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The effect of blooket on students' grammar mastery

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Abstract. A group of researchers investigated the impact of Blooket on students' vocabulary mastery and noted that this interactive educational tool could also enhance grammar skills. However, studies specifically examining Blooket's influence on grammar mastery are limited. This research aimed to investigate the effect of Blooket on students' grammar mastery. The study employed a quasi-experimental, which involved 156 ninth-grade students at SMP Negeri Karang Jaya during the 2024/2025 academic year. Using cluster random sampling via a lottery system, participants were divided into experimental and control groups. To assess grammar mastery, both pre-tests and post-tests were administered. The results from the paired sample t-test indicated a significance level of $p < 0.05$ ($0.000 < 0.05$), demonstrating a notable improvement in the grammar mastery of the experimental group after using Blooket. Additionally, the independent sample t-test comparing the experimental and control groups yielded a significance level of $p < 0.05$ ($0.044 < 0.05$), confirming that Blooket positively influenced the students' grammar mastery. This study underscores the potential of game-based learning tools like Blooket in enhancing educational outcomes related to grammar.

Introduction

In this technological era, teachers recognize the importance of utilizing technology, particularly Information and Communication Technology (ICT), as a valuable tool for enhancing the learning process. ICT can improve the quality of the learning experience, making it more engaging and interactive. By integrating technology into their teaching, educators can access a variety of resources and teaching methods that cater to different student learning styles. Technology also encourages students to learn independently and fosters their creativity in the learning process (Mahdum et al., 2019). Furthermore, it is essential for students to become proficient in using technology to support their learning journey (Ningsih et al., 2021). Teachers and students are encouraged to integrate ICT into the educational process to align with modern advancements and promote educational development (Junaidi et al., 2020). Therefore, teachers are urged to incorporate technology into their teaching, especially in English Language Teaching (ELT), to enhance their students' English proficiency. This integration of technology aligns with the goals of Kurikulum Merdeka, which emphasizes student-centered and digital-based learning

Digital game-based learning is a form of technology that can serve as an effective medium in the teaching and learning process (Hendra et al., 2025). In this twenty-first century, students—the new generation—are naturally active technology users, and games have become a significant part of their lives. They show a keen interest in playing games on their mobile phones. Therefore, as

facilitators, teachers should take advantage of this situation to promote the use of mobile phones as a learning tool, primarily through games. Gaming is a promising instructional method that can enhance student interaction and learning (Ahmed et al., 2022). Digital games effectively capture students' interest in educational activities (Lilić & Bratož, 2019). Furthermore, students can develop their language skills through game-based learning (Prayudi et al., 2021). Games also foster student interaction, an essential aspect of pedagogical behavior (Susanti & Trisnawati, 2019). Thus, integrating digital game-based learning into the learning environment provides advantages for both teachers and students. Moreover, game-based learning can be an effective strategy to meet students' preferences and increase motivation in English language classrooms.

There are various kinds of digital game-based learning tools used by teachers and students such as Wordwall.net, Bingo, Duolingo, Quizziz, Quizlet, Kahoot, and Blooket. Blooket is a new web-based game platform that can be used by teachers to arrange questions. It is a free online platform providing educational games for learning and practice. Blooket is a combination of Quizizz, Wordwall, Quizlet, and Kahoot. It allows teachers to compose a set of questions and organize them into various game modes such as Battle Royale, Crazy Kingdom, Fishing Frenzy, Tower Defense, Gold Quest, and Tower of Doom (Thu & Dan, 2023). Blooket differs from other quiz platforms such as Quizizz, Wordwall, and Kahoot due to its unique gameplay mechanics that enhance engagement and interactivity (Sartika et al., 2023). The game provides various modes, such as quizzes, memory games, and student-to-student challenges that are designed to actively involve students in enhancing their knowledge (Masruroh, 2024). Hence, Blooket is an online game that is different from other games due to its features. These innovative features make Blooket a flexible tool that can be tailored to various learning objectives and classroom contexts.

