



Project IBOOK (Illustrated Book) for Reading Skills and Comprehension

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Abstract:

This action research examines "Project IBOOK" (Illustrated Book) as an intervention to enhance reading comprehension among 15 Grade VI pupils at Pandanon Silos Elementary School, Murcia, Philippines. Reading comprehension is critical for students' academic success, yet many struggle with this skill. Project IBOOK was designed to support these learners by providing storybooks with engaging illustrations that assist in understanding content. Conducted from September 2023 to February 2024, the project involved pre- and post-assessments to measure comprehension improvement. The findings showed a marked improvement in reading comprehension scores, with mean scores increasing from poor to outstanding after using IBOOK. Qualitative observations and interviews revealed additional benefits, such as increased enjoyment and confidence in reading. Students engaged more actively and demonstrated improved word recognition, comprehension, and story recall, attributing their success to the visual aids that helped contextualize each story. This study concludes that illustrated books can significantly support struggling readers by making reading materials more accessible and engaging. Recommendations include expanding Project IBOOK to other schools and providing teacher training to create similar instructional tools. This approach aligns with the Department of Education's literacy goals, offering a practical method to strengthen reading skills across educational settings.

Keywords: Contextualized, Project Illustrated Book, Reading Comprehension

Introduction:

In the Philippines, K to 12 curriculum, the teaching and learning of English as well as reading is important. It was presented as one of the learning areas in basic education across all grade levels, and it is recognized as the country's second language for communication. Reading is essential to understand the world, acquire knowledge, develop higher-order thinking skills, achieve personal success, and contribute meaningfully to society (Smith, Mikulecky, Kibby, Dreher, & Dole, 2000). Reading comprehension skills played an important role in interpreting printed information. In absence, of the pupils the ability to comprehend what they read was made them difficult to understand and acquire quality learning. It hindered them from participating during oral discussion and they prefer to isolate themselves rather than join the group.

Pandanon Silos Elementary School a rural public school situated at Barangay Pandanon Silos, Murcia that accommodated from Special Education, Kinder and to Grade VI class and supports the advocacy of our municipal mayor's wife Maam Berni through Project Berni. The district conducted pre and post assessment and during the post assessment last June 6, 2023 it was found out that 15 pupils of the incoming Grade VI-2 pupils has low reading comprehension skills. The Researchers observed to these pupils, they look at first the drawing or illustration in the book, if it was catchy or they processed it on their mind and helped them understand what is that all about. The result affected the learning capabilities of the children especially in English when reading stories and answered questions in the comprehension check-up. They cannot retell stories nor understand it, unless translated into their vernacular dialect, and that's the moment they were appreciate the essence of the story. It hindered them from participating during discussion and lead them to isolate themselves to the group. The Researcher thought that they were created an illustrated book that helped the 15 Grade VI-2 pupils when they are reading stories. The importance of this intervention was to strengthen the literacy and comprehension skills of the 15 Grade V I-2

pupils of Pandanon Silos Elementary School. Struggling readers were the top priority of the Department in Education and national advocacies to local were highly encourage. The study was anchored to DepEd new agenda "MATATAG: Bansang Makabata, Batang Makabansa", together we will stand for every Filipino child for an improve learning system in the country. One of the direction and initiatives of the Department of Education is focusing on improving the curriculum through foundational skills and strengthening education programs. Hence, the proposed study is aligned with the thematic area of the Basic Education Research agenda (BERA) which is teaching and learning- Numeracy and Literacy which relevant and meaningful to resolve woes in education. The "Project IBOOK (Illustrated Book) for Reading Skills and Comprehension" was the proposed intervention of the researchers that can helped struggling learners develop their reading skills and comprehension. The study was conducted from the month of September to January 2023.

