

# The Development and Validation of Picture Clues Towards the Reading Readiness of Grade I Learners in Oro Elementary School

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| Mary Joy D. Salilin |

Agusan Colleges Inc.  
Butuan City, Philippines

[Dumalag.maryjoy2288@gmail.com](mailto:Dumalag.maryjoy2288@gmail.com)



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## ABSTRACT

*This study developed and validated picture clues to remediate the poor reading readiness of grade 1 learners in Oro Elementary School, Agusan del Sur Division for the school year 2023-2024. The study used a descriptive evaluation research design with 42 Grade I learners as the participants of the remediation. The reading readiness level of the learners was determined by the Comprehensive Rapid Literacy Assessment (CRLA) tool in the pretest as the baseline for the learners' reading readiness level and the same tool was used in the posttest after the implementation of the developed and validated picture clues in the learners' regular reading instruction. The ADDIE Model was used as a guide in the design and development of picture clues and was validated based on the Learning Resource Management and Development System (LRMDS) criteria by the three (3) experts in the field. The paired t-test was used to analyze if there was a significant difference between the pretest and the posttest results after the remediation. Data revealed that before the remediation, there were only 5 learners who belonged to the "Grade Ready" level, the highest level, and 37 belonged to the "Full Refresher" level, the lowest level, hence, remediation was needed. However, after the implementation of the developed and validated picture clues as remediation, the number of learners who belonged to the "Grade Ready" level increased from 5 to 35, 2 at the "Light Refresher" level, and no one belonged to the "Moderate Refresher" and "Full Refresher" levels. Hence, exposure to the developed and validated picture clues significantly improved the learners' reading readiness level and was a valuable tool for educators to improve reading readiness of the Grade 1 learners.*

## KEYWORDS

*Reading readiness; development; validation; picture clues; Comprehensive Rapid Literacy Assessment (CRLA) tool.*

## INTRODUCTION

A child's readiness to read is a crucial turning point in his/her educational journey since it lays the foundation for his/her future performance in school. In addition to enable learners to acquire information, reading fosters their cognitive and language growth. The improvement of young learners' reading readiness is a major priority for educators and researchers in the Philippines, as it is in many other countries.

The numerous methods for fostering reading readiness have been the subject of extensive investigation. Studies across the world have looked at the advantages of using visual aids in early literacy training, such as images and illustrations. The field still lacks a thorough understanding of picture clues' effects on the larger Philippine educational

landscape despite some research suggesting that they can be effective in enhancing reading readiness.

Diverse viewpoints on reading readiness have been offered by authors and academics in the field of education. While some stress the need for specialized strategies catered to the requirements of certain student demographics, some emphasize the necessity of early interventions and the function of visual aids in improving understanding. These viewpoints offer insightful information on the potential and difficulties that teachers have while promoting reading readiness in young students (Martinez, 2022).

Promoting literacy and reading competence has consistently been a top goal in Philippine educational policy and practice. By utilizing their mother tongues

as a bridge to develop reading and writing abilities in both Filipino and English programs like the Mother Tongue-Based Multilingual Education (MTB-MLE) program has tried to make learning more accessible to learners. Nevertheless, despite these initiatives, the Philippines is still among the countries that produces the lowest proficiency for young learners in reading, mathematics, and science, as indicated by the Programme for International Student Assessment (PISA) 2022 ranking.

Oro Elementary School provided learners with additional support to enhance their skills in reading readiness by applying different teaching strategies and techniques. However, the problem of acquiring these skills by its learners still exists. This is evident in the recent Comprehensive Rapid Literacy Assessment (CRLA) assessment conducted in 2022 during the pandemic where most learners belonged to the “Full Refresher” level. This means that the learners need more phonological awareness and letter sound instruction which they were supposed to master in their previous grade level. Despite various interventions implemented, the school continues to struggle to achieve the “Grade Ready” level as the desired reading readiness level for its learners. This situation highlighted the need to develop and evaluate approaches and strategies to help address this important issue. It identified the full refresher and moderate refresher categories as the most prevalent, highlighting the need for targeted interventions (Barnuevo, et.al., 2023).

