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Effectiveness of Digital Gamification in Enhancing the Text Interpretation Skills of the Students

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Abstract— One continuing dilemma in the education system is the decline of the critical thinking skills of the students. Withal, part of the language competencies is the development of an individual's text interpretation skills. However, there are limited studies that present techniques to improve this. Therefore, this quasi-experimental study aimed to determine the effectiveness of digital gamification in enhancing the text interpretation skills of the students. The data were gathered from two sections of Grade 11 STEM students using total enumeration. To determine this, both control and experimental groups read the text 'Spaghetti' as their pre-test material then filled out the TWIST (Tone, Word Choice, Imagery and Sensory Detail, Style and Theme) table. Thereafter, for two weeks, the control group received traditional teaching method, while experimental group was immersed with digital games. Subsequently, they read 'Dinner for Two' as their post-test material and answered the same TWIST table. To rate their responses, a researcher-made rubric was used. The statistical tools that were used are Paired t-Test and Independent Sample t-Test. The results reveal that the control group's text interpretation skill remained at the developing level. Whereas the experimental group went one step higher from developing level to adequate level. Ultimately, the employment of digital gamification of learning and instruction was found effective in enhancing the text interpretation skills of the students. Therefore, it is suggested that this approach is incorporated in the curriculum of English language classes that tackle literary pieces. Significantly, this makes learning equally engaging and educational.

Keywords— digital gamification, text interpretation, digital games, text analysis, gamified.

INTRODUCTION

The current scheme of education poses a massive importance in honing the 21st century skills of the learners. These skills are sorted into different categories which include life, workforce, applied, personal, and interpersonal skills (Saavedra & Opfer, 2012). The aforementioned are beneficial as the learners metamorphose into functioning individuals in the extensive world. However, there is one that stands out for it is concretely substantial in Language Arts subjects, to wit, critical thinking. This competency is usually assessed in topics that require analysis like Literature studies.

Locally, '21st Century Literature from the Philippines and the rest of the World', a core subject taken by all Filipino senior high school students, draws out the same weight of importance on this skill. In fact, Curriculum Guide (2013) described this as a course that:

"…aims to engage students in appreciation and critical study of 21st Century Literature from the Philippines and the World encompassing their various dimensions, genres, elements, structures, contexts, and traditions" (p.1).

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This basically explores varied forms of writing, their elements, writing techniques, and the art of interpreting them. This being included in the syllabus shows how pivotal literary analysis skill is especially for students in all academic tracks. This is proven by one of its target learning competencies cited in the Curriculum Guide (2013) which states that the students are required to write a close analysis and critical interpretation of varied literary texts.

In fact, several researchers explored the use of literature in language classes. Results showed that it elevates learners' motivation (Lawrence et al., 2017), higher order thinking skills (Garzón & Castañeda-Peña, 2015), and confidence (Tsai, 2012). Above all, it shows that reading literary texts leads them to discover the culture and context of the materials as well as mastering the attributes of the target language (Abdumuminova & Salimova, 2021). To note, this includes improvement in language skills, vocabulary, and grammar structure (Bibby et al., 2014).

Withal, it is high time that this aspect of education is given much attention. However, with its merits come the challenges in incorporating it as well. Simene (2014) mentions that many students find literature laborious. To add, considering that English is not their first language, they find literature as a complex topic because of the different language and context used (Edebiyatı et al., 2019).

Likewise, part of the experience of interpreting a text does not come up with a single meaning. Since the process is a paired work between the text and the reader, the meaning may vary through time and among others (Sumara et al., 2008).

On the other hand, another concern that holds a huge impact lies in the appropriateness of the selection. Despite its significance, Swanson et al. (2016) emphasized that text selection in classrooms needs further enhancement for it is still at the bottom. This is a criterion that determines whether the material is suitable to the learners' needs and interests. In accord, there is one emerging genre of literature in the 21st century which is called Flash Fiction. This term was coined and introduced by James Thomas in 1992 wherein it is a form of text that is briefer than a short story. However, despite its brevity, it still embraces complete elements (Laila Al-Sharqi & Abbasi, 2015). Thomas and Shapard (2006) also pointed out that these are stories that include not more than 750 words.

Given the difficulties of injecting literature in language classes alongside innovative genres, there is a demand to formulate approaches or techniques that will strengthen the text interpretation skills of the learners.

To name a few approaches, the Cultural model is used by teachers to have a backtrack at the time and place when it was written (Ilyas & Afzal, 2021). On the other hand, the Language model is an approach where the vocabulary, grammar, and other aspects of language embedded in the text are examined (Violetta-Irene, 2015). Whereas, the Personal Growth model is an approach that views the text through the lens of the personal experiences of the students (Yimwilai, 2014).

Undoubtedly, there are already existing ways to teach literature to learners. Although, Li (2011) described these as "insipid" since they are teacher-centered. Rather than the learners being involved in class activities, they solely pay attention to the roots and word meanings.

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While many teachers, especially at higher levels still cling to these methods, there were plans executed to take up teaching literature a notch higher. In this subject, the concept of gamification was found relevant even before varied devices were developed. This is an approach that is typically defined as the idea of applying game elements in non-game situations. Also, it is when there is an incorporation of rewards and points that often lead to participation and motivation among learners (Deterding et al., 2011). However, this only covers the traditional activities which only require motor skills and retention abilities. One of which is the crossword puzzle which was defined by Puspita and Sabiqoh (2017) as the game that allows the learners to guess the words just by looking at the clues. Anagram is also a traditional word play wherein the learners have to rearrange the letters of a word to form new ones (Keshta & Al-Faleet, 2013). Lastly, one of the most employed activities in language classes, role-playing, is a game that improves the speech of the learners by delivering the lines of their characters while expressing their emotions (Saputri & Yamin, 2022).

Certainly, it is long established that technology contributes to how effective and efficient things work in varied aspects such as medicine, business, economy, communication, and life in retrospect. Also, it was specified by Pratt and Awati (n.d.) that Information Communications Technology (ICT) is taking over the digital age. Furthermore, ICT is a broader concept of technology and was defined as a huge umbrella that covers traditional media, mobile networks, internet space, and new breeds.

With the rapid development of ICT, it is found to be monumental in learning. In actuality, using it as part of the education system allows teachers to be updated on the teaching methods aligned to the current trends. Thus, to be abreast of the times, policymakers must highlight the approaches that teachers can employ while maximizing ICT (Chen et al., 2015).

In the same tone with technology-based applications, one striking trend in education surfaced, which is digital gamification. The pre-existing, traditional gamification which only involved blackboards, placards, or physical activities evolved into its digitized form where sites, applications, devices, and internet are found to be essential in employing the games effectively. This is a method wherein activities apply the same mechanics and pointing system as in a real game (Kalogiannakis et al., 2021; Zourmpakis et al., 2022). This is when teachers merge the dynamics and components of games into learning (Bicen & Kocakoyun, 2018; Kapp, 2012). In this newfangled strategy, they simply do not educate learners, instead, they incorporate games into their sessions to elicit participation. Importantly, game-based learning engages learners to solve problems with online applications (Khaleel et al., 2020). Initially, this strategy is popular among children because they are innately attracted to learn if they find the session fun and engaging (Oyshi et al, 2018) yet, nowadays, its popularity reaches higher education already.

