The impact of language teachers on vocabulary mastery: a retrospective study using blooket

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Abstract

The focus of instructional strategies aimed at enhancing students' vocabulary acquisition has shifted from traditional teaching methods and techniques to more innovative approaches. This retrospective study seeks to examine the strategies employed by teachers, with a particular emphasis on the utilization of the Blooket platform to improve students' vocabulary proficiency. The research adopts a descriptive qualitative methodology, using a questionnaire as the primary data collection instrument, which was disseminated via Google Forms. The study involved 10 language teachers from SMA Negeri 1 Imogiri, who were specifically queried about their approaches to vocabulary instruction. The findings indicate that the integration of the Blooket platform as a teaching tool significantly contributes to students' vocabulary development. Furthermore, the research highlights that students achieve greater success in acquiring new vocabulary when teachers employ a diverse range of instructional methods. To advance this field, teaching strategies were categorized into three primary domains: practice, preparation, and evaluation. Ultimately, this study aims to equip educators with effective pedagogical tools to facilitate students' vocabulary mastery more efficiently

Keywords: vocabulary mastery, blooket, retrospective study.

INTRODUCTION

Foreign language classes in Indonesia were frequently taught by Indonesian teachers utilizing conventional teacher-centered approaches. It has become a challenge for teachers to try their best to arouse students' interest to help them learn foreign languages well and adjust

to the current technological era in education. Integrating innovation into students' academic preparation is essential, as technological advancements increasingly influence their lives (Susanti, 2018). Using technology in the classroom increases students' learning and improves learning objectives. These days, the majority of institutions must obtain validation for science that provides instruction and examination of really high-quality, extremely fast internet access (Oktaria, 2021). Selecting the most effective technological instrument for students' learning can be challenging. The term gamification may be new, but it seems to be a societal marvel in an era of highly educated people (Anisa, 2020). One of many apps that can be used in classroom quizzes is Blooket. Students find competitions fascinating because of blooket quick tempo and instant scoreboards. Teachers could benefit from using the gamification framework to improve their skills and to introduce them to the modern dialect culture (Altun & Yassin, 2022).

The time for each question can be independently set and there must be at least one modified response. The blooket variety of distraction models learning becomes more intelligent and become more interested in learning dialects Susilo , 2022. They can be used to monitor individual progress over time and be inspired by creating their assessments. The use of gamification in the classroom supports educators who understand how effectively planned recreations can advance students' productivity and creativity (Armanda & Indriani, 2022). Additionally, blooket offers the chance to not only assess students' conceptual knowledge but also support the advancement of contemporary knowledge and comprehension by providing sophisticated explanations. The idea of learning during this time has been associated with the rapid advancement of innovation, the growth of English students, and the integration of innovation into instruction (Jaelani & Sutari, 2020). Analysts acknowledge that counting blooket for victory in dynamic learning competitions suggests that students can engage with foreign language classes more successfully. The teachers have been using Web offices to move students' engagement and achievement (Xiangze & Abdullah, 2023).

Many studies have been conducted in the past on how to increase students' vocabulary using different techniques. The study investigated the impact of using the Duolingo app on students' increased vocabulary. The fact that the experimental class's average post-test score was higher than the control class lends credence to this. In this study, the experimental class's average post-test score was 81.00, whereas the control class's average score was 75.25. Afterwards, researchers concluded that students' vocabulary increased successfully when they used the Duolingo application. The next previous study that researched studies on song-based

vocabulary instruction discovered that the songs helped students become more proficient in vocabulary. The outcomes of the completed pre-and post-test scores demonstrate this. According to the study, the pretest score, which had previously been 41.66, increased to 88.83 in the posttest after the use of songs. It was also discovered that students' interest was piqued when vocabulary was taught through song. The student-completed questionnaire demonstrates this. They acknowledged that learning vocabulary through songs could improve their retention of the material and spark their interest in the process. The next study that researched on vocabulary instruction and learning found that word games and family photo exercises helped students become more proficient vocabulary users. Students in class VIII at SMPN 7 Salatiga were successful in expanding their vocabulary through games, word families, and picture families, according to research done on class 8 activities during the 2019–2020 academic year. Students demonstrate progressive improvement when they pass Cycle I and Cycle II. Researchers concur that in order to improve students' vocabulary mastery, it must be combined with methods for teaching other foreign language skills. This study differs from earlier research in that it compares and assists teachers in identifying the most effective vocabulary teaching methods based on the skills and interests of their students through the use of retrospective research.

