

## IMPROVING STUDENTS' NARRATIVE WRITING THROUGH BLOOKET-BASED LEARNING

Diana Az-Zahra Mulyana<sup>1</sup>, Irsyad Nugraha<sup>2</sup>, Wahid Hasim<sup>3</sup>

Institut Pendidikan Indonesia<sup>1,2,3</sup>

e-mail: [dianaazzahra526@gmail.com](mailto:dianaazzahra526@gmail.com), [irsyadnugraha@institutpendidikan.ac.id](mailto:irsyadnugraha@institutpendidikan.ac.id)  
[whasim87@institutpendidikan.ac.id](mailto:whasim87@institutpendidikan.ac.id)

Diterima: 7/5/2026; Direvisi: 20/5/2026; Diterbitkan: 25/5/2026

### ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis teks naratif pada siswa kelas English as a Foreign Language (EFL) akibat rendahnya motivasi serta penggunaan metode pembelajaran yang kurang interaktif. Fokus masalah dalam riset ini diarahkan pada pengujian efektivitas platform digital Blooket sebagai media pembelajaran berbasis gim untuk mengoptimalkan kemampuan menyusun teks naratif. Studi kuantitatif ini menerapkan metode eksperimen semu dengan desain non-equivalent control group yang melibatkan kelas eksperimen dan kelas kontrol pada jenjang sekolah menengah pertama di Garut. Prosedur penelitian diawali dengan pemberian pra-tes, pelaksanaan intervensi berupa pengintegrasian kuesioner interaktif Blooket selama empat pertemuan, dan diakhiri dengan pemberian pasca-tes menulis. Hasil analisis data kuantitatif menggunakan bantuan program SPSS menunjukkan peningkatan nilai rata-rata kelas eksperimen secara signifikan dari 61,94 menjadi 80,83 dengan capaian skor gain sebesar 18,89 serta nilai signifikansi  $p = 0,000$  kurang dari 0,05. Sebaliknya, kelas kontrol tidak memperlihatkan kemajuan yang berarti. Simpulan utama menegaskan bahwa integrasi Blooket terbukti efektif dalam mendongkrak keterampilan menulis siswa secara nyata. Selain aspek akademis, pemanfaatan elemen gim ini sukses menumbuhkan motivasi, partisipasi aktif, serta rasa percaya diri siswa dalam mengorganisasikan ide cerita secara koheren dan menyenangkan selama proses pembelajaran.

**Kata Kunci:** *Blooket, Kemampuan Menulis, Teks Naratif, Game-Based Learning, Keterlibatan Siswa*

### ABSTRACT

This research is motivated by the low narrative writing skills of English as a Foreign Language (EFL) students due to low motivation and the use of less interactive learning methods. The focus of this research problem is directed at testing the effectiveness of the Blooket digital platform as a game-based learning medium to optimize the ability to compose narrative texts. This quantitative study applies a quasi-experimental method with a non-equivalent control group design involving the experimental class and the control class at the junior high school level in Garut. The research procedure begins with a pre-test, implementation of an intervention in the form of integrating the Blooket interactive questionnaire for four meetings, and ends with a writing post-test. The results of quantitative data analysis using the SPSS program show a significant increase in the average score of the experimental class from 61.94 to 80.83 with a gain score of 18.89 and a significance value of  $p = 0.000$  less than 0.05. In contrast, the control class did not show significant progress. The main conclusion confirms that the integration of Blooket is proven to be effective in significantly boosting students' writing skills. In addition to the academic aspects, the use of game elements has successfully fostered motivation, active

participation, and students' self-confidence in organizing story ideas in a coherent and enjoyable manner during the learning process.

