DEVELOPING "BLOOKET" AS A MEDIUM TO ENRICH STUDENTS' VOCABULARY FOR THE SEVENTH GRADERS

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ABSTRACT

The level of ability to speak and understand English among Indonesian students varies, with some students having good proficiency while others may still face challenges in communicating in English. This study uses an R&D framework to develop Blooket as a learning tool that can improve the vocabulary of seventh grade students. The methods used include careful testing of materials and media as well as conducting field evaluations to evaluate Blooket's effectiveness as a learning tool. Field test results show that Blooket is effective in increasing students' vocabulary, providing important insight into Blooket's potential as a teaching tool. Vocabulary plays a crucial role in English language acquisition. Presently, the predominant challenge in Indonesia is that a significant number of students struggle to communicate proficiently in English due to their insufficient command of vocabulary. Consequently, devising effective strategies to impart vocabulary is crucial. One viable approach to address this challenge involves the utilization of media. Blooket, a computer-based medium, has been transformed into a potent educational tool employing the Research and Development (R&D) framework. R&D, as a research design, is instrumental in the creation and evaluation of new products through iterative experimentation. The research design encompasses key stages, including the validation of materials and media, as well as field assessments. Field evaluations were undertaken at a chosen Junior High School in Sidoarjo, with seventh-grade students participating in the study. The topic selected for enriching students' vocabulary was descriptive text. The primary aim was to ascertain the viability of implementing the developed media and gauge the perceptions of both educators and students during its application. Based on the outcomes derived from the implemented stages, it is evident that Blooket is well-suited for English language instruction. Not only does the game serve as a motivational tool for students, but it also mitigates the risk of student boredom during vocabulary learning sessions.

Keywords: Learning Vocabulary, Descriptive Text, Blooket

INTRODUCTION

Technology is one of the leading causes of change in various sectors of life. Technology developments have led us in a digital direction where existing technology can fulfill all human activities (Indarta et al., 2022). With advances in technology, several applications have been designed to facilitate game-based digital language learning (DGBLL) for English as a Foreign Language (EFL) learners. These applications can be used individually or in groups, using gadgets or laptops. DGBLL acts as a learning tool that makes learning fun for students. These games can be grouped into two types: entertainment-based and education-based. Various commercial off-the-shelf (COTS) games, primarily designed for entertainment, have been adopted to test their effects on language learning. (Putriani & Hudaibah, 2021). Consequently, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia initiated a new curriculum called "Kurikulum Merdeka Belajar" with the central concept of independent thinking (Shofa, 2020). The "Freedom Curriculum" aims to help teachers and students realize their full potential to innovate and improve the quality of their learning. Teacher autonomy can be implemented through new ideas, allowing it to transcend the confines of the bureaucratic system.

With the advancement of technology, several applications have been designed to facilitate digital game-based language learning (DGBLL) for English as a Foreign Language (EFL) learners. These applications can be used individually or in groups, utilizing gadgets or laptops. DGBLL serves as a learning tool that makes learning fun for students. Such games can be categorized into two types: entertainment-based and educational-based. Various commercial off-the-shelf (COTS) games, primarily designed for entertainment, have been adopted to

examine their effects on language learning. These games include video games (DeHaan, 2005; DeHaan, Reed, & Kuwada, 2010), simulation games (Cooke-Plagwitz, 2008; Jauregi, Canto, de Graaff, Koenraad, & Moonen, 2011; Miller & Hegelheimer, 2006; Ranalli, 2008), massively multiplayer online role-playing games (MMORPGs) (Rama, Black, van Es, & Warschauer, 2012; Suh, Kim, & Kim, 2010; Thorne, 2008), and adventure-based games (Chen & Yang, 2013). Consequently, educators need to have technological literacy to create effective learning media for classroom activities. Researchers have recognized that motivating students of all ages through educational game-based learning approaches is a strategy with great potential (Hamari et al., 2016; Prensky, 2001, 2003; van Eck & Dempsey, 2002). Therefore, game-based learning can be implemented to teach vocabulary, increase students' motivation, and create an enjoyable learning experience, such as using the Blooket game.