While many studies have been done in Indonesia on methods to improve students' vocabulary mastery, very few have looked at it from the viewpoint of language teachers. Using students as research subjects, earlier researchers examined methods to increase students' vocabulary mastery. In the meantime, language teachers were the research subjects in this study. These kinds of instructional strategies, which are helpful for both language teachers and students, were gathered in this research's retrospective review. The purpose of this study was to determine the instructional strategies used by language teachers to help students become more proficient in vocabulary. These strategies included planning lessons and administering assessments to students. The results of this study can be utilized to pinpoint the vocabulary instruction strategies that language teachers employ, as well as resources to determine the best approaches. By employing the right strategies and being more creative with their vocabulary instruction, language teachers can help their students become more proficient in vocabulary. Future scientific and research advancements are anticipated as a result of this work.

Learning vocabulary is the process of picking up, comprehending, and retaining words in a language. Learning vocabulary is also a prerequisite for learning to read, write, speak, and

sing (Juwita & Sakti, 2019). Academic performance is often unacceptably low due to deteriorating memory retention consequently, many students find it difficult to learn unfamiliar words for engaging vocabulary learning strategies (Nation, 2001). Students' learning depends heavily on their vocabulary, yet vocabulary instruction in traditional foreign language classrooms places little emphasis on it. Learning presentation vocabulary is frequently viewed as tedious by students, especially those who grew up in the computer age (Elmahdi & Hezam, 2020).

There are two main types of vocabulary learning based on how vocabulary is used. The first is receptive vocabulary, which refers to the ability to recognize and understand words when they are heard or read. A common explanation for the concept of an open vocabulary is that receptive vocabulary typically develops before expressive vocabulary during the appropriate stages of language acquisition. A robust vocabulary consists of words that students can confidently and effectively understand, as well as use in both writing and speaking.

It is impossible to exaggerate the role that vocabulary acquisition plays in language acquisition. Vocabulary is essential for both the mother tongue and outside dialects (Yudha & Mandasari, 2021). As it were, one can effectively communicate their ideas, receive assignments, and speak in a distant dialect if they have a sufficient vocabulary. Furthermore, vocabulary serves as the foundation for dialect skills, specifically listening, speaking, reading, and writing (Afzal, 2019). Vocabulary is the foundation of language use in communication. Especially in the early stages when students acquire the essential terms needed to acquire a dialect (Asrifan, 2019). Additionally, because the framework is open when students complete the highest level of language use, they always have something new to learn. This is consistent with the important discussions on practitioners' presumptions regarding learning vocabulary instruction, which have not been considered when teaching English as a foreign language (Asyiah, 2017). The difficulty is that most students do not know enough about vocabulary learning strategies. Given the importance of enhancing vocabulary, it is critical to impart learning strategies such as accumulating a large vocabulary and comprehending its meaning in communication to influence dialect skills (Ambarwati & Mandasari, 2020).

The term vocabulary teaching describes a method of instruction intended to assist students in developing, deepening, and mastering their vocabulary in the language they are learning. Engaging in a variety of dialect exercises, such as listening, speaking, reading, and writing, is one way to increase students' vocabulary. Students can benefit from teaching them

personal words to help them build their vocabulary. The most effective way to teach vocabulary is to have students experience a wide variety of words and analyze their meanings proficiently. Teaching students word-learning strategies like using word parts and setting to find the meaning of words they don't know is essential (Graves, 2018). Language teachers must help students become more capable and independent learners.

Blooket is a widely used tool by teachers to enhance students' engagement and enjoyment in the learning process. Teachers acknowledge that using innovative methods to teach English will help students in their learning process (Hadijah, 2020). When utilized as a teaching technology, it will increase students' interest. An excellent teaching strategy for inspiring students to keep learning is game-based learning.

