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Event-Semantic Extraction Technique for Enhancing Informational Reading Comprehension

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ABSTRACT: Informational reading comprehension is a critical skill in reading and interpreting texts, which demands one's ability to determine the main idea, key details, inferences, and vocabulary in context. However, most students struggle with these skills, as evidenced by their poor performance. This study aimed to determine the effectiveness of the Event-Semantic Extraction Technique in enhancing grade 7 students' informational reading comprehension. An experimental research design was adopted, and pretest and posttest measures were the main tools. The study involved 40 grade 7 students from Adela S. Torres National High School, who underwent three weeks of instruction using this technique with informational texts, such as news, as reading materials. The findings indicated a significant increase in the ability of the students to extract key details, infer meaning, and understand vocabulary in context. Statistical analysis indicated a significant difference between pretest and posttest, implying that the Event-Semantic Extraction Technique effectively enhanced students' reading comprehension. These findings suggest that systematic event-based approaches can be useful tools to enhance learners' ability to analyze and interpret informational texts.

KEYWORDS: Informational Reading Comprehension, Event-Semantic Extraction Technique, 5W1H, Title Classification

INTRODUCTION

Education is important in addressing personal and societal challenges, and institutions must continue to adapt for the promotion of effective learning. Modern education has transferred from traditional memorization practice to promoting practical skills, with emphasis on higher order thinking such as critical thinking, problem-solving, and the application of knowledge in real-world instances. Event- based learning and information extraction activities are two modern teaching methodologies that give priority for student participation while developing the skills needed to succeed in today's fast-paced, information-rich environment. This change highlights the importance for students to apply what they have learned in challenging real-world situations.

To teach English, particularly reading comprehension in the Philippine Education Curriculum, present various challenges. Educators should not only embrace the change in the curricular standards, but also use new ways to assist learners in understanding complicated educational materials. The Department of Education (DepEd) has piloted the MATATAG K-10 Curriculum, which focuses on building skills needed by 21st-century learners. Informational text particularly journalistic text is one area of interest for students since they may be engaged in extracting and examining information. However, typical reading comprehension strategies may fall short of meeting the need for a more in-depth knowledge of the content in this area.

The Event-Semantic Extraction technique is one of the useful ways to improve students' reading comprehension, especially when they are asked to deal with event-related information. It is the process of recognizing and extracting key event components from text, such as who, what, when, where, why, and how (5W1H). This method enables students to consume material in a systematic manner, resulting in improved learning and retention. ESE helps to break down complex informational texts by focusing on key facts and event semantics, making them more understandable to students.

Given the importance of reading comprehension for academic success, developing ways to help students understand informational texts is crucial. The Event-Semantic Extraction technique does not only align with the goals of the MATATAG K to 10 Curriculum, but also to promote critical thinking by engaging students to identify and evaluate the importance of event components in the texts they read. This approach is aligned with DepEd's Most Essential Learning Competencies (MELCs), which highlights real-world applications and the development of critical thinking skills.

The goal of the study is to examine the effect of Event-Semantic Extraction technique on students' informational reading comprehension. The study would like to specifically examine the potential support it can give to students in obtaining and extracting significant information from informational text such as news articles in accordance with the MATATAG K to 10

Curriculum. The study seeks to provide emphasis on how it can improve comprehension and analytical skills of the students, and eventually increasing their overall academic achievements.

OBJECTIVES OF THE STUDY

The main purpose of this study was to determine the effect of the Event Semantic Extraction Technique on Grade 7 students' informational reading comprehension skills.

Specifically, the study sought answers to the following questions:

1.What are the pretest scores of the respondents in informational reading comprehension in terms of:

1.1 Main Idea;
1.2 Key Details;
1.3 Inferences;
1.4 Context and Vocabulary?

2.What are the posttest scores of the respondents in informational reading comprehension after using the Event-Semantic Extraction Technique with Philippine news articles as reading materials in terms of:

2.1 Main Idea;
2.2 Key Details;
2.3 Inferences;

2.4 Context and Vocabulary?

3.Is there a significant difference between the pretest and posttest scores of the respondents in informational reading comprehension in terms of:

3.1 Main Idea;
3.2 Key Details;
3.3 Inferences;
3.4 Context and Vocabulary?

METHODOLOGY

The research utilized a one-group pretest-posttest experimental design to evaluate the impact of the Event-Semantic Extraction Technique on the informational reading comprehension of Grade 7 students at Adela S. Torres National High School. The primary concern of the research was basic comprehension enhancement through the classification of titles, identification of primary information classified as Who, What, When, Where, Why, and How (5W1H), and the collection of derived events and facts from news articles that cover environmental, political, technological, economic, and educational topics.