**Keywords:** *Blooket, Writing Skills, Narrative Writing, Game-Based Learning, Student Engagement*

## INTRODUCTION

Writing is widely recognized as one of the most essential skills in the context of English as a Foreign Language learning because it significantly enables students to express their complex ideas clearly and communicate intended meaning effectively. However, writing is also consistently considered one of the most difficult and demanding language skills to master, primarily since students are explicitly required to organize their ideas logically, apply correct grammar structures, and maintain strict coherence throughout their written texts (Chicho, 2022; Ginting et al., 2023; Mabasa & Protacio, 2025; Mogesse et al., 2025; Xu et al., 2022). At the junior high school educational level, students are expected not only to construct basic sentences but also to seamlessly develop complete and meaningful texts, particularly narrative texts that require a highly clear structural progression and overall coherence. Unfortunately, many students still frequently experience substantial difficulties in creatively generating ideas, properly organizing paragraphs, and applying appropriate language forms. This ongoing situation strongly indicates that writing remains an exceptionally challenging linguistic skill for a vast majority of language learners in various modern educational institutions across the entire globe (Ariyanti & Fitriana, 2017; Anaktototy et al., 2023; Deti et al., 2023; Ginting et al., 2023).

Furthermore, writing undoubtedly plays an exceptionally crucial role in significantly developing students' critical thinking abilities and personal creativity because learners are rigorously required to express and organize their specific ideas systematically. Students who actively participate in continuous writing activities generally tend to dramatically improve their overall language proficiency alongside their daily communication skills over time. Recognizing this fundamental necessity, teachers urgently need to thoughtfully create highly supportive and deeply engaging learning environments designed to help their students effectively overcome these persistent difficulties in academic writing. Implementing modern interactive learning approaches can consistently provide truly meaningful educational experiences and successfully encourage students to participate far more actively during their routine classroom activities each and every single day. When educators passionately design interactive sessions, they systematically dismantle traditional barriers, thereby allowing learners to confidently explore various linguistic components without the constant fear of making grammatical errors. This transformative pedagogical shift guarantees that students will ultimately achieve the desired communicative competence and academic excellence seamlessly (Helaluddin et al., 2023; Shofiah et al., 2024).

Previous rigorous studies have clearly revealed that students' persistent writing difficulties are very often heavily influenced by remarkably low motivation and conventionally less engaging teaching methods utilized by their instructors. In addition to this, the seamless integration of modern technology in daily education has rapidly become increasingly important in significantly improving students' overall engagement and academic learning outcomes (Mahdum et al., 2019). One specific approach that has successfully gained tremendous attention recently is game-based learning, which deliberately creates highly interactive and genuinely enjoyable learning environments for everyone. Extensive research has continuously shown that game-based learning can effectively increase students' intrinsic motivation, active participation, and deep engagement during complex learning activities inside the classroom

(Sailer & Homner, 2020). Similarly, it has been accurately stated that implementing gamification directly creates wonderfully enjoyable and healthily competitive learning experiences that positively and profoundly influence both students' cognitive engagement and their eventual learning outcomes across various subjects (Pham & Ly, 2023). This ultimately transforms traditional schooling into something truly spectacular, creating a highly vibrant atmosphere.

One of the most prominent digital platforms that excellently supports modern game-based learning methodologies today is Blooket. Blooket serves as an innovative and highly interactive learning platform that cleverly combines educational quizzes with thrilling game elements such as accumulating points, achieving rankings, and receiving instant feedback, making daily learning activities substantially more engaging. Several previous empirical studies have officially reported that Blooket is incredibly effective in significantly improving students' vocabulary acquisition, grammar comprehension, and overall learning motivation consistently over time (Sartika et al., 2023; Amalia & Sujarwati, 2019). In addition to these magnificent findings, another comprehensive investigation recently discovered that Blooket successfully creates delightfully interactive and genuinely enjoyable classroom environments that naturally encourage active student participation in standard English learning processes (Nasyifa & Armin, 2025). However, a glaring issue remains because the vast majority of previous academic studies predominantly focused their thorough investigations solely on basic vocabulary, simple grammar, and general student perceptions rather than critically analyzing writing as an entirely comprehensive and multifaceted skill required for advanced communication today.

