

# Impact of Pictures on Reading Comprehension of Grade III Pupils

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## Abstract

This study assessed the impact of pictures on reading comprehension of Grade III pupils in Gloria district. The researcher utilized quantitative research method, specifically quasi-experimental methods using pictures as media during instruction as the intervention to the study. Eighty-three (83) Grade 3 pupils were randomly selected by the researcher to be her participating pupils for this study. The researcher conducted reading sessions for three days for the pupils of the group without treatment and group with treatment to enhance their reading comprehension using reading passages from Phil-IRI Manual 2018. However, the reading sessions differ as the researcher taught reading comprehension to the group with treatment using pictures while reading passages with plain texts only were used for the group without treatment. The mean was computed to identify average scores in the pretests and posttests of the two groups. Moreover, an independent t-test was used to compare the pretest scores of the groups with and without treatment and the posttest scores of the groups with and without treatment. Likewise, paired t-test was used to determine whether the results were statistically significant or not. It was also utilized to determine if there is a significant difference between the pretest and posttest scores of the two groups. Results of the study showed that there was a significant difference between the pretest and posttest scores of the two groups. The posttest mean scores of the group with treatment were higher than the posttest mean scores group without treatment. The researcher recommended the teachers in the elementary level to adopt the reading enhancement strategies such as using pictures or incorporating interesting media into the teaching and learning process as the study suggests that improving students' reading skills, particularly in English can be achieved by it. Thus, using these reading enhancement strategies can enhance the reading performance level of elementary pupils.

**Keywords:** Master of Arts in Educational Management, Pictures, Polytechnic University of the Philippines, Reading Comprehension

## Introduction

One of the most important things a youngster needs to learn early on is how to read. It is the crucial stage where the foundation of learning must develop for academic and lifelong learning. "Reading may help kids think more fluently in English, increase their vocabulary, and enhance their writing abilities. It can also be a fantastic way for them to learn new concepts, information, and experiences" (Ismail et al., 2019). Grammatical skills must therefore be cultivated in order to raise the students' degree of comprehension in the early phases of learning.

In the global setting, according to the "United Nations International Children's Emergency Fund (UNICEF)" has said that "it is projected that just one-third of 10-year-olds worldwide can read and

comprehend a simple written story (Mather, 2024). The remaining two-thirds (64%), however, are unable to meet this baseline reading comprehension skill threshold. Vulnerable children are especially impacted by this learning crisis, which also contributes significantly to intergenerational poverty and inequality.” (World Bank, 2019). Thus, reading improvement strategies are being reexamined and reimagined to satisfy the demands of education in the digital age. For students of all backgrounds, this necessitates more contemporary reading enrichment programs.

In the meantime, here in the Philippines, our own nation, the Bureau of Learning Resources of “the Department of Education (DepEd) conducts a National Competition on Storybook Writing,” which started in 2017. A total of 136 storybooks containing original tales from field teachers were gathered. Stories from a variety of genres that are appropriate for K–3 key stages and aligned with K–12 competencies help students develop their empathy, self-image, social skills, speaking, listening, writing, comprehension, and imagination. The primary teachers have practiced this reading strategy in their face-to-face classes to enhance learners' word comprehension level at the primary level.

Likewise, according to Hardiyanti (2020), “pictures can be used in different activities to increase learning and practice,” they said, adding that “entertaining and engaging pictures can motivate students to respond in ways that more conventional teaching aids, like using a textbook or a sentence on the board, cannot.” Pictures introduce great variety into the classroom (Hardiyanti, 2020). In order to promote and enhance active learning, they might offer activities that encourage “appropriate movement involving students directly or as observers.” (Subekti, 2019).

Consequently, the researcher chose pictures to overcome learners' difficulty in reading comprehension because it could help the students get the text's central idea from the pictures. It was proved that pictures had an impact on children's inferential comprehension. Based on the information presented, this study demonstrated that images both supported and interfered with the ability to infer. Pictures can also solve the problem of students who cannot link their background knowledge to the text because pictures, as visual media, can help students recall their memories faster.

