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SKETCH YOUR UNDERSTANDING: AN ACTION RESEARCH ON IMPROVING READING COMPREHENSION AMONG GRADE 7 STUDENTS THROUGH DRAWING-BASED INTERVENTION

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ABSTRACT

The purpose of this quantitative research approach utilizing a quasi-experimental one-group pretest-posttest design was to examined the effectiveness of Drawing-Based Intervention (DBI) on improving the reading comprehension skills of Grade 7- Rose students from Asuncion National High School. A 45-item reading comprehension test covering poetry, essays, and short stories was administered during the pre-test and post-test phases. Pre-intervention results revealed "Very Low" comprehension levels, with an overall average score of 30.63%. Following the implementation of DBI, the overall average increased significantly to 74.87%, with poetry comprehension reaching a "High" level (80.95%) and essay and short story comprehension both classified as "Average" (71.90% and 71.75%, respectively). Frequency analysis showed a shift from low pre-test scores clustered between 8 and 16, to higher post-test scores concentrated between 30 and 36. A paired sample t-test revealed a statistically significant difference, ($t(41) = 30.2$, $p < 0.001$). The result found out that there was a difference between the pre-test and post-test based on its overall mean. These findings suggest that DBI is an effective, engaging, and learner-centered instructional approach for improving reading comprehension among junior high school learners. To provide a comprehensive understanding of the students' experiences during and after the intervention, the researchers conducted interviews with selected individuals. From the responses gathered, four themes emerged regarding the lived experiences of students: Reading as a Fun and Interesting Activity, Reading as a Fun and Interesting Activity, Increased Motivation to Read, Increased Attention to Detail.

KEYWORDS: *Reading Comprehension, High School Students, Drawing-Based, Pre-Experimental, Action Research*

INTRODUCTION

In academic and social contexts, reading comprehension is crucial for students' academic growth and their ability to engage with content across subjects, fostering deeper understanding and critical thinking. However, students often struggle with comprehension due to factors like limited vocabulary, background knowledge, and exposure to effective reading strategies. Targeted interventions to enhance comprehension skills can significantly improve students' learning outcomes (Hammerberg, 2021).

Reading comprehension remains a global challenge that significantly affects students' academic achievement and cognitive development. In Albania, for example, low levels of comprehension are associated with poor academic performance and limited development of critical thinking and analytical skills. Many students in the country struggle to fully understand and engage with texts, which restricts their ability to interpret, evaluate, and apply information effectively. This problem is further intensified by limited access to high-quality reading materials and the absence of effective teaching strategies designed to support comprehension (Altin & Saracaloğlu, 2019). In Argentina, research has shown that vocabulary knowledge, the ability to read unfamiliar words, and verbal inhibition all play important roles in shaping students' reading comprehension skills (Abusamra et al., 2020). In Indonesia, similar challenges persist due to a weak reading culture, widespread misconceptions about reading abilities, and insufficiently effective methods of literacy instruction (Tahmidaten & Krismanto, 2020).

In the Philippines, poor reading comprehension among Filipino students has become a major educational concern. Many struggles with understanding basic texts in both Filipino and English, which affects their overall academic performance. Contributing factors include limited access to quality resources, overcrowded classrooms, and insufficient teacher training in literacy instruction. The COVID-19 pandemic worsened the issue, especially in rural areas, due to technology gaps and reduced student engagement (Helardez, 2021). Several localized studies highlight the problem's severity. At Aloran Trade High School, Grade 10 students showed low proficiency, particularly in inferential and evaluative reading skills (Cabural & Infantado, 2023). In Baguio City, a study among Grade 8 students revealed that context clue usage was the least mastered skill (Basali, 2024). Similarly, research at Nicolas L. Galvez Memorial National High School found that Grade 7 students with poor comprehension also had lower academic performance, underlining the essential role of reading skills in learning (Adora et al., 2024). These findings point to the urgent

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need for targeted programs that strengthen reading comprehension and bridge educational gaps across the country.