A good example is Blooket, which is an application that offers a variety of interactive games specifically designed to help students expand their vocabulary. Through features such as quizzes, memory games, and student-to-student challenges, Blooket creates engaging and challenging learning experiences that can increase students' motivation to learn English. Additionally, Blooket also allows teachers to monitor their students' progress and provide more personalized feedback through its platform. Research on the development of "Blooket" as a tool for enriching the vocabulary of seventh graders could be enhanced by stating the research objectives more clearly from the start. This will help readers to better understand the contributions added by the research. Additionally, although the results indicate that the use of Blooket is effective in teaching vocabulary, more information regarding specific learning outcomes and student performance indicators would make the discussion more interesting and provide a more comprehensive picture of how effective the intervention is. Thus, Blooket meets the criteria as a game-based learning tool that is effective in improving students' language skills. Moreover, game designs have different properties and can facilitate language acquisition for several reasons. Games offer high intrinsic motivation for players/learners (Susilo et al., n.d.), facilitating positive learning experiences, which are essential in language acquisition (Dornyei, 2014; Ushioda & Dornyei, 2011). Games often contain rich textual input, encouraging players/learners to engage in meaningful language use while completing game activities and tasks (Chen, Chen, & Dai, 2018; Reinhardt, 2017). Interactive and immersive experiences in games can reduce learning anxiety and increase the use of the target language for interactions with others (Peterson, 2016; Reinders, 2012).

However, the independent curriculum for learning English focuses on strengthening six language skills: listening, speaking, reading, viewing, writing, and presenting or presenting inclusively in various types of texts (Ministry of Education, Culture, Research, and Technology, 2022). The expected learning outcomes of these six English skills align with the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) and are equivalent to level B1. Specifications that reflect level B1 (CEFR) can be observed in students' ability to maintain interaction and effectively convey information in various contexts, express main ideas comprehensively, and engage in communication even without fluency. Therefore, students need to master vocabulary in order to rapidly develop these six skills when learning a foreign language.

Before conducting the research, the researcher had conducted an interview with an English teacher at SMP Zainuddin, who stated that students were experiencing several issues in vocabulary learning. The first issue was caused by the overwhelming amount of vocabulary that needed to be learned and memorized, resulting in students often feeling lazy when it came to vocabulary learning. The second issue was the lack of engaging learning processes, which made students feel bored during vocabulary lessons. The third issue was that students had limited knowledge of English vocabulary, especially those coming from public elementary schools. Based on the researcher's experience in English Language Teaching at SMP

Zainuddin, several problems were identified in this school. Many students lacked understanding of basic vocabulary, such as the meanings of words related to family members, which they were unfamiliar with. Additionally, some students faced difficulties and made mistakes in reading English vocabulary. Many students were unmotivated to learn English because they didn't understand it and found it challenging.

Based on the background explanation above, the researcher is interested in investigating how to design an application called 'Blooket' for teaching vocabulary to seventh graders. This research will focus on developing game-based learning media to encourage students to learn topic-based vocabulary from English textbooks following the independent curriculum. Therefore, this research focuses on developing educational media using games to teach vocabulary to seventh-grade students. Following the background stated above, the research questions of this research are formulated as follows:

1. How can 'Blooket' be developed into a medium which can enrich vocabulary?
2. What were students' responses toward the use of Blooket in teaching vocabulary?

METHOD

This research utilized the Educational Research and Development (ER&D) approach as it focused on developing learning media in the form of games for junior high school students. The Educational Research and Development (ER&D) approach was chosen because of its focus on developing learning media that fits the objectives of this research, while the ADDIE model was chosen because of its flexibility in designing and implementing effective learning programs. Each stage of the ADDIE model is carefully defined and implemented in detail, from learning needs analysis to evaluating program effectiveness. In the implementation stage, the game is introduced to students by providing clear instructions and playing is done interactively. At the evaluation stage, specific criteria are used to assess the performance of the learning materials and the questionnaire results are analyzed in depth to understand the extent of their effectiveness.