Therefore, the goal of evaluating how pictures affect students' reading comprehension in Gloria district, Division of Oriental Mindoro, is to develop creative reading improvement techniques that would benefit students, teachers, and school administrators.

## Methodology

The study employed a quantitative approach, specifically a quasi-experimental design. In the quasi-experimental method, the researcher conducted instruction using pictures as the study's intervention. This study used a reading comprehension test to measure learners' reading ability. The test was adopted from the 2018 Manual for the Philippine Informal Reading Inventory (Phil-IRI), manual used by the public elementary school for learners. On the first day of the week, reading comprehension pretests were given to the groups receiving treatment and those not receiving it, as the study's goal is to ascertain how pictures affect Gloria district students' reading comprehension. Then, the researcher instructed reading comprehension to the group without treatment for three days using 10 English passages without the use of pictures. On the other, she used pictures as media to teach reading comprehension to the group with treatment with the same passages for three days as well. Hence, the two groups were taught different reading comprehension instructions. After the three-day lessons, the two groups underwent the same posttests to assess the pictures' impact on pupils' reading comprehension.

A study was carried out at Gloria district, Division of Oriental Mindoro. The population is about 27 elementary schools in the district, with 742 learners. Since the study had a large population and the schools were geographically dispersed, the writer utilized the cluster sampling method to get how many people took part in the study. The total number of respondents was derived from the population using the random sampling method. The population of about 27 schools with 742 learners was divided into four clusters, considering the geographical location of the elementary schools. From the four clusters, the researcher randomly selected two elementary schools from cluster 1 to get the total number of respondents for the study.

The instruments utilized in the study were pretest and posttest, which were adopted from the 2018 Manual of Phil-IRI. The pretest used was composed of three reading passages titled: "A Rainy Day," "Ben's Store," and "Waiting for Her Sister." Each reading passage had five comprehension questions, each with fifteen questions for the whole test with table of specifications attached in the study.

For the intervention of the study, the researcher prepared a self-made reading matrix to conduct reading instructions for the two groups of learners. As stated in the reading matrix, each reading instruction lasted fifty minutes each for three consecutive days. Learners from Banus ES were taught 9:10-10:00 in the morning. Likewise, learners from Bulbugan ES were taught from 10:30-11:20 in the morning as well.

The pretest and posttest were administered using the same test by the researcher. A multiple-choice exam was used as the test tool. By vocally interpreting the number of correct answers in the reading comprehension profile, the students' reading comprehension level was ascertained. If students scored 12–15 on the reading comprehension scale, they were classified as independent; if they scored 9–11, they were classified as instructional; and if they scored 8 or lower, they were classified as frustrated. The 2018 Phil-IRI Manual served as the source for the reading comprehension profile as well.

Before giving the reading comprehension pretest to the students at Banus ES and Bulbugan ES in Gloria district, Division of Oriental Mindoro, the author got permission from the relevant School Division Superintendents (SDS) and school principals. On Monday, the first day of the week, the researcher gave the reading comprehension pretest to the selected respondents after obtaining approval to administer the pretest and posttest for the study. The researcher got the chance to instruct the two groups of student respondents in reading comprehension for three days in a row with permission from the principals of the two schools. The reading passages for students from the 2018 Philippine Informal Reading Inventory Manual titled "A Rainy Day" with a 39-word count, "Ben's Store" with a 57-word count, and "Waiting for Her Sister" with a 57-word count were used by the researcher on the first day of reading instruction. Similarly, the researcher further utilized the reading passages for Learners titled "Summer Fun" with 24-word count, "The Eggs on the Grass" with 24-word count, "Waiting for the Peddler" with 44-word count, and "The Caps and the Kittens" with 29-word count on the second day of reading instruction. Lastly, she used the reading passages titled "In the Park" with 51-word count, "A Happy Place" with 32-word count, and "On Market Day" with 57-word count. Each session lasted for about 50 minutes a day. The researcher utilized power point presentations for visual learners during instruction and reading materials to be brought home as a way of continuously learning how to read at home.

