



Effectiveness of Picture Story-Based Reading Enhancement Materials for Grade II Pupils

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ABSTRACT

This study evaluated how well Picture Story-Based Reading Enhancement Materials improved the reading abilities of Mallig Elementary School students in Grade II. The study was carried out in response to learners' reported reading challenges, specifically with regard to decoding, comprehension, and fluency. The study specifically aimed to ascertain: (1) the reading proficiency of Grade II students prior to the use of picture stories in reading activities; (2) the reading proficiency of Grade II students following the use of picture stories in terms of decoding, comprehension, and fluency; and (3) whether there was a significant mean improvement in the students' reading proficiency from the pretest to the posttest. The study used a one-group pretest-posttest design and a quantitative research methodology. The study's respondents were fourteen students in Grade II. Before and after the intervention, the students' reading performance in decoding, comprehension, and fluency was evaluated using the Comprehensive Literacy Reading Assessment (CLRA). The collected data was analyzed and interpreted using the mean, standard deviation, and paired sample t-test. The findings revealed that the students had poor reading performance before the intervention, especially in comprehension and fluency, and that only a small percentage of them had adequate decoding abilities. Following the use of the Picture Story-Based Reading Enhancement Materials, the students showed notable progress in every aspect of reading. According to the posttest results, reading fluency had significantly increased, comprehension had significantly improved, and decoding had nearly reached mastery. Decoding, comprehension, and fluency scores on the pretest and posttest differed significantly, according to statistical analysis, since the computed t-values were higher than the tabular value at the predetermined level of significance. The null hypothesis was thus disproved. The study found that Picture Story-Based Reading Enhancement Materials are useful teaching resources for raising students' reading proficiency in Grade II. Learner engagement, comprehension, fluency, and overall reading performance were all improved by the combination of text and visual storytelling. The results, which are based on Paivio's Dual Coding Theory and Mayer's Multimedia Learning Theory, confirm that integrating spoken and visual information helps young learners comprehend concepts more deeply and retain information better. The study is significant to teachers, school administrators, curriculum planners, and future researchers as it provides empirical evidence supporting the use of picture-story based materials as an effective intervention for struggling readers. Furthermore, the findings contribute to the growing body of literature advocating the integration of visual-enhanced instructional materials in early literacy instruction to promote meaningful and inclusive learning experiences among elementary pupils.

Keywords: Picture stories; reading intervention; reading comprehension; decoding skills; reading fluency; elementary reading instruction.

Received: 05-06-2026

Revised: 06-13-

Accepted: 07-24- 2026

Published: 08-30-

ISSN:3116-2991





Introduction

Reading is an essential life skill that facilitates learning in all subject areas. It provides students with access to knowledge, fosters critical thinking, and allows them to interact meaningfully with written content, all of which are essential for academic achievement. However, many young students struggle to develop good reading skills, especially in Grade 2, when students start to transition from "learning to read" to "reading to learn" (Chall, 2000). At this point, students should be able to comprehend meaningfully and fluently, going beyond simple decoding abilities.

Weaknesses in decoding, comprehension, and fluency can lead to poor academic achievement, low self-confidence, and decreased participation in school activities as students struggle to make this shift. The National Reading Panel highlighted the importance of phonemic awareness, decoding, fluency, and comprehension in early literacy development as crucial elements of successful reading instruction in response to these difficulties (National Institute of Child Health and Human Development [NICHD], 2000). These fundamental abilities are still essential to literacy instruction in all settings, especially in early childhood classes where reading challenges are most noticeable.

Beyond cognitive skills, literacy development is also influenced by learners' language environment and the instructional materials used in classrooms.. Arce-Daet (2024) emphasized that learners' language contexts have a major impact on their reading development, particularly in multilingual settings where exposure to standardized reading materials may be limited. This emphasizes how crucial it is to use accessible, culturally sensitive, and contextualized teaching resources to promote early literacy development and guarantee fulfilling educational experiences.

Despite these needs, traditional reading instruction often relies heavily on text-based materials that may not adequately support the diverse learning styles of young learners. As a result, current studies keep emphasizing how crucial scaffolding techniques and clear instruction are to the development of reading comprehension skills (Shanahan et al., 2020). The need for more interesting and encouraging teaching strategies is highlighted by the fact that effective reading instruction necessitates that students actively create meaning from text rather than just decode words.

In response to these challenges, recent studies emphasize the importance of integrating visual and multimodal resources in reading instruction. It has been demonstrated that visual aids greatly improve early readers' comprehension and engagement (Sung et al., 2022). Similarly, studies on multimedia learning demonstrate that integrating words and images enhances comprehension by assisting students in better organizing, integrating, and remembering knowledge (Mayer, 2009). These results imply that exposing students to both verbal and visual representations of concepts improves the effectiveness of instruction.

Building on this, picture stories offer a teaching strategy that blends text and graphics in a sequential story. This format improves reading comprehension, builds vocabulary, and offers contextual support. Dual Coding Theory states that learners use distinct but related cognitive systems to interpret verbal and visual information, and that simultaneous activation of both systems enhances learning (Paivio, 2007). Multimedia learning principles, which show that learners perform better when information is provided using both verbal and visual formats rather than just text, support this notion (Mayer, 2009).