Blooket can be used with flexibility in a range of learning environments because it can be accessed online from a variety of devices. Blooket, not as it were, gives a test stage as regular (Susilo, 2022). Blooket offers a variety of game models that increase user interest to make learning more interactive. By creating these experiences with a variety of content in them, students learn information without even realizing it. Students can access Blooket independently and play online games in various disciplines using the method they prefer.

Blooket games offer several advantages for educators. Firstly, the feature of Transcript Copy and Paste simplifies the process of creating study materials by allowing language teachers to easily insert questions and answers into the test transcript. Additionally, users can directly copy and paste content into the test transcript and provide live feedback to students as they take the test (Bratel, 2023). Blooket is an excellent teaching tool because of its great flexibility. This can be a fun way to introduce new material, and Students' can easily access it from home, so it can be a great way to motivate them to study.

While offering numerous advantages, blooket also presents certain disadvantages for educators. The first drawback is the occasional occurrence of issues that may take a considerable amount of time to resolve, which can disrupt lesson-planning efforts. For example, blooket can sometimes be deleted from the internet after usage, and it may not be compatible with certain web browsers (Thu & Dan, 2023). Language teachers also can't modify a nearly perfect question set they find. These disadvantages emphasize how crucial it is to restrictions of blanket games in educational contexts. Blooket requires a lot of questions to avoid repeating questions and cannot edit other people's question sets.

The beneficial effects of blooket on education by engaging the learning environment and facilitating student success. Blooket application is effective because it promotes students' natural desire to compete and succeed (Alan, 2021). The Blooket game is unique in that it fosters students' competitiveness. Achieving the highest rankings can motivate students to strive to be the best (Pedersen, 2022). The blooket scoring system sorts students' scores after displaying the total points earned. One student said, "Playing blooket games during class will motivate students to study" They (students') "will enjoy participating in activities like this so classes will be more interesting for us" (Trinh, 2022). Blooket games for foreign language learning can be made much more engaging by adding components like images and videos.

It is impossible to dispute the growing dependence on digital tools in today educational environment. However, as evidenced by overuse of sites like Blooket, this dependence can occasionally take harmful forms. Language teachers frequently give blooket too much weight overriding the importance of other important learning resources and conventional teaching techniques (Ferrer, 2018). Concerns concerning the caliber of education students' receive are also raised by this overemphasis, which also restricts their exposure to a variety of learning opportunities. Furthermore, because blooket games are addictive, they can divert students' attention from more crucial assignments and study sessions. This propensity for distraction highlights the larger problem of excessive screen time, which has been connected to a number of physical and mental health issues.

METHODS

The researchers used a descriptive approach in conjunction with a qualitative method in this study. The researcher uses a questionnaire to conduct a descriptive qualitative study. In this study, researchers also conduct a retrospective analysis. The primary goal of descriptive retrospective research is to create an objective description of a situation by looking back in time (Przybyłek., 2022). The purpose of this study is to examine retrospective thinking. Once the results have been determined, the researcher will compare the data with the previous findings.

This study focused on 10 Language teachers who instruct English and Germany, particularly vocabulary, in SMAN 1 Imogiri. The ten participants, five men and five women, had an average teaching tenure of five years. A survey using a Google Form served as the research instrument. Putting together survey questions in this study, the researcher used a Google Form as a research tool to send a questionnaire with 10 questions to participants (10

Language teachers) in order to collect data. Three categories were used to group the questionnaire's topics: evaluation, practice, and preparation. There were three questions in the preparation category. There were four questions in the practice section. Additionally, there were three questions in the evaluation category. Following discussions and supervisor approval, the research group members created the questionnaire's questions.

In order to find respondents, the researchers visited Yogyakarta's educational institutions, including the school where she practiced teaching. The researchers then sent potential participants a link to the survey via Google Form. The researchers chose participants in order to examine the methods teachers employ to teach vocabulary, how those methods were applied during the learning process, and the method's effectiveness and outcomes. Between July and August 2024, qualified teachers were given questionnaires via Google Form media as part of the data collection process for this study. The study's findings are offered as instructional tactics for raising students' vocabulary levels. The data used in this study was analyzed by the researchers using qualitative descriptive analysis, and the results were displayed as tables and percentages. The researchers created a Google form with ten questions for participants to respond to. The responses from the participants were then assessed by the researchers.

