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THE LIVE MULTIMODAL TEXT AND ITS EFFECTS ON THE READING COMPREHENSION SKILLS OF GRADE 9 STUDENTS

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ABSTRACT

This study investigated the effects of integrating live multimodal texts on the reading comprehension skills of Grade 9 students at Misibis Integrated School, Tiwi, Albay, during School Year 2025–2026. Using a pre-experimental one-group pretest–posttest design, thirty-three students were purposively selected and exposed to a six-week intervention consisting of live multimodal activities such as oral narration, gestures, facial expressions, visual cues, and interactive discussions. Pretest results revealed that students were at the frustration level, with weak performance in higher-order comprehension skills such as evaluating evidence and determining information reliability. Posttest findings showed significant improvement, with mean scores rising to the instructional level, indicating enhanced comprehension, analysis, and evaluation of texts. However, the least mastered skills remained those related to identifying and evaluating textual evidence. The study concluded that live multimodal texts are effective in improving reading comprehension, particularly in fostering engagement and critical thinking. A compilation of multimodal activities was developed to address persistent difficulties in evidence-based analysis. The findings highlight the importance of innovative instructional strategies in resource-limited contexts and provide practical implications for teachers, schools, and policymakers in strengthening literacy programs.

Keywords: Reading Comprehension, Multimodal Texts, Instructional Strategies, Evidence Evaluation

1 INTRODUCTION

English, as a core subject in the K to 12 curricula, plays a vital role in developing learners' communication skills, particularly reading comprehension. Reading comprehension enables students to understand, interpret, and evaluate texts, supporting academic success across disciplines and fostering lifelong learning. Globally, the Program for International Student Assessment (PISA) has highlighted persistent challenges in reading performance, with Filipino learners scoring below the OECD average. Only 24% of Filipino students reached Level 2 or higher, while nearly none achieved Level 5, underscoring the urgent need for effective instructional strategies.

In the Philippines, the Department of Education institutionalized the Philippine Informal Reading Inventory (Phil-IRI) to diagnose reading difficulties and guide interventions. Despite these efforts, many learners remain at the frustration level, struggling to comprehend complex texts. Traditional print-based instruction often fails to engage students meaningfully, necessitating innovative approaches that integrate multimodal literacy.

Multimodal texts, which combine written language, visuals, audio, and gestures, reflect contemporary modes of communication and provide learners with diverse entry points to meaning making. More recently, live multimodal texts—such as dramatized read-aloud, role-playing, and interactive storytelling—have been introduced to enhance engagement and comprehension. Unlike static materials, live multimodal texts allow real-time interaction, immediate feedback, and active participation, making them particularly effective in fostering deeper understanding.

At Misibis Integrated School, observations revealed that Grade 9 students struggled with comprehension when lessons relied solely on print-based instruction. Phil-IRI results confirmed that most learners were at the frustration level, with limited support at home. This prompted the researcher to explore live multimodal texts as an intervention to improve comprehension. Anchored on Republic Act No. 10533 and DepEd Order No. 14, s. 2018, this study examined the effects of live multimodal texts on students' reading comprehension, aiming to provide evidence-based strategies for teachers and schools.

2 MATERIALS

The materials used in this study included:

- **Teacher-made 50-item multiple-choice test** aligned with six core reading comprehension competencies: identifying assumptions, analyzing notions, evaluating information reliability, assessing truthfulness, identifying evidence, and evaluating evidence validity.
- **Table of Specifications (TOS)** to ensure test items were aligned with learning objectives and distributed across competencies.
- **Validated instruments** reviewed by thesis committee members and external validators (Master Teachers in English) for face and content validity.
- **Live multimodal text activities** designed by the researcher, integrating oral narration, gestures, facial expressions, visual aids, and interactive discussions. These activities were structured to support comprehension and critical analysis.
- **Secondary sources** such as books, journals, theses, and online references provided theoretical grounding and contextual support.
- **Phil-IRI results** served as the basis for categorizing students into independent, instructional, and frustration levels.

These materials ensured that the intervention was systematically implemented, the assessment was reliable, and the instructional strategies were evidence-based.

3 METHODS

The study employed a pre-experimental one-group pretest–posttest design. Thirty-three Grade 9 students were purposively selected from Misibis Integrated School, representing independent, instructional, and frustration reading levels.

