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IMPROVING READING COMPREHENSION AMONG GRADE 8 STUDENTS THROUGH THE USE OF CONTEXT CLUES STRATEGY WITH THE R.E.A.D APPROACH (READ, ENGAGE, APPLY, DISCUSS)

Maicha Bea M. Aguelo, Jefferson L. Patayon
*[12]*Student Researchers, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*

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ABSTRACT
This study aimed to improve the reading comprehension skills of Grade 8 students through the use of the context clues strategy within the R.E.A.D. (Read, Engage, Apply, Discuss) approach. A quasi-experimental design was used, involving 33 students from Magatos Integrated School. Data were gathered through pre-tests, post-tests, and student interviews. Results showed that the students' mean score increased from 12.8 in the pre-test to 15.1 in the post-test, indicating a notable improvement. Statistical analysis using a paired t-test revealed a significant difference in the students' performance $t(49) = 24.0$, $p < .001$), with a large effect size (Cohen's $d = 3.39$), confirming the effectiveness of the intervention. Thematic analysis of student feedback also revealed five key insights: the importance of institutionalizing school-based reading intervention program, regulating differentiated instruction and feedback, reading engagement through student-centered activities, building vocabulary confidence through context clues, and increased motivation and positive attitude toward reading. These findings suggest that integrating context clues strategies with engaging activities can effectively enhance students' reading comprehension and motivation.

KEYWORDS: *Context Clues Strategy, Grade 8 Students, Reading Comprehension, R.E.A.D Approach, Student Engagement, Philippines*

INTRODUCTION
Reading comprehension is a crucial skill for students, and one effective technique to enhance this skill is the use of context clues. According to Roell (2020), context clues are hints or additional details provided by the author that assist readers in understanding the meaning of unfamiliar words or phrases. These clues may appear within the same sentence as the word or elsewhere in the text, so it's important to stay alert when encountering new terms. In support of this, Al Jumaily (2021) emphasized that understanding and effectively using context clues is vital for academic success, as they enhance vocabulary, boost reading comprehension, and improve writing skills. Therefore, using context clues as a strategy can significantly support students' reading development by helping them better comprehend texts and make sense of vocabulary within the context of the K–12 curriculum. Moreover, teachers should guide students in interpreting the meaning of difficult words to help refine and clarify their thinking (Kuter & Özer, 2020).

Globally, several countries face challenges in reading comprehension. In Indonesia, students struggle with unfamiliar vocabulary during exams, highlighting the need for strategies like context clues (Faizal & Ali, 2022). In Nigeria, poor comprehension due to instructional gaps and limited materials suggests the benefit of teaching context clues to aid understanding (Hussain, 2024). In Malaysia, reading issues linked to overcrowded classrooms and weak reading instruction point to the need for integrating context clue strategies into the curriculum (Suma, 2020). These cases emphasize the global relevance of using context clues to improve reading comprehension.

In the Philippines, particularly in Manila, a noticeable decline in reading habits has resulted in reduced ability to comprehend complex texts (Abequibel, 2021). Similarly, Caraig and Quimbo (2022) reported that senior high school students in a private school in Calamba, Laguna, struggled with reading comprehension in core science subjects. Only 7 percent demonstrated mastery, while 44 percent had poor comprehension and 49 percent were near mastery. In Life Science, 57 percent showed poor mastery, and in Earth Science and Disaster Risk Reduction, only 4 percent reached the mastery level. Furthermore, Misanes and Pascual (2023) found that 98.7 percent of Grade 8 students in Nueva Vizcaya were classified at the "Frustration" level, the lowest category of reading proficiency. These findings show the need for practical strategies like using context clues to help students better understand what they read.

In the Division of Davao del Norte, particularly at Magatos Integrated School, Grade 8 students struggle to use context clues to understand unfamiliar words, which hinders their reading comprehension. Despite the presence of clues in the text, many students find them difficult to interpret, leading to poor engagement and reduced academic performance. This issue highlights the need for strategies that strengthen their ability to derive meaning from context. Addressing this through action research is socially relevant, as it aims to improve literacy skills and provide teachers with effective tools to

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support students in developing better reading habits and comprehension.

