

Comic-Based Reading Materials: An Intervention for Reading Comprehension Difficulties Among Grade Eight Students of Habana Integrated School

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Abstract

Comics include comic books, graphic novels, webcomics, and illustrated texts. Text-image communication gives readers a unique multimodal experience. This unique combination of visual and textual features has educators and academics interested in comic-based reading materials' instructional potential. Specifically, this study focused on the comic-based reading materials as an intervention for reading comprehension difficulties of grade eight junior high school students regarding their reading comprehension level results during the conduct of Philippine Informal Reading Inventory (Phil-IRI): Utilizing the quasi-experimental one-group pretest-posttest design, this study determined the effectiveness of comic-based reading materials as an intervention for reading comprehension difficulties. Anchored to Schema Theory to grasp the cognitive framework that help learners to organize information from the memories and experiences using schemas to interpret new information and how prior knowledge and experiences influence perception, memory, and cognition within 44 selected students employing complete enumeration. The results showed that there are significant differences in the performance in English 8 of students between the pretest and posttest scores. Moreover, the comic-based reading materials were effective and helpful for students to grasp challenging concepts. Hence, comic-based reading materials are beneficial in comprehending the contents of text, helping students improve their ideas, and interest in reading.

Keywords: Comic-Based Reading Materials, Reading Comprehension Difficulties, Effectiveness, Schema Theory.

Introduction

Reading is one of the important academic skills in the teaching and learning process. By reading, the students can improve their knowledge about the information in the world. This statement is also supported by Gallik, who said that reading also can develop the creative side of people. When we are reading, we obtain the knowledge and experience of other people. We can learn something from the experiences of other people and develop our mind and language skills by discovering new things from the texts.

Additionally, learning outcomes and comprehension are influenced by the learner. The results of the research indicate that in order to master text comprehension, one must possess sufficient

word recognition (e.g., decoding abilities), language comprehension (e.g., verbal reasoning), and bridging processes (e.g., vocabulary knowledge) as well as active self-regulation, motivation, and engagement [1, 2].

Moreover, the researcher observed issues among Grade 8 students at Habana Integrated School that worsened when face-to-face instruction was discontinued due to the modular distance modality. In the Department of Education (DepEd), they assess the learner's reading comprehension level through the conduct of the Philippine Informal Reading Inventory (Phil-IRI). Based on the Phil-IRI results of Grade 7 students at Habana Integrated School for the academic year 2022-2023, only 21 (47%) out

of 45 test takers passed the assessment. This means 53% of the Grade 8 class struggle in reading comprehension.

The researcher observed that there are problems that cause students to get a low level of reading skill. First is reading materials such as textbooks, journals, or the e-books that are given by the teachers are boring, because of their long text. The second problem is many students do not know about reading material that suits them and can make them love to read. The lack of reading habit happens because students do not know what reading material they should read. Third is the students' reading motivation. Students nowadays may lose their motivation in reading caused by reading material itself.

If students are not interested in the reading material, they will be demotivated in the English learning process. Therefore, the choice of reading material affects students' reading motivation and skill. It is in this light that the researcher was motivated to pursue this research study to determine the effectiveness of comic-based reading materials, as an intervention for reading comprehension. Hence, this research aims to explore the multi-faceted dimensions of comic-based reading materials and their implications for comprehension development and educational outcomes.

Specifically, this study sought to answer the following questions:

1. What is the pre-test reading comprehension of Grade 8 students before comic-based reading intervention?
2. What is the post-test reading comprehension of Grade 8 students after the comic-based reading intervention?
3. Is there a significant difference between pretest and post-test reading comprehension of students in English 8 before and after the intervention?
4. What action plan can be taken after the conduct of the study?

Literature Review

Comic-Based Reading Materials

The development of this type of material gives students the opportunity to enhance their reading comprehension skills disclosed that graphic novels and other materials like comics help readers develop several language and literacy skills [3, 4]. However, the extensive use of images in a material requires readers to develop two kinds of literacy: visual literacy and comics' literacy. Based on the study of the author concluded that comic-based reading materials affect students' or learners' reading comprehension [5]. Accordingly, comics should be offered to children as reading materials since they have greater impact in developing students' visual literacy compared to an ordinary instructional material.