This study aimed to determine the effectiveness of using picture clues to remediate the poor reading readiness of Grade I learners. The study involved the development and validation of a set of picture clues used with Grade I learners in Oro Elementary School to remediate their poor reading readiness level. The study was important because it helped determine whether picture clues can be an effective tool for improving the reading readiness of Grade I learners. Teachers can use the results of the study to develop more effective reading instruction and advocate for the use of picture clues in their schools. This study developed and validated the picture clues to remediate the poor reading readiness level of Grade I learners in Oro Elementary School.

## **LITERATURE REVIEW**

The theoretical framework of this study was derived from a synthesis of several key educational theories and concepts that underpin the investigation into the development and validation of picture clues on reading readiness among Grade I learners. This research focused on Vygotsky’s Socio-cultural Theory (1978) and Piaget’s Cognitive Development Theory (1936).

Vygotsky's Zone of Proximal Development (ZPD) is a central concept in understanding the role of social interaction and scaffolding in children's learning and development. According to this theory, the ZPD is the difference between what a learner can do independently and what they can achieve with the guidance and support of a more knowledgeable person, such as a teacher or peer. This theory provided a foundational

structure for understanding the processes and factors that may influence the reading readiness development of young learners.

In the context of this study, picture clues were seen as a form of scaffolding, as it provided support and assistance to Grade I learners in their reading readiness journey. The introduction of picture clues guided learners toward reading readiness.

Piaget's Cognitive Development Theory (1936) emphasized the active role of children in constructing their understanding of the world. It outlined the stages of cognitive development that individuals progress through, from sensorimotor to formal operational stages. Central to Piaget's theory was the idea that children's cognitive development is driven by their interactions with their environment. In the context of this study, the use of picture clues aligned with Piaget's theory as it engaged Grade I learners actively in the learning process; by interacting with picture clues and textual information, children actively constructed their understanding of reading readiness concepts, such as phonemic awareness and letter recognition.

The theories also underscored the mediating role of learners' engagement in the use of picture clues and reading readiness. Both Vygotsky's and Piaget's theories highlight the importance of active engagement in the learning process. This study considered student engagement a key factor that mediated how effectively picture clues influence reading readiness.

## **RESEARCH METHODS**

### ***Research Design***

The study utilized a descriptive evaluation research design. Descriptive evaluation design refers to a method of research that aims to gather information about prevailing conditions or situations for description and interpretation. It focused on both description and evaluation which provided a comprehensive understanding of the program or intervention by studying its features and assessing its effectiveness. It was suitable for this study because it allowed the researcher to comprehensively describe and evaluate the picture clues and ultimately afforded decisions about their wider implementation and impact on Grade 1 learners' reading readiness in Oro Elementary School.

### ***Research Locale***

The research was conducted in Oro Elementary School, Esperanza IV, Agusan del Sur, Philippines. The school was situated in a semi-rural area, characterized by its proximity to both urban and rural communities.

### ***Population and Participants of the Study***

The participants of the study were the forty-two (42) Grade I learners of Oro Elementary School, Esperanza IV, Agusan del Sur. These learners came from two (2) sections combined for the conduct of the study. However, out of 42 learners, only 37 participated in the remediation because 5 learners were already at the Grade Ready level after the pretest and were excluded. Table 1 shows the distribution of the number of learners in Grade I male and female.

**Table 1.** Distribution of Participants

<b>Respondents</b>	<b>n</b>	<b>%</b>
Male	22	52.4%
Female	20	47.6%
Total	42	100%

### ***Sampling Design***

The study used a purposive sampling design. All 42 Grade 1 learners of Oro Elementary School from two sections were chosen as participants in the study. However, only 37 learners participated in the actual remediation since 5 of them were already at the “Grade Ready” level after the pretest. The 37 learners were crucial to the study as they allowed the researcher to examine the effects of picture clues on reading readiness within the specific classroom environment of Oro Elementary School.

### ***Research Instrument***

The Comprehensive Rapid Literacy Assessment (CRLA) tool and the validation tool were the two important instruments used in the conduct of the study.

