BLOOKET: AN EFFECTIVE DIGITAL LEARNING MEDIUM FOR TEACHING WRITING DESCRIPTIVE TEXTS

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Abstract: *This study investigates the effectiveness of Blooket as a digital learning medium in improving students' descriptive writing skills at an Islamic high school in Jombang. Using a single-group pretest-posttest pre-experimental design, this study involved 21 tenth-grade students who were evaluated using an analytical writing assessment rubric covering content, organization, grammar, vocabulary, and writing mechanics. The pretest results showed that the students' initial writing skills were still low, especially in idea development, organization, vocabulary range, and grammatical accuracy. After the intervention using Blooket through several game-based activities and interactive quizzes, the students showed significant improvement in four components content, organization, grammar, and vocabulary while writing mechanics showed a small but statistically insignificant improvement. Paired sample t-test results confirmed a significant difference between pre-test and post-test scores (p < 0.05), indicating that Blooket effectively improved students' descriptive writing performance. The discussion highlights how Blooket promotes cognitive reinforcement, motivation, and engagement through its gamification features, in line with previous research on digital learning media. This study concludes that Blooket is a relevant and engaging tool for writing instruction and recommends further research with control groups and longer treatment durations to explore long-term impacts and broader applications.*

Keywords : Blooket, digital learning medium, descriptive text writing, game-based learning, EFL learners.

INTRODUCTION

Writing is widely recognized as one of the most challenging skills in English language learning. Unlike receptive skills such as listening and reading, writing is a productive skill that requires higher-order thinking, including planning, organizing, drafting, and revising. It demands learners to express ideas coherently, apply grammatical rules accurately, and use appropriate vocabulary to convey meaning effectively (Jiang & Kalyuga, 2022). In academic contexts, writing plays a crucial role as a medium of communication, particularly when spoken language cannot be used, enabling students to convey their thoughts, ideas, and emotions through written texts. Therefore, the development of writing competence is not only a linguistic goal but also an essential academic necessity that supports learners' overall language development (Zuhriyah et al., 2023).

In the Indonesian senior high school curriculum, descriptive text writing occupies a significant place within

English instruction. This genre enables students to describe people, objects, places, or events vividly and logically (Wahyuni, 2023). Through descriptive writing, learners are trained to select relevant details, arrange them systematically, and present them in coherent paragraphs. Common classroom tasks include describing a favorite teacher, a tourist destination, or a memorable experience. Such activities do not only enhance linguistic accuracy but also encourage creativity and personal expression. Thus, improving students' ability to write descriptive texts remains one of the key objectives of English teaching at the senior high school level.

Based on informal observations conducted before the implementation of the study in one of the Islamic senior high schools in Jombang, students demonstrated difficulties in generating ideas, limited vocabulary mastery, and challenges in constructing grammatically correct and coherent sentences. These challenges are common among EFL learners; as Zuhriyah (2022) notes, students often face difficulties with spelling, grammar, punctuation, vocabulary, and organization, which collectively hinder their writing performance. Low motivation, limited writing knowledge, and the use of ineffective teaching strategies further contribute to students' struggles, making writing feel tedious and discouraging. Consequently, students' lack of engagement negatively affects both their writing outcomes and their overall participation in English learning.

These issues highlight the need for innovative and engaging learning media that can address students' difficulties while fostering motivation. Traditional teaching methods that rely heavily on textbooks, mechanical exercises, and rote memorization may fail to capture students' interest or promote active participation. In contrast, the integration of interactive and technology-based media has shown potential to make learning more enjoyable and meaningful, particularly for Generation Z learners who are highly familiar with digital platforms (Aulia & Hikmat, 2025). Leveraging technology can thus create a more dynamic and student-centered learning environment.

In recent years, digital learning media have gained increasing attention in language education. Game-based platforms, in particular, have proven effective in enhancing motivation, participation, and learning outcomes by incorporating competition, rewards, and instant feedback (Rahmita et al., 2024). These platforms transform conventional classroom activities into interactive experiences that sustain engagement and improve retention. Among various digital tools, Blooket has emerged as an innovative platform that allows teachers to design interactive quizzes and games aligned with learning objectives. With its appealing visuals, real-time feedback, and customizable features, Blooket provides an enjoyable yet purposeful learning experience for students (Huang, 2022).