The components of the data analysis for this study consisted of data transcription, where the researchers converted the data from the Google form questionnaire into a document in order to improve data processing and give the data a more structured presentation. Next is data introduction, in which the researchers reread and double-checked the collected data results to make it easier to locate the information they need. Further, the data was categorized or given labels. The labels for vocabulary teaching strategies, for example, include using textbooks, playing games, watching movies, and so on. The data was indexed using the inductive method, and themes were chosen using the data gathered from the participants' answers. After that, the data was moved to a new document that contained the compiled keywords and topics that were pertinent to the research idea. The last step was examining the data in line with the concept of retrospective research before contrasting and connecting the results to those of earlier studies. An explanation follows the tabular presentation of the data collection results. The researcher will ultimately use meticulously chosen and compiled data to get at a trustworthy conclusion.

RESULTS AND DISCUSSION

Results

The Preparation of Language Teachers in Teaching Vocabulary

Q1: Where are your learning indicators of teaching vocabulary mastery from?

Table 1. Indicators of learning

No	Result of the learning indicators	Percentage
1	Experience	21
2	Books	32
3	Internet	37
4	foreign language Skill	10
	Total	**100**

According to the survey results, language teachers use four categories of learning indicators: books, the internet, experience, and foreign language proficiency/skills. Experience is defined as the knowledge and abilities that language teachers have gained from his or her experiences as a trainee and students (21%). Furthermore, students' learning experiences are included in the mentioned experiences. Textbooks (32%) include foreign language books, modules, and textbooks after that. Next, the Internet (37%) is consulted to obtain learning indicators, encompassing foreign language websites and blooket platforms. Foreign language proficiency/skills (10%), which includes knowledge and aptitude in speaking, pronouncing, spelling, and utilizing grammar, is the last source of learning indicators. As a result, it seems that books (32%) and experience (37%) are the main sources of learning indicators for language teachers. Since students are the center of attention and are included in the learning process, learning indicators that come from experience also include the learning experiences that students have had.

Q2: How frequently are your learning indicators prepared?

Figure 1. Frequency scale
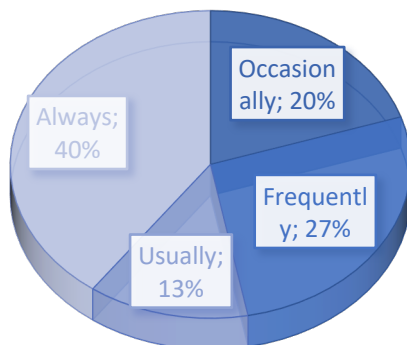
The following is a description of each scale number:

1 : never; 2 : occasionally; 3 : frequently; 4 : usually; 5 :always

According to the data, up to 40% of language teachers consistently prepare their learning indicators, 13% typically do so, 27% frequently do so, and 20% occasionally do so.

Q3: Please list the resources you use to help students become more proficient in vocabulary.

Table 2. Sources of educational resources

No	Sources of educational resources	Percentage
1	Blooket	30
2	Related books	25
3	Internet	15
4	Dictionary	14
5	Language text	5
6	Pictures/Poster	5
7	Song	3
8	Others	3
	Total	**100**

The table above shows that language teachers can increase their students' vocabulary mastery by utilizing a variety of learning resources. Language teachers use Blooket, a quiz-based platform, as their primary source of learning resources (30%). Language teachers use books as their primary source of learning materials, accounting for 25% of the total. This includes teachers personal notebooks, textbooks, foreign language, and vocabulary. Furthermore, the third most popular place to find instructional content is the internet (15%). YouTube and websites are included in this group. With a 14% contribution to the results, dictionaries rank as the fourth most significant source of instructional materials. In addition to

bilingual and monolingual dictionaries, online dictionaries are also utilized. Subsequently, more categories emerged, such as those for movies, TV series, subtitles, songs, posters, etc.

