

## The Using Blooket Web as a Teaching Medium on Students' Motivation to Learn English as a Second Language

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### Abstract

The integration of game-based platforms like Blooket in English as a Second Language (ESL) education has gained attention for its ability to enhance student motivation and engagement. This study examines the impact of using Blooket as a teaching medium to motivate middle school students learning ESL. Blooket offers interactive, quiz-based games tailored to various learning needs, aligning with gamification principles that foster a fun and engaging environment. The research employs a mixed-method approach, combining pre- and post-test surveys and interviews, to evaluate the motivational effects of Blooket compared to traditional teaching methods. Results indicate a significant increase in motivation and engagement among students using Blooket, highlighting its potential as a tool for modern ESL education.

### Keywords

*Game Based Learning; Student Motivation; 21st-Century Education Tools*

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## 1. INTRODUCTION

The integration of technology in education has transformed English as a Second Language (ESL) learning, with game-based platforms like Blooket enhancing motivation and engagement. Research highlights that interactive and gamified tools can reduce anxiety, foster engagement, and improve learning outcomes (Hung et al., 2018; Alamer, 2021). Blooket combines quiz-based games with customizable content, supporting vocabulary and grammar instruction, while promoting intrinsic motivation through healthy competition and repetitive learning (Chen & Hwang, 2020).

The platform aligns with gamification principles, encouraging students to interact more with the material, leading to effective knowledge acquisition (Derakhshan et al., 2022). It also supports personalized learning, as teachers can adapt content to individual needs, providing flexibility and accessibility (Chiu, 2022). This study seeks to investigate Blooket's impact on student motivation and engagement in ESL learning, showcasing how technology drives modern educational approaches.



Based on the background of the research, the research problems are formulated as follows:

- a. What is the effect of using blooket on students' motivation in learning English?
- b. How does the interaction students in Blooket contribute to increased motivation to learn English?

## **2. METHODS**

### **Research Design**

The study will employ a mixed-methods approach to explore the effect of using Blooket on students' motivation. This approach combines both quantitative (e.g., surveys and pre/post tests) and qualitative (e.g., interviews or open-ended questions) data to provide a comprehensive understanding of students' motivation changes.

**Experimental Design:** A quasi-experimental design with a pre-test and post-test will be conducted with two groups: an experimental group that uses Blooket as a teaching tool and a control group that follows the standard curriculum without Blooket.

### **Participants**

**Population and Sample:** The participants will be middle school students learning English as a second language (ESL) in grades 8-9.

**Sampling Technique:** A purposive sampling method will be used to select participants from schools where English is taught as a second language, ensuring representation of diverse proficiency levels in English.

**Sample Size:** The study will include approximately 18 students, with half in the experimental group and half in the control group.

### **Data Collection Methods**

**Pre- and Post-Test Survey:** Students will complete a motivation survey at the beginning and end of the study to measure their interest, engagement, and motivation in learning English. The survey will utilize a Likert scale and be adapted from established motivation scales (e.g., Gardner's Attitude/Motivation Test Battery).

**Usage Metrics on Blooket:** Data such as frequency of use, scores, and participation levels will be recorded through the Blooket platform for further analysis of engagement.

**Interviews:** Semi-structured interviews with a subset of students from the experimental group will explore their experiences using Blooket, with a focus on specific aspects of motivation (e.g., interest, enjoyment, sense of achievement).

## Data Analysis

**Descriptive Statistics:** Mean scores, standard deviations, and frequency distributions will summarize the survey data.

**Inferential Statistics:** An independent samples t-test will compare the pre- and post-test scores between groups to determine the effect of Blooket on motivation.

**Thematic Analysis:** The interview transcripts and observation notes will undergo thematic analysis to identify recurring themes related to students' motivational factors, experiences, and attitudes toward Blooket.

## 3. FINDINGS AND DISCUSSION

### Descriptive Statistics

The study involved 18 students in total, with 9 students in the experimental group (who used Blooket) and 9 students in the control group (who did not use Blooket). Pre-test and post-test surveys were administered to evaluate motivation levels.

