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Developing a Game-Based Student Worksheet Assisted by Interacty to Enhance Students' Reading Comprehension in Recount Text for Eighth-Graders

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Abstract

This study aimed to develop a game-based student worksheet assisted by Interacty to enhance eighth-grade students' reading comprehension in recount text, addressing the gap between the growing use of digital tools in EFL classrooms and the limited integration of gamified reading instruction. Using a Research and Development (R&D) approach following the ADDIE model, the researcher designed, produced, and evaluated a worksheet consisting of an attendance form, a recount text slideshow, three warm-up games (Memory Game, Treasure Hunt, and Matching Game), and a recount text quiz. The product was validated by two expert validators and trialed with eighth-grade students of one of the private junior high schools in Bandung through a limited trial (n = 10) and wider field trial (n = 25). The results showed that the product was categorized as very feasible, with an expert validation score of 83.65%, a teacher response score of 100%, and a student response score of 81.0% in the limited trial and 81.2% in the field trial. These findings indicate that the Interacty-assisted worksheet is a valid, practical, and well-received medium for improving students' reading comprehension in recount text.

Keywords: Interacty; Worksheets; Reading; Recount Text; Game-based Learning; ADDIE Model; EFL Learners; Eighth-Grade Students; Gamification

INTRODUCTION

English reading comprehension is a fundamental skill in junior high school because students must identify main ideas, detailed information, and word meanings from various text types, including recount text. According to Lely et al. (2020) and Tahrun et al. (2020), many eighth-grade students still struggle to understand its meaning, details, and the purpose of the text even though it is explicitly taught in junior high school. It commonly occurs that students find reading activities boring and become less interested in English lessons when classroom instruction does not actively engage them (Lely et al., 2020). Tahrun et al. (2020) state that students often have difficulty identifying word meanings, main ideas, and detailed information in recount text, which makes comprehension difficult. Improving reading comprehension in recount text for eighth-grade students remains an important instructional need in junior high school (Sintani, 2021).

At the same time, the integration of digital technology into English learning has become increasingly important. However, digital technology in English classrooms has not been sufficiently researched across the four language skills, and reading is reported as one of the least supported areas in technology use (Alakrash & Razak, 2021). According to Alakrash & Razak (2021), students' and teachers' use of digital technology was the lowest for reading skills. Similarly, a digital reading application such as Google Play Books has been shown to

significantly improve students' narrative text comprehension, although technical issues such as poor signal and data usage remained a challenge for both teachers and students (Anggraeni & Hellena, 2023). This indicates a need for more targeted digital innovations for reading instruction, especially in EFL contexts where students are already familiar with digital tools but reading activities remain less supported.

Recent studies suggest that digital game-based learning can address this gap by increasing motivation, interaction, and engagement. According to Nadeem et al. (2023), digital game-based learning has a more positive effect on student engagement and motivation than traditional activities. Eighth-grade students expressed positive views of digital game-based English learning because of rapid feedback, competition, and in-game features that improve their motivation (Kazu & Kuvvetli, 2023). Students prefer to use a game application because it is more enjoyable and easier to use (Polyzi & Moussiades, 2023).

Evidence from language learning studies also shows that game-based platforms can support reading-related outcomes. According to Paguay & Santillán (2021), a Kahoot!-based intervention for nearly three months produced significant improvement in reading comprehension and gained general learner acceptance. Their findings further show that game-based response systems can support comprehension and the recall of specific details in texts. This finding is in line with Ebadi & Ashrafabadi (2022) who state that students in an augmented reality reading intervention achieved significantly higher reading comprehension and reported positive attitudes toward the digital reading process. In a related vein, game-based digital quizzes have been shown to improve student engagement and learning outcomes in online lecture settings (Nuçi et al., 2021), and digital game-based tools have also supported dynamic assessment and early intervention for learners with reading difficulties (Maassen et al., 2025). Previous research highlights practical features of quiz-based platforms that are relevant for classroom product development. According to Pavita & Nirmala (2021), Quizizz can be accessed through computers or mobile devices, provides instant feedback, displays rankings, and allows teachers to obtain detailed reports of students' performances, while Kazu & Kuvvetli (2023) state that quiz platforms give the benefits of varied formats, competition, downloadable reports, and time-saving assessment features. These features are pedagogically relevant for Interacty-assisted worksheets because they can support interactive tasks, immediate checking, and efficient monitoring of learners' reading performance. Teachers have also generally reported positive perceptions of quiz-based platforms, citing their effectiveness, feasibility, and ease of use (Lim & Yunus, 2021), while students themselves have shown favorable attitudes toward gamification in English classes, particularly regarding increased learning motivation (Ariati & Iswahyuni, 2023).