On the other hand, comic-based reading materials are focused on improving students' comprehension in reading the passage. Reading is one of the essential skills in language teaching that should be taught to learners. Reading plays a main role in the teaching process and it can help the students in many aspects of their life, but they still face many problems in reading comprehension.

In this study, comic books are labeled as the second most popular reading choice for boys, which increased their literacy rate, and

improved their reading comprehension also claimed that comic book format is a powerful combination of various skills, artistic creativity and expression making it a useful tool for students to quickly grasp ideas and increase students' learning. For this reason, they are highly recommended as materials for reluctant learners and those who struggle in reading [6-9].

Used of Comic for Improving Academic Performance

Varnum and Gibbons characterize comics as pictures arranged in sequence and juxtaposition of compiled words, photographs and pictures. Comic strips, graphic novels, comic books and animated cartoons are visual texts which conveys information at the same time entertain the readers. According to Sarlitto, learners benefit by using comics in presenting subject matter in the class. Identified various benefits of using comics as: comics represents a picture which gives information and knowledge, comics give essential ideas, the graphics of comics is easier to recall in which the readers can easily engage in thinking, imagining and creative writing. The readers can also learn how to write dialogues which results in motivating students with poor reading. It also helps readers to organize stories and perform story telling in which they easily understood the topic, develop a high type of thinking skills, converts visual to verbal interrelatedness, improve and supplement reading, speaking, writing and thinking, serves as an assessment tool for reading skills, encourages mind perception through sequences of stories Sarlitto.

Additionally, Cary advocated that comics provide opportunities in all students, fast reader or slow reader, at the same time comics lessen the text, manageable to read and can be used by English Language beginners. From this point of view, this study theorized that the second language learner can benefit from connection in developing a material such as comics in presenting World Literature in which the stories are studied in school, more often in an English as a Second Language (ESL) classroom.

Moreover, Thacker in his study tells that comics in the classroom have a list of references and there is a growing movement in reading comics which is a valuable tool and have some great uses in the classroom and in a variety of curricula. From pre-readers to high school students, comics can help students analyze, synthesize, and absorb the content that may be more difficult when presented in only one way which books usually do. Meanwhile, Gafoor and Shilna demonstrated the use of cartoons and comics in teaching Science, particularly Chemistry in which the students' used comics strips and short cartoons to study the procedures of the chemistry experiment activities and in the later part had unit tests as assessment. The study concluded that reading comics can elevate the comprehension of students such as procedural skills. The vocabularies of comic strips and cartoons are easy to define by the students and therefore help them to learn and do the experiment activities by comprehending on what they read. This can prove the study that using the developed material comic book increased the reading comprehension skills and vocabulary skills of the students since in the data shown of pre-test and post-test there have significant changes.

Al Rabaani and Al-Aamri stated that cartoons significantly increased students' awareness of subject matters, topics and issues discussed and also found out that students had very high positive attitudes toward cartoons in lessons. While the study

investigates the effect of using cartoons on developing grade four students' awareness of water issues, it also examined their attitudes towards using cartoons in social studies lessons. The results concluded that using cartoons significantly increased students' awareness of water issues. It also found that students had very high positive attitudes toward using cartoons in social studies lessons.

Furthermore, King argued that there is a clear move toward the serious discussion of comics and comics creators in contemporary literature, an increasing willingness to talk about comics and their makers. In connection to the current study, the researcher included a concept of creating contemporary literature in the form of comics to be a form of reading material nowadays.

Affeldt et al. describe the use of comics in experimental instructions in non-formal learning which visualize stories, viewed as comprehensible to students, and also allow instructors to connect scientific tasks with authentic situations taken from students' lives. Results showed very positive perceptions by the students with respect to comic-based experimental instructions. Similarly, the study of Cho used cartoons and sketches to teach mathematics and eventually measured the student's competencies. It was revealed that using graphics such as cartoons, sketches and comics for middle schools can motivate and enhance reader's competency like numbers and language use which is based in his capacity of vocabulary expertise and instinct of selecting the right meaning of the word needed.