We chose 12 stories from the DRP (Developing Reading Power) and make it into a book with illustrations or drawings in every paragraph of a book. With the help of the teacher during supervised reading or remedial



time, the teacher was guided them while holding the illustrated book. Each one was provided with an IBook so that they can focused on what they are reading. The researchers were encouraged to conduct research for incoming Grade VI pupils of Pandanon Silos Elementary School for school year 2023-2024 with the help of an intervention (Project IBook) that helps develop their reading skills and comprehension. The conduct of this profound research was benefited fellow teachers and may use the same intervention to improve reading and comprehension skills of their pupils in latter grade. Every learner was unique and has multiple intelligences. Hence, it was helped the graphic learners to learn and understand more. Furthermore, it helped learners to appreciate what they are reading, connect and establish meaningful ideas out of what they were reading.

Research Questions

Generally, this study aims to develop the reading comprehension skills of the 15 Grade VI-2 pupils of Pandanon Silos Elementary School for School Year 2023- 2024 by utilizing the Project IBOOK.

Specifically, it seeks to answer the following questions: What is the level of reading performance of Grade VI pupils before, during and after the intervention? How can Project IBOOK as an innovation can help to improve the reading comprehension of Grade VI pupils? What are the meaningful experiences of the participants throughout the implementation of the intervention? Based on the result of the study, what action plan or instructional intervention can be crafted?

Proposed Intervention

Project IBook (Illustrated Book) for Reading Comprehension" was a teacher-made illustrated book wherein stories are taken from the Developing Reading Power (DRP). The stories taken from DRP was illustrated through a drawing to help pupils understand what the story is all about. Each of them was provided by a book while the teacher guides them. Each paragraph of the story was illustrated so that they can comprehend it.

The proposed Project IBook was conducted by three proponents with different roles to perform. Proponent 1, a teacher in grade 5 and 6 and has role in planning and preparation of the study. Proponent 2, a teacher in grade 5 and 6 and has a role in editing and printing of the research paper. Proponent 3, a teacher in grade 4 and in charge in taking photos, documentation and other means of verifications. Proponents were helped each other at their convenience in the conduct of this study as an instructional intervention to be useful in improving reading comprehension of incoming grade six pupils. Researchers were joined in the creation of illustrated Book.

The study was conducted from the month of September to February 2024. The intervention that was aided in the development of reading and comprehension skills. The conducted of this profound research may benefit fellow teachers and may use the same intervention to improve reading and comprehension skills of their pupils in latter grade. Every learner was unique and has multiple intelligences. Hence, it was helped the graphic learners to learn and understand more. Furthermore, it was helped learners to appreciate what they were reading, connected and established meaningful ideas out of what they were reading. The researchers were introduced the Project IBook by taking out DRP stories and illustrating it through a drawing. Each paragraph was drawn so that struggling readers will figure out what is that passage all about. An illustration was helped them understand what they were reading. Prior to the implementation of the intervention, the researchers will conduct pre-test and record their scores.

On day 1, the researchers were introducing the first illustrated story, let them read by themselves and after reading it the researchers will read again the with them. Then the researchers were asked questions from the story or retell it. The intervention was conducted every 3:30 during remedial class, 15 struggling Grade VI-2 pupils were gathered in one room and conduct the intervention. One story was introduced in a week and every Friday will be a comprehension checkup test. The same processed was followed until February. At the end of the implementation, a post-test will be given to assessed pupils reading skills and comprehension. According to Carraig & Quimbo (2022) it was stated that the engagement model of reading comprehension development is the combination of motivational processes and cognitive strategies during reading comprehension. (Moghadam et al., 2012) also stated Text Comprehension happens when readers put the context of the text written in their own life.

This element occurs when the readers have a clear visual representation or, somehow, imagine a picture in their brain re-enacting the text's message. That is why those teachers who support their students' perception that they are capable of reading set their students up for success. When this positive perception and belief occurs, students become engaged in reading. The researchers were recorded the score of the pupils before, during and after the intervention. The researchers were compared results to assess if the intervention is effective or not if their reading level will increase to higher level and their comprehension skills is within or above 75% passing rate.

