



## **THE EFFECTIVENESS OF THE BLOOKET IN ENHANCING VOCATIONAL HIGH SCHOOL STUDENTS' READING COMPREHENSION ACHIEVEMENT**

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### **ABSTRAK**

Rendahnya kemampuan pemahaman membaca siswa menjadi salah satu permasalahan dalam pembelajaran bahasa Inggris, terutama dalam memahami teks deskriptif yang mencakup kemampuan mengidentifikasi ide utama, informasi spesifik, kosakata, inferensi, dan makna referensial. Kondisi tersebut menunjukkan perlunya penggunaan media pembelajaran yang inovatif dan interaktif untuk meningkatkan keterlibatan serta kemampuan membaca siswa. Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan platform *Blooket* dalam meningkatkan prestasi pemahaman membaca siswa pada materi teks deskriptif di kelas X Sekolah Menengah Kejuruan (SMK) jurusan Manajemen Perkantoran. Penelitian ini menggunakan pendekatan kuasi-eksperimen dengan desain *pre-test and post-test control group design*. Subjek penelitian terdiri atas siswa kelas X SMK yang dibagi menjadi kelompok eksperimen dengan pembelajaran menggunakan *Blooket* dan kelompok kontrol dengan pembelajaran konvensional. Instrumen penelitian berupa tes pemahaman membaca berbentuk pilihan ganda yang mencakup beberapa aspek kemampuan membaca. Data dianalisis menggunakan uji statistik meliputi uji normalitas, uji homogenitas, uji-t sampel independen, dan analisis ukuran efek (*effect size*). Hasil penelitian menunjukkan bahwa penggunaan *Blooket* memberikan pengaruh positif terhadap peningkatan kemampuan pemahaman membaca siswa dibandingkan pembelajaran konvensional. Media *Blooket* mampu menciptakan pembelajaran yang lebih interaktif, menarik, dan meningkatkan keterlibatan siswa dalam memahami teks deskriptif. Dengan demikian, *Blooket* dapat digunakan sebagai alternatif media pembelajaran berbasis permainan yang efektif untuk mendukung peningkatan kemampuan pemahaman membaca siswa SMK.

**Kata Kunci:** *Blooket, Pemahaman Membaca, Game-Based Learning, Sekolah Menengah Kejuruan*

### **ABSTRACT**

Low reading comprehension ability among students remains one of the challenges in English language learning, particularly in understanding descriptive texts that involve identifying main ideas, specific information, vocabulary, inference, and referential meaning. This condition indicates the need for innovative and interactive learning media to improve students' engagement and reading skills. This study aims to analyze the effectiveness of using the *Blooket* platform in improving students' reading comprehension achievement in descriptive texts among tenth-grade students of Vocational High School (SMK) majoring in Office Management. This study employed a quasi-experimental approach with a *pre-test and post-test control group design*. The research participants consisted of tenth-grade vocational school students who were divided into an experimental group taught using *Blooket* and a control group taught through conventional instruction. The research instrument was a multiple-choice reading comprehension test covering several reading skill aspects. The data were analyzed using



statistical tests, including normality tests, homogeneity tests, independent sample *t*-tests, and effect size analysis. The results indicate that the use of *Blooket* has a positive effect on improving students' reading comprehension compared to conventional learning methods. The *Blooket* platform provides a more interactive and engaging learning environment and increases students' involvement in understanding descriptive texts. Therefore, *Blooket* can be used as an effective game-based learning alternative to support the improvement of reading comprehension skills among vocational high school students.

**Keywords:** *Blooket, Reading Comprehension, Game-Based Learning, Vocational High School*

## PENDAHULUAN

Reading comprehension is an essential component in English as a Foreign Language (EFL) learning as it enables students to understand written information and acquire knowledge from various texts. Reading plays a crucial role in helping learners gather information, expand their knowledge, and develop critical thinking skills (Grabe & Yamashita, 2022). In EFL learning, reading comprehension also helps students acquire vocabulary, master grammatical structures, and understand meaning in context. Reading comprehension serves as an indispensable source of language input for EFL learners (Safaie, 2020). Furthermore, students with strong reading comprehension are better equipped to identify main ideas, evaluate information, and participate actively in learning activities (Müller & Kovač, 2024).