Previous studies have demonstrated Blooket's effectiveness in improving students' vocabulary mastery and motivation (Torng, 2023). However, research on its application in teaching writing, particularly descriptive text writing at the senior high school level, remains limited. Writing involves multiple interconnected components grammar, organization, vocabulary, and mechanics that require comprehensive instructional support. The lack of studies exploring Blooket's role in enhancing these aspects indicates a research gap worth investigating.

Therefore, this study aims to examine the effectiveness of using Blooket as a digital learning media to

improve students' descriptive writing skills in an Islamic senior high school context. Specifically, the research focuses on (1) analyzing students' descriptive writing ability before the implementation of Blooket as a digital learning media, (2) examining their writing performance after being taught using Blooket as a digital learning media, and (3) determining whether there is a significant difference in students' descriptive writing achievement before and after the use of Blooket as a digital learning media. The findings are expected to contribute to the growing body of research on digital media in English language teaching and provide practical insights for educators seeking to integrate digital learning media like Blooket into writing instruction.

LITERATURE REVIEW

The Nature of Writing

Writing is a fundamental skill that is essential for students' language development and academic success. This skill enables students to communicate complex ideas in an organized and coherent manner. As emphasized by Wardiani et al. (2021), writing skills will not improve on their own; therefore, regular and systematic teaching and planned practice are necessary. This need is supported by Martinez & Gomez (2023), who state that continuous improvement depends on consistent practice and meaningful feedback. Writing is a structured process involving stages such as planning, organizing, drafting, and revising making it a discipline that hones critical thinking and supports overall language mastery (Oblaqulova, 2024).

Furthermore, writing is closely intertwined with other language skills listening, speaking, and reading as students rely on comprehension, vocabulary mastery, and spoken language awareness when producing written texts. This interaction enables learners to express ideas more effectively and supports the development of critical thinking, memory retention, and vocabulary growth through writing activities. Writing also serves as a medium of communication that allows individuals to convey thoughts, arguments, and even imaginative experiences in written form (Wati et al., 2025). Therefore, mastering writing is not only important for language proficiency but also for broader academic achievement.

Aims and Benefits of Writing

The main purpose of writing is to share ideas and convey a message (Ur, 2009). The idea itself is the most important element. Grenville (2001) classifies writing purposes into three categories:

1. Entertaining: To provide enjoyment, typical of creative writing.
2. Informing: To present facts or information clearly and objectively.
3. Persuading: To influence the reader's opinion, common in essays and editorials.

The writing process also yields significant advantages (Harmer, 2004 : 31-33). These include:

1. Time for Reflection: Unlike speaking, writing allows time to reflect on and review grammar and vocabulary for greater accuracy.
2. Focus on Accuracy: It encourages concentration on the correct use of language, facilitating linguistic growth.
3. Language Reinforcement: It acts as an effective method to strengthen acquired language knowledge through active application.

4. Preparation for Other Tasks: The structured nature of writing serves as good preparation for other skills, like planning presentations.

Components and Process of Writing

To achieve successful writing, students must master a set of interconnected components. Writing quality is not monolithic; it is a composite of five essential elements (Brown, 2007) in (Goh & Marsevani, 2023).

1. Organization: This refers to the logical, coherent, and structured arrangement of ideas both within sentences and across multiple paragraphs. A well-organized text exhibits fluid expression and a clear sequence of arguments.

2. Content: This involves the clarity, specificity, relevance, and thorough development of the main topic. Good content is substantive, well-informed, and directly addresses the prompt or problem.

3. Grammar: This assesses the effective use of varied sentence structures and the accuracy of syntax, morphology, and agreement with minimal errors.

4. Vocabulary: This component measures the writer's command over word choice, encompassing the use of appropriate and effective terminology and word forms.

5. Mechanics: This crucial element ensures readability and includes the correct application of spelling, capitalization, and punctuation.

Mastering these components necessitates following a systematic process. Harmer (2004) outlines the four key stages of the writing process:

1. Planning: The foundational stage where the writer determines the writing's purpose, identifies the audience, and decides on the content structure (sequencing of ideas).

2. Drafting: The initial act of putting ideas into continuous prose, often resulting in a preliminary version that is not yet perfect.