Through an extensive review of literature on the use of context clues to improve reading comprehension, the researchers identified several relevant studies. Marcela et al. (2024), in their study titled *Improving the Students' Reading Comprehension Through Context Clues Strategy*, found that the effective use of context clues enhances students' learning and comprehension skills. Similarly, Del Valle (2025), in his study titled *Improving Reading Comprehension Using a Contextualized Metacognitive Strategy of 10th Grade Learners*, reported that students showed notable improvement in reading performance after the strategy was applied. These findings demonstrate that incorporating context clues into metacognitive strategies can significantly support the development of reading comprehension. Furthermore, Taglucop Jr. et al. (2024), in their study titled *Comp-Reading Initiative (CRI): An Intervention Plan among Grade 9 Non-Readers*, reported that their intervention significantly improved students' reading attitude, main idea identification, vocabulary, and fluency. Thus, these studies collectively demonstrate that structured, context-focused interventions can substantially improve reading comprehension in adolescent learners.

However, while previous studies demonstrate the effectiveness of individual strategies, there remains a gap in research on the combined use of these strategies to achieve more comprehensive improvements in reading comprehension. Most existing studies focus on single methods and do not explore the potential benefits of integrating multiple approaches. Furthermore, there is limited research on the practical application of combined strategies in classroom settings, especially among middle school students. This study aims to address this gap by investigating how a combination of targeted reading strategies, including context clues and related techniques, can improve reading comprehension among Grade 8 students at Magatos Integrated School.

RESEARCH QUESTIONS/OBJECTIVES

This action research aimed to improve the reading comprehension of Grade 8 students through the use of a context clues strategy within the R.E.A.D. (Read, Engage, Apply, Discuss) approach. To guide this investigation, the following research questions were formulated.

1. What is the level of the reading comprehension through the use of context clues among Grade 8 students before the R.E.A.D (Read, Engage, Apply, and Discuss) intervention has been implemented?
2. What is the level of the reading comprehension through the use of context clues among Grade 8 students after the R.E.A.D (Read, Engage, Apply, and Discuss) intervention has been implemented?
3. What is the significant difference between pre-test and post-test employing the Read, Engage, Apply, and Discuss (R.E.A.D) intervention?
4. What insights can students share to the school administrators, teachers, and stakeholders with regards to action/intervention taken?

PROPOSED INNOVATION/INTERVENTION AND STRATEGY

The aim of R.E.A.D. (Read, Engage, Apply, Discuss), which is the project in question, is to enhance reading skills of Grade 8 learners, specifically as regards understanding the meaning of words, by interpreting context. Comprehension will be improved since the students will use context clues to interpret the meaning of words in a given text. To make this process engaging and interactive, we have prepared twelve fun, hands-on activities that involved teamwork, collaboration, creativity, and critical thinking to ensure that the students are engaged and participative during the entire program.

The intervention will begin with the Read phase, where students will engage with a variety of texts (both fiction and non-fiction) tailored to their interests and reading levels. What makes this approach different is how the chosen texts are combined with fun, hands-on activities that guide students step by step in learning how to use context clues. In this phase, students will read individually or in pairs, focusing on identifying unfamiliar words and using context clues like definitions, examples, and antonyms to infer their meanings. To help track progress, students will participate in a Context Clue Challenge, where they will work in small groups to analyze passages and solve vocabulary puzzles. Additionally, students will take part in Sentence Search, an activity where they fill in missing words in sentences using context clues. This helps students develop confidence in recognizing clues in surrounding words or sentences. Another engaging activity is Silly Sentences, where students work in pairs to figure out the meanings of made-up words in humorous sentences, allowing them to practice using context and word structure to decode unfamiliar terms.

In the Engage phase, students will dive deeper into understanding vocabulary through more interactive activities. Instead of traditional discussions, they will play a Vocabulary Relay, where they take turns reading passages and explaining how they used context clues to figure out the meanings of difficult words. They will also create Context Clue Collages, visually representing the meanings of challenging words through images, symbols, and quotes from the text. This creative activity reinforces the connection between vocabulary words and their context. Additionally, students will participate in Strategy Swap, an activity where they explore different methods for understanding unfamiliar words, such as breaking down word parts or consulting dictionaries, giving them a flexible approach to vocabulary learning.

In the Apply phase, students will write their own short stories or passages, incorporating new vocabulary they have learned using context clues. These passages will then be exchanged with classmates, who will use context clues to infer the meanings of unfamiliar words. This peer exchange promotes active learning and reflection. Students will also engage in Context Clue Storyboards, illustrating key scenes from the text and showing how the vocabulary words are understood through context. This interactive approach strengthens both comprehension and vocabulary retention. Additionally, students will work together in Partner Practice, reading passages in pairs or small groups, identifying challenging

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words, and collaborating on how to use context clues to determine their meanings.