However, the importance of reading comprehension in EFL learning does not always correspond with students' actual reading abilities, particularly in the Indonesian educational context. Despite its crucial role, reading comprehension remains a major obstacle for Indonesian students. The PISA 2022 report by the OECD shows that Indonesian students' reading literacy still lags far behind the OECD average. This reality indicates that a significant number of students continue to struggle when attempting to comprehend written texts. Several studies have also reported that students frequently face issues in identifying main ideas, understanding contextual vocabulary, drawing inferences, and comprehending text references (Al Majid & Wachidah, 2025; Lisiana et al., 2021). In the context of Vocational High Schools, reading literacy is critical because students are required to comprehend academic and occupational texts relevant to their fields of study. However, vocational students still encounter difficulties in identifying essential information, analyzing textual meaning, and synthesizing ideas from reading materials (Mukhlis et al., 2024). This reading comprehension issue was also identified through preliminary observations on May 27, 2025, at a private vocational high school in Gresik involving tenth-grade students majoring in Office Management. The observation results revealed that students struggled to identify main ideas, locate specific information, understand vocabulary in context, and make inferences from descriptive texts.

These challenges indicate the need for an instructional approach that can provide meaningful learning experiences while increasing students' motivation and active involvement in reading activities. One approach that has received considerable attention is *game-based learning*, which integrates game elements into educational activities to promote meaningful learning experiences (Priyaadharshini et al., 2020). One example is *Blooket*, an online game-based learning platform that allows teachers to develop interactive quiz activities. *Blooket* incorporates gamification features, including points, leaderboards, competition, and immediate feedback (Sartika et al., 2023). Through these features, students receive repetitive opportunities to engage with the learning material, which contributes to better understanding and learning outcomes.



The potential of *Blooket* as an instructional medium has been supported by several previous studies examining its effectiveness in improving students' reading comprehension. Previous research has proven that *Blooket* enhances reading comprehension, particularly in identifying main ideas and finding specific information (Annisa et al., 2025). Iswari et al. (2025) also found that students taught using *Blooket* obtained significantly better reading comprehension scores than those taught through conventional methods. However, most of these studies were conducted in non-vocational educational settings. Research involving vocational high school students, specifically those majoring in Office Management, remains highly limited. Therefore, this study aims to investigate the effectiveness of *Blooket* in improving students' reading comprehension achievement in descriptive texts regarding job descriptions among tenth-grade Office Management students at a vocational high school in Gresik.

## METODE PENELITIAN

This quantitative study employed a quasi-experimental method using a *pre-test and post-test control group design*. This design was selected because the participants were not randomly assigned; instead, intact classes were used as the research groups (Creswell & Creswell, 2022). The population of this study consisted of all tenth-grade students at a private vocational high school in Gresik during the 2025/2026 academic year, with a total of 307 students. The sample was selected through a purposive sampling technique, involving two Office Management classes as research subjects. The experimental group consisted of 30 students who received instruction using the *Blooket* platform, while the control group consisted of 32 students who received conventional instruction, resulting in a total of 62 participants.

The experimental group was taught using the *Blooket* platform with several game modes, including *Racing*, *Fishing Frenzy*, *Café*, and *Battle Royale*. Meanwhile, the control group received conventional instruction using PowerPoint presentations and printed text-based learning modules. Before the research activities began, ethical considerations were addressed by obtaining research permission from the school administration. The participants were informed about the research objectives, procedures, and their rights during the study. Informed consent was obtained from the participants and/or their legal guardians, and all collected data were kept confidential and used solely for academic research purposes.

The research instrument was an objective reading comprehension test consisting of 25 multiple-choice questions with four answer options. The test items were adapted from relevant reading comprehension sources and adjusted to the cognitive level of vocational high school students. The instrument blueprint was developed based on five reading comprehension aspects proposed by Nuttall in Saraswati et al. (2021), including: (1) *Main Idea* (items 1, 7, 9, 15, and 17); (2) *Specific Information* (items 2, 3, 8, 10, 11, 16, 18, 19, and 25); (3) *Vocabulary in Context* (items 4, 12, 20, and 21); (4) *Inference* (items 5, 13, 22, and 23); and (5) *Referential Meaning* (items 6, 14, and 24).