3. Editing (Reflection and Revision): The critical stage where the writer reviews the draft for clarity, order, and ambiguity. This often involves seeking feedback and making necessary revisions to improve overall quality.

4. Final Report: The production of the polished, final version of the text, ready to be sent to the intended audience.

Definition and Structure of Descriptive Text

The Descriptive Text aims to explain a particular person, place, or object in vivid detail, enabling the reader to visualize the subject (Hartono, 2005). The goal is to engage the reader's senses, making them feel the experience directly (Fitrianingsih et al. 2024). Despite this clear purpose, students often struggle to organize their ideas effectively (Utami, 2019). The text follows a schematic structure of two main elements (Mukarto et al. 2007):

1. Identification

This section serves as an introduction to the object, place, person, or thing that will be described. Identification provides a general overview or initial statement about the subject so that readers know what is

being discussed. At this stage, writers usually mention names, types, or other basic information before going into more specific details.

2. Description

This section is the core of descriptive text, containing detailed explanations of the features, characteristics, or attributes of the subject mentioned in the identification section. Description can include physical appearance, size, color, behavior, function, or other qualities that clearly describe the subject. The goal is for readers to be able to imagine the subject through the details provided.

Linguistic Features of Descriptive Text

In addition to its structure, descriptive text is characterized by specific linguistic features that enhance the vividness of the description (Anderson & Anderson, 2008):

1. Use of the Simple Present Tense: The simple present tense is used because descriptive texts explain facts, habitual qualities, or general truths about the subject. Since the characteristics being described do not change over time, the simple present provides accuracy and consistency in conveying information.

2. Rich Use of Adjectives: Adjectives play an essential role in adding detail and vividness to the description. By choosing specific and precise adjectives, writers can help readers visualize the subject more clearly and understand its appearance, size, color, or condition.

3. Linking Verbs: Linking verbs such as *be*, *seem*, and *have* are frequently used to connect the subject with its qualities or attributes. These verbs help identify what the subject is like or what it possesses, making the description easier to understand.

4. Expanded Noun Phrases: Expanded noun phrases combine adjectives, classifiers, and nouns to give fuller and more specific descriptions. This feature helps writers provide richer information in a compact form, making the text more detailed and engaging for readers.

Assessing Descriptive Writing

Assessment in writing is a continuous process designed to measure students' performance and written products throughout their learning journey. It serves not only to evaluate outcomes but also to provide feedback that guides students toward improvement. In the context of descriptive writing, teachers are encouraged to use authentic writing tasks, such as describing people, places, or objects, to assess students' ability to organize ideas and apply appropriate language features. The assessment should employ a standardized analytical rubric, typically structured around the five core components of writing: content, organization, grammar, vocabulary, and mechanics (Brown, 2007). Each component provides valuable insights into different aspects of writing competence content reflects idea development, organization assesses coherence, grammar measures accuracy, vocabulary evaluates word choice, and mechanics ensures proper spelling and punctuation. Through this detailed evaluation, teachers can identify students' strengths and weaknesses more accurately, plan targeted instructional interventions, and monitor progress over time, ensuring that writing instruction becomes both diagnostic and developmental.

Definition and Features of Blooket

Blooket is an interactive online learning platform that strategically integrates learning with engaging games to boost student motivation and enhance learning outcomes (Nugroho & Romadhon, 2022). It distinguishes itself from traditional quiz tools by incorporating competition elements, points, avatars, and leaderboards (Huang, 2022). The platform offers ten distinct game modes, such as Gold Quest, Crypto Hack, and Racing, providing unique learning mechanics.

Advantages and Disadvantages of Blooket

The integration of Blooket offers several compelling advantages. The primary benefit is the significant increase in student motivation and active participation (Maulana & Arini, 2024). Furthermore, Blooket is an effective tool for formative assessment because it provides instant feedback to students, allowing them to learn immediately from their mistakes (Nabila & Nurhamidah, 2024). Additionally, the use of Blooket facilitates collaborative learning experiences, enhancing students' understanding of concepts through interactive gameplay (Fadli & Adipta, 2024). This innovative platform not only engages students but also fosters a competitive spirit that can lead to improved academic outcomes.