Blooket is a quiz platform designed to enhance classroom engagement for teachers (Sartika et al., 2023). It offers interactive learning experiences through features such as quizzes, memory games, and peer challenges, which make learning more interesting and motivating (Masruroh, 2024). The platform provides a variety of game formats, creating a dynamic and interactive learning experience that is particularly beneficial for users interested in language acquisition (Isyamirahim et al., 2024). Additionally, Blooket includes quick response recording and the immediate display of results on students' screens, allowing them to recognize and appreciate their efforts and achievements throughout the learning process (Wongsaming et al., 2023). Blooket provides visual lessons displayed on projectors, engaging students through images, compelling language, and interactive opportunities with the teacher (Huynh, 2024). Thus, Blooket is an interactive platform that effectively and engagingly supports both teachers and students in the learning process. Its ability to combine assessment with entertainment makes Blooket highly suitable for language classrooms.

Although Blooket is widely recognized as an engaging and interactive learning platform, several limitations and challenges may arise in its classroom implementation. Blooket sometimes encounters technical issues, such as connectivity problems or device and browser limitations, which may hinder student access (Thu & Dan, 2023). Additionally, students are required to have access to digital devices such as laptops, tablets, or smartphones, which may not be equally available to all learners. Another challenge lies in the competitive nature of many game modes, which can lead to increased pressure among students who may not perform as quickly or confidently as their peers. Frequent losses during gameplay can lead to student discouragement, potentially resulting in a lack of motivation to continue participating (Thu & Dan, 2023). Furthermore, most of the existing content on Blooket is in English, which may pose difficulties for students with limited English proficiency. These issues highlight the importance of planning and preparation when implementing Blooket in a diverse classroom setting.

Regarding the limitations of Blooket, schools should ensure students have access to digital devices and stable internet, particularly in underserved areas. Teachers need to select appropriate game modes to reduce pressure and promote engagement, especially for students who may feel discouraged by frequent losses. Additionally, since most Blooket content is in English, educators must adapt materials to match students' language proficiency and provide guidance during initial use. As stated by Thu and Dan (2023), although Blooket may initially be challenging for users with limited English proficiency, guidance from an instructor can ease the learning process. Like any new tool, it becomes more accessible with regular use. Additionally, professional development for teachers is also essential to support effective and meaningful integration of Blooket into the learning process. Thus, both infrastructure support and pedagogical readiness are essential to optimize the benefits of using Blooket in the classroom.

Several researchers around the world, including Indonesia have already conducted studies about Blooket even though Blooket is a new platform. Some researchers have examined the effect of Blooket on students' vocabulary mastery. A study on Blooket's impact on students' vocabulary mastery revealed that it positively influenced their vocabulary skills (Kinanti & Sari, 2024). Moreover, Blooket can significantly enhance students' vocabulary mastery while also fostering a fun and effective learning environment (Isyamirahim et al., 2024). Additionally, students showed positive perceptions of using Blooket as a vocabulary learning medium (Sartika et al., 2023). Blooket games can also serve as a learning tool to enhance Chinese vocabulary mastery and create an interactive environment (Susilo et al., 2022). It was shown that Blooket could motivate the students to understand vocabulary more easily than using conventional methods, even though it also had weaknesses due to internet connectivity issues. Overall, Blooket is effective in boosting students' vocabulary mastery.

Some studies have examined Blooket in relation to vocabulary mastery. Meanwhile, some features of Blooket can also be used to support students' grammar mastery. Grammar is a fundamental component of the English language. It is a set of rules that organize the structure of language. (Pham, 2023) stated that grammar is the structural foundation that determines the rules needed to produce accurate and meaningful sentences. Without grammar, sentences may be unclear, ambiguous, or even meaningless (Listia & Febriyanti, 2020). By mastering grammar, people can communicate effectively and avoid making errors in using English (Jihad, 2021). Hence, grammar plays an essential role in learning English, as it is a fundamental element of learning a language. Therefore, finding innovative tools like Blooket that support grammar learning is crucial for language teachers.

