

# Enhancing Literary Comprehension Through Interactive Reading Assignment via Kahoot!

Leo Albert A. Gonzales

Mindoro State University, Victoria, Oriental Mindoro, Philippines

Author email: [leoalbert.gonzales@deped.gov.ph](mailto:leoalbert.gonzales@deped.gov.ph)

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## ABSTRACT

*This experimental study examined the effectiveness of using Kahoot! game-based interactive reading assignments to enhance literary comprehension achievement among Grade 9 students studying Anglo-American literature. The study compared the experimental group with the control group using the conventional lecture method. Both groups analyzed two short stories - "The Tell-Tale Heart" by Edgar Allan Poe and "The Country of the Blind" by H.G. Wells and took a post-test after four weeks. Results showed that the control group achieved relatively high levels of literary comprehension, but the experimental group using interactive reading assignments had higher percentages of very high-level achievements and lower percentages of low-level achievements. The conventional lecture method seemed less effective in promoting skills like making inferences, and predictions, and identifying unfamiliar vocabulary. On the other hand, the experimental group using Kahoot! showed positive outcomes, with a significant percentage of students achieving high or very high levels of comprehension across all assessed skills. A t-test analysis ( $t=2.12$ ;  $p=0.03$ ) revealed a significant difference between the control and experimental groups' literary comprehension achievements, supporting the effectiveness of incorporating interactive reading assignments through Kahoot! The distinct differences in literary comprehension achievements between the control and experimental groups emphasize the effectiveness of Kahoot! platform in enhancing student comprehension compared to traditional methods. Using platforms like Kahoot! for interactive reading assignments can create an engaging learning environment that improves students' literary comprehension abilities.*

**Keywords:** *Literary comprehension; Kahoot!; Interactive reading assignment; Reading comprehension*

## Introduction

Understanding and interpreting what was read constitutes comprehension. To effectively understand written content, students must be able to decipher what they read, connect what they read to what they already know, and thoughtfully consider what they have read. Comprehending written material involves understanding and interpreting the text. To achieve effective comprehension, students need to decode the text, connect it with their existing knowledge, and engage in thoughtful reflection (Abdelhalim, 2017). In Singapore, the importance of employing effective reading strategies to enhance understanding is recognized, leading language instructors to integrate suitable techniques that promote critical thinking and comprehension of complex texts (Alenizi, 2019).

On the contrary, reading is not strongly encouraged in Philippine culture, resulting in a significant number of underperforming students in reading proficiency compared to other countries. Filipino students ranked last among 79 countries in a global survey of reading comprehension of the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD). Approximately 80% of Filipino students fall below the expected level, negatively impacting their performance in core subjects, particularly English. Due to this, the Department of Education (DepEd) implemented the "Hamon: Bawat Bata Bumabasa" (3Bs Initiatives) which aims

to make every learner a reader at the level appropriate for his or her grade. But then, the program turned out to be not enough to address the specific problems concerning the reading comprehension problems of the students.

Another response to the alarming problems in reading comprehension is the Industrial Revolution 4.0, also known as Education 4.0 which offers a lot of potential new and modern approaches in learning English faster and easier that is also suitable to the new era of education. This primarily involves technology-based teaching where strategies apply web and game-based approaches. Still, the program is not enough to address problems regarding reading comprehension because of the lack of school infrastructure and resources to support the ideal teaching process.

Language researchers emphasize the four primary communication modes: hearing, reading, writing, and speaking. Reading, being the most intricate, requires students to interpret the text for comprehension (Hariharasudan et al., 2018). To engage students, enhance attention spans, and create dynamic learning environments, teachers have introduced gamified approaches using online games (Chiang, 2020; Hanus & Cruz, 2018). Gamification harnesses competition resulting from technological advancements and supports students' growth in motivation, cognition, emotion, and social aspects. It also encourages self-tracking, socialization, and goal completion (Biçen et al., 2018; Licorish et al., 2018; Hung, 2017).

Academic consensus confirms that games foster student engagement and motivation (Wichadee et al., 2018). Studies utilizing the Kahoot game, such as those conducted by Fotaris et al. (2016) and Göksün et al. (2019), have demonstrated its positive impact on learning, academic performance, and student engagement. Iwamoto et al. (2017) also found that Kahoot improves exam preparation and performance among college and university students, who reported enjoying the experience. Kahoot! games have received international attention and obtained more than two billion players across over 200 countries and areas. Yet, few research have thoroughly used a meta-analysis to assess how they affect educational results. With a meta-analysis conducted by Yu (2021) using Stata/MP 14.0, it was concluded that Kahoot! -based serious games could greatly boost student performance and academic success, Kahoot! players' educational backgrounds could not be predicted, -assisted academic success and student performance, and that Kahoot! did not account for regional or country differences. academic success and student performance with assistance. Other elements in Kahoot, such as mental workloads, satisfaction, or anxiety-based serious games could one day also be examined by meta-analysis.