To give light on how digital gamification influences language learning, a lot of experts probed this idea. The groundwork showed that gamification improves journalism students' critical thinking skills (Huang, 2017). A study also revealed that EFL and dental students' writing skills have improved through the use of games in class (El Tantawi et al., 2018; Pingmuang & Koraneekij, 2022). In the same way that the vocabulary learning abilities and reading comprehension skills of the learners progressed (Chen et al., 2020; Huertas, 2021). Lastly, learning

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new languages such as Spanish and Italian were seen to be easier after the incorporation of these gamified activities (Charitonos et al., 2016; Rachels & Rockinson-Szapkiw, 2018).

In a more definite sense, several researchers delve into the effect of specific applications in improving the ability of the learners to learn the English language. Prior investigations substantiate that Kahoot! which is a multiple-choice type of online game allows learners to be active in language learning (Kaur & Nadarajan, 2020) and vocabulary development (Ahmed et al., 2022). On the other hand, Mentimeter, a digital game known for open-ended questions, pushes learners to respond to questions verbally or written which can successfully enhance a target language (Wette, 2018). Another digital application that provides varied types of assessment termed Quizizz received a favorable perception from teachers and learners as well since it leads to participation and retention (Degirmenci, 2021).

As shown above, the findings are not isolated to the science-related areas alone, but more so in language learning. This idea refers to the ability to communicate using a second or foreign language (Lanqua, n.d.). In line with this, it is known that English is the most dominant language in the world since it is widely spoken (UCL, 2022). Thus, technology and English language learning are two ideas that are always intertwined. Rosicka and Hošková Mayerova (2014) highlight that by using computer-assisted applications, learners would be developed as individuals who are great at making meaning, socializing, and reflecting. Ghanizade et al. (2015) also appraise that technology improves the development of language skills such as listening, writing, reading, speaking, and vocabulary. Since technology offers varied sites and applications, it gives learners the opportunity to explore and hone their skills in the English language.

Latching it onto the Philippine context, at the onset of this year, Kemp (2023) recorded that there were 85.16 million internet users in the Philippines. Composing this population are the people aged 13-22 years old. Thus, it is apparent that 21st century learners are highly exposed to several platforms on the internet. Obviously, the use of the internet is even more rampant in the country since Filipinos have a greater chance to access these networks. Thus, the impact of the utilization of these digital applications was detected given the alarming data released by Programme for International Student Assessment (PISA) in the year 2018. This was gathered by the Hopkins International Partners which shows that the level of English proficiency of college graduates in the Philippines is lower than the proficiency target for high school students in Thailand and the competency requirements for a taxi driver abroad (Morallo, 2018). Additionally, among the 79 participating countries, it was revealed that the Philippines scored the lowest in reading comprehension. This is consistent with the administered Standard English exam by the English Proficiency Index (EPI). The country's rank plummeted from Rank 14 to Rank 18 in 2019 (Valderama, 2019).

To perceive the issue from a grassroots standpoint, a specific body called The Second Congressional Commission on Education (EdCom II) was created to assess the education sector of the country (Yee, 2024). It was shown that the Philippines has not paid much attention to its primary education as compared to the neighboring ASEAN countries such as Vietnam. Alarmingly, this situation went on from 2012 until 2023, which contributes to the weak literacy skills of Filipino learners. (EdCom II Year One Report, 2024).

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The most concerning part arises from the fact that after three years, with all the modalities of learning offered, the rank is still as plunged as before. OECD (2023) released an article regarding the PISA results in 2022; this exposes the recent standing of the Philippines among the other countries —ranked 77 out of 81. This suggests that in reading, 24% of the students in the Philippines can only identify explicit information while they are in a bind as they deal with abstract ideas. This fortifies the claim that the 15-year-old Filipino students who were involved represent the level of their fellow in terms of reading proficiency.

In essence, the positives and negatives of technology in language learning were already ushered atop. Obviously, these lean towards the vocabulary, reading, and writing skills of the learners. However, there is a dearth found among existing studies that address text interpretation skills. Despite the pieces of evidence that prove how literature can lead to mastery of language, this aspect is still given less priority. Indeed, there are little to no studies that tackle how gamification may enhance how learners make meaning when reading texts. Another concern that came into view is that Flash Fiction, an established literary genre, is still seen as novel and unexplored. In return, engagement and interaction with literature are on the latter part of the list in the implementation of the curriculum.

Hence, all the premises above are the reasons that prompted the researcher to conduct this study. As the pandemic era ended, teachers have a bank of activities for online settings, thus, the curiosity lies if these will still be valuable and helpful given the transition to face-to-face classes in the Philippines.

Further, the text interpretation skill of the learners is undervalued, which results in a drastic plunge in their reading comprehension. Aside from that, it was observed that classes that approach literature are found boring and passive due to a lack of novel tactics.

Therefore, this study is set to exhibit crucial findings if the employment of digital gamification in English language classes is effective in enhancing the text interpretation skills of senior high school students.

Conceptual Framework

To reiterate, this study focused on figuring out the effectiveness of digital gamification in enhancing the text interpretation skills of the learners. Akin to this, Figure 1 presents the paradigm of the study.

The first two boxes show the pre-test ratings of both the control and experimental groups. Their ratings served as the benchmark in gauging the effectiveness of the intervention. The reading material that the learners read during the pre-test phase was the text entitled "Spaghetti" written by Brylle B. Tabora. In the same phase, after reading the text, they also filled out the Tone, Word Choice, Imagery and Detail, Style, and Theme (TWIST) table. This is a widely used technique to interpret texts in several genres like poetry and prose. The College Board's AP Vertical Teams Guide for English cited in Summit Learning Organization (n.d.) explains that this technique comprises five literary aspects that the students need to look deeper into.

In congruence with the study's objectives, the responses tapped the five elements. Firstly, the ‘Tone’ refers to the attitude of the author toward the subject of the composition (Malewitz, 2022). Another is the ‘Word choice’ which refers to the words or phrases that may have connotations, associations, or emotional impact (Glatch, 2022). The

third aspect, which is 'Imagery and Sensory Details' was also defined by De Guzman (2021) to be the parts of the composition that tap the senses. Next, the 'Style' refers to the unique literary traits of the author that are embedded in the pieces (Super Summary, n.d). Lastly, the 'Theme' was described by Bushnell (2021) as the element that includes the meaning of the literary work that can be applied in real-life situations.

In addition to that, in terms of how they were rated, a researcher-made rubric was used which contains the elements: Tone, Word Choice, Imagery and Detail, Style, and Theme. The rubric was made to be aligned to the table itself.

Moving on to the boxes in the middle, these represent the distinct teaching methods applied per group. Digital gamification of learning and instruction was the intervention implemented in the experimental group. This is a novel method of teaching wherein teachers incorporate mechanics, pointing systems, and interactive games in the discussion (Dichev & Dicheva, 2017). This also involves the use of the internet and gadgets influenced by the digital age. Undeniably, the employment of games during classes has been groundbreaking due to the engagement they acquire from the learners (Hakulinen & Auvinen, 2014; Tvarozek & Brza, 2014).

It must be drawn to attention that, in addition to the games employed in the experimental group, the researcher also utilized the same PowerPoint presentations, blackboard, and notebook in discussing the topics. Further, in this paper, the implementation of games varies; there were sessions wherein the digital games were injected as motivational activities; at times they were amidst the discussion; and in the other sessions, they were employed for assessment after the lesson.

In line with this, the digital games that were injected in conducting this study were: Kahoot!, Quizizz, Who Wants to be a Millionaire, Family Feud, Gimme 5, Guess the Song Challenge, Unlock to Answer, Pass the Message, and Puzzle Game. Some of these have pre-existing rules upon opening the sites, however, some were remodeled by the researcher.