The design followed a systematic process. The researcher administered a pretest to assess the students' reading comprehension. The students were then exposed to the intervention, which involved reading and analyzing informational texts such as Philippine News Articles. After the intervention, A posttest was administered to check for any improvement in their reading comprehension.

This experimental setup enabled the researcher to gather quantitative data on a significant difference in students' reading comprehension before and after reading informational texts such as news articles. In addition, using a paired t-test enabled the researcher to determine whether the differences between pretest and posttest scores were significant. The study aimed to provide evidence for using informational texts as effective tools for developing basic comprehension, especially through extraction procedures.

The researcher selected Adela S. Torres National High School, located in District I, Division of Quezon, as the site for this study. Specifically, the study focused on one section of Grade 7 students, Section 7-Einstein, as the school year 2024-2025 respondents.

Adela S. Torres National High School had three Grade 7 sections, from which one (1) section, 7-Einstein, consisting of forty (40) learners, was chosen for this research. The rationale for selecting this group was based on the study's objective to enhance the reliability of the findings by focusing on a representative sample from the student population. The respondents were exposed to informational texts such as Philippine news articles as reading material to improve their extraction ability and overall basic comprehension.

This study's population comprised all Grade 7 students at Adela S. Torres National High School in District I, Division of Quezon, for the school year 2024-2025. Specifically, the study focused on forty (40) students selected from this population.

The study employed purposive sampling, a non-probability sampling method in which respondents were selected based on specific characteristics relevant to the study's objectives. The researcher specifically targeted students with varying proficiency levels in information extraction abilities, as these characteristics aligned with enhancing reading comprehension.

To accomplish this study, the researcher administered pretest and posttest assessments to evaluate the informational reading comprehension of Grade 7 students. These assessments included multiple-choice questions focused on identifying the main idea, key details, inferences, context and vocabulary from the given informational texts.

To ensure the validity and brevity of the tests, a pilot test was conducted on 10 students through objective tests based on information reading passages. The pilot test results were also compared using Cronbach's alpha to determine the internal consistency of the test items and ensure that they reliably measured the intended skills.

The assessment measures were developed to provide a comprehensive test of students' ability to extract and analyze the most significant information from information texts and thus provide indications of the impact of such materials on their understanding. Through the application of these measures, the study facilitated the investigation of the efficacy of the Event-Semantic Extraction Technique in enhancing the informational reading comprehension of the participants.

The researcher strictly followed the necessary procedures to complete the study appropriately. A systematic data collection process was employed to identify the impact of the Event-Semantic Extraction Technique on the informational reading comprehension of Grade 7 students.

Informational passages were adopted as reading materials for both the pretest and posttest. The researcher created four multiple-choice questions for each passage to check the Main Idea, Key Details, Inference, Context and Vocabulary. Twenty questions were crafted on five passages, with five questions for each skill area. Different passages were used in the pretest and posttest to provide variety and ensure reliability.

Experts checked and validated the instruments and revised them based on their suggestions and recommendations. Ten students randomly selected from another section were then used for a pilot test. After that, an item analysis was performed to evaluate the quality and effectiveness of the test items.

The pretest was administered to forty (40) students from Section 7-Einstein to establish their baseline capacity in extracting information from informational texts. The questions were constructed to assess the respondents' comprehension level.

After the pretest, the researcher taught lessons using selected informational texts, such as Philippine news articles from Rappler.com and Inquirer.net. These lessons enhanced the students' informational reading comprehension through guided activities on title classification, 5W1H extraction, and event-fact gathering. The intervention was done in the third quarter of the school year, particularly in weeks 3, 4, and 5.

In the first week of intervention, the researcher introduced the parts of a newspaper, pointing out headlines and news articles. Guided by a validated lesson plan, the researcher introduced first the 5W1H extraction technique, where students are exposed to highlighting key details (Who, What, When, Where, Why, and How) from the given news articles. They practiced making summaries and interpretations of information, then writing reflections on the importance of applying this technique. Based on selected news articles, students were engaged in individual and group tasks for a 5W1H charting and mapping for the entire week. The researcher monitored their engagement in the activities.