However, according to Nugroho & Romadhon (2022), Blooket does present a few disadvantages The platform is currently only available in English, which may challenge students with low English proficiency. Additionally, minor technical issues may occur due to unstable internet connections. Despite these drawbacks, Blooket is widely considered effective and highly engaging due to its ability to transform the learning process into an enjoyable and active competition. Moreover, students have reported that while Blooket enhances motivation and engagement, its effectiveness can vary based on individual preferences and classroom dynamics (Quyen & Chanh, 2025).

RESEARCH METHODS

This study employed a pre-experimental quantitative design using a one-group pre-test and post-test model to examine the effectiveness of Blooket as a digital learning medium in improving students' descriptive writing skills. The research was conducted at a Madrasah Aliyah (Islamic senior high school) in Jombang with a population of 224 tenth-grade students. One intact class consisting of 21 students was selected through purposive sampling based on their average English proficiency and readiness to participate in digital-based learning. This sample size was considered adequate for classroom-based research, as the study focused on evaluating instructional effectiveness within a specific learning context.

Before using Blooket, students were given a pre-test to determine their initial ability in writing descriptive texts. The treatment was then administered through several meetings, where Blooket was integrated into writing learning activities through vocabulary exercises, sentence structure quizzes, and descriptive text composition activities in various game modes such as Gold Quest and Racing. After the treatment was completed, students were given a post-test to measure the progress of their writing skills.

The main research instrument was a descriptive text writing test assessed using an analytical rubric adapted

from Brown (2007), covering five main components, namely content, organization, grammar, vocabulary, and mechanics. To ensure clarity and readability, the test instrument was reviewed and informally tried out with students from a different class prior to its implementation. This process aimed to check the clarity of language, instructions, and item comprehension before being administered to the main research participants. The pre-test and post-test scores were then analyzed using descriptive statistics to see the difference in means. Furthermore, to determine whether the improvement was statistically significant, the data were analyzed using a paired sample t-test through SPSS 27. This analysis was used to test the research hypothesis that Blooket as a digital learning medium has a significant effectiveness in improving students' descriptive text writing skills, with a significance level of $p < 0.05$.

RESEARCH FINDINGS AND DISCUSSION
FINDINGS
Students' Descriptive Text Writing Ability Before Being Taught Using Blooket

Students' descriptive writing ability before using Blooket was measured through a pretest using an assessment rubric covering five components: Content, Organization, Grammar, Vocabulary, and Mechanics. Descriptive analysis results showed that students' initial ability was in the moderate category, with relatively wide variations in scores between students.

In terms of Content, the students' average score was 23.57, indicating that most students still had difficulty developing complete and specific ideas. The Organization aspect received an average score of 15.71, indicating that the coherence between sentences and the flow of paragraphs were not yet optimally structured. The Grammar aspect showed an average of 15.59, indicating that errors in sentence structure and tense usage still frequently occurred. In the Vocabulary aspect, the average score of 12.05 showed that students' word choice was still limited and lacked variety. Meanwhile, the Mechanics aspect scored an average of 11.87, showing that some students still make mistakes in punctuation, capitalization, and spelling.

Overall, the pretest results show that students need more interactive and meaningful learning support to help them improve their descriptive writing skills.

Table 1. Descriptive Statistics Pretest Students' Writing Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Pre	21	15.00	30.00	23.5714	3.58569
Organization_Pre	21	10.00	20.00	15.7143	2.39046
Grammar_Pre	21	10.00	20.00	15.5952	2.48807
Vocab_Pre	21	7.50	15.00	12.0562	1.83497
Mechanic_Pre	21	7.50	15.00	11.8776	1.71255

Students' Descriptive Text Writing Ability After Being Taught Using Blooket

After using Blooket as a digital learning medium, students' descriptive writing skills improved significantly. This is reflected in the posttest results, where all assessment aspects showed an increase in the average score. The

Content aspect increased to 26.60, indicating that students were able to develop more detailed and relevant ideas. The Organization aspect also increased to 17.73, showing that students were able to compose paragraphs with a more coherent and organized structure. In the Grammar aspect, the average score rose to 17.73, indicating an increase in the accuracy of sentence patterns and grammar usage. An improvement was also seen in the Vocabulary aspect with an average score of 13.48, indicating that students were able to use more diverse and appropriate vocabulary. Meanwhile, the Mechanics aspect increased to 12.32, indicating a reduction in punctuation, spelling, and capitalization errors. The improvement in all assessment components confirms that the use of Blooket has a positive impact on the quality of students' descriptive writing.