The group with treatment from the two schools was taught reading by the researcher using visual aids to improve reading comprehension for three consecutive days after the administration of the pretest and before the conduct of the posttest, while the group without treatment from the same schools was taught of the same reading passages for the same duration but without using pictures in the teaching reading

comprehension. Finally, on Friday, after the study participants received reading instruction for three days in a row, the researcher gave the posttests to the groups that received therapy and those that did not. The study's findings and conclusions were established by using the following statistical measures like mean and standard deviation, the independent t-Test and t-Test for dependent samples to ensure accurate and trustworthy tabulation, data presentation, analysis, and interpretation.

## Results and Discussion

### 1. Pretest Scores of Learners in the Reading Comprehension

**Table 1 Frequency and Percentage Distribution of the Pretest Scores of the Group Without Treatment in Reading Comprehension.**

Pretest Scores	Verbal Interpretation	Frequency	Percentage %
3	Frustration	2	4.9
4	Frustration	4	9.8
5	Frustration	4	9.8
6	Frustration	5	12.2
7	Frustration	11	26.8
8	Frustration	9	22.0
9	Instructional	2	4.9
10	Instructional	3	7.3
11	Instructional	1	2.4
<b>Total</b>		<b>41</b>	<b>100.0</b>
<b>Mean</b>		<b>6.83</b>	
<b>Standard deviation</b>		<b>1.92</b>	
<b>General Interpretation</b>	<b>Frustration</b>		

**Legend:** “12-15 Independent”, “9-11 Instructional”, “8 and below Frustration”

Results of the reading comprehension pretest for pupils in the non-treated group were shown in Table 1. The lowest score of the group was three, which was in the frustration level of reading comprehension, while their highest score was 11, which was in the instructional level. Further, 11 learners scored 7, the highest frequency among the scores in their pretest. Additionally, only one pupil got 11, the highest score on the test. Moreover, it could be seen that most of the pupil respondents were at a frustration level, implying that the learners from this group had difficulty comprehending the reading passages they read in their pretest. The data showed that 14.6% or 6 out of 41 learners in the group without treatment were at the instructional reading comprehension level. With a mean score of 6.83 and a standard deviation of 1.92, respondents from the group that did not receive treatment were generally in the frustration level of reading comprehension, indicating that these students found the reading passage unclear, challenging to comprehend, and unable to extract the intended meaning from the text.

In the study of Tarigan (2016), reading comprehension involves understanding literary norms, standards, and fictional patterns. It also involves reducing students' difficulties in reading different types of English textbooks. Most elementary classrooms nowadays lack reading and learning resources like books, which explains why many learners nowadays have reading comprehension difficulties and low reading performance levels.

Moreover, according to Yunus & Ubaidillah (2021), comprehension exercises involve reading a textbook, answering questions, identifying key concepts, synthesizing ideas, and summarizing what has been read. The reading passages adopted from the Phil-IRI Manual 2018 were incorporated with comprehension questions so that learners could check their own understanding after reading a passage. Finally, a study conducted by Ruddle (2018) stated that “reading is a dynamic activity in which authors and readers engage through written materials that can deepen the reader’s comprehension and support accurate writing interpretation.” The most important thing a reading instructor can do, according to Junaidi et al. (2023), is to get students excited about reading. The teacher’s main goal, especially at the primary level, should be to help students become better readers at every grade level they are.

**Table 2 Frequency and Percentage Distribution of the Pretest Scores of the Group with Treatment in Reading Comprehension.**

Pretest Scores	Verbal Interpretation	Frequency	Percentage %
3	Frustration	1	2.4
4	Frustration	5	11.9
5	Frustration	9	21.4
6	Frustration	5	11.9
7	Frustration	9	21.4
8	Frustration	6	14.3
9	Instructional	2	4.8
10	Instructional	1	2.4
11	Instructional	3	7.1
12	Independent	1	2.4
<b>Total</b>		<b>42</b>	<b>100.0</b>
<b>Mean</b>	<b>6.71</b>		
<b>Standard deviation</b>	<b>2.18</b>		
<b>General Interpretation</b>	<b>Frustration</b>		

