

Use of Interactive Video Story in Enhancing the Reading Comprehension of Grade Six Pupils

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ABSTRACT: This research examines how interactive video storytelling can improve reading comprehension in Grade Six students at San Andres Elementary School during the academic year 2024–2025. Based on Mayer’s Cognitive Theory of Multimedia Learning, the focus of the study was to enhance vocabulary, semantics, and the ability to make inferences through an eight-week program utilizing interactive video stories. A pre-test and post-test experimental design was employed with 30 struggling readers. The findings showed significant improvements in all areas of reading comprehension: vocabulary rose from an average of 5.23 to 9.00, semantics increased from 5.43 to 8.03, and the ability to draw inferences improved from 3.73 to 6.80. The overall mean score progressed from 14.40 to 23.83, accompanied by a highly significant p-value ($p = 0.000$). The study concludes that interactive storytelling serves as an effective strategy for boosting literacy through multimedia engagement. It suggests that such methods should be incorporated into standard teaching practices to enhance comprehension outcomes.

KEYWORDS: Drawing Inference, Interactive Video Storytelling, Multimedia Learning, Reading Comprehension, Vocabulary

I. INTRODUCTION

Reading comprehension is a fundamental goal in language education. It encompasses the ability to understand, analyze, and contemplate written texts. Many students struggle to develop this skill due to a lack of support in areas such as vocabulary, semantics, and making inferences. These elements are vital for comprehending meaning and linking ideas. Improving reading comprehension requires effective teaching methods that are both engaging and easy to understand. One such method is the interactive video story. This digital approach combines audio, visuals, text, and interactive elements to make reading comprehension more enjoyable and engaging (Ahmad, 2020).

Interactive video stories allow students to view and interact with narratives through audiovisual components. This brings characters and events to life. It helps learners grasp meaning, identify words in context, and make deductions. Because it engages both visual and auditory senses, interactive video storytelling resonates with the learning preferences of many students today. It caters to different learning styles and improves focus and concentration (Ningsih & Ardi, 2020). The use of multimedia creates a vibrant educational atmosphere. Students are more likely to remember words and ideas when they are presented together in visual and auditory formats. This approach alleviates the load on memory and enables students to focus on the essential elements of the story (Palaigeorgiou et al., 2019).

The Cognitive Theory of Multimedia Learning (CTML) elucidates how effective interactive video stories can be. It posits that individuals learn better when they can simultaneously see and hear information (Mayer, 2019). This helps students process and retain information more effectively. As noted by Teng (2019), interactive video stories allow students to pause, replay, and reflect on what they observe, fostering a deeper comprehension. It also helps students connect the text with their own experiences. As a result, students improve their vocabulary, understanding, and critical thinking abilities.

Numerous research studies have shown the effectiveness of interactive video narratives. They enhance vocabulary acquisition by demonstrating words in context. They also foster a deeper understanding of concepts by revealing the connections between ideas. Additionally, they assist in making inferences by encouraging students to predict and explain events within a narrative (Anggraini, 2021). This is especially crucial for struggling readers who frequently find it challenging to comprehend text independently. In a classroom environment, interactive video stories make learning more universal. Students enjoy the experience and engage more actively. Teachers can utilize it to introduce new vocabulary, explain meanings, and achieve comprehension goals (Son et al., 2020).

This research explores how interactive video storytelling enhances reading comprehension in Grade Six students at San Andres Elementary School. It looks at its influence on vocabulary, semantics, and the ability to infer three fundamental components of

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reading comprehension. The objective of the study is to offer empirical evidence that advocates for the use of multimedia resources in language teaching, especially in public elementary institutions.

OBJECTIVES OF THE STUDY

The main purpose of this study was to assess how effective interactive video storytelling is in improving the reading comprehension skills of Grade Six students at San Andres Elementary School.

Specifically, the study sought answers to the following questions:

1. What are the pre-test scores of the Grade Six pupils in terms of Vocabulary, Semantics, and Drawing Inference?
2. What are the post-test scores of the Grade Six pupils in terms of Vocabulary, Semantics, and Drawing Inference?
3. Is there a significant difference in the pre-test and post-test scores of the Grade Six pupils before and after exposure to interactive video stories in terms of Vocabulary, Semantics, and Drawing Inference?

METHODOLOGY

This research utilized a quantitative approach involving a one-group pre-test and post-test experimental design. This technique enabled the researcher to assess the effects of an instructional intervention specifically, interactive video storytelling by comparing reading comprehension outcomes prior to and following the treatment. The design facilitated the determination of whether notable improvements in vocabulary, semantics, and inference were achieved due to the multimedia-based instructional method.

