# STUDENTS' ATTITUDE OF USING BLOOKET AS A GRAMMAR LEARNING MEDIA

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**Abstract:** Blooket is a game-based learning tool that has been widely explored for vocabulary acquisition, however, its use in grammar instruction remains underexamined. This study aimed to investigate students' attitudes toward using Blooket for grammar learning. One hundred and fifty-six ninth-graders from SMP Negeri Karang Jaya in the 2024–2025 academic year were chosen through the purposive sampling technique. Data were collected using a 17-item survey via Google Forms, focusing on three constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention (BI). The results showed high mean scores: PU (4.26), PEOU (4.24), and BI (4.28), suggesting positive perceptions of students toward using Blooket as effective learning tool. Students were interested, confident, and motivated to use Blooket for grammar exercises. Features like leaderboards and quick feedback made the experience more enjoyable. The study shows how game-based platforms like Blooket can get students more interested in learning and encourage them to engage more. Finally, the results show that Blooket is more enjoyable and useful way to learn grammar. This aligns with the current educational goals of using technology and game-like elements in teaching.
**Keywords:** *blooket, grammar learning media, grammar mastery, students' attitude*

## INTRODUCTION

In the context of English language learning, grammar plays a foundational role that extends beyond mere sentence correctness. Grammar is a crucial component of English language ability, acting as the basis for generating meaningful and accurate sentences (Pham, 2023). Proficiency in grammar allows individuals to communicate efficiently while reducing language inaccuracies (Jihad, 2021). Without explicit grammar instruction, learners often face difficulties in producing coherent sentences and arranging words appropriately (Moe, 2019). While grammatical accuracy is commonly emphasized in writing, it is equally important to recognize that grammar governs the structure of everyday language use(Susanti & Trisnawati, 2019). These

perspectives collectively emphasize the necessity of grammar in supporting all aspects of English language learning.

Within the framework of Indonesia's Kurikulum Merdeka, grammar is no longer instructed as a standalone topic, but is instead incorporated into comprehensive language skills. This comprehensive method seeks to emulate authentic conversation. Nonetheless, it poses specific obstacles for children, particularly those with restricted language. For example, when grammar is imparted through reading or dialogue, pupils may prioritize deciphering individual words above comprehending grammatical frameworks. Consequently, they may overlook critical patterns or principles. The urgency to communicate effectively often compels students to favor fluency over precision, resulting in recurrent grammatical inaccuracies (Kizi & Kizi, 2021). Furthermore, erroneous grammar may lead to misinterpretations or completely obscure meaning (Listia & Febriyanti, 2020). Despite the autonomy granted to educators in modifying instruction, these challenges underscore an urgent want for resources and methodologies that enhance the accessibility and engagement of grammar instruction for students.

A promising approach is the incorporation of technology into grammar instruction. The integration of digital media in the classroom has shown the capacity to foster a more interactive and student-centered learning environment. Information and Communication Technology (ICT) amplifies the importance and attractiveness of English language learning (Alkaromah et al., 2020). Moreover, the integration of digital tools can improve student participation in contemporary language programs (Kartika et al., 2023). Thus, game-based learning platforms offer unique opportunities to merge education with enjoyment, notably beneficial for grammar, a subject often regarded as tedious by students.

The initiative for digital transformation in education in Indonesia corresponds with students' proficiency in online gaming and visual media. Numerous junior high school students are digital natives who derive motivation from interactive and competitive settings. Nonetheless, school instruction has not consistently aligned with these choices. Conventional grammar training, usually characterized by worksheets and rote practice, frequently does not engage students' interest. Consequently, tools such as Blooket may provide an effective alternative to fulfill curricular objectives and accommodate students' learning preferences.

Blooket is a novel web-based platform that can be seamlessly incorporated into English training. Blooket distinguishes itself from conventional quiz applications by integrating interactive gameplay aspects with educational information (Susilo et al., 2022). It offers multiple game modes, including quizzes, memory games, and peer-to-peer challenges, aimed at actively engaging learners (Isyamirahim et al., 2024; Masruroh, 2024). Elements like as leaderboards, points, levels, and badges incentivize students and enhance the overall experience (Sartika et al., 2023). Furthermore, Blooket enables educators to construct grammatical question sets and integrate them into game modes such as Gold Quest (Thu & Dan, 2023), rendering the platform versatile for various educational objectives.

