Revitalizing Spelling Proficiency: An Online Gaming Approach for Junior High School Students

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ABSTRACT

This study used the online game Kahoot to address the spelling problems of the 40 Grade 10 students in one of the public high schools in Ozamiz City enrolled during the school year 2023-2024. A pretest with 50 spelling words was administered to the class. Using a one-group, quasi-experimental pretest-posttest approach, this study assessed the impact of the Kahoot intervention on students' spelling proficiency. After the pretest, the teacher implemented nine sessions using Kahoot as the main instrument to teach spelling. This was followed by a post-test with the exact 50 spelling words. In the pretest, none of the students reached a passing score of 38. After implementing the intervention, over half of the class scored 31 to 50. The study found that the online game Kahoot effectively enhanced the spelling skills of Grade 10 students, with respondents expressing positive perceptions of its ease, improvement, ability, motivation, and concentration. Kahoot provided an enjoyable learning approach, making it a helpful tool. The students also strongly agreed that using the game was easy, improved spelling, enhanced spelling ability, motivated them to spell, and increased concentration in spelling. This study recommended that other schools implement spelling activities using an online game.

Keywords: *spelling ability, junior high school students, Kahoot, online game*

Recommended Citation

INTRODUCTION

English is a necessary tool for effective communication in multilingual countries like the Philippines. Executive Order No. 210 series of 2003 mandates the use of the English language as the primary medium of instruction in most disciplines at the secondary level. Furthermore, the K to 12 English Curriculum strives to produce learners proficient in communication and have various literacy abilities, allowing them to compete in the global economy (Department of Education, 2016). Unfortunately, establishing spelling competence as one of the writing subskills is only concentrated in the elementary years, resulting in junior high students' inadequacy in this area (Contributor, 2023).

In addition to writing, spelling is another English language part that learners must master. It is one of the primary building blocks of learning English language skills and significantly impacts abilities other than listening, reading, and writing. Spelling is vital to developing literate writers and readers (Schonell, 2014). According to Domantay and Ramos (2018), having proficient written skills is an essential aspect of education, as students have to prepare for the shift from junior to senior high school, such as in the workplace, where written skills are crucial. This skill demonstrates that performance in English writing is relevant to every student's life.

Further, in the Philippine context, a lack of spelling abilities hinders students' capacity to express their ideas and thoughts precisely and clearly, which may harm their academic achievement and future chances. Likewise, Aradillos et al. (2023) showed that students' writing performance frequently has grammar, spelling, and capitalization problems. On the other hand, in the United States of America, where English is the primary language, approximately half of kids have poor spelling skills (Contributor, 2023). Similarly, Dada (2015) identified common spelling mistakes, such as letter omissions, additions, and duplications.

With the development of technology, some dispute the significance of spelling skills. They emphasized that incorrect spelling is no longer corrected on many standardized tests. Texting and other informal modes of communication eliminate the requirement to spell words correctly and spell checkers lessen the need to be proficient spellers (Stewart, 2013). Yet, the significance of spelling remains unquestioned among most modern readers and other literary scholars (Kellaway, 2014). Students' spelling proficiency and amount of practice can be improved by using computer software programs, games, and mobile apps. Many of these applications are available to students for free and may be used either at home or on a school computer, and include both instructional and practice games (Flores, 2022; Mehrpour & Ghayour, 2017; Nahari & Alfadda, 2016; Qamariah & Wahyun, 2018;).

Although there have been studies on using internet games to improve the spelling skills of high school students, there has been a dearth of research in the Philippine setting. It has been stated that acquiring spelling abilities is not prioritized in secondary school (Warda, 2005, as cited in Tavarez Da Costa & Reyes-Arias, 2021). This study aimed to utilize an online game to improve the spelling skills of high school students at a public school.

According to the English teacher and school principal, Most Junior High School students in a rural public school in Ozamiz City exhibited spelling discrepancies. It was found that almost all of the students had at least one misspelled word in all their written tasks. Alarmingly, these students commonly misspelled words as essential English words, thus creating the need to solve the problem. Moreover, the school did not use digital games to assess students' spelling skills.