**Legend:** “12-15 Independent”, “9-11 Instructional”, “8 and below Frustration”

As shown in Table 2, most of the pretest outcomes for the treatment group were in the reading comprehension frustration level. The group receiving treatment had the lowest reading comprehension score of three, which was in the frustration level, and the highest score of twelve, which was in the instruction level. Further, nine learners scored 7 and 5, which had the highest frequency among the scores in their pretest. Additionally, only one pupil got 12, the highest score on the test. Moreover, most pupil respondents were at the frustration level, implying that the learners from this group found the reading passages they read hard to comprehend. But according to the statistics, 7 out of 42 pupils, or 16.7% of the group that received treatment, demonstrated instructional-level reading comprehension. The mean score of 6.71, however, indicated that respondents from this category were generally still dissatisfied with their reading comprehension proficiency. Similarly, a standard deviation of 2.18 indicated that the majority of students’ results were within a reasonable range of the mean or average score of the treatment group.

As manifested in the study of McKee (2015), “the ability to read and understand a book, recognize information that is both explicit and implicit, and make connections between what the reader already

knows and what the author is saying is known as comprehension. For example, children are able to comprehend textual information, access text-related data, and recognize important data that was presented in the text”.

Strong vocabulary knowledge also makes it easier for children to comprehend what they are reading by facilitating their ability to swiftly assimilate terminology in written texts, which is an essential component of reading. Reading comprehension and vocabulary have a strong and obvious relationship (Trapman, 2016).

Furthermore, it might be difficult to choose which comprehension-related educational components to prioritize because a variety of linguistic abilities, cognitive functions, and information sources promote comprehending. To identify which elements are worth keeping an eye on, certain elements serve as "pressure points" that, if altered, would significantly affect students' comprehension skills. These components should serve as flexible learning objectives, be required for reading comprehension, and differ based on the individual (Perfetti & Adlof, 2016).

Lastly, "answering questions about a given text automatically evaluates whether readers have comprehended a text," according to Yuan et al. (2020). According to Gardner et al. (2019), "students enjoy answering questions when they can identify important information and check what they have learned from the readings." This encourages the reader to go back and read the book again in order to attain understanding. According to this study, readers must have a thorough comprehension of the reading text in order to respond to questions about it.

**2. Posttest Scores of Learners in Reading Comprehension**

**Table 3 Frequency and Percentage Distribution of the Posttest Scores of the Group Without Treatment in Reading Comprehension**

Posttest Scores	Verbal Interpretation	Frequency	Percentage %
6	Frustration	4	9.8
7	Frustration	5	12.2
8	Frustration	10	24.4
9	Instructional	13	31.7
10	Instructional	3	7.3
11	Instructional	2	4.9
12	Independent	4	9.8
<b>Total</b>		<b>41</b>	<b>100.0</b>
<b>Mean</b>	<b>8.68</b>		
<b>Standard deviation</b>	<b>1.65</b>		
<b>General Interpretation</b>	<b>Frustration</b>		

**Legend:** “12-15 Independent”, “9-11 Instructional”, “8 and below Frustration”

Table 3 presented the posttest results for the reading comprehension of the group without treatment, which revealed that more than half of the respondents were no longer in the frustration level of comprehension in reading. Twenty-two of the forty-one students were already at the instructional and independent reading comprehension level. There were 16 learners at the instructional level which



denoted that these learners were able to read a text with a moderate level of challenge, typically achieving around 90% accuracy, where they can understand most of the content while still needing some support from a teacher to fully grasp complex concepts. Moreover, four learners advanced to the independent reading comprehension level which suggested that they could understand and read a text with minimal to no assistance, meaning they could decode words easily, comprehend the main ideas, and answer questions about the text with a high degree of accuracy, typically with around 90-95% comprehension, without needing significant support from a teacher. Additionally, their lowest score was six, which was higher than 3, the group's lowest score in the pretest, while their highest score was 12, one point higher than the group's highest score in the pretest. It could be seen from the data that 13 learners scored nine, which was the highest frequency among their scores in the posttest. With a mean score of 8.68 and a standard deviation of 1.65, respondents were generally still in the frustration level for reading comprehension. This indicated that the majority of the posttest scores of the group that did not receive treatment were considerably less varied and were near the mean or average score of their group. The posttest results suggested that the group not receiving therapy had improved their scores from the pretest to the posttest. Thus, the reading instruction done by the researcher impacted the pupil's reading comprehension as manifested in the results of their posttest.

