

Utilization of Picture Talks Strategy and Reading Comprehension Skills in the Home Language of Learners in the Early Grades

Iris Joy G. Cubillo

Abstract. This study determined and described the relationship between the utilization of picture talks strategy and reading comprehension skills in the home language of learners in Magsaysay South District, Division of Davao del Sur. This study used the non-experimental quantitative research design utilizing descriptive-correlational method. The respondents of this study were composed of 66 teachers in Magsaysay South District, Division of Davao del Sur using the Tabachnick Fidell Formula. The data analysis utilized the mean, pearson r, and eta squared. The findings disclosed that the utilization of picture talks strategy in terms of lesson drill and review of the lesson were always evident. Moreover, reading comprehension skills in the home language of learners were always manifested. It was found out that there was a significant relationship between utilization of picture talks strategy and reading comprehension skills in the home language of learners. Lastly, the results revealed a significant effect of the Picture Talks strategy on the reading comprehension skills of learners in their home language. Based on the findings, Parents and guardians should actively support their children in enhancing reading comprehension skills through visual engagement at home. They can encourage their children to describe, analyze, and discuss images in books, newspapers, and online resources to reinforce comprehension skills.

KEY WORDS

1. Picture talks strategy 2. reading comprehension skills 3. home language

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1. Introduction

Reading comprehension is described as a manner of interacting with text to extract and create meaning, and it has a high correlation with subsequent academic and lifestyle results. However, a sizable fraction of language learners is more likely to have reading difficulties later on. Even when they have been educated, the majority of pupils may not comprehend what they read in different literary works. If readers

do not comprehend the text's substance, reading will be pointless. Since reading comprehension is a crucial ability, it is true that pupils' performance and progress in reading are impacted when they struggle with it.

Moreover, reading comprehension difficulties are as severe at the local level in Davao del Sur, impacting students' academic paths. According to a study Gonzales and Casilac

(2023), reading challenges among pupils in second grade at Don Mariano Marcos Elementary School are largely caused by problems like learners-at-risk, an absence of a reading culture, and a failure to master reading features.

In terms of literature, many current research on reading comprehension focuses on second or foreign language environments, often disregarding the specific context of home language. Multiple approaches for improving reading comprehension have been identified in studies, yet there is a significant gap in research that focus on the particular influence of the picture talks strategy on reading comprehension skills in learners' home languages. This poses the question of how well picture talks may bridge language and cultural divides. Hence, the objective of this research is to elucidate the particular effects of the picture talks technique on reading comprehension in the home language. Hence, the researcher aimed to conduct the study to examine the effectiveness of the utilization of picture talks strategy in the reading comprehension skills in the home language of learners in Magsaysay South District, Division of Davao del Sur.

The specific objectives of the study are the following: a.) to determine the level of the utilization of picture talks strategy in terms of lesson drill and review of the lesson. b.) to determine the level of reading comprehension skills in home language of the learners. c.) to determine if there is a significant relationship between the utilization of picture talks strategy and reading comprehension skills in the home language of learners, and d.) to determine the effect size of the utilization of picture talks strategy to the reading comprehension skills in the home language of learners.

At .05 level of significance, the following hypothesis was tested: a.) There is no significant relationship between the utilization of picture talks strategy and reading comprehension skills in the home language of learners. b.)

There is no significant effect of utilization of picture talks strategy to the reading comprehension skills in the home language of learners.

The research findings possess substantial implications for many stakeholders in education. The Department of Education can utilize the insights to guide curriculum development, pedagogical strategies, and literacy programs, particularly in settings prioritizing home language instruction. School leaders may implement the ideas from the study, such as the Picture Talks Strategy, to inform professional development and institutional procedures. Educators enhance their teaching methods to foster more engaging and inclusive classrooms, while parents and guardians may witness an increase in their children's reading comprehension, promoting collaborative learning at home. Students, particularly in the Magsaysay South District Division of Davao del Sur, are the principal beneficiaries, acquiring improved reading comprehension abilities that bolster critical thinking and academic achievement. Ultimately, future researchers may expand upon the study's contributions to comprehending effective reading practices in multilingual contexts, encouraging additional investigation into the use of visual aids in education.