According to Branch (2009), the ADDIE technique remained one of the most efficient methods for product development today. The research procedure consisted of five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The ADDIE model served as a valuable instructional design framework for HR and training professionals seeking to create efficient learning and development programs. Its five phases were as follows: 1. Analysis: During this stage, instructional designers identified the training program's learning needs and objectives. This involved analyzing the target audience, determining learning goals, and identifying the necessary resources for achieving those objectives. 2. Design: In this phase, designers developed a blueprint for the training program. This included creating learning objectives, selecting appropriate instructional strategies, and outlining the content in detail. 3. Development: The actual content of the training program was created during this stage. It entailed writing the content, developing graphics and multimedia elements, and constructing assessments. 4. Implementation: In this phase, the instructional designer delivered the training program to the intended audience. This involved providing the content, offering support to learners, and monitoring their progress. 5. Evaluation: The effectiveness of the training program was evaluated in this final stage. It encompassed assessing learners' performance, gathering feedback from learners, and making necessary improvements to the training program. To sum up, the ADDIE model was an instructional design tool that aids HR and training professionals in crafting effective learning and development programs. The five phases of ADDIE models were analysis, design, development, implementation, and evaluation, guided the creation of training programs that meet the needs of the target audience and achieve the desired learning objectives. The application of the ADDIE model provided students and

teachers with a structured approach to impart knowledge and skills to each other, with the ultimate goal of supporting students in building their knowledge and skills.

In the analysis phase, the researchers focused on identifying the English vocabulary learning needs, lacks, and wants of the students. They also consulted educators to gather information on their instructional approaches for teaching vocabulary. The educators utilized game-based learning tools like Quizziz or Kahoot in their English lessons except vocabulary. Based on this, the researchers aimed to develop game-based learning media specifically for vocabulary acquisition. The insights gained from the student identification process played a vital role in determining the primary objective of the media under development. The learning media sought to enhance students' vocabulary knowledge and make the learning experience enjoyable through interactive game-based activities. The needs analysis was conducted through classroom observations in a junior high school, with a focus on a single class consist of 26 students.

The "Blooket" game plan is designed to provide an interactive and fun learning experience for seventh graders to enrich their vocabulary. Games will consist of a variety of modes, including quizzes, memory games, and student-to-student challenges, designed to actively engage students in expanding their vocabulary. Each mode will feature various categories of vocabulary relevant to the English curriculum, and a score will be given based on the speed and accuracy of the student's answers. Additionally, features such as power-up usage and restudy options will be included to increase student engagement and provide a more dynamic learning experience. With this approach, it is hoped that "Blooket" will be an effective tool in supporting students in enriching their vocabulary in an interactive and fun way.

The design stage involved the initial development of the learning media. Once the needs and goals of the product were identified, the researcher began preparing materials related to vocabulary. The researcher started by inputting questions into the Blooket game website application, which served as the foundation for designing the media. The chosen game mode presented students with vocabulary-related questions after they completed game stages. Students had to answer the questions correctly to earn points, which could then be used to exchange blooks (game currency). The objective of this game was to facilitate enjoyable vocabulary learning and enhance the vocabulary acquired through the given questions.

Next, in the development stage, the researcher manually entered a set of questions into the game and added images to some of the questions. Additionally, the researcher had to select the correct answer from two to four multiple-choice options or provide answer choices for fill-in-the-blank questions. The game's duration and appropriate game mode were determined by the host. Once the game was completed, the researcher sought validation from experts to ensure the reliability and validity of the media. In summary, this media was designed to prevent students from feeling bored while learning English.