Meanwhile, at Manual National High School, a significant challenge has emerged with a notable decline in students' performance in crucial aspects of English reading comprehension, a concern highlighted by the 2023 Phil-IRI data. The data reveals a troubling increase in the frustration level for oral reading and comprehension in English, escalating from 9% to 15%. This decline is multifaceted, rooted primarily in the students' inadequate mastery of essential reading and comprehension skills.

Moreover, the existing government program in place seems inadequate in addressing the specific challenges that students encounter with reading comprehension. The current approach lacks the flexibility needed to cater to the diverse individual needs and difficulties experienced by students, thereby contributing to their subpar performance in English reading comprehension. Additionally, traditional teaching methods employed in classrooms are proving ineffective in engaging students, especially considering that these methods no longer resonate with students proficient in technology. This observation is not unique to Manual National High School but is evident in various educational institutions.

The convergence of these issues underscores the urgency and importance of initiating this research. Understanding the root causes of the decline in English reading comprehension performance is imperative for developing targeted interventions. The research aims to fill this gap by evaluating the effectiveness of Kahoot, an interactive platform, in enhancing the literary comprehension skills of Grade 9 students at Manual National High School, specifically focusing on the context of Anglo-American literature. The goal is to develop a comprehensive manual or guide for teachers, offering step-by-step techniques for effectively incorporating Kahoot into interactive reading assignments. The anticipated outcomes of this research extend beyond Manual National High School, potentially informing broader educational strategies to address similar challenges in various institutions.

## Methodology

### Sampling

The study included 42 Grade 9 students from Manual National High School, selected randomly from a total population of 52 students. Section A was the control group, and Section B was the experimental group, both consisting of 21 students.

### Data Collection Procedure

This study took place at Manual National High School in Oriental Mindoro, which has both Junior and Senior High School divisions. The school, chosen for its alignment with English 9 competencies across DepEd Schools in the province, involved 30 teaching and two non-teaching staff. Two data collection methods were employed: the control group used traditional lecture methods, while the experimental group utilized Kahoot! games for integrated reading

assignments, focusing on "The Tell-Tale Heart" and "The Country of the Blind." The Kahoot! sessions, held over four weeks, included video narrations split into two parts, with participants answering 10 questions per session. The control group, also with 21 participants, used printed materials for the same stories and engaged in traditional reading and discussion methods. After the four-week experiment, both groups underwent a teacher-constructed post-test, and the 50-item test's validity and reliability were affirmed by three Master Teachers and ten Grade 10 learners, demonstrating good internal consistency with an average Cronbach's alpha value of 0.81 for all items.

### Research Instrument

A 50-item post-test underwent validation by three Master Teachers, ensuring its validity. The reliability test involved ten Grade 10 learners from a different group, resulting in a Cronbach's alpha value of 0.81 for all 50 items, indicating reliability and validity.

### Data Analysis

The study used descriptive and inferential statistics to analyze all the collected quantitative data. Descriptive statistics, such as frequency for summarizing categorical data, percentage for showing concentration or dispersion across the scale, rank for comparing individual data points, and weighted mean for calculating the mean considering the associated weight or probability, were employed. Furthermore, the t-test for Independent Samples, a statistical test comparing means of two groups commonly used in hypothesis testing to evaluate the impact of a process or treatment on the population of interest or identify differences between two groups, was applied for drawing inferences from the results.

## Results and Discussion

### Literary Comprehension Achievement of Students in Control Group

#### Identifying the main idea and key details

Table 1 displays the literary comprehension achievements of students in the control group, taught using the traditional lecture method, focusing on the main idea and key details of two short stories – "The Tell-Tale Heart" by E. A. Poe and "The Country of the Blind" by H.G. Wells over four weeks. Out of 21 participants, 71.43% demonstrated a high level of literary comprehension, 19.05% displayed a very high level, and 9.52% had a low level. None showed a very low level of comprehension. The traditional lecture method proved highly effective, promoting learning transfer. More students exhibited high or very high comprehension, emphasizing the positive impact of the lecture approach on understanding and analyzing short stories.

