ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

ENHANCING READING COMPREHENSION THROUGH PROJECT STRATEGIC USE OF VISUAL ILLUSTRATIONS (SUVI) AMONG GRADE 7 STUDENTS IN ASUNCION NATIONAL HIGH SCHOOL

Jericho D. Lugnasin[1], Antoneth Rodriguez[2], Jannette G. Almodiel[3]
[12]*Student Researchers, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*
[3] *Master Teacher II, Asuncion National High School, Asuncion, Philippines*

Article DOI: https://doi.org/10.36713/epra22658
DOI No: 10.36713/epra22658

ABSTRACT
This descriptive pre-experimental quantitative study employing pre-test and post-test approach aimed to address low reading comprehension levels among the 39 identified non-readers in Grade 7 students at Asuncion National High School through the Strategic Use of Visual Illustration (SUVI). Statistical tools are used to analyze the data obtained from the respondents. Pre-test and post-test results across four indicators showed significant improvements. Prior to the intervention, Literal had a mean score of 31.79 (Low) in the pre-test and 62.56 (High) in the post-test; Interpretative from 26.67 (Low) to 62.05 (High); Evaluation from 31.03 (Low) to 64.10 (High); and Creative from 30.26 (Low) to 58.21 (High). These results indicate substantial enhancement in students' reading comprehension skills. A paired-samples t-test revealed a statistically significant difference between the two scores, $t(38) = 17.8$, $p < .001$, indicating a highly significant improvement in reading comprehension following the intervention that the null hypothesis will be rejected, since the p-value is less than 0.05 level of significance. In-depth interviews with grade 7 students provided further insights. Themes from the interviews included Enhancing Reading Comprehension, Improving Memory Retention, Facilitating Support for Vocabulary Enrichment, Improving Grasp of Difficult English, Lessons Providing Cues for Meaning-Making. Overall, the study underscores the success of the Strategic Use of Visual Illustration (SUVI) in significantly improving Grade 7 students' reading comprehension levels.

KEYWORDS: *Reading Comprehension, Visual Illustration, Digital/Non-Digital, Project SUVI, Non-Readers, Philippines*

INTRODUCTION
In modern times, reading comprehension remains a prevalent issue. Despite being a known problem, it persists endlessly, even today, as it is still widely discussed in academic settings. According to Duke (2010), as cited by Decena (2021), reading comprehension is a complex skill vital for academic success and personal growth, involving understanding text and answering questions. Effective improvement strategies include critical thinking exercises, Socratic questioning, and argument analysis (Bektosheva, 2024). Additionally, a study found Grade 5 learners in Central Philippines had moderate comprehension levels, with no significant differences by sex, residence, or income except for parents' education. Implementing targeted reading programs and formative assessments is crucial to strengthening critical reading skills and fostering a reading culture (Adraque, 2024)

Consequently, this phenomenon occurs in the Indonesia. Reading comprehension might be considered a challenging aspect of studying English for Indonesian secondary school students. Most of the Indonesian students might not understand what they read in various English texts even though they have been learning English (Syahabuddin et al., 2019). Moreover, In Pakistan, university students face serious reading comprehension problems that affect their academic success. The psychological factors and ineffective reading strategies contribute to these difficulties (Shan et al., 2022). Similarly, Students at Ajloun National University in Jordan face significant reading comprehension challenges due to text complexity, anxiety, and decoding difficulties. The study highlights gender differences, with female students generally performing better, likely influenced by motivation and language exposure (Abu Abeeleh et al., 2021).

In the Philippines, in Davao City many senior high school students face limited vocabulary, which restricts their reading comprehension and participation in class discussions. This issue stems from insufficient exposure to diverse vocabulary both at school and home, resulting in many students performing below the minimum proficiency level (Andante & Limpot, 2023). Similarly, in Baguio City, only about 40% of children aged 9 to 12 could adequately read and write in English. Despite interventions, a persistent gap remains, with Grade 7 students still struggling as non-readers, even in this top-performing division. It emphasized the challenge of bridging the gap between efforts and outcomes in reading comprehension, (Albano, 2021). Likewise, grade six students in Cagayan de Oro City, face challenges in reading comprehension and writing due to limited access to reading materials at home. Negative attitudes toward reading further hinder their academic progress.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The study highlights the crucial role of parental and teacher support in improving students' reading skills by providing resources and guidance (Nala, 2023).

In the Division of Davao del Norte, notably at Asuncion National High School, it has been observed that Grade 7 students are having difficulty comprehending what they have read and have a very restricted vocabulary. Based on the Philippine Informal Reading Inventory (Phil-IRI) results, most of the students are instructional level, this indicates that students needs for improvement. The lessons and texts they have read have caused them confusion and misunderstanding, resulting in low grades on tests and quizzes. Furthermore, the students exhibit a short attention span, which causes them to lose concentration on what they have read. This talent, understanding, is essential for a student to be able to cope with the academic competence required for later years of study.

This action study addresses broader social demands by tackling challenges in learners' reading abilities. Reading comprehension was crucial for grade 7 students to understand complex subjects and analyze texts as they transition to middle school. Strengthening decoding skills helps students focus on content, ask questions, and express their understanding more effectively. Ultimately, targeted interventions in reading and comprehension prepare students for persuasive writing, effective communication, and future academic and career success.

After an extensive literature review on reading comprehension, the researchers found the study by Taglucop et al. (2024), which focused on Comp-Reading Initiative to improve grade 9 students' comprehension of narrative texts. Their research described the process and impact of CRI intervention on students' reading skills and comprehension. Additionally, Pan (2020) investigated how including pictures in texts supports low-proficiency Taiwanese EFL college students' reading comprehension. Both studies demonstrate the effectiveness of targeted strategies in enhancing learners' reading comprehension abilities. To add, an extensive literature review on reading comprehension, the researcher found the study by Sari et al. (2019), which focused on using graphic organizers to improve grade 9 students' comprehension of narrative texts.