The implementation stage in this research has been completed through several steps. Students played the validated game to determine its functionality. All students played the game with a time limit of 15-25 minutes for each game mode to answer English vocabulary-related questions. Before playing, the host explained the game rules, as each game mode had different rules.

The final stage, the evaluation phase is crucial for the post-trial stage. Its purpose is to assess the effectiveness of the learning media. The researcher distributed questionnaires to students to gauge their responses to the Blooket game. In this phase, the game will be revised based on the questionnaire results reflecting student responses and feedback from English

teachers. This stage process aims to address any shortcomings identified in the game, ensuring continuous improvement.
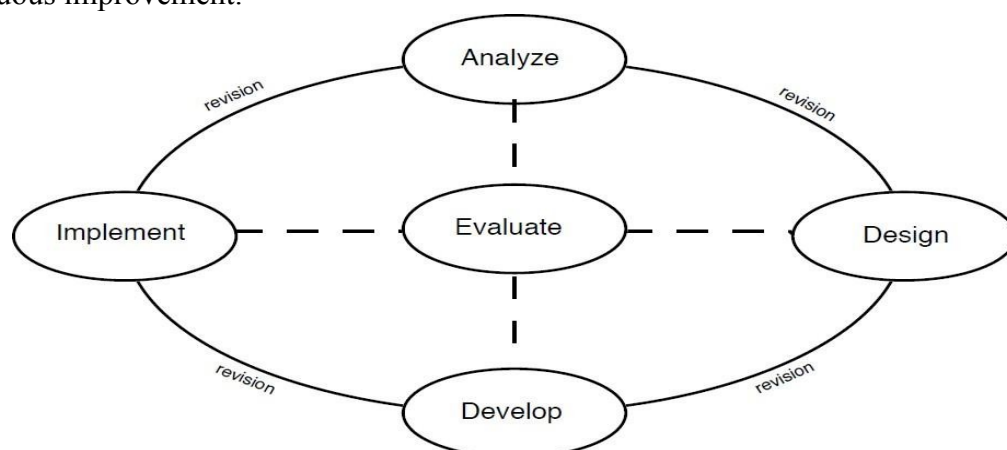

Figure 1 The Concept of ADDIE Model

RESULT AND DISCUSSION
A. Result

The researcher has a specific goal concerning vocabulary learning based on the lesson plan that has been developed, with a particular emphasis on descriptive texts, for middle school students. These objectives include: a. Students to be able to mention vocabulary related to body parts. b. Students to be capable of employing adjectives for describing someone. c. Students to be able to create a basic descriptive text about describing someone. To achieve these aims, the researcher intended to design a game-based learning tool and carefully selected relevant materials based on the students' needs. The core of the product's design relied on analyzing the students' requirements, which will guide the identification of necessary materials, preferred learning methods, and suitable media to facilitate the learning process. In summary, the researchers sought to create an engaging vocabulary learning experience centered on body parts, using a game-based approach. By customizing the materials and media to align with students' needs, they aimed to effectively attain the specified objectives.

(1) Result of Preliminary Design of Blooket

Based on needs analysis as the first stage in the ADDIE model, researchers have identified several problems in the learning process. The identified problems are divided into several aspects: students' needs, deficiencies and desires. Researchers have evaluated the first stage, and found that several aspects describe problems that occur during the learning process. From the data obtained through classroom observations, it can be concluded that vocabulary is the basis for learning English because students admit that they experience difficulties in learning English due to a lack of vocabulary knowledge. Apart from that, they also lack motivation in learning English. Therefore, the teacher's role is very important in increasing their motivation to learn English. Furthermore, as a facilitator, the teacher must guide students by explaining the material clearly. Teachers should also suggest or even provide students with many easily accessible learning resources. In addition, the role of media in English is equally important to stimulate students.

The second stage is the design stage. In this stage, researchers design learning materials that will be included in the media. This learning material is adapted based on the research subject, namely seventh grade junior high school students. Learning material focuses on descriptive text, especially about body parts. To make it interesting for students, researchers organize the material in the form of quizzes and games. After the learning materials were compiled, researchers continued to design products using the Blooket application.