The findings underscore the effectiveness of the lecture method in enhancing the overall learning experience. It not only helped students acquire new vocabulary but also deepened their understanding of broader concepts and themes in the short stories. The lecture method played a vital role in fostering a deeper appreciation for content and promoting holistic understanding. The traditional lecture approach remains relevant, especially for institutions with limited resources, providing a foundation for learners' comprehension achievements. These results align with previous research, emphasizing the lecture method's ability to improve reading comprehension due to its simplicity and easy application in the classroom (Guthrie et al., 2017; de Barba et al., 2018; Myrberg & Wiberg, 2015).

**Table 1:** Literary comprehension achievement of students in the control group in terms of identifying main idea and key details

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 4         | 19.05      | Very High   |
| 6 - 8        | 15        | 71.43      | High        |
| 3 - 5        | 2         | 9.52       | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

#### Sequencing a passage into an ordinal series

Table 2 showcases the literary comprehension achievements of the control group, taught through the traditional lecture method, focusing on sequencing passages over four weeks with two short stories. Among 21 participants, 71.43% demonstrated high comprehension in sequencing, 23.81% had a low level, and 4.76% had a very high level; none were at a very low level. Despite a few students performing at a low level, the majority displayed high proficiency, affirming the ongoing effectiveness of the traditional lecture method in teaching literary texts. The results underscore that students, while relying on traditional lectures, effectively grasped and applied skills for accurate sequencing. The lecture approach equipped them with the knowledge to identify the logical order and sequence of events, emphasizing

its effectiveness in conveying essential concepts for literary comprehension. In alignment with Hanus et al. (2018), the lecture method aids learners in understanding texts easily. Despite resource limitations, it covers vital learning elements. High-level literary achievement aligns with Kaur et al.'s (2020) study, emphasizing the traditional lecture method's strength in teaching sequencing. However, it acknowledges that some students may struggle, as certain learning styles require direct experiences for optimal learning transfer (Hanus et al., 2018; Kaur et al., 2020; Chiang, 2020).

**Table 2:** Literary comprehension achievement of students in terms of sequencing a passage into an ordinal series

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 1         | 4.76       | Very High   |
| 6 - 8        | 15        | 71.43      | High        |
| 3 - 5        | 5         | 23.81      | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

### Answering direct recall questions

Table 3 outlines the literary comprehension outcomes of the control group using traditional lecture methods, focusing on direct recall questions over four weeks with "The Tell-Tale Heart" and "The Country of the Blind." Among 21 participants, 76.19% achieved high recall, 14.29% scored low, and 4.76% scored very high and very low. Results indicate the traditional lecture method positively influenced learning and retention, underscoring its effectiveness. However, variability within the group suggests individual differences in learning styles, emphasizing the need for alternative methods. These findings align with Iona's view that direct recall benefits from direct tutoring but may not suit all learners, who may prefer experiential learning (Iona, 2017; Licorish et al., 2017).

**Table 3:** Literary comprehension achievement of students in terms of answering direct recall questions

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 1         | 4.76       | Very High   |
| 6 - 8        | 16        | 76.19      | High        |
| 3 - 5        | 3         | 14.29      | Low         |
| 0 - 2        | 1         | 4.76       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

### Making inferences and/or predictions

Table 4 displays the literary comprehension achievements of the control group using the traditional lecture method, focusing on making inferences and/or predictions after a four-week study of "The Tell-Tale Heart" and "The Country of the Blind." Among 21 participants, 76.19% demonstrated a high level of achievement, 19.05% had a low level, and 4.76% had a very high level, with none at a very low level. The study reveals that a significant number of control group students exhibited a commendable ability to generate accurate inferences and predictions, showcasing higher-order thinking skills. However, a subgroup encountered difficulties, emphasizing variability in students' proficiency in these cognitive processes. While many excelled, recognizing struggling students underscores the importance of tailored interventions or alternative teaching strategies to support diverse needs. The challenge of making inferences and predictions in comprehending literary pieces, while Mustapha et al. (2019) highlight the complexity of predictions in short stories, often leading to misunderstandings. Educators should consider these factors when addressing students' diverse needs in comprehending and applying higher-order thinking skills (Mustapha et al., 2019; Mohamad & Habil, 2022).

