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Development of Blooket Application as a Digital Worksheet for Reading Recount Text Skills

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Abstract: *This study aimed to develop an interactive digital worksheet using Blooket to support senior high school students' reading skistudentslls on recount texts. Employing the ADDIE development model, this research involved 30 tenth-grade students at SMA Negeri 23 Batam, selected through purposive sampling. Data were collected through need analysis questionnaires, expert validations, and student evaluations. The need analysis revealed high student interest in digital quiz-based media. Validation results showed that material experts rated the product at an average score of 4.00 (very feasible), while media experts gave it 3.60 (feasible). During implementation, student evaluations produced average scores ranging from 4.18 to 4.71 across five aspects: content validity, technical clarity, interactivity, scoring fairness, and reflective feedback. These results indicate that the developed product is highly appropriate to be used as a formative assessment tool in English reading classes, particularly for recount texts.*

INTRODUCTION

Reading ability serves as one of the fundamental pillars in the development of language literacy. At the senior high school level, English instruction is designed not only to emphasize literal comprehension but also to cultivate students' skills in interpreting text structure and implicit meanings. One explicit text type taught in this stage is the recount text, a narrative that reconstructs past events chronologically through a typical structure of orientation, events, and reorientation (Derewianka & Jones, 2012).

In the Merdeka Curriculum phase, tenth-grade students are expected to read and understand various types of texts, including multimodal and interactive texts. They are required to identify main ideas and evaluate implicit information within familiar contexts (Kemendikbudristek, 2022). These competencies are closely related to the cognitive domain in the revised Bloom's Taxonomy, particularly at the levels of literal and inferential comprehension (Anderson & Krathwohl, 2001).

However, data from the PISA 2018 study revealed that Indonesian students' reading proficiency remains relatively low. Approximately 70% of students were only able to capture basic explicit information, and merely 9% could answer inference-based questions (OECD, 2019). This low performance is corroborated by the National Learning Environment Survey

(Kemendikbudristek, 2021), which reported that teaching approaches in Indonesian classrooms are still predominantly conventional and lack digital interactivity.

To address these challenges, gamification-based learning approaches are seen as effective in enhancing student participation and learning motivation. Gamification refers to the use of game elements such as scoring, challenges, and rewards in non-game contexts to increase user engagement (Deterding et al., 2011). In educational contexts, this aligns with Bandura's (1986) social cognitive motivation theory, which underscores the importance of interactive and reinforcement-based learning experiences.

One emerging gamification platform in education is Blooket. Blooket enables teachers to design text-based assessments in engaging and competitive game formats. Its features, such as Tower Defense, Gold Quest, and Racing, offer varied forms of assessment that are both enjoyable and meaningful. Although widely adopted in schools abroad, local research utilizing Blooket as a digital worksheet to support students' understanding of recount texts under the Merdeka Curriculum framework remains very limited.

Based on this background, this study aims to develop an interactive digital worksheet using Blooket as an assessment medium for reading recount texts. It also seeks to evaluate its content and technical feasibility through expert validation, as well as to analyze students' responses to the implementation of the product in tenth-grade English classes.

METHOD

This study employed a research and development (R&D) approach using the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The primary aim of this study was to develop and assess the feasibility of a Blooket-based digital worksheet to support students' reading skills in recount texts at the senior high school level. The research adopted a descriptive quantitative approach to describe students' responses toward the developed media through numerical data. Data were collected using a Likert-scale questionnaire and analyzed through descriptive statistics to determine the level of product feasibility.

The study was conducted at SMA Negeri 23 Batam with 30 tenth-grade students selected through purposive sampling. This class was chosen because they had already studied recount texts and possessed adequate digital infrastructure to support the implementation of the media. The development process followed the ADDIE model sequentially as follows:

1) The Analysis stage was carried out by reviewing the curriculum, studying relevant literature, and conducting discussions with English teachers to identify instructional needs related to recount texts and challenges in using conventional media.
2) The Design stage included preparing quiz content in Blooket, selecting appropriate game modes, and designing the student evaluation instruments.
3) In the Development stage, the media underwent qualitative validation by two experts, namely an English teacher and an ICT teacher, to assess the content validity, visual design, and interactivity.
4) The Implementation stage involved direct use of the media in classroom learning activities, facilitated by the researcher.
5) The Evaluation stage was conducted by analyzing students' responses after using the media through a questionnaire. This procedure ensured that the developed product was not only feasible in terms of design but also practical for real classroom implementation.

