

# Enhancing The Reading Comprehension Skills of Grade 1 Learners Through Comics Strip

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*Abstract* — This study, conducted at Babal-lasioan Elementary School, investigates the effectiveness of integrating comic strips as an instructional intervention to enhance the reading comprehension skills of Grade 1 learners. Recognizing the diverse cognitive abilities and learning preferences of young students, this research explores how the use of visually engaging and narratively rich comic strips can foster early literacy development in an engaging and meaningful way.

The study employs an action research design, focusing on a group of Grade 1 pupils. Data collection methods included pre-tests and post-tests on reading comprehension, classroom observations, and interviews with teachers and students. The intervention involved incorporating comic strips into reading lessons over a six-week period, with structured activities such as guided reading, story sequencing, vocabulary development, critical thinking exercises, and creative writing tasks.

Results revealed significant improvement in students' reading comprehension scores after the intervention. The multimodal learning experience offered by the visual and contextual elements of comic strips not only facilitated better understanding of texts but also increased classroom participation and learner motivation. Feedback from both teachers and students emphasized the effectiveness of comic strips in creating a fun, inclusive learning environment that supported diverse learning styles.

The study highlighted the unique advantages of visual storytelling in literacy education, particularly its ability to bridge the gap between textual and visual learning. Through engaging storylines and relatable characters, comic strips simplified complex ideas, making them accessible and enjoyable for young learners. This approach not only improved reading comprehension but also encouraged a positive attitude toward reading.

In addition, the findings underscored the importance of integrating educational innovation and adaptable strategies into early literacy programs to address the needs of struggling readers. The combination of text and visuals in comic strips provided contextual clues that supported vocabulary acquisition, comprehension, and retention. Teachers also noted increased engagement and enthusiasm during reading sessions.

Overall, this study contributes to the growing body of research promoting the use of multimodal, creative tools in literacy instruction. By incorporating comic strips into the Grade 1 curriculum, educators at Babal-lasioan Elementary School successfully enhanced the reading comprehension of early learners in a way that was both effective and enjoyable. The results provide actionable insights and recommendations for educators and curriculum developers aiming to strengthen literacy enhancement efforts in similar educational settings.

## I. Introduction

Reading comprehension is a fundamental skill that serves as the cornerstone of academic success and lifelong learning. It enables young learners to extract meaning from text, think critically, and apply acquired knowledge to real-world situations. However, at Babal-lasioan Elementary School, many Grade 1 pupils struggle with foundational reading skills, including difficulty in recognizing sight words, limited vocabulary, and challenges in understanding story sequences. These weaknesses hinder their ability to grasp meaning from texts and affect their overall academic performance. Traditional teaching methods, such as rote learning and isolated phonics exercises, often fail to address these challenges, making it necessary to explore more engaging and effective instructional approaches.

One promising strategy is the integration of comic strips into early literacy instruction. Comic strips, with their blend of visual storytelling and simple dialogue, provide a multimodal learning experience that appeals to young learners. Research suggests that combining text with images enhances comprehension, supports vocabulary development, and fosters critical thinking skills. For struggling readers, visual cues in comics can help bridge gaps in understanding, making reading more accessible and meaningful. By presenting information in a format that captures students' interest, comic strips can encourage reluctant readers to engage with texts in a more interactive and enjoyable way.

This study explores the use of comic strips, specifically *A Chick's Journey*, to improve reading comprehension among Grade 1 pupils at Babal-lasioan Elementary School. Through activities like guided reading, sequencing, dramatization, and vocabulary tasks, it evaluates how visual storytelling supports understanding. Using pre- and post-tests, observations, and teacher feedback, the study assesses the effectiveness of comics in addressing reading challenges. Findings contribute to research on multimodal literacy and provide practical insights for teachers and curriculum developers to enhance early reading skills.