The Methods Language Teachers Use to Teach Vocabulary

Q4: List beneficial things that students can do to get better.

Table 3. beneficial exercises for students'

No	The Methods language Teachers Use to Teach Vocabulary	Percentage
1	Play Blooket platform	31
2	Do practice	20
3	Read a lot books	17
4	Memorize new words	15
5	Use a dictionary	10
6	Other	7
	Total	**100**

Based on the data presented in the above table, we can conclude that students use the Blocket platform more frequently (31%) to practice vocabulary through quizzes. In order to answer vocabulary questions in groups, students collaborate in teams. Students may become more involved in the process and benefit from peer learning. Students' next helpful task is to finish the following tasks in order to increase their mastery of vocabulary: exercises (20%). Among these tasks are filling in sentences with suitable words, finishing stories with suitable words, and substituting words for meanings. Using difficult or unfamiliar words from the text, form sentences. Other helpful activities for students to increase their vocabulary include memorizing vocabulary (17%), using a dictionary (15%), and reading a lot of foreign language books (17%). Other activities like having conversations, viewing foreign language movies, listening to foreign language music, and completing several of the other tasks indicated in the above table can also help students become more proficient with vocabulary.

Q5: Describe helpful exercises that educators can implement to help students become more proficient with vocabulary.

Table 4. Beneficial utilizes for educators

No	Beneficial utilizes for educators	Percentage
1	Play Blooket platform	29
2	Do practice	19
3	Read a lot books	17
4	Make vocabulary list	15
5	Memorize new words	13
6	Use internet	4

7	Watch YouTube	2
8	Other	1
	Total	**100**

The blooket platform (29%) can assist in producing vocabulary question sets that are engaging and pertinent to the subject matter, according to the data in the above table. In addition to using words in sentences and asking questions about word meanings, synonyms, and antonyms, you can also play a variety of entertaining game modes, like Snake or Tower Defense. Add vocabulary exercises to this game to add a fun and challenging learning experience. Moreover, one of the beneficial exercises that language teachers should perform to enhance their students' vocabulary mastery is vocabulary practice (19%). Tests, exercises, and evaluations are all included in this activity because evaluating students' understanding can help them learn more. Reading a lot (17%), which includes books, Language books, and scientific articles, comes next. Create a vocabulary list (15%) is the most helpful task, with the fourth-largest result. Then came other activities, like learning new words by heart, browsing the internet, watching YouTube, and doing other things listed in the above table.

Q6: How to use the Blooket platform to assist students' who are having trouble with vocabulary?

Figure 2. How to assist students with their challenges
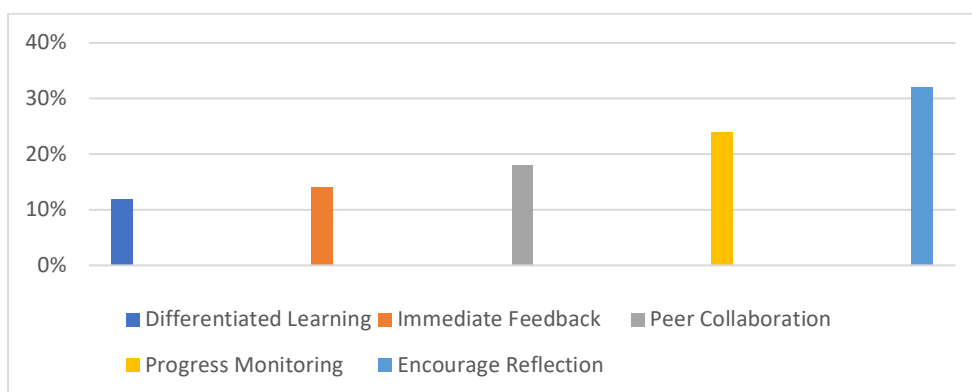
According to data, language teachers most frequently use the blooket platform to make a Differentiated Learning (12%) for students' who are struggling with vocabulary. To deliver a differentiated learning experience, use Blooket. by developing various sets of questions with varying degrees of difficulty to cater to the needs and skills of students. In addition, 14% of language teachers offer Immediate Feedback following every question. They make use of this feature to give students' immediate feedback, direct them to the right answers, and clarify any