The Comprehensive Rapid Literacy Assessment (CRLA) was an assessment tool adapted by the Department of Education (DepEd) to quickly assess learners' reading levels in Grades 1-3. It was developed in response to the extended break that learners experienced during the COVID-19 pandemic and was designed to help teachers determine the reading profiles of the learners and develop appropriate instructional strategies. The CRLA provided a snapshot of a learner's reading skills in three key areas: word recognition, reading fluency, and reading comprehension. Based on their performance in these areas, learners were categorized into one of five reading profiles: Grade Ready, Light Refresher, Moderate Refresher, and Full Refresher.

The validation tool was assessed by three field experts from the Department of Education, Division of Agusan del Sur. The tool contained 5 indicators for each five key aspects: accuracy, clarity, relevance, cultural sensitivity, and engagement aligned with the LRMDs standards. This tool used a 5-point rating scale with corresponding interpretations for each aspect to ensure that the picture clues cater to the developmental needs of the learners.

### ***Validity and Reliability of the Research Instruments***

The Comprehensive Rapid Literacy Assessment (CRLA) tool was a relatively new assessment adapted by the Department of Education (DepEd) designed to help teachers quickly determine the reading profiles of the Grade 1 to Grade 3 learners and develop appropriate reading instructional strategies. It was valid in terms of face validity, content validity, criterion-related validity, and construct validity. It was reliable in terms of internal consistency, test-retest reliability, and inter-rater reliability.

The researcher-made picture clues were validated by three field experts. Their evaluation ensured the clues met established LRMDs standards (Accuracy, Clarity, Relevance, Cultural Sensitivity, and Engagement). While the experts found the clues to be generally valid and reliable, their recommendations included incorporating a wider variety of picture clues into teaching strategies and revising unclear directions within activities. Additionally, they identified sections of the picture clues that might be confusing for grade 1 learners, suggesting further refinement. These suggestions were incorporated into the final form of the picture clues.

### **Data Gathering Procedure**

The researcher wrote a letter request to the Schools Division Superintendent (SDS), asking permission to conduct a research study. Upon its approval, the researcher then wrote a letter to the Public Schools District In-Charge (PSDI) and School Head, asking permission to administer the remediation to the learners. The data collected were tallied, processed, and analyzed.

### **Scoring and Quantification of Data**

This section describes the score ranges and their equivalent reading profile based on CRLA and the scores in the validation form with the scale, mean ranges, description and equivalent verbal interpretation for statistical analysis.

### **Statistical Treatment**

The data gathered from the study were analyzed using the following statistical tools:

**Frequency Counts and Percentage.** These tools were used to describe the pretest and posttest performances of the learners.

**Weighted Mean.** This was used to determine the average of the scaled responses of the evaluators on the items in the validation tool.

**Paired Samples t-test.** This tool was used to determine if there was a significant difference before the pretest and posttest data.

## **RESULTS AND DISCUSSION**

### **The Reading Readiness Level of Grade I Learners Before Utilization of the Picture Clues**

Table 2 shows the reading readiness level of 42 Grade I learners before the utilization of picture clues as assessed by the Comprehensive Rapid Literacy Assessment (CRLA) tool.

Table 2. Reading Readiness Level of the Grade 1 Learners

Score	Reading Readiness Level		Pretest Result	
Range	Letter Category	Rhyme Category	<i>n</i>	%
17-20	Grade Ready		5	11.9
7-16	Light Refresher		0	0
15-20		Moderate Refresher	0	0
0-14		Full Refresher	37	88.1
		<b>Total</b>	<b>42</b>	<b>100</b>

As reflected in the Table, the reading readiness level is composed of letter and rhyme categories. In the letter category, the score ranging from 17-20 is at the “Grade Ready” level. This indicates that a learner has mastered the necessary reading skills and concepts for their current grade level and is ready to progress to more advanced reading material. For score ranging from 7-16 under the letter category is at the “Light Refresher” level which indicates that a learner has a good grasp of essential reading concepts but needs some additional practice or support to solidify skills.

In the rhyme category, a score ranging from 15-20 the reading readiness level is “Moderate Refresher” which means that a learner needs more consistent practice and guidance to develop reading skills effectively. For scores ranging from 0-14, the reading readiness level is “Full Refresher” which means that the learners require significant support and remediation to reach the expected reading level for the grade.