In the second week, students were tasked with classifying news article titles such as Education, Technology, Environment, Politics, and Economy. They also identified key events and facts from the articles and practiced organizing collected information for better comprehension. Individual and group activities were conducted, starting with unlocking difficult vocabulary. Guiding questions were used in post-activity discussions to assess students' understanding further.

In the third week, students completed tasks involving classifying news articles based on their titles, extracting important details using the 5W1H framework, and organizing key information using a semantic web. The researcher provided activity sheets for repeated title classification, 5W1H extraction, and semantic web creation.

After the instructional stage, a posttest, formatted similarly to the pretest, was administered to assess improvements in reading comprehension. The pretest and posttest results were analyzed using a paired t-test to determine if significant differences existed in students' performance before and after the intervention.

RESULTS AND DISCUSSION

Table 1: Pretest Scores in Informational Reading Comprehension

Score Interval	Main Idea		Key Details		Inferences		Context and Vocabulary		VI
	f	%	f	%	f	%	f	%	
5	1	2.5	-	-	-	-	-	-	Advanced
4	7	17.5	6	15.0	6	15.0	8	20.0	Proficient
3	15	37.5	13	32.5	12	30.0	14	35.0	Developing
2	11	27.5	12	30.0	11	27.5	9	22.5	Emerging
1	3	7.5	6	15.0	8	20.0	5	12.5	Beginning
0	3	7.5	3	7.5	3	7.5	4	10.0	
TOTAL	**40**	**100.0**	**40**	**100.0**	**40**	**100.0**	**40**	**100.0**	

Legend: 4.01-5.00 Advanced, 3.01-4.00 Proficient, 2.01-3.00 Developing, 1.01-2.00 Emerging, 0.00-1.00 Beginning

Table 1 presents the respondents' reading achievement in the pretest regarding informational reading comprehension, which covers four areas: main idea, key details, inferences, context and vocabulary. The results indicate that most students fell under the Developing category in all areas, thus emphasizing the need for instruction to enhance their reading comprehension skills.

The highest score in identifying the main idea was 3, obtained by 15 respondents (37.5%), which puts them at the Developing level. This result indicates a growing understanding of main idea identification, as respondents could locate the main idea in three of five passages. This inconsistency suggests a need for more structured and regular practice to help them strengthen comprehension across different texts.

Closely following were 11 respondents (27.5%) who scored 2, corresponding to the Emerging level. Students at this level show partial ability by only identifying the main idea in two out of five passages, which indicates that their limited success suggests substantial support to improve.

The fact that the number of students who scored 3 is not far from those who scored two may be explained by students' partial acquisition of the skill; many are transitioning from basic identification strategies to a more refined understanding, but inconsistencies in application and limited exposure to diverse texts likely hinder their consistent performance.

Meanwhile, seven students (17.5%) scored 4 (Proficient level), reflecting a solid grasp of informational text structure. Only three students (7.5%) scored 1 (Beginning level), and another three students (7.5%) scored 0, indicating severe difficulties in identifying the main idea.

Conversely, only one student (2.5%) scored 5, reaching the Advanced level. This shows that while some students can achieve mastery, the majority are still developing this essential skill.

These results suggest a gap in instruction where students may not have been explicitly exposed to effective strategies for identifying topic sentences, repeated ideas, or summary statements that help pinpoint the main idea. Hence, explicit instruction, teacher modeling, and guided practice are needed. This indicates that while students can partially identify main ideas, their skills are inconsistent. In a similar study by Cadiong (2019), Grade VI learners often struggled with reading comprehension, particularly in identifying main ideas, due to limited exposure to various reading materials and insufficient instructional support. This aligns with the present findings, emphasizing the need for improved targeted instructional strategies to strengthen students' ability to discern central ideas in texts.

In key details, the data revealed that the most frequent score obtained by the respondents was 3, with 13 respondents (32.5%) falling under this level. According to the established descriptors, a score of 3 corresponds to the Developing level. This suggests that these respondents demonstrated a growing ability to recognize important information but could not consistently identify key details across all five passages. Their performance indicates partial comprehension, where recognition of relevant details occurs in some texts but not in others, implying a need for additional support and strategy reinforcement.