concepts they may be having trouble with. Peer Collaboration (18%): Blooket can be used to pair students with varying skill levels for group activities or competitions so they can support and learn from one another. Monitoring Progress (24%), Track students' progress over time with Blooket progress tracking feature. Determine the patterns of their performance and, if more assistance or resources are required, provide them. The final strategy is Encouraging Reflection (32%) which pushes students to evaluate their work and pinpoint areas in which they can do better. Give them direction and encouragement so they can come up with solutions to their problems.

Q7: Do you constantly use gamification, particularly with this specific Blooket platform that experts suggest using to help your students become more proficient in vocabulary? Why?

Table 5. Implementing the techniques that the expert has recommended

| Do you constantly use gamification, particularly with this specific Blooket platform that experts suggest using to help your students' become more proficient in vocabulary? Why?	
(73%) Yes, because	(27%) No, because
think that using gamification to help students' improve their comprehension can be very successful, especially when using a platform like Blooket. Because gamification can make learning more entertaining and engaging, which can increase student engagement. Students' are more likely to be motivated to actively participate in learning when they use an interactive game platform like Blooket, which also fosters students' collaboration and teamwork. In addition to fostering stronger social bonds within the classroom, this also helps students' advance their social skills and learn from one another. With Blooket, students' can practice information analysis, decision-making, and problem-solving by using it to comprehend difficult and critical thinking questions. Having said that, I think that employing Blooket to assist students' in gaining more advanced knowledge is a practical and successful strategy.	Even though gamification can be a useful addition to a variety of teaching strategies, it shouldn't be the sole one employed. To better meet the needs of their students', language teachers can employ a range of learning strategies, such as live demonstrations, problem-based projects, and discussion techniques. Consequently, it is not always advised to use gamification with platforms like Blooket exclusively, even though it can be a helpful learning tool. Learning objectives are frequently more successfully attained with a more balanced approach that considers the needs of each individual students' as well as the learning environment.

Language teachers who consistently implement strategies recommended by experts believe that expert input and evaluation are necessary to use effective teaching strategies. This is why language teachers choose which Blooket platforms to use to help students' become more proficient in vocabulary. Teaching methods that are endorsed by experts also inspire more creativity and engagement from educators and learners. However, language teachers who do

not always implement the strategies recommended by experts assume that their students follow their own strategies and methods, which may not be appropriate for their circumstances or abilities. This is because some of the strategies recommended by experts do not suit the students' abilities and character.

Assessing Language Teachers in Vocabulary Instruction through the Blooket Platform

Q8: What kinds of exams do you typically administer using the Blooket platform to gauge your students' proficiency with vocabulary?

Figure 3. Type of test
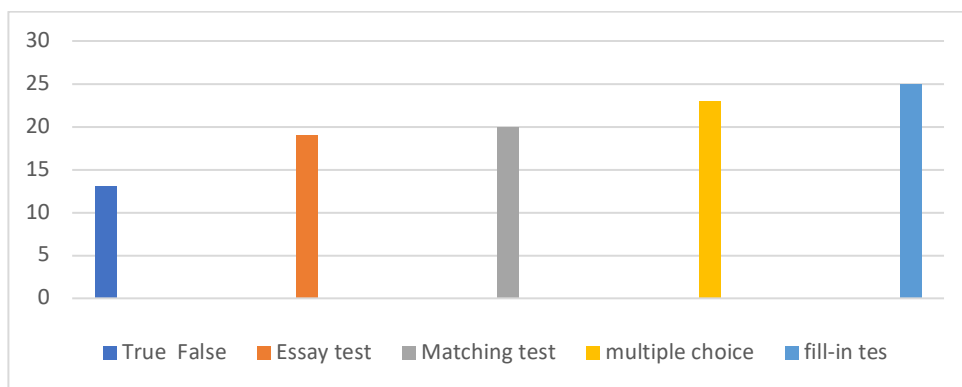
Survey data revealed that language teachers most frequently utilized fill-in tests to gauge their students' vocabulary proficiency (25 percent of language teachers used this type of test). The multiple choice test (23%) and matching test (20%) were the next most popular test types among educators. In addition, language teachers assign essay tests with open-ended questions (19%), and True-False tests (13%), which are the last test type.