Consequently, there is still undeniably a significant gap resulting in limited research explicitly investigating the profound effect of Blooket on students' overall writing skills, particularly regarding narrative text writing at the crucial junior high school educational level. Based firmly on this identified academic gap, this present quantitative study purposefully aims to investigate thoroughly whether the strategic use of Blooket significantly influences and ultimately enhances students' complete writing skills mastery. By introducing this innovative technological intervention into the standard curriculum, this essential research brings substantial novelty by specifically isolating the direct impact of game-based learning on narrative composition rather than just surface-level vocabulary memorization. Furthermore, this study is highly expected to provide invaluable new insight and robust empirical evidence regarding the practical use of modern game-based learning platforms as an incredibly effective alternative teaching strategy for facilitating writing instruction in contemporary EFL classrooms. Ultimately, these insightful findings will massively benefit passionate language educators seeking to optimize their daily instructional pedagogical methods effectively and dynamically within their own distinct classroom environments today.

## RESEARCH METHOD

This study adopts a quantitative approach with a quasi-experimental design to investigate the effect of technology integration on language learning. The research applies a non-equivalent control group design to evaluate changes in student performance without altering established class structures. The investigation was carried out at a junior high school in Garut during the 2025/2026 academic year. The target population consists of ninth-grade students, with two intact classes recommended by the school selected through non-random sampling to ensure a natural classroom environment. The sample includes 39 students in total, divided into an experimental class with 18 participants and a control class with 21 participants. The independent variable is the implementation of digital game-based instruction, while the

dependent variable is the students' proficiency in constructing narrative texts. This setup allows for an objective comparison between modern digital learning and conventional classroom methods.

The operational procedure was conducted across several sequential stages, utilizing specific instructional and diagnostic instruments. Data collection relied on pre-test and post-test tasks where students wrote a narrative text of at least 100 words. These texts were evaluated using an analytic scoring rubric that measures 5 distinct aspects: content, organization, vocabulary, grammar, and mechanics. To ensure technical quality, the test underwent calibration, achieving validity through Pearson Product Moment correlation and high reliability via Cronbach's Alpha calculations. The treatment for the experimental group spanned 4 sessions utilizing the *Blooket* platform in classic mode via student gadgets, focusing on vocabulary, sentence building, and paragraph layout. Statistical analysis was performed using SPSS for Mac, employing descriptive statistics for mean scores and standard deviations. Inferential analysis used paired sample t-tests to evaluate internal group progress and independent sample t-tests to compare gain scores at a 0.05 significance level.

## RESULTS AND DISCUSSION

### Results

The findings of this study were obtained from the pre-test and post-test scores of both the experimental and control classes. The data were analyzed to determine the effectiveness of using *Blooket* to improve students' writing skills.

**Tabel 1. Comparison of Pre-test and Post-test Scores**

Group	N	Pre-test Mean	Post-test Mean	Gain Score	Sig. (p-value)
Experimental	18	61.94	80.83	18.89	0.000
Control	21	60.42	60.23	-0.19	0.929

As shown in table 1, the experimental class demonstrated significant improvement in students' writing skills. The mean score increased from 61.94 in the pre-test to 80.83 in the post-test. The significance value of 0.000 ( $p < 0.05$ ) indicates that the improvement was statistically significant.

In contrast, the control class showed no significant improvement. The mean score slightly decreased from 60.42 to 60.23, with a significance value of 0.929 ( $p > 0.05$ ). Furthermore, the gain score analysis revealed that the experimental class achieved greater improvement compared to the control class. These findings indicate that the use of *Blooket* improved students' writing skills.

### Discussion

The findings demonstrate that the use of *Blooket* significantly improved students' writing skills. During the learning process, students in the experimental class were more active and enthusiastic compared to students in the control class. The treatment was conducted in four meetings using *Blooket* as a game-based learning platform. In each meeting, the teacher prepared quizzes related to writing materials, such as vocabulary, sentence arrangement, and text organization. Before starting the activity, students were asked to open the *Blooket* platform and enter the game ID provided by the teacher. The teacher used the classic mode because it was considered more suitable for junior high school students. By facilitating a competitive yet gamified atmosphere, the platform effectively increased student engagement and motivation

throughout the instructional sessions (Ahmed et al., 2025; Erlangga, 2025; Jarrah et al., 2024; Owen & Licorish, 2020).