## II. Methodology

This study employed a descriptive quantitative action research method to assess the effectiveness of contextualized storybooks presented as comic strips in improving the reading comprehension of Grade 1 pupils. The research followed a structured process, starting with the planning phase, where objectives were set, materials were prepared, and assessment tools were developed. The intervention phase involved administering a pre-test to establish a baseline, followed by guided reading activities, discussions, and exercises using comic strips. A post-test was then conducted to measure improvements, while observational checklists and surveys collected feedback from pupils and teachers. Finally, the analysis phase used statistical methods such as mean, standard deviation, and paired t-tests to evaluate the intervention's impact, and results were shared with school stakeholders.

## **Sampling Method**

The study used total enumeration sampling, including all 12 Grade 1 pupils at Babal-lasioan Elementary School to ensure comprehensive analysis without sampling bias. This method allowed for an accurate assessment of the intervention's effectiveness by examining the pre-test and post-test results, as well as observational and survey data. By including all pupils, the study ensured that findings reflected the entire target population, strengthening the validity and reliability of the results.

## **Data Collection**

Data collection followed ethical protocols, with necessary approvals obtained from the Schools Division of Ilocos Sur, the school principal, teachers, and parents. Pre-tests and post-tests were administered to measure reading comprehension improvement, while surveys gathered feedback from both pupils and teachers. Observational checklists monitored student engagement throughout the intervention. All procedures adhered to ethical and professional guidelines, ensuring the study's credibility and integrity.

### **A. Participants and other sources of Data and information**

The study "Enhancing the Reading Comprehension Skills of Grade 1 Learners Through Comic Strips" conducted at Babal-lasioan Elementary School involved 12 Grade 1 pupils who participated in both the pre-test and post-test. These students were carefully selected to assess the impact of comic strips on their reading comprehension skills. The participation of these 12 pupils provided valuable data on how comic strip-based activities can enhance reading comprehension. Throughout the study, their involvement in the activities and assessments was closely monitored to ensure that the research could accurately measure the effects of the intervention on their learning outcomes.

### **B. Data Gathering Method**

To assess the impact of comic strips on Grade 1 reading comprehension, the study used a pre-test and post-test, an observation checklist for engagement, a teacher-assisted feedback form, and student work samples. These tools provided both quantitative and qualitative insights into the effectiveness of the intervention.

## **III. Results and Discussion**

The study presents the tabulation, analysis, and discussion of the study from the data gathered from the respondents.

### 1. Reading Proficiency Level of the Learners Before Using Contextualized Story Book Through Comic Strips:

Test	Mean	SD	Total Scores	Highest Score	Lowest Score
Reading Comprehension With the use of Comics Strip	4.5	0.89	54	6	3

The overall performance is moderate, with students showing a fairly consistent understanding of reading comprehension with comic strips. While most students scored close to the average (4.5), there was a noticeable gap between the highest and lowest scores. The low standard deviation suggests that the students' performances were not extremely diverse, but the lowest score of 3 indicates that there is still room for improvement and possible intervention for struggling students.

### 2. Reading Proficiency Level of the Learners After Using Contextualized Story Book Through Comic

Test	Mean	SD	Total Scores	Highest Score	Lowest Score
Reading Comprehension With the use of Comics Strip	7.36	1.31	81	10	6

### Significant Difference between the reading comprehension performance of the pupils before and after using contextualized story book through comics strip

Group	Mean	SD	df	t	p-value	Remarks
Pre-test	4.5	0.89	11	8.85	0.00001	significant
Post-test	7.36	1.31				

The t-test results show a significant improvement in students' reading comprehension after the intervention. The pre-test mean score was 4.5 (SD = 0.89), while the post-test mean increased to 7.36 (SD = 1.31). With a t-value of 8.85, df = 11, and a p-value of 0.00001, the difference is statistically significant ( $p < 0.05$ ). This confirms the effectiveness of using comic strips as a teaching strategy.

## IV. Conclusion

This study demonstrated that the integration of comic strips into reading instruction significantly improved the reading comprehension skills of Grade 1 learners at **Babal-lasioan Elementary School**. The visual and textual combination in comic strips facilitated better understanding, increased student motivation, and fostered an enjoyable learning environment.

The findings highlight the potential of **multimodal literacy strategies** in **enhancing early reading skills**, making comic strips a valuable addition to primary education. Future research could explore the long-term effects of comic strip integration and its application to other grade levels and subject areas.

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