

The Effectiveness of Blooket Learning Media in Improving Reading Comprehension of Personal Letters among Grade XI Students of SMA PGRI Pekanbaru

Nanda Iswari ^{1*}, Ardiya ², Wandi Syahfutra ³

¹ Jurusan Pendidikan Bahasa Inggris, Universitas Muhammadiyah Riau, Indonesia

email: nandaiswari833@gmail.com

² Universitas Muhammadiyah Riau, Indonesia

email: ardiya@umri.ac.id

³ Universitas Muhammadiyah Riau, Indonesia

email: wandisyahsyahfutra@umri.ac.id

*Corresponding Author: nandaiswari833@gmail.com

Abstract, Reading comprehension, especially in personal letter texts, is challenging for many Indonesian high school students due to limited vocabulary and low motivation. Blooket, a game-based learning platform, offers potential to improve engagement and learning outcomes. Objective: This research aims to examine the effectiveness of Blooket learning media in improving students' reading comprehension of personal letters at Grade XI of SMA PGRI Pekanbaru. A quantitative approach with a quasi-experimental non-equivalent control group design was used. The sample consisted of 39 students, divided into an experimental group taught with Blooket and a control group taught conventionally. Pre-tests and post-tests (25 multiple-choice items) were administered, and data were analyzed using normality, homogeneity, The experimental group's mean score increased from 55.21 to 84.96, while the control group improved from 51.53 to 72.00. The paired sample t-test yielded $p = 0.000 (<0.05)$, indicating a significant effect of Blooket on reading comprehension. Blooket's interactive and competitive features effectively enhanced students' reading comprehension of personal letters, motivation, and participation, making it a valuable alternative for teaching short functional texts in EFL classrooms.

Keywords: Blooket, EFL, Personal Letter, Reading Comprehension, SMA PGRI Pekanbaru

Received: June 10, 2025;

Revised: August 27, 2025;

Accepted: October 20, 2025;

Published: December 30, 2025;

Curr. Ver.: December 30, 2025;



Hak cipta: © 2025 oleh penulis.

Diserahkan untuk kemungkinan
publikasi akses terbuka
berdasarkan syarat dan ketentuan
lisensi Creative Commons
Attribution (CC BY SA)
(<https://creativecommons.org/licenses/by-sa/4.0/>)

1. INTRODUCTION

English is recognized as a global language essential for communication in various fields such as education, business, and technology (Cimermanová, 2019). In Indonesia, English has been taught from the elementary school level to equip students with the skills necessary for global communication. Among the four language skills, reading plays a vital role as it enables learners to gain information, expand knowledge, and develop critical thinking skills (Grabe & Stoller, 2020; Hansen, 2021). However, despite years of instruction, many Indonesian students still face difficulties in reading comprehension, particularly due to limited vocabulary, lack of motivation, and ineffective learning strategies (Suryanto & Sari, 2021; Susanto et al., 2020).

In senior high schools, students are expected to comprehend various short functional texts, including personal letters. Personal letters, although informal in nature, require understanding of specific structures, purposes, and language features (Semi, 2020). Yet, many

students struggle to identify main ideas, connect ideas between sentences, and interpret implied meanings within these texts. Conventional teaching methods, often text-heavy and monotonous, contribute to low engagement and comprehension levels.

To address these challenges, technology-based learning platforms offer promising solutions. Blooket, an interactive game-based platform launched in 2020, allows teachers to create quizzes integrated with various game modes, making the learning process more engaging and competitive (Nugroho & Romadhon, 2022). Previous studies have shown its potential to improve vocabulary mastery, motivation, and reading comprehension (Kinanti & Sari, 2024; Putri, 2023). However, limited research has explored the use of Blooket specifically for teaching personal letter reading comprehension at the senior high school level.

Therefore, this research aims to investigate the effectiveness of Blooket learning media in improving reading comprehension of personal letter texts among Grade XI students at SMA PGRI Pekanbaru. The findings are expected to contribute to the development of innovative teaching strategies that enhance both students' comprehension skills and learning motivation.

2. METHOD

This research employed a quantitative approach using a quasi-experimental design with a non-equivalent control group. Two classes of Grade XI students at SMA PGRI Pekanbaru in the 2024/2025 academic year participated in the research, with a total of 39 students. Using a total sampling technique, Class XI IPA consisting of 24 students was assigned as the experimental group, while Class XI IPS consisting of 15 students served as the control group. The experimental group was taught using Blooket learning media, while the control group received instruction through conventional methods.