Considering all and beyond, there is one thing that is certain at the end of every game, there will be tagged as winners and losers. Although incorporating games is not a contemporary idea anymore, transforming these into their digitized versions is thus —they pique the curiosity of both teachers and learners (Li, 2016).

Moving on to the other mode of instruction in the same phase, the control group was immersed in the traditional teaching method. This learning method is also called conventional learning wherein the manner of delivering instruction is teacher centered. It was also described as a method that relies on the use of books, posters, blackboards, and classic materials as part of traditional learning —which teachers and learners are accustomed to (Li, 2016). However, operationally, the traditional teaching method in this study pertains to the utilization of PowerPoint Presentations, blackboard, and students' notebooks alone.

Finally, the boxes at the latter signify the post-test ratings of both the control and experimental groups. These ratings are significant since they reveal whether there is a change in the scores that they garnered from the pre-test. It must be embedded that the flash fiction cited from the stylistic analysis of Tarrayo (2021) entitled "Dinner for Two", written by Kate Oasis, was the piece that the respondents interpreted in the post-test phase.

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As emphasis is given, both pre-test and post-test materials were published by De Jesus and Katigbak-Lacuesta (2015) in the book called Fast Food Fiction Delivery: Short Stories to Go which is a compilation of flash fiction stories in the Philippine context written by Filipino authors.

Alternatively, looking over the paradigm, there were lines drawn. The line that connects the pre-test ratings of both the control and experimental groups symbolizes the comparison of the respondents' scores in their initial assessment. This was used to test if they were in the same baseline before the intervention occurred. Meanwhile, the line that connects the post-test ratings of both groups suggests that their post-test scores were compared as well; this tested if they are still equivalent if one soared or dipped. Finally, the longer lines that connect the pre-test and post-test ratings of both groups indicate the comparison of their first and second assessment. This insinuates whether there was an improvement in their scores.

After all, the main goal is to determine the text interpretation skill of the learners; this is the ability to see the text from a wider perspective considering its form, context, and applicability to real-life situations. It coincides with the remarks of Rosenblatt (1993) as cited in Inan and Boldan (2018) that it is an active process where they go beyond reading through their eyes; instead, they interact with the text.

Thus, it is imperative for the learners to improve their text interpretation skills since it is inevitable for them to encounter reading materials that have implied meanings and cliffhangers. This fact appears not only in Senior High School but at the college level —in a myriad of subjects too.

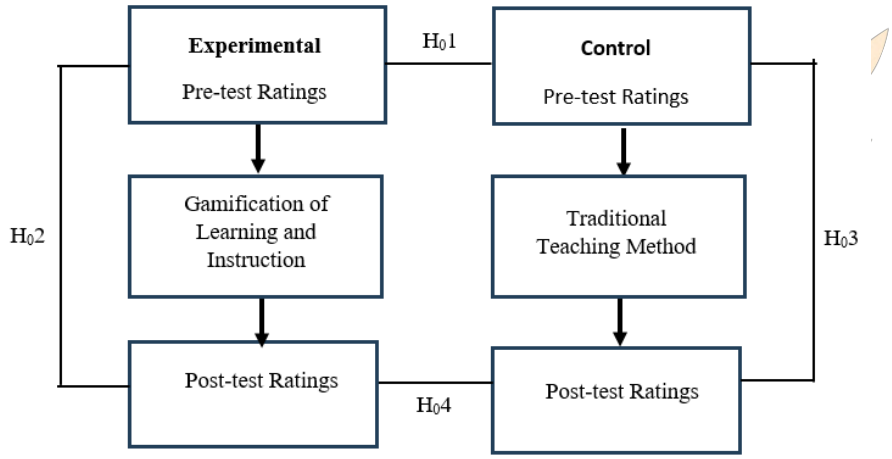

Figure 1. Comparison between the Experimental and Control Groups' Pre-test and Post-test Ratings

Statement of the Problem

This quasi-experimental study aimed to determine the effectiveness of digital gamification in enhancing the text interpretation skills of senior high school students.

Specifically, this study sought to provide answers to the following questions:

- How may the level of text interpretation skills of the respondents in the experimental group be described based on their pre-test ratings?

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- How may the level of text interpretation skills of the respondents in the control group be described based on their pre-test ratings?
- Is there a significant difference between the experimental and control groups' text interpretation skills based on their pre-test ratings?
- How may the level of text interpretation skills of the respondents in the experimental group be described based on their post-test ratings?
- How may the level of text interpretation skills of the respondents in the control group be described based on their post-test ratings?
- Is there a significant difference between the pre-test and post-test ratings of the experimental group?
- Is there a significant difference between the pre-test and post-test ratings of the control group?
- Is there a significant difference between the experimental and control groups' text interpretation skills based on their post-test ratings?

Null Hypotheses

Anchored to the research problems stated, the following hypotheses are made:

H_o1. There is no significant difference between the experimental and control groups' text interpretation skills based on their pre-test ratings.

H_o2. There is no significant difference between the pre-test and post-test ratings of the experimental group.

H_o3. There is no significant difference between the pre-test and post-test ratings of the control group.

H_o4. There is no significant difference between the experimental and control groups' text interpretation skills based on their post-test ratings.

Significance of the Study

The findings of this study will be significant to the following:

- **Department of Education.** This study may tap the heads and officials of this sector to prioritize training so that teachers will be equipped with the knowledge and skills that they need to adapt according to the learners' needs.
- **School Administrators.** This study is significant so that they can set goals toward adaptability and improvement. The results may lead them to conduct media literacy training that supports teachers in improving their skills in crafting gamified activities.
- **Curriculum Developers**. The results of this study may aid the curriculum developers in aligning the curricula to 21st century skills. In addition, the experts may also see this study as an opportunity to revisit learning competencies, redesign educational materials, review literary genres, and revamp teaching strategies.

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- **English Language Teachers.** They will be informed on how they can maximize their media literacy skills in a 21st-century classroom. Consequently, they can innovate teaching strategies and techniques that may elicit active participation from the learners.
- **Second Language (L2) Learners.** They will discover tools and strategies that may alleviate the difficulty in interpreting flash fiction. Moreover, since they have better exposure to technology, they can choose or devise gamified activities that they can incorporate into their study habits once the effectiveness is proven.
- **Future Researchers.** This will serve as the benchmark for aspiring researchers to investigate it in an in-depth manner. The findings of this study may also encourage others to carry out the same topic in the future.

Scope and Delimitation

The purpose of this study is to determine if digital gamification is effective in enhancing the text interpretation skills of senior high school students. However, the researcher just limited the respondents to Grade 11 Science, Technology, Engineering, and Mathematics (STEM) students at Pulung Santol National High School in the academic year 2023-2024. There are 30 respondents coming from each of the two sections. So, in total, there are 60 respondents, and they are currently taking 21st Century Literature, which is a core subject offered in the second semester.

Although there is a plethora of literary genres, the pieces that the respondents analyzed fall under the category of flash fiction. There are only two flash fiction materials read by the students, and these are 'Spaghetti' and 'Dinner for Two'. Another idea that was taken into consideration is that the responses on the TWIST table were not automatically scored. Since it is an open-ended type of activity, this was subjectively graded by three raters based on the literary analysis rubric.

Meanwhile, the activities that were included in the digital gamified instruction are the following: Kahoot!, Quizizz, Who Wants to be a Millionaire, Family Feud, Guess the Song Challenge, Unlock to Answer, Gimme 5, Pass the Message, and Puzzle Game.