(2) Review from Material Expert

The researcher has conducted trial to determine whether the content integrated into the media is appropriate or not. Subject matter experts were provided with a questionnaire, which was divided into three aspects: content, language used, and the benefits of incorporating content into the game. Based on the data gathered from the questionnaire, the subject matter experts indicated that the content within the media is beneficial for enriching and memorizing vocabulary.

The validation was conducted on July 27, 2023. Data was collected using a 5-point Likert scale questionnaire. As the result was counted, the material expert gave 94%. The validation of the material components resulted in scores that were tallied for a total score. Through conversion from quantitative to qualitative data, criteria were established based on the average score, categorized as "excellent." The instructional model has been deemed "feasible to be implemented without revision".

(3) Review from Media Expert

The researcher validated the media by administering a questionnaire to media experts. There were four aspects covered, including design, game rules, feasibility, and the benefits of the media. The experts mentioned that the design was well-done. However, in the second aspect, there were a few unclear instructions as they believed that in a game, students should have a clear understanding of how to play. In the following aspect of feasibility, it was deemed satisfactory. Additionally, the expert also pointed out that there are numerous advantages for both students and teachers when utilizing this media.

Validation was carried out on July 27, 2023, the media components yielded a score of 93.8% out of the total. Through the conversion of quantitative data into qualitative information, the criteria derived from the average score fall into the "excellent" criteria. In addition to the questionnaire, validators also provided comments and suggestions for making several improvements to the product. This learning model is considered "feasible to be implemented with revisions." Based on the collected data, the scores obtained from the validation of the instrument were calculated as follows:
Total Score= 61/65 x 100% = 93.8%

> *Media yang digunakan sangat bagus dan kreatif karena hal ini merupakan hal baru bagi siswa. Mereka merasa termotivasi dan tertantang dengan variasi permainan. Sehingga mereka semakin bersemangat dalam belajar vocabulary. Sebagai tambahan, sebaiknya memperbanyak konten (pertanyaan-pertanyaan) yang digunakan untuk media, siswa akan lebih senang dengan variasi permainan dengan banyak konten.*

(4) Result of Implementing Stage

The researcher implemented the product after revisions in order to assess how the product functions. The implementation phase of this research, a short-term course was conducted to ascertain the effectiveness of the product. This study was conducted at SMP Zainuddin Waru. For the completion of the research, seventh-grade students were selected to participate in the development of the game. The researcher conducted a trial of the Blooket game with seventh-grade students at SMP Zainuddin as the research subjects. In the implementation phase, the researcher assumed the role of an English teacher. The game trial involved 26 students in a single class. The teacher acted as the host during the game, guiding its progression throughout the learning session. Students played the game individually, using their own smartphones. The duration of the game was determined by the host based on the selected game mode. The teacher provided the students with a game code to facilitate their participation.

Subsequently, students awaited instructions from the teacher before playing and answering questions. The questions presented focused on vocabulary related to parts of the body, allowing students to learn new terms they may not have been familiar with previously. This media was created to simplify the process of learning new vocabulary for students, as the teacher's previous instructional tools were book-based and solely utilized the Quizziz game. Therefore, the purpose of the Blooket game as a vocabulary learning medium is to assist students in recalling new vocabulary and provide an enjoyable learning platform to prevent monotony and bored.