Closely following were 12 respondents (30.0%) who scored 2, classified under the Emerging level. These respondents correctly identified key details in only two passages, highlighting limited comprehension and difficulty distinguishing relevant from irrelevant information. This performance suggests that their ability to process and extract supporting details remains underdeveloped and requires structured instructional interventions to strengthen foundational comprehension skills.

The small gap between the number of students scoring three and those scoring 2 suggests that many students are in the process of developing their ability to identify key details but still face challenges in distinguishing finer points across varied texts, likely due to limited practice and lack of familiarity with complex informational structures.

Meanwhile, six respondents (15.0%) scored 4, indicating a Proficient level of performance. These individuals correctly identified key details in four passages, demonstrating a solid understanding of how details support the main idea. This group shows promise in applying effective reading strategies but has not achieved full mastery. In contrast, another six respondents (15.0%) scored 1, falling into the Beginning category. Their limited ability to identify key details in only one passage reflects a significant gap in comprehension skills, pointing to the need for intensive and targeted instructional support.

Notably, no respondents achieved a score of 5, which corresponds to the Advanced level. This indicates that none of the participants could accurately identify key details in all five passages. The absence of scores in this category suggests that the respondents, as a whole, may require further development in higher-order comprehension skills necessary for consistent and accurate information extraction.

Additionally, three respondents (7.5%) received a score of 0, indicating a complete inability to recognize key details. This result is particularly concerning, as it reflects an urgent need for remediation and individualized instruction to address significant deficits in reading comprehension.

The overall distribution of scores indicates that most respondents fall within the Developing and Emerging levels, suggesting that their comprehension skills are at a partial stage. This means that while some respondents are beginning to recognize key details, their ability to consistently and accurately recognize them across multiple texts remains limited. The absence of any respondents at the Advanced level, along with the presence of those at the Beginning and non-performing levels, further emphasizes the need for targeted instructional strategies that go beyond surface-level comprehension.

In a similar study by Cabural and Infantado (2023), Grade 10 students exhibited moderate difficulty handling literal and reorganizational comprehension tasks, while higher-order comprehension problems posed greater challenges. This aligns with the current findings, suggesting that students' ability to identify key details is still developing and may require targeted interventions to enhance their proficiency in literal comprehension.

Given this partial comprehension profile, integrating event-semantic extraction techniques can be considered a strategic approach to enhancing reading instruction, particularly in the context of informational texts.

The data show that the most common score in inferences was 3, achieved by 12 respondents (30.0%), placing them within the Developing level. This score indicates that these respondents are developing the skill of reading between the lines and can draw inferences in some, but not all, passages. While they exhibit an emerging understanding of implicit meaning, they struggle to apply logical reasoning across texts consistently. Their performance suggests a transitional stage in inference-making that requires reinforcement through guided practice.

Next, 11 respondents (27.5%) scored 2, corresponding to the Emerging level. These individuals could identify the correct inference in only two passages, indicating difficulty interpreting implied information and drawing conclusions from textual evidence. This group needs more foundational instruction to recognize text clues supporting logical assumptions.

The close numbers between scores 3 and 2 suggest that while students can sometimes infer meaning, their reasoning remains fragile and inconsistent, possibly due to a lack of explicit instruction in using textual evidence and logical reasoning to support inferences.

A total of 8 respondents (20.0%) were classified under the Beginning level, with scores of 1, meaning they could only select the correct inference in one passage. This suggests limited capacity to make logical connections and highlights the need for direct instruction in inferential thinking. Meanwhile, six respondents (15.0%) scored 4, reflecting the Proficient level. These respondents demonstrated a relatively strong ability to interpret implicit information and make logical inferences in most passages, though there is still room for growth in achieving full mastery.

As in the Key Details category, no respondents reached the Advanced level (score of 5), indicating that none could make accurate inferences across all five passages. Furthermore, three respondents (7.5%) scored 0, showing a complete inability to make inferences based on the given texts. This indicates serious critical thinking and interpretation challenges that must be addressed with immediate and individualized instructional support.

The results reveal that most respondents are situated within the Developing and Emerging levels of inferential comprehension, indicating a stage of partial understanding in their ability to interpret implicit information. A study by Sanhueza-Oyarzún and Quintanilla-Espinoza (2024) found that students' inferential reading comprehension skills improved significantly when they received explicit instruction in inferential reading strategies. This supports the current findings, where most students were at the Developing and Emerging levels in making inferences, emphasizing the importance of targeted instructional practices to enhance students' ability to read between the lines and draw logical conclusions from texts.