The final phase, Discuss, will involve students rotating through Word Exploration Stations, each focused on a different context clue strategy like synonyms, antonyms, or definitions. At each station, students will solve vocabulary challenges and discuss the strategies they used to understand the word meanings. The fun continues with a Word Guessing Game, where students give and guess clues based on context to identify unknown words. Students will also enjoy Context Clue Bingo, a competitive activity where they mark off words from the text and explain how they used context clues to figure them out. To wrap up the intervention, Context Clue Hot Seat will give each student a chance to sit in the "hot seat" and explain how they used context clues to determine the meaning of a word, while the class asks questions to help clarify the process.

To conclude the intervention, the students will be given a post-assessment to compare improvements in reading comprehension. Students will also reflect on how they can use the various strategies that worked best for them when reading and how their overall reading skills have improved during the intervention. Teachers throughout the intervention will give constructive feedback to ensure that every single student feels supported. Students who have finished the program will be better at decoding unfamiliar words by using contextual clues but will also be more confident about reading overall. The R.E.A.D. approach helps the student decipher new vocabulary, improves their understanding, and makes reading enjoyable for an extended period.

Week	Phase	Activity Title	Brief Description	Expected Outcome
Week 1	Read	Context Clue Challenge	Students analyze short passages and solve vocabulary puzzles using context clues.	Build basic skill in identifying context clues and inferring word meaning.
Week 1	Read	Sentence Search	Fill-in-the-blank activity using context to choose appropriate vocabulary.	Recognize how surrounding words provide meaning.
Week 2	Read	Silly Sentences	Students decode made-up words in humorous sentences.	Practice inference skills and creative vocabulary thinking.
Week 2	Engage	Vocabulary Relay	Students take turns explaining how they inferred word meanings from texts.	Reinforce verbal processing and peer explanation of context clue strategies.
Week 3	Engage	Context Clue Collages	Visual activity where students represent vocabulary through pictures and text.	Strengthen memory retention through multimodal learning.
Week 3	Engage	Strategy Swap	Learners compare different strategies for figuring out unknown words.	Explore multiple context-based strategies and reflect on their effectiveness.
Week 4	Apply	Create-a-Story (Short Story Writing)	Students write stories using new vocabulary; peers infer meanings using context.	Apply learned strategies in meaningful writing and peer review.
Week 4	Apply	Context Clue Storyboards	Students draw scenes and explain how word meanings were inferred.	Visualize text comprehension and demonstrate vocabulary understanding.
Week 5	Apply	Partner Practice	Small-group reading to identify unknown words and decode meaning collaboratively.	Foster teamwork and collaborative strategy use.
Week 5	Discuss	Word Exploration Stations	Rotating stations focused on different clue types (e.g., synonyms, antonyms, etc.).	Deepen understanding of types of context clues in an interactive format.
Week 6	Discuss	Word Guessing Game	Students provide and guess vocabulary clues.	Reinforce knowledge through gamified retrieval practice.
Week 6	Discuss	Context Clue Hot Seat & Bingo	Students explain reasoning for inferred meanings while classmates engage competitively.	Develop metacognitive awareness and confidence in applying strategies.

METHODOLOGY

Research Design

This study used quantitative method to gather data by administering tests and distributing questionnaires. Quantitative research involves investigations where data can be represented as numbers, in contrast to qualitative research, which involves data expressed as words (Williams et al., 2022). A quantitative approach was particularly appropriate for this study, as it allowed the researchers to measure changes in reading comprehension in an objective and systematic way. Through pre-tests and post-tests, the effectiveness of the R.E.A.D. approach (Read, Engage, Apply, Discuss) could be assessed by comparing student performance before and after the intervention. This provided clear numerical evidence of the strategy's impact.

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The research also utilized a quasi-experimental design, a method commonly used in language education to explore cause-and-effect relationships among factors related to language learning and teaching. The design seeks to identify causal links or relationships between variables, typically distinguishing between dependent and independent variables (Rogers & Révész, 2019). In this study, the quasi-experimental design was chosen to examine the effect of the R.E.A.D. approach on students' reading comprehension. Since random assignment was not feasible, this design allowed the researchers to assess the intervention's impact in a real classroom setting. By analyzing pre- and post-test results, the study aimed to determine whether the R.E.A.D. strategy produced measurable improvements, offering substantive contributions into its effectiveness in authentic learning environments.

Research Respondents

Purposive sampling, sometimes referred to as judgmental sampling, is a non-probability technique in which participants are intentionally chosen because they meet specific criteria important to the research. Rather than selecting randomly, researchers identify individuals, cases, or situations that are most likely to contribute meaningful insights. This method depends on the researcher's discretion to determine which sources will best support the study's aims (Nikolopoulou, 2022).