(5) Result of Evaluating Stage

The effectiveness of the product can be assessed through questionnaire results provided to the participants at the conclusion of the course program. After all the data was collected, the researcher rewrote the field notes from the questionnaire to make them well-organized. After that, the researcher created tables to simplify the questionnaire data for easier data management. The questionnaire data is provided below:

Table 1 Students Response in Questionnaire

No.	Questions	Students' Answer	
		Yes	No
1.	Do you like playing with Blooket game? Apakah kamu tertarik bermain game Blooket?	100% (26 Students)	-
2.	Do you learn any new vocabulary after playing Blooket? Apakah kamu belajar kosa kata baru setelah bermain Blooket?	96,2% (25 Students)	3,8% (1 Student)
3.	Does Blooket help you to know new words for your vocabulary knowledge? Apakah Blooket membantu kamu menambah kosa kata Bahasa Inggris?	96,2% (25 Students)	3,8% (1 Student)
4.	Do pictures given in the game help you to understand more about some vocabularies and the meaning? Apakah gambar yang ada dalam Blooket membantu kamu lebih memahami kosa kata baru dan artinya?	96,2% (25 Students)	3,8% (1 Student)
5.	Is the instruction clear enough? Apakah perintah yang diberikan mudah dimengerti?	96,2% (25 Students)	3,8% (1 Student)
6.	Is there any difficult word in the game? Apakah ada kosa kata yang sulit dipahami?	73.1% (19 Students)	26,9% (7 Students)
7.	Does the game help you to learn English better? Apakah game ini membantu kamu belajar Bahasa inggris dengan lebih baik?	100% (26 Students)	-
8.	Is the game difficult to understand? Apakah Blooket game ini susah untuk dimainkan?	7,7% (2 Students)	92,3% (24 Students)
9.	Is the game boring? Apakah Blooket game ini membosankan?	-	100% (26 Students)
10.	Do you feel more enthusiast to learn English especially in reading after using the media? Apakah kamu merasa lebih bersemangat untuk belajar Bahasa Inggris terutama dalam membaca setelah menggunakan Blooket?	100% (26 Students)	-

Based on the data, the Blooket game has met the students' needs in vocabulary learning. As shown in table 4.1, the Blooket game helped learners learn vocabulary effectively and enjoyably. The pictures used in Blooket also helped them understand what they should do or the meaning of something. One student gave a 'no' answer to question number 2 (table 4.1) because the student did not learn new vocabulary in the Blooket game. In question number 3, one student gave a 'no' answer. This means that the student does not have a lot of vocabulary knowledge. In question number 4, one student answered 'no'. This means that the student was not helped by the pictures provided in Blooket to learn new vocabulary. In addition, one student answered 'no' to question number 5 because the student had difficulty understanding the instructions given. In question number 6, seven students still had difficulty understanding new vocabulary because they had a limited vocabulary knowledge. Two students answered 'yes' to question number 8. This is because the students are already proficient in playing Blooket.

It can be concluded that students' responses to the use of Blooket in vocabulary learning is suitable for implementation in the classroom, especially in English language learning. There are two game modes that are highly favored by students in vocabulary learning: "Fishing Frenzy" and "Battle Royale". After conducting a field trial, the students filled out a questionnaire related to their responses to the implementation of the Blooket game. The survey results showed that 95.2% of the twenty-six students agreed that Blooket is categorized as "Excellent". Therefore, it can be concluded that this media is suitable for implementation in vocabulary learning.

Additionally, based on trial results and feedback from English teachers, several minor revisions were identified for completion. Developers added questions to the Blooket game as the existing set lacked those related to texts describing individuals. The game's concept provided to students needed clarity to facilitate smoother gameplay. Developers adjusted the game concept and provided explanations to students, ensuring an easier understanding of how to play Blooket.

B. Discussion
"Blooket" Be Developed into A Medium Which Can Enrich Vocabulary

The study's findings conclusively demonstrated how "Blooket" served as a potent tool in enriching students' vocabulary. The efficacy of this game-based learning platform in addressing the specific needs and challenges of vocabulary acquisition for seventh-graders aligns impeccably with established theories in education and language learning.

The research highlighted "Blooket" as a proficient medium tailored to enhance students' vocabulary learning. It aligned seamlessly with the fundamental concept of vocabulary acquisition in language learning, substantiating its alignment with Harmer's theories (2016). The positive response from students underscored how "Blooket" has been skillfully designed to augment vocabulary acquisition and aligned with established theories in this domain.