During the activities, students answered questions individually and competed to obtain the highest scores and rankings. Students who answered correctly and quickly received higher points, which encouraged them to participate more actively. The learning activities also involved quizzes and card-based games related to vocabulary, organization, and writing development. Through these activities, students learned how to arrange ideas, identify text structure, develop paragraphs, and organize their writing in a more interactive and enjoyable way. This systematic integration of gamified elements not only fostered cognitive gains in grammar and vocabulary but also promoted greater learner autonomy and consistent revision habits (García & Reyes, 2026). Furthermore, the platform's ability to provide immediate feedback on grammatical accuracy and lexical choice allowed students to address errors in real-time, thereby refining their overall writing proficiency (Amalia & Sujarwati, 2025), (García & Reyes, 2026).

In addition, students in the experimental class showed higher enthusiasm during each meeting because the learning activities involved gadgets, quizzes, and game-based activities. The use of Blooket made the English learning process more interesting and less monotonous for students. Many students appeared excited when participating in quizzes and competing with their classmates during the games. In contrast, students in the control class tended to experience a more conventional learning process, although they still participated during the lesson. However, the gamified approach in the experimental group notably enhanced linguistic performance across dimensions such as fluency, syntax, and accuracy when compared to traditional direct-instruction methods (Kyung-Mi, 2023; Zhang & Hasim, 2023). This shift towards a gamified pedagogy aligns with research indicating that such tools effectively alleviate classroom boredom while fostering a more competitive and stimulating learning environment (Annamalai et al., 2021).

These findings support previous studies stating that game-based learning can improve students' motivation and classroom engagement (Zhang, 2022; Sailer & Homner, 2020). Similarly, previous studies also reported that Blooket creates interactive learning environments that positively influence students' participation and learning outcomes (Pham & Ly, 2023). Therefore, integrating Blooket into writing instruction can create a more engaging and student-centered learning process. Furthermore, the platform's capacity to facilitate inductive learning through repetitive practice encourages students to internalize complex linguistic structures in a low-pressure setting (Cruz et al., 2023). By reducing performance anxiety, this approach empowers learners to take greater risks with their syntax and vocabulary, ultimately boosting their self-confidence and overall language proficiency (Huseinović, 2023).

## CONCLUSION

The findings of this study indicate that the use of Blooket in writing instruction improved students' writing skills, particularly in narrative text writing. Students in the experimental class demonstrated better improvement compared to those in the control class after receiving treatment through Blooket-based activities. The use of interactive and game-based learning activities successfully increased students' motivation, classroom participation, and confidence during the writing process. Furthermore, Blooket helped students organize ideas more effectively and encouraged them to participate actively in learning activities. The integration of game elements such as points, rankings, and instant feedback created a more engaging learning atmosphere, which contributed to students' writing development.

Therefore, Blooket can be considered an effective alternative learning medium for teaching writing in EFL classrooms, especially at the junior high school level. However, this study was limited to a small number of participants and focused only on narrative writing. Future researchers are recommended to investigate the use of Blooket in different language skills and educational settings to obtain broader findings.