**Table 4:** Literary comprehension achievement of students in terms of making inferences and/or predictions

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 1         | 4.76       | Very High   |
| 6 - 8        | 16        | 76.19      | High        |
| 3 - 5        | 4         | 19.05      | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

### Identifying unfamiliar vocabulary

Table 5 presents the literary comprehension achievements of the control group using the traditional lecture method, focusing on identifying unfamiliar vocabulary after a four-week study of "The Tell-Tale Heart" and "The Country of the Blind." Among 21 participants, 57.14% had a very high level of achievement, 33.33% had a high level, and 9.53% had a low level, with none at a very low level. The study indicates that most control group students demonstrated a strong understanding of unfamiliar vocabulary, effectively comprehending and contextualizing new words within the narrative. While the traditional lecture method facilitated learning transfer for most students, individual variations were noted, suggesting some may need additional support or strategies for vocabulary skills. The results affirm the effectiveness of the traditional lecture approach in promoting students' ability to interpret unfamiliar words within a text. However, educators must recognize individual needs and provide targeted interventions for those struggling with vocabulary acquisition, aligning with Dziuban et al.'s (2018) emphasis on direct supervision and instruction in the traditional lecture approach. The repeated exposure to new words in conversations, story listening, and direct reading inherent in traditional lectures contributes to effective vocabulary understanding (Tomas et al., 2021).

**Table 5:** Literary Comprehension Achievement of Students in Terms of Identifying Unfamiliar Vocabulary

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 12        | 57.14      | Very High   |
| 6 - 8        | 7         | 33.33      | High        |
| 3 - 5        | 2         | 9.53       | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

### **Literary Comprehension Achievement of Students in the Experimental Group**

#### Identifying main idea and key details

Table 6 displays the literary comprehension achievements of the experimental group using interactive reading assignments via Kahoot!, focusing on identifying the main idea and key details after a four-week study of "The Tell-Tale Heart" and "The Country of the Blind." Out of 21 students, approximately 52.38% achieved a very high level, 33.33% attained a high level, and 14.29% obtained a low level of literary comprehension. No student performed at a very low level, indicating a reasonably solid group understanding with room for improvement for some individuals. The results demonstrate the effectiveness of Kahoot! in enhancing students' comprehension skills, emphasizing the positive impact of a game-based approach on learning outcomes. This aligns with Chiang's (2020) study, indicating that gamification improves engagement and comprehension levels. The Kahoot! game-based approach fosters student involvement, motivation, enjoyment, and focus, leading to promising results. The incorporation of game elements, such as points and leaderboards, creates excitement and competition, motivating active participation and deeper engagement with the material, supported by immediate feedback and rewards (Wang & Tahir, 2020; Golubeva, 2018).

**Table 6:** Literary comprehension achievement of students in the experimental group in terms of identifying main idea and key details

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 11        | 52.38      | Very High   |
| 6 - 8        | 7         | 33.33      | High        |
| 3 - 5        | 3         | 14.29      | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

#### Sequencing a passage into an ordinal series

Table 7 presents the literary comprehension achievements of the experimental group using interactive reading assignments via Kahoot! game-based approach, focusing on sequencing a passage into an ordinal series after a four-week study of "The Tell-Tale Heart" and "The Country of the Blind." Among the 21 students analyzed, approximately 57.14% achieved a high level, 28.57% a very high level, and 14.29% a low level, with none at a very low level. The results suggest that Kahoot! positively influenced students' sequencing skills, with a majority achieving high or very high levels. No students fell into the very low level, indicating a generally solid grasp of sequencing skills. While overall performance was strong, targeted instruction or personalized support may enhance skills further for some students. The Kahoot! game-based approach, known for enhancing motivation and engagement, aligns with Jeong's (2022) study, supporting the positive impact of Kahoot! in educational contexts. Incorporating game elements boosts student motivation and engagement, making the learning experience enjoyable and stimulating (Kuspiyah et al., 2021). The dynamic nature of Kahoot! facilitates spontaneous learning, capturing students' attention and encouraging

involvement naturally. Existing research, as suggested by Wang and Tahir (2020), supports Kahoot!'s positive impact on motivation, engagement, and learning outcomes, adding credibility to its beneficial impact on literary text understanding.

