

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents literature review. This chapter describes information involving: Learning language by using technology, gamification, blookey, reading comprehension, recount text, the procedures of teaching and learning process using Blookey, and previous related study.

A. Literature Review

1. Learning Language by Using Technology

In recent years, the integration of technology in language learning has significantly transformed traditional teaching approaches. Technology-enhanced learning provides students with greater accessibility, flexibility, and engagement in mastering language skills (Almusharraf, 2021). One of the primary advantages of utilizing technology in language learning is the increased accessibility. According to Rosmayanti et al. (2025), the use of technology into education has generating new opportunities for both learners and instructors. Through the internet, students can access various language learning resources and materials from around the world. They can take online courses, download language learning apps, or access websites that provide exercises and lesson materials. This allows students to learn languages with flexibility in terms of time and place, without being limited by geographical boundaries or specific schedules (Wang & Crosthwaite, 2022).

Furthermore, technology enhances the language learning experience through various interactive features. Language learning apps and software often come with

features such as voice recording, playback, interactive exercises, and online quizzes. This enables students to practice listening and speaking, engage in game-based activities, and test their understanding quickly and efficiently (Rahmatullah et al., 2020). Additionally, technology allows students to interact with native speakers or other learners of the same language through online forums or specialized apps. This opens up opportunities for practicing speaking in real-life situations and improving their communication skills (Lai, 2021).

The utilization of technology also expands the available methods of language learning. This enables students to learn languages through various media, catering to different learning interests and needs. Thus, technology allows for better differentiation in language learning, accommodating individual learning styles (Yilmaz & Yilmaz, 2020).

However, it is important to remember that technology is merely a tool. The role of teachers remains crucial in guiding and supporting students throughout the language learning process. Teachers integrate technology into their instruction, direct students to use resources wisely, and provide constructive feedback. In an ideal learning environment, technology and the teacher's role complement each other to create an optimal learning experience (Tran, 2022).

2. Gamification

Gamification is the use of game-design concepts and components outside of games to increase user motivation and engagement with their own characteristics from different reality of lives (Barokati, 2022). The process

of creating game-like emotions outside of games is known as gamification. Using game elements to evoke comparable feelings and levels of engagement as games is another way to characterize the goal of gamification. This concept leverages game mechanics such as points, badges, leaderboards, challenges, and rewards to create a more interactive and engaging learning environment. Gamification grows popularity and has positive impact for teaching strategy to increase students motivation and engagement through a game-like experience.

Gamification in education goes beyond simply adding games to the classroom. It integrates specific gaming elements into the learning process to make it more immersive and enjoyable. According to Hussain (2014) in the context of education, the inclusion of game element in the gamification approach can stimulate and encourage users, allowing for the integration of instruction in the form of games. Hakulinen and Auvinen (2014) stated that gamification raises student engagement, retention, knowledge, and cooperation levels. Students are more likely to engage in a meaningful learning experience if game features that spark their interests and motivations are included. This approach helps create a more dynamic classroom environment where students feel a sense of progress and achievement as they earn points or complete levels.

As this aligns well with digital tools like Blooket, which utilize game mechanics to create a competitive yet fun learning experience. Through gamification, students are encouraged to actively participate and are often

more motivated to achieve learning outcomes, leading to better engagement and performance (Narullah, 2023).

3. Blooket

a. Definition of Blooket

Blooket is a game-based learning platform designed to make learning interactive and enjoyable in the teaching process. The platform operates on the principle of gamification components, including leaderboards, points, levels, and badges (Sartika et al., 2023), where traditional educational content is transformed into engaging games. This platform allows teachers to create educational games to share with students, Mohd (2023). The basic difference between Kahoot and Quizizz, other platforms that can also be used in the quiz, is that Blooket makes the quiz even more interesting because it is served with online games. As described by Hadi and Romadhon (2022), Blooket serves primarily as an assessment tool for both live quizzes and homework assignments.

This platform allows educators to create and customize various quiz-based activities that can be used for immediate classroom participation or assigned as homework tasks. The live quiz mode engages students in real-time, fostering a dynamic and competitive learning environment. It enables teachers to gauge students' understanding of the material on the spot, providing instant feedback and a chance for students to correct misconceptions. There are 14 modes that exist on this platform,

such as tower defence, gold quest, crazy kingdom, monster brawl, battle royale, fishing frenzy, blook rush, tower of doom, racing, deceptive dinos, factory, café, crypto hack, and classic. Some of these games can be played live quiz and work at home. The mode of homework enables learners to work at home.

Based on the definition above, the researcher conclude that Blooket is online platform media include gamification components with various mode to increase learning process become interactive and able to make students more understanding about the material.

b. Steps of Using Blooket

There are several steps in using the Blooket platform, such as:

- 1) Visit the Blooket website (www.blooket.com) and sign up for a free teacher account.