To bridge the gap, this study investigated the effectiveness of Kahoot as an online game in enhancing the spelling skills of high school students enrolled in the school year 2023-2024 in one of the public high schools in Ozamiz City. This study used Kahoot as an intervention to investigate the recommended subject of Alalimi and Almassaad's (2020) study about the effectiveness of using the game in enhancing spelling. Moreover, the researchers of this study sought to find out if the game is effective when used in the Philippine context, especially in a public school.

Research Questions
1. What is the level of spelling skills of the students during the pretest?
2. What is the level of spelling skills of the students during the post-test?
3. Is there a significant difference between the pretest and the post-test results?
4. What are the students' perceptions towards the use of Kahoot in learning spelling in terms of:
   4.1. the easiness of Kahoot;
   4.2. the spelling improvement;
   4.3. spelling ability of students;
   4.4. motivation; and
   4.5. concentration?

METHODS

Study Design
The study used a one-group, quasi-experimental pretest-posttest design to examine whether the Kahoot intervention has affected students' spelling skills. By measuring the students' performance before and after the intervention, the researchers could assess whether student changes were attributable to the intervention rather than other factors. Moreover, a combination of quasi-experimental and quantitative-descriptive research designs was used. The quasi-experimental research design aimed to show a causal connection between applying an intervention and improving spelling abilities. However, a quantitative-descriptive design was applied to assess students' perceptions of the use of Kahoot in learning spelling in terms of the ease of the online game, the improvement of spelling, the students' spelling ability, motivation, and concentration.

Population and Sample
This study was conducted in one of the public high schools in Ozamiz City. The respondents were the 40 Grade 10 students enrolled in the academic year 2023-2024. There is one Grade 10 section in the school, and they were grouped heterogeneously. In selecting the group or class, the school principal recommended which section is best for the researchers to conduct the intervention. This class represented the treatment group of the study. The researchers found the need to investigate the problem among the Grade 10 students because of their spelling discrepancy. Moreover, the grade level was also purposely chosen to assess and attempt to solve their spelling needs, given that they would move on to Senior High School and college afterwards.

Instrumentation
Different instruments were employed in this study. The pretest and post-test were the first tools. The pretest and post-test consisted of 50 English vocabulary items administered to the study group with a maximum score of 50. The researchers interviewed a grammar and a master teacher. The fifty English

vocabulary items were taken from the interview and the studies mentioned in the RRL. These items were the common misspelled words committed by Grade 10 students of the said school.

Using paper and pencil, the pre-and post-tests were conducted traditionally through dictation. The pretest and the post-test were time-bound. Moreover, the post-test measured the intervention's effectiveness on the respondents' spelling skills. Each number on the test item was equivalent to one point. Meanwhile, the second instrument employed is Kahoot, an online game-based learning platform. This instrument was utilized as a tool for intervention in the study. Kahoot, an online game, was employed in this study to determine if using the application effectively improved the learners' spelling skills. It was used to provide instruction and measure learning. It was also used in the experimental group to study new sets of words to spell.

Lastly, the third tool used in this study was the modified, adapted survey questionnaire from the study of Alalimi and Almassaad (2020). The treatment group or the class received survey statements after the experiment to determine students' perceptions of using Kahoot as a tool to enhance spelling skills. The survey consisted of five categories. Regarding the survey analysis, the group's responses were evaluated using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). The survey statement comprised 20 total items, and each statement was calculated with percentages. Before distributing the survey questionnaire, it was piloted and analyzed using Cronbach's Alpha. The reliability of the modified, adapted survey questionnaire is 0.75. Based on the mean score, the questionnaire is highly reliable compared to Göttems et al. (2018).

The researchers responsible for administering the test first provided an orientation to the students before conducting the pretest. During the orientation, the researchers gave instructions to the students on what to expect during the test, including the use of pen and paper, the time limit for each word, and the dos and don'ts during the test. The pretest was conducted using traditional paper and pencil to gather initial data on the spelling skills of the respondents. After a week, the intervention was administered.

In addition, the intervention was conducted by teaching spelling using Kahoot by the same researcher from the pretest to minimize bias. It was administered during the one-hour remediation period in the same room (Grade 10 classroom) and time (11:00 to noon). In every session, respondents were taught spelling using Kahoot. Each session had different sets of words to spell, categorized into simple, moderate, and challenging levels. However, it still included at least five to six words taken from the 50 English words from the pretest. After the three-week intervention period, the researchers who conducted the pretest and intervention administered the post-test using the same test format. Following the post-test, an adapted survey questionnaire was distributed to all respondents.

