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The Utilization of Gamelet Booklet in Improving Comprehension skills in Reading

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ABSTRACT:

Reading comprehension is a cornerstone of academic achievement, yet many Filipino learners continue to struggle despite ongoing literacy initiatives. This study created and evaluated a Gamelet Booklet—an instructional material integrating short, interactive games—to enhance comprehension skills in reading. Guided by the ADDIE model, the booklet was designed, validated by experts, and pilot-tested with Grade 6 students. Results revealed improvement in comprehension performance from pre-test to post-test scores, alongside high levels of learner engagement and motivation. Findings suggest that gamelets embedded in print materials provide an effective and accessible tool for strengthening literacy instruction.

Keywords: Reading comprehension, Game-based learning, Instructional materials, Literacy, Philippine education.

1. INTRODUCTION

Reading is not merely the recognition of words but has ability to comprehend, interpret, and application of information from written texts (Snow, 2002). In the Philippine context, national and international assessments highlight persistent challenges in comprehension concerning of reading, with Filipino learners ranking low compared to global peers (OECD, 2019). Traditional reading exercises often fail to sustain motivation, particularly among students inclined toward interactive learning. Game-based learning offers a promising solution, as it fosters engagement, problem-solving, and persistence (Gee, 2013; Prensky, 2016). The purpose of this research is to develop a Gamelet Booklet—print-based instructional material combining traditional literacy practices with interactive mini-games—to improve comprehension skills and cultivate positive attitudes toward reading.

Objectives

The study aimed to develop and evaluate a Gamelet Booklet as supplementary instructional material to enhance Comprehension skills in Reading. Specifically, it sought to:

1. Validate the content and design through expert evaluation.
2. Describe the learners' performance in the utilization of Gamelet Booklet in Improving Comprehension skills in Reading concerning of;
 - 3.1 Pre-test
 - 3.2 Post-test
3. To investigate the significance of the difference between pre-test (variable a) and post-test (variable b) performance of Grade 6 learners in School A in reading comprehension, applying the Wilcoxon Signed-Rank Test.
4. To quantify the practical importance of the change in performance by calculating the Rank-Biserial Correlation of the pre-test to post-test difference.

2. METHODOLOGY

2.1. Research Design:

Research and Development (R&D) using the ADDIE model.

2.2. Participants:

Grade 6 learners from [School/Location] and expert validators (teachers, specialists).

2.3. Instruments:

Gamelet Booklet, validation checklist, pre-test/post-test, survey questionnaire.

2.4. Procedure:

Analysis → Design → Development → Implementation → Evaluation.

2.5. Data Analysis:

Descriptive statistics, dependent t-test, qualitative feedback.

2.6. Data Scoring:

Table 1 – Interpretation of result		
Mean Percentage Score	Equivalent Score	Proficiency Levels
90-100	27-30	Highly Proficient
75-89	22.5-26.9	Proficient
50-74	15-22.4	Nearly Proficient
25-49	7.5-14.9	Low Proficient
0-24	0-7.4	Not Proficient

3. RESULTS AND DISCUSSION

3.1. Validation

Experts rated the booklet highly by content, clarity, and appropriateness.

3.2. Describe the learners' performance in the utilization of Gamelet Booklet in Improving Comprehension skills in Reading concerning of:

Table 1 - Learners' Performance in Comprehension Skills in Reading Descriptive Results				
Test	Mean	Standard Error	Standard Deviation	Interpretation
Pre-Test	18.65	1.081	4.457	Nearly Proficient
Post-Test	23.53	0.841	3.466	Proficient

Table 1 presents the descriptive results of pre-test and post-test concerning of Mean, Standard Error, Standard deviation, and the Interpretation of the mean.

The descriptive result of learners in the pre-test had an 18.65 mean, 1.081 standard error, and 4.457 standard deviation - interpreted as Nearly Proficient. In the post-test, the learners got a 23.53 mean, 0.841 standard error, and 3.466 standard deviation -interpreted as Proficient.

Evidence from the analysis revealed that the intervention produced a significant gain in post-test scores relative to pre-test scores. The evidence is the mean, as shown on the table, from 18.65 pre-test, which increased to 23.53 in the post-test. In interpretation, from nearly proficient it increases into proficient. This means that the Gamelet Booklet is an intervention improving the Comprehension Skills in Reading of Grade 6 learners.

3.3. To investigate the significant difference between pre-test and post-test

Paired Samples T-Test

Measure 1	Measure 2	W	Z	df	p
Pre-test	- Post-test	11.50	-2.922		.004

Note. Wilcoxon signed-rank test.

Findings from the test demonstrated a significant elevation in post-test scores over pre-test scores, $Z = -2.922$, $p = .004$. This meant that the Gamelet Booklet, as an intervention, improved Grade 6 learners' Comprehension Skills in Reading.

3.4. Rank-Biserial Correlation

Paired Samples T-Test

Measure 1	Measure 2	W	z	df	p	Rank-Biserial Correlation	SE Rank-Biserial Correlation
Pre-test	- Post-test	11.50	-2.922		.004	-0.831	0.277

Note. Wilcoxon signed-rank test.

The researcher used Rank-Biserial Correlation to determine the size effect of the pre-test and post-test. The output table shows a Rank-Biserial Correlation (r) of -0.831; this means the intervention produced a very big effect size. This strong negative value typically signifies a desirable increase in post-test scores, demonstrating a powerful improvement in performance.

4. CONCLUSIONS, AND RECOMMENDATIONS

Conclusion

The Gamelet Booklet effectively improved the reading comprehension of learners and engagement. By combining traditional print materials with interactive mini-games, it offers a practical, accessible, and innovative tool for literacy instruction. This approach addresses persistent challenges in reading comprehension and contributes to the improvement of learner-centered educational resources.

Recommendation:

- Teachers may adopt the Gamelet Booklet as supplementary material in teaching reading.
- Future research may explore digital adaptations of gamelets for broader accessibility.
- Expansion to other grade levels and subject areas is recommended to maximize impact.

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