In the Context and Vocabulary category, the highest number of respondents, 14 out of 40 (35.0%), achieved a score of 3, placing them at the Developing level. This suggests that these respondents have a basic understanding of using context clues to determine the meaning of unfamiliar words in a text. They are beginning to make appropriate lexical inferences, but their ability to do so consistently across different texts remains limited. Their performance reflects a growing, yet incomplete, command of context-supported vocabulary skills.

Then, nine respondents (22.5%) scored 2, corresponding to the Emerging level. This group could determine the correct meaning of words in only two of the five passages, indicating a struggle in recognizing and applying contextual hints effectively. These respondents require continued support and explicit instruction in using context clues to infer word meanings.

Eight respondents (20.0%) achieved the Proficient level, showing that they could correctly determine the meaning of words in four passages. This group has a more solid grasp of vocabulary skills and demonstrates stronger contextual reasoning, though they still fall short of consistently accurate interpretation across all items. Meanwhile, five respondents (12.5%) scored 1, classified under the Beginning level. This indicates that they were able to use context clues successfully in only one instance, pointing to minimal vocabulary comprehension and a need for further guided practice.Like other assessed areas, no respondents attained the Advanced level (score of 5), reflecting the absence of mastery in using context clues to determine word meaning. Moreover, four respondents (10.0%) scored 0, indicating significant difficulty understanding vocabulary in context. This group is at high risk of struggling with overall reading comprehension due to their inability to access the meaning of key terms through contextual cues.

The Muliya study (2022) supports the observation that most respondents were at a moderate level, which highlighted that they faced difficulties such as not understanding the context of sentences, lacking vocabulary mastery, and struggling to find the meaning of unfamiliar words using example and antonym clues. These findings align with the current pretest results, where many students are at the Developing and Emerging levels in vocabulary comprehension. The study calls for targeted vocabulary instruction to help students consistently apply context clues across various texts.

The overall interpretation of Table 1 reveals that most of the students' skills in informational reading comprehension are still at the Developing and Emerging levels across all four assessed areas. This indicates that while students demonstrate a basic ability to

interact with informational texts, they cannot do so consistently or with depth. Their partial understanding reflects a foundational grasp of reading skills and fragility in applying them independently. These results indicate the utmost importance of systematic interventions and skills-building activities such as applying event-semantic extraction techniques to enhance students' comprehension of informational texts and further their reading development.

Table 2: Posttest Scores in Informational Reading Comprehension after using the Event-Semantic Extraction Technique

Score Interval	Main Idea		Key Details		Inferences		Context and Vocabulary		VI
	f	%	f	%	f	%	f	%	
5	9	22.5	6	15.0	5	12.5	1	2.5	Advanced
4	13	32.5	11	27.5	9	22.5	13	32.5	Proficient
3	11	27.5	14	35.0	15	37.5	16	40.0	Developing
2	6	15.0	7	17.5	10	25.0	6	15.0	Emerging
1	1	2.5	2	5.0	1	2.5	4	10.0	Beginning
0	-	-	-	-	-	-	-	-	
TOTAL	**40**	**100.0**	**40**	**100.0**	**40**	**100.0**	**40**	**100.0**	

Legend: 4.01-5.00 Advanced, 3.01-4.00 Proficient, 2.01-3.00 Developing, 1.01-2.00 Emerging, 0.00-1.00 Beginning

Table 2 presents the posttest scores of the respondents in informational reading comprehension, specifically in identifying the main idea, key details, making inferences, and understanding context and vocabulary. The findings indicate that most students fall within the Proficient and Developing levels across all categories, demonstrating significant improvement in reading comprehension after implementing the Event-Semantic Extraction Technique.

As shown in the table, the most frequent score for main idea in the posttest was 4, achieved by 13 students (32.5%), placing them at the Proficient level. This indicates that many students could determine the central idea in four out of five passages, demonstrating a strong understanding and increased ability to focus on the essential message of a text. In comparison, the most frequent score in the pretest was 3 (Developing level), showing a marked improvement after the intervention. This progress can be attributed to using focused reading strategies and scaffolded tasks in the extraction technique, which helped students better identify key information and distinguish main ideas in the given informational texts. The finding aligns with the study of Stevens et al. (2020), who found that explicit instruction in text structure significantly improved students' main idea generation skills.