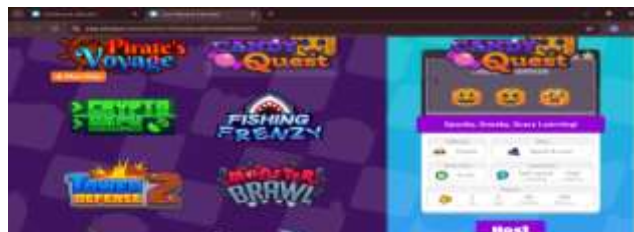
- 2) To create a new game, click on "Create" and then "Create a Set." Enter a title and description.



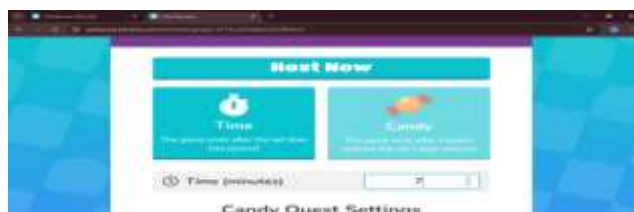
- 3) Start adding questions, teacher can add multiple-choice or typing answer based on the reading material.



- 4) After creating the questions, customize the settings of the game by choosing a game mode



- 5) Adjust the number of questions, timer, and other game settings as needed.



- 6) Launch the game and provide students with the game code to join on their devices



7) Once the game ends, review the results with the students.



c. The Benefit of Using Blooket

Gamification is a popular trend in teaching and learning because of its positive influence on student learning. Blooket is a gamified learning platform that enhances students' intrinsic motivation, enhancing the fun and satisfaction of the learning process through interactive game modes (Sartika et al., 2023). The research of Zhang and Yu (2021) showed that the pleasurable, engaging, motivating, and fun surroundings associated with gamification favorably impact students' learning experiences and outcomes. Blooket's perceived usefulness plays a crucial role in enhancing reading comprehension, as students see it as an effective tool for improving their skills (Nur, 2024). When learners find educational tools helpful, they engage more actively in the learning process, leading to better outcomes. The positive attitude toward technology-driven learning further contributes to Blooket's effectiveness in education. Its engaging game mechanics make reading comprehension activities more enjoyable, increasing students' motivation and participation (Tuan et al., 2023).

As a result, Blooket creates an interactive, engaging, and effective learning environment that enhances students' reading skills while

fostering a more positive outlook on education. By integrating game-based elements into the classroom, educators can leverage Blooket to improve learning experiences, encourage active participation, and promote long-term academic success.

4. Reading Comprehension

a. Definition of Reading Comprehension

Reading is the activity of looking at the text to get some information from the passage. Reading cannot be separated from comprehension because reading requires comprehension of meanings which stated in the passage or text. Comprehension is the understanding of the meaning of the written and covers the conscious strategies that lead to understanding. Reading comprehension is the process of clearly understanding the reading material and the author's intended message in light of the reader's prior knowledge (Nur, 2024). It involves not just the ability to decode words but also the capacity to extract meaning from what is read and integrate it with prior knowledge. According to Yurko (2021), reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. The skills and information processing abilities of readers affect their capacity to understand texts. Students who struggle with word recognition expend excessive processing power reading specific words, which hinders their comprehension of what they read (Rizal, 2018).

According to the description given above, reading comprehension is the ability of reader in understanding the text and the message implied from the author in the passage.

b. Levels of Reading

According to Romadhoni (2010), reading has different levels of comprehension into four levels such as:

1) Literal comprehension

Readers understand the information given in the passage explicitly include identifying facts and detail.

2) Inferential comprehension

Readers able to understand the sentence implied from the passage and underlying meaning.

3) Critical comprehension

Readers able to identifying the author's purpose and analyzing arguments or biases.

4) Creative comprehension

Readers can develop their own thought and improve main idea with new approach or point of view.

c. Components of Reading Comprehension

According to Nuttal (2000), there are five aspects of reading comprehension such as:

1) Determining main idea

The reader is not just about understanding every single word, but it's about figuring out the "why" of the text. The readers think what the writer trying to say.

2) Locating reference

The writers using the pronouns or phrases like *"it," "they,"* or *"this idea"* to refer back to earlier parts of the text.

3) Understanding vocabulary

Words are the building blocks of any text. Some words might be new, others familiar, but understanding them in context brings the text to life.

4) Making inference

Inference is about reading between the lines, using clues from the text and personal knowledge to understand the hidden messages or deeper meanings.

5) Detail information

These might include facts, examples, or descriptions that help students answer questions or provide evidence for their understanding.

d. Difficulties in Reading Comprehension

Dianita (2024) stated that there are five common difficulties in reading comprehension.