Based on the study of Smith (2017), “interpretation, or interpreting an event from its context or placing it in the context, is the same as comprehension.” When reading, the reader need not be concerned with individual letters or even words; what matters is that the reader grasps the text's main idea. However, the table showed that most of the respondents in the group without treatment were in frustration level of reading comprehension. Thus, pupil respondents were still struggling to understand the central message of the texts they were reading.

In addition, a study by Broek et al. (2016) on reading comprehension found that “to grasp the sentence's underlying meaning, one must visually analyze each word, locate and access its phonological, orthographic, and semantic representations, and then connect these representations.” Olango (2020). This suggests that a certain process is necessary for reading comprehension in order to accomplish the reading objectives. Hence, learners must be given ample opportunity to improve their reading comprehension with their teachers' and families' help and support at home.

Lastly, “since reading is regarded as a stage of written communication, successful comprehension of a text requires the reader to employ different cognitive strategies because comprehension of a text requires the reader to use background knowledge and information to predict what the text may be about,” according to Schultz (2015) and Muijselaar et al. (2017). All students are deemed proficient readers if they engage with the text using prior knowledge and life experiences, which enables them to incorporate new information, terminology, and linguistic nuances into their schemata.

**Table 4 Frequency and Percentage Distribution of the Posttest Scores of the Group With Treatment in Reading Comprehension**

Posttest Scores	Frequency	Percentage %	Verbal Interpretation
7	5	11.9	Frustration
8	2	4.8	Frustration
9	6	14.3	Instructional
10	3	7.1	Instructional
11	8	19.0	Instructional
12	7	16.7	Independent
13	3	7.1	Independent
14	3	7.1	Independent
15	5	11.9	Independent
<b>Total</b>	<b>42</b>	<b>100.0</b>	
<b>Mean</b>	<b>11.02</b>		
<b>Standard Deviation</b>	<b>2.47</b>		
<b>General interpretation</b>	<b>Instructional</b>		

*Legend: “12-15 Independent”, “9-11 Instructional”, “8 and below Frustration”*

Table 4 revealed the posttest results for the treatment group's reading comprehension. This group received treatment through teaching reading comprehension using pictures. The results demonstrated that the lowest score in the posttest was seven, which was higher than 3, which was the group's pretest lowest score. However, the highest score on the posttest was 15, higher than the 12, which was the group's pretest's highest score. Likewise, the data revealed that eight learners scored 11, which was the highest frequency among the scores in their posttest. The data further suggested that most respondents advanced to the instructional and independent reading comprehension level. Further, the data showed that there were only 7 out of 42 learners at the frustration level, 17 out of 42 learners at the instructional level, and 18 out of 42 learners at the independent reading comprehension level. With a mean score of 11.02 and a standard deviation of 2.47, respondents generally progressed to the instructional level of reading comprehension, indicating that readers could respond to comprehension questions regarding the text with a high degree of understanding. Most of the scores in the group were grouped around the mean or average score, according to these statistical results, indicating that the scores were not widely dispersed. The treated group's posttest scores significantly improved from the pretest to the posttest, according to the data. Consequently, the students' reading comprehension in the treatment group was significantly impacted by the researcher's picture-based reading instruction.

According to Feathers & Arya's (2017) study, third-grade students "used illustrations to support their oral reading" in a number of ways, including "for setting the context for reading a page, for confirming what they had read, whether it was a word or an entire page, and when they struggled with word identification." This study explains why most respondents had higher scores in their reading test with picture-supported texts because they relied on illustrations or pictures.

There is some debate on the advantages of using visuals when reading. It was argued that the use of graphics in early reading materials hindered children's ability to learn to read (Hanford, 2019).