However, many students struggle to understand grammar rules due to conventional teaching methods that lack interactivity. Traditional learning methods that focus primarily on theoretical instruction and repetitive exercises, without incorporating innovative strategies, often lead to a lack of student motivation and difficulty in applying grammatical concepts to real-life communication. Conventional language teaching approaches have not effectively enabled students to attain the anticipated levels of proficiency in English (Diyessa & Woldearegawie, 2025). Therefore, innovation in grammar learning is necessary to enhance student engagement and motivation. This creates a need for alternative instructional methods that are both student-centered and technology-driven (Evi Yupani & Widana, 2023).

With the increasing use of technology in education and the significance of grammar instruction, Blooket has emerged as a potential alternative to help students understand grammar in a more engaging and interactive way. Thus, this study aims to analyze the effectiveness of Blooket in improving students' grammar mastery and overcoming the learning challenges commonly encountered in the classroom. However, existing research on the impact of this game on grammar

mastery is limited. This study aimed to investigate the effects of Blooket on grammar and assess its influence on students' grammar mastery. Through this study, it is expected that Blooket can serve as a practical and innovative solution to enhance grammar instruction.

This study hypothesizes that using Blooket in grammar instruction enhances students' grammar mastery after the learning process. Additionally, it posits that students taught with Blooket demonstrate better grammar mastery compared to those taught without it. This hypothesis is grounded in the assumption that interactive tools increase students' participation and retention of grammar rules.

Considering the limited number of studies focusing on Blooket's role in grammar instruction, especially within the context of Indonesian junior high schools, this research seeks to fill the existing gap in the literature**.** While previous studies have largely concentrated on vocabulary acquisition, this study extends the scope to grammar mastery, a crucial yet often overlooked component of English proficiency. By investigating how Blooket can be effectively implemented in grammar lessons, the study contributes to the ongoing discourse on digital pedagogical innovation and offers practical insights for English teachers adapting to Kurikulum Merdeka. The results of this study are expected to inform educators and policymakers about the potential of integrating digital games like Blooket to foster meaningful, student-centered learning in English language classrooms.

Method

This research employed a quasi-experimental approach, chosen for its ability to modify conditions within the teaching and learning process (Mafruudloh et al., 2023). The study utilized a non-equivalent control group design involving the experimental group and the control group, which were selected nonrandomly (Miller et al., 2020). The experimental class was taught grammar using Blooket to collect data, while the control class received instruction through traditional methods. Both groups were given a pre-test and a post-test.

The study targeted ninth-grade students at SMP Negeri Karang Jaya during the 2024/2025 academic year, encompassing classes 9.1 through 9.5, with a total enrollment of 156 students. The selection of this population was predicated on the observation of low grammar proficiency among students, coupled with their prevalent use of mobile phones, prompting an investigation into the potential of mobile devices as educational tools. For sample selection, the researchers implemented cluster random sampling via a lottery system, ultimately choosing classes 9.2 and 9.3. A coin toss was employed to designate 9.2 as the experimental group and 9.3 as the control group.

Data collection involved administering a fifty-item multiple-choice questionnaire as both a pre-test and a post-test, focusing specifically on the present continuous tense, past continuous tense, and future continuous tense. Prior to administering these tests to the sample groups, a pilot test was conducted with 30 students from class 9.1, who were excluded from the main sample. The validity of the pilot test items was evaluated using the Corrected Item-Total Correlation method within the SPSS Version 25 framework. Each test item was compared to the Pearson Product-Moment Correlation found in the r-table, with a benchmark minimum r value of 0.349 established for the 30-student sample at the 0.05 significance level; items rated at or above this threshold were deemed valid. The pilot results indicated that all r-values surpassed 0.349, thereby confirming the items' validity.

The researchers assessed the instrument's reliability by calculating Cronbach's Alpha using SPSS Version 25. A Cronbach's Alpha score above 0.70 indicates reliability. The analysis produced a score of 0.956, which suggests high internal consistency.