The research instrument was a reading comprehension test on personal letter texts, comprising 25 multiple-choice questions with four answer options. The questions were designed to assess students' ability to identify main ideas, understand generic structures, recognize specific details, interpret vocabulary, identify references, and make inferences.

The procedure began with a pre-test administered to both groups to measure baseline reading comprehension. The treatment was then conducted over six sessions in the experimental group using Blooket-based activities, including skimming and scanning exercises, thematic analysis, collaborative quizzes, and peer-generated comprehension questions. Meanwhile, the control group followed conventional reading instruction without game-based learning. After the treatment, a post-test with the same format as the pre-test was administered to both groups to measure improvement.

Data were analyzed using SPSS 25. Normality and homogeneity tests were performed to ensure the suitability of parametric analysis. A paired sample t-test was then applied to examine the significance of differences between pre-test and post-test scores in each group, with a significance threshold set at $p < 0.05$.

3. FINDINGS AND DISCUSSION

This research was carried out on eleventh-grade students of SMA PGRI Pekanbaru in the 2024/2025 academic year. The total sample consisted of 39 students from two classes: XI IPA (24 students) and XI IPS (15 students). Class XI IPA was assigned as the experimental group and taught using Blooket learning media, while Class XI IPS served as the control group and was taught using conventional methods. The research aimed to examine the effectiveness of Blooket in improving students' reading comprehension of personal letter texts.

The following are the research findings on the effectiveness of using Blooket learning media to improve reading comprehension in personal letters at the eleventh grade of SMA PGRI Pekanbaru. Data were obtained from pre-tests and post-tests administered to both experimental and control groups. The pre-test measured students' initial reading comprehension ability, while the post-test was conducted after six treatment sessions to determine the improvement.

The Description of Research Data

1. Pre-Test Result

Based on the table of descriptive statistic, it could be identified that total students (N) = 24, range score = 56, minimum score = 22, maximum score = 78, total score and mean 1325 and 55.21. The standard deviation = 13.237 and variance = 175.216. The result of the standard deviation and variance indicate that the data represented the entire population because the standard deviation value was root from variance value.

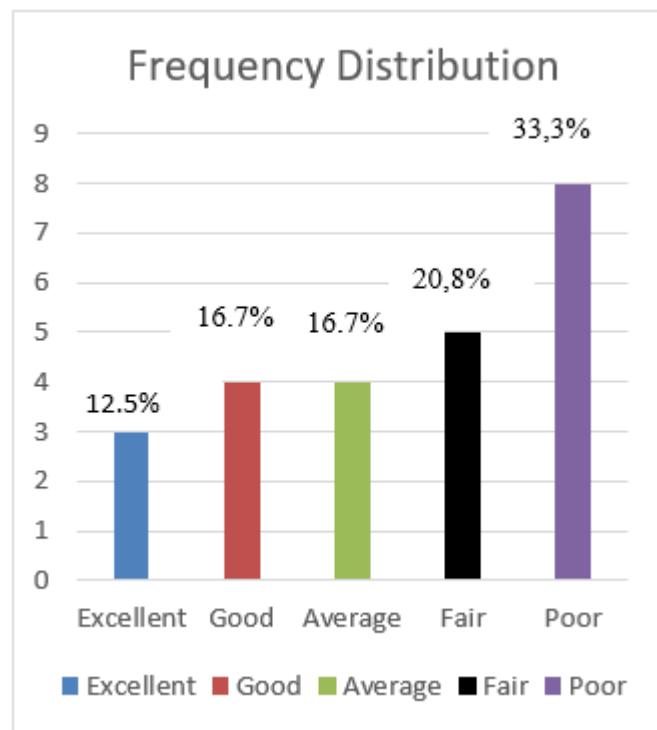
The researcher also analyzed the percentage of scores in each category in the frequency distribution for the pre-test in the experimental class, as shown in the table 4.2.

Table 1 Frequency Distribution of Pre-Test (Experimental Class).