In the Division of Davao del Norte, specifically at Asuncion National High School, it has been observed that some Grade 7 students are facing challenges with reading comprehension. The materials they read often cause confusion and misunderstanding, leading to lower scores on exams and quizzes. Additionally, students demonstrate a short attention span, which affects their ability to stay focused on their reading. This lack of comprehension skills hinders their academic performance and limits their success in assessments. Developing strong comprehension skills is essential for students to build the academic competence needed as they advance in their studies.

This action research aims to address the pressing social needs related to the reading challenges students face. It is especially timely and necessary as it confronts the widespread issues of poor reading comprehension in various literary genres, including poetry, essays, and short stories. By focusing on these areas, the study highlights the importance of adapting to students' evolving language needs, particularly in reading comprehension. Through its findings, this action research seeks to provide meaningful insights into how we can effectively address these challenges using diverse strategies and evaluate whether the proposed interventions truly make a difference. Thus, this knowledge not only deepens our understanding of students' reading abilities but also guides us in offering tailored intervention that support their growth in reading comprehension.

Furthermore, through an in-depth review of literature on reading comprehension, the researchers have found the study of Deluao et al. (2022) entitled "Improving the Reading Comprehension of Grade 8 Learners using 4rs (Read, Retell, React, Reflect) Strategy". This intervention focuses to provide active engagement with texts and improve overall comprehension skills of the participants of the study. Similarly, the study of Velarde and Catoto (2022) entitled "Strengthening Reading Comprehension Skills Through Fluency-Oriented Reading Instruction (Fori)" their intervention involved an hour reading activity every day after their classes that lasted for two weeks.

In addition, the action research by Taglucop et al. (2024) titled "Comp-Reading Initiative (CRI): An Intervention Plan among Grade 9 Non-Readers" explored the use of a reading intervention that includes activities such as passage reading, volunteer reading, vocabulary enhancement, fluency practice, and comprehension exercises. While previous studies employed 4rs strategy, verbal, fluency, or reading activities to enhance engagement and comprehension, the present study introduces a novel approach through the implementation of the Drawing-Based Intervention (DBI). By encouraging students to draw concepts, characters, and events from the text, DBI helps them internalize information, decode abstract ideas, and visualize narrative structures.

However, within the scope and setting of this study, the researchers have not found any research using a mixed-methods research design, combining quantitative pre-experimental and qualitative descriptive approaches in addressing students' reading comprehension in different genres of literature such as poetry, essay, and short story, employing DBI (Drawing-Based Intervention). Specifically, no studies have focused on a one-group pretest-posttest design paired with interviews to address the needs of students with low reading comprehension. This gap highlights the unique contribution of this study and establishes its research significance.

RESEARCH QUESTIONS/OBJECTIVES

The objective of this research was to determine the effectiveness of the DBI (Drawing-Based Intervention) on improving student reading comprehension. The research questions/objectives that guided this study were as follows:

1. What is the level of reading comprehension among Grade 7 students before implementing the Drawing-Based Intervention (DBI)?
2. What is the level of reading comprehension among Grade 7 students after implementing the Drawing-Based Intervention (DBI)?
3. Is there a significant difference between the pre-test and post-test results after the implementation of the Drawing-Based Intervention (DBI)?
4. What are the insights of students on the impact of the Drawing-Based Intervention (DBI) in enhancing reading comprehension skills among Grade 7 students?

PROPOSED INNOVATION, INTERVENTION AND STRATEGY

Drawing-Based Intervention (DBI) was developed to support Grade 7 students in Section Rose who struggled with reading comprehension. The intervention utilized drawing as a visual strategy to help students engage with, interpret, and understand texts more effectively. It aimed to transform reading from a passive to an active, creative, and collaborative process by integrating drawing into daily reading tasks. Through visual representation, peer collaboration, and structured feedback, students were encouraged to think critically and deeply about the texts they read.