Data analysis was conducted using SPSS Version 25, employing a paired sample t-test to discern differences between the experimental group's pre-test and post-test scores. Furthermore, an independent sample t-test was performed to determine if there was a statistically significant difference in grammar mastery between students receiving instruction via the Blooket application and those who were not.

Results and Discussion

For descriptive purposes, the grammar test scores from both the experimental and control groups were transformed and categorized into five achievement levels.

Table 1. The Test Score Distribution of the Experimental Group

Score	Category	Pretest				Posttest			
		Frequency and Percentage		Mean	SD	Frequency and Percentage		Mean	SD
86-100	Excellent	1	3%	55.12	13.38	8	25%	71.81	15.08
73-85	Good	1	3%			8	25%		
56-72	Average	15	47%			10	31%		
41-55	Poor	11	34%			5	16%		
<40	Failed	4	13%			1	3%		
Total		32	100%			32	100%		

The results displayed in Table 1 demonstrate a significant improvement in grammar mastery among students taught using Blooket in the experimental class. Before the intervention, most students were categorized as "Average" (47%), with a mean score of 55.12 and a standard deviation of 13.38. However, after the treatment, there was a noticeable shift in score distribution. A larger proportion of students moved into the "Good" and "Excellent" categories, with each category representing 25% of the students. The mean score increased substantially to 71.81, and the standard deviation rose to 15.08. This increase in mean score indicates that Blooket had a significant positive impact on students' grammar skills, enhancing their understanding of grammar concepts. The findings confirm the effectiveness of Blooket as an instructional tool for boosting students' performance in grammar learning.

The higher standard deviation observed in the post-test results indicates greater variability in individual students' performance. This variability may be attributed to differences in students' learning preferences, motivation levels, and engagement with the game-based learning environment. While some students may have responded enthusiastically to the gamified learning experience and demonstrated rapid progress, others may have taken longer to adapt or required additional support. This highlights the need for teachers to monitor student progress and provide differentiated support when using digital tools like Blooket. Nevertheless, the interactive and adaptive features of Blooket appear to cater to diverse learning needs, offering students a personalized and enjoyable approach to mastering grammar. Overall, the results support the integration of game-based digital tools in English language teaching to foster both academic achievement and student engagement.

Table 2. The Test Score Distribution of the Control Group

Score	Category	Pretest				Posttest			
		Frequency and Percentage		Mean	SD	Frequency and Percentage		Mean	SD
86-100	Excellent	2	7%	60.13	13.74	4	13%	64.06	14.02
73-85	Good	4	13%			3	10%		
56-72	Average	12	40%			12	40%		
41-55	Poor	12	40%			10	33%		
<40	Failed	0	0%			1	3%		
Total		30	100%			30	100%		

The score distribution of the control group, which employed traditional teaching methods, showed only minimal improvement in students' grammar mastery. In the pre-test, most students were evenly divided between the "Average" category (40%) and the "Poor" category (40%), with a mean score of 60.13. This initial result suggests that while students in the control group possessed slightly better grammar proficiency than those in the experimental group, their baseline competence did not translate into substantial gains through conventional instruction alone.

In the post-test, the changes observed in the control group remained minimal, with the majority of students still classified under the "Average" and "Poor" categories. The mean score increased slightly from 60.13 to 64.06, accompanied by a modest rise in the standard deviation to 14.02. This limited improvement suggests that while traditional methods may sustain existing knowledge, they may lack the engaging elements needed to stimulate significant learning progress. The absence of interactive and motivating components likely contributed to the relatively stagnant performance observed among these students.

Before conducting hypothesis testing, normality and homogeneity tests were carried out to ensure the data met the assumptions required for further statistical analysis. The Kolmogorov-Smirnov test was used to assess whether the data were normally distributed, while Levene's test was applied to evaluate the homogeneity of variance between the experimental and control groups. These preliminary tests were essential for validating the reliability of subsequent inferential procedures and ensuring the robustness of the study's findings.