Furthermore, classroom-based evidence supports the effectiveness of visual storytelling approaches. According to recent research, picture-based reading tools enhance early literacy results by raising learner motivation, comprehension, and engagement (Alonzo et al., 2021). According to these results, visual storytelling tools are particularly useful for beginning readers who still need a lot of instructional support and are still developing their core reading abilities.

In line with these theories and empirical findings, this study examined the effectiveness of picture



story-based reading enhancement materials in improving the reading skills of Grade 2 pupils. Specifically, it focused on decoding, comprehension, and fluency, and determined whether significant improvement occurred after the intervention.

METHODOLOGY

Research Design

This study employed a quasi-experimental research design to determine the effectiveness of picture story-based reading enhancement materials in improving the reading skills of Grade II pupils at Mallig Elementary School.

Locale and Respondents of the Study

The study was conducted at Mallig Elementary School. The respondents were the fourteen (14) Grade II learners of the school. Total enumeration was used, wherein all Grade II pupils were included in the study.

Research Instruments

The study utilized the Comprehensive Rapid Literacy Assessment Tool (CRLA) for Grade 2, adopted from the Department of Education, to measure decoding, comprehension, fluency, word recognition, and sentence reading before and after the intervention.

An assessment tool for print learning resources and expert validators' recommendations were also used to evaluate the quality and appropriateness of the developed picture stories.

Data Gathering Procedure

Necessary permissions and parental consent were secured prior to the conduct of the study. A pre-test using the CRLA was administered to determine the pupils' baseline reading skills. Teachers were oriented on the integration of picture stories into reading instruction.

The picture story intervention was implemented during daily reading activities for one quarter using selected picture stories and differentiated learning strategies. After the intervention, the same assessment tool was administered as a post-test to measure improvement in reading skills.

Statistical Treatment of Data

Descriptive and inferential statistics were used in analyzing the data. Mean, standard deviation, frequency, and percentage were utilized to describe the pupils' reading performance before and after the intervention.

A paired sample t-test was used to determine whether there was a significant difference between the pre-test and post-test scores in decoding, comprehension, and fluency at a 0.05 level of significance.

RESULTS

The pretest results revealed that the Grade II pupils demonstrated low reading performance, particularly in comprehension and fluency. While some pupils showed acceptable decoding skills, many struggled in recognizing words accurately and understanding the text. Most pupils obtained very low comprehension scores, with several scoring zero, indicating difficulty in deriving meaning from the passages read. Likewise, fluency levels were below the expected benchmark, showing that many pupils were slow and hesitant readers.

The posttest results showed a remarkable improvement in the pupils' reading skills after the implementation of picture stories in reading activities. In decoding, almost all pupils achieved mastery-level scores, indicating improved word recognition and decoding ability. In comprehension, the pupils demonstrated better understanding of the text, as most respondents achieved scores ranging from 3 to 5



out of 6 compared to their very low pretest scores. In fluency, most pupils reached or approached the expected fluency benchmark, showing improvement in reading speed, accuracy, and confidence.

The statistical analysis revealed significant mean gains in all reading dimensions after the intervention. The mean score in decoding increased from 21 to 29.86, comprehension from 1 to 4.57, and fluency from 49.57 to 93.2.

The computed t-values in decoding (3.68), comprehension (14.25), and fluency (11.44) were all higher than the tabular value of 2.16, indicating statistically significant differences between the pretest and posttest scores. Therefore, the null hypothesis was rejected.

DISCUSSION

The findings of the study indicate that the Grade II pupils initially experienced difficulties in reading, particularly in comprehension and fluency. Although some learners were able to decode words, many struggled to understand the meaning of the text and read fluently. This supports the findings of Duke and Pearson, who explained that young learners often encounter comprehension difficulties when reading instruction lacks contextual and visual support.

After the implementation of picture stories, the pupils showed substantial improvement in decoding, comprehension, and fluency. The results suggest that picture stories effectively enhanced reading performance by making reading activities more engaging, meaningful, and easier to understand. This finding is supported by the study of Pratama (2025), who found that picture storybooks significantly improve learners' comprehension, participation, and engagement during reading activities.

The significant increase in fluency scores further indicates that pupils became more confident and efficient readers after exposure to picture-supported materials. This aligns with the findings of Rasinski, who emphasized that fluency develops through meaningful and enjoyable reading experiences.

Moreover, the statistically significant differences between the pretest and posttest scores confirm the effectiveness of the Picture Story-Based Reading Enhancement Material. The findings support Paivio's Dual Coding Theory, which posits that learners process visual and verbal information simultaneously, resulting in better comprehension and memory retention. Likewise, Mayer's Multimedia Learning Theory explains that learners understand concepts more effectively when words and visuals are combined.

The study confirms that picture-story based instructional materials are effective tools in improving the decoding, comprehension, and fluency skills of Grade II pupils.

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International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

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