Acceptability and Effectiveness of Comics in Teaching

According to Tatalovic, comics are a popular type of art and provide a medium for teaching Science Education that are more efficient to use since it arouses the interest of the learners. Similarly, the teaching of dance and music also encourages the use of comics. Elder who worked as a Curriculum Manager discusses the combination of pictures and text is like dance and music. For this, Elder suggests "Three Es of Comics" that includes: Engagement, which states that comics plant meaning by means of active participation of the readers while going along in reading; Efficiency, which states that format of comics gives large amounts of information in a short span of time; and Effectiveness, which transfers learning easily because of the memory recall through text and pictures combination.

There are several studies on the use and acceptability of comics in teaching. For instance, Comer found that comics have interesting graphical images and recognizable symbols that is why ideas of people are easily triggered resulting to interest in reading, easy to understand the use of speech balloons and the pictures have the elements of lines and shading which makes the comics produce movements and motions. In medical science, Mercado found that comics give factual information through visuals, within visuals the information is imprinted such as the settings, characterization and actions. Similarly, Affeldt et al. stated that the use of comics and picture books in teaching Chemistry, Mathematics, Science and Technology improves the knowledge, trivia and general information of the reader aside from analyzing the sequence of the story and additional information. In conclusion, Casumpang and Enteria assert that teaching specific science concepts is more efficient and effective with the use of visual arts such as comics that can easily deliver information

about the text compared to bulky textbooks.

There are several benefits of using comics in instruction such as development of reading skills and the use of Language, practice of humanism through delivery of moral lesson in stories, enriching cognitive domain, enhancing moral values as life passion, courage, affection, solidarity, sacrifice and love the homeland and gauging the ability to think spatially [10, 1, 11-13]. Wang et al., elaborated that data comics are effective and versatile means for visual communication, leveraging the power of sequential narration and combined textual and visual content, while providing an overview of the storyline through panels assembled in expressive layouts. However, Wiegerova and Navratilova found that although comics are usable, it takes time to read, especially in lower years, in which stories are long.

Educational Value of Comic-Based Reading Materials

There was a relatively substantial amount of research on links between recreational reading and health. These are mostly related to changes in stress levels and relaxation, health literacy, and improvements in depression and dementia symptoms. One review showed mixed results on the positive effects of reading for pleasure and neurological conditions [3]. Reading is essential in today's world. They need this to be fully equipped because Adolescents entering the adult world in the 21st century will need to read and write more than at any other time in human history.

Furthermore, as McMaster & Espin stressed, once a pupil or learner connects to what he is reading especially using his insights and experiences, he will become more engaged in reading. Thus, the willingness and interest in reading can be connected to better comprehension and improvement in learning.

When teaching students to read, the number one priority is for the learners to understand every concept presented in the text and relate their experiences vicariously to every situation or scene described. This is factual, although another factor that should be considered when making learners read and comprehend is their interest and engagement with the material. Since most young learners are tagged as visual learners, seeing more combinations of visuals and texts, like that in comics, is fascinating. A study by Rokhayati, as cited by Reumont & Budke, revealed that using comics in teaching an individual to read is more effective than teaching reading through a general material full of printed texts. While teaching reading using wits, it was proven that students' imagination and interests were developed, making them more engaged in understanding the meanings behind every reading material.

According to Jandrić et al. the ample space and gap between achieving success and failure in the economic and educative world are between reading only with the eyes and reading with the mind. In today's situation, many things are tough to decipher, especially in the world of jobs. An individual needs to understand what he reads to be safe and earn a living. According to Clarke, the key to improving one's reading ability is reading interest, which falls under two types: situational and individual interest. Individual claim relates to what a person wants and is interested in reading. While situational interest is temporary, these are short-lived interests that last for the shortest time. Research has also shown that children can read and comprehend

more complex texts on a topic they enjoy; students who read a text above their reading age were likelier to persevere with the task if they perceived the case enjoyable. When a child enjoys reading, it is also when the child improves in reading with critical comprehension [14].