Finally, Ambiyar (2016) stated that the learning process's effectiveness is significantly influenced by the method and learning media used, with the choice of method significantly affecting the choice of media, while other factors like the learning context and learner characteristics also play a role. Since these learners belong to the latest generation, wherein media plays a vital role, such as using gadgets in the learning process, teachers should integration of e-media into their reading strategies, especially at the primary level. Using pictures and other modern reading strategies will help these struggling learners to read and comprehend better and faster.

**Difference in Reading Comprehension Pretest Scores of the Two Groups**

**Table 5 t-Test for Independent Samples: Comparison of Pretest Scores Between the Groups With and Without Treatment**

Group	No. of Learners	Mean Score	Standard deviation	t	p-value	Interpretation
Without Treatment	41	6.83	1.92	.255	.800	Not Significant
With Treatment	42	6.71	2.18			

Table 5 exhibited that the difference in Reading comprehension pretest results for the groups with and without treatment was not significant. Similarly, the pretest mean score for the 41-student group that did not get treatment was 6.83, according to the data. Furthermore, the mean score of the 42-student treatment group was 6.71. The low mean scores of the two groups showed how challenging the reading passages on the pretest were to grasp. Additionally, both groups' mean scores on the reading comprehension frustration scale were identical. At this level, the learners could not get the message from the passage they read, and some texts were confusing, as evidenced by their low scores in the pretest. As a result, the statistical findings demonstrated that there was no discernible difference between the two groups' pretest scores.

Even though reading has been characterized this way, not every reading process will result in a thorough comprehension of the reader, the text, the reading act, and the context, and other comparable aspects, claims Bayat (2020).

Each of these factors affects how quickly the text's content is absorbed by the reader and represented in an intelligible way. According to many academics, the process of reading comprehension is intricate and calls on readers to employ a range of cognitive abilities, such as word reading, text organization, meaning making, and strategy application. (Habók & Magyar, 2018; Käsper, Uibu, & Mikk, 2018; Rastegar, Kermani, & Khabir, 2017).

Moreover, reading has been highly regarded in a number of countries. According to DepEd Memorandum No. 173, “the Philippine Department of Education has been promoting reading proficiency and reducing literacy gaps among students by empowering the schools through "Bawat Bata Bumabasa" (3Bs) Initiative” Regretfully, statistics provide unquestionable evidence of the country's existing literacy level. One third are "frustrated readers," and three-quarters of elementary school graduates who continue their studies in high school are classified as "instructional readers" (Luz, 2007). These levels of reading are not appropriate for the pupils' ages and grades and fall short of what is needed.

**Difference in Posttest Scores of Groups With and Without Treatment**

**Table 6 t-Test for Independent Samples: Comparison of Posttest Scores Between the Groups With and Without Treatment.**

Group	No. of Learners	Mean Score	Standard deviation	t	p-value	Interpretation
Without Treatment	41	8.68	1.65	-5.06	<.00001	Significant
With Treatment	42	11.02	2.47			

Table 6 shows the significant change in posttest reading comprehension scores between the groups receiving and not receiving therapy. Additionally, the table demonstrated that the 42-student group receiving therapy had a mean score of 11.02 on their posttests, higher than the 8.68-point mean score of the 41-student group receiving no treatment. While the mean score of the group not receiving therapy stayed at the frustration level, the mean score of the group receiving treatment increased to the instructional level of reading comprehension. The lower mean score of the posttest for the group that did not get treatment indicates that the group stayed in the frustration level of reading comprehension even after the researcher's reading instruction. Additionally, the higher mean score of the treatment group on the posttest suggested that the students had adequate comprehension and could read the material with a respectable degree of fluency. Accordingly, the statistical findings indicated that there were notable variations between the two groups' posttest outcomes. As a result, students' reading comprehension improved as a result of the researcher's picture-based reading instructions.

According to the study of Hamalik (2019), using engaging media can create new interests, encourage learning activities, and psychologically impact students. This method can greatly increase the efficacy and excitement of the teaching and learning process. Visual aids like images have also been demonstrated to help bridge the gap in providing pupils with educational knowledge. This study further explains why most learners performed well on the reading comprehension test without picture-supported texts.