Methodology:

Research Design

This study was used the action research design to implement the research study entitled Project IBOOK, which the main goal was to improved reading comprehension of Grade VI pupils. This study included 15 Grade VI-2



pupils, this current school year. This research design was utilized both quantitative and qualitative research design similar to the mixed methods research design where an approach to inquiry that combines or associates both qualitative and quantitative forms that provide researchers across research disciplines, with rigorous approach to answering research questions. (Aramo-Immonen, 2011).

Participants of the Study

This action research utilized the purposive sampling technique to identify the number of participants of the study. The participants of this study were 9 males and 6 females a total of 15 Grade VI-2 pupils of Pandanon Silos Elementary School for school year 2023 -2024. They were struggling pupils in reading and without comprehension identified during post-test last June 6, 2023.

The researchers also the participants of the study. Researchers planned, designed, conducted and implemented the project. They play an important role in the conduct and implementation of the study. Proponent 1, a teacher in grade 5 and 6 and has role in planning and preparation of the study. Proponent 2, a teacher in grade 5 and 6 and has a role in editing and printing of the research paper. Proponent 3, a teacher in grade 4 and in charge in taking photos, documentation and other means of verifications (MOV's).

Data Gathering

The teacher researchers were prepared Pre-test that was gauged the level of performance in comprehension skills of the Grade VI pupils. The post-test was given at the end of week 13. This part was using the following scaling and its corresponding interpretation for pre-test and post-test.

Scaling

6-8 with comprehension

5 and below w/out comprehension

The following procedures will be followed in data gathering. The researchers conducted pre-test; 8 items check- up test. The researchers gathered data and tabulate their reading comprehension if how many falls under with comprehension and without comprehension. The researcher kept the result basis for comparison on post-test to be conducted on the 13th week.

On day 1, the researcher was introduced 1 illustrated story to the pupils and let them read and then they will answer the 8 items check- up test.

On day 2, the researcher read again the story and let the pupils retell the story

On day 3, the researcher gave 8 items check- up test given in the story.

On day 4 the researcher checked the 8 items check- up test given in the story.

During day 5, the researcher counted the scores of each pupil.

During the weekly assessment 6-8 with comprehension, 5 and below without comprehension.

The same process was done until week 13. On week13 the researcher was conducted post-test, 8 items comprehension check-up test. Gathered the result and compared it to the pre-test. If the pupils that are poor and very poor increase d to 75% and fall to with comprehension, it only means that the intervention was effective and fully implemented.

Data Analysis

In this study, the data was analyzed and used as a guide in conducting intervention.

For research problem number 1, sought to determine how does Project IBOOK help to improve the reading comprehension of 15 Grade VI pupils. Reflection Analysis was used.

For research problem number 2, sought to determine the level of performance of 15 Grade VI pupils before, during and after the intervention. Mean was used.

For research problem number 3, which sought to determine the meaningful experiences of the participants throughout the implementation of the intervention. Thematic Analysis was used.

Finally, after establishing the result of the study, the researcher made an action plan to address the gaps.

Ethical Issues

The result of the pupils' reading level and comprehension were between the adviser, researchers, and the 15 struggling Grade VI-2 pupils of Pandanon Silos Elementary School only.



Time Table

The timetable below shows the duration of activities in the conduct of the study. These activities serve as guide for the researcher of the implementation of the study.