In the context of this study, the selected participants were Grade 8 Onyx students at Magatos Integrated School in Asuncion, Davao del Norte. A total of thirty-three (33) students participated in the experimental intervention, which took place before, during, and after the study. These students were chosen based on observations that showed many of them faced reading comprehension problems, especially in identifying context clues and reading words. This was critical to the experimental design because it allowed the study to examine how much the R.E.A.D. approach benefited specific reading skills of students who needed support in this area.

The students were intervened on through the use of pre-tests, application of the R.E.A.D. approach, and post-tests to determine improvements in reading comprehension. The participants in this study were the experimental group, and the findings were compared before and after the intervention to measure the effectiveness of the approach. As a result, the researchers chose this particular group to ensure the intervention targeted students who required the most support in reading.

Research Instruments

The study employed a survey questionnaire developed by the researcher, focusing on the process of enhancing comprehension through context clues. This questionnaire was intended to measure the students' level of reading comprehension using context clues, as well as their ability to recognize synonyms and antonyms, make inferences, and understand definitions in context. Moreover, the survey questionnaire was validated by the research panel to enhance its validity and reliability before being used in the study.

In addition, the researchers also used multiple-choice type survey questionnaires to assess the level of the target students' reading comprehension through context clues. During administration, students simply encircled the letter of their chosen answers for each item. The data obtained were analyzed based on the given range of means, along with corresponding descriptions and interpretations of the scale.

Range of Means	Description	Interpretation
17 – 20	Very High	This means that the level of reading comprehension through the use of context clues of Grade 8 students at Magatos Integrated School is outstanding.
13 – 16	High	This means that the level of reading comprehension through the use of context clues of Grade 8 students at Magatos Integrated School is very satisfactory.
9 – 12	Moderate	This means that the level of reading comprehension through the use of context clues of Grade 8 students Magatos Integrated School is satisfactory.
5 – 8	Low	This means that the level of reading comprehension through the use of context clues of Grade 8 students at Magatos Integrated School is fairly satisfactory.
0 – 4	Very Low	This means that the level of reading comprehension through the use of context clues of Grade 8 students at Magatos Integrated School is satisfactory did not meet the expectations.

Procedure

As discussed by Taherdoost (2021), data collection involves collecting and analyzing data, usually from several different sources. For this research, the researchers employed a one-group pre-test–post-test design to evaluate the potential of the R.E.A.D. intervention in enhancing students' reading comprehension, particularly their utilization of context clues.

The participants in this study were thirty-three (33) Grade 8 Onyx students from Magatos Integrated School in Asuncion,

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Davao del Norte. These students were selected based on observed difficulties in reading comprehension, particularly in identifying context clues and recognizing unfamiliar words. Before the study began, the researchers obtained formal consent from the school principal and the class adviser. Ethical standards were strictly observed throughout the process. Students were fully informed about the purpose and procedures of the study and were assured that participation was entirely voluntary. Those who chose not to take part were respected, and their decision was sincerely appreciated.

To establish the students' initial reading levels, the researchers administered a pre-test that focused on their ability to apply context clues to understand unfamiliar words. This served as a baseline for comparison with the results after the intervention.

Following the pre-test, R.E.A.D. intervention was then implemented for 6 weeks. Students attended one-hour sessions once a week on Fridays for 6 hours. The sessions entailed different activities to enable students to practice applying context clues, such as definitions, examples, and antonyms to comprehend what they read.

After the 6-week intervention, a post-test was administered to quantify any reading comprehension gain. The researchers contrasted the pre- and post-test to determine how much improvement had been achieved.

To better understand how students experienced the intervention, the researchers also conducted interviews with ten of the participants. The students were asked to share their thoughts on the R.E.A.D. approach, how it affected their reading skills, and how the program could be improved. Their responses provided deeper insight into the effectiveness of the intervention and offered helpful suggestions for future applications in the classroom.

Data Analysis

This study used both quantitative and qualitative data analysis methods to evaluate the effectiveness of the R.E.A.D. intervention.

For the quantitative analysis, the researchers first computed the mean scores of the pre-test and post-test to represent the central tendency of the students' reading comprehension performance. This step allowed the researchers to identify any noticeable change in the level of comprehension before and after the intervention. Alongside the mean, the standard deviation (SD) was calculated to determine the dispersion or variability of the scores from the average. These statistical measures provided a general understanding of the performance distribution across the sample.