However, the literature also shows that gamified learning should be designed carefully. Gamified learning activities can improve the academic performance of some students but may demotivate others (Nadeem et al., 2023). According to Pavita & Nirmala (2021), some students initially focused more on playing than on the target vocabulary until the procedures were improved and clearer guidance was provided. Future studies should also include qualitative student perceptions and examine other variables such as age and context when evaluating gamified instruction (Almusharraf et al., 2023). Relatedly, incorporating self-regulated learning strategies into technology-assisted instruction, such as flipped-classroom designs, has been found to positively affect the development of learners' language skills (Öztürk & Çakıroğlu, 2021). These findings show that a game-based worksheet should not merely add entertainment elements, but must align tasks, instruction, and feedback with reading objectives.

Research on student worksheet development further supports the need for systematic R&D procedures. Many worksheets used in schools are still unattractive, structurally incomplete, and inadequately supported by images, which reduces their instructional quality (Melindawati, 2021). Worksheet development research commonly examines validity, practicality, and effectiveness through expert validation, questionnaires, observation, and field testing (Wulandari et al., 2021). According to Baifeto et al. (2021), feasibility studies of worksheets and learning media often use questionnaires for media, worksheet, and student responses, and high validation scores can indicate that a product is very valid and practical to use.

Although previous studies have examined game-based learning, reading instruction, and worksheet development separately, a specific gap remains in the development of a game-based student worksheet assisted by *Interacty* for enhancing eighth-graders' reading comprehension in recount text. Existing studies on recount text mostly tested instructional strategies such as group investigation, buzz groups, and evidence-based strategies rather than developing a digital worksheet product integrated with a gamified platform (Lely et al., 2020; Sintani, 2021). Other recount text studies have concentrated on written production, such as the use of direct written corrective feedback to improve junior high school students' recount text composition (Irfan, 2020), rather than on reading comprehension supported by digital tools. Studies on quiz-based platforms largely focused on vocabulary, motivation, or general engagement rather than on a worksheet product for recount text reading comprehension at the junior high school level (Setiawan & Wiedarti, 2020).

Therefore, this study aims to develop a game-based student worksheet assisted by *Interacty* to enhance students' reading comprehension in recount text for eighth-grade students. Following the orientation of Research and Development, the study focuses on three questions: (1) how the development process is carried out, (2) what the students' responses are toward the developed worksheet, and (3) how feasible the developed worksheet is for classroom use. This study establishes the importance of reading comprehension and digital support for EFL learning, identifies the underdeveloped state of gamified worksheet design for recount text, and occupies that niche by proposing and evaluating an *Interacty*-assisted worksheet product for eighth-grade learners.

METHOD

This study employs a Research and Development (R&D) approach to design, produce, and evaluate a game-based student worksheet assisted by Interacty for improving eighth-graders' reading comprehension in recount text. The development procedure follows the ADDIE model, which consists of five interrelated phases: Analysis, Design, Development, Implementation, and Evaluation. Each phase informs the next, ensuring that the product is grounded in classroom needs, systematically designed, expert-validated, empirically tested, and continuously refined based on feedback, consistent with established Research and Development methodology (Judijanto et al., 2024).