Moreover, the study illuminated the motivational aspect of language learning through game-based platforms. The enthusiastic engagement of students with "Blooket" resonated with prior research (Hamari et al., 2016) on the motivating effects of such learning tools. The positive feedback and increased enthusiasm for learning English, particularly through reading, validate the intrinsic motivation induced by "Blooket" as highlighted by Prensky (2001, 2003).

The research also addressed the significance of clear instructions and mechanics in educational games. While some students faced initial challenges, this insight emphasized the need for refining game mechanics for effective learning. Improving the clarity of instructions, as advocated by Kinzie and Joseph (2008), is crucial for enhancing the efficacy of "Blooket" in vocabulary enrichment.

Furthermore, the study indirectly touched upon vocabulary learning strategies by providing an engaging platform for practice and reinforcement. This aligned with the notion

that effective language learners utilized various strategies, including practice and context, echoing Nation's concept (2001). By focusing on descriptive texts for vocabulary learning, the research aligned with teaching vocabulary within specific contexts (Ploeger, 2000), showcasing how "Blooket" can be adjusted to address students' vocabulary needs within a particular context.

Additionally, the research followed a game-based learning framework (Garris et al., 2002), emphasizing the immersive nature of games for learning, which "Blooket" effectively embodies. The platform's role as a formative assessment tool aligned with the concept of gauging student understanding and progress (Torrey, 2022), further emphasizing its multifaceted utility.

Therefore, the research findings underscored the pivotal role of "Blooket" as a medium for enriching students' vocabulary, aligning cohesively with established theories and concepts in language learning, instructional design, and motivation. The positive outcomes offered tangible evidence of "Blooket's" efficacy in addressing vocabulary challenges while enhancing student motivation and engagement, contributing significantly to the field of language learning and pedagogy. Expanding upon these findings, "Blooket" can be further developed to serve as an even more robust and versatile tool for vocabulary enrichment, ensuring clearer instructions, diverse contexts, and enhanced engagement to maximize its educational impact.

Students' Responses Toward the Use of Blooket in Teaching Vocabulary

The overwhelmingly positive student response to the use of Blooket in vocabulary teaching underscored its effectiveness in enhancing the learning experience. These responses were in line with existing theories in the field of education, especially theories that emphasize motivation and engagement in learning through game-based approaches.

The findings of this study, which showed that 100% positive response regarding students' interest in playing Blooket and increasing their enthusiasm for learning English, are in line with previous research regarding the motivational aspects of game-based learning. As highlighted by Hamari et al. (2016) and further supported by Prensky (2001, 2003), the enthusiastic engagement observed among students reflects the intrinsic motivation induced by game-based learning platforms such as Blooket. This alignment validated Blooket's efficacy not only in cultivating interest but also in encouraging students to delve deeper into English language learning, particularly through reading.

Additionally, affirmative feedback regarding vocabulary acquisition and the game's help in understanding new words through visuals reinforces Blooket's effectiveness in facilitating language learning. These responses corroborated existing theories regarding language acquisition strategies, particularly the use of visuals to assist in understanding and retaining new vocabulary (Nation, 2001).

However, the research also highlighted areas that need improvement, particularly the identification of difficult words in games and the need for clearer instructions. These aspects were in line with theories that emphasized the importance of perfecting game mechanics and providing clear instructions for effective learning outcomes (Kinzie and Joseph, 2008). Improving these elements in Blooket can further optimize its potential as a vocabulary enrichment tool.

In essence, students' positive responses confirmed that Blooket's effectiveness in vocabulary teaching, aligning with existing theories about motivation, engagement, and language acquisition. The platform's ability to generate enthusiasm, aid vocabulary acquisition through visuals, and foster a deeper interest in learning English, especially through reading, highlighted its value as an engaging and impactful educational tool. Integrating suggestions for improvement will strengthen Blooket's efficacy, ensuring a more comprehensive and rewarding experience for students engaged in vocabulary learning.