Table 1. Descriptive Statistics Posttest Students' Writing Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Content_Post	21	22.50	30.00	26.6071	3.11606
Organization_Post	21	15.00	20.00	17.7381	2.07737
Grammar_Post	21	15.00	20.00	17.7381	2.07737
Vocab_Post	21	11.25	15.00	13.4843	1.40494
Mechanic_Post	21	7.50	15.00	12.3238	1.63274

Significant Difference Between Students' Descriptive Writing Scores Before and After Using Blooket

To determine whether the increase in pretest and posttest scores was statistically significant, a Paired Sample t-Test was conducted on each assessment component. The analysis results show that four of the five components, namely Content ($p = 0.003$), Organization ($p = 0.003$), Grammar ($p = 0.004$), and Vocabulary ($p = 0.003$) experienced a significant increase because the significance value was < 0.05. This indicates that the use of Blooket has a real effect on improving students' abilities in these aspects.

Meanwhile, the Mechanics component had a significance value of $p = 0.330$, so the increase was not statistically significant. This means that even though there was an increase in the average score, the difference was not statistically strong enough to be considered significant. Overall, the t-test results prove that the use of Blooket effectively improves students' descriptive writing skills, especially in the aspects of content, organization, grammar, and vocabulary.

Table 2. Paired Samples t-Test for Pretest and Posttest Scores

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	C_Pre – C_Post	-3.03571	4.04219	.88208	-4.87570	-1.19573	-3.442	20	.003
Pair 2	O_Pre – O_Post	-2.02381	2.69479	.58805	-3.25046	-.79715	-3.442	20	.003
P Pair 3	G_Pre – G_Post	-2.14286	2.98807	.65205	-3.50301	-.78270	-3.286	20	.004
Pair 4	V_Pre – V_Post	-1.42810	1.95644	.42693	-2.31865	-.53754	-3.345	20	.003
Pair 5	M_Pre- M_Post	-.44619	2.04654	.44659	-1.37776	.48538	-.999	20	.330

Discussion

Students' Writing Ability Before Using Blooket

The pretest results show that students' descriptive writing skills are still at a fairly low level. The difficulties observed include an inability to develop ideas in detail, poorly organized paragraph structure, limited vocabulary, and inaccuracies in the use of grammar and punctuation. This condition is in line with the findings of Jiang & Kalyuga (2022), who stated that writing is the most complex productive skill because it involves cognitive elements, such as planning and organizing, as well as linguistic elements, such as grammar and vocabulary.

In addition, students' low motivation in participating in traditional writing lessons also contributed to the low pretest scores. Learning methods that only focus on mechanistic exercises, lectures, and the use of textbooks are often considered boring by students, thus not encouraging their active involvement. These findings are in line with Aulia & Hikmat (2025) who emphasize that conventional learning is ineffective for the current generation, which has a tendency to learn digitally and visually.

The pretest findings also reinforce Wahyuni (2023) report that Indonesian students generally have difficulty connecting descriptive vocabulary with the correct sentence structure. This condition shows that before the learning intervention through Blooket, students needed more interactive and motivating learning medium to improve their writing skills, especially in linguistic aspects such as grammar and vocabulary.

Students' Writing Ability After Using Blooket

A significant increase in post test scores shows that the use of Blooket has a positive impact on students' writing skills. The analysis results show that almost all assessment components content, organization, grammar, and vocabulary experienced a significant improvement. This improvement can be seen from the students' ability to develop more coherent descriptive sentences, choose more varied adjectives, and compose paragraphs with a

more logical flow.

This effectiveness can be explained through the theory of reinforcement in learning. Game-based activities on Blooket provide repetitive practice in the form of quizzes, challenges, and competitions, thereby strengthening students' long-term memory of sentence patterns and descriptive vocabulary. This is in line with argument from Harmer (2007) that targeted repetition with rapid feedback is an effective strategy for improving language accuracy in writing.