The main instrument used was a five-point Likert-scale questionnaire consisting of 12

positive statements measuring five evaluative aspects: (1) assessment content validity, (2) technical clarity, (3) interactivity and interest, (4) fairness of scoring, and (5) feedback and reflection. Data were analyzed descriptively by calculating the mean scores of each item and aspect. The interpretation of quantitative scores was determined based on interval categories within the five-point Likert scale, as suggested by Sugiyono (2019), and adapted to the context of evaluating instructional products.

Table 1. Interpretation of Average Scores

Average Score	Category
4.21 – 5.00	Very Good
3.41 – 4.20	Good
2.61 – 3.40	Fair
1.81 – 2.60	Poor
1.00 – 1.80	Very Poor

The results of this analysis were used to determine the feasibility and acceptability of the developed media as a gamification-based digital assessment tool in the context of English language teaching at the senior high school level.

RESULT AND DISCUSSION

Results

1. Needs Analysis of Students toward Digital Assessment Media

The needs analysis was conducted prior to the product design stage to identify students' readiness to use digital-based assessment media. A questionnaire consisting of 12 close-ended statements on a 5-point Likert scale was administered to 30 tenth-grade students at SMA Negeri 23 Batam.

The results indicated that students showed high interest in game-based assessments (mean score: 4.13), were more focused when using digital media (4.27), and had adequate access to devices and internet connectivity (4.13 and 4.00). However, the score for familiarity with similar platforms such as Blooket, Kahoot, and Quizizz was only 2.97, categorized as "fair." This finding highlighted the need for introductory guidance and the development of applications with simple features and clear instructions.

2. Expert Validation Results

Before classroom implementation, the product underwent validation by two experts: a content expert and a media expert. The validation employed instruments developed based on the guidelines by Sugiyono (2019) and Arikunto (2010). The results are summarized in Table 2.

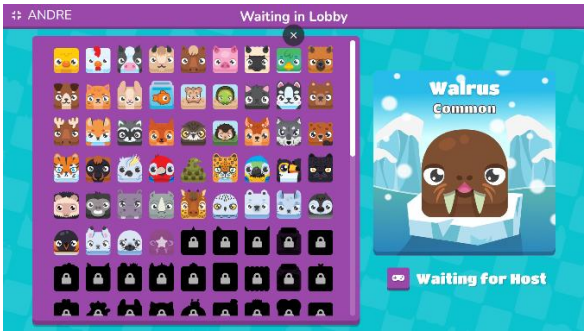
Table 2. Expert Validation Results of the Product

Aspect Assessed	Mean Score	Feasibility Category
Content Expert	4.00	Very Feasible
Media Expert	3.60	Feasible

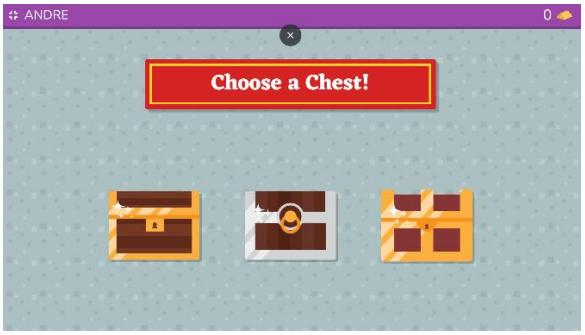
The content expert gave high ratings on aspects such as curriculum relevance, recount text structure, language clarity, instructions, and support for both literal and inferential comprehension. The main suggestion was to increase the variety of texts. Meanwhile, the media

expert provided feedback on technical aspects such as duration and navigation. In response to these inputs, the final product was refined into a digital worksheet on Blooket containing 20 formative questions based on four different recount texts, accommodating the content expert's recommendation to enrich the stories. The chosen game mode was Gold Quest, a simple feature with character avatars that helps maintain engagement without excessively distracting students from the reading content.

Additionally, technical instructions were added at the beginning of the worksheet to improve navigation and maximize completion time, as suggested by the media expert. Thus, the product was enhanced in both content and technical aspects and was more ready for classroom assessment use.



Fiqure 1. Example of Students' Avatar Selection



Fiqure 2. Gold Chest Feature in Blooket Mode

3. Implementation and Students' Evaluation of the Product

Following implementation, an evaluation questionnaire was administered to 29 students who used the product. The instrument consisted of 12 close-ended items grouped into five main aspects. The average scores for each aspect are presented in Table 3.