Stages of Implementation	OBJECTIVES	STRATEGIES / ACTIVITIES	TIME FRAME	PERSONS INVOLVED	OUTPUT	SUCCESS INDICATOR
Pre-Implementation	Research, gather and validate research instrument	Researching, Gathering, and validating tool	September 01-08, 2023	Researchers	Reliable and valid research tool	Research instrument was researched, gathered and validated
Pre-Implementation	Create research assessment tool	Creation of research assessment tool	September 01-08, 2023	Researchers	Created research assessment tool	Research assessment tool was created
Pre-Implementation	Reproduce research assessment tool	Reproduction of research tool	September 11-15, 2023	Researchers	Reproduced standardized assessment tool	Standardized assessment tool was reproduced
Pre-Implementation	Researchers conduct pre-test	Conducting pre-test	September 18-22, 2023	Researchers and Pupils	Conducted pre-test	Pre-test was conducted and scores were recorded
Pre-Implementation	Identify pupils and their level of comprehension	Tabulate results of pupils	September 25-29, 2023	Researchers	Identify pupils and tabulate reliable result of pupils	Pupils' level of comprehension was identified Pupils' scores were recorded
Pre-Implementation	Create standardized assessment test	Creation of standardized test	October 2-6, 2023	Researchers	Created standardized test	Standardized test was created
Pre-Implementation	Revise, edit and finalize Illustrated Stories and comprehension tests	Revising, editing, and finalizing illustrated stories and comprehension tests	October 9-13, 2023	Researchers, School head and expert proofreader	Finalized illustrated stories and comprehension tests	Illustrated stories and check-up tests were revised, edited, and finalized
Implementation	Conduct intervention	Conducting intervention	October 16 - January, 2023	Researchers and pupils	conducted Intervention	Intervention was conducted
Post implementation	Conduct post-test	Conducting post-test	January 23-24, 2023	Researchers and Pupils	Conducted post-test	Post-test was conducted by the researchers



Post implementation -	Count, Record and evaluate results	Counting, recording, and evaluating results	January 23-24, 2023	Researchers	Counted, recorded, and evaluated results	Results were counted, recorded, and evaluated
Post implementation -	Conduct LAC session	Conducting LAC session	February, 2023	Researchers and teachers	Conducted LAC session	LAC session was conducted was carried

Cost Estimates

The table below presents the estimated cost needed for the Project IBook. The following materials will be used in the implementation.

Materials Needed	Quantity	Unit Cost	Total Cost
Ream bond paper A4	7 reams	250.00	1,750.00
Ink Refill	1 set	1000.00	1,000 .00
Extended Long Envelope	2	20.00	40.00
Transparent Folder (plastic)	15	10.00	150.00
Food allowance for crafting of Illustrated IBook	15	100	1,500.00
Food for conducting LAC session	Food (18 persons)	60	1,080.00
Grand Total			5,520.00

Plans for Dissemination and Utilization

The result of this profound research study was disseminated through the Learning Action Cell sessions to the teachers of Pandanon Silos Elementary School and neighboring schools who also wish to replicate the said intervention.

Results and Discussion:

This action research utilized IBOOK (Illustrated Book to improve Reading Skills and Comprehension of Grade 6 pupils in Pandanon Silos Elementary School in the School Year 2023-2024. This employed an Action Research Design which allowed to looked at quantitative and qualitative data to reach to conclusions and recommendations. This action research utilized point scores from the adapted reading level rubrics for quantitative analysis, observation notes for reflective analysis, interview transcripts for remarkable experiences of learners immersed in the program, and the teacher-practitioner's narrative journals for the remarkable experiences in using IBOOK as an instructional material.

Children may struggle with reading for many reasons such as limited experience with books speech and hearing problems, and poor phonemic awareness (Lyon, 2000). Low level in reading involve poor comprehension and recognition of words.

In this action research, in order to enhance the reading skill of grade 6 pupils, the IBOOK (Illustrated Book was innovated. After the thorough data analyses, this action research yielded the following results.

Level of reading performance of Grade VI pupils

Reading Assessment	Mean	Descriptive Interpretation
Pre Assessment	5.90	Poor
Mid Assessment	9.83	Fair
Post Assessment	18.01	Outstanding

The mean analysis was done to determine the level of reading performance of the participants before, during, and after the implementation of IBOOK as an innovation to improve the reading performance of grade 6



learners. The adapted scoring rubrics was used to determine the level of reading performance of the participants. Results revealed that the level of handwriting skills before the implementation of IBOOK is "poor" ($M=5.90$). This implies that without intervention, grade 6 pupils struggle to read independently. Using data from Lyon (2000), reviewed children's reading performance is affected by some intervention which includes more time in practicing reading and a well-illustrated book.

Utilization of IBOOK to Improve Reading Comprehension of Grade VI Pupils.