Noted that the intervention was implemented in the experimental group for two weeks because this is the only time frame for the topics discussed. Also, 40 minutes per session was consumed since this is the standard time of each class in the school where the study was conducted.

METHOD

Type of Research

This study employed a quasi-experimental research design. As emphasized by Cooper (2015), the precept of this investigation is to determine whether the treatment will make a difference in the outcome. In the same way, Bärnighausen et al. (2017) agree that a quasi-experimental study produces evidence that can prove the impact of the treatment on the other variable.

Further, this method involved two participating groups: the control and the experimental group. The latter was the group that received the treatment being investigated which is the digital gamified learning and instruction. Whereas, the initial group received no other treatment than the traditional method of teaching.

In concretizing the results, a quasi-experimental study entails two tests. The first one is the pre-test which was conducted before the treatment. This determined whether all the participants were comparable in baseline. Meanwhile, the post-test was done to determine the effectiveness of the treatment.

Respondents and Sampling Technique

The respondents of this study are the two sections of Grade 11 STEM students from Pulung Santol National High School during the academic year 2023-2024. These individuals were also taking the subject of 21st Century Literature. There were 30 students from each section in the randomly chosen sections were involved in the study. Additionally, a simple random technique through the fishbowl method was conducted to decide which section would be the experimental group and which one would be the control group.

Research Instrument

To assess the text interpretation skills of the respondents, the researcher utilized two literary pieces that are classified as flash fiction. “Spaghetti" written by Brylle B. Tabora was the text that the respondents analyzed during the pre-test. Meanwhile, the flash fiction entitled "Dinner for Two", written by Kate Oasis, was the piece that the respondents interpreted in the post-test phase.

To ensure that texts are significantly similar, a researcher-made evaluation tool was crafted. This tool was then used by three language experts. Then, the evaluation scores underwent a statistical analysis to be assessed. To meet the study’s targets, an adapted and modified literary analysis strategy was used. This instrument is the Tone, Word Choice, Imagery and Detail, Style, and Theme (TWIST) table.

Fastened to this, the questionnaire is anchored on the topics discussed about Traditional and Modern Literary Genres, the Nature and Characteristics of Flash Fiction, and Literary Elements. Additionally, the learning competencies were drawn out in the 25-point literary analysis table. The classification was further discussed below:

Topics	Performance Standards	Total Score
Traditional Literary Genres **21st Century Literary Genres**	To comprehend texts according to the literary elements such as Tone, Word Choice, Imagery, Sensory Details, Style, and Theme	
Flash Fiction	To analyze a text and produce an analysis table with responses	
Literary Elements	To demonstrate appreciation of 21st Century Philippine literature from the regions through a close analysis of a	

	literary text in terms of form and theme, with a description of its context derived from research; and adaptation of a text into other creative forms using multimedia.	25

In consonance with the activity, a researcher-made literary analysis rubric was made which is aligned with the TWIST table that the learners analyzed. This assessed the learner's responses in each element: Tone, Word Choice, Imagery and Detail, Style, and Theme. Each criterion has five score indicators ranging from 1-5 points. The highest possible score that a respondent can get is 25 points.

Correspondingly, the lessons, presentations, and digital games were prepared by the researcher. These were utilized by the researcher as materials for the experimental group. Noted that the gamification of learning and instruction as well as the literary analysis were conducted during face-to-face classes. In essence, to ensure the reliability and validity of the literary pieces, the TWIST table, literary analysis rubric, presentations, and games used in the discussion, all were evaluated by English language experts.

Data Gathering Procedures and Ethical Considerations

The researcher submitted a letter of permission to the Division Office of Pampanga which covers the locality where the study will be conducted. Then, the approval letter was forwarded to the principal of the school to grant a request before the data gathering foregoes.

- **Pilot Testing.** The questionnaires were administered to the Grade 11 Humanities and Social Sciences (HUMSS) students.
- **Informed Consent.** The researcher obtained two consent forms, one from the participants and the other from their parents.
- **Pre-test.** This was distributed to the respondents in both the control and experimental groups. This was used to assess the text interpretation skills of the respondents before administering the treatment.
- **Treatment.** The coverage of the discussion was the same which was composed of the Traditional and Modern Literary Genres, the Nature and Characteristics of Flash Fiction, and Literary Elements. However, the control group followed the traditional teaching method while digital games were employed in the experimental group.
- **Intervention Phase.** The activities and events that went on each day in the experimental group.
- **Post-test.** The same literary analysis table was given to the respondents; however, a different literary piece was distributed this time. This is to assess if the text interpretation skills of the respondents have improved after two weeks of the treatment phase.

Data Analysis

The data gathered were analyzed using the IBM SPSS Statistics version 25 to answer the specific questions stated in the statement of the problem.

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To describe the respondents' text interpretation skills in terms of each element, the pre-test and post-test ratings of the respondents in control and experimental groups were categorized and presented using the following mean range and description:

Mean Range	Description
4.60-5.00	Exceptional
3.50-4.49	Skilled
2.50-3.49	Adequate
1.50-2.49	Developing
0-1.49	Inadequate

On the other hand, to describe the overall text interpretation skills of the respondents, the pre-test and post-test ratings of the respondents in control and experimental groups were categorized and presented using frequency (f) and percentage (%) distribution with the following score range and descriptions:

Levels/Ratings	Description
Exceptional (21-25)	The respondents have exceptional skills in text interpretation.
Skilled (16-20)	The respondents are skilled in text interpretation.
Adequate (11-15)	The respondents have adequate skills in text interpretation.
Developing (6-10)	The respondents have developing skills in text interpretation.
Inadequate (0-5)	The respondents have inadequate skills in text interpretation.

To further describe the pre-test and post-test ratings of the respondents, descriptive statistical tools such as frequency, percentage, mean, and standard deviation were utilized as the ratings were found as normally distributed with the $p > .05$ level of significance using the Shapiro-Wilk test.

Moreover, the Paired t-test was utilized to determine the significant difference between the pre-test ratings and post-test ratings of the control and experimental groups; while the Independent Sample t-test was used to determine the significant difference between the pre-test ratings of control and experimental groups as well as their post-test ratings. The p-value <=.05 is considered significant.

RESULTS

The data gathered were organized and processed using the appropriate statistical tools which revealed the following significant results:

Pre-test Ratings of the Experimental Group in terms of their Text Interpretation Skills

Tone. The pre-test ratings of the respondents in the experimental group are presented in Table 1. Their ratings in terms of the tone element revealed that most of the respondents (24 or 80%) have ratings belonging to the inadequate level. Also, there were respondents (6 or 20%) who got the ratings belonging to the developing level. The general rating of the respondents' text interpretation skills in terms of the tone element has the lowest score

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of zero and highest score of two with a mean of 1.13 and standard deviation of ±0.61 which showed that the overall rating of the respondents is from 0.52 to 1.74 with a description of developing level.

Word Choice. In the same table, the ratings of the respondents in terms of the word choice element revealed that most of the respondents (18 or 60%) have the ratings belonging to the inadequate level. Also, there were respondents (8 or 26.7%) who got the ratings belonging to the developing level. Meanwhile, there were respondents (3 or 10%) who had ratings under adequate level and one respondent (1 or 3.3%) whose rating was categorized under skilled level. The general rating of the respondents' text interpretation skills in terms of the word choice element has the lowest score of zero and highest score of 3.6 with a mean of 1.37 and standard deviation of ±0.99 which showed that the overall rating of the respondents is from 0.38 to 2.36 with a description of inadequate to developing level.