Dobes mentioned that routines will always be the foundations of everything. The recurrence of DEAR across a school week would guarantee that learners were practicing the significant reading abilities desirable for their education but were doing that through reading something of their choosing.

Moreover, Ayfan, the DEAR time should not only be a free will of reading but there sometimes should have a differentiated structure. Some children think they don't like reading because they haven't liked the selection of literature to which they've been exposed—present nonfiction titles, including biographies, autobiographies, and historical and scientific works. Present a range of fiction, including adventure, fantasy, mystery, science fiction, historical fiction, and available selections.

Zeavin says children need pleasure reading. They discussed how pleasure reading greatly impacts children's performance, particularly those aged five to ten. Their major results show that early pleasure reading improves children's cognitive abilities. They showed that this style of reading improves children's education

and social mobility. In early stages, unforced techniques might emphasize reading. As said, the youngster is learning from his own experiences and interests.

Methodology

In this section, the study's methodology comprised of the research design, sample and sampling technique, research instruments, data-gathering procedures, and data analysis procedure.

Research Design

This quasi-experimental study used a one-group pretest and posttest methodology to evaluate comic-based reading materials for Grade 8 Junior High School students' reading comprehension. Data for this study used a researcher-made grading criteria for comic-based reading. The comic-based reading materials included visuals and tales from the first quarter of the Department of Education-Aklan's Most Essential Learning Competences [15].

One-group pretest and posttest designs are quasi-experimental study designs that evaluate the same dependent variable in one group before and after a treatment [16]. The one-group pretest and posttest design have three steps: assessing the dependent variable, applying the experimental treatment X to the participants, and evaluating it again thereafter. Comparing pretest and post-test scores assesses experimental treatment effects [17].

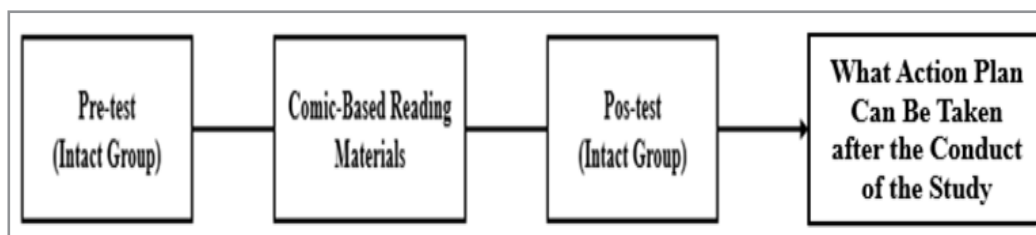


Figure 1: The Conceptual Framework of the Study

Sample and Sampling Technique

The participants of the study were 44 students in grade 8 Junior High School of Habana Integrated School for the school year 2023-2024. The students were assigned as intact group for experiment using the complete enumeration. Complete enumeration is a study of every unit, everyone, or everything, in a population. In complete enumeration, all members of the whole

population were measured.

The forty-four Grade 8 students were subject to the experimental study administering the pre-test and post-test before and after the comic-based reading materials as an intervention of this experimental study.

Table 1: Determining the total Number of Respondents Using Total Population Sampling Technique

Grade 8 Junior High School Students	(Expected Respondents) = 44	
	No. of Grade 8	Percent
Male	25	56.82%
Female	19	43.18%
TOTAL	44	100%

As shown in Table 1, there were 44 experimental participants considered in this study as subject for the comic-based reading materials as an intervention. The experimental treatment was given to the participants in the form of comic-based to determine the effectiveness as an intervention in reading comprehension difficulties. The intervention of the were measured using a researcher's-made pretest and posttest assessments. The researcher prepared pretest-posttest assessments to determine the prior knowledge and effect of the intervention in connection to the competencies of the lessons.

