, the improvement was not optimal, especially in inference. Therefore, to optimize learning outcomes, teachers are also encouraged to apply the flipped classroom method, in which students learn the material before class so that classroom time can be used for deeper discussion and practice.

   In addition, teachers are encouraged to create or adapt more interactive teaching media similar to Blooket, as it has been proven to support students' engagement and comprehension. In schools with limited internet access or insufficient devices, alternative strategies can be implemented, such as grouping students to share a single device, combining digital media with printed materials, or using other interactive non-digital methods. These approaches allow teachers to maintain the benefits of game-based learning while adjusting to the available resources.

2. For Future Researcher

Future researchers are encouraged to apply Blooket to various text types beyond descriptive texts, such as narrative, storytelling, and procedural texts, to examine its effectiveness more broadly. It is also recommended to increase the number of treatment sessions to four or five so that students have more opportunities to practice and develop their reading comprehension skills. In addition, the use of a control group is suggested to provide a clearer comparison between students using Blooket and those learning through conventional methods, thereby strengthening the validity of the findings.

Furthermore, future researchers should ensure that students' improvement is not influenced by other external factors, as Blooket is not the sole factor contributing to the improvement, although it can be a beneficial tool in supporting learning. Since the improvements in this study have not yet reached an optimal level, further refinement in its implementation is still needed. Researchers are also encouraged to combine Blooket with other learning media or teaching techniques and to investigate its long-term effects on students' reading abilities to gain deeper insights into the effective integration of technology in language learning.

This chapter has explained about conclusion from the research findings and discussion, and suggestions for teachers and future researchers interested in using Blooket as a teaching tool to improve Students' Reading Comprehension.

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