- **Pretest Administration:** A validated 50-item test was administered to establish baseline comprehension.
- **Intervention:** A six-week program (30 hours total) integrated live multimodal texts into structured reading lessons. Activities included dramatized read-alouds, role-playing, oral presentations with gestures, and interactive storytelling.
- **Posttest Administration:** An equivalent 50-item test was administered after the intervention to measure changes in performance.
- **Data Analysis:** Scores were tabulated, and mean performance levels were computed. A paired t-test determined the significance of differences between pretest and posttest results.
- **Validation and Dry Run:** The instrument was validated by experts and tested among non-participant Grade 9 students at Joroan High School. Item analysis refined the test for clarity and reliability.

This method allowed the researcher to measure the direct effects of live multimodal texts on reading comprehension within a controlled group.

4 RESULTS

The pretest results revealed that Grade 9 students performed poorly across all six competencies, with an overall mean score of **22.26 (44%)**, classified at the **Frustration level**. Students struggled particularly with higher-order skills such as evaluating evidence and determining information reliability.

Following the six-week intervention, posttest results showed substantial improvement. The overall mean score rose to **35.72 (71%)**, classified at the **Instructional level**. Students demonstrated stronger abilities in identifying assumptions, analyzing characters' perspectives, and evaluating the accuracy and credibility of information.

The paired t-test confirmed a **significant difference** between pretest and posttest scores, with a computed t-value of **-15.51**, exceeding the tabular value of ± 1.70 . This validated the effectiveness of live multimodal texts in enhancing comprehension.

However, the least mastered skills remained those related to evidence. Identifying and describing evidence recorded the lowest performance level at **59%**, while evaluating evidence validity achieved **61%**. These findings suggest that while live multimodal texts improved general comprehension, students continued to struggle with critical evaluation of textual evidence.

Overall, the intervention successfully elevated students from frustration to instructional level, demonstrating the potential of live multimodal texts as an effective instructional strategy.

5 DISCUSSION

The findings highlight the transformative potential of live multimodal texts in improving reading comprehension. Prior to the intervention, students were at the frustration level, reflecting national and international concerns about Filipino learners' weak performance in reading assessments. The integration of multimodal strategies provided learners with diverse entry points to meaning making, fostering engagement and comprehension.

The significant improvement in posttest scores confirms that multimodal texts enhance learners' ability to analyze assumptions, evaluate information, and validate claims. These results align with UNESCO's emphasis on literacy as a foundation for lifelong learning and with DepEd's call for innovative interventions to address reading difficulties.

Nevertheless, persistent challenges in evidence-related skills suggest that higher-order analytical tasks require sustained practice. Identifying and evaluating evidence demand not only comprehension but also critical thinking, which may take longer to develop. This underscores the need for targeted instructional activities focusing on evidence-based reasoning.

The study contributes to the growing body of research advocating multimodal literacy in resource-limited contexts. By demonstrating that live multimodal texts can elevate learners from frustration to instructional levels, it provides practical implications for teachers, schools, and policymakers. Professional development programs should train educators to design and implement multimodal lessons effectively, ensuring that learners develop both basic and advanced comprehension skills.

6 CONCLUSION

This study concluded that integrating live multimodal texts significantly improved the reading comprehension skills of Grade 9 students at Misibis Integrated School. Pretest results showed that learners were at the frustration level, struggling with comprehension and critical analysis. After a six-week intervention, posttest scores rose to the instructional level, confirming that multimodal strategies fostered engagement, comprehension, and evaluation.

The paired t-test validated the significant difference between pretest and posttest scores, rejecting the null hypothesis. Students demonstrated notable gains in analyzing assumptions, evaluating information reliability, and validating claims. However, evidence-related skills remained the least mastered, indicating the need for sustained instructional emphasis on higher-order reasoning.

The study developed a compilation of live multimodal activities designed to strengthen evidence-based analysis. These activities provide practical tools for teachers to enhance reading comprehension, particularly in resource-limited classrooms.

The findings have broad implications:

- **For teachers:** Live multimodal texts offer effective strategies to engage learners and improve comprehension.
- **For schools and policymakers:** Results support the integration of multimodal literacy into reading programs and teacher training initiatives.
- **For learners:** Multimodal approaches provide meaningful opportunities to connect with texts, fostering confidence and critical thinking.

Ultimately, this study demonstrates that live multimodal texts are a powerful instructional tool for improving reading comprehension. By addressing persistent challenges in evidence evaluation, educators can further strengthen students' critical reading abilities, preparing them for academic success and lifelong learning.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of ethical approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Tabaco City.

Statement of informed consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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