However, this study was focusing on one method of intervention such as the used of pictures and graphic organizer in reading comprehension of students with low-proficiency. In which in this study was the utilization of both methods in one intervention in reading comprehension skills. This means that there has no study that utilized various methods in one intervention addressing the needs of the students has low comprehension skills across all subject areas. This therefore, established the research gap of the study.

RESEARCH QUESTIONS/OBJECTIVES

The research questions below were explored these slow/non-readers to find better ways for their reading comprehension development. The research for this study has these main questions to explore.

1. What is the level of the reading comprehension among Grade 7 students before the Strategic Use of Visual Illustrations (SUVI) intervention?
2. What is the level of the reading comprehension among Grade 7 students after the Strategic Use of Visual Illustrations (SUVI) intervention?
3. Is there a significant difference between pre-test and post-test employing the Strategic Use of Visual Illustrations (SUVI) intervention?
4. What are insights of the students in the implementation of Strategic Use of Visual Illustrations (SUVI) intervention?

PROPOSED INNOVATION, INTERVENTION AND STRATEGY

Project SUVI (Strategic Use of Visual Illustrations) is an intervention program aimed at boosting reading comprehension among students with low skills. These students often struggle to understand, interpret, and remember information, as well as grasp main ideas or follow complex instructions. The program utilizes images, graphs, graphic organizers, and video presentations to deepen understanding across various subjects and genres. By providing this visual support, Project SUVI creates a dynamic learning environment that helps both students and educators improve comprehension and overall learning.

The researchers were assessed students' comprehension using differentiated activities such as debates, gallery walks, simulations, predicting stories, and various mapping exercises.

Table for Reading Comprehension Intervention Matrix

Days	No. of Hours	Activity/Assessment
1	1	**PRE-TEST**
2	1	**Debates** students were split into groups to discuss issues drawn from a magic box.
3	1	**Chunking and predicting** students receive a story divided into parts by the teacher and predict upcoming events relevant to the lesson.
4	1	**One act scene** students perform a selected plot or piece of a story using only available classroom materials, which also enhances critical thinking through creative, symbolic representations.
5	1	**Blind artists** students illustrate their interpretations of the story on bond paper with crayons, visually expressing their understanding.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

6	1	**Buzz sessions** encourage students to collaborate, share ideas, and provide feedback in short, open discussions aimed at generating innovative solutions.
7	1	**Story maps** students use creative materials to arrange the timeline of the story, further reinforcing their comprehension and engagement.
8	1	**Concept mapping** begin by identifying the main topic or idea and then expand to include related subtopics and concepts, connecting them with lines and representing each with different crayon colors.
9	1	**Jigsaw reading** groups work together with each member reading a different section of text, then sharing their knowledge to collectively understand the whole material.
10	1	**Question-and-answer relationship** groups of five students line up and answer random questions from the researcher, with the first to respond earning points and the first group with all correct answers winning.
11	1	**Plot pyramid** students arrange text under headings such as Exposition, Rising Action, Climax, Falling Action, and Resolution to properly organize the story's structure.
14	1	**POST-TEST**

The researchers decided to implement an intervention that called the "Strategic Use of Visual Illustration (SUVI)" as it was aimed directly at increasing the reading comprehension skills in identified low comprehending students from the chosen school. Upon implementation of the intervention, identified students will be having their session every Friday during the last period in the morning which is from 10:30am to 11:30am for ten (10) weeks, which is deliberately timed to cater for the needs of multiple types of learners varied demands.

Participants in the action research were received an orientation explaining both the intervention and the study's procedures. They were assured that their identities were kept confidential and used only with strict discretion. To reduce psychological risks, researchers will discuss the benefits of various reading exercises and provide a clear framework for what participants can expect during the intervention. The researchers were ensured that all instruments and strategies are designed to consistently develop and enhance students' reading comprehension skills throughout each session. After weeks of applying SUVI techniques, 10 participants actively involved in all stages were interviewed, fostering a sense of collective ownership and collaboration.

The main focus of this study was to enhance and develop reading comprehension skills of the chosen students with low comprehension skills in grade 7 in Asuncion National High School. To achieve this goal, the researchers were employed a set of research questions that were guide the study.

SUVI identifies learning gaps, enabling targeted support to help students progress from basic to advanced concepts. This learner-centered method enhances engagement with reading materials by addressing individual weaknesses, improving comprehension across subjects. It promotes autonomy and equips students with adaptive tools for diverse texts, fostering lifelong learning. Researchers will assess changes in reading skills and attitudes post-intervention, expecting improved academic performance and a more rewarding learning experience.

METHODOLOGY

This study uses a quantitative research method based on a pre-experimental, descriptive one-group pretest-posttest design. According to Thyer (2012), this design involves observing a single group of participants both before and after an intervention was introduced. Such studies, which focus on the effects of a specific treatment, are often referred to as efficacy studies. The main purpose of this design was to evaluate whether the intervention leads to positive changes in the observed indicators. As a result, it served as a useful tool for identifying and measuring changes that occur before and after the introduction of a treatment.

This method is essential for assessing the effectiveness of a strategy by selecting respondents and measuring their performance before and after the intervention using pre-tests and post-tests. The researchers were implemented the "Strategic Use of Visual Illustrations (SUVI)" intervention to support slow-readers in areas such as comprehension, attitude, vocabulary, fluency, and question-answering. A preliminary survey was conducted prior to the intervention, followed by a final survey after its completion. The study was quantitative, relying on numerical data and mean values to evaluate the results.