Imagery. Table 1 also presented the ratings of the respondents in terms of the imagery element which revealed that most of the respondents (18 or 60%) have ratings belonging to the developing level. Also, there were respondents (11 or 36.7%) who got the ratings belonging to inadequate level. Meanwhile, there is one respondent (1 or 3.3%) whose rating was categorized under adequate level. The general rating of the respondents' text interpretation skills in terms of the imagery element has the lowest score of zero and highest score of 3.33 with a mean of 1.54 and standard deviation of ±0.92 which showed that the overall rating of the respondents is from 0.62 to 2.46 with a description of developing level.

Style. In terms of the style element, the analysis of the respondents' text interpretation skills revealed that most of the respondents (27 or 90%) have ratings belonging to the inadequate level. Meanwhile, there were respondents (3 or 10%) who got the ratings belonging to the developing level. The general rating of the respondents' text interpretation skills in terms of the style element has the lowest score of zero and highest score of 1.67 with a mean of 0.62 and standard deviation of ±0.61 which showed that the overall rating of the respondents is from 0.01 to 1.23 with a description of inadequate level.

Theme. The ratings of the respondents in terms of the theme element were also presented in Table 1. It was revealed that most of the respondents (14 or 46.7%) have ratings belonging to the developing level. Also, there were respondents (12 or 40%) who got the ratings belonging to inadequate level. Meanwhile, there were few respondents (4 or 13.3%) whose rating was categorized under adequate level. The general rating of the respondents' text interpretation skills in terms of the theme element has the lowest score of zero and highest score of 3.33 with a mean of 1.54 and standard deviation of ±1.08 which showed that the overall rating of the respondents is from 0.46 to 2.62 with a description of inadequate to adequate level.

Overall. The pre-test ratings of the respondents in the experimental group are presented in Table 1. The result of the analysis of the text interpretation ratings revealed that most of the respondents (20 or 66.7%) have ratings belonging to the developing level. Also, there were respondents (10 or 33.3%) who got the ratings belonging to inadequate level. The general rating of the respondents' text interpretation skills has the lowest score of four (4) and highest score of eight (8) with a mean of 6.233 and standard deviation of ±1.083 which showed that the overall rating of the respondents is from 5.150 to 7.316 with a description of developing level.

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Table 1. Pre-test Ratings of the Experimental Group in terms of their Text Interpretation Skills

Text Interpretation Skills	Tone	Word Choice	Imagery	Style	Theme	Overall
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Inadequate	24 (80%)	18 (60%)	11 (36.7%)	27 (90%)	12 (40%)	10 (33.3%)
Developing	6 (20%)	8 (26.7%)	18 (60%)	3 (10%)	14 (46.7%)	20 (66.7%)
Adequate	-	3 (10%)	1 (3.3%)	-	4 (13.3%)	-
Skilled	-	1 (3.3%)	-	-	-	-
Exceptional	-	-	-	-	-	-
Total	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)
Mean	1.13	1.37	1.54	0.62	1.54	6.23
SD	±0.61	±0.99	±0.92	±0.61	±1.08	±1.08
Minimum	0	0	0	0	0	4
Maximum	2	3.67	3.33	1.67	3.33	8

Pre-test Ratings of the Control Group in terms of their Text Interpretation Skills

Tone. The pre-test ratings of the respondents in the control group are presented in Table 2. Their ratings in terms of the tone element revealed that most of the respondents (28 or 98.3%) have ratings belonging to the inadequate level. Also, there were respondents (2 or 6.7%) who got the ratings belonging to the developing level. The general rating of the respondents' text interpretation skills in terms of the tone element has the lowest score of zero and highest score of two with a mean of 1.13 and standard deviation of ±0.32 which showed that the overall rating of the respondents is from 0.81 to 1.45 with a description of inadequate level.

Word Choice. In the same table, the ratings of the respondents in terms of the word choice element revealed that most of the respondents (20 or 66.7%) have ratings belonging to the inadequate level. Also, there were respondents (9 or 30%) who got the ratings belonging to the developing level. Meanwhile, there is one respondent (1 or 3.3%) whose rating was categorized under adequate level. The general rating of the respondents' text interpretation skills in terms of the word choice element has the lowest score of zero and highest score of 2.67 with a mean of 1.18 and standard deviation of ±0.71 which showed that the overall rating of the respondents is from 0.47 to 1.89 with a description of inadequate to developing level.

Imagery. Table 2 also presented the ratings of the respondents in terms of the imagery element which revealed that most of the respondents (17 or 56.7%) have the ratings belonging to the inadequate level. Also, there were respondents (13 or 43.3%) who got the ratings belonging to the developing level. The general rating of the respondents' text interpretation skills in terms of the imagery element has the lowest score of zero and highest

score of two with a mean of 1.34 and standard deviation of ±0.57 which showed that the overall rating of the respondents is from 0.77 to 1.91 with a description of inadequate to developing level.

Style. In terms of the style element, the analysis of the respondents' text interpretation skills revealed that most of the respondents (20 or 66.7%) have ratings belonging to the inadequate level. Meanwhile, there were respondents (9 or 30%) who got the ratings belonging to the developing level. Also, there was one respondent (1 or 3.3%) whose rating falls under the category of adequate level. The general rating of the respondents' text interpretation skills in terms of the style element has the lowest score of zero and highest score of 2.67 with a mean of 1.19 and standard deviation of ±0.71 which showed that the overall rating of the respondents is from 0.48 to 1.9 with a description of inadequate to developing level.

Theme. The ratings of the respondents in terms of the theme element were also presented in Table 2. It was revealed that most of the respondents (21 or 70%) have ratings belonging to inadequate level. Also, there were respondents (6 or 20%) who got the ratings belonging to the developing level. Meanwhile, there were few respondents (3 or 10%) whose rating was categorized under adequate level. The general rating of the respondents' text interpretation skills in terms of the theme element has the lowest score of zero and highest score of 3.33 with a mean of 1.16 and standard deviation of ±0.91 which showed that the overall rating of the respondents is from 0.25 to 2.07 with a description of inadequate to adequate level.

Overall, the pre-test ratings of the respondents in the control group are presented in Table 2. The result of the analysis of the text interpretation ratings revealed that most of the respondents (17 or 56.7%) have ratings belonging to the developing level. Also, there were respondents (13 or 43.2%) who got the ratings belonging to inadequate level. The general rating of the respondents' text interpretation skills has the lowest score of 3.33 and highest score of 9.33 with a mean of 5.988 and standard deviation of ±1.532 which showed that the overall rating of the respondents is from 4.456 to 7.52 with a description of developing level.

Table 2. Pre-test Ratings of the Control Group in terms of their Text Interpretation Skills

Text Interpretation Skills	Tone	Word Choice	Imagery	Style	Theme	Overall
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Inadequate	28 (93.3%)	20 (66.7%)	17 (56.7%)	20 (66.7%)	21 (70%)	13 (43.3%)
Developing	2 (6.7%)	9 (30%)	13 (43.3%)	9 (30%)	6 (20%)	17 (56.7%)
Adequate	-	1 (3.3%)	-	1 (3.3%)	3 (10%)	-
Skilled	-	-	-	-	-	-
Exceptional	-	-	-	-	-	-
Total	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)
Mean	1.13	1.18	1.30	1.19	1.16	5.988

SD	±0.32	±0.71	±0.57	±0.71	±0.91	±1.532
Minimum	0	0	0	0	0	3.33
Maximum	2	2.67	2	2.67	3.33	9.33

Comparison of the Pre-test Ratings of the Experimental and Control Groups in terms of their Text Interpretation Skills

The result of the t-test of difference in the pre-test ratings of the control and experimental groups in terms of their text interpretation skills is presented in Table 3. The result revealed that there is no statistically significant difference in the pre-test ratings of the control and experimental group with t (58) = -.715, p = 0.478 at 0.05 level of significance.