To determine whether the difference in scores was statistically significant, a paired sample t-test was conducted. This test was appropriate for comparing the means of two related groups specifically, the pre-test and post-test results of the same students so as to assess whether the changes in scores could be attributed to the intervention rather than occurring by chance. The outcome of this test served as the basis for either accepting or rejecting the null hypothesis.

Additionally, to measure the magnitude or strength of the intervention's impact, the researchers computed the effect size using Cohen's d. This statistic helps to determine how substantial the difference was, providing a clearer picture of the intervention's effectiveness beyond statistical significance alone.

For the qualitative analysis, interviews were conducted with ten students to gain deeper insights into their experiences with the intervention. The interviews were audio-recorded, transcribed verbatim, and translated into English when necessary. The researchers then used thematic analysis to identify recurring patterns and themes in the students' responses. This involved systematically coding the data, grouping similar responses, and generating themes that reflected students' perspectives on the R.E.A.D. strategy. To enhance reliability and ensure accurate interpretation, the emerging themes were reviewed and validated by an expert data analyst.

RESULTS AND DISCUSSION

This chapter presents the findings gathered from the study. It includes data on students' level of reading comprehension through the use of context clues as measured in the pre-test, their performance in the post-test, and the statistical significance of the differences between the pre-test and post-test scores.

Research Question No.1: What is the level of the reading comprehension through the use of context clues among Grade 8 students before the R.E.A.D (Read, Engage, Apply, and Discuss) intervention has been implemented?

Shown in Table 1 is the result of the pre-test before the R.E.A.D intervention, the overall mean score was 12.8, indicating a moderate level of reading comprehension among Grade 8 Onyx students before the R.E.A.D intervention. The highest score achieved was 25, while the lowest score was 3. The most frequent scores were 7, obtained by 7 students (21.21%). The pre-test had a mean score of 12.8, with a median of 10.0, a standard deviation (SD) of 6.43, and a standard error (SE) of 1.12. This suggests that before the R.E.A.D. (Read, Engage, Apply, and Discuss) Intervention, many students had difficulty utilizing context clues to support their comprehension.

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Table 1

Level of Reading Comprehension through the use of Context Clues among Grade 8 Students before the R.E.A.D Intervention

Pre-Test		
Score	Frequency	Percentage
3	1	3.03%
4	1	3.03%
7	5	15.15%
8	7	21.21%
9	2	6.06%
10	1	3.03%
11	1	3.03%
12	1	3.03%
15	2	6.06%
17	1	3.03%
18	2	6.06%
19	3	9.09%
20	1	3.03%
21	1	3.03%
22	1	3.03%
23	1	3.03%
24	1	3.03%
25	1	3.03%
Total	33	100%
Mean Percentage		**12.8**
Standard Deviation		**6.43**
Description		**Moderate**

This result is supported by the study of Stevani et al. (2022), which evaluated English as a Foreign Language (EFL) students' proficiency in reading comprehension using contextual clues. The study found that students with lower vocabulary and grammar skills struggled to infer word meanings from context, reinforcing the idea that reading ability is strongly correlated with the ability to use contextual clues effectively.

Similarly, the study of Jomocan and Legaspi (2020) which examined the level of context clues knowledge and reading comprehension skills among Grade 10 students in the Philippines found that many learners struggle to meet the standards in English communication and language. The findings highlighted that many students had difficulty meeting reading comprehension standards, emphasizing the need for interventions to improve their ability to use context clues.

Moreover, Hasanah et al. (2024) found that Indonesion EFL Pre-University students has low levels of reading comprehension. They find it difficult to infer meaning and understand unfamiliar words. The study indicates that it can be improved through contextual guessing strategies, which train students to use contextual clues like roots, prefixes, and suffixes, significantly enhancing their ability to infer meanings of unfamiliar words.

Research Question No.2: What is the level of the reading comprehension through the use of context clues among Grade 8 students after the R.E.A.D (Read, Engage, Apply, and Discuss) intervention has been implemented?

Shown in the Table 2 is the result of the post-test after the R.E.A.D intervention. The scores showed a noticeable improvement in performance. The highest score achieved was 29, while the lowest post-test scores observed was 4, attained by 3 students (9.09%). The most frequent score was 15 which was obtained by 5(15.15%) students. the post-test showed an increased mean of 15.1, with a median of 15.0, an SD of 6.93, and an SE of 1.21. This strongly suggested that students developed a better grasp of using context clues after participating in the R.E.A.D. intervention.