The data show that, in the letter category, there were only 5 or 11.9% out of 42 learners who were at the “grade ready” level. This indicates that only few of the learners mastered the necessary reading skills for their current grade level. As seen on the table, no learner belongs to the “light and moderate refresher” levels. In the rhyme category, there were 37 or 88.1% out of 42 learners fell under the full refresher level. This means that the majority of the learners needed the most support and required remediation to reach the expected reading level for their grade.

This finding is supported by the study of Barnuevo, et al. (2023) which stated that the “full refresher” and “moderate refresher” levels are the categories that needed the most support for targeted interventions. Thus, the 5 learners who were at grade ready level in the pretest were not included in the remediation since they were ready for more advanced reading materials for their grade. Only 37 learners who were at the full refresher level were included in the remediation.

The study of Zapanta (2023) emphasized that CRLA was beneficial to teachers, was timely and relevant, it allowed to discover the learners' learning gap, and supported reading intervention. By using the CRLA tool, the teacher can identify the gaps in learning reading. In this study, the pretest was conducted using the CRLA tool to identify learners who need remediation for specific skills.

### ***Design and Development of the Picture Clues***

The researcher-made picture clues were designed and developed consistent with the Learning Resource and Development System (LRMDS) standards guided by the ADDIE model’s phases.

#### ***1. Accuracy***

The researcher designed and developed the picture clues according to their accuracy focusing on clear, simple illustrations with minimal details that would not distract from the core concept. She also prioritized the localized objects in the illustrations that first graders would readily recognize from their everyday lives and made them identify the illustrations easily.

#### ***2. Clarity***

The picture clues were designed and developed considering the size and placement of the illustrations. It ensured that the picture clues were large and positioned prominently on the page to capture attention. Each picture focuses on a single object or scene, avoiding clutter that could confuse young learners.

#### ***3. Relevance***

The researcher linked the picture clues directly to the target vocabulary for first graders, ensuring a clear connection between the image and the word it represents and the background elements minimal, focusing solely on the object or action the picture represents. First graders are still developing their reading comprehension skills, so complex contextual clues may be overwhelming.

#### ***4. Cultural Sensitivity***

The picture clues were designed and developed along with its cultural sensitivity prioritizing a variety of ethnicities, genders, and abilities to promote inclusivity. The researcher chose pictures with a broad cultural understanding, avoiding symbolism or objects specific to certain cultures.

#### ***5. Engagement***

The researcher considered bright and engaging colors of picture clues to attract attention and made the learning process more enjoyable incorporating hidden elements within the picture to encourage a basic level of interaction and exploration.

The design and development of picture clues considered the ADDIE model as the guide for the instructional design and were consistent with the standards set by the Learning Resource Management and Development System (LRMDS) of the Department of Education. This was supported by the study made by Cruz, et al. (2021) which explored the development and validation process of picture clues within the framework of the Learning Resource Management and Development System (LRMDS) standards. Their findings highlighted the importance of aligning the picture clues with LRMDS to maximize their impact.

The picture clues were meticulously designed to be accurate, clear, relevant culturally sensitive, and engaging for first graders. This comprehensive approach ensured the clues effectively support learning and development.

### **Validation of the Picture Clues**

Table 3 details the picture clue validation process using LRMDS criteria (accuracy, clarity, relevance, cultural sensitivity, engagement) to ensure accurate representation and minimize learning obstacles.

In terms of accuracy, the validators had the highest level of agreement in indicator 1 “The pictures accurately represent the concepts or words they are meant to illustrate”, indicator 4 “The pictures help the pupils understand the information being presented better than words”, and indicator 5 “The pictures are effective in reinforcing pupils learning of new vocabulary”, with a weighted mean of 5.00. This means that the validators found that the pictures were clear and relevant to the information being presented.