Figure 1 illustrates the conceptual framework delineating the study's variables. This demonstrated the interaction between the independent and dependent variables. The figure indicates that the utilization of picture talks strategy in terms of lesson drill and review of the lesson is the independent variable of the study. The dependent variable of the study is the reading comprehension skills in the home language of learners. The primary objective of this study was to determine the effectiveness of the utilization of picture talks strategy in the reading comprehension skills in the home language of learners in Magsaysay South District, Division of Davao del Sur.

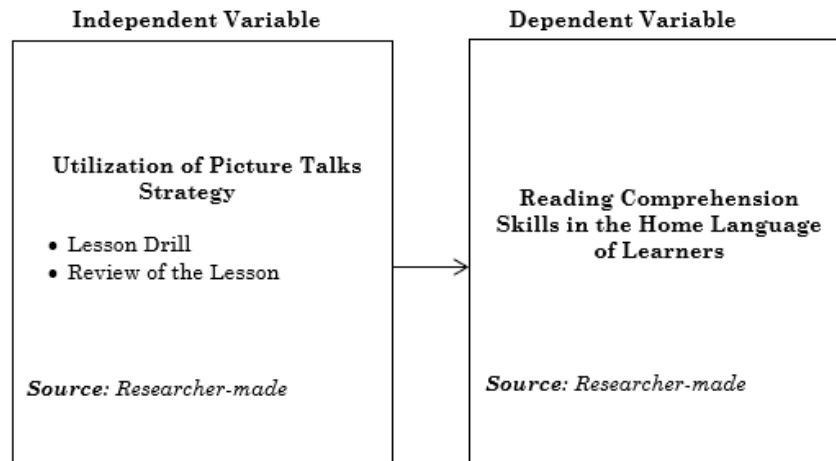


Fig. 1. Conceptual Framework

2. Methodology

This section delineates the methodologies employed by the researcher to conduct the study. It encompasses the population and sampling, instrumentation, data source, and data analysis.

2.1. Research Design—This study employed a quantitative, descriptive-correlational research methodology to assess the efficacy of the picture talks strategy in improving the reading comprehension abilities of students in their home language in Magsaysay South District, Davao del Sur. The descriptive component evaluated level of utilization of picture talks strategy in terms of lesson drill and review of the lesson, as well as the level of reading comprehension skills in the home language of learners without manipulating variables. The correlational component examined the intensity and direction of the relationship between the strategy's application and reading comprehension, providing insights into possible associations without determining causality.

2.2. Ethical Considerations—The researcher adhered rigorously to the principles of ethics established by RMC's Research Ethics Committee, encompassing essential aspects such as social value, informed consent, participant protection, and transparency. The research evaluated the efficacy of the picture talk strategy in improving learners' reading comprehension in their home language, benefiting students,

educators, parents, and the broader community. Ethical standards were upheld by voluntary participation, explicit agreement, and robust data privacy in accordance with the Data Privacy Act of 2012. While teacher respondents were not greatly vulnerable, their independence and well-being were emphasized. The qualified Master's student sought expert guidance and utilized reliable resources all throughout the process. The equitable selection of participants, the option to withdraw, and unbiased reporting bolstered the study's credibility, while findings were disseminated via professional platforms to further educational advancement.

2.3. Research Respondents—The research concentrated on public elementary school educators in the Magsaysay South District, Division of Davao del Sur, as participants to assess the effectiveness of the picture talks strategy in enhancing reading comprehension. Employing Tabachnick and Fidell's (2007) formula ($n = 50 + 8m$), and incorporating two sub-variables—lesson drill and lesson review—a total of 66 teacher participants were chosen. The study utilized purposive sampling to include only educators with pertinent experience and

viewpoints, therefore increasing the validity and dependability of the results. Participants were required to be current public elementary teachers in Magsaysay South District, Division of Davao del Sur who have utilized the picture talks technique; meanwhile, those who did not fulfill this criterion were eliminated.

2.4. Research Instrument—The principal research tool for this study was a questionnaire, developed by the researcher, aimed at evaluating the utilization of the Picture Talks Strategy and the reading comprehension skills of Grade III students in their home language. The development was based on a comprehensive study of existing literature regarding reading comprehension strategies and instructional methods to

guarantee relevance and precision in assessing the targeted elements. The instrument underwent a stringent validation process to assure validity and reliability, which included expert evaluation, who examined content validity, clarity, and relevance. Their feedback was integrated into the final version, which was further enhanced through a pilot study with public school teachers who were not part of the study respondents. The feedback from this pilot test clarified ambiguities and enhanced the instrument's effectiveness. Reliability was determined by Cronbach's alpha, producing coefficients of 0.741 and 0.719 in distinct assessments, both reflecting adequate internal consistency.