Table 2

Level of Reading Comprehension through the use of Context Clues among Grade 8 Students after the R.E.A.D Intervention

Post Test		
Score	**Frequency**	**Percentage**
4	3	9.09%
6	1	3.03%
7	2	6.06%
8	1	3.03%
9	1	3.03%
10	1	3.03%

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11	1	3.03%
12	1	3.03%
13	2	6.06%
14	2	6.06%
15	5	15.15%
16	1	3.03%
17	1	3.03%
19	1	3.03%
20	2	6.06%
21	2	6.06%
22	1	3.03%
23	1	3.03%
24	1	3.03%
27	2	6.06%
29	1	3.03%
Total	33	100%
Mean Percentage		**15.1**
Standard Deviation		**6.93**
Description		**High**

This increase in performance illustrates the effectiveness of the R.E.A.D. (Read, Engage, Apply, and Discuss) intervention in enhancing students' reading comprehension through the use of context clues. The intervention likely provided engaging and interactive learning opportunities that accommodated various learning styles, increased motivation, and promoted better retention of strategies for identifying word meanings in different contexts. This is supported by the study conducted by Mauliza et al. (2019), which found that reading skills can be improved through the use of context clues strategies. Their research highlighted that guiding students to identify clues such as definitions, synonyms, antonyms, examples, or inferences within the text helps them effectively guess the meaning of unfamiliar words. In conclusion, their findings affirm that the context clues strategy is indeed helpful in enabling students to infer word meanings from context.

In addition, the findings are also supported by the study of Hong and Lanh (2023), which found that using context clues is important in improving reading comprehension skills. The study highlighted that implementing strategies like context clues, students develop critical thinking skills necessary for understanding complex texts, which is essential for their future academic and professional endeavors. The results of the study clearly suggest a positive impact of the context clues strategy on improving reading comprehension, showcasing its potential as an effective instructional method in educational settings.

Lastly, Ilahi and Hidayat (2023) found that using the context-clues-based strategy led to an improvement. The research demonstrated that implementing a context-clues-based strategy such as synonyms, antonyms, inference, and example significantly enhances students' reading comprehension skills. The results indicated a clear improvement in the students' abilities to understand texts after being taught. The findings suggest that educators can benefit from incorporating context-clues-based strategies into their reading instruction.

Research Question No.3: What is the significant difference between pre-test and post-test employing the Read, Engage, Apply, and Discuss (R.E.A.D) intervention?

Table 3 shows the results of the significant difference between the pre-test and post-test scores, indicating the performance levels of 33 students in the experimental group, $t(49) = 24.0$, $p < .001$. Since the probability value ($p < .001$) is less than the level of significance ($\alpha = 0.05$), the null hypothesis is rejected, meaning there is a significant difference between the pre-test and post-test scores. Additionally, the effect size (Cohen's d) of 3.39 suggests a very large impact of the R.E.A.D. (Read, Engage, Apply, and Discuss) Intervention on student learning. These findings demonstrate that the intervention was highly effective in enhancing students' ability to use context clues in reading comprehension.

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Table 3
Significant Difference of Reading Comprehension through the use of Context Clues among Grade 8 Students before and after the R.E.A.D (Read, Engage, Apply, and Discuss) Intervention has been Implemented

		Statistic	df	p	Mean difference	SE difference		Effect Size	Decision
Pre-Test Post Test	Student's t	24.0	49.0	<.001	16.4	0.685	Cohen's d	3.39	Significant

Based on the results, there was a significant improvement in students' reading comprehension through the use of context clues, with a 16.4 increase from pretest to post-test scores, indicating the effectiveness of the R.E.A.D intervention in enhancing the reading comprehension skills of the Grade 8 - Onyx students. This is supported by the study of Pratiwi and Sari (2020), in their study about using guessing meaning from context, spelled out that there was a significant difference in students' reading comprehension after being taught using the guessing meaning from context strategy.

In addition, the study of Oktaviana (2020) found that students at SMP Taman Siswa faced difficulties in reading comprehension. However, the implementation of the contextual clues strategy significantly improved their reading comprehension achievement, as evidenced by the increase in post-test scores compared to pre-test scores.

Lastly, Del Valle (2025) found that students initially struggled with reading comprehension, particularly in using context clues. However, after implementing contextualized metacognitive reading strategies, their performance significantly improved, indicating the effectiveness of these strategies in enhancing comprehension skills.

Research Question: What insights can students share to the school administrators, teachers, and stakeholders with regards to action/intervention taken?