Q9: Are you happy with the instructional techniques you have used with the Blooket platform?

Figure 4. Level of contentment
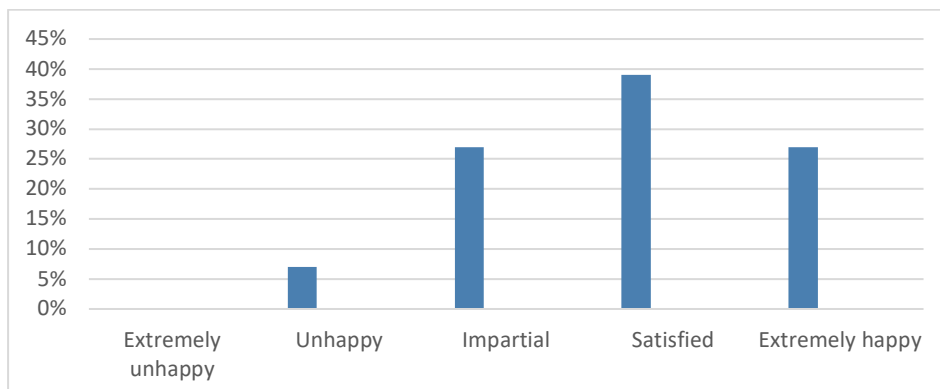
Below is a description of each scale number.

1: Extremely unhappy; 2:Unhappy; 3:Impartial; 4:Satisfied; 5:Extremely happy

According to the data displayed in the graph, 27% of language teachers are extremely satisfied, 39% are satisfied, 27% are neutral, and 7% are dissatisfied with the teaching strategies they have previously used.

Q10: How can educators and learners enhance their vocabulary using the Blooket platform, in your opinion?

Lastly, the respondents provided advice to language teachers and students on how to use the Blooket platform to help students' vocabulary grow. The following is a summary of these suggestions:

Table 6. Suggestion for language teachers and students

How can educators and learners enhance their vocabulary using the Blooket platform, in your opinion?	
For educators	For learners
Language teachers can design customized vocabulary lists based on their own interests or learning objectives. Language teachers can use Blooket to test themselves and check their understanding of new vocabulary by choosing pertinent terms and definitions. Blooket provides a range of pre-made games and vocabulary sets made by other teachers. Teachers can enhance their own learning by using the platform's resource library to find new vocabulary words and pre-made games and quizzes. Teachers can effectively increase their vocabulary and set an example of lifelong learning for their students' by utilizing Blooket's features and resources.	Through Blooket, students' can take part in vocabulary challenges arranged by peers or language teachers. As they strive to increase their vocabulary, students' can stay motivated and monitor their progress by competing with others or setting personal goals. With Blooket, students' can create personalized learning objectives and monitor their advancement over time. As they work to expand their vocabulary, students' can stay motivated and track their progress by routinely evaluating their performance and setting realistic goals. Through active engagement with the features and resources of the platform, learners can effectively improve their vocabulary and advance their proficiency in language acquisition.

Discussion

According to the research findings, language teachers employ a range of techniques, particularly blooket platforms, depending on the students' and the language teachers' skill levels to assist students in learning. Language teachers prepare by gathering learning indicators to assess students' progress in vocabulary mastery. Although they don't always do so, language teachers typically prepare their learning indicators prior to putting their lesson plans into

practice in the classroom. Aside from that, a lot of the instructional materials that educators utilize originate from Language books, such as students' and language teacher textbooks. Some educators also use other resources as teaching tools, including blooket, foreign language books, the internet, and other media like songs, posters, dictionaries, and other media. The language teachers' findings indicate that practicing, reading a lot of books, memorization, and the play blooket platform are effective ways to enhance vocabulary mastery.