Data Analysis
The researchers recorded and tabulated the scores of the pretest, post-test, and survey questionnaires. Data from the pretest and post-test were used to measure the spelling skills of the respondents. These data were compared to determine if there was a significant difference in their spelling skills. In addition, the data were analyzed to evaluate the effectiveness of Kahoot as an intervention in enhancing the spelling skills of the respondents. The results from the survey questionnaire were also tallied and recorded to gather the respondents' perceptions regarding the use of Kahoot. The data were analyzed and interpreted using statistical tools such as arithmetic mean, weighted mean, and paired t-test.

Level of Spelling Skills of the Students in the Pretest

To determine the spelling ability of the respondents, the researchers conducted a spelling test on 40 Grade 10 students at Cogon Integrated School, Cogon, Ozamiz City, before conducting the investigation. The results of the pretest are outlined in Table 1.

Table 1. Spelling Skills of Students During the Pretest

Score	Frequency	Percentage	Interpretation
0-10	22	55%	Poor
11-20	11	28%	Fair
21-30	7	17%	Good
31-40	0	0%	Very Good
41-50	0	0%	Excellent
$\bar{x}$ = 11.15 (FAIR)	n=40	100%	

The table displays the frequency, percentage, level of proficiency, and mean score of the respondents in a 50-item dictation test in the pretest. The results show that 22 (55%) of the respondents scored ten and below, which is more than half of the respondents, indicating a poor spelling skill level. During the pretest, two students got zero scores, and four students only got one point, which showed they were part of the 22 students with poor spelling skills. One student misspelled the word "very" into "very." This corroborates the findings of Agbayani (2022), which revealed that students create frequent spelling errors, such as the word "very" (very). This means that students still face problems and commit mistakes in spelling, which further proved that 22 of the respondents have poor spelling skills. Moreover, none of the respondents scored between 30 and 50. Meanwhile, only four students got the highest score of 29 among the seven who got scores between 21 and 30. This shows that only 17% of the respondents have good spelling skills.

Level of Spelling Skills of the Students During the Post-test

Using the pretest as a basis for crafting an innovation, the researchers used the Kahoot application to create spelling activities. After the sessions, the 40 Grade 10 respondents underwent a spelling post-test, which is reflected in Table 2.

Table 2. Spelling Skills of Students during the Post-test

Score	Frequency	Percentage	Interpretation
0-10	3	7%	Poor
11-20	6	15%	Fair
21-30	8	20%	Good
31-40	9	23%	Very Good
41-50	14	35%	Excellent
$\bar{x}$ = 32.03 (VERY GOOD)	n=40	100%	

Table 2 shows a diverse distribution of performance levels. Among the Grade 10 students, 14 (35%) of the Grade 10 students achieved an excellent score; nine (23%) had a fantastic rating; eight (20%) of

them have good scores; six (15%) have a fair rating; while three (7%) have a poor rating. Likewise, based on the proficiency level set by the Department of Education (DepEd), Table 2 discloses that nine students (23%) achieved a 75% proficiency (Developing). In contrast, 14 respondents, or 35%, are categorized as Approaching to Advanced.

The data show that the Kahoot application has affected the respondents' scores in the spelling post-test. The results may be attributed to the game-like nature of Kahoot, which made learning enjoyable and encouraged students to participate actively and strive for higher scores. As observed from the respondents' behavior, even those who scored lowest actively participated in every session. According to Nahari and Alfadda (2016), online games encourage students to pay better attention to learning. It also helps the learners establish a good relationship with other students to participate actively in classroom activities.

Significant Difference Between the Pretest and the Post-test Results
The researchers employed the paired t-test to determine whether the Grade 10 students' pretest and post-test scores were significantly different. Table 3 records the result of the statistical treatment.

Table 3. Significant Difference Between the Pretest and Post-test

	Mean	p-value	Interpretation and Discussion
Pair 1 Pretest			
Post-test	20.8750	.000	Significant

The paired t-test data was collected from the same subjects (Grade 10 students), and their pretest and post-test scores were scored at different times to determine the statistical differences between these paired measurements. Table 3 displays a p-value of .000, which suggests a statistically significant difference between the paired measurements.