Prior to implementation, the instrument underwent content validation through expert judgment conducted by two validators, consisting of an English education lecturer and an English teacher. The validation results indicated that the instrument was categorized as highly valid. Furthermore, the instrument was tested on 30 students from another Office Management class to determine its internal consistency reliability using Cronbach's Alpha analysis in IBM SPSS Statistics 27. The reliability analysis showed that the instrument had a high level of reliability, indicating that it was appropriate for measuring students' reading comprehension ability.

The data collection process was conducted over six meetings within three weeks, consisting of an initial *pre-test*, four treatment sessions, and a final *post-test*. The collected quantitative data were analyzed using descriptive and inferential statistics. The inferential analysis included the Shapiro-Wilk normality test, Levene's homogeneity test, and independent samples *t*-test using IBM SPSS Statistics 27 with a significance level of  $\alpha = 0.05$ .

## HASIL DAN PEMBAHASAN

### Result

Pre-test and post-test data from the control group and experimental group were first analyzed to obtain a statistical summary of the students' performance. The descriptive statistics of both groups can be observed in Table 1.

**Table 1. Descriptive Statistics of Pre-test and Post-test Scores**

| Group.                       | N  | Minimum | Maximum | Mean  | Std.Deviation |
|------------------------------|----|---------|---------|-------|---------------|
| Control Group Pre-test.      | 32 | 44      | 84      | 62.25 | 9.899         |
| Control Group Post-test      | 32 | 52      | 88      | 72.13 | 8.469         |
| Experimental Group Pre-test  | 30 | 44      | 84      | 61.07 | 8.785         |
| Experimental Group Post-test | 30 | 64      | 96      | 80.00 | 7.790         |

Based on Table 1, the mean pre-test score of the control group was 62.25 and the experimental group was 61.07, indicating that the initial ability of the students before receiving treatment was relatively equal. After the treatment, the mean post-test score of the control group increased to 72.13, while the experimental group experienced a higher increase, reaching 80.00 with a maximum score of 96.

Before conducting hypothesis testing using the parametric Independent Samples T-Test, a normality distribution test was conducted using the Shapiro-Wilk method, considering that the sample size of each group was  $< 50$  students. The results of the normality test are presented in Table 2.

**Table 2. Results of Normality Test**

| Group.                       | Statistic | df | Sig. (p) |
|------------------------------|-----------|----|----------|
| Control Group Pre-test       | 0.969     | 32 | 0.466    |
| Control Group Post-test      | 0.961     | 32 | 0.298    |
| Experimental Group Pre-test  | 0.966     | 30 | 0.433    |
| Experimental Group Post-test | 0.945     | 30 | 0.125    |

Based on the normality test results in Table 2, the significance value (Sig.) for all data groups was above the critical threshold of 0.05. Specifically, the p-value for the control pre-test was 0.466, control post-test was 0.298, experimental pre-test was 0.433, and experimental post-test was 0.125. Thus, it can be concluded that all score data in this study were normally distributed. The next assumption to be met was the homogeneity of variance test between groups using Levene's Test. The results of the variance equality test are comprehensively presented in Table 3.

**Table 3. Results of Variance Homogeneity Test**

| Testing Criteria Method | Levene Statistic | df1 | df2 | Sig. (p) |
|-------------------------|------------------|-----|-----|----------|
| Based on Mean           | 0.177            | 1   | 60  | 0.676    |
| Based on Median         | 0.155            | 1   | 60  | 0.695    |



|                                      |       |   |        |       |
|--------------------------------------|-------|---|--------|-------|
| Based on Median and with adjusted df | 0.155 | 1 | 59.449 | 0.695 |
| Based on trimmed mean                | 0.183 | 1 | 60     | 0.670 |

Based on the primary indicator "Based on Mean" in Table 3, the significance p-value was 0.676. Since the p-value  $> 0.05$ , the post-test data variance between the control group and the experimental group was declared equal or homogeneous, allowing the parametric t-test analysis with the assumption of equal variances to proceed. To ensure the validity of the experimental findings, an initial equality test was performed on the pre-test scores using the Independent Samples T-Test to prove that there was no baseline academic ability bias before the intervention. The initial equality test showed a two-tailed significance value or Sig. (2-tailed) of 0.621 ( $p > 0.05$ ), which means there was no statistically significant difference in baseline reading ability between the two groups of subjects. Furthermore, to test the research hypothesis regarding the effect of using Blooket on students' post-test scores, an Independent Samples T-Test analysis was run using SPSS 27. The results of this final hypothesis test are summarized in Table 4.