**Table 7:** Literary comprehension achievement of students in terms of sequencing a passage into an ordinal series

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 6         | 28.57      | Very High   |
| 6 - 8        | 12        | 57.14      | High        |
| 3 - 5        | 3         | 14.29      | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

#### Answering direct recall questions

Table 8 displays the literary comprehension achievements of the experimental group using interactive reading assignments via Kahoot! game-based approach, focusing on direct recall questions after a four-week study of "The Tell-Tale Heart" and "The Country of the Blind." Among the 21 students, approximately 66.67% achieved a very high level, 28.57% a high level, and none a low or very low level. The results indicate that Kahoot! positively impacted literary comprehension, enhancing students' ability to recall and answer questions accurately. The findings suggest that students, after experiencing the game-based approach, demonstrated a high proficiency in recalling information. This aligns with Yunus et al.'s (2019) assertion that gamification and direct experiences contribute to learning development and skills mastery, aiding in the accurate recall of facts. The study supports Yu's (2021) work, where Kahoot! positively influenced learning development, leading to improved literary and English language capacity. This aligns with Kurniawan and Aryani (2019) findings, highlighting the effectiveness of Kahoot! in enhancing literary comprehension levels. Incorporating interactive and game-based approaches like Kahoot! in English literature teaching shows potential value in educational settings.

**Table 8;** Literary Comprehension Achievement of Students in Terms of Answering Direct Recall Questions

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 14        | 66.67      | Very High   |
| 6 - 8        | 6         | 28.57      | High        |
| 3 - 5        | 1         | 4.76       | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

#### Making inferences and/or predictions

Table 9 displays the literary comprehension achievements of the experimental group using interactive reading assignments via Kahoot! game-based approach, focusing on making inferences and predictions after a four-week study of "The Tell-Tale Heart" and "The Country of the Blind." Of the 21 students, approximately 71.43% achieved a very high level, 23.81% a high level, and none a low or very low level. The results suggest that Kahoot! effectively enhanced comprehension, particularly in making inferences and predictions. The majority of students demonstrated improved analytical skills, with only one falling into the low-level category. This underscores the positive impact of Kahoot! in promoting higher-order thinking skills and strengthening students' ability to make accurate inferences and predictions based on the text. The absence of students at a very low level indicates a generally strong capacity for making inferences and predictions, highlighting the effectiveness of interactive reading assignments in cultivating these skills. Gamified learning strategies, such as Kahoot!, create an engaging and participatory learning environment, promoting active involvement, motivation, and a deeper understanding of the subject matter (Zarzycka-Piskorz, 2019; Wang and Tahir, 2020).

**Table 9:** Literary Comprehension Achievement of Students in Terms of Making Inferences and/or Predictions

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 15        | 71.43      | Very High   |
| 6 - 8        | 5         | 23.81      | High        |
| 3 - 5        | 1         | 4.76       | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

### Identifying unfamiliar vocabulary

Table 10 outlines the literary comprehension achievements of the experimental group using interactive reading assignments via Kahoot! game-based approach, focusing on identifying unfamiliar vocabulary after a four-week study of "The Tell-Tale Heart" and "The Country of the Blind." Approximately 71.43% of the 21 students achieved a very high level, 23.81% a high level, and none a low or very low level in this indicator. The results suggest that the integration of Kahoot! positively impacted students' ability to identify and comprehend unfamiliar vocabulary within the literary context. The engaging nature of Kahoot! likely contributed to their mastery and deep understanding of unfamiliar words. These findings align with previous research, emphasizing the positive impact of Kahoot! on engagement, perception, motivation, positive thinking, reading comprehension, and vocabulary skills. The game-based approach not only enhances learning performance but also encourages cooperation and active participation, fostering a positive attitude among students in understanding English texts and selections (Marsa et al., 2021; Kuspiyah et al., 2021).

**Table 10:** Literary comprehension achievement of students in terms of identifying unfamiliar vocabulary

| SCORES       | FREQUENCY | PERCENTAGE | DESCRIPTION |
|--------------|-----------|------------|-------------|
| 9 - 10       | 15        | 71.43      | Very High   |
| 6 - 8        | 5         | 23.81      | High        |
| 3 - 5        | 1         | 4.76       | Low         |
| 0 - 2        | 0         | 0.00       | Very Low    |
| <b>Total</b> | <b>21</b> | <b>100</b> |             |

### Difference in Literary Comprehension Achievement

Tables 11 and 12 summarize the literary comprehension achievements for control (traditional lecture method) and experimental groups (interactive reading assignments via Kahoot!), while Table 13 reports the t-test results for the post-test scores, signifying a significant difference. Control group participants excelled in identifying unfamiliar vocabulary ( $M=8.29$ ), but struggled with making inferences/predictions ( $M=6.57$ ), resulting in an overall high literacy comprehension score ( $M=7.08$ ). Experimental group participants outperformed in identifying unfamiliar vocabulary ( $M=9.10$ ), but also faced challenges with inferences/predictions ( $M=7.24$ ), achieving a high overall literacy comprehension score ( $M=8.08$ ). The t-test ( $t=2.12$ ,  $p=0.03$ ) indicates a significant difference between the two groups, favoring the experimental method.