NO	Category	Score	Frequency	Percentage
1	Excellent	80-100	3	12,3%
2	Good	71-79	4	16,7%
3	Average	61-70	4	16,7%
4	Fair	51-60	5	20.8%
5	Poor	0-50	8	33,3%
Total			24	100%

Based on the table above, it was observed that the percentage of pre-test scores in the experimental class with 24 students was as follows: There are 4 students who scored in the "Good" category within the range of 71–79, with a percentage of 16.7%. 4 students scored in the "Average" category within the range of 61–70, with a percentage of 16.7%. 5 students scored in the "Fair" category within the range of 51–60, a percentage of 20.8%. 8 students scored in the "Poor" category within the range of 0–50, a percentage of 33.3%. Additionally, 3 students scored in the "Excellent" category within the range of 80–100, a percentage of 12.5%. From the frequency distribution table above, it can be concluded that most students fall into the "Poor" and "Fair" categories in the pre-test. In addition, the mean score of

students for each criteria of the rubic pre-test in the experimental class could be observed in the following chart:



Descriptive Analysis of Pre-test Control Class

Based on the table of descriptive statistic, it could be identified that total students (N) = 15, range score = 31, minimum score = 39, maximum score = 70, total score and mean 773 and 51.53. The standard deviation = 10.736 and variance = 115.267. The result of the standard deviation and variance indicate that the data represented the entire population because the standard deviation value was root from variance value.

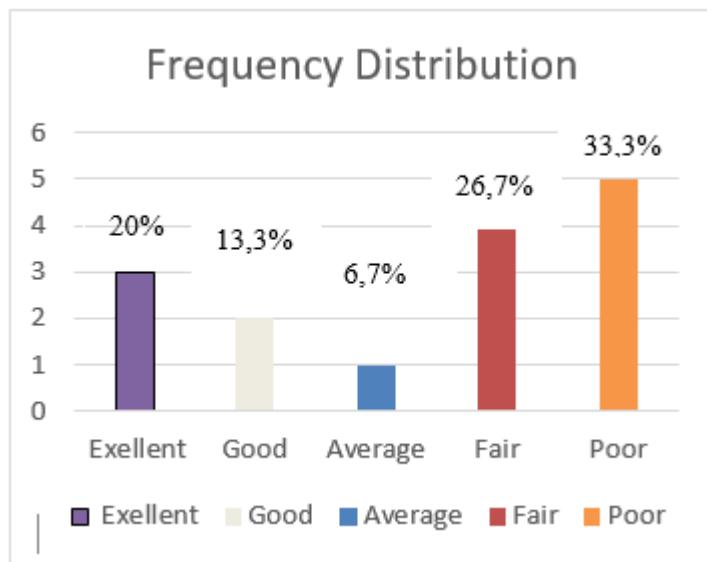
Table 2 Frequency Distribution of Pre-Test (Control Class).

<u>NO</u>	<u>Category</u>	<u>Score</u>	<u>Frequency</u>	<u>Percentage</u>
1	Excellent	80-100	3	20%
2	Good	71-79	2	13.3%
3	Average	61-70	1	6.7%
4	Fair	51-60	4	26.7%
5	Poor	0-50	5	33.3%
Total			15	100%

Based on the table above, it was observed that the percentage of pre-test scores in the control class with 15 students was as follows: There are 1 student who scored in the "Average" category within the range of 61–70, a percentage of 6.7%. 4 students scored in the "Fair" category within the range of 51–60, a percentage of 26.7%. 5 students scored in the "Poor" category within the range of 0–50, with a percentage of 33.3%. Additionally, 2 students scored in the "Good" category (71–79) with a percentage of 13.3%, and 3 students were in the "Excellent" category (80–100) with a percentage of 20%. From this frequency distribution table, it can be concluded that the majority of students fall into the "Poor" and "Fair"

categories.

In addition, the mean score of students for each criteria of the rubic pre-test in the experimental class could be observed in the following chart:



Post-Test Result

Based on the table of descriptive statistic, it could be identified that total students (N) = 24, range score = 31, minimum score = 67, maximum score = 98, total score 2039 and mean 84.96, The standard deviation = 6.906 and variance = 47.694.