## REFERENCES

- Ahmed, H. M. M., El-Sabagh, H. A., & Elbourhamy, D. (2025). Effect of Gamified, Mobile, Cloud-Based Learning Management System (GMCLMS) on student engagement and achievement. *International Journal of Educational Technology in Higher Education*, 22(1), Article 15. <https://doi.org/10.1186/s41239-025-00541-1>
- Amalia, F., & Sujarwati, I. (2025). The effect of blooket on students' grammar mastery. *Indonesian Journal of Educational Development (IJED)*, 6(1), 17–28. <https://doi.org/10.59672/ijed.v6i1.4574>
- Amalia, R., & Sujarwati, I. (2019). The effect of Blooket on students' grammar mastery. *Dinamika Ilmu*, 19(1), 45–56. <https://doi.org/10.21093/di.v19i1.1506>
- Anaktototy, K., Sekawael, M., Latief, M. R. A., & Bin-Hady, W. R. A. (2023). Beyond linguistics: Exploring the cognitive and motivational barriers to essay writing for tertiary students. *International Journal of Language Education*, 7(3), 445–458. <https://doi.org/10.26858/ijole.v7i3.37070>
- Annamalai, N., Kabilan, M. K., Rashid, R. A., Oleskeviciene, G. V., & Vaičiūnienė, V. (2021). English language learning through non-technology games: A case study of international students at a Lithuanian university. *The Qualitative Report*, 26(10), 3144–3160. <https://doi.org/10.46743/2160-3715/2021.4986>
- Ariyanti, A., & Fitriana, R. (2017). EFL students' difficulties and needs in essay writing. *Advances in Social Science, Education and Humanities Research*, 158, 111–121. <https://doi.org/10.2991/ictte-17.2017.4>
- Byusa, E., et al. (2022). Effect of game-based learning on students' motivation and engagement. *Education and Information Technologies*, 27(2), 123–135. <https://doi.org/10.1007/s10639-021-10615-5>
- Chicho, K. Z. H. (2022). An analysis of factors influencing EFL learners' writing skills. *Canadian Journal of Language and Literature Studies*, 2(2), 28–38. <https://doi.org/10.53103/cjlls.v2i2.38>
- Cruz, K. M. L. D. L., Noa, S., Turpo-Gebera, O., Montesinos-Valencia, C. C., Velásquez, S. M. B., & Postigo, G. S. P. (2023). Use of gamification in English learning in Higher Education: A systematic review. *Journal of Technology and Science Education*, 13(2), 480–495. <https://doi.org/10.3926/jotse.1740>
- Deti, T., Ferede, T., & Tiruneh, D. (2023). The effect of reflection supported learning of writing on students' writing attitude and writing achievement goal orientations. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), Article 20. <https://doi.org/10.1186/s40862-023-00202-8>
- Erlangga, P. E. K. (2025). The using Blooket web as a teaching medium on students' motivation to learn English as a second language. *JOURNAL OF TECHNOLOGY EDUCATION & TEACHING (J-TECH)*, 2(1), 152–157. <https://doi.org/10.62734/jtech.v2i1.460>