Table 3. Test of Difference in the Pre-test Ratings of the Experimental and Control Groups in terms of their Text Interpretation Skills

Section	**N**		**Mean**		**Std. Deviation**		**Std. Error Mean**	
Control Group	30		5.9887		1.53254		0.27980	
Experimental Group	30		6.2337		1.08356		0.19783	
Levene's Test for Equality of Variances	t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	3.288	0.075	-0.715	58	0.478	-0.245	0.34268	-0.930	0.44094
Equal variances not assumed			-0.715	52.197	0.478	-0.245	0.34268	-0.932	0.44257

Post-test Ratings of the Experimental Group in terms of their Text Interpretation Skills

Tone. The post-test ratings of the respondents in the experimental group are presented in Table 4. Their ratings in terms of the tone element revealed that most of the respondents (16 or 53.3%) have ratings belonging to the adequate level. Also, there were respondents (8 or 26.7%) who got the ratings belonging to the developing level. Meanwhile, some respondents (4 or 13.3%) have ratings under inadequate level and few respondents (2 or 6.7%) got ratings categorized under skilled level. The general rating of the respondents' text interpretation skills in terms of the tone element has the lowest score of zero and highest score of 3.67 with a mean of 2.38 and standard deviation of ±0.97 which showed that the overall rating of the respondents is from 1.41 to 3.35 with a description of developing level to adequate level.

Word Choice. In the same table, the ratings of the respondents in terms of the word choice element revealed that most of the respondents (15 or 50%) have ratings belonging to the developing level. Also, there were respondents

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(8 or 26.7%) who got the ratings and belonged to the adequate level. Meanwhile, there were respondents (5 or 16.7%) who had ratings under adequate level and two respondents (2 or 6.7%) whose rating was categorized under skilled level. The general rating of the respondents' text interpretation skills in terms of the word choice element has the lowest score of zero and highest score of 3.67 with a mean of 2.19 and standard deviation of ±0.90 which showed that the overall rating of the respondents is from 1.29 to 3.09 with a description of inadequate to adequate level.

Imagery. Table 2 also presented the ratings of the respondents in terms of the imagery element which revealed that most of the respondents (17 or 56.7%) have the ratings belonging to the skilled level. Also, there were respondents (10 or 33.35%) who got the ratings that belonged to the adequate level. Meanwhile, two respondents (2 or 6.7%) have ratings categorized under exceptional level, and one (1 or 3.3%) whose ratings belonged to the developing level. The general rating of the respondents' text interpretation skills in terms of the imagery element has the lowest score of 2.33 and highest score of 4.67 with a mean of 1.30 and standard deviation of ±0.54 which showed that the overall rating of the respondents is from 0.76 to 1.84 with a description of inadequate to developing level.

Style. In terms of the style element, the analysis of the respondents' text interpretation skills revealed that most of the respondents (15 or 50%) have ratings that belonged to the adequate level. Meanwhile, there were respondents (11 or 36.7%) who got the ratings belonging to the developing level. Also, there were a few respondents (3 or 10%) whose ratings were categorized as inadequate level and one respondent (1 or 3.3%) got ratings under the skilled level. The general rating of the respondents' text interpretation skills in terms of the style element has the lowest score of zero and highest score of 3.67 with a mean of 1.19 and standard deviation of ±0.96 which showed that the overall rating of the respondents is from 0.23 to 2.15 with a description of inadequate to developing level.

Theme. The ratings of the respondents in terms of the theme element were also presented in Table 2. It was revealed that most of the respondents (12 or 40%) have ratings belonging to the adequate level. Also, there were respondents (9 or 30%) who got the ratings belonging to a skilled level. Meanwhile, there were some respondents (6 or 20%) whose rating was categorized under inadequate level. Also, a few respondents (3 or 10%) got ratings under the developing level. The general rating of the respondents' text interpretation skills in terms of the theme element has the lowest score of zero and highest score of 4.33 with a mean of 1.16 and standard deviation of ±1.17 which showed that the overall rating of the respondents is from -0.01 to 2.33 with a description of inadequate to developing level.

Overall, the post-test ratings of the respondents in the experimental group are presented in Table 4. The result of the analysis of the text interpretation skills revealed that most of the respondents (15 or 50.0%) have ratings belonging to the adequate level. Also, there were respondents (8 or 26.7%) who got the ratings belonging to the developing level. Further, 7 or (23.3%) of the respondents belonged to the skilled level. The general rating of the respondents in terms of their text interpretation skills has the lowest score of 8.33 and the highest score of 17.33 with a mean of 13.266 and standard deviation of ±2.604 which showed that the overall rating of the respondents is from 10.662 to 15.87 with a description of adequate level.

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Table 4. Post-test Ratings of the Experimental Group in terms of their Text Interpretation Skills

Text Interpretation Skills	Tone	Word Choice	Imagery	Style	Theme	Overall
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Inadequate	4 (13.3%)	5 (16.7%)		3 (10%)	6 (20%)	-
Developing	8 (26.7%)	15 (50%)	1 (3.3%)	11 (36.7%)	3 (10%)	8 (26.7%)
Adequate	16 (53.3%)	8 (26.7%)	10 (33.35)	15 (50%)	12 (40%)	15 (50%)
Skilled	2 (6.7%)	2 (6.7%)	17 (56.7	1 (3.3%)	9 (30%)	7 (23.3%)
Exceptional	-	-	2 (6.7%)	-	-	-
Total	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)
Mean	2.38	2.19	3.64	2.33	2.70	13.26
SD	±0.97	±0.90	±0.54	±0.96	±1.17	±2.60
Minimum	0	0	2.33	0	0	8.33
Maximum	3.67	3.67	4.67	3.67	4.33	17.33

Post-test Ratings of the Control Group in terms of their Text Interpretation

Tone. The post-test ratings of the respondents in the control group are presented in Table 5. Their ratings in terms of the tone element revealed that most of the respondents (20 or 66.7%) have ratings belonging to the inadequate level. Also, there were respondents (9 or 30%) who got the ratings belonging to the developing level. Meanwhile, one respondent (1 or 3.3%) has ratings under adequate level. The general rating of the respondents' text interpretation skills in terms of the tone element has the lowest score of zero and highest score of 3.33 with a mean of 1.43 and standard deviation of ±0.69 which showed that the overall rating of the respondents is from 0.74 to 2.12 with a description of inadequate level to developing level.

Word Choice. In the same table, the ratings of the respondents in terms of the word choice element revealed that most of the respondents (18 or 60%) have ratings belonging to the inadequate level. Also, there were respondents (10 or 33.3%) who got the ratings belonging to the developing level. Meanwhile, there were few respondents (2 or 6.7%) who had ratings under adequate level. The general rating of the respondents' text interpretation skills in terms of the word choice element has the lowest score of zero and highest score of three with a mean of 1.34 and standard deviation of ±0.77 which showed that the overall rating of the respondents is from 0.57 to 2.11 with a description of inadequate to developing level.