The researcher also analyzed the percentage of scores in each category in the frequency distribution for the pre-test in the experimental class, as shown in the table 4.6

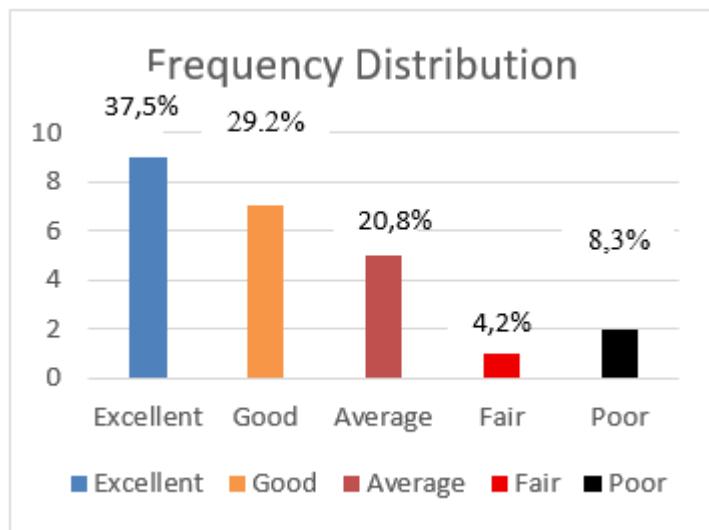
Table 3 Frequency Distribution of Post-Test (Experimental Class).

NO	Category	Score	Frequency	Percentage
1	Excellent	80-100	9	37,5%
2	Good	71-79	7	29,2%
3	Average	61-70	5	20.8%
4	Fair	51-60	1	4,2%
5	Poor	0-50	2	8,3%
Total			24	100%

Based on the table above, it was observed that the percentage of post-test scores in the experimental class with 24 students was as follows: 2 students scored in the “Poor” category within the range of 0–50, a percentage of 8.3%. 1 student scored in the “Fair” category within the range of 51–60, a percentage of 4.2%. 5 students scored in the “Average” category within the range of 61–70, a percentage of 20.8%. 7 students scored in the “Good” category within the range of 71–79, a percentage of 29.2%, and 9 students scored in the “Excellent” category within the range of 80–100, a percentage of 37.5%. From the frequency distribution table above, it can be concluded that there was an improvement in reading comprehension scores as a result of using Blookeyt as a learning medium.

In addition, the mean score of students for each criteria of the rubic post-test in the

experimental class could be observed in the following chart:



Based on the table of descriptive statistic, it could be identified that total students (N) = 15, range score = 25, minimum score = 60 maximum score = 85, total score and mean 1080 and 72.00. The standard deviation = 9.441 and variance = 88.571. The result of the standard deviation and variance indicate that the data represented the entire population because the standard deviation value was root from variance value.

The researcher also analyzed the percentage of scores in each category in the frequency distribution for the pre-test in the control class, as shown in the table 4.8.

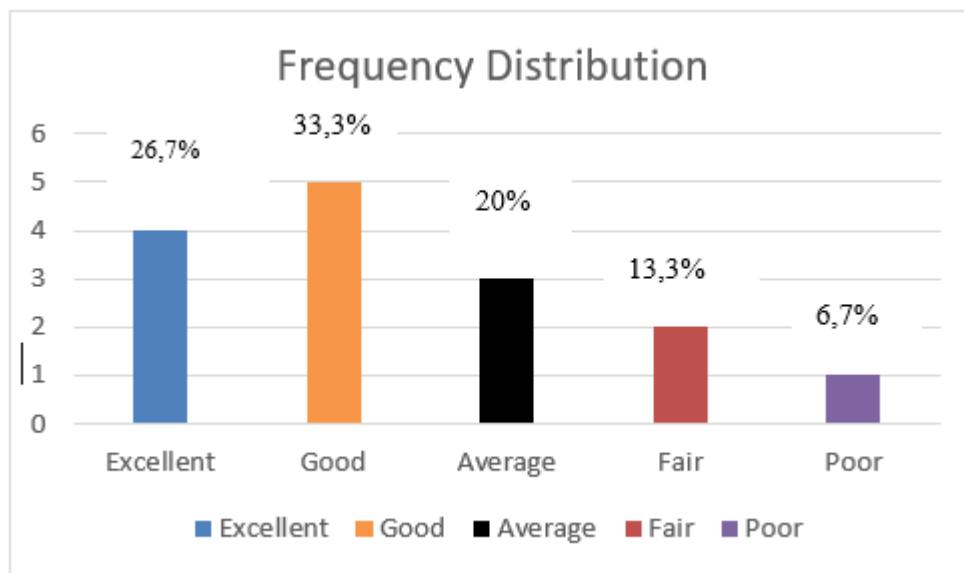
Table 4 Frequency Distribution of Post-Test (Control Class).