Research Instrument

The researcher used a reading, paper and pencil test as a performance type of test as an assessment to measure the effectiveness of the experiment. The topic coverage of comic-based reading focused to the Afro-Asian Literature of Grade 8 of Most Essential Learning Competencies given by the Department of Education [15]. In order to test the experimental intervention's effectiveness of Grade 8 students' reading comprehension, comic-based materials were used. The researcher assessed experimental treatment to students using pretests and posttests. The

researcher gave pretest to assess their prior knowledge of the topic. The pretest assessment results were obtained to establish students' proficiency. Then, the researcher discussed the topics using the intervention aligned to Most Essential Learning Competencies [15]. After the experimental intervention, the posttest assessed to same students to measure the effectiveness comic-based reading materials in improving Grade 8 students' reading comprehension. The researcher consulted three comic-based reading experts to verify the assessment instructions, notably the difficulty level. The validity of the material was also checked. The school's LR Coordinator, School Head, and English-savvy Master Teacher I were the validators using holistic rubrics. Their suggestions for improving the instrument were included.

Data-gathering Procedures

There were three (3) experimental phases conducted by the researcher in this study: the pre-experimental phase, the experimental proper phase, and the post-experimental phase. Pre-Experimental Phase. Before the experiment, the researcher created instructions, lesson plans, pretest and posttest requirements, communication letters, and other materials for teaching. Topics included word meanings, phrases, local cultures, and context clues based on the Most Essential Learning Competences and Grade 8 teachings [15]. The expert panel and external validators validated the completed instruction. The instructions supplied to both groups were thoroughly evaluated to ensure their authenticity. The instrument was revised to include their ideas for improvement. The researcher received authorization from the Office of Schools Division Superintendent to perform the study after the research specialists approved the instructions. The researcher additionally obtained a letter of support from the Public Schools District Supervisor and School Head of Habana Integrated School for study convenience. A face-to-face class and performance pretest and posttest were used to pretest and evaluate the experimental group of Grade 8 pupils at Habana Integrated School. To ensure data authenticity, the researcher had individuals answer their own paper based on their own comprehension. After the pretest, the researcher recovered the instrument, examined, and tallied the findings for statistical analysis, keeping the test materials for the later phase.

Experimental Phase. The trial ran from August until the final week of October for first quarter coverage. Comic-based reading was an intervention for the experimental group. As an experimental group, forty-four pupils saw the comedy. The instructor used comic-based reading resources to teach all subjects to this experimental group. This experiment required students to answer pretest questions depending on their past knowledge. After recording and encoding, the instructor and researcher graded it. Experimental findings were counted, encoded, and evaluated. The experimental group's post-test allowed students to apply what they learnt from the conversation via comic-based reading. Results after recording, checking, and encoding. Checking pretest and posttest after experiment.

Post-Experimental Phase. After treating the experimental group, the researcher gave the pupils a post-test to measure what they learnt. After the post-test, instruments were recovered, examined, recorded, and encoded to MS Excel. The statistician calculated and examined them. SPSS was used to process pretest and posttest findings. The pretest and posttest findings were compared using inferential statistical methods to solve the study's issue and hypothesis. Tabular and textual data analyses and interpretations were presented. The researcher considered the data privacy act and ethical issues for confidentiality, quality, and human subject protection while conducting the study. The researcher explained to participants their right to voluntarily withdraw from the study at any time, its main purpose, data collection procedures, confidentiality, known risks, and expected benefits.

Data Analysis Procedure

Since the study employed quasi-experimental quantitative research design two (2) statistical procedures were used: descriptive statistics and inferential statistics. The frequency counts, percentage, mean, and standard deviation were utilized in descriptive statistics. Wilcoxon Signed Rank Test was used to compares the pre-test and post-test scores of the experimental group and Shapiro-Wilk Test was used for hypothesis test that evaluates whether a data set is normally distributed because the participants in this study were less than fifty (50). In addition, the teacher-researcher processed and solved the data using the Statistical Package for Social Sciences (SPSS) software, which includes robust data visualization capabilities for presenting data simply and succinctly. It would be preferable if you concentrated on the key phases of your study, research techniques, and research impacts. It's important to explain why you chose certain samples, research techniques, and designs.