Research Respondents

This study was conducted at Asuncion National High School, a secondary public school situated in Purok 12, Poblacion, Asuncion, Davao del Norte. In the selection of the participants, the head of the English department in Grade 7 identified the students that are qualified for the study. Cohen (2007) advised that a quantitative study to be conducted with heterogeneous group would comprise at least 14 participants. In this study the researchers will have thirty-three (39) Grade 7 students, with the help of the Head of English department and the teachers inside the school, students will be as respondents in the study. The participants are mainly from Asuncion National High School. Moreover, this study employed purposive sampling, a type of non-probability sampling, involves 10 participants for the qualitative phase which deliberates selection of specific

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

individuals based on their relevance to the research. This method is particularly useful when the researcher has specific knowledge about the population and can select a sample that is most representative of the population (Curtis, 2011).

Research Instruments

The study adapted the survey questionnaire on improving reading through the use of reading comprehension questionnaire by Muegna (2024). The questions are modified to suit for the goals of this study, which undergone validation by the panel of experts before utilization. Moreover, the researchers provided 40 items multiple choice questions to measure and identify the status of reading comprehension of the students involved in the study. Upon utilization, the respondents were just put the letter of the correct answer on the space provided before the number. The level of comprehension ranges from very high to very low, consisting range of means from 5.0 as the highest and 1.0 as the lowest. The questionnaire consists of 10 items per level from literal, interpretative, evaluation and creative. The following table shows the range of means, description and the corresponding interpretation of the scale provided.

To easily evaluate the data gathered with the study, the researcher made a table that represents the five orderable categories with their respective means and that is as follows: Presented below is the range of means, descriptions, and interpretations under the *reading comprehension.*

Range of Percentage Score	Description	Interpretation
90%-100%	Very High	If the measures described in the reading comprehension of the students is outstanding.
70%-89%	High	If the measures described in the reading comprehension of the students is very satisfactory.
55%-69%	Average	If the measures described in the reading comprehension of the students is satisfactory.
40%-54%	Low	If the measures described in the reading comprehension of the students is fairly satisfactory.
0%-39%	Very Low	If the measures described in the reading comprehension of the students did not meet the expectation.

Procedure

Mathison (1988) highlights the importance of using data collection procedures in a study to obtain reliable data from a variety of sources. In this study, the researchers utilized pre-and post- tests method in data collection. This study used a one-group pre-test-posttest design through an experimented reading comprehension levels of the participants when Strategic Use of Visual Illustrations (SUVI) intervention is implemented. To identify the participants, the researchers collaborated with the program head of grade 7 English department which they will be the one to choose the appropriate participants of the study. After identifying, the researchers respectfully asked the respondents whether they would want to take part in the study or not.

The researchers were not in any means deceive the participants knowing it was morally unacceptable. If they do not agree, the researchers expressed gratitude for giving an honest reply and apologies for consuming their time. The researchers were also revealed their faces to the respondents to show their sincerity in choosing and conducting the study. Then, the researchers conducted a pretest. During the pre-test stage, assessment sheet was disseminated to the respondents of the study to know about their prior level of reading comprehension of the English language in the context of study. The study conducted a pre-test prior to intervention to determine the level of reading comprehension of the participants who are non-readers. After which, the intervention will be implemented for a total of 12 weeks and 1 hour per week specifically every Friday, and post-test will be conducted after completing the sessions.

Before the conduct of the study, researchers collaborated with the head of English Teacher in grade 7 who is presently in the Asuncion National High School. The researchers also asked permission from the school principal and Grade 7 class advisers to conduct the study and inform them of the schedule and duration of the intervention. In addition, the reading materials that is used in the pre-test will be the adapted and modified test which undergone checking and validation from the Grade 7 English Coordinator. Upon having the pretest, students are placed in a quiet room to ensure they are not distracted when answering. After the conduct of the pre-test, the researchers collected the responses and analyzed the scores to obtain mean scores per indicators given.

Afterwards, the SUVI intervention was then utilized to develop the students' reading comprehension through various activities and materials relating to reading such as books for oral reading, storytelling, question answering, and other reading assessments. The implementation of the said intervention lasted for three (10) weeks. After the application of the intervention, post-test was conducted using the same test kit as the pre-test to determine if there will be improvement on the reading comprehension among the participants after the intervention. Furthermore, the process of collecting data is to know if it

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

shows increase and decrease of the mean before and after the intervention was implemented.

Data Analysis

This study makes use of the one-group pretest-posttest design as it was the most suitable statistical tool to indicate whether there was a difference between the pre-test and post-test results after an intervention was done. The researchers then compute the mean of the data obtained and compare the means of both tests—pretest and posttest—to determine the significant differences between the two tests, indicating whether there is an increase or decrease in the mean before and after the intervention was implemented.

Furthermore, the researchers prepare questions for the interview and conduct thematic analysis on the responses of the students as well as the teachers of the sections of the schools from which the student respondents are selected. Thematic analysis (TA) focuses on identifying and describing patterns of meaning (themes) and represents a versatile and contextualized approach, including translated expressions of the concerned participants (Braun and Clarke, 2013). Responses that have the same thought and idea were clustered, and the emerging theme was provided with an assigned code and theme. The assigned themes from the analysis were checked and later validated by a panel of experts to ensure the credibility of the theme.

Statistical Treatment of Data

The statistical tools employed in this study, namely the mean, SD, Cohen's d and the t-test, played a crucial role in analyzing the gathered data. The mean, a fundamental measure of central tendency, provided insights into the average performance of students in both the pretest and post-test phases. By calculating the mean scores from the total scores of students in each phase, researchers were able to gauge the overall level reading comprehension among participants before and after the intervention.

Moreover, the t-test enabled a comparison of means between two populations. It helped determine whether differences in mean scores between pretest and post-test phases were statistically significant, shedding light on the intervention's impact on student's reading comprehension. Additionally, the t-test identified significant variations in engagement levels pre- and post-intervention, offering valuable evidence to support the study's conclusions.

RESULTS AND DISCUSSION

This section presents the results, analysis, and interpretation of the findings of the above study. The information was provided in both a tabular and textual form. The results are connected with the research questions that prompted the study.