NO	Category	Score	Frequency	Percentage
1	Excellent	80-100	4	26,7%
2	Good	71-79	5	33,3%
3	Average	61-70	3	20%
4	Fair	51-60	2	13,3%
5	Poor	0-50	1	6,7%
Total			<u>15</u>	<u>100%</u>

Based on the table above, it was observed that the percentage of post-test scores in the experimental class with 15 students was as follows: There is 1 student who scored in the "Poor" category within the range of 0–50, with a percentage of 6.7%. 2 students scored in the

“Fair” category within the range of 51–60, with a percentage of 13.3%. 3 students scored in the “Average” category within the range of 61–70, a percentage of 20.0%. 5 students scored in the “Good” category within the range of 71–79, a percentage of 33.3%, and 4 students scored in the “Excellent” category within the range of 80–100, a percentage of 26.7%. From the frequency distribution table above, it can be concluded that most students performed within the “Good” and “Excellent” categories in the post-test.

In addition, the mean score of students for each criteria of the rubic post-test in the control class could be observed in the following chart:



Prerequisite Test

Normality Test of the Data

Normality test was a test that conducted to determine data has been collected was normally distributed or taken from a normal population. In order to get the data about normality test the researcher used SPSS 25 Programs. If the significance value is ≥ 0.05 , it can be stated that the data is normally distributed. Conversely, if the significance value is ≤ 0.05 , it can be stated that the data is not normally distributed. If the data is known to be normally distributed, data processing is continued with a data homogeneity test before the final analysis is carried out with parametric statistic.

Based on the table, it can be seen that the result of the Shapiro Wilk test in the pre-test Experimental and Control Class data showed significance value. Pre-test experimental and control class was 0.081 and 0.056. This shows a significance value ≥ 0.05 , so that the data is normally distributed.

Homogeneity Test

Homogeneity test was a test to prove the variances of two or more distribution was equal or not. In order to get the data about homogeneity test, the researcher used SPSS 25 Programs. If the significant value ≥ 0.05 , then the data is declared homogeneous. Conversely, if the significance value is ≤ 0.05 , then the data is declared not homogeneous. In this research, the homogeneity test was conducted to ensure that the variances of the data from the compared groups were equal. This is essential for the validity of further statistical analyses,

such as t-tests or ANOVA. Using the SPSS 25 program, the researcher examined the significance (Sig.) value from the Levene's Test. If the Sig. value is ≥ 0.05 , it can be concluded that the variances between groups are equal, or homogeneous. However, if the Sig. value is ≤ 0.05 , it indicates that the variances between groups are significantly different, meaning the data is not homogeneous. Therefore, the result of the homogeneity test plays a crucial role in determining the appropriate statistical method to be used in the next stage of the research.

Hypothesis

Hypothesis test was done to know whether any significant effect or not of variable X to variable Y. There were several ways to test the hypothesis such as manual T-test computerize test by using SPSS.

Based on the normality test and homogeneity test, it could be seen that the data was normal and homogeneous. Furthermore, the hypothesis test by using paired sample T-test with SPSS 25 Program, with the hypothesis as followed:

H_a : if the p-value $< \text{sig a} = 0.05\%$, there is a significant effect of using Media Blooket on students' Reading Skill in English Learning. The null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted.

H_0 : if the p-value $> \text{sig a} = 0.05\%$, there is no significant effect of using Media Blooket on students' Reading Skill in English Learning. It means the null hypothesis is accepted and the alternative hypothesis is rejected.

Based on the table, it showed that probability number sig (2-tailed) in paired sample test were 0.000. As result, since the probability or significance was < 0.05 , consequently the hypothesis H_0 is rejected and hypothesis H_1 is accepted. This is underlined by the hypothesis: H_a : if the p-value $< \text{sig a} = 0.05\%$, there is a significant effect of using Media Blooket on students' Reading Skill in English Learning. The null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted. It stated there was effect of blooket learning media to improve students' reading comprehension in personal letter at grade XI of SMA PGRI Pekanbaru.