The study included 30 sixth-grade students from San Andres Elementary School. These students were chosen through purposive sampling, based on their results from the Philippine Informal Reading Inventory (PHIL-IRI). All the selected participants were found to be at the frustration level concerning their reading skills. This approach to sampling ensured that the study focused on students who would gain the most from the reading comprehension intervention. The demographic characteristics of the participants featured students with varying levels of academic achievement and exposure to reading, providing an authentic representation of classroom diversity.

The research employed a 30-item multiple-choice assessment designed by the researchers to evaluate reading comprehension in three areas: vocabulary, semantics, and inferential reasoning. Experts in content and language validated the test to confirm its adherence to the Department of Education's Most Essential Learning Competencies (MELCs) for Grade Six English. It included contextual reading passages followed by targeted questions aimed at measuring both literal and inferential understanding. The questions were crafted to assess not only memory recall but also to encourage students to make connections and interpret meanings, reflecting the higher order thinking skills necessary for language acquisition.

The study was carried out in three stages. During the initial testing stage, all 30 participants completed a 30-question exam to determine their baseline reading comprehension capabilities. This evaluation emphasized vocabulary knowledge, grasp of semantic connections, and the ability to make inferences. The results from this stage were documented and examined to recognize the starting proficiency level of each participant.

During the eight-week intervention period, students took part in weekly interactive video storytelling sessions that featured multimedia narratives corresponding to Grade Six MELCs. Each session included three parts: (1) pre-viewing activities that involved clarifying challenging vocabulary and establishing the viewing purpose; (2) guided viewing of the video story with designated pause points for questions and clarifications; and (3) post-viewing tasks that encompassed oral reflections, comprehension questions, and reinforcement of grammar concepts found within the story. These multimodal techniques enabled students to engage multiple senses, enhance understanding, and retain the material learned. The stories were chosen not only for their linguistic suitability but also for their cultural significance and ability to engage students.

In the post-test phase, the same 30-item assessment was given again, with the items shuffled to minimize test bias and promote genuine performance. This facilitated a direct comparison of scores and supplied measurable evidence of progress.

The data collected were analyzed using three primary statistical techniques. The mean was calculated to determine the average performance of students in various aspects of reading comprehension. Standard deviation was employed to assess the reliability and variability of the scores, offering insights into how closely the scores clustered around the mean. Finally, a paired sample t-test was conducted to explore whether the variations between the pre-test and post-test scores were statistically significant in the domains of vocabulary, semantics, and inference. The significance level was set at $\alpha = 0.05$ to evaluate the credibility of the observed improvements in reading comprehension after the intervention.

These methods supplied empirical data regarding the extent to which interactive video storytelling influenced students' vocabulary, semantic comprehension, and inferential skills. The thorough examination of pre- and post-test findings underscored the educational value of incorporating multimedia tools into standard classroom practices and supported their future implementation in literacy intervention initiatives.

RESULTS AND DISCUSSION

Table 1: Grade Six Pupils' Pretest Scores in Vocabulary, Semantics, and Drawing Inference Before the Use of the Interactive Video Story in Terms of Vocabulary, Semantics, and Drawing Inference

Score Range	Vocabulary		Semantics		Drawing Inference		Reading Comprehension Level
	f	%	f	%	f	%	
90–100	1	3	1	3	0	0	Independent
75–89	1	3	1	3	0	0	Instructional
Below 75	28	93	28	93	30	100	Frustration
Total	30	100	30	100	30	100	

Note: Reading comprehension levels are based on score ranges: 90–100% (Independent Reader), 75–89% (Instructional Reader), and below 75% (Frustration Reader). f (frequency)

Table 1 reveals that a notable ninety-three percent (93%) of the students achieved scores below seventy-five percent (75%), highlighting a considerable level of frustration among them. This suggests that the majority of students struggle significantly with both the comprehension and application of vocabulary in their writing and speaking tasks. They face obstacles in remembering vocabulary, pronouncing words correctly, and using them appropriately in various situations. These challenges hinder their participation in academic discussions and their capacity to express their ideas clearly. Merely three percent (3%) of the learners reached scores within the independent range (90–100%), indicating that only a limited number have a robust foundation in vocabulary.

This information highlights a notable gap in the students' understanding of vocabulary, which has a direct impact on their ability to communicate and comprehend effectively. The overall outcomes emphasize the critical need for teaching methods focused on improving vocabulary, the contextual application of words, and practicing inferencing to help students move from feelings of frustration to achieving instructional success.