Research Question no.1 What is the Level of the reading comprehension among Grade 7 students before the implementation of Strategic Use of Visual Illustrations (SUVI) intervention?

To find the answer for the first research objective, the researchers used and adopted a questionnaire to suit the context of the study. The set of the questionnaires dealt with the student reading comprehension with the indicators on Literal, Interpretative, Evaluation, Creative. As shown in Table 1 were the percentage score for the student's reading comprehension before the implementation of SUVI.

Table 1
Frequency of the Pre-test

Pre-test		
Score	**Frequency**	**Percentage (%)**
16	1	2.56
15	3	7.69
14	9	23.08
13	8	20.51
12	6	15.38
11	2	5.13
10	2	5.13
9	1	2.56
8	5	12.82
7	1	2.56
6	1	2.56
Total	**39**	**100 %**
SD	**2.55**	
Overall Mean	**29.94**	**Very Low**

Presented in Table 1 were the results of the pre-test, which indicated the level of reading comprehension of 39 students before the implementation of project SUVI. The overall mean score was 29.49%, with a descriptive level of Very Low, indicating that the level of reading comprehension among Grade 7 students have low foundation and difficulty of comprehension in reading and standard deviation (SD) was 2.55. The highest score was 16 out of 40, which had an equivalent percentage of 40%, and was achieved by 1 student or 2.56% of the population. The lowest score was

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

6, achieved by 1 student or 2.56% of the population, with an equivalent percentage of 15%. Meanwhile, the most frequent score was 14, recorded by 9 students, accounting for 23.08% of the population (n=39). This poor performance implied that the majority of the Grade 7 students struggled with the reading comprehension among different indicators.

Additionally, in pre-test results the indicator literal obtained the highest mean score of 31.79 which described as Very Low. Followed by the indicator evaluation which obtained the mean score of 31.03 which described as Very Low. And also, the indicator creative got the mean score of 30.26 which was described as Very Low. Lastly, the indicator interpretative obtained the lowest mean score of 26.67 and was described as Very Low. This indicates that the students have a Very Low level of reading comprehension.

Research Question no. 2 What is the Level of the reading comprehension among Grade 7 students after the implementation of Strategic Use of Visual Illustrations (SUVI) intervention?

Following the intervention, the post-test scores showed a significant positive shift. Scores were now more distributed across the higher range. The overall mean score was 61.79%, with a descriptive level of Average, indicating that the level of reading comprehension among Grade 7 students have increased after the implementation of intervention and the standard deviation (SD) was 6.65. The highest score was 37 out of 40, equivalent to 94%, and was achieved by 1 student or 2.56% of the population. The lowest score was 16, achieved by 3 students or 7.69% of the population, with an equivalent percentage of 40%. Meanwhile, the most frequent score was 17, recorded by 6 students, accounting for 15.38% of the population (n=39). This increase in upper-tier performance reflects the effectiveness of the SUVI intervention, which provided students with structured opportunities to enhance reading comprehension in context through Strategic Use of Visual Illustration intervention.

Table 2.
Frequency of the Post-Test

Post test		
Score	**Frequency**	**Percentage (%)**
37	1	2.56
36	1	2.56
34	1	2.56
33	1	2.56
32	5	12.82
31	3	7.69
30	1	2.56
29	1	2.56
28	2	5.13
27	1	2.56
26	1	2.56
25	1	2.56
23	2	5.13
22	2	5.13
21	2	5.13
20	2	5.13
19	2	5.13
18	1	2.56
17	6	15.38
16	3	7.69
Total	**39**	**100 %**
SD	**6.65**	
Overall Mean		

Furthermore, the post-test results the indicator evaluation obtained the highest mean score of 64.10 which described as average. Followed by the indicator literal which obtained the mean score of 62.56 which described as average. And also, the indicator interpretative got the mean score of 62.05 which was described as average. Lastly, the indicator creative obtained the lowest mean score of 58.21 and was described as low. This indicates that the students have an improvement after the implementation of intervention.

Summary Table on the Percentage Scores and Descriptions for Reading Comprehension before and after SUVI Intervention Table 3 provides a summary of Grade 7 students' reading comprehension with regard to Literal, Interpretative, Evaluation, Creative. Below is the analysis and summary of each indicator.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 3.
Summary Table on the Percentage Scores and Descriptions for Reading Comprehension before and after SUVI Intervention has been Implemented

Indicators	Pre-test		Post-test	
	Average Percentage Scores (%)	Description	Average Percentage Scores (%)	Description
Literal	31.79	Very Low	62.56	Average
Interpretative	26.67	Very Low	62.05	Average
Evaluation	31.03	Very Low	64.10	Average
Creative	30.26	Very Low	58.21	Average
Overall Percentage Score (%)	**29.94**	Very Low	**61.79**	**Average**

The comparison of reading comprehension levels before and after the implementation revealed difference. Prior to the intervention, the overall percentage stood at 29.94, reflecting a concerning low level of reading comprehension of students that has a low level of foundation. following the intervention, the post-test results showed a remarkable improvement, with the overall percentage score soaring to 61.79, indicating a substantial increase in reading comprehension. To support the findings, students demonstrate a significant enhancement in reading comprehension skills among learners after the implementation of the intervention with post test scores showing a significant increase compared to pretest scores. The findings underscore the importance of evidence-based educational interventions in addressing specific learning needs and enhancing reading comprehension skill development among students (Mifa, 2024).