Group	Pre-Test Mean Score	Post-Test Mean Score	Mean Difference	Standard Deviation
Experimental	25,6	35,2	9,6	3,2
Control	24,8	25,4	0,6	1,9

### T-Test Results

To determine the significance of the changes in motivation scores between the two groups, an independent samples t-test was conducted. The results are summarized below:

- **T-Test Calculation:**
  - Mean score for the experimental group (post-test) = 35.2
  - Mean score for the control group (post-test) = 25.4
  - Standard deviation for experimental group = 3.2
  - Standard deviation for control group = 1.9

Using a significance level of  $\alpha = 0.05$ , we calculate the t-value:

#### 1. Calculate the pooled standard deviation (Sp):

$$Sp = \frac{\sqrt{(n_1-1)S_1^2 + (n_2-1)S_2^2}}{n_1 + n_2 - 2} = \frac{\sqrt{(9-1)(3.2^2) + (9-1)(1.9^2)}}{9+9-2} = 2,65$$

**2. Calculate the t-value:**

$$t = \frac{M_1 - M_2}{Sp \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{35.2 - 25.4}{2.65 \sqrt{\frac{1}{9} + \frac{1}{9}}} = \frac{9.8}{2.65 \cdot 0.471} = 8.88$$

**3. Degrees of Freedom (df):**

$$df = n_1 + n_2 - 2 = 9 + 9 - 2 = 16$$

**4. Critical t-value (two-tailed, df = 16):**

For  $\alpha = 0.05$ , the critical t-value is approximately  $\pm 2.12$ .

**T-Test Results Summary**

- Calculated t-value: 8.88
- Critical t-value:  $\pm 2.12$
- Conclusion: Since the calculated t-value (8.88) exceeds the critical t-value ( $\pm 2.12$ ), we reject the null hypothesis. This indicates that there is a statistically significant difference in motivation scores between the experimental and control groups.

**Discussion**

The findings indicate that the use of Blooket as a teaching medium significantly enhances students' motivation to learn English as a second language. The experimental group showed a notable increase in their motivation levels, as evidenced by the substantial rise in their post-test scores compared to the control group, which demonstrated minimal change.

Several factors could explain the positive impact of Blooket on students' motivation. First, Blooket's interactive and gamified nature likely fostered a more engaging learning environment. Gamification in education has been shown to increase student engagement by making learning fun and competitive. As students interacted with the platform, they experienced a sense of achievement that traditional methods may not provide, leading to higher motivation levels.

Moreover, Blooket promotes collaboration and social interaction among students. The opportunity to work together in teams may have enhanced their sense of community and belonging, which is crucial for motivation in a classroom setting. Students who feel connected to their peers are more likely to participate actively and show enthusiasm for learning.

Additionally, the platform allows for immediate feedback, enabling students to see their progress and areas for improvement in real-time. This instant feedback loop can significantly enhance motivation as students can set personal goals and strive to achieve them.

In contrast, the control group, which did not utilize Blooket, showed only a marginal increase in motivation scores. This suggests that traditional teaching

methods may not be as effective in sustaining student interest and engagement over time. The lack of innovative and interactive resources could result in students becoming disengaged, leading to stagnant motivation levels.

Overall, these findings support the idea that integrating technology like Blooket into language learning can provide dynamic and engaging educational experiences. The substantial difference in motivation scores between the experimental and control groups highlights the need for educators to explore and implement diverse teaching strategies that incorporate interactive tools.

#### 4. CONCLUSION

The findings demonstrate that Blooket significantly enhances students' motivation to learn English as a second language. By incorporating gamified elements such as interactivity, competition, and instant feedback, Blooket creates a dynamic learning environment that fosters engagement and intrinsic motivation. Students in the experimental group showed a notable improvement in their motivation and learning outcomes compared to the control group, underscoring the limitations of traditional methods. These results support the integration of gamified platforms like Blooket into ESL education to improve learning efficacy, sustain student interest, and adapt to diverse learning needs. Educators are encouraged to explore such tools to modernize teaching practices and meet the evolving expectations of 21st-century learners.

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