**Table 3.** Validation Of the Picture Clues Along Accuracy, Clarity, Relevance, Cultural Sensitivity, And Engagement

Indicators	Wtd Mean	Verbal Description	Interpretation
<b>Accuracy</b>	5.00	Strongly Agree	Excellent
1. The pictures accurately represent the concepts or words they are meant to illustrate.	5.00	Strongly Agree	Excellent
2. The pictures do not contain any misleading or confusing elements.	4.33	Strongly Agree	Excellent
3. Using the pictures, the pupils can correctly identify the objects, actions, or emotions...	4.67	Strongly Agree	Excellent
4. The pictures help the pupils understand the information being presented better than words.	5.00	Strongly Agree	Excellent
5. The pictures are effective in reinforcing pupils' learning of new vocabulary.	5.00	Strongly Agree	Excellent
<b>Overall Weighted Mean</b>	<b>4.80</b>	<b>Strongly Agree</b>	<b>Excellent</b>
<b>Clarity</b>			
1. The pictures are easy to understand and interpret.	5.00	Strongly Agree	Excellent
2. The level of detail in the pictures is appropriate for Grade I pupils and their learning level.	4.67	Strongly Agree	Excellent
3. The colors and shading used in the pictures are clear and not distracting.	4.00	Strongly Agree	Excellent
4. The pictures did not contain any unnecessary or confusing background elements.	4.33	Strongly Agree	Excellent
5. The pupils will be able to focus on the important information in the pictures without getting.	5.00	Strongly Agree	Excellent
<b>Overall Weighted Mean</b>	<b>4.60</b>	<b>Strongly Agree</b>	<b>Excellent</b>
<b>Relevance</b>			
1. The pictures are relevant to the information or	5.00	Strongly Agree	Excellent

story being presented.			
2. The pictures help pupils connect the information they are learning to their own experiences.	4.67	Strongly Agree	Excellent
3. The pictures made the learning process more interesting and engaging.	5.00	Strongly Agree	Excellent
4. Using the pictures, the pupils will be able to better understand the concepts being taught.	5.00	Strongly Agree	Excellent
5. The clues support the development of key reading skills, such as phonemic awareness.	4.67	Strongly Agree	Excellent
<b>Overall Weighted Mean</b>	<b>4.87</b>	<b>Strongly Agree</b>	<b>Excellent</b>
<b>Cultural Sensitivity</b>			
1. The pictures are inclusive and representative of different cultures and backgrounds.	5.00	Strongly Agree	Excellent
2. The pictures did not contain any stereotypes or biased portrayals of people or groups.	5.00	Strongly Agree	Excellent
3. The visuals portray diverse individuals and families in a respectful and inclusive manner.	4.67	Strongly Agree	Excellent
4. The pictures did not offend or disrespect any cultural beliefs or values.	5.00	Strongly Agree	Excellent
5. The picture clues are suitable for use in a multicultural classroom setting without causing.	5.00	Strongly Agree	Excellent
<b>Overall Weighted Mean</b>	<b>4.93</b>	<b>Strongly Agree</b>	<b>Excellent</b>
<b>Engagement</b>			
1. The picture clues are visually engaging and captivating for Grade 1 learners.	4.67	Strongly Agree	Excellent
2. The visuals spark curiosity and encourage interaction with the learning materials.	5.00	Strongly Agree	Excellent
3. The materials encourage active participation and collaboration among learners.	4.33	Strongly Agree	Excellent
4. There are opportunities for playful exploration and discovery within the clues.	4.67	Strongly Agree	Excellent
5. Using the pictures made the learning process more fun and enjoyable.	5.00	Strongly Agree	Excellent
<b>Overall Weighted Mean</b>	<b>4.73</b>	<b>Strongly Agree</b>	<b>Excellent</b>

Legend: 1.00-1.49-Strongly Disagree/ Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49 Uncertain/Satisfactory; 3.50-4.49-Agree/Very Satisfactory; 4.50-5.00-Strongly Agree/Excellent

The lowest weighted mean among the indicators is indicator 2 “The pictures do not contain any misleading or confusing elements”. The indicator still obtained a high mean of 4.33 but the lowest compared to the other indicators. This means that the validators found that some elements of the picture clues contained misleading elements that may confuse learners.

The overall weighted mean for accuracy is 4.80, which is “Strongly Agree” in the verbal description and interpreted as “Excellent”. This means that the validators strongly agree that the developed picture clues were accurate for Grade 1 learners since their design and development were guided by the ADDIE Model and consistent with the LRMDS standards of DepEd.

In terms of clarity, among the indicators, the “The pictures are easy to understand and interpret” and the “The pupils will be able to focus on the important information in the pictures without getting...”. These two indicators both obtained the highest level of agreement from validators with a weighted mean of 5.00. This means that the validators had the highest level of agreement and found the picture clues to be successful in conveying information to pupils without causing confusion or distraction.