Participant and Research Settings

The participants of this study were eighth-grade students of one of the private junior high schools in Bandung, This study involved two separate groups of students across the research phases. For the field-testing stage in the implementation phase, a limited trial (small-scale tryout) was conducted involving 10 students purposively selected from three different eighth-grade classes, chosen based on above-average English achievement scores, in order to obtain

focused and in-depth feedback on the product before broader classroom application. Following revision, a separate field trial was then carried out with 25 students of Class VIII-B to determine the result and evaluate the product's feasibility on a wider scale. In addition, two expert validators were involved to assess the product's quality across several aspects: language, media design, interactivity, and usability.

Data Collection Technique

Data for the research were collected using two techniques. The first technique was field notes, which were used to observe the implementation of *Interacty* during the limited trial, particularly regarding students' behaviors, engagement, and any technical obstacles encountered while using the product. As a qualitative technique, field notes are valuable for capturing how and why phenomena such as student engagement and technical obstacles emerge during implementation, complementing the standardized data obtained through the questionnaires (Hamilton & Finley, 2020). The second technique comprised three questionnaires using a four-point Likert scale (1 = Strongly Agree to 4 = Strongly Disagree): (a) an expert validation questionnaire, validated by two validators; (b) a teacher response questionnaire addressing the product that was carried out; and (c) a student response questionnaire, completed by the students after trying the product in both the limited and field trials. Questionnaires were selected as the main instrument for the second technique because they allow standardized, quantifiable data to be collected efficiently from all respondents (Kuphanga, 2023).

Procedure

In the analysis stage, the researcher analyzed the need for a game-based reading worksheet by reviewing curriculum demands for recount text. Lecturers also recommended questions for the worksheet based on the curriculum and textbooks that the targeted school uses, ensuring the product aligns with the material students will encounter in their exams. The analysis also involved reviewing classroom reading practices and considering prior findings indicating that students frequently struggle to identify main ideas, details, and word meanings in recount text. This phase also examined learner characteristics, the school's digital infrastructure (e.g., availability of smartphones/computers and internet access for *Interacty*), and curricular constraints, which together established the rationale for developing an *Interacty*-assisted worksheet for recount text reading comprehension.

In the design stage, the researcher designed the instructional strategy for the worksheet, determining the combination of guided reading tasks and *Interacty*-based gamified quizzes to be used. The researcher selected and arranged recount text material appropriate for eighth-graders based on the textbook and teacher materials that had already been taught to the students, sequenced the worksheet content from simpler to more complex comprehension tasks (identifying main ideas, specific details, and word meanings), and planned the assessment design, including *Interacty* item formats (e.g., multiple choice, true/false) for reading comprehension indicators.

In the development stage, the researcher produced the actual game-based worksheet by writing the recount text passages and comprehension items, building the corresponding *Interacty* quizzes, and integrating both into a single instructional package. The product contained an attendance check form, *Memory Game, Treasure Hunt,* and *Matching Game* as warm-up activities, and a recount text quiz, with a total of 14 warm-up questions (e.g., vocabulary check, language features) and 20 questions in the final quiz. In addition, AI tools such as Claude AI and ChatGPT were used to help formulate more optimized questions for use in *Interacty*. These

tools also helped slightly modify the questions so that they were not exactly the same as the ones in the students' textbook.

In the implementation stage, the validated product was field tested in a limited trial involving the same 10 purposively selected eighth-grade students described in the Participant and Research Settings section, so that focused and in-depth feedback could be obtained on the product's clarity, usability, and instructional value. The feedback from the limited trial was recorded in field notes and a questionnaire. Students worked through the recount text passages and completed the comprehension tasks on the worksheet, followed by the *Interacty*-based gamified quiz. After the trial, students completed a response questionnaire addressing their perceptions of the worksheet's content, the gamified quiz features, ease of use, and their motivation and engagement during the activity, in order to answer the second research question on students' responses toward the developed worksheet. After necessary revisions were made, the field trial was carried out with 25 students from Class VIII-B to evaluate the product's feasibility under more representative classroom conditions.