Blooket also provides instant feedback, which has been proven to help students immediately recognize their mistakes. This finding supports Martinez & Gomez (2023) who state that quick feedback in digital learning media accelerates language improvement because students can immediately correct their mistakes and understand concepts they have not yet mastered. The increase in student motivation also influenced the post test results. Gamification elements such as points, leaderboards, avatars, and various game modes (Gold Quest, Factory, Crypto Hack, and others) made students more enthusiastic and actively involved in the learning process. This is in line with research by Torng (2023) and Rahmita et al. (2024) which found that game-based media increases students' intrinsic motivation, broadens participation, and helps them understand the material better than traditional methods.

However, although the four assessment aspects improved significantly, the mechanics aspect did not show a significant improvement. This can be explained by the fact that Blooket focuses more on macro linguistic comprehension (vocabulary and sentence patterns) and does not facilitate micro skills such as spelling and punctuation. These findings confirm the report by Nugroho & Romadhon (2022) that digital game-based platforms tend to be effective in improving conceptual aspects but do not directly affect mechanistic abilities in writing.

Effectiveness of Blooket as a Digital Learning Medium for Teaching Writing

Overall, the results of this study prove that Blooket is effective as a digital learning medium for teaching descriptive writing. This effectiveness is evident through the increase in post-test scores and statistical test results that show a significant difference between the pretest and post-test. From a pedagogical perspective, these findings indicate that Blooket is able to combine game-based learning with academic objectives in a balanced manner, thus providing a learning experience that is not only fun but also meaningful.

The effectiveness of Blooket can be analyzed from two sides:

1. Affective Engagement

Gamification increases motivation, makes students more active, and creates a healthy competitive atmosphere. This is consistent with Maulana & Arini (2024), who state that students' emotional engagement improves academic performance in English language learning.

2. Cognitive Reinforcement

Blooket provides intensive quiz-based exercises that reinforce understanding of grammar, vocabulary, and the linguistic characteristics of descriptive texts. This supports the theory of Rahmita et al. (2024) that digital

platforms serve as a medium for cognitive reinforcement that helps deepen linguistic concepts through repetition-based learning and interactive visualization.

The findings of this study are also in line with previous research on the effectiveness of other digital media such as Kahoot, Quizizz, or Wordwall, which indicate that digital learning media can improve language learning outcomes through a combination of motivation, active engagement, and instant feedback. Thus, this study expands on previous findings by providing evidence that Blooket is not only effective for vocabulary and reading comprehension Torng (2023) but also capable of improving writing skills, particularly descriptive texts.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research and discussion, it can be concluded that the use of Blooket as a digital learning medium has proven to be effective in improving students' descriptive writing skills. The pretest results show that the students' initial abilities were still in the low category, especially in terms of idea organization, vocabulary selection, and grammatical accuracy indicating that conventional learning methods have not been able to optimally motivate and engage students. After the implementation of Blooket, there was a significant improvement in the post-test results, marked by improvements in content, organization, grammar, and vocabulary, which were influenced by gamification features such as competition, points, and instant feedback. Paired sample t-test analysis confirmed a significant difference between the scores before and after the treatment, so it can be concluded that Blooket is effective not only in improving cognitive aspects related to the structure and language of descriptive texts but also in encouraging affective aspects such as student motivation and active participation. Overall, this study confirms that Blooket is a relevant, interactive digital learning medium that is capable of meeting the needs of writing instruction in the digital age.

Suggestion

Based on the results of this study, it is recommended that teachers utilize Blooket more strategically in the learning process, not only as a practice tool, but also as a means of reinforcing concepts, formative evaluation, and increasing student motivation to learn. Teachers can combine Blooket with structured writing activities to address aspects that are not yet optimal, such as writing mechanics (spelling and punctuation) that are not fully accommodated through this platform. For further research, it is recommended to use an experimental design involving a control group so that the effects of using Blooket can be compared more strongly and comprehensively, as well as extending the duration of the treatment to observe the long-term impact on the development of students' writing skills. Subsequent research could also expand the scope of study to other types of text or integrate Blooket with other digital media to develop a more holistic writing learning model. Thus, future research is expected to contribute more broadly to the implementation of digital media in English language learning.

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- *How to cite this paper :*

Wijaya, I.N., & Zuhriyah, M. (2026). Blooket: An Effective Digital Learning Medium for Teaching Writing Descriptive Texts. *Jurnal Dedikasi Pendidikan*, 10(1), 455–468.