2.5. Data Gathering Procedure—The study employed a systematic and thorough approach to guarantee precise data gathering and analysis. Authorization to do the research was secured from pertinent authorities, including the Office of the Division Superintendent and the Dean of the Graduate School at The Rizal Memorial Colleges, Inc., thereafter accompanied by formal correspondence with the heads of participating schools. The questionnaire was validated for content by a panel of experts

and pilot tested with another group of teachers to confirm its reliability. Surveys were presented in person to cultivate trust and promote reflective responses, allowing sufficient time for completion. Completed questionnaires were meticulously collected, validated, and securely archived to preserve data integrity. Data analysis was ultimately performed using SPSS, employing suitable statistical approaches to guarantee valid, trustworthy, and significant interpretations that enhance the field of study.

2.6. Data Analysis—The study utilized various data analysis tools to ensure accurate interpretation of results. The mean was used to assess the level of Picture Talks Strategy utilization and learners' reading comprehension

skills in their home language. Pearson r was applied to determine the significant relationship between the strategy's use and reading comprehension, while Eta Squared measured the effect size of the strategy on learners' reading comprehension outcomes.

3. Results and Discussion

This chapter delineated the findings and discussion of the study. The presentation proceeded with a comprehensive discussion of utilization of picture talks strategy in terms of lesson drill and review of the lesson. The chapter subsequently provided the analysis of the reading comprehension skills in the home language of learners. The next part addressed the significant relationship between the utilization of picture talks strategy and the reading comprehension skills in the home language of

the learners. The concluding section discussed the effect size of the utilization of picture talks strategy to the reading comprehension skills in the home language of learners.

3.1. Level of the Utilization of Picture Talks Strategy—Table 1 shows the summary on the level of utilization of picture talks strategy which is measured by two indicators namely: lesson drill and review of the lesson. The mean ratings of these indicators are as follows: Lesson Drill (4.71) which was described as very extensive and was always evident. Review of the Lesson (4.97) was equivalent to very extensive which means that it was always evident. The two indicators/domains on the level of utilization of picture talks strategy generates an over-all mean rating of (4.84), described as always evident to the learners. This means that the level of utilization of picture talks strategy in terms of lesson drill and review of the lesson has gained very extensive result among learners of Magsaysay South District, Division of Davao Del Sur.

Table 1. Level of the Utilization of Picture Talks Strategy

No.	Item	Mean	Descriptive Level
1	Lesson Drill	4.71	Very Extensive
2	Review of the Lesson	4.97	Very Extensive
Overall		4.84	Very Extensive

Legend. 1.00–1.79: Not Extensive, 1.80–2.59: Less Extensive, 2.60–3.39: Moderately Extensive, 3.40–4.19: Extensive, 4.20–5.00: Very Extensive

3.2. Level of the Reading Comprehension Skills In the Home Language of Learners—Table 2 featured the data regarding the level of the reading comprehension skills in the home language of the learners. The findings revealed an overall mean rating of the level of the reading comprehension skills in the home language of the learners garnered (4.32) interpreted as Very extensive. This indicated that the level of the reading comprehension skills in the home language of the learners was always evident.

Table 2. Level of the Reading Comprehension Skills in the Home Language of the Learners

No.	Indicators	Mean	Descriptive Equivalent
Overall		4.32	Very Extensive

Legend. 1.00–1.79: Not Extensive, 1.80–2.59: Less Extensive, 2.60–3.39: Moderately Extensive, 3.40–4.19: Extensive, 4.20–5.00: Very Extensive

3.3. Significant Relationship between Utilization of Picture Talks Strategy and Reading Comprehension Skills of Learners—Table 3 flaunted the data on the significant relationship between the utilization of picture talks strategy and reading comprehension skills of learners in Magsaysay South District, Division of Davao del Sur. The Pearson Product Moment Correlation (Pearson r) was applied for the two (2) variables on their significant relationship. The results appeared a computed p-value of .000 which was lower than the .05 level of signifi-

cance. Thus, the null hypothesis was rejected since the value denotes of having a significant relationship. Furthermore, the computed r-value of 0.68 denotes the correlation between the two variables with which the hypothesis on significant relationship was tested. Clearly, the find-

ings inferred a strong significant relationship between the significant relationship between the utilization of picture talks strategy and reading comprehension skills of learners in Magsaysay South District, Division of Davao del Sur.