In classroom environments, these results indicate that teachers must enhance vocabulary instruction using a variety of techniques such as direct teaching, the use of real-life examples, and the inclusion of multimedia resources. Furthermore, the consistently poor performance across all areas reveals a systemic issue in reading instruction that necessitates management through ongoing interventions, evaluations, and tailored support to address students' linguistic requirements.

In terms of vocabulary, students obtained their lowest performance scores, with 93% categorized as frustrated. This indicates that a significant number of students had difficulty decoding new words and utilizing context clues to identify their meanings (Nation, 2020). With only 3% showing independence in their scores, it suggests that very few students have developed the necessary strategies to independently tackle challenging vocabulary.

In the same vein, regarding semantics how words relate to meaning within sentences there was also a low outcome, with 93% of students again in the frustration range. This points to the fact that students often encountered difficulties in understanding how individual words combined to form meaning, negatively affecting their overall comprehension (Ouellette & Beers, 2021).

When it comes to drawing inferences and making predictions, a striking 100% of the students were identified as struggling. This result emphasizes that students were unable to go beyond the literal interpretation of the text and had trouble inferring implied meanings, making logical conclusions, or predicting future events. This further highlights the complexity of inferencing as a skill that necessitates intentional instruction and practice (Ploog et al., 2020).

Table 2: Grade Six Pupils' Post-Test Scores in Vocabulary, Semantics, and Drawing Inference After the Use of the Interactive Video Story in Terms of Vocabulary, Semantics, and Drawing Inference

Score Range	Vocabulary		Semantics		Drawing Inference		Reading Comprehension Level
	f	%	f	%	f	%	
90–100	21	70	11	37	0	0	Independent
75–89	7	23	11	37	8	27	Instructional
Below 75	2	7	8	27	22	73	Frustration
Total	30	100	30	100	30	100	

Note: Reading comprehension levels are based on score ranges: 90–100% (Independent Reader), 75–89% (Instructional Reader), and below 75% (Frustration Reader). f (frequency)

Table 2 shows that after the intervention, there was a significant rise in the number of students attaining the independent level, particularly regarding vocabulary. Seventy percent (70%) reached the independent level, whereas only seven percent (7%) remained in the frustration category. This remarkable advancement emphasizes the students' enhanced confidence and ability in decoding and applying vocabulary, which was probably supported by the multimodal input from the interactive video stories.

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The integration of visual and auditory narrative elements provided consistent and engaging exposure to the target vocabulary. This multimodal setting enabled students to gain a better grasp of word meanings and use them in context, leading to improved retention and implementation. Such educational results align with the concepts of dual coding theory, where both verbal and nonverbal cues combine to enhance memory and understanding.

In the area of semantics, seventy-four percent (74%) of the students reached either independent or instructional levels, with thirty-seven percent (37%) in each category. This shift signifies a deeper comprehension of word relationships, nuances, and contextual meanings. The advancement suggests that visual and auditory resources assisted students in establishing semantic connections that might not be as effectively nurtured through text-only methods.

However, drawing inferences remains a challenge. Only twenty-seven percent (27%) of students reached the instructional level, and none achieved independence. Despite exposure to narratives and interactive prompts, students still struggled to extract implicit meanings or predict narrative outcomes. This underscores the complexity of inferencing, which significantly relies on background knowledge, logical reasoning, and metacognitive skills.

In terms of recognizing unfamiliar vocabulary, post-test findings reveal a notable improvement, with 70% of the students reaching the independent level. This indicates that the intervention increased their confidence in identifying and understanding unfamiliar words, likely due to repeated exposure through both visual and narrative methods (Mayer, 2019).

For semantic comprehension, there was also considerable progress, as 74% advanced beyond the frustration level. This indicates a greater ability to understand the connections between words and concepts, likely thanks to the contextual support provided by the interactive stories (Kispal, 2020).

In relation to making inferences and predictions, 27% achieved the instructional level, while 73% continued to struggle at the frustration level. Although there was a minor improvement, this indicates that students still encounter difficulties with more intricate comprehension tasks, such as drawing conclusions or making predictions based on textual evidence. While interactive video stories may facilitate literal comprehension, enhancing inferential skills necessitates more focused instructional support (Celeste & Gabor, 2024).