Table 3. The Normality and Homogeneity Test

Variable	Normality Kolmogorov Smirnov	
	Pre-test	Post-test
Experimental Class	.200	.107
Control Class	.200	.200
	Homogeneity Levene's	
Pretest-Posttest (Experimental)	.276	
Pretest-Posttest (Control)	.926	
Posttest-Posttest (Exp-Control)	.562	

The results of the normality and homogeneity tests, as presented in Table 3, confirm that the data fulfill the necessary assumptions for conducting parametric statistical analysis. The Kolmogorov-Smirnov test yielded p-values above 0.05 for all data sets, indicating normal distribution. Specifically, the experimental group's pre-test and post-test p-values were 0.200 and 0.107, respectively, while the control group reported p-values of 0.200 for both tests. These findings

confirm that the data are normally distributed, justifying the use of parametric tests such as the t-test.

In addition, Levene's test for homogeneity of variances also showed p-values exceeding 0.05 across all comparisons. The values were 0.276 for the experimental group, 0.926 for the control group, and 0.562 for the post-test comparison between the two groups. These results indicate no significant differences in variance, confirming the assumption of homogeneity. Consequently, the dataset meets both the normality and homogeneity criteria, validating the appropriateness of conducting further statistical analysis using independent and paired sample t-tests.

Following the confirmation of normality and homogeneity, hypothesis testing was conducted using paired sample t-tests and independent sample t-tests. The paired sample t-test was applied to examine the improvement in grammar mastery within each group experimental and control by comparing their pre-test and post-test scores. The independent sample t-test was employed to compare the post-test scores between the two groups in order to determine whether there was a statistically significant difference in grammar mastery as a result of using Blooket. These statistical procedures were essential for evaluating the effectiveness of Blooket in enhancing students' grammar learning outcomes in comparison to traditional instructional methods.

Table 4. Summary Statistics of Paired Sample t-Test for Experimental Groups

Test	Mean	Difference in Means	T-Value	Sig.2-tailed
Pre-test	55.12	16.69	30.304	0.000
Post-test	71.81			

The results of the paired sample t-test provide strong evidence of Blooket's significant impact on improving grammar mastery in the experimental group. The mean difference between the pre-test and post-test scores was 16.69, with a p-value of 0.000, which is less than the 0.05 significance level. This indicates that the improvement in students' grammar mastery was statistically significant, suggesting that the enhancement of grammar skills in the experimental group was likely due to the use of Blooket.

The significant mean difference demonstrates that Blooket facilitated a meaningful learning experience that supported students' understanding of grammar. This finding highlights the value of game-based learning tools like Blooket, which provide an engaging and effective approach to teaching complex subjects such as grammar. Blooket's ability to offer immediate feedback, gamified challenges, and interactive learning experiences likely contributed to this improvement, as these features are known to enhance student motivation and aid in the retention of learning content.

Table 5. Summary Statistics of Independent Sample t-Test

Post-test	Mean	Mean Difference	T-Value	Sig.
Experimental Group	71.81	7.21	2.0560	0.044
Control Group	64.06			

Table 5 presents the results of the independent sample t-test, which examined differences in post-test scores between the experimental and control groups. The analysis revealed a statistically significant difference ($p = 0.044 < 0.05$), indicating that the two groups performed differently after the treatment. The experimental group, which was taught using Blooket, achieved a higher mean post-test score of 71.81, while the control group, which received traditional instruction, recorded a mean score of 64.06—resulting in a mean difference of 7.21.

This significant difference supports the conclusion that Blooket was more effective in improving students' grammar mastery compared to conventional teaching methods. The findings suggest that the integration of digital game-based learning tools can enhance student performance by providing a more interactive and engaging learning environment.

These findings suggest that Blooket provided students with a more engaging and interactive learning experience, leading to improved mastery of grammar concepts. This result highlights the benefits of integrating technology and game-based learning in the classroom, as it appears to enhance opportunities for active learning, immediate feedback, and increased motivation to succeed. Moreover, interactive platforms like Blooket make the learning process more dynamic, reducing student boredom and encouraging consistent participation.