Table 3. Significant Relationship Between the Utilization of Picture Talks Strategy and Reading Comprehension Skills of Learners

Variables	r-value	Statistical Description	p-value	Decision
Utilization of Picture Talks Strategy (x)				
Reading Comprehension Skills (y)	0.68	Strong Positive Correlation	.000	Reject Ho

3.4. *Effect size of Utilization of Picture Talks Strategy to the Reading Comprehension Skills in the Home Language of Learners*—Table 4 provided insight into the effect size of utilization of picture talks strategy in the reading comprehension skills in the home language of learners. The results revealed a significant effect of the Picture Talks strategy on the reading comprehension skills of learners in their home language. With a t-value of 7.43, the re-

sult suggests a robust difference between the groups, supporting the effectiveness of the strategy. The Eta-Squared value of 0.4624 indicates a large effect size, meaning that approximately 46.24 of the variance in reading comprehension skills can be attributed to the utilization of the Picture Talks strategy. This large effect size further emphasizes the substantial impact of this instructional approach on learners' reading comprehension abilities in their home language.

Table 4. Effect Size of Utilization of Picture Talks Strategy in the Reading Comprehension Skills in the Home Language of Learners

N	t-value	Eta-Squared	Descriptive Equivalent
66	7.43	0.4624	Large

4. Conclusions and Recommendations

This study aimed to determine the level of utilization of picture talks strategy in terms of lesson drill and review of the lesson. Moreover, to determine the level of the reading comprehension skills in the home language of learners. Further, the findings determine if there is a significant relationship between the utilization of picture talks strategy and the reading comprehension skills in the home language of the learners. The end part addressed the effect size of utilization of picture talks strategy to the reading comprehension skills in the home language of learners in Magsaysay South District, Division of Davao del Sur. The following are the significant findings:

4.1. Findings—On the level of Utilization of Picture Talks Strategy in terms of Lesson Drill and in terms of review of the lesson revealed that the utilization of the Picture Talks Strategy in both lesson drills and review of the lesson is consistently evident in classroom instruction. Both aspects were rated very extensive, indicating that teachers effectively integrate visuals to enhance student engagement, comprehension, and retention. The overall results suggest that this strategy plays a significant role in reinforcing learning, making lessons more interactive and meaningful for learners in the Magsaysay South District, Division of Davao Del Sur.

On the level of the reading comprehension skills in the home language of the learners: The findings indicate that learners demonstrate a very extensive level of reading comprehension skills in their home language, as this ability is frequently evident in classroom activities. Students can effectively summarize stories, relate themes to personal experiences, answer questions with confidence, make logical predictions, and identify main ideas using their home language. This suggests that incorporating the home language in reading instruction supports deeper understanding, enhances engagement, and strengthens overall comprehension skills among learners.

Clearly, the findings inferred a strong significant relationship between the significant relationship between the utilization of picture talks strategy and reading comprehension skills of learners in Magsaysay South District, Division of Davao del Sur. The findings indicate a strong and significant relationship between the utilization of the picture talks strategy and the reading comprehension skills of learners. This suggests that integrating picture-based instructional

methods can effectively enhance students' comprehension abilities in their home language. As a result, the use of picture talks strategy is expected to contribute positively to learners' overall academic performance, reinforcing its value as an effective teaching approach in the classroom.

4.2. Conclusions—The findings on the effect size highlight the substantial impact of the Picture Talks strategy on improving reading comprehension skills in the home language of learners. The results demonstrate that this approach significantly enhances learners' ability to understand and process written material, suggesting that visual aids and storytelling can play a critical role in developing comprehension skills. The effect size indicates that the strategy accounts for a large portion of the variance in reading comprehension, reinforcing its effectiveness as a teaching tool.

4.3. Recommendations—Based on the findings, it is recommended that the Department of Education formally integrate the Picture Talks Strategy into the curriculum to enhance reading comprehension, supported by professional development, training workshops, and ongoing resources for educators. School administrators should advocate for this approach by providing instructional materials, facilitating peer learning, and promoting its use in students' home languages. Teachers are encouraged to regularly incorporate culturally relevant and contextually appropriate imagery into lessons to strengthen students' connection to the text and improve comprehension. Parents can support this by engaging children with visual materials at home to build expressive language skills. Finally, further research is needed to explore the long-term impact of this strategy across grade levels and in multilingual settings.

5. References

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