Findings and Discussion

Pre-test Score of Grade 8 Students before Intervention

The researcher utilized the mean and standard deviation as the statistical tool in descriptive statistics to determine the pre-test comprehension standing of the respondents without comic-based reading materials. Table2 shows the pretest standing of Grade 8 students with their mean average with corresponding verbal description [18].

The result simply shows that some students in the experimental study have prior knowledge about the topics reflected in the given pre-test assessment before the implementation of the intervention. Moreover, findings from (Medjahdi, 2015) he investigated the problems of reading comprehension of high school learners, he found out that there is lack of vocabularies, limited background knowledge of the students, the text given to the students was not appropriate with the level competence. Hence, the mean score results of the experimental group have an indication of higher the mean score of 75%, which was acceptable to the passing score in DepEd Order 8, s. 2015.

Table 2: Pre-test Scores of Students before Intervention

Group	n	Mean	SD	Description
Grade 8	44	82.25	0.878	Satisfactory

Scale: 90-100 (Outstanding), 85-89 (Very satisfactory, 80-84 (Satisfactory), 75-79 (Fairly Satisfactory), Below 75 (Did Not Meet Expectations) by D. O. 8, s. 2015.

Although, the result for the pretest was satisfactory at least this was not a bias because it was evident, using Shpairo-Wilk to test the normality. The pretest scores of students before the implementation of the comic-based reading materials were normal at $p\text{-value} > 0.387$ which was higher than the set of $p\text{-value} 0.05$. Thus, the researcher's decision was to proceed to the implementation of the comic-based reading materials as an intervention.

Post-test Score of Grade 8 Students before Intervention

The researcher utilized the mean and standard deviation as the statistical tool in descriptive statistics to determine the posttest comprehension standing of the respondents after the comic-based reading materials. Table 3 shows the posttest standing of Grade 8 students with their mean average with corresponding verbal description [18].

Table 3: Post-test Scores of Students after Intervention

Group	n	Mean	SD	Description
Grade 8	44	89.98	0.852	Outstanding

Scale: 90-100 (Outstanding), 85-89 (Very satisfactory), 80-84 (Satisfactory), 75-79 (Fairly Satisfactory), Below 75 (Did Not Meet Expectations) by D. O. 8, s. 2015.

Evidently, the result displayed an indication that the comic-based reading materials as an intervention was effective in supporting the teaching and learning process. This medium instruction can be effective in increasing students' reading comprehension. Rokhayati and Utari supported the statement that the use of comic-based reading materials as an English teaching media for Junior High School students was effective materials to increase the reading comprehension of the learners since it conveys messages through narrative and imagery. Comic-based reading resources offer certain advantages, such as supporting students in grasping the contents of text, assisting students in improving their ideas, and raising students' enthusiasm in literature. According to Cary, readability criteria in comics are based on both text and visuals help to make the textual material more

The finding shows that grade eight students who received and experienced the Comic-Based Reading Materials perceived the intervention to be more effective in improving their visual literacy and reading comprehension abilities than a standard reading material. Since comic-based reading materials are employed, the reading exercises are designed to increase students' comprehension while reading the lesson-discussion on the reading materials.

Bitz supported the statement above that comic book reading materials are a strong mix of multiple abilities, creative inventiveness, and expressiveness, making it a valuable tool for learners to swiftly absorb topics and boost their learning. For this reason, they are highly recommended as materials for reluctant learners and those who struggle in reading [8, 9].

accessible. Thus, comic-based reading materials as a medium for teaching students' reading comprehension should be used in English classrooms.

Significant Difference Between Pre-test and Post-Test Scores

The researcher utilized non-parametric test specifically the Wilcoxon Signed-Rank Test to assess the differences between pre-test and post-test scores of the experimental group. When data was collected by non-probability selection, then the sample results cannot be generalized to the population. Therefore, the use of parametric can be redundant in this case [17]. The Wilcoxon Signed-Rank Test indicated that the median pre-test ($Mdn=82.50$) "satisfactory", while the post-test ($Mdn=89.00$), "outstanding", $z=5.44$, $p<0.000$.