The second objective of this action research focused on how can IBOOK (Illustrated Book) be used to improve the reading performance of grade 6 learners in Pandanon Silos Elementary School. The utilization of reading book with illustrations was activated in this action research. Bustillo (2020) indicated that the long-established way of teaching right now, is gradually altered by the high technology materials pictures, videos, audiovisual-presentation and others, that will surely reach the goals and objectives of the lesson set by the teacher. One of the advantage of the use of different instructional materials is the opportunity to use observation notes as an objective performance measure for learning analytics (Shute et al., 2015), cited by Gallego, (2024) since it provides detailed information about students' learning (Debeer et al., 2021). Observation notes can be used to assess learning outcomes of students without needing assessments on paper (Alonso-Fernández et al., 2019) and can give detailed insights into underlying attentional processes of the individual learner (Wang et al., 2022).

In this action research, observation notes as the account of the researcher to explain how the utilization of IBOOK used to improve the reading skills of grade 6 learners using a reading rubric. Based on researcher's observation, the poor reading performance of grade 6 learners was attributed to poor word recognition. The researcher reflected in her observation notes as follows: "Almost everyday, I observed that children no longer spend time to sit down and read books. My co-teacher also expressed her disgust when her advices were ignored by her pupils despite reminding them daily to spend reading time after eating their lunch. This alarmed me since my learners are already grade six yet reading fluently seems a challenge to them."

Reading with comprehension is a challenge for grade six students, according to the researcher's observation notes. This is concerning because less proficient readers will result to poor comprehension and of course in developing higher order learning along with many subjects that they should learn (Bustillo, 2020). Furthermore, one of the most important steps in a child's higher learning is reading, not just a letter recognition only, but a reading with comprehension. Therefore, for a learners to become proficient in reading, they must be able to understand what they are reading with ease. This scenario was also evident from the results of the pre assessment where grade six learners performed poorly ($M= 5.90$) based on the reading rubric used.

It is necessary to increase pupil engagement towards reading in light of the researcher's observations. Learners may be able to pick up this ability by studying looking at sufficient and well- illustrated reading books. Reading Rockets (2020) states that a well- illustrated books are an excellent way to stimulate motivation towards pupils to become engage in reading such book because they are engaging, visually appealing, and something fresh to grab in the classroom.

Result from Larawan (2018) supported these observations showing that well- illustrated reading books is an effective intervention in developing the skills of grade one pupils who are beginning to read. The illustrations used during the program implementation was observed to have contributed significantly to improve the level of reading comprehension and word recognition of learners to fair ($M=9.83$) in mid-assessment and outstanding ($M=18.01$) in the post-assessment. In addition, the use of IBOOK was also proven to aid in word recognition and story comprehension and obviously improve reading performance.

Remarkable Experiences of Grade Six Learners

The third objective of this action research is to explore the remarkable experiences of the grade six learners after the utilization of IBOOK to improve reading skills skills. Five (5) participants were interviewed where two got the highest scores in the post-assessment while the other three got the lowest scores. A semi-structured interview guide was used to explore the experiences of the participants.

The semi-structured interview questions were characterized according to personal, social, behavioral, and motivational experiences of the learners as immersed in the program. Qualitative data were transcribed and a thematic analysis was conducted. There were three (3) themes that emerged from the qualitative analysis.

These are as follows:

Barriers in Reading Time for Grade Six

In pre-test or before the utilization of IBook, participants showed weaknesses as to the materials in reading a story handed to them. Some of them showed no interest in the activity that gives difficulty for the teachers in conducting the study. Grade six learners had a hard time getting started to read because they are not used to it.

The participants had these following reasons: "...Ma'am, indi ako naanad magbasa kay kalawig, kadamo pa ko alanseran." "Ma'am I am not used to read books because I have a lot to answer first." kalawig puru letra.



"...Ma'am, katalaka mag himutad damu nga letra." "Ma'am its too long to read." "I don't like reading with so many letters to read." K3 "Ma'am, natamad ako magbasa kay wala ko tiempo." "Ma'am I'm lazy to read because I do not have time".