In the evaluation stage, evaluation of the product was conducted formatively, using expert validation feedback and students' responses, and summatively, at the end of the trial, to determine the overall feasibility of the *Interacty*-assisted worksheet. The results of this evaluation directly address the third research question concerning the feasibility of the developed worksheet for classroom use, and informed the final revisions to the product.

Data Analysis Technique

Using the quantitative data obtained from the questionnaire, the researcher analyzed the data using the percentage formula in which the total score obtained was divided by the maximum possible score and multiplied by 100%. The acquired results were then classified using the following criteria: 81-100% (Very good/Very feasible), 61-80% (Good/Feasible), 41-60% (Fairly feasible), 21-40% (Less feasible), and 0-20% (Very less feasible). As for the field notes, the data were analyzed descriptively in order to support and enrich the interpretation of the quantitative findings.

RESULT AND DISCUSSION

Results

The game-based worksheet developed using *Interacty* in this study was very positively received in both the expert and student evaluations, demonstrating its overall effectiveness and strong reception. The expert validation conducted by two validators, covering a total of three aspects (13 assessment criteria included), resulted in a total score of 83.65%, categorized as Very Feasible. To support this, a questionnaire for the English teacher (Jaluas Siringo, S.Pd.) was administered during the field trial. The result shows a total score of 100% from 10 items, indicating a fully positive perception towards the product.

Student data were collected through a student response questionnaire consisting of 10 statements using a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). Scores were calculated using the formula $P = (\Sigma x/\Sigma xi) \times 100\%$, with eligibility categories referring to Rohma & Puspitawati (2021). The students' response questionnaire administered during the limited trial with 10 students yielded an overall result of 81.0% (Very Agree). A larger-scale trial was conducted with 25 eighth-grade students from Class VIII-B to measure their responses to a game-based student worksheet assisted by *Interacty*. The analysis

showed a total score of 812 out of a maximum score of 1000, equivalent to 81.2%, which falls into the Very Agree category. The highest score was obtained on item 1 regarding the appearance of the game-based student worksheet (86%), while the lowest scores were obtained on items 8 and 9 (78% each), which relate to students' active participation and increased reading interest. Nevertheless, all items remained within the Agree to Very Agree categories, and no Strongly Disagree response was found for any item on the questionnaire. These findings indicate that the *Interacty*-assisted student worksheet was positively received by eighth-grade students as a medium for reading comprehension learning on recount texts.

Process of Developing

The development of the product was carried out using *Interacty* as the main platform, since it allows several types of interactive content, such as forms, slideshows, and gamified worksheets, to be combined into a single, easily accessible link. The product developed in this study consists of four main components, namely: (1) an attendance form, (2) a slideshow presenting the recount text material, (3) a set of warm-up games, and (4) a recount text quiz.

The first component was an attendance form. This form was placed at the beginning of the *Interacty* page and was intended to record students' attendance before they proceeded to the learning activity. By completing the attendance form first, students were directed to follow the material in a structured sequence rather than skipping directly to the games.

The second component was a slideshow presenting the recount text material. This slideshow displayed the text along with its generic structure (orientation, events, and reorientation) and its language features, so that students could read and comprehend the text before engaging with the game-based activities. This stage functioned as the input stage, in which students were exposed to the target text prior to being tested on their comprehension.

The third component consisted of three warm-up games, namely the *Memory Game, Treasure Hunt,* and *Matching Game.* These three games were arranged in that order based on their level of difficulty, from simplest to most challenging. The *Memory Game* was designed to help students recognize and recall vocabulary related to the recount text. The *Treasure Hunt* required students to scan the text to locate specific information, thereby strengthening their scanning skills. The *Matching Game* asked students to connect related elements from the text, which required a deeper relational understanding of the text. Together, these three games served as a bridge between the reading stage and the final assessment, allowing students to review vocabulary and content comprehension in a more engaging way.