- García, M. R. A., & Reyes, S. D. G. (2026a). El uso de la gamificación como estrategia para mejorar las habilidades de escritura en inglés en estudiantes de secundaria. *Dialnet*. <https://dialnet.unirioja.es/servlet/oaiart?codigo=10537680>
- García, M. R. A., & Reyes, S. D. G. (2026b). El uso de la gamificación como estrategia para mejorar las habilidades de escritura en inglés en estudiantes de secundaria. *Revista Ciencia Innovadora*, 4(1), 14–31. <https://doi.org/10.64422/rci.v4n1.2026.117>
- Ginting, P., Batubara, H. M., & Hasnah, Y. (2023). Artificial intelligence powered writing tools as adaptable aids for academic writing: Insight from EFL college learners in writing final project. *International Journal of Multidisciplinary Research and Analysis*, 6(10), 3840–3848. <https://doi.org/10.47191/ijmra/v6-i10-15>
- Helaluddin, H., Mannahali, M., Purwati, D., Alamsyah, A., & Wijaya, H. (2023). An investigation into the effect of problem-based learning on learners' writing performance, critical and creative thinking skills. *Journal of Language and Education*, 9(2), 101–117. <https://doi.org/10.17323/jle.2023.14704>
- Huseinović, L. (2023). The effects of gamification on student motivation and achievement in learning English as a foreign language in Higher Education. *MAP Education and Humanities*, 4(1), 10–36. <https://doi.org/10.53880/2744-2373.2023.4.10>
- Jarrah, A. M., Wardat, Y., Fidalgo, P., & Ali, N. (2024). Gamifying mathematics education through Kahoot: Fostering motivation and achievement in the classroom. *Research and Practice in Technology Enhanced Learning*, 20, Article 10. <https://doi.org/10.58459/rptel.2025.20010>
- Keller, S. D., et al. (2024). Language quality, content, and structure in EFL writing skills. *Journal of Second Language Writing*, 64, Article 101129. <https://doi.org/10.1016/j.jslw.2024.101129>
- Kyung-Mi, O. (2023). Impact of quiz mode on students' learning achievement: A gamified e-quiz study. *International Journal of Emerging Technologies in Learning (iJET)*, 18(12), 158–177. <https://doi.org/10.3390/ijet.v18i12.34155>
- Mabasa, J. V., & Protacio, A. V. (2025). Writing English through the lens of the senior high school students: A phenomenological inquiry. *International Journal of English Literature and Social Sciences*, 10(2), 339–352. <https://doi.org/10.22161/ijels.102.53>
- Mahdum, M., Hadriana, H., & Safriyanti, M. (2019). Exploring teacher perceptions and motivations to ICT use in learning activities in Indonesia. *Journal of Information Technology Education: Research*, 18, 293–317. <https://doi.org/10.28945/4366>
- Mogesse, A. T., Degefu, H. W., & Degaga, E. G. (2025). The effect of dialogue journal writing on Ethiopian first-year EFL students' writing anxiety and attitude: A quasi-experimental study. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1), Article 5. <https://doi.org/10.1186/s40862-025-00349-6>
- Nadeem, M., Oroszlányová, M., & Farag, W. (2023). Effect of digital game-based learning on student engagement and motivation. *Computers*, 12(9), Article 177. <https://doi.org/10.3390/computers12090177>
- Nasyifa, N., & Armin, D. S. (2025). Teachers' experiences on the Blooket application as a learning tool in the English language. *FRASA: English Education and Literature Journal*, 6(2), 161–171. <https://doi.org/10.47701/frasa.v6i2.5029>
- Owen, H., & Licorish, S. A. (2020). Game-based student response system: The effectiveness of Kahoot! on junior and senior information science students' learning. *Journal of*

*Information Technology Education: Research*, 19, 511–553.

<https://doi.org/10.28945/4608>

- Pham, A. T., & Ly, D. T. (2023). EFL students' perceptions on the use of Blooket in grammar classes. *Proceedings of the 8th International Conference on Distance Education and Learning (ICDEL 2023)*, 91–97. <https://doi.org/10.1145/3606094.3606117>
- Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review*, 32(1), 77–112. <https://doi.org/10.1007/s10648-019-09498-w>
- Sartika, D., et al. (2023). The use of Blooket in improving students' vocabulary mastery. *Frasa: Jurnal Bahasa, Sastra, dan Pengajarannya*, 6(2), 150–161. <https://doi.org/10.29240/ef.v7i2.7406>
- Shofiah, N., Putera, Z. F., & Widiastuti, S. (2024). Collaborative writing learning in inquiry to improve critical thinking skills. *Journal of English for Academic and Specific Purposes (JEASP)*, 7(1), 45–58. <https://doi.org/10.18860/jeasp.v7i1.26429>
- Xu, T., Cui, F., & Zhang, B. (2022). Challenges in the use of logical connectors for EFL learners: Frequency, variety, suitability, and improper use with pedagogical implications. *International Journal of Applied Linguistics & English Literature*, 11(3), 41–49. <https://doi.org/10.7575/aiac.ijalel.v.11n.3p.41>
- Zhang, S., & Hasim, Z. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. *Frontiers in Psychology*, 13, Article 1030790. <https://doi.org/10.3389/fpsyg.2022.1030790>
- Zhang, X. (2022). Digital gamification and student engagement in language learning. *Computers & Education*, 194, Article 104700. <https://doi.org/10.1016/j.compedu.2022.104700>