The result indicates the positive effects of an intervention in enhancing the proficiency level of the respondents. In this case, the online game Kahoot proved very effective in this set of students. It is a fact that Kahoot engages students because of its interactive features. Throughout the different learning episodes, spelling words were presented in various games like puzzles, emoji spelling checks, jumbled letters, and others, all manipulated in Kahoot using students' tablets.

The findings supported the studies of O'Neill and McMahon (2019) and Sarmiento (2018), who stressed that Kahoot enhanced students' spelling performance, engagement, and active participation. Investigations locally and outside the Philippines also proved that integrating Kahoot into classroom activities significantly improved students' spelling skills.

Students' Perceptions Towards the Use of Kahoot in Learning Spelling
Table 4 shows the complete weighted means, verbal interpretations, and ranks of each indicator in all questionnaire categories distributed among the students. Only indicator 19 in all categories combined exhibited a high verbal interpretation level of high, while the rest of the statements received a very high level of perception. Overall, the indicators exhibited a very high level of perception ($\bar{x}$=3.67), which generally showed that the respondents had very positive views of Kahoot regarding its ease, spelling improvement, spelling ability, motivation, and concentration. This also coincides with the results from Alalimi and Almassaad (2020), where learners expressed their satisfaction with using Kahoot to learn

spelling. Moreover, the statements are also ranked according to which item showed more excellent agreement.

Table 4. Students' Perception of the Use of Kahoot in Learning Spelling

Statement	Weighted Mean	Verbal Interpretation	Rank
Easiness			
1. Kahoot is easy to use.	3.73	Very High	6
2. The design of the game is simple.	3.58	Very High	10
3. The game can be easily played on either tablets or cell phones	3.65	Very High	8
4. The game's navigation is easy.	3.63	Very High	9
Spelling Improvement			
5. The game is suitable for practicing new vocabulary.	3.90	Very High	2
6. Using the game improves my spelling.	3.53	Very High	10
7. Using the game makes me spell faster.	3.63	Very High	9
Spelling Ability			
8. Spelling is more fun when using Kahoot.	3.88	Very High	3
9. The game makes me spell fast.	3.53	Very High	10
10. The game makes me think critically when I spell.	3.80	Very High	4
11. The game makes me want to spell more.	3.75	Very High	5
Motivation			
12. Using Kahoot makes learning fun.	3.93	Very High	1
13. Using Kahoot makes me motivated.	3.53	Very High	11
14. Playing the game makes time pass quickly.	3.80	Very High	4
15. Using the game encourages me to seek challenges in spelling.	3.50	Very High	12
16. Using the game increases my effort to spell.	3.73	Very High	6
Concentration			
17. I can concentrate on spelling when I use Kahoot.	3.70	Very High	7
18. Spelling on Kahoot keeps my attention for a long time.	3.5	Very High	12
19. The music in Kahoot increases my concentration in spelling.	3.05	High	13
20. The visuals in Kahoot increase my concentration in spelling.	3.70	Very High	7
Overall Mean	**3.67**	**Very High**	

Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.25-2.29 (Low);1.00-1.24 (Very Low)

Easiness. The easiness of Kahoot was assessed by how it was used and also determined by the game's design and navigation. Table 5 presents the results of the student's perceptions of using Kahoot to learn spelling in terms of easiness, which consists of four indicators.

Table 5. Students' Perception on the Use of Kahoot in Learning Spelling in terms of Easiness

Indicators	Weighted Mean	Verbal Interpretation
1. Kahoot is easy to use.	3.73	Very High
2. The game can be easily played on either tablets or cell phones.	3.65	Very High
3. The game's navigation is easy.	3.63	Very High
4. The design of the game is simple.	3.58	Very High
Overall Mean	3.65	Very High

Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.25-2.29 (Low);1.00-1.24 (Very Low)

As indicated in the table, among all the indicators, indicator 1 received a mean score of 3.73, suggesting that most respondents strongly agreed that Kahoot is easy to use. This means that the perception of the students using Kahoot to learn spelling in terms of *ease* is very high. Kahoot has features similar to any online game that young people commonly play. Kahoot offers a variety of engaging activities, yet it only requires students to click or drag items to get the correct answer, making the game easy. The data is aligned with the study conducted by Alawadhi (2019), which revealed that students also found Kahoot user-friendly, describing it as 'quick' and 'easy to use.'