CONCLUSION

Research on the development and implementation of "Blooket" as a medium for enriching the vocabulary of seventh grade students is closely related to various concepts and theories in the field of education and language learning. This study provides convincing evidence of the efficacy and relevance of "Blooket" as a game-based learning platform in addressing specific challenges related to vocabulary acquisition. The positive results of this study provide concrete evidence of the platform's efficacy in overcoming vocabulary acquisition challenges, increasing student motivation and engagement, and supporting effective teaching and learning.

This research produced several specific learning outcomes. First, the use of "Blooket" has been shown to significantly improve students' vocabulary comprehension. By involving students in interesting game activities, it is easier for them to understand and remember English vocabulary. Second, intensive interaction with this game has also helped increase students' learning motivation. They feel more motivated to learn because of the use of fun and interactive games. This has a positive impact on the level of student participation and involvement in the learning process. Thus, it can be concluded that "Blooket" is not only effective in improving vocabulary understanding, but also in increasing students' motivation and engagement in English learning.

Based on the results and discussions, the conclusion is drawn from an analysis that gathers two main findings. First, the results regarding how 'Blooket' can be developed into a medium that can enrich vocabulary for students. The research findings indicate that the implementation of the Blooket game can serve as an effective medium to enhance students' vocabulary. The analysis of observations, interviews with English teachers, and student responses to the game shows that Blooket makes a positive contribution to motivation and student engagement in understanding English vocabulary. The specific use of this game is designed to meet students' needs in learning English, address shortcomings in the learning process, and fulfill students' desires to improve their English language skills. Therefore, the first conclusion is that Blooket can be developed into an effective medium to enrich students' vocabulary, providing a positive impact on the English learning process among junior high school students. The main objective of this research is to develop and implement "Blooket" as a medium to enrich the vocabulary of seventh grade students. This study aims to assess its effectiveness in overcoming vocabulary acquisition challenges and increasing students' motivation and engagement in English language learning. During the creation phase, "Blooket" was carefully developed as a game-based learning platform, in line with educational theories of engagement and motivation. Expert reviews highlight its potential as an effective tool for enriching vocabulary. During implementation, "Blooket" is introduced to students with clear instructions and played interactively. Student responses demonstrated increased motivation and engagement, as well as improved vocabulary comprehension. The evaluation phase revealed that "Blooket" effectively enriches students' vocabulary, addressing specific learning needs and desires. These findings have important implications for theory, practice, and future research in language learning and educational technology. They emphasize the importance of incorporating game-based learning approaches to increase student engagement and motivation. Additionally, this research highlights the need for further exploration of innovative technologies such as "Blooket" in language education to better meet diverse learning needs and preferences.

Second, the results on what the students' responses were toward the use of Blooket in teaching vocabulary. This study showed that media was developed based on the needs of students, most of whom lack English vocabulary and motivation to learn English. The research findings indicated that "Blooket" effectively addresses the challenges students face in learning English vocabulary, supporting the central role of vocabulary acquisition in language learning

as theorized by Harmer (2016). The study also confirms the motivating effects of game-based learning, in line with previous research, and highlights the importance of clear instructions and mechanics in educational games, aligning with principles (Kinzie & Joseph, 2008). Regarding the overall product, the implementation of this product has yielded positive responses. Students have found value in the presence of the product, as indicated by the total scores they provided. In the large-scale field test, students gave a score of 95%. This signifies that the game can help them in vocabulary learning.

Furthermore, based on the data collected through observation, interviews, and questionnaires, it can be concluded that this media is effective and beneficial for both students and teachers in English language learning, particularly in vocabulary acquisition. This is evident from the positive responses given by students and teachers. Therefore, active engagement in the 7th-grade classes at Zainuddin Junior High School can be achieved through the incorporation of Blooket in English language learning, especially in vocabulary acquisition.

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