4. CONCLUSION

Based on the problem that occurred at the SMA PGRI Pekanbaru especially at the grade XI, there are some students who do not master English vocabulary enough, the writer found that most students struggled to read short functional texts, especially for personal letter. This is probably because students struggle to understand the reading content of the text due to lack of vocabulary and also students have low motivation to read English texts. Therefore, looking at the problems found by the researcher introduced blooket learning media as one of the solutions to reduce the existing problems. This research focused to find out the effectiveness of blooket learning media to improve reading comprehension in personal letter at grade XI of SMA PGRI Pekanbaru. The researcher concluded that the blooket learning media can be one of solutions for student to encourage themselves to improve their reading comprehension in personal letter. And it was shown that during the pre-test and post-test in the experimental

class, students were more enthusiastic about reading the texts using the blooket learning media. It is concluded that using blooket learning media can improve students' reading comprehension, especially when reading personal letters. Looking at the results that have been found by the research, it was found that the implementation of Blooket learning media significantly improved students' reading comprehension skills in personal letter texts. The experimental class showed a remarkable increase in the average score from the pre-test (55.21) to the post-test (84.96), while the control class only increased from 51.53 to 72.00. This indicates that students who were taught using Blooket performed better in understanding reading texts compared to those who received conventional instruction. Moreover, in the experimental class, 75% of students reached the "Excellent" category in the post-test, a significant improvement from 0% in the pre-test. One of the obstacles I encountered in the field was students' limited access to devices or a stable internet connection. However, this obstacle did not really hinder the course of the research because the school had provided supporting facilities, and students also showed a high cooperative attitude. The statistical analysis supports this conclusion. Both normality and homogeneity tests confirmed the data was suitable for further analysis using parametric statistics. The paired sample t-test revealed a significance value of 0.000, which is less than 0.05, meaning that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This confirms a statistically significant effect of Blooket media on students' reading comprehension ability. Additionally, the interactive and game-based nature of Blooket increased students' engagement and motivation during the learning process. The conclusion is based on observation, research and test distribution at PGRI Pekanbaru High School, especially in class XI, Blooket learning media proved to be an effective learning tool in enhancing students' reading comprehension, particularly in analyzing and interpreting personal letter texts. It not only supported reading strategies like skimming and scanning but also encouraged critical thinking and collaboration among students. Despite minor obstacles such as limited device access, the overall implementation was successful due to adequate school facilities and student cooperation. Therefore, Blooket is recommended as a valuable digital media for improving reading comprehension in English classrooms.

REFERENCES

Brown, H. D. (2021). *Principles of language learning and teaching*. Pearson Education.

Cimermanová, I. (2019). Teaching English as a foreign language to dyslexic learners. *Teaching Foreign Languages to Learners with Special Educational Needs*, December, 39-62. <https://doi.org/10.17846/sen.2015.39-62>

Ellis, R. (2020). *Second language acquisition: A research agenda*. Oxford University Press.

Grabe, W. (2020). *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.

Hansen. (2021). *Reading comprehension*. Norway: Høgskoleni Ostfold.

Kinanti, A. I., & Sari, H. P. (2024). The impact of Blooket on vocabulary achievement of grade XI MIPA 2 students at SMA Sutojayan. *Jurnal Riset Rumpun Ilmu Bahasa*, 3(1), 123-132. <https://doi.org/10.55606/jurribah.v3i1.2801>

Mendez, R., & Morales, M. (2022). Enhancing language acquisition through interactive platforms in EFL classrooms. *International Journal of Language and Linguistics*, 10(4), 105-112. <https://doi.org/10.11648/j.ijll.2022.10.04.12>

Nugroho, F. H., & Romadhon, S. (2022). Minat peserta didik MTsN 3 Banyuwangi dalam gim Blooket pada pembelajaran Bahasa Indonesia. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 10(2), 153-162. <https://doi.org/10.36052/andragogi.v10i2.299>

Putri, S. M. D. (2023). Skripsi enhancing students' reading comprehension through Blooket platform media of greeting card teaching materials in ninth graders of high school education.

Rahardjo, A. (2022). *Pendidikan Bahasa Inggris di Era Digital*. Yogyakarta: Pustaka Pelajar.

Semi. (2020). *Terampil membuat buku harian dan surat pribadi*. Bandung: Titian Ilmu.

Spada, N. (2020). *How languages are learned* (4th ed.). Oxford University Press.

Suryanto, & Sari, Z. E. (2021). Difficulties and strategies in learning English: An analysis of students from English and non-English education departments in Indonesia. <https://doi.org/10.2991/assehr.k.210120.140>

Susanto, A., Malik, A., & Mitrayati. (2020). The challenges of learning English as a foreign language among undergraduate students. *Inovish Journal*, 5(1), 1-11. <https://doi.org/10.35314/inovish.v5i1.1341>

Ziegler, C. (2023). Integrating digital tools for language learning in secondary education. *Language Teaching Research*, 29(2), 146-159. <https://doi.org/10.1177/13621688211005423>