To address the research question, in-depth interviews were conducted with the student participants. Several follow-up questions were asked to gather meaningful insights about the READ intervention. Responses were carefully reviewed and analyzed, and the key themes along with representative statements were presented in Table 4 to summarize the participants' perspectives. Based on the analysis, five main themes emerged: (1) institutionalizing school-based reading intervention program, (2) regulating differentiated instruction and feedback, (3) reading engagement through

Table 4
Themes and Supporting Statements on the Insights that the Students Share to the School Administrators, Teachers, and Stakeholders With Regards to Action/Intervention Taken.

Emerging Themes	Supporting Statements
Institutionalizing School-based Reading Intervention Program	• "For me, what I can share is that I hope this kind of intervention continues in school. Uhm... it would probably be better if the school had an actual project or program for this because it really helps improve our reading comprehension. It seems better if it becomes a regular part of our learning." (IDI_01) • "There is a need to support programs that develop or improve reading through the methods we have done, like those activities, and there should also be enough resources for the teachers so that our learning becomes more effective, just like the way Sir Jeff and Ma'am Bea teach." (IDI_07) • "It is really important that school administrators implement reading programs, like those using context clues. There should be training for teachers to apply it better in class, and regular monitoring of students' progress would help. It would also be better if everyone works together—teachers, parents, and the school to support the children's learning." (IDI_08)
	• "For me, the school should provide activities or resources like these so that our learning and comprehension skills can be further improved, because it's really difficult when you can't understand English." (IDI_03) • "My suggestion to the school is that there should be regular follow-ups or feedback sessions for students so they can see what they still need to do to improve their

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Regulating Differentiated Instruction and Feedback	comprehension skills. This can also provide an opportunity for teachers to help students individually." (IDI_04) • "I recommend that teachers provide personalized learning approaches because we have different learning styles. Maybe they can use strategies that are more suited to the needs of the students, especially those who are struggling readers." (IDI_10)
Reading Engagement through Student-Centered Activities	• "Maybe it would be better if the school organizes learning sessions that give us a voice in what we should learn. If we see that we are given the chance to contribute, we will be more motivated to study." (IDI_01) • "For me, it is really important that we are taught using methods like context clues so we can better understand the texts we are reading... and, uh, my suggestion to the school and teachers is that they continue with these kinds of activities... because this really helps us participate actively in our learning and provides many opportunities for improvement." (IDI_05) • "My suggestion to the teachers is to provide activities that engage us, such as group discussions or interactive games. When we participate in class, we can absorb the lesson more easily and develop an interest in reading." (IDI_06)
Building Vocabulary Confidence through Context Clues	• "Before this, I used to skip hard words when reading. Now, I try to understand them using the clues in the sentence." (IDI_02) • "It feels good when I figure out the meaning of a word without using a dictionary." (IDI_03) • "This helped me feel more confident because I learned how to guess the meaning of words on my own." (IDI_10)
Increased Motivation and Positive Attitude Toward Reading	• "I became more excited to read because the activities were fun and not boring like usual reading." (IDI_02) • "I started looking forward to our sessions because reading became something I enjoyed." (IDI_06) • "Even outside school, I now try to read more and apply what I learned." (IDI_09)

student-centered activities, (4) building vocabulary confidence through context clues, and (5) increased motivation and positive attitude toward reading.

The READ intervention brought noticeable changes in students' reading experiences, particularly in sparking their interest, encouraging active involvement, and promoting collaborative learning. Through careful analysis of the participants' responses, five key themes were identified. This discussion highlights those themes and is supported by direct statements that reflect the students' genuine thoughts and experiences with the intervention.

The first theme that emerged from the students' insights is institutionalizing school-based reading intervention program. After experiencing the READ approach, students became more interested and focused on reading. They emphasized that consistent programs, rather than one-time activities, and the involvement of teachers, school leaders, and parents, can significantly support their growth as readers. These insights are supported by Abaya (2024), whose Project PHIL-IRI showed that a structured, tiered reading intervention significantly improved students' reading levels. This affirms the value of institutionalizing consistent, school-based programs. Tigaronita and Tagaylo (2025) also emphasized the importance of parent-teacher collaboration in boosting reading outcomes and advocated for permanent integration of such programs. Similarly, Oclarit and Casinillo (2021) reported notable gains in reading comprehension through a context clues intervention, reinforcing the effectiveness of targeted strategies in early education.