Table 4: Significant Difference Between Pre-test and Post-Scores

Scores	n	Mdn	Z	p-value
Pre-test	44	82.50	5.44	$p<0.000$
Post-test		89.00		

*** $p<0.0001$

The results implied that there was an increase in the students' reading comprehension using the comic-based reading materials as intervention from pretest to posttest. Although, the results showed satisfactory from pretest and outstanding in the posttest indicated in the DepEd Order before and after the intervention was noticeably improving utilizing the comic-based reading materials. Clearly, the scores on both tests had significantly improved from acceptable to excellent before and after the adoption of the comic-based reading materials.

Moreover, the effects of comic books on students' motivation and academic success in English classroom and the results revealed that students who were taught by the comic book reached significantly better achievement score and higher motivation counterparts, who compared taught in traditional classroom environment [19]. In the study of Dogan and Koc the effects of educational comic-based reading materials on teaching literature lessons in English literature subjects found significant favor of

post-test scores between the mean scores of the students in the experimental group who were instructed by educational comics and those of the students in the control group in terms of academic achievement and attitude towards the environment.

Similarly, Senturk and Simesk explored the effect of using educational comic-based reading as teaching material in English literature subject for students' academic achievement and results showed both educational comics and educational cartoons as effective materials for educational activities in various aspects. Hence, the hypothesis that there is no significant difference in the performance in English 8 of students between the pretest and posttest scores of Grade 8 students is rejected.

Action Plan Taken after the Conduct of the Study

After the study, the researcher shared the results with the school administration and teachers. The important results have been discussed and brainstorm for various activities with the school

head's approval that should be implemented and continue applying the intervention which is the comic-based reading materials to enhance students' comprehension and outline of the action plan has been proposed and implemented.

Conclusion

The research study showed evident results from pretest to posttest aligned to the DepEd Order No. 8, s. 2015, focusing on the pretest with an indication of "satisfactory" the utilization of comic-based reading materials was further pursued even if certain students in the intact group possessed pre-existing knowledge on the subjects being discussed prior to the intervention's implementation. The mean score results of the experimental group indicate a higher mean score of 75%, which meets the passing score requirement specified in the DepEd Order.

Moreover, the post-test reading comprehension of the intact group after the Comic-Based Reading Materials intervention implementation was "Outstanding", based on the [18]. Moreover, outstanding result of experimental group simply show that students in the experimental study considered comic-based reading materials effective with greater impact enhancing their visual literacy and reading comprehension skills compared to an ordinary reading material. Since reading activities in the comic-based reading materials are focused on improving students' comprehension and aid the reading difficulties [20-25].

Furthermore, utilizing the Wilcoxon Signed Rank Test to assess the differences between pretest and posttest scores of the intact group before and after the implementation of intervention respectively indicated that there is a significant difference in the pre-test score and pos-test score of students. Besides, the result implies that the comic-based reading materials as an intervention compared as an intervention was effective to address the reading comprehension difficulties of the learners and alleviate their reading comprehension [26-30].

Also, the action taken after the conduct of the study utilizing Comic-Based Reading Materials has been proposed and administered with the help of the school administrators and teachers. Consequently, integrating comic-based reading materials into the curriculum for students with reading issues provides a dynamic and captivating method for teaching literacy. Comics amalgamate the art of visual storytelling with written language, so enhancing the interactive nature of reading and reducing its intimidating aspect. The vibrant graphics enhance comprehension by offering contextual cues that assist in comprehending the narrative and language [31-35].

This multimodal structure not only engages the students' interest but also accommodates various learning styles, promoting a more inclusive learning environment [36-40]. Through the utilization of comic-based materials, educators can augment motivation, raise reading proficiency, and foster a passion for reading among pupils encountering difficulties, ultimately bolstering their scholastic achievement and overall self-assurance in literacy. Thus, sustainability of this intervention is expected and further transpired to other educational platforms [41, 43].

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