This innovation was implemented at a selected secondary school with Grade 7 Section Rose students during the school year. Following the intervention, Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs) were conducted to explore the following question:

1. What are the insights of students on the impact of the Drawing-Based Intervention (DBI) in enhancing reading comprehension skills among Grade 7 students?

DBI (Drawing-Based Intervention)

The Drawing-Based Intervention was conducted over ten consecutive school days, designed to reinforce and deepen understanding of previously discussed topics. Each session involved reading a text (essay, poem, or short story), interpreting it, and creating a drawing that visually represented the content or structure of the reading. After the drawing task, students presented their work and participated in peer evaluation using a standardized rubric that measured accuracy, clarity, creativity, and collaboration.

To promote engagement and exposure to diverse perspectives, students were grouped into nine teams of five, and group

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compositions were reshuffled every two days. This setup fostered collaboration, teamwork, and respectful critique.

Structure of the DBI Sessions

Each daily session followed a structured time allocation:

- 15 minutes – Drawing Task
- 27 minutes – Group Presentations
- 13 minutes – Peer Evaluation and Class Discussion

This format allowed students to apply their understanding through drawing while developing their critical thinking, speaking, and evaluative skills.

The following table presents the sequence of genres, focus areas, and activities for each day of the DBI implementation:

Day	Genre	Focus Topic	Main Activity
1	Expository Essay	Problem Identification	Read a text on environmental pollution and discussed problems and solutions
2	Poem	Emotional Appeal	Interpreted a poem about pollution's effects and persuasive tone
3	Reflective Poem	Pre-writing Process	Explored imagery and ideas behind brainstorming and internal thought
4	Poem	Drafting Stage	Examined how to form introductions and body paragraphs
5	Expository Essay	Revising Stage	Focused on refining content and organization through revision
6	Short Story	Editing Stage	Identified writing errors and explored the editing process
7	Expository Essay	Publishing Stage	Discussed final preparations before sharing written work
8	Short Story	Real-Life Application	Connected writing to community change via a formal business letter
9	Poem	Author's Purpose	Analyzed how poems can inform, persuade, or entertain
10	Expository Essay	Coherence and Cohesion in Business Letter	Focused on logical flow and transitions in formal communication

Through this intervention, students not only improved their reading comprehension but also gained confidence in expressing their ideas visually and verbally. The integration of drawing with reading made comprehension more engaging and helped students develop deeper connections with the texts. The reshuffled groupings and structured peer evaluations further supported collaborative learning and active participation.

METHODOLOGY

Research Design

This study employed a quantitative approach using a quasi-experimental one-group pretest-posttest design to evaluate the effectiveness of the Drawing-Based Intervention (DBI) in enhancing students' reading comprehension (Thyer, 2012).

In this study, students took a pretest to assess their initial comprehension of literary genres such as poetry, essays, and short stories. Following the DBI, a posttest was administered to measure improvement. The comparison of scores helped determine the impact of the intervention.

Furthermore, the study adopted a quasi-experimental design, which estimated the causal effect of the intervention without random assignment (Dinardo, 2008). Participants were selected based on pre-existing classroom conditions, allowing the intervention to occur naturally.

In the context of this research, qualitative methods were also employed to deepen understanding of students' experiences. Interviews and focus group discussions generated thematic insights (Caulfield, 2019). Purposive sampling (Creswell, 2018) was used to select participants with relevant characteristics, ensuring rich and meaningful data related to the DBI's impact on reading comprehension.

Research Respondents

This study was conducted at Asuncion National High School, located at Purok 12, Poblacion, Asuncion, Davao del Norte. The participants specifically included Grade 7 Rose students, with a total of forty-two (42) students taking part in the intervention before, during, and after implementation. Additionally, ten (10) participants were involved in in-depth interviews (IDI) and focus-group discussions (FGD), consisting of five (5) students for the in-depth interviews and five (5) students for the focus group, to provide further supporting data on the effectiveness of the Drawing-Based Intervention (DBI). Participants for the interviews were selected using purposive sampling, a method in which individuals were intentionally chosen based on specific characteristics and insights that aligned with the study's research questions, aims, and objectives (Campbell et al., 2020).