The indicator that obtained the lowest mean among the other indicators is “The colors and shading used in the pictures are clear and not distracting”. It had a weighted mean of 4.00 and had a verbal description of “Strongly Agree” and was interpreted as “Excellent”. This implies that the validators found that some elements in the materials may contain unclear and distracting colors and shading.

The overall weighted mean for clarity is 4.60 with a verbal description of “Strongly Agree” and interpreted as “Excellent” which implies that the validators had the highest level of agreement in all elements of the materials. They found the materials to be clear and easy to understand.

In relevance, indicator 1 “The pictures are relevant to the information or story being presented”, indicator 3 “The pictures made the learning process more interesting and engaging”, and indicator 4 “Using the pictures, the pupils will be able to better understand the concepts being taught”, obtained the highest level of agreement with a weighted mean of 5.00, with a verbal description of “Strongly Agree” and interpreted as “Excellent”. This means the pictures directly related to the content, actively grabbed the students' attention, and ultimately helped them grasp the concepts being taught.

Otherwise, indicator 2 “The pictures help pupils connect the information they are learning to their own experiences” and indicator 5 “The clues support the development of key reading skills, such as phonemic awareness...” were the indicators that both obtained a weighted mean of 4.67 which was the lowest among the other indicators. This implies that these areas may need improvement in the resource and there is a need to focus on improving how the resource helped learners connect learning to their experiences and develop key reading skills. The overall weighted mean is 4.87, verbally obtained a description of “Strongly Agree” and interpreted as “Excellent” which indicated a very favorable outcome from the data.

For cultural sensitivity, indicators 1, 2, 4, and 5 got 5.00 in the weighted mean. The statement indicated a positive assessment of cultural sensitivity in a set of pictures. While all categories scored highly, “The visuals portray diverse individuals and families in a respectful and inclusive manner” scored slightly lower than the others. This implies room for improvement in representation within the pictures. The overall weighted mean is 4.93 which indicates a very positive assessment of the cultural sensitivity of the pictures. Overall, the high weighted mean 4.93, pointed out that the pictures are culturally sensitive.

In terms of engagement, indicators 2 and 5 obtained the highest weighted mean of 5.00. This means that the visuals spark curiosity and encourage interaction with the learning materials and using picture clues made the learning process more fun. The lowest indicator is 4.33 with the statement “The materials encourage active participation and collaboration among learners but still has the verbal description of “strongly agree” and still interpreted as “excellent”.

The overall weighted mean score of 4.73, which is “strongly agree” on the scale and interpreted as “Excellent”. Generally, this indicates that validators have a strong level of satisfaction or agreement with the elements found in picture clues.

This is supported by the study of Gupta (2021) which emphasized that the ADDIE Model is an instructional design model that provides a structured and adaptable approach to creating effective instructional content, courses, and experiences. The ADDIE Model serves as a guiding framework for instructional designers, educators, and trainers alike for creating training materials.

### **Reading Readiness Level of Grade I Learners After Exposure to Picture Clues**

The data in Table 4 presents the reading readiness level of Grade I learners after exposure to picture clues as assessed by the Comprehensive Rapid Literacy Assessment (CRLA) Tool.

**Table 4.** Reading Readiness Level of the Grade 1 Learners After Exposure to Picture Clues

Score Range	Reading Readiness Level		Posttest Result	
	Letter Category	Rhyme Category	<i>N</i>	%
17-20	Grade Ready		35	94.6
7-16	Light Refresher		2	5.4
15-20		Moderate Refresher	0	0
0-14		Full Refresher	0	0
		<b>Total</b>	<b>37</b>	<b>100</b>

In the posttest result, as gleaned in the Table, it is revealed that there are 35 or 94.6% of the learners who are in the Grade Ready level and 2 or 5.4% in the light refresher level. No more learner belongs to the full refresher level. The number of learners who belong to the grade ready, the highest reading level, increased from 5 in the pretest to 35 in the posttest. This means that learners' reading profiles improved after the implementation of the picture clues.