Reading is such a complex skill, thus, an individual needs necessary competency to effectively read to enhance comprehension. Research about reading are vast but the actual reading comprehension remains difficult. One must understand the importance of reading skills in early childhood for the building of literacy and language proficiencies.

Reading is Fun

It is essential that learners are having fun while learning especially in elementary level. This makes grade six engage and participate in class or group activities. One of the best ways to make reading fun is to have creativity in making instructional materials where one can catch the attention of learners. The following are the excerpts of the responses of the kindergarten learners.

"...nalipay gid ako maglantaw sang bag o nga libro kay may mga drawing." "I'm happy reading the new book because it has pictures in it." K1. "...nanamian ako magbasa kay kadako-dako kag kalapad lapad sang akon libro kag nakakita ako sang mga laragway." "I like to read because the book is big and I see pictures." K2. "...kadako sang libro naton ma'aam. nanamian gid ako." "The book is big, I like it." K3. "...kanami sang aton libro sa aton room maam. Waay kami amo sa amon balay." "I love the book. We don't have it at home." K5
The responses of the participants indicate the importance of the instructional materials in their learning process.

They supply concrete basis for conceptual thinking and therefore reduce meaningless responses of students (Ismael & Aleem 2013). Instructional materials provide learners meaningful experiences and gives them a strong feeling of positivity in learning. Fun in reading has a positive effect on the participants. It helps them remember what they have learned. Interactive Learning Application is anchored on the principles of Collaborative Learning and Information and Communications Technology (ICT) integration, which are both prescriptions in the K to 12 Curriculum (DepEd Order 21, s. 2019).

Summary of Findings

This action research utilized IBOOK as an instructional material to improve the reading skills of grade six learners. This utilized an Action Research Design and was participated by 15 grade six learners enrolled in Pandanon Silos Elementary School in the School Year 2023-2024 using purposive sampling technique. Results from the quantitative analysis of the reading skills of learners from the given assessment reading Rubric revealed that grade six learners have poor reading skills prior to the use of IBOOK but the level of reading skills improved to fair in the mid-test and significantly improved to outstanding level after the program implementation as shown in the post-test results.

Qualitative analysis from the researcher's observation notes revealed that IBOOK when used as an instructional material have helped improve reading skills of learners through improving letter and word recognition and comprehension skills and develop executive function skills.

Thematic analysis of the remarkable experiences of the grade six learners who participated in the action research project showed that though barriers in reading time in grade six such as lack of background knowledge, anxiety and lack of confidence and time management were claimed prior to the implementation, grade six learners claimed to have experienced fun in reading words, paragraph and stories and develop their reading skills after utilizing IBOOK as an instructional material.

Reflections

Early childhood is a crucial stage of learning and development for this is the beginning stage of acquiring things, and as an early childhood educator, it is the responsibility of the researcher to plan and prepare a classroom suitable for learning, supervise and provide developmentally appropriate practices where children can grow and learn as an individual.

Supplemental instructional materials in reading are ways children can participate in the learning process. It also helps supplement the needs of diverse learners inside the classroom. Teaching children how to read alphabet letters is not an easy task. It is a challenge for every teacher, from guiding the learners how to properly recognize letters basically for phonemic awareness.

Conclusions:

Based on the study findings, the use of instructional materials such as IBOOK can help improve the reading skills of grade six learners have adequate letter recognition skills; thus, this research concluded that grade six teachers and reading teachers may implement reading activities such as IBOOK to teach reading among children.



Recommendations

Based on the conclusions made, the following recommendations were suggested to provide an effective teaching and learning experiences using SIMWAL as an instructional material in the kindergarten classrooms: Education policy makers in the school's division and school district offices may provide teacher training, both in-service and initial teacher education programs in terms of the creation of instructional materials to support contextualization of IMs in classrooms. This action research also suggests that school heads may conduct practical sessions to teach teachers detailed theories that apply to the IM's and how it works in a classroom environment and introducing a pedagogy using practical strategies such as classroom and behavior management, classroom design as a learning space, and planning lessons using IMs during Learning Action Cell (LAC) sessions.

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