The Grade 7 Rose section was chosen as the participants for this intervention because, based on one researcher's observations during Field Study 1 and 2, this section had shown the most difficulty with reading comprehension. This struggle was evident in their grades, as Grade 7 Rose was the only section among the Grade 7 classes without students achieving honors in the first quarter. During an English class observation conducted by one of the researchers, it was noted that many students in this section had difficulty comprehending reading materials without the teacher translating them into a vernacular language. These were just some of the identified struggles of Grade 7 Rose in reading comprehension, highlighting the importance of conducting this action research.

Research Instrument

The study utilized a test questionnaire adapted from Manuel (2022) to assess students' reading comprehension skills during both the pre-test and post-test phases. The instrument consisted

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of a 45-item Reading Comprehension Test divided into three categories: 15 items for poetry comprehension, 15 items for essay comprehension, and 15 items for short story comprehension. The inclusion of these genres ensured a comprehensive assessment of students' reading abilities in diverse textual contexts.

Furthermore, before administering the adapted test questionnaire, the researchers submitted it for validation to a panel of experts in the field. This validation process involved a review to ensure that the questionnaire was relevant, clear, and suitable for assessing the targeted competencies. The panel's feedback helped refine the questionnaire for accuracy, reliability, and alignment with the study's goals. Once approved, the validated test questionnaire was used to gather data on various factors influencing reading comprehension among the participants, providing a strong foundation for evaluating the impact of the Drawing-Based Intervention (DBI).

To easily evaluate the data gathered from the study, the researchers created a table that represented the reading comprehension levels of Grade 7 students at Asuncion National High School. The following scale was used:

Range of Means	Descriptive Level	Interpretation
39-45	Very High	If the measures described in reading comprehension among students is outstanding.
34-38	High	If the measures described in reading comprehension among students very satisfactory.
28-33	Average	If the measures described in reading comprehension among students satisfactory.
20-27	Low	If the measures described in reading comprehension among students is fairly
0-19	Very Low	If the measures described in reading comprehension among students did not meet the expectation.

Procedure

The researchers systematically gathered, measured, and analyzed data using validated methods to ensure accuracy and reliability (Bhat, 2021). After the outline defense and revisions based on panel feedback, they proceeded with routing and secured permission from school principals. The class adviser of the selected Grade 7 section was informed about the intervention schedule. A 45-item adapted pretest from Manuel (2022) was administered to assess students' reading comprehension in poetry, essays, and short story. The Drawing-Based Intervention (DBI) was then implemented over a set period. Afterward, the same test was used as a posttest to measure changes in comprehension. Data from both tests were compiled for analysis. Additionally, in-depth interviews (IDI) with five (5) students and focus-group discussions (FGD) with another five (5) were conducted to gather qualitative insights. Thematic analysis of these responses revealed patterns related to the intervention's effectiveness. This phase aimed to determine whether there had been a significant improvement in reading comprehension among Grade 7 students before and after the intervention. Finally, the researchers analyzed and themed the qualitative data gathered from the interviews, identifying patterns and themes that emerged during the discussions.

Data Analysis

Statistical tools were employed to analyze the data and derive meaningful conclusions about the impact of the intervention. In this study, the mean was used to measure students' level of reading comprehension in the pre-test and post-test, providing a clear view of their performance before and after the implementation of the Drawing-Based Intervention (DBI). To determine whether the improvement in scores was statistically significant, a paired t-test was conducted. The results revealed a significant difference between pre-test and post-test scores, confirming the effectiveness of the intervention in enhancing students' reading comprehension skills.

For the qualitative analysis, the study explored participants' experiences and perspectives to gain deeper insights into the intervention. Data were collected through in-depth interviews (IDI) with five students and focus-group discussions (FGD) with another five students, then transcribed and thematically analyzed following Miles et al. (2020). This process revealed key themes that clarified factors affecting the intervention's effectiveness and highlighted implementation challenges. These insights enriched the quantitative findings from pretest-posttest scores, resulting in a comprehensive evaluation of the intervention.

