ABSTRACT

Sholikhah, Siti Sintiawati. 2024. ***THE EFFECTIVENESS OF TEACHING VOCABULARY USING BLOOKET AT TENTH GRADERS OF SMAN 1 MOJO****. Skripsi,* English Education Department Faculty of Teacher Training and Education Kadiri Islamic University. March. 2024.

This research aims to: 1) find out the effect of teaching vocabulary using Blooket at tenth graders of SMAN 1 Mojo, 2) find out the effect of teaching vocabulary without using Blooket at tenth graders of SMAN 1 Mojo, and 3) analyze the differences between students who are taught using Blooket media and those who did not use Blooket media.

This research used quantitative methods. The number of samples in this research was 72 students. This research used X-4 as the experimental class and X-9 as the control class. The sample was determined by using a purposive technique, where it was choosed by the school through the teacher with various certain considerations. The data collection technique by giving a pre-test to determine initial abilities, then providing treatment in the form of Blooket for the experimental class and Quizizz for the control class. Next, data collection continued with giving a post-test to find out how big the difference was after being given treatment in each class. In proving and analyzing this, a descriptive test, a validity, and reliability test was used for the instrument before it was given to the sample, then a normality and homogeneity test, then an independent t-test.

The test results show that: 1) there is an effect of teaching vocabulary using Blooket at tenth graders of SMAN 1 Mojo. The test results obtained from descriptive calculations show that the average difference between the pre-test and post-test in the experimental class is 10.14. Then, it can also be seen that there was an increase in the average score after being given Blooket treatment in the experimental class. 2) there is an effect of teaching vocabulary without using Blooket at tenth graders of SMAN 1 Mojo. The test results show that the average difference between the pre-test and post-test in the control class is 6.53. There was an increase in the average score after being given the Quizizz treatment in the control class. 3) there are differences between students who are taught using

Blooket media and those who did not use Blooket media. The test results show that the Sig value (2-tailed) is $0.001 < 0.05$, so it can be concluded that there is a difference in the average student learning outcomes between Blooket media and Quizizz media. The researchers concluded that there was a significant difference between using Blooket and using Quizizz. The results from Blooket are higher than Quizizz, which means that Blooket media has a more significant influence.

Key word: vocabulary, teaching vocabulary, gamification, blooket, teaching vocabulary using blooket.