Table 3. Average Scores of Students' Evaluation on the Blooket Product

Assessment Aspect	Mean Score
Content Validity	4.18
Clarity & Technical Operation	4.26
Interactivity & Engagement	4.56
Fairness & Scoring Objectivity	4.71
Feedback & Learning Reflection	4.25

According to the interpretation scale by Sugiyono (2019), all aspects fall into the "very feasible" category (score > 3.26). The highest mean was found in the aspect of fairness and scoring objectivity (4.71), indicating that students greatly appreciated the instant feedback feature of Blooket. Meanwhile, the lowest mean was in content validity (4.18), which still fell under the "very good" category, suggesting some room for improvement in the diversity or depth of the questions.

Each aspect consisted of a different number of items: content validity (2 items), clarity & technical aspects (2 items), interactivity & engagement (3 items), fairness & scoring (2 items), and feedback & reflection (3 items). Further analysis revealed that 93% of students agreed that the Blooket quiz helped them identify parts of the text they did not yet master, indicating that this medium was also effective as a tool for students' self-reflection.

Discussion

The findings of this study indicate that the Blooket-based digital worksheet demonstrates a very high level of feasibility in supporting senior high school students' reading skills on recount texts. This conclusion is drawn from the evaluation of five primary aspects: content validity, technical clarity, interactivity and engagement, fairness of scoring, and feedback and reflection. All aspects yielded mean scores above 4.00 on a 5-point Likert scale, categorizing them as "very feasible" according to Sugiyono's (2019) interpretation.

The aspect of fairness and objectivity in scoring achieved the highest mean score (4.71), suggesting that students perceived the assessment process via Blooket as transparent, fair, and motivating. This aligns with the platform's automatic scoring and instant feedback features. Hattie and Timperley (2007) emphasize that clear and immediate feedback is one of the most critical factors for enhancing student performance, as it allows learners to promptly evaluate their understanding without waiting for teacher correction.

The high score on interactivity and engagement (4.56) reflects the success of the gamification approach employed by Blooket in creating an enjoyable and competitive learning atmosphere. Su and Cheng (2015) highlight that gamification elements, such as points, levels, and avatars, can significantly boost student involvement and reduce anxiety during assessments. This experience resonates well with digital-native learners who are more responsive to visual and interactive media (Prensky, 2001).

Similarly, the feedback and reflection aspect scored 4.25, indicating that this medium functions not merely as a tool for summative evaluation but also effectively supports formative assessment. Black and Wiliam (2009) argue that formative assessments that allow students to recognize their own weaknesses can drive continuous improvement more effectively than purely summative assessments. The technical clarity aspect received a mean score of 4.26. Although some students noted the need for clearer initial instructions, they generally found the product easy to use. The accessible design, engaging interface, and intuitive navigation make this medium suitable for integration into digital classrooms. This supports Mayer's (2009) principle that effective media design must consider cognitive user needs, including clarity of presentation and ease of access.

Meanwhile, content validity obtained the lowest mean score among the five aspects (4.18), although still classified as "very feasible." This suggests that while the questions align with the core competencies of recount texts, there remains room to enhance text variety and the depth of questions to better assess students' inferential comprehension. Anderson and Krathwohl (2001) underscore the importance of incorporating higher-order cognitive dimensions in question design to encourage students not only to recall information but also to analyze and evaluate text content.

Overall, these findings support Bandura's (1986) social-cognitive motivation theory, which highlights the role of interactive experiences and positive reinforcement in fostering active learner engagement. Implementing Blooket-based media enables assessment to serve not merely as a measurement of outcomes, but as a meaningful learning process that stimulates reflection and intrinsic motivation.

Therefore, this Blooket-based digital worksheet can be recommended as an effective formative assessment medium in English language instruction, particularly for developing reading skills on recount texts. Its strengths in technical, motivational, and functional aspects make it well-suited for integration into the Merdeka Curriculum, whether in online or offline learning environments.

CONCLUSION

This study successfully developed an interactive Blooket-based digital worksheet as a formative assessment medium for enhancing senior high school students' reading skills on recount texts. The development process followed the ADDIE model systematically, beginning with needs analysis and culminating in classroom implementation. Expert validation confirmed the product's feasibility in terms of both content and technical presentation, while students' responses indicated high enthusiasm and acceptance. The primary strengths of this media lie in its interactivity, clarity of execution, and instant feedback features, all of which support students' reflection on their reading comprehension. However, this study acknowledges its limitations. The content scope was confined solely to recount texts, and the trial was conducted with a single class. Therefore, generalization of these findings should be approached cautiously, taking into account the specific school context and digital infrastructure readiness.

Future research is recommended to expand the material coverage to other text genres and to implement the product across broader school settings. Further studies may also explore the long-term impact of using gamified assessments like Blooket on students' higher-order thinking and motivation in language learning.

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