**Table 4. Results of Independent Samples T-Test**

| Comparative Analysis.                          | t      | df | Sig. (2-tailed) |
|------------------------------------------------|--------|----|-----------------|
| Control vs Experimental Group Post-test Scores | -3.803 | 60 | $< 0.001$       |

The t-test results in Table 4 show a two-tailed significance value of  $p < 0.001$ , which is much smaller than the significance level  $\alpha = 0.05$ . This result provides a strong empirical foundation to reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ). Thus, it is proven that there is a statistically significant difference in descriptive text reading comprehension achievement between students taught using the Blooket platform and those taught using conventional methods.

To measure the practical significance of these findings in the field, an effect size calculation was performed using Cohen's d statistical method. The calculation results showed a Cohen's d value of 0.966. According to statistical interpretation criteria, a d-value exceeding the threshold of 0.80 is categorized as having a large effect size. This indicates that the use of the Blooket platform provides a strong and tangible positive impact on improving students' reading learning achievement. An in-depth performance analysis was also conducted on the post-test answer sheets to map the percentage distribution of students' correct answers for each operational indicator of reading competency. The distribution of these achievement percentages is presented in Table 5.

**Table 5. Students' Correct Answers Percentage per Reading Aspect on Post-test**

| Reading Comprehension Competency Aspect | Number of Items | Experimental Percentage | Control Percentage |
|-----------------------------------------|-----------------|-------------------------|--------------------|
| Referential Meaning                     | 3               | 88%                     | 75%                |
| Main Idea                               | 5               | 84%                     | 72%                |
| Inference                               | 4               | 82%                     | 71%                |
| Specific Information                    | 9               | 81%                     | 70%                |
| Vocabulary in Context                   | 4               | 77%                     | 65%                |

Referring to the data in Table 5, the experimental group demonstrated superior performance across all reading aspects compared to the control group. The highest achievement of the experimental group was in the indicators of understanding referential meaning (88%) and identifying main ideas (84%). Conversely, understanding vocabulary in context was the aspect



with the lowest score acquisition for both groups, namely 77% in the experimental group and 65% in the control group.

## Discussion

The empirical findings of this study demonstrate that the integration of the Blooket gamification platform in teaching descriptive texts about job descriptions significantly improves students' reading comprehension compared to conventional instruction. The superior performance of the experimental group indicates that incorporating game-based digital media creates a more engaging learning environment where students actively construct meaning from texts rather than merely receiving information passively. This finding supports the concept of *Game-Based Learning* (GBL), which combines pedagogical principles, curriculum objectives, and game mechanics to facilitate meaningful learning experiences (Karim et al., 2024). Through Blooket, students repeatedly interact with descriptive texts in an enjoyable atmosphere, receive immediate feedback, and remain motivated throughout the learning process. Such conditions are consistent with studies showing that digital learning media increase student participation, motivation, and engagement in English classrooms (Mendez & Morales, 2022; Nugroho & Romadhon, 2022).

The present findings are consistent with previous studies investigating the effectiveness of Blooket in English language learning. Annisa et al. (2025) reported that Blooket significantly enhances students' comprehension of descriptive texts because its competitive quizzes and attractive visual presentation encourage students to read more carefully and respond more accurately. Similarly, Iswari et al. (2025) found that Blooket creates an interactive classroom environment that improves students' ability to identify explicit information, understand grammatical structures, and interpret implicit meanings within reading passages. In addition, students generally perceive Blooket positively because it increases learning enjoyment while simultaneously strengthening vocabulary mastery and reading comprehension (Aldayana & Andriyanti, 2025; Sartika et al., 2023). These findings collectively reinforce the conclusion that gamification-based instruction represents an effective alternative for improving English reading achievement.

The improvement observed in the experimental group can also be explained through the instructional features embedded in Blooket. Various game modes require students to process information rapidly while maintaining comprehension accuracy, encouraging them to apply reading strategies such as *skimming* to identify main ideas and *scanning* to locate specific information efficiently. Collaborative modes further stimulate discussion among peers, allowing students to negotiate meaning, clarify textual information, and develop inferential thinking during gameplay. According to Ghafournia (2023), explicit instruction in reading strategies plays a crucial role in improving reading comprehension because it enables learners to approach texts systematically. Moreover, immediate feedback provided after each response allows students to recognize misconceptions instantly and revise their understanding, thereby strengthening long-term memory and conceptual retention. This mechanism is consistent with the motivational principles of gamification, which emphasize feedback, challenge, achievement, and competence as key factors influencing learning outcomes (Sailer et al., 2017; Priyaadharshini et al., 2020).