The second theme is regulating differentiated instruction and feedback. Students emphasized the need for teaching strategies that match their varying learning styles and reading levels, especially for those struggling in English. They also valued regular, clear feedback to help track progress and improve skills. This is supported by Sapan and Mede (2022), who stress that differentiated instruction is vital for meeting diverse needs in inclusive classrooms. Similarly, Devi (2025) highlights the importance of tailoring lessons and providing consistent, meaningful feedback to boost student engagement and learning. Together, these studies affirm that personalized instruction and feedback are essential for effective, responsive teaching.

The third theme is reading engagement through student-centered activities. Participants shared that they feel more motivated and learning becomes more meaningful when they are actively involved and their ideas are valued. Activities like group discussions, interactive games, and the use of context clues help them better understand reading materials and encourage active participation. This aligns with Bondaug's (2021) findings that game-based learning enhances reading comprehension and engagement by making lessons more interactive and motivating. Similarly, Marsa et al. (2021) found that such activities improve students' motivation, engagement, and attitudes toward reading, leading to better comprehension. Thus, student-centered strategies play a vital role in promoting reading engagement and improving overall learning outcomes.

Another significant theme that emerged is building vocabulary confidence through context clues. Students shared that they became more confident in identifying unfamiliar words without relying on dictionaries. They reported feeling capable of

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figuring out meanings on their own by using clues within the text, which improved their reading fluency. This is supported by Hasanah et al. (2024), who found that contextual guessing strategies increased students' confidence in interpreting unknown words, leading to improved reading fluency. Similarly, Salim et al. (2021) also noted that regular exposure to context-clue strategies enhanced vocabulary mastery and boosted students' motivation and confidence during reading activities.

The last emerging theme is increased motivation and positive attitude toward reading. Students expressed that reading became more enjoyable during the R.E.A.D. sessions. They looked forward to activities and felt more eager to read both in and outside the classroom. This is supported by Li and Gan (2022), who found that reading enjoyment and self-efficacy boost engagement and comprehension. Similarly, Anggia and Habók (2025) showed that students with strong self-efficacy develop higher intrinsic motivation, which encourages consistent and positive reading habits. Additionally, Presadă and Badea (2021) noted that when students find reading enjoyable and have positive experiences with it, they are more likely to develop strong reading habits, integrating reading into their daily routines in a consistent and meaningful way.

CONCLUSION

The findings of the study revealed that the Grade 8 students exhibited a moderate level of reading comprehension through the use of context clues prior to the implementation of the R.E.A.D. (Read, Engage, Apply, and Discuss) intervention. The pre-test results showed that many students had difficulty recognizing unfamiliar words and interpreting their meanings using contextual hints, indicating a need for targeted instructional strategies.

After the intervention, the post-test results showed a noticeable improvement in the students' reading comprehension level. The mean scores increased, and the students demonstrated greater ability in identifying synonyms and antonyms, making inferences, and understanding word definitions in context. This indicates that the R.E.A.D. approach positively influenced their comprehension skills by providing structured and engaging activities.

Based on the results of the paired sample t-test, a statistically significant difference was observed between the pre-test and post-test scores, with a p-value less than .001. This result led to the rejection of the null hypothesis and confirmed that the R.E.A.D. intervention had a significant effect on improving students' reading comprehension. Additionally, the computed Cohen's d indicated a very large effect size, affirming the strong impact of the intervention.

Finally, insights gathered from student interviews revealed five key themes: institutionalizing school-based reading programs, the importance of differentiated instruction and feedback, the effectiveness of student-centered activities, building vocabulary confidence through context clues, and increased motivation and positive attitude toward reading. These reflections suggest that learners not only benefited academically but also recognized the value of engaging and interactive learning strategies, which can be used to guide future instructional practices.

RECOMMENDATION

This study clearly helped Grade 8 students improve their reading comprehension by using the context clues strategy through the R.E.A.D. method (Read, Engage, Apply, Discuss). Students made noticeable progress in skills like finding synonyms and antonyms, making inferences, and understanding words in context, showing that this approach really works. For future research, it is recommended to include more students from different backgrounds to see if the results hold true for a wider group. It would also be interesting to explore how this method affects students over a longer period and how it could work alongside other teaching strategies or technology to boost reading even more.

In the classroom, students became more motivated and confident as they regularly practiced context-clue activities and talked about what strategies helped them the most. For teachers, making the R.E.A.D. method a regular part of their teaching can create a livelier and more supportive classroom. Using different teaching techniques and giving timely, helpful feedback helps teachers meet the needs of all their students better. To make sure these efforts last and grow, school leaders should support teachers by providing training, resources, and opportunities to work together. When everyone works together like this, students can become more confident, independent readers, and the whole school culture can better support strong literacy teaching.

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