The results strongly demonstrate Blooket's effectiveness as a digital game-based learning tool for enhancing grammar mastery, particularly among ninth-grade students at SMP Negeri Karang Jaya. The data revealed a significant improvement in the experimental group's grammar skills after using Blooket, with the mean post-test score rising to 71.81 from a pre-test score of 55.12. Furthermore, a substantial difference was observed between the post-test scores of the two groups, with the experimental group outperforming the control group. These findings highlight the positive impact of Blooket as an innovative resource for teaching grammar in English Language Teaching (ELT). This suggests that Blooket has the potential to address gaps in traditional grammar instruction through its interactive and student-centered approach.

One of the main reasons for the success of Blooket in this study is its capacity to enhance classroom engagement and interaction. According to Ahmed et al. (2022), playing games encourages students to interact and stay motivated. This aligns with the findings of this study, where students in the experimental group showed greater improvement in grammar skills compared to their peers in the control group. The interactive features of Blooket, such as its gamified quizzes and various game modes, seem to play a crucial role in boosting student interest and participation. These findings support the assertion made by Lilić and Bratož (2019) that digital game-based learning effectively captures students' attention and aids in their educational development through active engagement. Therefore, these elements not only make the learning environment more enjoyable but also support the achievement of learning objectives through increased involvement (Suhardita et al., 2024).

The interactive nature of Blooket offers immediate feedback, which is essential for learning grammar. Wongsaming et al. (2023) highlighted the significance of quickly recording responses and displaying them immediately, as this helps students recognize and appreciate their achievements. This observation aligns with the improvements noted in the experimental group, suggesting that the instant feedback provided by Blooket played a crucial role in helping students internalize grammatical rules and correct their errors more effectively. As students are able to learn from their mistakes in real time, their understanding of grammar structures becomes more solid and accurate.

Grammar, as explained by Pham (2023), serves as the structural foundation of language, offering the necessary rules for constructing meaningful and accurate sentences. The notable improvement in grammar mastery among students using Blooket suggests that the platform effectively supports this essential aspect of language learning. By incorporating game-based activities centered around present, past, and future continuous tenses, Blooket provides an engaging and structured approach to mastering these grammatical elements. This method aligns with the findings of Prayudi et al. (2021), who noted that game-based techniques enhance language skills by blending structured lessons with interactive elements. Such integration helps bridge the gap between theoretical knowledge and practical application.

The results of the study underscore the importance of integrating technology into grammar instruction, as highlighted by Junaidi et al. (2020). The experimental group's notable progress demonstrates how digital tools like Blooket can effectively address challenges associated with traditional teaching methods, such as lack of engagement and limited opportunities for practice. The greater standard deviation in the post-test scores of the experimental group suggests that, while most students benefited from using Blooket, individual learning styles and levels of engagement influenced the varying degrees of improvement. This indicates the importance of differentiated instruction even when using the same digital tools.

Previous studies have primarily concentrated on the impact of Blooket on vocabulary mastery. Kinanti and Sari (2024), Isyamirahim et al. (2024), and Susilo et al. (2022) reported significant enhancements in students' vocabulary skills through the use of Blooket. This study extends the application of Blooket to the improvement of grammar skills, demonstrating its versatility as a learning tool. While vocabulary serves as the foundation of language, grammar provides the structure needed to organize these elements into coherent and meaningful expressions (Listia & Febriyanti, 2020). By effectively utilizing Blooket for grammar instruction, this study illustrates the connection between vocabulary and grammar learning, showing how the platform can assist in different aspects of language acquisition.