This result validates the observations in the actual scenario during the remediation phase implemented for 23 days for 50 minutes per day where learners participated well during the reading instruction using picture clues as a teaching tool resulting in a positive learning environment. Although there were times when some of the learners could not easily grasp the concepts, it was worth noting that using picture clues helped create ideas to easily absorb the skills that the clues intended to exhibit. It also created a higher level of excitement, especially in answering the given exercises.

During the lesson, instead of just listening to the researcher talking, the learners got to be part of the lesson. They talked to each other, used the pictures to guess the answers, and had a blast figuring things out. It was amazing to see how excited they were to learn! And the best part their hard work paid off! After using the picture clues, their performances leveled up. It was clear that the pictures helped them understand the lessons much better.

The result is consistent with the study of Do & Pham (2021) which demonstrated that picture clues significantly improve reading comprehension and vocabulary acquisition, particularly for low-proficiency learners. This is also supported by the scores obtained by the learners in the formative assessment where most of them scored high and their level of participation increased compared to the normal reading instruction without using picture clues.

In addition, the finding supports the study of Johnson, et al. (2020) which investigated the effectiveness of using picture clues and explicit instruction to improve reading readiness in Grade 1 learners. The researchers found that students exposed to both interventions demonstrated significantly higher gains in phonemic awareness, decoding skills, and reading fluency compared to those receiving only traditional reading instruction. They concluded that picture clues, particularly when combined with explicit instruction, can play a valuable role in enhancing reading readiness for young learners.

This result conformed with the studies of Carurucan (2019) which emphasized the need for individualized instruction and the importance of creating a stimulating environment that fosters reading readiness, and the study of Acar & Yıldız (2022) also demonstrated that picture clues significantly enhanced reading fluency and comprehension although not

focused on grade 1 specifically, the study emphasized the potential of picture clues to support early reading development and fluency, which were crucial skills for grade 1 learners.

In this study, picture clues served as a teaching tool that the researcher used to help learners improve themselves in terms of identifying letter-sound and rhyming words which were necessary for young learners to master the basic foundational skills of learning how to read. The number of learners who were Grade Ready increased from 5 to 35. This means that using picture clues was proven to be a highly effective strategy for remediating letter-sound recognition and rhyming skills. Learners who initially struggled were able to grasp these concepts through the clues provided by the pictures.

### **Test of Significant Difference in the Pretest and Posttest Scores**

**Table 5.** Paired t-test between Pretest and Posttest Scores of the Grade 1 Learners

	Mean	SD	t	p-value	Decision on H <sub>0</sub>	Interpretation
Posttest	17.41	.832	25.168**	.000	Reject H <sub>0</sub>	Significant
Pretest	11.08	1.278				

\*\*significant @ p<.05

Table 5 on the next page shows the result of the paired t-test, which was employed to determine if there was a significant difference in the level of reading readiness of the Grade 1 learners before and after exposure to the developed and validated picture clues.

The analysis shows that the mean score of the learners in the pretest is 11.08 out of 20 items; it is 17.41 in the posttest. This indicates that there is an increase in the posttest from the pretest scores of the learners. A greater deviation value of 1.278 in the pretest is observed against the standard deviation value of

.832 in the posttest. This means that in the pretest, the scores of the learners spread away from the mean score, indicating diverse levels of reading readiness. This diversity is addressed in the implementation of the validated picture clues resulting to a higher mean score in the posttest and a corresponding lower standard deviation value. A t-value of 25.168 at p=.000 means that there is a very significant difference between the pretest and posttest scores of the learners. Thus, the null hypothesis is rejected. This implies that the validated picture clues were effective in improving the reading readiness level of the learners.

These findings conformed with the actual observations in the classroom, exposure to picture clues consistently helped learners recognize easily the letter sounds by identifying the first the names of what were shown in the pictures. The learners showed mastery in naming pictures and identifying their beginning sounds. It was also found out during the actual observations that incorporating picture clues significantly improved first graders' grasp of letter sounds and rhyming. This resulted in all learners achieving passing scores in their daily evaluation as reflected in the teacher's record from the formative tests. Learners who were exposed to explicit teaching and picture clues demonstrated significantly higher gains in phonemic awareness, decoding skills, and reading fluency compared to those receiving only traditional reading instruction.