Blooket also facilitates immediate feedback and visual interaction. It presents scores and responses instantaneously, aiding students in identifying their performance and advancement (Wongsaming et al., 2023). Visual content may be presented in the classroom, enabling students to engage with attractive visuals, linguistic structures, and the instructor concurrently (Huynh, 2024). These elements

augment the interactivity of language instruction and foster a dynamic classroom environment. Blooket is a digital quiz platform that integrates entertainment, competition, and intellectual rigor.

Numerous research studies have proven Blooket's beneficial effect on vocabulary acquisition. Studies conducted by Sartika et al. (2023) and Isyamirahim et al. (2024) demonstrate that Blooket enhances student interest and involvement in vocabulary exercises. Similarly, Huynh (2024) discovered that Blooket enhanced university students' intrinsic motivation and learning confidence relative to conventional approaches. Furthermore, Kinanti & Sari (2024) and Masruroh (2024) indicate that Blooket can improve vocabulary results in both classroom and independent contexts. Nevertheless, despite these findings, the application of Blooket for grammar education remains underexplored, despite the platform's capability to incorporate grammar-centric content into its games.

This deficiency in research indicated a distinct void in the literature. Blooket demonstrated considerable promise for vocabulary acquisition; nonetheless, its efficacy in facilitating grammar learning, particularly in formal educational environments, remained insufficiently investigated. This study sought to investigate students' perceptions of Blooket as a medium for grammar acquisition. This study specifically examined the research question: "What were the students' attitudes towards the use of Blooket in mastering grammar?" This research aimed to elucidate students' perceptions, so offering significant insights into the pedagogical efficacy of Blooket for grammar education and providing advice for educators aiming to include digital tools within the adaptable structure of the Kurikulum Merdeka.

This study utilized the Technology acceptability Model (TAM) as its conceptual framework, a widely recognized tool for assessing consumers' acceptability of technology-based instruments. TAM, as proposed by Davis (1989), comprises three fundamental constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention (BI). PU pertains to the degree to which students perceive that utilizing a system will improve their learning outcomes, whereas PEOU signifies the ease of system usage. Behavioral intention signifies students' propensity to persist in utilizing the instrument in the future. These constructs have been utilized in educational contexts to assess digital learning platforms (Pitoyo et al., 2019; Amalia, 2020; Saputra & Rusmana, 2021). This methodology aimed to systematically evaluate students' evaluations of Blooket's practicality and usability in grammar training.

## METHODOLOGY

This study employed a quantitative approach, focusing on investigating students' attitudes toward using Blooket as a grammar learning medium through a survey questionnaire. The survey method was selected as it is an effective tool for examining the opinions and attitudes of a specific group regarding particular topics or issues.

## Subjects

This study targeted ninth-grade students of SMP Negeri Karang Jaya in the 2024/2025 academic year, with a total population of 156 students. The sample was selected using purposive sampling, a technique that allows researchers to choose participants based on specific criteria and personal judgment. The selected sample

consisted of students from class 9.2, comprising 32 students, as they had prior experience using Blooket for grammar instruction.

**Design and Procedures**

Close-ended questionnaires as the instrument were delivered to the participants. According to Rea and Parker (1992) in (Mabrur, 2022), there are some advantages of closed-ended questionnaires as follows:

1. Respondents can answer closed-ended questions quickly.
2. The data generated is simpler to interpret and understand.
3. The data is easy to compare across respondents in various locations, organizations, and roles.
4. Provide helpful prompts to guide respondents in answering.
5. The format can remind respondents of options or ideas they may have overlooked or been unaware of.

**Data Collection and Data Analysis**

The questionnaire was an online questionnaire given to the participants by using Google Forms. As stated by Mabrur (2022), the online questionnaire is a type of research tool that can be used in survey studies to collect information from the target participants. The questionnaire was made publicly accessible to ensure all participants had the opportunity to participate. Students were encouraged to express their feelings and perceptions regarding the use of Blooket for grammar learning by responding to a series of questions.