RESULTS AND DISCUSSION

This section presents the results, analysis, and interpretation of the findings of the study. The data are presented in both tabular and textual forms. The findings relate to the research questions that guided the study.

Research Question No. 1: What is the level of reading comprehension among Grade 7 students before implementing the Drawing-Based Intervention (DBI)

In order to assess the initial reading comprehension levels of Grade 7 students prior to the implementation of the Drawing-Based Intervention (DBI), a pre-test was conducted focusing on three key literary forms: poetry, essay, and short story. These indicators were selected to evaluate students' ability to understand and interpret a range of texts with varying structures and themes. The data presented in Table 2 show the average percentage scores of Grade 7 Rose students across these reading categories.

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Table 2
Frequency of the Pre-Test Scores

Pre-Test		
Score	**Frequency**	**Percentage**
7	1	2.40%
8	4	9.50%
9	1	2.40%
10	2	4.80%
11	3	7.10%
12	3	7.10%
13	6	14.30%
14	4	9.50%
15	1	2.40%
16	9	21.40%
17	2	4.80%
18	1	2.40%
19	4	9.50%
21	1	2.40%

The pre-test results revealed that most students struggled with reading comprehension, particularly when it came to grasping figurative language, abstract concepts, and deeper literary meanings. The highest concentration of scores fell between 8 and 18, indicating a challenge in processing complex textual elements. A total of 9 students (21.4%) scored 16, making it the most frequently recorded score. Several others had scores of 15, 14, and 12, further demonstrating that a significant portion of the class clustered around the lower end of the scale.

Table 3. Summary on the Level of Reading Comprehension Among Grade 7 Students before Implementing the Drawing-Based Intervention (DBI)

Indicator	**Pre-Test**	
	Average Percentage Score	**Description**
Reading Comprehension of Poetry	33.33%	Very Low
Reading Comprehension of Essay	27.14%	Very Low
Reading Comprehension of Short Story	31.43%	Very Low
OVERALL	30.63%	Very Low
Standard Deviation (SD)	3.54	Moderate Variability

The data presented in Table 3 show the average percentage scores of Grade 7 Rose students in the pre-test across different reading indicators following the implementation of the Drawing-Based Intervention (DBI).

The pre-test results indicate that Grade 7 Rose students had very low reading comprehension levels across poetry, essay, and short story. Poetry had the highest score at 33.33%, reflecting poor engagement and understanding of poetic texts. Essay comprehension was lowest at 27.14%, showing difficulty in organizing ideas and grasping abstract concepts. Short story comprehension scored 31.43%, also within the *'Very Low'* range, highlighting challenges in understanding narratives and the need for more interactive, learner-centered strategies.

Importantly, the Standard Deviation (SD) is 3.54, indicates a moderate level of variability in students' reading comprehension scores. This suggests that while the majority of learners performed at relatively similar levels, there were still noticeable differences in individual performance. The moderate spread reflects the varying degrees of comprehension among students, highlighting the need for differentiated instructional strategies such as the Drawing-Based Intervention (DBI) to support diverse learning needs.

Moreover, this result suggested that the students did not merely struggle with understanding vocabulary; rather, they found it difficult to engage meaningfully with literary texts, often missing key themes and underlying messages. This observation is supported by Kim et al. (2020), who found that students with low comprehension skills tend to underperform in interpreting inferential and abstract information in texts.

This is further supported by the findings of Meyer and Ray (2021), who emphasized that integrating visual strategies, such as drawing, enhances learners' ability to construct mental representations, leading to better understanding and engagement with complex reading materials.

Similarly, according to Alvermann (2019), visual learning techniques can significantly improve students' comprehension by making abstract concepts more concrete and easier to grasp. These findings affirm the need for innovative, visual-based interventions like DBI to support struggling readers in literature-based contexts.