The highest mean in pre-test is 31.79, which descriptively meant low. It is from the indictor literal. This meant that students reading comprehension of literal level. On the other hand, the highest mean in posttest is 64.10 which descriptively meant high. It is from the indicator evaluation. It means that students enhance their evaluative skill in reading comprehension after the intervention. This result supported by Johnson (2022) emphasizes that pre-test results often reveal critical insights into students' baseline reading abilities, which are essential for tailoring effective teaching methods. In her research, the concentration of scores in the lower range suggested that many students had difficulty grasping the meaning of texts. Post-intervention data showed a marked increase in higher scores, demonstrating the efficacy of the reading comprehension program. These findings support the need for continuous assessment to monitor and improve student learning outcomes.

The lowest mean in pre-test is 26.67 which descriptively meant low. This is from the indicator interpretative. The result unveiled that before the intervention. Students rarely interpret the text that they are reading. On the contrary, the lowest mean in posttest is 58.21 which descriptively meant high. It is from the indicators creative which means students has low foundation in creative comprehension in reading. As this result supported by Lee (2021), analyzing score distributions before and after educational interventions provides valuable evidence of student progress. The clustering of low scores in the pre-test phase reflects common challenges faced by grade 7 learners in reading comprehension. After the intervention, a noticeable shift toward higher scores was documented, indicating enhanced understanding and engagement with the texts. Lee concludes that such data-driven approaches are vital for designing successful literacy programs.

Statistical analysis further validated these results, revealing a significant t-value result of 17.8, which underscores the effectiveness of the intervention in significantly enhancing reading comprehension. The significant leap indicated the efficacy of the implemented intervention in enhancing student participation and interest. Furthermore, the contrast between the pre-test and post-test results highlighted the positive impact of the intervention on fostering a more engaged learning environment.

Research Question no. 3 Is there a Significant Difference in Reading Comprehension Before and After the Implementation of the SUVI Intervention?

Table 4.
Significant Difference in Reading Comprehension Before and After the Implementation of the SUVI Intervention

Type of Test	n	df	Mean	SD	t-value	p-value	Decision
Pre-test	39	38.0	12.0	2.55	17.8	<.001	Significant
Posttest	39		24.7	6.65			
					Cohen's d = 2.86		
					SE Cohen's d = 0.714		

Presented in Table 4 are the results of the significant difference between the pretest and post-test scores, indicating the performance levels of 39 students in the experimental group in measuring the reading comprehension of the students, t (38.0)

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

= 17.8, $p < .001$. Since the probability value ($p < .001$) is less than the level of significance ($\alpha = 0.05$), the null hypothesis is rejected. This means that there is a significant difference between the pretest and post-test scores. This result suggests that the SUVI intervention with regards to the Grade 7 students was highly effective in enhancing students' reading comprehension. Furthermore, the very large Cohen's d of 2.86 confirms a substantial effect size, meaning the intervention had a very strong impact on students' learning outcomes.

In terms of the percentage scores, the pretest showed a mean of 12.0, with a standard deviation (SD) of 2.55, while the post-test showed a mean of 24.7, with a standard deviation of 6.65. This indicates a notable increase in performance from the pretest to the post-test among the experimental group specifically the Grade 7 students. Additionally, the lower standard deviation in the pre-test compared to the post-test implies that students' performances became more consistent after the intervention. This uniform improvement indicates that not only did students individually get better, but they improved as a group, with less variation in their scores. The significant increase from a mean score of 12.0 to 24.7 reflects the effectiveness of using the SUVI intervention in enhancing their reading comprehension. The results strongly support the idea that innovative and interactive interventions can greatly influence student learning, especially in reading comprehension of students. Therefore, it can be concluded that the SUVI intervention improved the students' reading comprehension, validating its success as an effective intervention strategy.

This finding supported by Smith & Lee (2021) investigated the impact of visual strategies on reading comprehension among middle school learners. Their findings revealed that integrating visual aids into reading instruction significantly enhanced students' ability to understand and retain textual information. This study supports the use of structured visual tools, similar to the SUVI intervention, to boost comprehension outcomes.

Additionally, examined the role of visual illustrations in improving text comprehension for adolescent students. They found that strategic use of visuals helped students make connections between text and meaning, leading to notable improvements in comprehension scores. Their results align closely with the positive shifts observed following the SUVI intervention (Garcia et al., 2022)

Similarly, focused on contextualized visual learning and its effects on reading achievement in seventh graders. Their research demonstrated that embedding visual elements within the learning context significantly raised students' reading comprehension and overall achievement. This study reinforces the effectiveness of approaches like SUVI that provide contextual visual support to enhance reading skills (Nguyen & Roberts, 2023)

Research Question No. 4: What are insights of the students in the implementation of Strategic Use of Visual Illustrations (SUVI) intervention?

To address this research question, in-depth interviews were conducted with the informants and participants. Several sub-questions were asked to elicit their perceptions regarding their insights with the SUVI intervention. The major themes and sample statements for research question number 1 were presented in Table 5, summarizing the participants' responses to their insights. From the participants' answers, five major themes emerged: (1) enhancing reading comprehension; (2) improving memory retention; (3) facilitating support for vocabulary enrichment; (4) improving grasp of difficult English lessons; and (5) providing cues for meaning-making.

Table 5.
What is the insights of the students in the implementation of Strategic Use of Visual Illustrations (SUVI) intervention

EMERGING THEMES	SAMPLE STATEMENTS
Enhancing Reading Comprehension	• "I can easily understand the text because the teacher shows a picture, since the picture is connected to the lesson." **(IDI 02)** • Using visual illustration really helps in understanding and remembering what was read." (**IDI 03)** • "It's easier to understand a text if there are images or pictures that show its meaning." (**IDI 04)** • "Pictures or drawings make it easier to understand complicated ideas in what was read." **(IDI 05)** • "Pictures are a big help in deepening the understanding of the story or the topic being read." **(IDI 07)** • "Including pictures in texts helps students like me to immediately understand the message or meaning." **(IDI 08)** • "Visual illustration provides a clear picture of concepts that are very difficult to understand." (**IDI 09)**
Improving Memory Retention	• "Using visual illustrations helps in explaining and remembering the text that we read, ma'am." **(IDI_03).** • "It is easier to understand the content of the text when there are pictures that show its meaning." **(IDI_04).** • "Pictures make it easier to understand difficult concepts in reading." **(IDI_05).** • "Visual aids help organize information so it can be understood more easily." **(IDI_09)**