The survey questions were modified and drawn from previous studies related to the theoretical framework. The writer re-adapted and modified the items in the questionnaire based on the questionnaires developed by other researchers (Pitoyo et al., 2019), (Saputra & Rusmana, 2021), (Amalia, 2020). There are 17 items which are divided into three types. They are Perceived Usefulness (PU) containing 11 questions, perceived of Ease of Use (PEOU) containing 3 questions and Behaviour Intention (BI) containing 3 questions. To meet the study requirements, certain questions were adapted and translated into Indonesian for data collection. Subsequently, the responses were re-translated into English for analysis to ensure accuracy and consistency in interpreting the data.

Each question in the survey was designed using a Likert scale (strongly disagree, disagree, neutral, agree, and strongly agree), allowing for a comprehensive analysis of students' attitudes toward the use of Blooket for grammar mastery.

A pilot test was conducted with a small sample of students who were similar to the target market to make sure that the survey tool was reliable. Cronbach's Alpha was used to check how reliable the tool was. It came out to be 0.749, which means that the study had good internal consistency and reliability.

To analyze the data, survey responses were entered into Microsoft Excel, where frequencies, totals, and mean scores were calculated. Descriptive statistics were employed to summarize the findings, enabling generalizations based on the collected data and providing insights into the research question. Frequency, mean and percentages are fundamental quantitative data points in a survey, offering valuable insights into how participants respond and potentially highlighting unexpected influences (Philips et al., 2021 in Mabrur, 2022).

**FINDINGS AND DISCUSSION**
**Findings**

The questionnaire results were analyzed using descriptive statistics, including frequency and mean, to assess students' attitudes toward the use of Blooket for grammar learning. For data interpretation, the Likert Scale was categorized into the five outlined (Tongsom, 2022) as follows:
4.50 – 5.00 = strongly agree
3.50 – 4.49 = agree
2.50 – 3.49 = neutral
1.50 – 2.49 = disagree
1.00 – 1.49 = strongly disagree

The detail questionnaire result included this following table:

Table 1. Students' attitude towards grammar mastery

| Statement | Answer and Score Value (%) | | | | | Total | Mean | Level of Attitude |
|---|---|---|---|---|---|---|---|---|
| | SD | D | N | A | SA | | | |
| Perceive Usefulness (PU) | | | | | | | 4.26 | Agree |
| I am interested in doing the test regarding grammar due to Blooket | 0/0 | 0/0 | 2/6.3 | 16/50 | 14/43,8 | 140 | 4.38 | Agree |
| I am confident in doing the test regarding grammar due to Blooket | 0/0 | 0/0 | 5/15.6 | 18/56.3 | 9/28.1 | 132 | 4.13 | Agree |
| I get more motivation in doing the grammar test due to Blooket | 0/0 | 1/3.1 | 4/12.4 | 14/43.8 | 13/40.6 | 135 | 4.22 | Agree |
| I can improve my | 0/0 | 0/0 | 5/15.6 | 12/37.5 | 15/46.9 | 138 | 4.31 | Agree |

| Statement | Answer and Score Value (%) | | | | | Total | Mean | Level of Attitude |
|---|---|---|---|---|---|---|---|---|
| | SD | D | N | A | SA | | | |
| Perceive Usefulness (PU) | | | | | | | 4.26 | Agree |
| grammar skill due to Blooket in a test | | | | | | | | |
| I was able to learn grammar skill from the items on Blooket | 0/0 | 2/6.3 | 3/9.4 | 15/46.9 | 12/37.5 | 133 | 4.16 | Agree |
| Blooket helps me to overcome the test anxiety | 0/0 | 1/3.1 | 2/6.3 | 19/59.4 | 10/31.3 | 134 | 4.19 | Agree |
| Using Blooket made it easier to learn grammar | 1/3.1 | 0/0 | 5/15.6 | 12/37.5 | 14/43.8 | 134 | 4.19 | Agree |
| I think Blooket was useful in class | 0/0 | 0/0 | 1/3.1 | 10/31.3 | 21/65.6 | 148 | 4.63 | Strongly Agree |
| Blooket creates a competitive atmosphere | 0/0 | 1/3.1 | 5/15.6 | 15/46.9 | 11/34.4 | 132 | 4.13 | Agree |
| I feel encouraged to be number one on the leaderboard | 0/0 | 1/3.1 | 5/15.6 | 13/40.6 | 13/40.6 | 134 | 4.19 | Agree |
| Blooket is | 1/3 | 0/0 | 3/9.4 | 20/62.5 | 8/25 | 130 | 4.06 | Agree |