1) Vocabulary knowledge

A limited vocabulary will directly affects a student's ability to identify the main idea of a text, as understanding the overall theme or message often requires a grasp of key terms and their context.

2) Background knowledge

When students lack the necessary context or familiarity with a topic, it becomes harder for them to connect the information in the text to what they already know, leading to gaps in comprehension.

3) Working memory

If a student's working memory is overwhelmed by decoding words or processing complex sentences, they may lose track of the bigger picture or fail to integrate new information effectively.

4) Lack of motivation

Students who view reading as a chore are less likely to engage deeply with texts, reducing their ability to analyze and retain information. Motivation plays a critical role in fostering an active and attentive reading experience.

5) Other factors

Additional challenges, such as difficulty in identifying text structures, cultural differences in reading styles, or personal factors like fatigue and anxiety, can also interfere with reading

comprehension. These factors are often interrelated and require tailored strategies to address.

e. Principles for Teaching Reading Skill

According to Brown (2015), the principles for teaching reading skills are:

- 1) In an integrated course, include a focus on reading skills
- 2) Offer reading on relevant, interesting, motivating topics
- 3) Balance authenticity and readability in choosing text
- 4) Encourage the development of reading strategies
- 5) Include both bottom-up and top-down techniques
- 6) Follow the “SQ3R” sequence
- 7) Design pre-reading, while-reading, and post-reading phases
- 8) Build ongoing (informal) assessment into your techniques

f. Teaching Reading Comprehension Through Blooket

In teaching reading comprehension in a foreign language, gamification can aid students by making learning more interactive and engaging. One of the primary advantages of using Blooket as a gamification tool is that it transforms traditional reading comprehension exercises into an engaging, game-based experience. Blooket provides students with immediate feedback, allowing them to assess their comprehension in real-time, which enhances retention and motivation (Sartika et al., 2023). The platform offers various game modes that encourage active participation, helping students focus on key reading skills such as identifying the main

idea, identify word from the context, object reference, and understanding details.

Educators can utilize Blooket's customizable quizzes to align with lesson objectives, ensuring that students not only enjoy the process but also develop essential reading skills effectively. However, to maximize its effectiveness, teachers must set clear learning goals and integrate Blooket thoughtfully into their lessons. Without structured guidance, students may focus more on competition rather than comprehension, which could reduce the tool's educational value. Therefore, balancing game-based learning with traditional reading strategies ensures that students benefit from both engagement and deep understanding (Nadeem et al., 2023).

According to Brown (2015), teaching reading should focus on engagement while also developing essential reading skills. This is because when students are engaged, they are more likely to participate actively in the learning process, stay motivated, and develop a positive attitude toward reading. Engagement helps sustain students' attention and interest, which is crucial for the successful acquisition of reading skills such as vocabulary, comprehension, and fluency.

In today's digital era, this engagement can be further enhanced through the integration of technology in the classroom. With more widespread current access to technological media (video, television, audio, Internet, computer software, smartphones, and social media), both teachers and students can benefit from language input well beyond the teacher and

printed course materials. These digital resources provide diverse and interactive content that can capture students' interest more effectively, making reading activities more dynamic, relevant, and accessible.

Blooket can enhance an English course by incorporating explicit reading strategies, like skimming and scanning, which are reinforced through its interactive, gamified exercises. These activities help students engage with texts while applying reading strategies in real-time. Additionally, using relevant and motivating topics in Blooket quizzes, with authentic and appropriately leveled texts, sustains students' interest and supports comprehension growth.

Blooket further facilitates reading by combining bottom-up and top-down techniques. Vocabulary quizzes reinforce decoding skills, while comprehension-based modes help develop inference and prediction abilities. Integrating pre-reading, while-reading, and post-reading phases in lessons using Blooket enhances comprehension and allows for informal assessments of students' progress. This approach not only engages students but also supports structured reading development, improving their comprehension skills effectively.

5. Recount Text

a. The Definition of Recount Text

One kind of texts that is learned by Junior High School Students is recount text. Recount text is one of text types that retells past events. Therefore, the unique characteristics of a recount text can be discovered

in the chronological order in which the past event is described. In addition, Hakim (2017) says that recount can also be simply defined as a text giving information about activities that happened in the past, in other words, it is used to retell the events.

From the definition, we can conclude that Recount text is a sort of writing that retells historical events in order to enlighten and entertain readers. Recount text may comprise an eyewitness account, a newspaper story, a letter, a discussion, television interviews, or speeches.

b. Generic Structure of Recount Text

According to Betty and Stacy (2009) the generic structures of recount text are:

- 1) Orientation, provides background information about the who, what, where, and when of the event.
- 2) Record of Events, presents the story or events in chronological order.
- 3) Re-orientation, summarizes or concludes the story, and may include the author's comments or impression.