Imagery. Table 5 also presented the ratings of the respondents in terms of the imagery element which revealed that most of the respondents (17 or 56.7%) have the ratings belonging to the adequate level. Also, there were

respondents (13 or 43.3%) who got the ratings belonging to the developing level. The general rating of the respondents' text interpretation skills in terms of the imagery element has the lowest score of 1.67 and highest score of 3.33 with a mean of 2.52 and a standard deviation of ±0.38 which showed that the overall rating of the respondents is from 2.14 to 2.9 with a description of developing to adequate level.

Style. In terms of the style element, the analysis of the respondents' text interpretation skills revealed that most of the respondents (17 or 56.7%) have ratings belonging to the inadequate level. Meanwhile, there were respondents (11 or 36.7%) who got the ratings belonging to developing level. Also, there were few respondents (2 or 6.7%) whose ratings are categorized as adequate level. The general rating of the respondents' text interpretation skills in terms of the style element has the lowest score of zero and highest score of 2.67 with a mean of 1.38 and standard deviation of ±0.78 which showed that the overall rating of the respondents is from 0.6 to 2.16 with a description of inadequate to developing level.

Theme. The ratings of the respondents in terms of the theme element were also presented in Table 5. It was revealed that most of the respondents (14 or 46.7%) have ratings belonging to the inadequate level. Also, there were respondents (9 or 30%) who got the ratings belonging to developing level. Meanwhile, there are some respondents (7 or 23.3%) whose rating was categorized as adequate level. The general rating of the respondents' text interpretation skills in terms of the theme element has the lowest score of zero and highest score of 3.33 with a mean of 1.77 and standard deviation of ±0.84 which showed that the overall rating of the respondents is from 0.93 to 2.61 with a description of inadequate to adequate level.

Overall, the post-test ratings of the respondents in the control group are presented in Table 5. The result of the analysis of the text interpretation skills revealed that most of the respondents (24 or 80.0%) have ratings belonging to the developing level. Also, there were respondents (4 or 13.3%) who got the ratings belonging to inadequate level. Further, 2 or (6.7%) of respondents got ratings belonged to adequate level. The general rating of the respondents in terms of their text interpretation has the lowest score of four and highest score of 12.33 with a mean of 8.467 and standard deviation of ±2.051 which showed that the overall rating of the respondents is from 6.461 to 10.518 with a description of developing level.

Table 5. Post-test Ratings of the Control Group in terms of their Text Interpretation Skills

Text Interpretation Skills	Tone	Word Choice	Imagery	Style	Theme	Overall
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Inadequate	20 (66.7%)	18 (60%)	-	17 (56.7%)	14 (46.7%)	4 (13.3%)
Developing	9 (30%)	10 (33.3%)	13 (43.3%)	11 (36.7%)	9 (30%)	24 (80%)
Adequate	1 (3.3%)	2 (6.7%)	17 (56.7)	2 (6.7%)	7 (23.3%)	2 (6.7%)
Skilled	-	-	-	-	-	-
Exceptional	-	-	-	-	-	-

Total	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)	30 (100%)
Mean	1.43	1.34	2.52	1.38	1.77	8.46
SD	±0.69	±0.77	±0.38	±0.78	±0.84	±2.05
Minimum	0	0	1.67	0	0	4
Maximum	3.33	3	3.33	2.67	3.33	12.33

Comparison of the Pre-test and Post-test Ratings of the Experimental Group in terms of their Text Interpretation Skills

The result of the Paired t-test of difference in the pre-test and post-test ratings of the experimental group in their text interpretation skills is presented in Table 6. The result revealed that there is a statistically significant difference in the pre-test and post-test ratings of the experimental group with t (29) = -14.178, p = <.001 at 0.01 level of significance.

Table 6. Test of Difference in the Pre-test and Post-test Ratings of the Experimental Group in Text Interpretation Skills

Paired Group	**Mean**		**N**	**Std. Deviation**			**Std. Error Mean**	
Pretest	6.23		30	1.083			0.197	
Posttest	13.26		30	2.604			0.475	
Paired Group	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest - PostTest	-7.033	2.716	0.496	-8.047	-6.018	-14.178	29	<.001**

**. Difference is significant at the 0.01 level (2-tailed)

Comparison of the Pre-test and Post-test Ratings of the Control Group in terms of their Text Interpretation Skills

The result of the Paired t-test of difference in the pre-test and post-test ratings of the control group in their text interpretation skills is presented in Table 7. The result revealed that there is a statistically significant difference in the pre-test and post-test ratings of the control group with t (29) = -6.484, p = <.001 at 0.01 level of significance.

Table 7. Test of Difference in the Pre-test and Post-test Ratings of the Control Group in terms of their Text Interpretation Skills

Paired Group	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
Pretest	5.98	30	1.532	0.279
Posttest	8.46	30	2.051	0.374

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Paired Group	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest - PostTest	-2.478	2.093	0.382	-3.260	-1.696	-6.484	29	.001**

**. Difference is significant at the 0.01 level (2-tailed)

Comparison of the Post-test Ratings of the Experimental and Control Groups in terms of their Text Interpretation Skills

The result of the t-test of difference in the post-test ratings of the control and experimental group in text interpretation is presented in Table 8. The result revealed that there is a statistically significant difference in the post-test ratings of the control and experimental groups with $t(58) = -7.928, p = .021$ at 0.000 level of significance. The result further revealed that there is a significant difference between the post-test ratings of the respondents from the control group ($\mu = 8.46, \sigma = \pm 2.05$) and the post-test ratings of the experimental group ($\mu = 13.26, \sigma = \pm 2.60$) with a difference of $\mu = -4.799, \sigma = \pm 0.605$.

Table 8. Test of Difference in the Post-test Ratings in the Text Interpretation Skills of the Control and Experimental Groups

Section	N	Mean	Std. Deviation	Std. Error Mean
Control Group	30	8.46	2.05	0.374
Experimental Group	30	13.26	2.60	0.475

Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	2.512	0.118	-7.928	58	0.000	-4.799	0.605	-6.011	-3.587
Equal variances not assumed			-7.928	58.987	0.000	-4.799	0.605	-6.012	-3.586

*. Difference is significant at the 0.05 level (2-tailed)

DISCUSSION

In congruence with the study's investigative questions, the findings are interpreted profoundly in this succeeding section:

Experimental Group's Text Interpretation Skills based on Pre-test

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The initial assessment of the experimental group revealed that their overall text interpretation skills are at the developing level. The results also specify that they are still at the inadequate level in terms of the three elements namely: Tone, Word Choice, and Style; meanwhile, their interpretation skills of the Imagery and Theme elements are at the developing stage.

This suggests that even though they are already in their senior high school year, they still find analyzing texts a challenging task. In fact, other portions of the table they needed to fill out were left blank; this signifies their difficulty in figuring out the elements and supporting details being asked.

The results complement the claim that novice readers are acquainted with determining superficial ideas like title, characters, and plot; yet they struggle when it comes to symbolic ideas with underlying meanings (Earthman, 1992; Peskin, 1998 as cited in Levine & Horton, 2013).

Control Group's Text Interpretation Skills based on Pre-test

Meanwhile, in a similar assessment conducted among the respondents from the control group this time, the findings revealed that their overall text interpretation skills are at the developing level as well. This lays down that in all the elements of the TWIST table, their scores are categorized to be under the inadequate level.

These findings are tightened with the assertions that these inexperienced readers specifically, high school students, are less perceptive in examining the text's theme (Johnson & Goldman, 1987; Narvaez, Bentley, Samuels, & Gleason, 1998 as cited in Levine & Horton, 2013) and author's style (Dixon, Bortolussi, Twilley, & Leung, 1993 as cited in Levine & Horton, 2013).