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Research Question No. 2: What is the level of reading comprehension among Grade 7 students after implementing the Drawing-Based Intervention (DBI)

A post-test was administered to evaluate the reading comprehension skills of Grade 7 students after the implementation of the Drawing-Based Intervention (DBI). The assessment focused on three literary genres: poetry, essay, and short story. The Table 4 below presents the students' average percentage scores in each category, offering insights into the effectiveness of the intervention and the extent of improvement in their reading comprehension performance

Table 4 Frequency of the Post-Test Scores

Post-Test		
Score	**Frequency**	**Percentage**
28	1	2.40%
29	3	7.10%
30	3	7.10%
31	8	19.00%
32	5	11.90%
33	1	2.40%
34	2	4.80%
35	4	9.50%
36	4	9.50%
37	4	9.50%
38	4	9.50%
39	3	7.10%

Post-test scores showed a significant improvement in students' reading comprehension, ranging from 28 to 39. The most frequent score was 31, achieved by 8 students (19.00%), indicating a notable overall gain. Additionally, 11.90% scored 32, while scores from 35 to 38 were each recorded by 4 students (9.50%). Three students (7.10%) achieved a near-perfect score of 39, demonstrating mastery-level comprehension not seen in the pre-test.

Table 5
Summary on the Level of Reading Comprehension Among Grade 7 Students after Implementing the Drawing-Based Intervention (DBI)

Indicator	Post Test	
	Average Percentage Score	**Description**
Reading Comprehension of Poetry	80.95%	High
Reading Comprehension of Essay	71.90%	Average
Reading Comprehension of Short Story	71.75%	Average
OVERALL	74.87%	Average
Standard Deviation (SD)	3.29	Moderate Variability

Post-test results showed notable improvement: poetry comprehension rose to 80.95% (High), indicating better interpretation of symbolism and emotion in poems. Essay comprehension increased to 71.90% (Average), reflecting improved understanding of abstract ideas and complex language. Short story comprehension reached 71.75% (Average), showing enhanced recognition of plot, characters, and moral lessons. Overall, the average jumped from 30.63% (Very Low) to 74.87% (Average), demonstrating the intervention's success.

Additionally, the overall standard deviation (SD) of 3.29 suggests a moderate level of variability in students' scores, indicating a consistent level of performance improvement among most students. This moderate spread implies that the majority of the class benefited from the intervention, and fewer outliers were present in the post-test scores.

This finding is supported by Al-Abdali and Al-Balushi (2021), who argue that drawing as an instructional tool fosters deeper cognitive engagement by helping students visualize abstract ideas. Their study highlights that visual representation aids in organizing thoughts and enhances higher-order thinking, which is essential for reading comprehension.

Similarly, Hussain (2023) found that visual strategies like drawing improve students' interpretative and analytical skills, especially in literature classes. His research showed that when students visually represent texts, they engage more deeply with themes and concepts, leading to better comprehension, retention, and understanding of abstract literary elements.
In addition, Ramos (2022) emphasized that integrating creative visual activities into reading instruction fosters critical thinking and metacognitive awareness, especially among students who struggle with traditional text-based learning. His study showed that drawing helps students process information more deeply by

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engaging in prediction, synthesis, and evaluation, making reading comprehension more accessible and meaningful.

Research Question No. 3: Is there a significant difference between the pre-test and posttest of Drawing-Based Intervention (DBI)

After implementing the Drawing-Based Intervention (DBI), it was important to determine whether it had a meaningful impact on students' reading comprehension. To find out, the pre-test and post-test scores of Grade 7 Rose students were compared. The Table 6 illustrates the significant difference in students' reading comprehension before and after the implementation of the Drawing-Based Intervention (DBI), $t(41) = 30.2$, $p < 0.001$, followed by the decision to reject the null hypothesis.