Although students' overall reading comprehension improved substantially, the indicator analysis revealed that understanding vocabulary in context remained the most challenging aspect of reading. This finding suggests that many students still experienced difficulty inferring the meanings of unfamiliar lexical items from contextual clues, particularly vocabulary related



to occupations and professional settings. Such a result aligns with previous research indicating that limited vocabulary knowledge remains one of the principal barriers preventing learners from achieving comprehensive reading comprehension (Gallagher et al., 2019; Grabe & Yamashita, 2022). Similar challenges have also been documented among Indonesian students, who frequently struggle to identify contextual meanings, implicit information, and unfamiliar vocabulary during reading activities (Lisiana et al., 2021; Saraswati et al., 2021; Al Majid & Wachidah, 2025). Consequently, while Blooket successfully increases student engagement and comprehension, vocabulary instruction should continue to accompany gamified learning so that students possess sufficient lexical knowledge before participating in game-based activities. Explicit vocabulary instruction before gameplay has been shown to facilitate deeper comprehension of reading materials (Safaie, 2020).

The effectiveness of Blooket may also be attributed to its compatibility with the characteristics of contemporary vocational high school students, who are accustomed to digital technology and interactive learning environments. Vocational students often perceive conventional reading activities as monotonous, resulting in reduced motivation and limited participation. The incorporation of gamification transforms reading exercises into competitive, enjoyable, and student-centered learning experiences that sustain attention throughout the lesson. This finding supports previous studies reporting that digital gamification enhances students' motivation, classroom participation, and vocabulary acquisition (Kinanti & Sari, 2024; Sartika et al., 2023). Furthermore, strengthening reading literacy remains an important educational priority because reading competence forms the foundation for academic success across disciplines, particularly in vocational education where students are expected to comprehend authentic workplace-related texts (Mukhlis et al., 2024; Müller & Kovač, 2024).

Overall, the findings confirm both theoretically and practically that Blooket is not merely a digital game platform but an effective instructional medium for improving students' reading comprehension achievement. By integrating interactive quizzes, immediate feedback, collaborative learning opportunities, and engaging game mechanics, Blooket facilitates active reading processes while increasing students' motivation and classroom participation. The present study therefore extends previous research by providing additional empirical evidence that gamification-based learning can effectively support English reading instruction, particularly in vocational high schools where digital literacy and learner engagement are essential components of successful language learning.

## **KESIMPULAN**

Based on the results of statistical data analysis and discussion in this study, it can be concluded that the use of the game-based learning platform Blooket is empirically proven to exert a significant positive influence on improving vocational high school students' reading comprehension achievement in descriptive texts regarding job descriptions among tenth-grade Office Management students in Gresik. This superiority is demonstrated by the acquisition of the experimental group's mean post-test score (80.00), which significantly surpassed the control group (72.13) ( $p < 0.001$ ), and is supported by the acquisition of a Cohen's  $d$  effect size value of 0.966, which falls into the large effect size category. The integration of gamification features, immediate feedback, and variations of game modes in Blooket has proven effective in helping students improve reading competency across all aspects, especially in identifying referential meaning, finding main ideas, and drawing accurate reading inferences.

The implications of this study confirm that digital technology-based learning media innovations like Blooket are worthy of consideration as an adaptive and solution-oriented



instructional alternative for English teachers in designing interactive intensive reading activities at the vocational school level. As a practical recommendation, English teachers are expected to start adopting and integrating the Blooket platform periodically in teaching various literacy texts, while still interspersing it with explicit vocabulary teaching to address students' contextual weaknesses. Vocational school management is also recommended to continue facilitating the availability of technological infrastructure, such as stable internet networks and projectors in classrooms, to ensure the smooth implementation of digital-based learning. Lastly, for future researchers, it is suggested to expand the scope of generalizability of this study by extending the experimental duration, involving larger sample sizes from various vocational expertise backgrounds/majors, and exploring the effectiveness of this platform on other types of English texts.

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