By closely monitoring the learners' performances during the remediation phase, it was observed that there was a big difference in terms of using picture clues as a teaching tool than pure text alone. Thus, picture clues were considered to be an effective tool in improving the reading readiness level of the learners. The learners exhibited a better understanding of the text as measured by comprehension assessments emphasizing the

potential of picture clues as a scaffolding strategy to support young readers' development of word recognition and comprehension skills (Jones, et. al., 2022).

The results clearly emphasized that incorporating picture clues into teaching reading enhances learners' comprehension and readiness to read. The research observed a notable difference when picture clues were used alongside text, as opposed to using text alone. The pictures acted as a scaffolding tool, helping young readers to better recognize words and understand the text. This was evidenced by improved performance in comprehension assessments. It reinforces the idea that visual aids can be a significant aid in the development of early reading skills, supporting learners' engagement, and aiding in the interpretation and understanding of text.

### **Proposed Enhancement of the Picture Clues**

The table outlines areas for improvement in the developed picture clues based on the findings from the validation process.

**Table 6.** Proposed Plan for the Improvement of the Developed

<b>Criteria/Aspects</b>	<b>Findings/Issues</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Persons Involved</b>	<b>Success Indicators</b>
Accuracy	Misleading or confusing elements of picture clues	To create picture clues that are more accurate for grade 1 learners	Develop a more accurate picture clue	Researcher Validators	Accurate picture clues
Clarity	Distracting colors and shading of the picture clues	To develop picture clues that are clearer for grade 1 learners	Develop picture clues that are not distracting for grade 1 learners and lead them to focus on their intended purpose	- Researcher - Validators	clearer picture clues
Relevance	The picture may contain elements that do not help pupils connect the information they are learning  The clues did not support the development of key reading skills, such as phonemic awareness	To provide learners with picture clues that are relevant to the needs of the learners	Create picture clues that are more relevant to the needs of the learners	- Researcher - Validators	more relevant picture clues
Cultural Sensitivity	Picture clues may contain elements that do not portray diverse individuals and families in a respectful and inclusive manner	To develop picture clues that promote inclusivity	Develop picture clues that promote inclusivity	- Researcher - Validators	Picture clues that promote inclusivity
Engagement	The materials did not encour-	To create picture clues	Provide picture clues that promote	- Researcher - Validators	More engaging

	rage active participation and collaboration among learners	that are more engaging for grade 1 learners	engagement for grade 1 learners by consulting experts in the field		picture clues
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## CONCLUSION

Based on the findings, the following conclusions were drawn:

1. Based on the displayed evidence, it is inferred that the Grade 1 reading profile in the pretest indicated not “Grade Ready”. They need the most significant support to achieve reading fluency and comprehension expected for Grade 1.
2. The design and development of the picture clues were consistent with the LRMDS standards, ensuring they were accurate, clear, relevant, culturally sensitive, and engaging. This means that the researcher had a good measure of expertise in meeting learner needs.
3. The picture clues were evaluated by the experts as effective instructional material for reading remediation.
4. Picture clues effectively improved reading readiness in Grade 1 learners in Oro Elementary School.
5. Picture clues utilization is an effective alternative in reading remediation.
6. It is worth to note that since there were indicators obtained with slightly lower weighted mean than other indicators cited, there was a need to further improve the picture clues, specifically to better cater to the developmental needs of the learners.

## Recommendations

Based on the conclusions drawn, the following are the recommendations:

1. Learners may consider utilizing picture clues as a helpful tool to easily grasp the foundational skills in reading.
2. The parents are encouraged to use picture clues to teach reading for Grade 1 at home specifically, to master the letter-sound recognition and rhyming skills as foundational reading skills for early graders.
3. The teachers are encouraged to use different tools such as picture clues to teach reading. It will serve as a supplementary learning resource to help accelerate learners’ reading readiness levels specifically for those struggling with letter-sound recognition and rhyming skills.
4. The curriculum developers are encouraged to spearhead the crafting of plans for a regular evaluation of picture clues and make adjustments as needed to ensure they continue to meet the evolving needs of learners.
2. The data gathered from the study may be used by future researchers as the basis for another research endeavor concerning assessing the reading readiness of young learners.

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