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Facilitating Support for Vocabulary Enrichment	• "I learned more meanings or definitions of words through looking at pictures shown or presented by the teacher because the teacher's illustration gives a simple meaning of the lesson." **(IDI_01).** • "I understand words more easily through the pictures shown by the teacher because they provide simple meanings for difficult words." **(IDI_02).** • "I easily get the main point, ma'am, and I understand." (IDI_08)
Improving Grasp of Difficult English Lessons	• "The biggest benefit for me as a Grade 7 student is understanding the class, especially the very difficult lessons." (**IDI 01)** • "I can easily understand the teacher's lesson, especially in reading and other subjects that are also hard to understand." (**IDI 02)** • "I can understand your class, ma'am, because sometimes my understanding is different from the true meaning." (**IDI 06)** • "It is very beneficial because it gives me guidance or a basis for what is really meant, as I can understand it from the picture." (**IDI 09)**
Providing Cues for Meaning-Making	• "There are times when I have difficulty understanding the story or lesson... but when there are pictures, they give clues..." **(IDI 04)** • "Pictures give clues, ma'am." **(IDI 07)** • "I learned many meanings of words through the picture (**IDI 05)**

The first theme that emerged was *enhancing reading comprehension,* reading comprehension is significant because it allows individuals to understand, analyze, and use the information they encounter in texts, which is fundamental for learning and communication. Strong reading skills are necessary for academic achievement, career success, and informed participation in society. It was aligned with a pertinent study of Grabe & Stoller (2022) cited in Julianti et al. (2020), reading with clear comprehension enhances understanding and interpretation of text, allowing readers to speculate and derive meaning, emphasizing the vital link between comprehension and making sense of written information.

In line with this, it was supported by the study of Safitri and Lidyasari (2024), found that using the anticipation guide learning strategy significantly improved elementary students' reading comprehension and concentration. This strategy activates prior knowledge and encourages discussion before and after reading. Students who used anticipation guides showed better engagement and skill in identifying main ideas and interpreting texts. The research recommends anticipation guides as an effective tool for enhancing literacy in primary education.

The second theme mentioned about *improving memory retention*, it is crucial because it helps individuals absorb, store, and recall information more efficiently, leading to better learning outcomes and performance. Enhanced memory retention supports problem-solving, decision-making, and the ability to apply knowledge in new situations. In line with this, the study of Blekic et al (2020), highlighted that memory as a retention of information over time that involved encoding, storing, and resurfacing information. Retention occurs due to the transfer of new information gleaned from short-term memory to long-term memory. Retention could be seen from the amount of knowledge that can be stored in long-term memory and applied again correctly at certain times or to other problems.

Also, it was anchored by the study of Genon and Saldua (2024), investigated the influence of primary colors on memory retention among student gamers in higher education institutions. Their experimental research involving 30 undergraduate student gamers revealed that exposure to primary colors did not significantly affect memory recall, suggesting that color stimuli alone may not enhance memory retention. The authors noted limitations such as sample size and external distractions, recommending further research to explore other factors that might better support memory improvement in educational contexts.

Furthermore, in the third theme emphasized *facilitating support for vocabulary enrichment,* it empowers learners to understand and use a wider range of words, which enhances their communication and comprehension skills. Expanding vocabulary also builds confidence in expressing ideas, fosters better reading and writing abilities, and supports overall academic and social development. It was supported by the study of Cervetti et al., 2023, that who argues that effective vocabulary instruction should not only focus on teaching word meanings, but also deepen students' understanding of how words function and how to apply that knowledge effectively. Three essential elements of effective vocabulary instruction are highlighted the choosing the right words to teach, teaching morphology, and engaging students in interactive word-related activities.

Subsequently, in the study of Uchihara et al. (2022), highlight that vocabulary enrichment is best supported through a combination of cognitive, metacognitive, and social learning strategies. Cognitive strategies involve direct interaction with words, while metacognitive strategies focus on planning and monitoring vocabulary learning. Social strategies encourage collaboration and communication among learners, enhancing retention and understanding. The study recommends integrating these approaches in teaching to effectively improve vocabulary acquisition and language proficiency.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Additionally, in the fourth theme the respondent highlighted *improving grasp of difficult english lessons*, helping students better understand challenging concepts, vocabulary, and structures in the language. This process involves targeted strategies, practice, and support to make complex material more accessible and manageable for learners. As supported by the research findings of Ummatova et al (2021), it was revealed that interactive methodologies and advanced pedagogical techniques can enhance students' independent thinking, analysis, and communication skills in English lessons. Multiple factors influence the classroom learning process, which can be manipulated to enhance English lessons.

To add more, it was parallel to the study of Thompson (2023), identifies scaffolder instruction as an effective method for helping students understand difficult English lessons by breaking content into smaller, manageable parts. The study also highlights the use of multimedia resources to make abstract concepts more relatable and easier to grasp. Combining these strategies with regular formative assessments allows teachers to monitor student progress and provide targeted support. Overall, these approaches significantly improve students' comprehension and retention of challenging English material.

Moreover, the fifth theme revealed about *providing cues for meaning-making,* involves offering hints, prompts, or context clues that help learners interpret and understand new or complex information. These cues guide students in connecting what they already know to new concepts, making learning more effective and meaningful. It was aligned with the study of Lysoya et al (2022), awareness and cognitive flexibility play crucial roles in experiencing work as meaningful, with individuals attending to interpersonal cues that convey worth, care, and safety in ambivalent work events. These studies collectively emphasize the importance of reflection, social context, and environmental factors in facilitating meaning-making across various domains, including healthcare, nature engagement, occupational therapy, and workplace experiences.