| Statement | Answer and Score Value (%) | | | | | Total | Mean | Level of Attitude |
|---|---|---|---|---|---|---|---|---|
| | SD | D | N | A | SA | | | |
| Perceive Usefulness (PU) | | | | | | | 4.26 | Agree |
| better than the traditional test | .1 | | | | | | | |
| Perceived Ease of Use (PEOU) | | | | | | | 4.26 | Agree |
| It was easy for me to operate Blooket. | 1/3.1 | 0/0 | 5/15.6 | 15/46.9 | 11/34.4 | 131 | 4.09 | Agree |
| Learning how to study with Blooket was easy for me. | 0/0 | 1/3.1 | 4/12.5 | 13/40.6 | 14/43.8 | 136 | 4.25 | Agree |
| The Blooket website is clear and understandable | 0/0 | 1/3.1 | 2/6.3 | 11/34.4 | 18/56.3 | 142 | 4.44 | Agree |
| Behaviour Intention (BI) | | | | | | | 4.28 | Agree |
| I tend to do a test with Blooket | 1/3.1 | 0/0 | 3/9.4 | 13/40.6 | 15/46.9 | 137 | 4.28 | Agree |
| I intend to use Blooket in the future. | 1/3.1 | 0/0 | 4/12.5 | 13/40.6 | 14/43.8 | 135 | 4.22 | Agree |
| If it is offered, I intend to have a test using Blooket | 1/3.1 | 0/0 | 2/6.3 | 13/40.6 | 16/50 | 139 | 4.34 | Agree |

The results presented in Table 1 reveal that students have a highly positive attitude toward using Blooket as a grammar learning medium. In the Perceived Usefulness (PU) category, the average scores range from 4.06 to 4.63, all indicating agreement or strong agreement. For instance, the statement *"I am interested in doing the test regarding grammar due to Blooket"* scored an average of 4.38, showing that students were interested in completing grammar exercises using Blooket. The highest average score was recorded for the statement *"Blooket was useful in class"* at 4.63, demonstrating that most students strongly agreed that Blooket was a valuable tool for grammar learning in the classroom. This suggests that students perceive Blooket not only as helpful for improving their grammar skills but also as an engaging and effective learning tool.

Furthermore, students expressed that the interactive features of Blooket, such as competitive leaderboards and real-time feedback, contributed significantly to their motivation and willingness to engage with grammar tasks. These features provide a unique approach compared to traditional grammar teaching methods, emphasizing the importance of incorporating game-based learning tools in the classroom.

In the Perceived Ease of Use (PEOU) category, the results are also favorable, with average scores ranging from 4.09 to 4.44, indicating that students found Blooket easy to use. Statements such as *"Learning how to study with Blooket was easy for me"* (4.25) and *"The Blooket website is clear and understandable"* (4.44) suggest that students did not experience any difficulties operating the platform and found its interface user-friendly. These findings indicate that Blooket is an accessible tool that facilitates students' learning without causing frustration or confusion.

Finally, in the Behavior Intention (BI) category, the scores ranged from 4.22 to 4.34, reflecting students' intention to continue using Blooket in the future. Statements like *"I intend to use Blooket in the future"* (4.22) and *"If it is offered, I intend to have a test using Blooket"* (4.34) indicate that students are motivated to use Blooket again for grammar exercises if given the opportunity. This suggests that Blooket not only captures students' interest during the current learning experience but also encourages them to consider using it in future learning scenarios. This overall positive response underscores the potential of Blooket to transform grammar learning into an engaging and meaningful activity.

Overall, the results from Table 1 suggest that students view Blooket as a valuable, user-friendly, and enjoyable tool for grammar learning. The positive attitudes toward its usefulness, ease of use, and students' intention to continue using it highlight the effectiveness of Blooket in engaging students and enhancing their grammar mastery.

**Discussion**

The results of this study closely correspond with prior studies mentioned in the background of this study about the incorporation of technology in language acquisition, namely game-based learning. Numerous researchers have underscored the beneficial impacts of interactive and game-based platforms on student engagement and motivation, aligning with the results of this study.