Table 6
Significant Difference Between Pre-Test and Post-Test Scores

Type of Test	N	df	Mean	SD	t-value	P-value	Decision $\alpha = 0.05$
Pre-Test	42	41	13.8	3.54	30.2	**< .001**	**Significant**
Post-Test	42		33.7	3.29			

Given that the p-value was below the conventional significance level of 0.05, the null hypothesis, which states that there would be no significant difference in students' reading comprehension before and after the intervention, was rejected. This strong statistical evidence confirms that the DBI had a substantial positive effect on the comprehension skills of seventh-grade students, validating its impact as an effective instructional strategy.

Research Question No. 4: What are the insights of students on the impact of the Drawing-Based Intervention (DBI) in enhancing reading comprehension skills among Grade 7 students

The major themes and sample for research question number four was presented in Table 7. Participants had their own unique and distinct responses to their own experiences. From the answers of the participants, four major themes emerged: (1) drawing helps with recall and comprehension; (2) reading as a fun and interesting activity; (3) increased motivation to read; and (4) increased attention to detail.

Table 7
Insights of Students on the Impact of the Drawing-Based Intervention (DBI) in Enhancing the Reading Comprehension Skills of Grade 7 students

Essential Themes	Supporting Statements
Drawing Helps with Recall and Comprehension	• *"…it is easier for me to understand what I read because I could actually visualize details in my mind…" – FGD-01* • *"…I remember it better because each drawing reminds me of what happened first, next, and last…" – FGD-03* • *"…drawing helps me organize the information in my mind and makes everything clearer…" – IDI-04* • *"…it's easier for me to share my understanding when I have drawings to look at…" – FGD-03*
Reading as a Fun and Interesting Activity	• *"…I became more interested in reading because I knew we would get to draw afterward. It made reading seem more fun and less stressful for me…" – FGD-04* • *"…I even bought materials and got myself a notebook for sketches. It's something I enjoy doing for fun…" – IDI-02* • *"…Knowing I could draw about what I read made the whole reading activity feel easier and more exciting…" – IDI-05*
Increased Motivation to Read	• *"…drawing activities made everyone more excited and serious about reading…" – FGD-02* • *"…after we started drawing, I felt more motivated to pay attention when reading…" – FGD-03* • *"…my classmate who didn't really participate before was the one who even took the initiative to explain during the drawing activity…"– FGD-05*
Increased Attention to Detail	• *"…it made me to think about what the main part of the story or poem really is…" – FGD-02* • *"…I really have to choose what's most important to draw, so I'm forced to think carefully about what I've read…"-IDI-01* • *"…making drawings helps me focus on the main idea of what I have read…" – IDI-02* • *"… I saw my friends becoming more careful and thoughtful about the details in what they have read. They made sure they understood everything…" – IDI-03*

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In the study, students expressed that drawing helped them better recall and comprehend what they read. They shared that creating illustrations based on the text allowed them to process the information more deeply. Drawing helped them focus on key details and understand the sequence of events or main ideas more clearly. This experience was consistent with findings that engaging in drawing activates visual and elaborative cognitive processes that improve memory and support long-term understanding (Zhou et al., 2023). Similarly, demonstrated that when elementary students create organizational sketches, they improve their ability to accurately assess their own understanding and perform better on comprehension tests compared to students who make representational sketches or do not draw at all. (Thiede et al., 2021).

Furthermore, students described reading as fun and interesting activity when paired with drawing. The activity allowed them to approach reading in a creative and meaningful way. They looked forward to expressing their understanding through art, which made reading feel less like a chore and more like a fun task. This connection between enjoyment and improved reading outcomes is reflected in studies showing that drawing tasks not only enhance comprehension but also increase students' interest in reading (Sukma et al., 2020). In addition, the drawing principle in multimedia learning suggests that creating drawings while reading encourages generative processing, leading to a deeper understanding of the material. This process helps students engage more actively with the text and makes reading a more enjoyable experience. By expressing their understanding through drawing, students perceive reading as a creative and fun activity rather than a tedious task, which boosts their motivation and positive attitude toward reading (Leutner & Schmeck, 2021).

