

**THE EFFECT OF USING BLOOKET APPLICATION ON STUDENTS'
READING ACHIEVEMENT AT EIGHTH GRADE OF SMPN 30
BANJARMASIN**

SARJANA'S THESIS

SAFIRAH

REG. NUMBER: 2110117220021



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

2025

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READING ACHIEVEMENT AT EIGHTH GRADE OF SMPN 30
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SARJANA'S THESIS

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

SAFIRAH

REG. NUMBER: 2110117220021

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UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

LETTER OF APPROVAL

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This is to certify that the Sarjana's thesis proposal of Safirah reg. number 2110117220021 entitled "**The Students' Engagement on The Implementation of Blooket Application in English Classroom at SMPN 30 Banjarmasin**" has been approved by the advisors for oral examination.

Banjarmasin, September 2024

Advisor I,



(Dr. Rina Listia, M.Pd)
NIP. 196404241994032008

Second Advisor II,



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

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 : Safirah
Students' ID : 2110117220021
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : The Effect of Using Blooket Application on Students' Reading
Achievement at Eighth Grade of SMPN 30 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, June 2025

Advisor I,



(Dr. Rina Listia, M.Pd.)
NIP. 196404241994032008

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 : Safirah
Student's ID : 2110117220021
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : The Effect of Using Blooket Application on Students' Reading Achievement at Eighth Grade of SMPN 30 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, July 2025

Advisor I,



Dr. Rina Listia, M.Pd.
NIP 196404241994032008

Advisor II,



Eka Putri Elyani, M.Pd.
NIP 199101302019032014

Examiner,



Elvina Arapah, M.Pd.
NIP 197902132005012002

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Famin, M.Pd.
NIP 198007162010121003

LETTER OF APPROVAL

This is to certify the *Sarjana's* Thesis of Safirah, Reg. Number 2110117220021 entitled **“The Effect of Using Blooket Application on Students’ Reading Achievement at Eighth Grade of SMPN 30 Banjarmasin”** has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

Banjarmasin, July 15, 2025

Chair Person,



Dr. Rina Listia, M.Pd.

NIP 196404241994032008

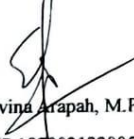
Member,



Eka Putri Elyani, M.Pd.

NIP 199101302019032014

Member,



Elvina Arapah, M.Pd.

NIP 197902132005012002

Approved by,

Secretary of English Language Education Study Program,



Dr. Rosalina, M.Pd.

NIP 199104072019032025

ABSTRACT

Safirah. 2025. *The Effect of Using Blooket Application on Students' Reading - Achievement at Eighth Grade of SMPN 30 Banjarmasin*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Rina Listia, M.Pd., the second advisor: Eka Puteri Elyani, M.Pd.

Keywords: Blooket Application, Reading Achievement

In English Language Teaching (ELT), gamification has been seen as an effective strategy to support students' language skills. Moreover, gamification has been found to help students become more engaged and improve their learning outcomes. This research aims to determine whether there is a difference in students' reading achievement between those taught using Blooket and those taught using Quizizz in the eighth grade of SMPN 30 Banjarmasin. The research gap lies in the limited studies specifically examining the effect of the Blooket application on the reading achievement of eighth-grade students, which encouraged the researcher to conduct this study.

This study employed a quantitative approach with a Quasi-Experimental design. The sample consisted of 61 students, selected using a random sampling technique. The experimental group included 31 students from class VIII-A, while the control group comprised 30 students from class VIII-D. The data were collected by analyzing the students' pre-test and post-test results, which were then examined and interpreted through hypothesis testing.

Based on the findings of the independent samples t-test, it was revealed a significance value of 0.047 and a t-value of 2.029, while the t-table value was 2.001 at a 0.05 significance level with 59 degrees of freedom. Since the significance value was lower than 0.05 and the t-value exceeded the t-table value, the alternative hypothesis was accepted. In addition, the students showed positive reaction with the use of Blooket in the experimental class.

Therefore, it can be concluded that there is a significant difference in reading achievement between students taught using Blooket and those taught using Quizizz in the eighth grade at SMPN 30 Banjarmasin. Moreover, based on the findings, it is recommended that teachers and students make the most of Blooket's use in the classroom.

ACKNOWLEDGEMENT

Alhamdulillah rabbil'alamin, all praises and thanks to Allah SWT and His Prophet Muhammad SAW for His blessings and guidance to the researcher in finishing her thesis entitled "The Effect of Using Blooket Application on Students' Reading Achievement at Eighth Grade of SMPN 30 Banjarmasin" The researcher would like to express her heartfelt gratitude to everyone who supported and helped her in finishing this thesis, especially:

1. Prof. Dr. Ahmad, S.E., M.Si. as the rector of Lambung Mangkurat University.
2. Prof. Dr. Sunarso Basuki, Drs., M.Kes., AIFO as the Dean of Faculty Teacher Training and Education.
3. Dr. Moh. Yamin, M.Pd. as the Coordinator of the English Language Education Study Program.
4. Dr. Rina Listia, M.Pd. as the researcher's academic and first advisor, who patiently provided guidance and encouragement throughout the preparation, implementation, and completion of the undergraduate thesis.
5. Eka Puteri Elyani, M.Pd. as the researcher's second advisor, who kindly offered time and effort to provide thorough feedback and valuable suggestions in the writing of the undergraduate thesis.
6. Elvina Arapah, M.Pd. as the validator and examine of this research, providing valuable corrections and insights to support the feasibility of this thesis.
7. Faisal Rachman, S.Pd, M.Pd. as the headmaster of SMPN 30 Banjarmasin.
8. Purnama Heriyawati, S.Pd. who is the English teacher for eighth-grade at SMPN 30 Banjarmasin, who helped the researcher in collecting the research data to complete Sarjana's Thesis.
9. All the students in Classes VIII-A, VIII-D and VIII-C who participated in this research.
10. All the Lecturers and Staff of English language education study program.
11. The researcher's beloved parents, Mr. Muhammad Yamin and Mrs. Suhadah and researcher's brother, Ardiansah.

12. The researcher's buddies since Senior High School: Dinda Amalia, Ella Nurhayati, Paulus Danu Saputra, Qumairi Zatil Hidayah and Yenny, may our friendship stay strong and let us continue to grow together as we pursue our own dreams.
13. The researcher's University buddies: Nirmala Rizky Hapsari, Putri Syifa Khairani, Suci Nor A'Dila, Syaftiah and Rina Hilmina, who are always offering heartfelt support throughout her college years and during the process of writing her thesis.
14. Lastly, the researcher herself. She is thankful to herself for staying strong and seeing everything through to the end.

The writer extends sincere appreciation to all individuals who contributed to the completion of this *Sarjana's* thesis. It is hoped that this study will support learning and help improve the teaching of English.

Banjarmasin, July 2025



Safirah

2110117220021

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