Alkaromah et al. (2020) argued that the integration of Information and Communication Technology (ICT) in education can significantly enhance student engagement and enrich the learning experience. The study's findings demonstrate that students displayed a notable degree of Perceived Usefulness (PU) and

Behavioral Intention (BI) about the utilization of Blooket. The captivating attributes of Blooket, like leaderboards and instantaneous feedback, probably enhanced the favorable view of the site. These features afforded students prompt rewards and acknowledgment, consistent with Sartika et al. (2023), who discovered that gamified learning systems can enhance student motivation and engagement by incorporating such interactive aspects. The students in this study exhibited motivation to participate in the grammar tasks, presumably due to the competitive environment and the sense of accomplishment engendered by these elements.

Additionally, the results of this study support those of Susilo et al. (2022), who showed that game-based learning platforms, such as Blooket, can enhance vocabulary mastering and lessen exam anxiety. The low-stakes learning environment that Blooket offers may be the reason why students in this study said it made them feel less nervous about grammar tests. Blooket created a more encouraging learning environment by allowing students to make mistakes without worrying about failing, in contrast to traditional grammar assessments that could cause anxiety. This is important since Jihad (2021) pointed out, lowering exam anxiety can help children concentrate and study more efficiently.

Furthermore, the positive reception among students was influenced by the simplicity of use of Blooket. Kartika et al. (2023) underscored the importance of intuitive and user-friendly design in digital learning systems, with survey findings corroborating this claim. Students perceived the platform as effortless to navigate. Students were likely able to concentrate more on the content of the grammar exercises due to the clear interface and straightforward navigation of Blooket, rather than being distracted by technical difficulties.

Although the results are encouraging, it is crucial to acknowledge that vocabulary deficiencies among students presented a barrier. Kizi & Kizi (2021) examined how insufficient grammatical knowledge can impede the learning process, revealing that students with restricted vocabulary encountered difficulties in comprehending and participating in the grammar activities on Blooket. This indicates that although Blooket is an effective instrument for engaging pupils, it may be particularly advantageous for those having a robust vocabulary basis. Educators may require offering supplementary vocabulary assistance to guarantee that all students can utilize the platform effectively.

Lastly, the accessibility of technology significantly influences the efficacy of Blooket. Certain students may have encountered difficulties utilizing the platform owing to problems with internet connectivity or device accessibility. This underscores the necessity of guaranteeing that all students possess dependable access to essential technologies, as articulated in Sartika et al. (2023). Inconsistent access to technology may impede the optimal utilization of game-based platforms such as Blooket, indicating that schools must confront these infrastructural difficulties to provide fair access to educational resources.

In summary, the favorable reception of Blooket is due to its interactive, user-centric, and supporting attributes, which enhance student involvement, alleviate test

anxiety, and offer prompt feedback. Addressing vocabulary deficiencies and maintaining dependable technology access are critical elements that require attention to optimize the efficacy of Blooket as a grammar learning instrument. Subsequent studies should further examine these characteristics and assess the long-term effects of Blooket on grammar proficiency.

## CONCLUSION AND SUGGESTION

This study showed that students were quite open to using Blooket to learn grammar. Students thought Blooket was helpful, easy to use, and motivating. The good scores on the three TAM constructs—Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention (BI)—showed that Blooket made learning grammar much easier by making it more fun, less stressful, and more likely to get people to participate. Moreover, it is found that Blooket is not just a fun digital tool, but also a useful teaching tool that fit well with the goals of Kurikulum Merdeka, especially when it comes to encouraging students to learn on their own, in a pleasant way, and with a focus on the students. Since it is based on games, teachers may teach grammar in a way that is more fun and less scary, which is especially good for junior high school students.

However, the study also showed that there were some problems. Students who do not know a lot of words may still have trouble completely understanding grammar content that is offered in games. Additionally, access to the internet, availability of devices, and digital literacy, may affect how well and consistently Blooket works in different educational settings.

Future study should include experimental or mixed-method studies that look at both students' attitudes and the real effects of Blooket on grammatical achievement. Future research might also look into how well Blooket works for students with different levels of skill or how it can be changed to work for kids who don't have access to many digital resources. Furthermore, using qualitative methodologies like interviews or classroom observations could provide us a better understanding of how children learn and how game-based learning affects the classroom.

Overall, this study shows that Blooket is a good way to learn grammar, but further research is needed to look into its wider effects, possible problems, and long-term effects on students' grammar skills.

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