Indicator 4 obtained a mean score of 3.58, which still means a very high level of perception from the respondents. The result indicated that the respondents viewed the game's design as simple. Primarily, in every game, the choices were not written in words but in shapes. Students had to look at the teacher's screen to choose which shape corresponded to the correct answer. Everything presented from the students' point of view was familiar to them, which made Kahoot's design simple. The survey results in terms of easiness are similar to the findings of Alalimi and Almassaad (2020), where all students (100%) strongly agreed that Kahoot is easy to use and has a simple design.

Overall, the student's perception of using Kahoot in learning spelling in terms of easiness is very high, with a mean of 3.65. This shows that the respondents had a favorable view of Kahoot's ease of learning spelling, specifically its navigation, device availability, simplicity, and use. The result accords with the study conducted by Ismail and Mohammad (2017), which highlights that Kahoot is user-friendly, freely available, and accessible for students to join. This denotes that teachers could integrate Kahoot into teaching spelling to students. Students can quickly adapt and effortlessly take part in it because of its user-friendly and simple design.

Spelling Improvement. The spelling improvement of the respondents using Kahoot was based on practicing new vocabulary and enhancing spelling skills. It also examined the respondents' increasing pace when spelling new words. Table 6 illustrates the data of the students' perceptions regarding the use of Kahoot in learning spelling terms of spelling improvement, which consists of three indicators.

Table 6. Students' Perception of the Use of Kahoot in Learning Spelling in Terms of Spelling Improvement

Indicators	Weighted Mean	Verbal Interpretation
1. The game is suitable for practicing new vocabulary.	3.90	Very High
2. Using the game makes me spell faster.	3.63	Very High

3. Using the game improves my spelling.	3.53	Very High
Overall Mean	**3.69**	**Very High**

Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.25-2.29 (Low);1.00-1.24 (Very Low)

Indicator 1, with a mean score of 3.90, indicates that the game is very effective for practicing vocabulary. The statement receives a very high level of perception. Aside from learning spelling, the game can expose learners to new vocabulary. Kahoot can present a sentence as a context clue to the new vocabulary. Exposure to new vocabulary enhances the student's ability to spell. The claim is by the study of Totto and Ramos (2021) that misspelled words are due to the lack of exposure to vocabulary words. The findings of Alharthi's (2020) study align with the results shown, which reveal nineteen students agreed that Kahoot enhanced their vocabulary acquisition and spelling. Moreover, the result coincides with the findings of Alalimi and Almassaad (2020), wherein more than two-thirds of the respondents perceived that Kahoot improved their spelling.

Among the three indicators, indicator 3 ranks lowest with a mean score of 3.53, suggesting that all respondents strongly agreed that the game improves spelling. The weighted mean implies that respondents highly perceive using Kahoot to improve spelling. The puzzle game in Kahoot is a perfect game for learning to spell. Letters are shuffled, and respondents must correctly drag and place the shapes corresponding to the letters to spell the word. This activity provides engagement and improvement of learners' spelling proficiency.

The students highly perceive using Kahoot as a means of spelling improvement based on the overall mean of 3.69. Kahoot is suitable for practicing vocabulary, makes learners spell faster, and improves their ability to spell. Kahoot provides engaging and challenging time-bound activities that contribute to the improvement of the student's spelling. Similar findings are shown in Alawadhi's study (2019). Students provided feedback indicating that their participation in more Kahoot! Sessions resulted in a noticeable improvement in their vocabulary repertoire.

Spelling Ability. The spelling ability of the respondents using Kahoot was analyzed by their engagement, critical thinking, and enthusiasm for spelling utilizing the game. Table 7 illustrates the results of the student's perceptions of the use of Kahoot in learning spelling.

