

**THE EFFECTIVENESS OF BLOOKET AND WORDWALL ON
STUDENT' VOCABULARY ACHIEVEMENT AMONG SEVENTH-
GRADE STUDENTS OF SMPN 1 BANJARMASIN**

***SARJANA'S* THESIS**

**VALENCIA ROSELYN TERANG
REG. NUMBER: 2110117320009**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

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STUDENT' VOCABULARY ACHIEVEMENT AMONG SEVENTH-
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SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

**VALENCIA ROSELYN TERANG
REG.NUMBER: 2110117320009**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

LETTER OF APPROVAL

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of (Valencia Roselyn Terang) 2110117320009: "The Effectiveness of Hlooket and Wordwall Application on Students Vocabulary Size of the Eight-Grade Students In SMPN 1 Banjarmasin" has been approved by the advisors for oral examination

Banjarmasin, 30 September 2024

Advisor I



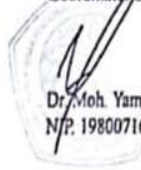
(Dr. Moh. Yamin, M.Pd)
NIP. 19800716 201012 1 003

Second Advisor II,



(Eka Puteri Elyani, M.Pd)
NIP. 19910130 201903 2 014

Approved by:
Coordinator of English Language Education Program,



Dr. Moh. Yamin, M.Pd
NIP. 19800716 201012 1 003

REVISION APPROVAL FORM

The undersigned hereby declares that:

Name : Valencia Roselyn Ternng
Students' ID : 2110117320009
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : The Effectiveness of Blooket and Wordwall on Student' Vocabulary
Mastery Achievement among Seventh-Grade Students of SMPN 1
Banjarasin

Has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the Thesis Examination.

Banjarasin, June 2025

Advisor I,



(Dr. Moh. Yamin, M.Pd.)
NIP. 19800716 201012 1 003

Advisor II,



(Eka Puteri Elyani, M.Pd.)
NIP. 199101302019032014

Approved by:

Coordinator of English Language Education Study Program,



(Dr. Moh. Yamin, M.Pd.)
NIP. 19800716 201012 1 003

REVISION APPROVAL FORM
RESEARCH RESULTS SEMINAR

The undersigned hereby declares that:

Name : Valencia Roselyn Terang

Student's ID : 2110117320009

Degree : Bachelor of Education

Study Program : English Language Education

Thesis Title : The Effectiveness Of Blooket And Wordwall On Student' Vocabulary Achievement Among Seventh-Grade Students Of SMPN 1 Banjarmasin
has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the thesis examination.

Banjarmasin, October 2025

Adviser I

Dr. Moh. Yamin, M.Pd.

NIP 198202202005012002

Advisor II

Eka Puteri Elyani, M.Pd.

NIP 199101302019032014

Examiner,

Elsa Rosajid, S.Pd., M.Pd.

NIP 19910407 201903 2025

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Yamin, M.Pd.


NIP 198007162010121003

LETTER OF APPROVAL


This is to certify the Sarjana's Thesis of Valencia Rosclyn Terang, Reg. Number 2110117320009 entitled "The Effectiveness of Blooket and Wordwall on Student' Vocabulary Achievement Among Seventh-Grade Students of SMPN 1 Banjarmasin" has been approved by the Board of Examiners as the requirement for completing Sarjana Pendidikan Program in English Language Teaching.

Banjarmasin, November 2025


Chair Person


Dr. Moh. Yamin, M.Pd
NIP. 198202202005012002

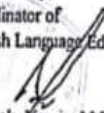
Member


Eka Purni Elyani, M.Pd
NIP. 199101302019032014

Member


Elsa Rosalina, S.Pd., M.Pd
NIP. 199104072019032025

Approved by,
Coordinator of
English Language Education Study Program,


Dr. Moh. Yamin, M.Pd
NIP. 197007162010121003

ABSTRACT

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Keywords: Blooket, Teaching vocabulary, Vocabulary achievement, Wordwall

Vocabulary is a crucial element in language learning and communication. However, many seventh-grade students of SMPN 1 Banjarmasin still struggle with limited English vocabulary, which hinders their overall English proficiency. To address this challenge, digital gamification is seen as a promising method to boost student engagement and vocabulary achievement. Therefore, this study aimed to investigate whether there is a difference in the vocabulary achievement between the students who use Blooket and students who use Wordwall among seventh-grade students of SMPN 1 Banjarmasin.

This research employed a quantitative approach with a quasi-experimental design involving sixty seventh-grade students selected through purposive sampling. The students were divided into two groups: the experimental group used Blooket, while the control group used Wordwall. Data were collected through pre-tests and post-tests to measure students' vocabulary achievement before and after the treatment. The collected data were analyzed using SPSS version 27, specifically employing the Mann-Whitney U test to determine the differences between the two groups.

The findings indicate that there is a significant difference in students' vocabulary achievement between the two groups, with students in the experimental group (Blooket) achieving higher post-test scores (mean = 87.750) than those in the control group (Wordwall) (mean = 82.333). This is supported by the Mann-Whitney U test, which indicated $p < 0.05$ ($p = 0.039$), which leads to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. The results confirm that Blooket has a more significant positive impact on students' vocabulary achievement compared to Wordwall.

Based on these findings, several recommendations are proposed for educational practice and future research. English teachers are encouraged to use Blooket as a digital learning tool to support vocabulary learning. Future research may explore the use of other gamified platforms with similar designs to examine their impact on vocabulary learning in different classroom contexts.

Advisor 1



Dr. Moh. Yamin, S.Pd., M.Pd

NIP. 19800716 201012 1 003

Advisor 2



Eka Puteri Elyani, M.Pd.

NIP. 199101302019032014

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This research has not certainly achieved perfection. Thus, constructive feedbacks and suggestions for improving its quality will be highly appreciated. Finally, it is expected that this research may yield positive contribution to the development of English Language Teaching.

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The researcher

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