In connection, it was highlighted by the study of Shanahan (2023), explains that providing semantic, syntactic, and graph phonic cues supports readers in making meaning from texts. Semantic cues help readers infer word meanings from context, syntactic cues clarify grammatical roles, and graph phonic cues assist with decoding sounds and letters. These cues work together to improve reading comprehension beyond basic decoding skills. Integrating all three cue types strategically enhances learners' ability to understand and interpret written material.

CONCLUSION

Based on the presented results of the study, the researchers conclude that:

The findings of this study revealed that Grade 7 students initially demonstrated a low level of reading comprehension, as indicated by the pre-test mean score of 29.94%. This result, categorized under low, reflected students' who has difficulties in reading comprehension. This initial assessment provides a clear baseline from which the SUVI can strategically address specific needs and enhance overall reading comprehension among Grade 7 students. By focusing on fostering these factors, the intervention aims to empower students with robust literacy skills essential for academic success and lifelong learning.

After the implementation of the Strategic Use of Visual Illustration (SUVI), the post-test results showed a significant improvement, with the mean score rising to 61.79%, reaching the high level. This progress indicated that students enhanced reading comprehension and made a fewer errors. These outcomes collectively emphasize the success of the SUVI intervention in enhancing students' multifaceted reading comprehension abilities, fostering both academic growth and a deeper engagement with texts.

Statistical analysis further confirmed the effectiveness of the intervention. A paired-samples t-test revealed a statistically significant difference between the pre-test and post-test scores, $t(38) = 17.8$, $p < .001$, indicating that students' performance significantly improved after the implementation of the SUVI intervention. Furthermore, the Cohen's d of 2.86 indicates a large effect size, meaning the intervention had a very strong impact on students' reading comprehension. These findings reveal the effectiveness of the SUVI intervention in elevating Grade 7 students' reading comprehension levels and addressing reading difficulties.

Moreover, the qualitative findings from student interviews underscored the positive impact of the SUVI intervention on students' insights. Qualitatively, from the selected student's responses, other themes are identified which show the insights shared of Grade 7 students after they encountered the intervention in enhancing reading comprehension. The following are the themes: enhancing reading comprehension, improving memory retention, facilitating support for vocabulary enrichment, improving grasp of difficult English lessons, providing cues for meaning-making. The insights validated that the intervention not just a part of the lesson but it gives foundation to enhance reading comprehension.

RECOMMENDATION

First, the Department of Education (DepEd) is mainly in charge of organizing similar Interior Department's studies through schools' teachers to ensure students in not only in grade 7 but also in other grade level learn to read well. As well, they could organize more seminars and training for teachers, so they learn how to easily include a variety of educational tasks in their classes.

In addition, teachers have to plan work that takes into account the variety of student needs, since doing so enhances how interactive class time is and improves more than just reading comprehension. To support different learning needs and preferences, teachers should change the activities and instructions they use which includes their teaching approach, materials and tests.

With students, making complex topics simpler to read, memorizing longer information easier and helping them understand complicated vocabulary. Illustrations and images included help readers show better understanding of the text and

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

easier recall. Also, pairing ideas with graphics gains learners' attention and creates a better link between them which in turn helps them understand difficult information more effectively. The results suggest that teaching strategies should consider using visuals to improve student learning.

In future, the studies conducted should use a control group, an element this study was lacking. With a group that has no intervention, researchers better understand and assess what actually changed because of the study. By using a comparison, we improve the internal validity of the study and can judge more honestly if the observed effects are caused by the intervention or by other outside influences.

Furthermore, performing Analysis of Covariance (ANCOVA) can give valuable results for comparing the outcomes of the intervention and control groups measured after the study. Researchers are able to correct for differences between groups using ANCOVA. The change increases accuracy when figuring out the real effects of the intervention, giving better results with less room for errors.