Table 2.1 Example of generic structure

My Holiday at the Beach	
Orientation	Last summer, my family and I went to Bali for the first time. We were excited to explore its beaches and temples.

Record of Events	On the first day, we enjoyed surfing at Kuta Beach. The next day, we visited the Sacred Monkey Forest and admired the Tegalalang Rice Terrace in Ubud. On the last day, we watched the sunset at Uluwatu Temple and saw the Kecak dance performance.
Re-orientation	Our Bali trip was unforgettable. I hope to visit again someday to create more memories.

c. Types of Recount Text

Here are the main types of recount text according to Hudaya (2018):

- 1) Personal recount, this type of recount text tells about the writer's personal experiences or events they have encountered
- 2) Factual recount, a factual recount presents factual information about past events, often used to inform or record
- 3) Procedural recount, This type of recount provides information on how something was done or accomplished in the past. It usually involves a step-by-step recount of a procedure or process.
- 4) Imaginative recount, in an imaginative recount, the writer creates a fictional story about a past event, using their imagination to make the recount more interesting

- 5) Literary Recount, Literary text reflects and interpret individual and social activities whether the story is real or imaginary

d. Language Features of Recount Text

A recount text has linguistic features, or linguistic qualities in the context of English usage. This claim is supported by Sianipar et al. (2020) state that language features in recount text consists of action verb, past tenses (simple past tense, past continues tenses, past perfect tenses, or past perfect continues tenses), using time connectives/conjunction (first, last, next, then, finally, eventually, this evening, last week, after a while, soon afterwards, meanwhile, but, and, nor, etc).

6. The Procedures of Teaching and Learning Process Using Blooket

In implementing the learning process, there are several procedures as follows:

a. Pre-activities (10 minutes)

- 1) The teacher initiates the learning process by greeting the students.
- 2) The teacher leads students in a prayer.
- 3) The teacher check the students' attendance.
- 4) The teacher informed the students about the learning objectives to be achieved.
- 5) The teacher introduces the topic by asking stimulating questions.
- 6) The teacher displays a reading comprehension on the screen and instruct the students to read it.

- 7) The teacher poses several questions related to the passage to know students reading comprehension.

b. Whilst-activities (50 minutes)

- 1) The teacher opens a live Blooket session (solo mode) to introduce and explain a key material about Recount Text and main idea.
- 2) The teacher explain material through Blooket and pauses periodically to pose comprehension question display in the Blooket session.
- 3) The teacher display a passage on Blooket and instruct the students to read individually and note key points.
- 4) The teacher ask the students to work in pairs to identify the main idea and structure (orientation, events, and re-orientation) and choose the best answer display in the Blooket session.
- 5) The teacher and students discuss to ensure comprehension and clarify any doubts.

c. Post-activities (20 minutes)

- 1) Students access a game-based quiz via the link <https://blooket.com/join>.
- 2) The teacher explains the rules and instruction for completing the quiz.
- 3) The teacher display another reading passage and instruct the students to read it.

- 4) Students join the game and answer comprehension question relate to the passage.
- 5) The teacher and students collaboratively summarize the material discussed during the session.

B. Previous Related Study

There were some studies that related to this study. The first study conducted by Risma (2024) on her research about *Efektivitas Penerapan Permainan Blooket Sebagai Media Digital Terhadap Pembelajaran IPA*. The research using a qualitative descriptive method, data were gathered through a questionnaire covering aspects such as ease of use, engagement, effectiveness, and student perceptions to seventh-grade students (32 students). Results showed positive feedback, with 96.9% of students finding Blooket easy to use, 100% finding it engaging and beneficial for learning, and a similar percentage reporting improved understanding and effectiveness in the learning process.

The second study conducted by Putri and Khairurrijal (2024) on her study about *Effectiveness of Blooket Application in Improving Students' Learning Outcomes in Arabic Language Learning*. This study was done in one group experimental design. She took 32 students of Junior High School as the participants. The researcher use paired sample t-test analysis by SPSS. The results confirmed that using Blooket positively influenced students' learning outcomes in Arabic language instruction.

The third study entitled *Using Blooket to Improve Chinese Vocabulary* by Mustika et al. (2022) from the Chinese Department, Faculty of Humanities, Bina Nusantara University. The authors want to use Blooket to help students studying Mandarin for the eleventh grade become more proficient with vocabulary. The author employed a qualitative descriptive approach to gathering data, commencing with interviews, instrument tests, and observation. The author used Blooket learning resources to interview 21 students in the 11th grade at Amore Prime School High School. Blooket games can therefore be utilized as a learning tool to enhance word acquisition in Chinese. Students can engage in an interactive Mandarin learning environment by using this Blooket.

The similarity of this study is the use of Blooket as a tool in the learning process, while the difference is the researcher focus examines the effectiveness of Blooket in testing reading comprehension skill, particularly in the context of recount text.