In the twenty-first century, students are naturally inclined toward technology, often being active users of mobile phones and other digital devices. Mahdum et al. (2019) and Ningsih et al. (2021) emphasized the importance of integrating technology into education to meet the needs and preferences of digital natives. This study's findings support this viewpoint, as Blooket's mobile-friendly and visually engaging interface was well received by the students in the experimental group. By transforming their mobile phones from mere entertainment devices into tools for active learning, Blooket catered to the students' familiarity with technology and their desire for engaging educational experiences. This transformation reflects a broader trend in modern pedagogy that leverages students' digital habits to promote meaningful learning.

Blooket's offers unique features, such as various game modes and peer challenges, which align with Masruroh's (2024) observation that digital tools with diverse and interactive elements enhance both motivation and learning outcomes. The significant improvement in grammar mastery among the experimental group demonstrates that Blooket effectively encouraged active student participation in grammar learning. These features not only increased enjoyment but also fostered healthy competition and collaboration among learners, which are important for language development.

In the twenty-first century, students are naturally inclined toward technology, often being active users of mobile phones and other digital devices. Mahdum et al. (2019) and Ningsih et al. (2021) emphasized the importance of integrating technology into education to meet the needs and preferences of digital natives. This study's findings support this viewpoint, as Blooket's mobile-friendly and visually engaging interface was well received by the students in the experimental group. By transforming their mobile phones from mere entertainment devices into tools for active learning, Blooket catered to the students' familiarity with technology and their desire for engaging educational experiences.

The positive impact of Blooket in this study has several implications for English Language Teaching (ELT), particularly in the Indonesian context. First, it shows that digital game-based learning can be a viable alternative to traditional teaching methods, especially for challenging subjects like grammar, which are often perceived as monotonous. By incorporating games like Blooket, teachers can create a more engaging and enjoyable learning environment that promotes active participation and reduces

anxiety related to grammar learning. This approach could help reshape students' perceptions of grammar from a difficult task into a fun and achievable goal.

Second, the findings emphasize the importance of adapting teaching methods to align with students' interests and technological habits. As noted by Susanti and Trisnawati (2019), gaming fits naturally with students' interactive and social behaviors, making it a suitable medium for pedagogy. The positive outcomes observed in this study suggest that incorporating digital games into ELT not only enhances learning results but also cultivates a positive attitude toward language learning. This adaptation is crucial in ensuring that learning remains relevant and meaningful in a technology-driven era.

Lastly, the study demonstrates that Blooket can help address educational challenges in schools with limited resources. Being free and easy to use, Blooket provides an affordable solution for schools that lack traditional teaching tools. This aspect is especially crucial in Indonesia, where disparities in educational resources can complicate teaching and learning efforts. Therefore, Blooket offers not only pedagogical value but also practical benefits in improving access to quality learning materials.

Conclusion

This study demonstrates that using Blooket, a digital game-based learning platform, significantly improves students' mastery of grammar, especially in continuous tenses (present, past, and future continuous). The findings from the paired sample t-test indicate a considerable enhancement in the experimental group's grammar proficiency. Meanwhile, the independent sample t-test comparing the post-test scores of the experimental and control groups revealed a notable difference with a mean difference. These results confirm that Blooket has a positive impact on grammar learning outcomes. However, this study has some limitations. One significant limitation is that the sample was confined to ninth-grade students from a single school, which may restrict the applicability of the findings to other contexts. Additionally, the study focused only on three specific tenses and did not explore the effectiveness of Blooket for other grammar topics. Technical limitations, such as the need for a stable internet connection, could also hinder the use of Blooket in classrooms. Given these findings, it is recommended that teachers integrate Blooket as an interactive teaching tool to enhance students' motivation and understanding of grammar. To maximize the benefits of using Blooket, technological readiness, including access to adequate devices and stable internet connections, is important. Furthermore, teachers can utilize the various game modes in Blooket to tailor their teaching methods to accommodate their students' diverse learning styles. Future researchers should broaden the study to examine how Blooket can be effective in teaching other grammar topics, such as compound sentences, modals, or more complex structures. More studies conducted at different education levels and in various locations are needed to determine if these findings are applicable in broader settings. Additionally, future research could investigate how Blooket influences students' motivation, teamwork, and attitudes toward learning English.

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