The studies and the pre-test results matched because the elements mentioned where newbie readers are less attentive were few of the points that the respondents were required to identify —symbols, theme, and style.

Difference between the Experimental and Control Group's Text Interpretation Skills based on Pre-test

This portion highlights that the text interpretation skills of both groups are at the same baseline. The experimental group's overall text interpretation skills are equal to the control groups, which are categorized as developing level. It was also presented that the respondents' text interpretation skills in most of the literary elements, such as Tone, Word Choice, and Style, are labeled as inadequate. Thus, no gap was detected, considering the results.

Experimental Group's Text Interpretation Skills based on Post-test

On the other hand, for two weeks, the respondents from the experimental group were immersed in gamified activities. Immediately after that, they took the same post-test assessment to find out if there is progress in their ratings. Ergo, the findings show that there is a significant improvement in terms of their text interpretation skills. Their initial rating was categorized to be at the developing level but after the intervention, it advanced to the adequate level.

The results were also compartmentalized according to literary elements, their scores in Tone and Style were initially under the inadequate level, now improved to the adequate level. Concerning the Word Choice, it went from being at the inadequate level but after the intervention, it leveled up to the developing level. Their skills under

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the Theme element were also enhanced from being at the developing level to adequate. Significantly, the way they responded to the Imagery element part improved from standing at the developing level to the skilled level. These entail that the way that they have identified the Tone, Word Choice, Imagery and Sensory Details, Style, and Theme of the flash fiction became more detailed and accurate.

Primarily, it was established above that Kahoot! improves vocabulary development (Ahmed et al., 2022); Mentimeter engages verbal and written responses (Wette, 2018); and Quizizz spurs participation (Degirmenci, 2021). However, apart from that, given the findings, the employment of the following games: Kahoot!, Quizizz, Who Wants to be a Millionaire, Family Feud, Guess the Song Challenge, Unlock to Answer, Gimme 5, Pass the Message, and Puzzle Game factored in their progress.

All the more, the results matched the findings of Rosicka and Hošková Mayerova (2014), Ghanizade et al. (2015), and Huang (2017), which posit that gamification develops the meaning-making, reading comprehension, and critical thinking skills of the learners which are the key ingredients of text interpretation.

Control Group's Text Interpretation Skills based on Post-test

Turning to the next pace, the traditional teaching method was employed in the control group. Following that was the post-test, to see if their text interpretation skills have improved. However, the data revealed that although some respondents had gained few points compared to their initial assessment; generally, the group's text overall rating is still at the developing level.

In a more precise assessment, only their interpretation skills in the Imagery element improved from being categorized under inadequate to developing level. However, the remaining elements such as the Tone, Word Choice, Style, and Theme remained at the inadequate level. What fundamentally contributed to this is the gap in terms of approach.

This was corroborated by Newman (2008) as cited in Navarrete (2019) who voiced out that the challenge of decoding a text is also linked to the lack of flexible instructions and pedagogies of teachers. It is worth noting that in the 21st century classroom setup, one method is not enough, teachers are expected to craft innovative activities and strategies that will be suitable to their purpose (Renau, 2016).

Difference between the Pre-Test and Post-Test Ratings of the Experimental Group and Control Groups

The data indicated that although both groups started on the same foot, the results varied mainly because of the different teaching methods employed. Initially, the text interpretation skills of the experimental and control groups are labeled as developing level.

However, after the two-week intervention, the experimental group's text interpretation skills moved a step higher which is adequate level. Meanwhile, the control group's text interpretation skills remained at the developing level.

Therefore, this suggests that the text interpretation skills of the experimental group after the implementation of gamification notably propelled forward, whereas the control group stuck around at their initial level.

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Effectiveness of Gamification in Enhancing the Text Interpretation Skills

Fundamentally, the fact that 80-90% of these individuals' time is spent in using technology (Idris et al., 2015), agrees with the findings that learners are cognizant in navigating these applications. That is why as expected, these digital games helped them to improve because of the balance between academics and entertainment (Featherstone et al., 2013).

As observed from the gap, conventional teaching was not found effective in teaching the learners how to analyze a text. Cheng and Su (2011) specified that teachers, if not willing to meet the demands of the 21st century learners, will fail to successfully get the attention of the learners and later on, deliver the instructions as well. Finally, it was firmly declared that a media-rich, fun-filled, and engaging approach defeats outdated teaching methods.

CONCLUSION

Casted on the discussions above, the following conclusions were derived:

- The overall pre-test text interpretation skills of the experimental group are at the developing level. In terms of the Tone, Word Choice, and Style elements, their skills are at the inadequate level; meanwhile, in the Imagery and Theme elements, they are at the developing level.
- The overall pre-test text interpretation skills of the control group are categorized under the developing level. In terms of the Tone, Word Choice, Imagery, Style, and Theme elements, their skills are at the inadequate level.
- The overall pre-test text interpretation skills of both the experimental and control groups are at par at the developing level.
- The overall post-test text interpretation skills of the experimental group are categorized under the adequate level. In terms of the Tone, Style, and Theme elements, they are at the adequate level, the Word Choice element at the developing level; and the Imagery element is at the skilled level.
- The overall post-test text interpretation skills of the control group are at the developing level. In terms of the Tone, Word Choice, Style, and Theme elements, they are at the inadequate level; meanwhile, in the Imagery element, they are at the adequate level.

There is a statistically significant difference in the pre-test and post-test ratings of the experimental group. The participants' scores improved wherein their text interpretation skills have upgraded from developing to adequate level. Their text interpretation skills in all elements also improved where their scores in the Tone and Style went from inadequate to adequate, Word Choice from inadequate to developing, Theme from developing to adequate; and Imagery from developing to skilled level.

There is a statistically significant difference in the pre-test and post-test ratings of the control group.

There is a statistically significant difference in the post-test ratings of the control and experimental groups. The text interpretation skills of those who were immersed in gamified activities have improved compared to those who experienced the traditional teaching method alone.

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The implementation of digital gamification is found to be effective in enhancing the text interpretation skills of the students.

RECOMMENDATIONS

On account of the involvement of two groups and a two-week intervention, noteworthy findings and conclusions have emerged. Therefore, the following recommendations are held out concerning the effectiveness of implementing gamified activities in enhancing the text interpretation skills of the learners:

The Department of Education may consider utilizing the findings of this study in releasing memorandums and holding annual In-Service Trainings that will encourage teachers to incorporate digital games which help retain textual information and literary elements.

The curriculum developers, school administrators, and teachers-in-charge (TICs) may impose the employment of digital gamification by ensuring that at least one part of the discussion incorporates technology. In this case, the digital literacy of the teachers is given priority during classroom observation every quarter.

School heads and educational administrators should allocate a budget that will supply wide-screen televisions and internet subscriptions which are essential for accessing gamified activities efficiently.

Teachers who are handling Reading and Writing, 21st Century Literature, Oral Communication, Creative Non-Fiction, and Creative Writing subjects must take the initiative to attend seminars and training that will equip them in preparing other forms, especially in dealing with 21st century learners.

English subject coordinators must facilitate horizontal articulation to ensure that language teachers are in the loop in terms of materials, pedagogical practices, teaching strategies, and current trends in education.

Students must explore these varied sites and materials where they can play and learn all at once This study involved one of the public schools in Pampanga exploring the flash fiction genre and limited applications only. Therefore, future researchers may dive into other genres like Digi-Fiction, Textula, Hyperpoetry, and rising applications; also, this may be set in a wider range involving a higher number of participants to garner significant results and guarantee its generality.

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