Additionally, language teachers can assist students who struggle with vocabulary by using the blooket platform. Teachers think that tracking students' progress and promoting introspection can aid in vocabulary comprehension. To accommodate students with varying learning needs and skill levels, create distinct question sets with varying degrees of difficulty. Track Progress to keep tabs on students' long-term performance. Encourage students to evaluate their performance and pinpoint areas for growth after they have finished the blooket game. Give them direction can come up with solutions to their problems as a source, a tool for scientific advancement, and a means of discovery. This research also advances Language learning particularly vocabulary teaching techniques. It is anticipated that this research will help future researcher better understand the methods used by language to help students become more proficient in vocabulary.

In the end, the results of this study ought to support students in their efforts to expand their vocabulary. The argument being made here is not that teachers' vocabulary teaching strategies (VTS) but rather that there may be a greater need for more strategies when it comes to teaching vocabulary, according to a previous study, the students' perception of the online media used by the teacher in learning English (Prabawati, 2021). The survey results indicate that using a variety teaching strategies tailored to the individual characteristics of students can improve vocabulary mastery more effectively than simply employing the same strategy, which is consistent with the research findings. The data collection method used in this study differs from that used in the research (Prabawati, 2021). Teachers participated in this study instead of students, as was the case in earlier research. In addition, a lot of statements in the form of closed-ended questions were employed in previous research surveys. In contrast, a lot of open-ended questions were used in the study questioning style, which produced responses with a range of opinions and ideas. In addition, the researchers discovered that in order for students to succeed in their vocabulary mastery, teachers' teaching strategies need to be supported by student learning strategies. Researchers discovered that exercises like reading, watching, and listening

to English-language media, as well as utilizing blooket, could help students' become more proficient in the language.

This study differs from earlier research in that it assists teachers in identifying the most effective vocabulary teaching methods based on the skills and interests of their students through the use of retrospective research. A variety of learning strategies that were advantageous to students as well as teaching strategies that were beneficial to teachers were gathered for this retrospective review of research. Furthermore, the researcher discovered that for students to succeed in their vocabulary mastery, the teachers' teaching strategy needs to be supported by student learning strategies. Research has been conducted on vocabulary learning strategies used by English language learners studying the language as a foreign language (Okyar, 2021). The study findings revealed that EFL students often use memorization, repetition, dictionary techniques, translation, background knowledge, and experience to increase their vocabulary. Additionally, this research advances the study of the English language, particularly the method of teaching vocabulary through the use of blooket as a source of information and a tool for learning. It is hoped that this study will help future researchers learn more about the methods used by English teachers to help their students become more proficient vocabulary users. In the end, the research conclusions will support students in successfully expanding their vocabulary.

CONCLUSIONS

In regard to the results and the discussion above, it can be said that this study explores how teachers can use the blooket platform to identify effective teaching strategies that help students become more proficient in vocabulary. The next step is to categorize teaching strategies into three groups practice, preparation, and evaluation. The following conclusion can be drawn from the research's findings and outcomes. The language teacher creates learning indicators in advance using data from books, the internet, experience, and language teacher observations of the students' proficiency in the language. The language teachers' nature preparation teaching strategies are then supported by a variety of learning material sources. Learning resources include the internet, dictionaries, foreign language books, Blooket, and other readily available media. The exercises that participants recommended to help students become more proficient in vocabulary are largely similar to those that instructors recommend. To boost students' engagement and comprehension, language teachers are also encouraged to employ a variety of teaching techniques.

Fill-in tests, which ask students to recall a words meaning can aid in improving vocabulary mastery as part of an assessment strategy. A good teaching strategy, according to the researcher, is to try to use a variety of strategies in practice, such as speaking when teaching. This is based on the data that has been collected for the study. This method can help students become more proficient in speaking and listening in addition to improving their vocabulary. This study still has a lot of limitations, so the researcher hopes that other researchers studying related subjects in the future will be able to recruit participants from a larger geographic area and with more teaching experience. We are aware that there are still a lot of educators working today who employ successful teaching techniques with their own students. Future researcher can then carry out more research on instructional techniques to enhance students' vocabulary mastery.

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