The last component was the recount text quiz, consisting of multiple-choice questions covering literal, inferential, and interpretative comprehension of the text. This quiz functioned as the final assessment stage, in which students' overall understanding of the recount text was measured after they had gone through the reading and warm-up sections.

Overall, the four components were arranged in a sequential order so that students moved gradually from simple recognition activities toward a more comprehensive assessment of their reading comprehension. This sequence was designed to make the learning process more structured while still maintaining student engagement through gamified worksheet activities.

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Feasibility

After the initial product was developed, it needed to be validated to determine its feasibility before being tested on students. The feasibility of the product was assessed by two expert validators, covering both the content aspect and the media aspect of the developed student worksheet. The content aspect focused on the suitability of the recount text material, the accuracy of the reading comprehension questions, and the alignment of the product with the learning objectives, while the media aspect focused on the display, usability, and overall design of the *Interacty*-assisted student worksheet. The result of this expert validation is presented in the following section.

Table 1. The Result of the Expert Validation of the Product

Validator	Total Score	Maximum Score	Percentage	Category
Validator I	39	52	75.0%	Feasible
Validator II	48	52	92.3%	Very Feasible
Combined	**87**	**104**	**83.65%**	**Very Feasible**

Obstacles encountered during the development and implementation

Several obstacles appeared during both the development and implementation stages, as recorded in the field notes. During the development of the product, an obstacle was encountered particularly related to the free version of *Interacty*. Although the quiz results could be recorded, the performance analysis provided by *Interacty* was not as detailed as other Learning Management Systems such as Moodle or Google Classroom. As a result, it was difficult for the researcher to conduct an in-depth error analysis of students' answers.

Obstacles were also found during the implementation stage, specifically during the limited trial, which was conducted on May 21st, 2026. During the limited trial, a bug occurred within *Interacty.* The page-navigation button, which was intended to appear at the end of the first page to move students onto the next page, suddenly appeared at the beginning of the page instead. This issue hindered the process of the limited trial, but it was still able to be carried out by the students after they received guidance from the researcher, who already understood how the product was supposed to be carried out. All these issues were resolved prior to the field trial. By the time the field trial was conducted on May 29th, 2026, no further bugs or technical problems were found. The field trial was carried out smoothly, with students actively engaging with the website under the researcher's supervision.

Student responses

Students' responses toward the developed *Interacty*-assisted worksheet were obtained from two trials. The results are presented in Table 2.

Table 2. Overall results of the two trials that were conducted.

Stage	n	Total Score	Maximum Score	Percentage	Category
Limited Trial	10	324	400	81.0%	Very Agree
Field Trial (VIII-B)	25	812	1000	81.2%	Very Agree

The limited trial resulted in an overall score of 81.0% (Very Agree), while the field trial resulted in a slightly higher overall score of 81.2% (Very Agree), indicating that the *Interacty*-assisted worksheet was consistently well received by students across both trials. Field notes further indicated that students' engagement increased markedly once they became aware of the features in *Interacty*.

CONCLUSION

Based on the development process, expert validation, and student responses discussed above, it can be concluded that the game-based student worksheet assisted by *Interacty* is a feasible and effective medium for enhancing eighth-grade students' reading comprehension in recount text. The ADDIE-based development procedure produced a structured product that sequenced attendance, text exposure, gamified warm-up activities, and a comprehension quiz, ensuring that the game elements remained aligned with the reading objectives rather than serving as mere entertainment. Expert validation confirmed the product's very high feasibility (83.65%), while the fully positive teacher response and the consistently high student response scores across the limited trial (81.0%) and the field trial (81.2%) demonstrate that the worksheet was well received and effective for classroom use, despite minor technical obstacles that were encountered and successfully resolved during implementation. Therefore, the *Interacty*-assisted worksheet offers a practical alternative for English teachers seeking to design more engaging and structured reading instruction for recount text, and its development procedure can serve as a reference for future studies developing gamified worksheets for other text types or language skills.

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