Table 7. Students' Perception on the Use of Kahoot in Learning Spelling in terms of Spelling Ability

Indicators	Weighted Mean	Verbal Interpretation
1. Spelling is more fun when using Kahoot.	3.88	Very High
2. The game makes me think critically when I spell.	3.80	Very High
3. The game makes me want to spell more.	3.75	Very High
4. The game makes me spell fast.	3.53	Very High
Overall Mean	**3.74**	**Very High**

Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.25-2.29 (Low);1.00-1.24 (Very Low)

The results show that indicator 1 received a very high level of perception from the respondents. Spelling ability refers to the real-time ability of learners to spell, and the use of Kahoot entertained and provided enjoyment to the respondents while they learned how to spell. This is attributed to Kahoot's interactive nature and unique features that make learning fun. Consequently, utilizing Kahoot for spelling

instruction is perceived as fun and engaging, as it promotes critical thinking, leading students to participate in spelling exercises actively. This aligns with the research conducted by Sarmiento (2018), which revealed that the interactive and gamified features of Kahoot contribute to an enjoyable and engaging learning experience for students regarding spelling.

Moreover, indicator 4 signifies that the respondents have a very high level of perception using Kahoot, as this made them spell fast. However, despite this perception, it ranked lowest in spelling ability. Time constraints are often not equated to excellent spelling proficiency, as some students may need more time to perform better. A time limit was set when designing spelling exercises and quizzes on Kahoot. This time-bound feature aligns with the findings of King (2017), which stated that participants who answer more quickly earn more points than those who respond slower. This implies that the friendly, competitive element of earning more points makes students spell faster.

The data showed an overall mean of 3.74, exhibiting that respondents hold a very high perception of using Kahoot in learning spelling in terms of spelling ability. Spelling activities conducted through the game engaged the students, and they showed interest, critical thinking, friendly competition, and enjoyment in learning to spell. Similarly, Qamariah and Wahyun (2018) reported that learners enjoy spelling courses when a spelling game is utilized. In line with this, one research finding observed heightened spelling abilities among Grade 10 students who used Kahoot to learn spelling. Likewise, Garcia-Pastor et al. (2020) reported in their study that the combination of Kahoot and traditional spelling instruction significantly improved students' spelling abilities. Generally, the data received a very high level of perceptions, which indicate that utilizing Kahoot for learning spelling is a practical approach to improving students' spelling ability.

Motivation. The motivation for using Kahoot was assessed by how engaging, stimulating, and challenging the game was when learning to spell. Table 8 illustrates the results of the students' perceptions of using Kahoot in learning spelling in terms of motivation.

Table 8. Students' Perception of the Use of Kahoot in Learning Spelling in terms of motivation

Indicators	Weighted Mean	Verbal Interpretation
1. Using Kahoot makes learning fun.	3.93	Very High
2. Playing the game makes time pass quickly.		Very High
	3.80	
3. Using the game increases my effort to spell.	3.73	Very High
4. Using Kahoot makes me motivated.	3.53	Very High
5. Using the game encourages me to seek challenges in spelling.		Very High
	3.50	
Overall Mean	**3.70**	**Very High**

Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.25-2.29 (Low);1.00-1.24 (Very Low)

The first indicator obtained the highest mean of 3.93, indicating a high perception of using Kahoot in learning spelling. The gamified nature of Kahoot, with its interactive elements, stimulates students' excitement and increases their motivation to learn. In addition, the use of Kahoot has had a positive impact on students' enthusiasm, engagement, learning experience, and efficiency (Antoniou et al., 2016; Ismail & Mohammad, 2017; Leung & Pluskwik, 2018; Licorish et al., 2018; Zarzycka-Piskorz, 2016).

"Using the game encouraged me to seek challenges in spelling" obtained the lowest weighted mean of 3.50, indicating that respondents still held a very high level of perception. The competitive and challenging elements of Kahoot motivate the students to seek challenges in spelling actively. The results also align with the findings of O'Neill and McMahon (2019), who reported that the competitive and gamified nature of Kahoot motivated students to participate actively in spelling practice. Similarly, the gamified elements of Kahoot, such as leaderboards and rewards, significantly enhanced student motivation in spelling learning.