In addition, some students noted that they became more motivated to read because of the drawing activities. They felt more involved in the learning process and more eager to complete reading tasks when they knew they could interpret the content visually. The use of drawing encouraged them to participate actively and stay engaged throughout. This supports research suggesting that drawing-based approaches help develop consistent and engaged reading habits in academic settings (Gabay, 2022). Moreover, drawing has also been shown to enhance students' motivation to read and engage with literacy. Erickson et al. (2020) found that incorporating drawing interviews provided valuable insights into young students' perceptions of reading interventions, emphasizing the role of autonomy in fostering motivation and engagement.

Lastly, students shared that drawing encouraged them to increase their attention to detail of the text. They needed to understand details more clearly in order to illustrate them accurately. This led to more focused reading and a deeper understanding of the content. Such observations are supported by evidence showing that drawing promotes elaborative thinking and deeper cognitive engagement with material (Fiorella & Kuhlmann, 2020). This is further emphasized by Riley (2023) that drawing cultivates an "intelligence of seeing," which enhances students' visual perception and improves their ability to communicate ideas effectively through images.

CONCLUSION

The need to constantly explore innovative and meaningful learning strategies becomes increasingly relevant in today's educational landscape, especially with junior high school students who face numerous distractions. Reading comprehension remains a pressing issue, with many students struggling to engage with texts and understand what they read. This action research, titled *"Sketch Your Understanding: An Action Research on Improving Reading Comprehension Among Grade 7 Students Through Drawing-Based Intervention"*, addressed this challenge by adopting a visual and interactive teaching approach through the Drawing-Based Intervention (DBI).

In response to the first and second research questions, the pre-test and post-test results showed a marked improvement in the reading comprehension levels of Grade 7 students following the implementation of DBI. To answer the third research question, statistical analysis using a paired sample t-test revealed a significant difference between the scores before and after the intervention, $t(41) = 30.2$, $p < 0.001$. Additionally, the Cohen's d value of 4.66 indicated a very large effect size, proving that DBI had not only a statistically significant but also an educationally meaningful impact on students' comprehension skills.

The fourth research question focused on students' insights regarding the intervention. The students' outputs and feedback reflected increased motivation, better focus, and improved understanding of the reading materials. They expressed that the use of drawing made the reading tasks more enjoyable and helped them retain information more effectively. Despite the challenges such as time constraints and diverse learner needs, the DBI sessions succeeded in making comprehension more engaging, accessible, and collaborative.

This research experience highlighted the value of empathy, flexibility, and creativity in the teaching profession. The implementation of DBI, supported by the guidance of mentors and cooperating teachers, allowed the researchers to witness meaningful transformation in students' learning. It reinforced the belief that adopting creative, research-based interventions like DBI can significantly enhance literacy skills and bridge learning gaps. As future educators, the researchers affirm that such strategies are not only effective but essential in nurturing meaningful, student-centered learning environments.

RECOMMENDATION

To further support and enhance the reading comprehension of junior high school students, it is recommended that the Drawing-Based Intervention (DBI) be adopted and integrated into the regular classroom instruction, especially in subjects that require higher-order reading and critical thinking skills. Teachers should be provided with training on how to effectively implement DBI, including how to guide students in visualizing and interpreting textual content through drawing and collaborative presentation. In addition, school administrators are encouraged to support research-based practices by allocating time, resources, and recognition to action research initiatives conducted by teachers. Regular evaluation and

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reflection should be carried out to measure the success of DBI and to make necessary improvements. Likewise, providing differentiated support for students with lower artistic confidence will ensure that all learners benefit from the intervention. By continuously refining and expanding the use of Drawing-Based Intervention (DBI), schools can create a more engaging and effective learning atmosphere, one that not only improves reading comprehension but also cultivates creativity, collaboration, and deeper understanding across the curriculum. Ultimately, such efforts contribute to the long-term academic success and personal growth of every learner.

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