Table 3: Significant Difference in Pre-Test and Post-Test Scores of Grade Six Pupils in Reading Comprehension Before and after the Use of Interactive Video Story in Terms of Vocabulary, Semantics, and Drawing Inference

Component	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t	df	Sig. (2-tailed)
Vocabulary	52.33	14.78	90.00	10.50	14.419	29	0.000
Semantics	54.33	14.06	80.33	11.59	8.728	29	0.000
Drawing Inference	37.33	12.02	68.00	9.25	13.657	29	0.000

Note. Sig. (2-tailed) $\leq .05$ indicates a significant difference; Sig. (2-tailed) $\geq .05$ indicates no significant difference.

As illustrated in Table 3, the analysis of pre-test and post-test results reveals significant improvements in students' reading comprehension following the implementation of interactive video storytelling. Specifically, there was an increase in three key areas: vocabulary (from 52.33 to 90.00), semantics (from 54.33 to 80.33), and inferencing (from 37.33 to 68.00). Moreover, the overall reading comprehension score rose from 14.40 to 23.83, with all T-tests showing strong statistical significance ($p = 0.000$). These results indicate that the intervention effectively enhanced students' overall reading comprehension.

Regarding vocabulary, students exhibited marked improvement. Data from the post-test reveals that 70% of learners reached an independent level in identifying and understanding unfamiliar words. This suggests that the intervention bolstered their confidence in recognizing new vocabulary, likely due to consistent exposure to words presented through visual and narrative channels. The multisensory components of interactive video storytelling integrating visuals, sound, and subtitles promoted active learning and supported a deeper understanding and retention of words (Celeste & Gabor, 2024).

Concerning semantic understanding, the average score increased from 54.33 to 80.33, with 74% of students advancing past the frustration level. This indicates a significant improvement in their capacity to interpret word meanings and their contextual relations. The multimedia elements of the interactive narratives provided a valuable framework for grasping semantics, assisting students in more effectively decoding the intended meanings of words and phrases (Chang & Chu, 2022).

Despite positive outcomes in vocabulary and semantics, making inferences remained the most challenging aspect of reading comprehension for many students. Even though there was a notable rise in scores (from 37.33 to 68.00), only 27% of the students achieved the instructional level, leaving 73% still at the frustration level. This suggests that inferential thinking, which involves synthesizing information and understanding implicit meanings, demands more cognitive effort and focused instruction than multimedia resources can typically provide on their own (Kispal, 2020).

These results are consistent with earlier research indicating that while interactive video storytelling improves literal comprehension and vocabulary development, skills related to inference, such as making predictions and drawing conclusions, require explicit teaching and continued guided practice. Students who struggle with reading, particularly those at the frustration

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level, often concentrate more on deciding words rather than engaging in higher-order understanding. To improve inferencing skills, it is crucial to incorporate scaffolded lessons, teacher-facilitated questioning, and collaborative discussion activities in addition to multimedia tools.

In summary, the improvements in vocabulary, semantics, and drawing inference demonstrate that interactive video storytelling is an effective educational resource. While it enhances students' basic reading abilities and boosts engagement, achieving mastery in inferential comprehension necessitates direct and strategic instruction. Continuous practice, along with well-designed support, can further develop students' critical thinking abilities and lead them to become independent readers.

CONCLUSIONS

1. The use of interactive video storytelling enhanced the reading comprehension of Grade Six students, especially in areas such as vocabulary, semantics, and drawing inference.
2. Results from the post-test indicated a significant increase in scores, validating the success of the intervention. Statistical analysis supported the rejection of the null hypothesis, indicating the gains were meaningful.
3. Statistical examination upheld the dismissal of the null hypothesis, suggesting that the improvements were significant.

RECOMMENDATIONS

1. Incorporate interactive video storytelling into reading lessons. Educators are urged to embrace this method to enhance engagement and improve students' comprehension abilities.
2. Create multimedia resources that are relevant to the context. Schools are encouraged to invest in high-quality video narratives that fit the curriculum and address the reading levels and interests of the students.
3. Provide training for teachers on integrating multimedia. Educators require professional development to effectively utilize digital storytelling and maximize its benefits in the classroom.
4. Utilize interactive storytelling across various subjects. This approach can improve learning in areas such as Science and Social Studies by helping students grasp complex concepts through captivating narratives.
5. Offer targeted assistance for students who struggle with reading. Schools should implement additional programs using video storytelling to aid pupils at the frustration level in catching up and gaining confidence.
6. Encourage parental involvement with digital stories. Parents should be motivated to engage with accessible video resources at home to support their children's learning outside of school.
7. Promote further investigation. Future research should examine the long-term effects of this methodology and how it can be integrated with other strategies to enhance reading comprehension more thoroughly.

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