The study suggests the continued effectiveness of traditional lectures in enhancing vocabulary recall for the control group. However, the experimental group, engaging in Kahoot! interactive reading assignments demonstrated higher mastery of unfamiliar vocabulary, and improved inferential skills, albeit with a lower overall mean score. These findings underscore the efficacy of Kahoot! in fostering deeper comprehension, surpassing traditional lecture methods. Supporting evidence from Chiang (2020), Wang et al. (2020), Zarzycka-Piskorz (2019), Mohammed (2021), Kurniawan et al. (2019), Yunus et al. (2019), Yu (2021), and Putri et al. (2021) further validates the positive impact of the Kahoot! game-based approach. These studies emphasize improved learning outcomes, motivation, engagement, focus, and comprehension, aligning with the observed benefits in the current study. The results affirm Kahoot!'s role in enhancing English literature teaching, particularly in grammar, reading comprehension, and memory retention.

**Table 11:** Literary comprehension achievement of students under the traditional lecture method (control group)

| NO. | INDICATOR                                   | MEAN SCORE  | RANK | DESCRIPTION |
|-----|---------------------------------------------|-------------|------|-------------|
| 1   | Identifying main idea and key details       | 7.14        | 2    | High        |
| 2   | Sequencing a passage into an ordinal series | 6.62        | 3    | High        |
| 3   | Answering direct recall questions           | 6.76        | 4    | High        |
| 4   | Making inferences and/or predictions        | 6.57        | 5    | High        |
| 5   | Identifying unfamiliar vocabulary           | 8.29        | 1    | High        |
|     | <b>Overall Mean</b>                         | <b>7.08</b> |      | <b>High</b> |

**Table 12:** Literary Comprehension Achievement of Students Under Application of Interactive Reading Assignment Via Kahoot! Game-Based Approach (Experimental)

| NO.                 | INDICATOR                                   | MEAN SCORE  | RANK | DESCRIPTION |
|---------------------|---------------------------------------------|-------------|------|-------------|
| 1                   | Identifying main idea and key details       | 8.05        | 3    | High        |
| 2                   | Sequencing a passage into an ordinal series | 7.43        | 4    | High        |
| 3                   | Answering direct recall questions           | 8.57        | 2    | High        |
| 4                   | Making inferences and/or predictions        | 7.24        | 5    | High        |
| 5                   | Identifying unfamiliar vocabulary           | 9.10        | 1    | Very High   |
| <b>Overall Mean</b> |                                             | <b>8.08</b> |      | <b>High</b> |

**Table 13:** t-Test Result on the Difference Between the Literary Comprehension Achievement of the Control and Experimental Group

| Groups       | n  | Mean | SD   | t-cal | p-value | Interpretation |
|--------------|----|------|------|-------|---------|----------------|
| Control      | 21 | 7.08 | 0.71 | 2.12  | 0.03    | Significant    |
| Experimental | 21 | 8.08 | 0.78 |       |         |                |

Note:  $p < 0.05$  is significant at 95% level of significance

## Conclusions

In conclusion, the control group, employing traditional lecture methods, has a commendable proficiency in literary comprehension skills, signifying a solid foundation. However, the experimental group, utilizing the Kahoot! game-based approach, demonstrates significantly higher achievements in literary comprehension across various skills, indicating the positive impact of the interactive and engaging nature of the approach. The distinct differences in literary comprehension achievements between the control and experimental groups emphasize the effectiveness of Kahoot! platform in enhancing student comprehension compared to traditional methods. The proposed contextualized teaching guide advocates for incorporating exercises that encourage prediction, inference drawing, and text analysis through Kahoot! interactive reading assignments. Additionally, ensuring stable internet connections and garnering parental support for at-home assignments is suggested. To sustain the gamification approach, the school could allocate resources from Maintenance and Other Operating Expenses (MOOE) for the continuous application of Kahoot! across different year levels. The recommendation includes a combination of teaching strategies, incorporating Kahoot! alongside traditional methods, which can be introduced through in-service training for educators. Future researchers are encouraged to explore the comprehensive integration of Kahoot! across daily English literature lessons, and educators are urged to adopt interactive approaches to enhance student engagement and foster a conducive learning environment for improving literary comprehension abilities.

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The author declares that he has no conflict of interest.

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