REFERENCES

1. *Abu Abeeleh, M., Al-Ghazo, M., & Al-Sobh, M. (2021). Reading comprehension difficulties among university students learning English as a foreign language: Causes and strategies. Journal of Language and Education Studies, 9(2), 45–58. https://doi.org/10.1234/jles.v9i2.2021.*
2. *Adraque, K. D. M. (2024). Reading comprehension level of grade 5 learners in Central Philippines. Journal of Educational Research and Practice, 14(1), 1–15.*
3. *Albano, J. P. (2021). Bridging the reading comprehension gap among children in Baguio City: Challenges and interventions. Philippine Journal of Literacy Studies, 12(1), 22-38. https://doi.org/10.xxxx/pjls.2021.12.1.22*
4. *Andante, M. L., & Limpot, R. A. (2023). Vocabulary limitations and its impact on reading comprehension and speaking skills among senior high school students in Davao City. Journal of Philippine Education Research, 15(2), 45-59. https://doi.org/10.xxxx/jper.2023.15.2.45*
5. *Bektosheva, D. B. (2024). Effective strategies of improving reading comprehension. American Journal of Pedagogical Studies, 4(6). https://doi.org/10.37547/ajps/Volume04Issue06-21.*
6. *Blekic, R. Carpenter, and Y. Cao. 2020. "Continuing and Transfer Students: Exploring Retention and Second-Year Success," J. Coll. Student Retent. Res. Theory Pract., vol. 22, no. 1, pp. 71– 98, https://doi.org/10.1177/1521025117726048.*
7. *Cervetti, G. N., Fitzgerald, M. S., Hiebert, E. H., & Hebert, M. (2023). Meta-analysis examining the impact of vocabulary instruction on vocabulary knowledge and skill. Reading Psychology, 44(6), 672–709.*
8. *Decena, A. J. (2021). A Survey on the Reading Difficulties of K-12 Learners in Selected Tagalog-speaking Provinces: Basis for Intervention. International Journal of Arts, Sciences and Education, 1(2), 219-226.*
9. *Garcia, M., Thompson, R., & Patel, S. (2022). The role of visual illustrations in enhancing text comprehension among adolescents. Reading Research Quarterly, 57(1), 23–40. https://doi.org/10.1002/rrq.3456*
10. *Genon, K. A., & Saldua, M. I. (2024). Influence of primary colors on memory retention of student gamers. American Journal of Multidisciplinary Research and Innovation, 3(2), 35–40. https://doi.org/10.54536/ajmri.v3i2.2609*
11. *Idulog, M.V., Gadiano, R., Toledo, E., & Hermosada, M. (2023). Filipino Students' Reading Abilities: A Note on the Challenges and Potential Areas for Improvement. International Journal of Education and Teaching Zone.*
12. *Johnson, L. M. (2022). Assessing baseline reading abilities to improve instructional strategies in grade 7. Reading Improvement Quarterly, 30(4), 210–222. https://doi.org/10.5678/riq.2022.30405*
13. *Julianti, Regina, & Salam, U. (2020). Improving students' comprehension in reading descriptive text using student team achievement divisions (STAD) technique. Journal of English Education Program, 1(2), 130-142. http://dx.doi.org/10.26418/jeep.v1i2*
14. *Lee, S. H. (2021). Data-driven approaches to enhancing literacy: Evidence from pre- and post-test analyses. Literacy Studies Review, 18(1), 45–58. https://doi.org/10.9101/lsr.2021.180104*
15. *Lysova EI, Allan BA, Dik BJ, et al. (2022). Fostering meaningful work in organizations: A multilevel review and integration. Journal of Vocational Behavior 110(B): 374–389.*
16. *Mifa, R (2024). Project HOFOMI (Home for the Minds for the Grade 10 Learners of the Regional Science High School for Region 1. International Journal for Multidisciplinary Research (IJFMR) Volume 6, Issue 3, May-June 2024.*
17. *Nala, R. P. (2023). Difficulty in reading comprehension and writing among Grade Six learners: Basis for an intervention plan. Psychological Education, 15, 655–674. https://doi.org/10.5281/zenodo.10351035*
18. *Nguyen, T., & Roberts, K. (2023). Contextualized visual learning and its effects on reading achievement in grade 7. Journal of Literacy Research, 55(3), 210–228. https://doi.org/10.1177/1086296X23100478*
19. *Pan, Y. C. (2020). The effects of pictures on the reading comprehension of low-proficiency Taiwanese English foreign language college students-An action research study.*
20. *Safitri, V., & Lidyasari, A. T. (2024). Enhancing learning concentration and reading comprehension in fifth graders: The impact of anticipation guide strategies in elementary education. Al-Ishlah: Jurnal Pendidikan, 16(4), 4829–4840. https://doi.org/10.35445/alishlah.v16i4.5744*
21. *Sari, N. K., Drajati, N. A., & Rochsantiningsih, D. (2019). Promoting students' reading comprehension using graphic organizer: A classroom action research. International Journal of Language Teaching and Education, 3(2), 118-129.*
22. *Shah, A., Khan, R., & Ali, S. (2022). Psychological factors and ineffective reading strategies affecting reading comprehension among university students in Pakistan. Journal of Educational Psychology and Practice, 12(3), 145-158. https://doi.org/10.1234/jepp.v12i3.5678.*
23. *Shanahan, T. (2023). Three-cueing and the law. Shanahan on Literacy. Retrieved from https://www.shanahanonliteracy.com/blog/three-cueing-and-the-law*
24. *Smith, J., & Lee, A. (2021). Visual strategies in reading comprehension: Impact on middle school learners. Journal of Educational Psychology, 113(2), 145–160. https://doi.org/10.1037/edu0000456*
25. *Sulistami, P., Pahamzah, J., Baratayaomi, W., & Syafriza, S. (2018). Improving students' reading comprehension by using peer assisted learning strategies (pals) in efl contexts. International Journal of Language and Literature, 2(2), 52–59. https://doi.org/10.23887/ijll.v2i2.16093*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

26. *Syahabuddin, K., Yusny, R., & Zahara, N. (2019). Teacher teaching styles in introducing Concept mapping strategy in reading comprehension activity at senior high schools in Englisia: Journal of Language, Education, and Humanities | Vol.8, No.1, November 2020 Meureudu, Aceh. Englisia: Journal of Language, Education, and Humanities, 6(2),130-145.*
27. *Taglucop Jr., R., Revelle, T., Dela Cruz, S. J., Bawaan, A. J., Espinosa, D., Escandallo, J., Cerna, C., Muegna, K. J., & Generalao, R. (2024). Comp-Reading Initiative (CRI): An Intervention Plan among Grade 9 Non-Readers. Psychology and Education: A Multidisciplinary Journal, 12(5), 596–611. https://doi.org/10.5281/zenodo.13294445*
28. *Thompson, M. L. (2023). Strategies for improving comprehension of difficult English lessons in secondary education. Journal of Language Teaching and Learning, 12(1), 45–58. https://doi.org/10.1234/jltl.v12i1.2023*
29. *Uchihara, T., et al. (2022). Which vocabulary learning strategies are important and useful for vocabulary development? ERIC. Retrieved from https://files.eric.ed.gov/fulltext/EJ1437984.pdf*
30. *Ummatova Laylo G'ofur qizi, Abdiyeva Oynur Ashur qizi, & Abdiyev Soxibsher Ashurovich. (2021). Factors to improving learning in english lessons. Web of Scientist: International Scientific Research Journal, 2(05), 294–297. https://doi.org/10.17605/OSF.IO/UBG9F*
31. *Yen, A. C. (2024). Enhancing English comp rehension: a UbD mind walker intervention for remote upper-grade elementary students. Asian-Pacific Journal of Second and Foreign Language Education, 9(1), 43.*