Students' responses to the effects of visuals on reading comprehension can improve their comprehension of the text itself, as Gou et al. (2020) "demonstrated that well-designed graphics can facilitate learners' understanding of texts." Additionally, by exposing students to new words and expressions, a number of researchers have validated the importance of authentic materials in improving reading abilities.

Moreover, according to Ambiyar (2016), the learning process's effectiveness is significantly influenced by the method and learning media used, with the choice of method significantly affecting the choice of media, while other factors like the learning context and learner characteristics also play a role. Since these learners belong to the latest generation, wherein media plays a vital role, such as using gadgets in the learning process, teachers should integrate media into their reading strategies, especially at the primary level. If these struggling readers use visuals and other contemporary reading techniques, they will read and understand more quickly and effectively.

**Difference in Pretest and Posttest Scores of Groups With and Without Treatment**

**Table 7 t-Test for Dependent Samples: Comparison of Pretest and Posttest Scores of the Groups With and Without Treatment.**

Group	No. of Learners	Mean Score	T	p-value	Interpretation
Group without treatment					
pretest	41	6.83	14.414	<.001	Significant
posttest	41	8.68			
Group with treatment					
pretest	42	6.71	22.18	<.001	Significant
posttest	42	11.02			

It could be viewed in Table 7 the variation in reading comprehension scores between the groups receiving treatment and those not receiving it on both pretest and posttest. Pretest and posttest mean scores for the group without treatment differed significantly, according to the data. Furthermore, the mean pretest and posttest scores for the treatment group differed significantly. Overall, the researcher discovered that all students who participated in the study had significantly different mean scores on the pretest and posttest. Therefore, the researchers' method of teaching reading comprehension with visual aids had a beneficial effect on them. Lastly, it can be seen from the statistical analysis results those learners in Gloria District, Division of Oriental Mindoro, had their reading comprehension affected by pictures.

The study of Heinich (2017) stated that "learning media contains information and knowledge that can be used to carry out the learning process." A learning media, like a picture, contains information related to the material being taught and has been arranged in such a way as to facilitate the transfer of that information to students. Most of the learners in this generation enjoy reading when they can see pictures on it. They could easily comprehend the story's context or the passage they were reading. Hence, reading comprehension was enhanced using picture-supported texts on reading materials.

Similarly, the study's results of Dahle (2017) discovered that high school students who employed the visualization technique improved their reading comprehension, developed better critical thinking skills, and gained confidence when reading. Additionally, it was able to show that primary school students discovered a reason to read and performed better on reading comprehension exams when they employed the visualization technique using pictures.

However, further study stated that lack of knowledge with key terms and text structures is another issue that might hinder children with learning disabilities' reading comprehension. The way an author organizes text to communicate with a reader is known as text structure. Understanding text structure is essential for learning because it helps students make connections between textual information and distinguish important concepts from less important ones. By encouraging students to pose relevant questions about the book as they read, it also aids in their learning. "Unlike ordinarily growing children, students with learning disabilities do not progressively gain the skills required to distinguish between different texts through interactions. Consequently, children often need the assistance of educators to broaden their comprehension of the different text structures commonly used in written materials (Deluao et al., 2022).

Similarly, the high school students who employed the visualization technique improved their reading comprehension, developed better critical thinking skills, and gained confidence when reading. <sup>[14]</sup>

Additionally, it was able to show that primary school students discovered a reason to read and performed better on reading comprehension exams when they employed the visualization technique using pictures.

### Conclusion

Results of the study showed that there was a significant difference between the pretest and posttest scores of the two groups. The posttest mean scores of the group with treatment were higher than the posttest mean scores group without treatment. The researcher advised educators to use reading improvement programs or interventions that were not included in this study for all students, particularly those who struggled to understand a straightforward text or passage.

Similarly, the researcher recommends the teachers to facilitate continuous utilization of pictures with more complex narratives in longer duration as an intervention to reading enhancement and reassessment of the reading performance of every pupil after the execution of reading interventions. Finally, the researcher advises instructors to support reading enhancement programs that incorporate media, such as pictures, into reading instruction to further improve students' reading performance and comprehension, particularly at the elementary level. We hope you find the information in this template useful in the preparation of your submission.

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