The data indicate that Kahoot engages and motivates respondents to learn to spell, as reflected by an overall mean motivation score of 3.70. Most respondents expressed a high level of perception, highlighting that Kahoot has made learning fun and increased their motivation in spelling. These findings suggest that Kahoot reduces student boredom and stimulates and increases excitement during the learning process. These results are consistent with research on the role of Kahoot in improving student motivation (Bicen & Kocakoyun, 2018; Wang et al., 2016; Zarzycka-Piskorz, 2016). Similarly, Kahoot has been recognized as a game that engages learners and stimulates substantial motivation (Yapıcı & Karakoyun, 2017). Furthermore, a study by Bicen and Kocakoyun (2018) demonstrated that integrating Kahoot as a gamification method increased student interest, ambition for success, and motivation. Therefore, using Kahoot for learning to spell received a high level of student perception regarding motivation.

Concentration. Kahoot's features require learning to spell using Kahoot concentration in its spelling. Table 9 illustrates the study's results on using Kaof learning spelling tion.

Table 9. Students' Perception of the Use of Kahoot in Learning Spelling in terms of concentration

Indicators	Weighted Mean	Verbal Interpretation
1. I can concentrate on spelling when I use Kahoot.	3.70	Very High
2. The visuals in Kahoot increase my concentration in spelling.	3.70	Very High
3. Spelling on Kahoot keeps my attention for a long time.	3.50	Very High
4. The music in Kahoot increases my concentration in spelling.	3.05	High
Overall Mean	**3.49**	**Very High**

Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.25-2.29 (Low);1.00-1.24 (Very Low)

Each indicator, in terms of concentration, showed similar positive results. The first two indicators equally received a ($\bar{x}$=3.70) high student perceptions. Generally, this indicated that the game's visual features effectively maintained students' focus and concentration during spelling activities. The current study's findings on the relation of the game's visuals with learners' concentration align with the research conducted by Goksun and Gursoy (2019), which also demonstrated that Kahoot positively affected students' attention and focus. It is also consistent with the study conducted by Licorish et al. (2018), in which most respondents agreed that Kahoot positively captured their attention and helped them focus. The same survey also highlighted that the features of Kahoot, such as music and colors, encouraged and excited students in the classroom during tests.

The indicator "The music in Kahoot increases my concentration in spelling" got the lowest weighted mean of 3.05 with a verbal interpretation of high. Although the game was played with music throughout the sessions, the students only had a high perception regarding how the music affected their concentration during the spelling activities. However, the presence of the game's music still had a good purpose in utilizing Kahoot. Similarly, the results of this study were supported by the research of Wang and Tahir (2020), who found that Kahoot has made learning enjoyable and addictive through the use of music, visuals, points, scoreboards, and podiums. Furthermore, the study by Wang and Lieberoth (2016) revealed that the variation in the use of audio and points in Kahoot had a significant impact on concentration, engagement, enjoyment, and motivation. Their research also confirmed that the inclusion of audio and music in Kahoot positively influenced classroom dynamics.

However, it is worth noting that the study conducted by Alalimi and Almassaad (2020) presented closely contrasting findings. Only 50% of the respondents in their study indicated that the music sound in Kahoot enhanced their concentration on the activity. This suggests that music in Kahoot could be a distraction source and hinder students' concentration. However, the use of Kahoot demonstrated high perceptions among students regarding their concentration and focus on spelling, especially regarding visuals and music.

CONCLUSION

This study was successful as it solicited positive results, showing that the online game Kahoot effectively enhanced the spelling skills of the Grade 10 students at Cogon Integrated School. The study's respondents also had positive perceptions of the game, considering that they strongly agree with the ease, improvement, ability, motivation, and concentration they experienced in spelling. Kahoot proved very effective in enhancing the respondents' spelling skills and provided them with an avenue for an enjoyable approach to learning spelling. Kahoot is a helpful tool for interactively teaching and learning spelling among teachers and students.

This study recommends that DepEd curricularists use this study as a springboard in enriching, developing, or initiating classroom activities that foster spelling using online games. Also, schools have been encouraged to use online games to teach and learn spelling for junior high school (JHS) students in public and private schools. They may consider innovations following the same design in this study to fill spelling gaps among JHS learners. Furthermore, English language pre-service teachers must aim to focus this study on spelling during practice teaching. Objective details also provide many ways for pre-service teachers to add playing video and online games to improve spelling ability between students. Finally, the researchers suggest further studies on other online games to survey spelling competencies in JHS learners. Qualitative data on the respondents' gameplay experiences may also be worth considering for additional perspective.

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