Following this, 11 students (27.5%) scored 3, indicating that while they grasped the main idea in several passages, there were occasional lapses or inconsistencies in comprehension. This group reflects students on the right track but may still benefit from reinforcement activities to build more consistent skills.

In addition, nine students (22.5%) scored a perfect 5, reflecting a high level of proficiency in extracting the main point across all passages. This shows that a portion of the class understood the content and excelled in identifying key ideas accurately and consistently.

Meanwhile, six students (15%) scored 2, meaning they could only partially identify the main ideas. These students may struggle with distinguishing relevant information or summarizing key points, but they could benefit from more guided practice and reading support.

Only one student (2.5%) scored 1, suggesting significant difficulty in comprehension and a need for more focused instruction. Positively, no student scored a zero, indicating that all participants were somewhat engaged with the task and showed minimal understanding.

The distribution of posttest scores for the main idea reveals that most students moved toward higher levels of comprehension. This improvement highlights the effectiveness of the event-semantic extraction technique and structured interventions in strengthening students' ability to locate and articulate main ideas.

The data revealed that the most frequent score obtained by the respondents was 3, with 14 respondents (35.0%) falling under the Developing level in identifying key details. This indicates that these respondents demonstrated a growing ability to recognize important information but could not consistently extract key details across all five passages. Their performance indicates partial comprehension, where relevant information is identified in some texts but not consistently across different passages, highlighting the need for continued support and reinforcement of reading strategies.

Closely following were 11 respondents (27.5%) who scored 4, classified under the Proficient level. These respondents correctly identified key details in four passages, demonstrating a solid grasp of how specific pieces of information support the overall message of a text. This performance suggests that these students apply effective reading strategies but may require additional practice to fully master consistent and accurate extraction of key details in all contexts.

Meanwhile, seven respondents (17.5%) scored 2, corresponding to the Emerging level. These respondents correctly identified key details in only two passages, indicating that their comprehension skills are still developing. Their limited ability to distinguish essential information suggests more structured instructional interventions focusing on teaching strategies for evaluating and prioritizing relevant details.

Notably, six respondents (15.0%) attained a score of 5, which falls under the Advanced level. These students demonstrated a strong and consistent ability to identify key details across all five passages accurately. Their performance reflects a deeper level of comprehension, where essential information is reliably recognized and extracted, indicating readiness for more advanced comprehension tasks that involve analysis and synthesis of multiple details.

In contrast, the least frequent score was 1, achieved by two respondents (5.0%), categorized under the Beginning level. These respondents struggled to identify key details, managing to extract important information from only one passage correctly. Their performance points to a significant gap in basic comprehension skills, suggesting an urgent need for individualized and intensive instruction to build their ability to recognize supporting information.

Notably, no respondents received a score of 0, which would have indicated a complete inability to identify key details. This absence suggests that all students exhibited at least a basic capacity to locate some relevant information from the given passages.

The distribution of scores indicates a positive trend in students' ability to identify key details, with a significant number reaching Developing to Advanced levels. This improvement highlights the effectiveness of the reading strategies in enhancing students' comprehension skills. Supporting this, a study by Chinpakdee and Gu (2024) found that explicit strategy instruction significantly improved students' reading comprehension by enhancing their ability to identify key details and overall understanding of texts.

In inferences, the data revealed that the most frequent score obtained by the respondents was 3, with 15 respondents (37.5%) falling under the Developing level. This suggests many students can read between the lines and make logical deductions based on implicit information. However, inconsistencies in their performance remain evident. A possible reason for this outcome is that while students have begun to practice inferential thinking through event-semantic extraction, they still struggle to apply it consistently across different types of texts. Their emerging critical thinking skills need further scaffolding and reinforcement to solidify inference-making strategies.

Following closely were 10 respondents (25.0%) who scored 2, corresponding to the Emerging level. These students correctly identified the best inference in only two passages, indicating that while they are beginning to recognize the need to go beyond the literal text, their ability to draw accurate conclusions from textual evidence is still underdeveloped. This performance highlights the need for additional instructional interventions to strengthen students' analytical reading and evidence-based reasoning.

Meanwhile, nine respondents (22.5%) scored 4, classified under the Proficient level. These students demonstrated a solid ability to interpret implicit information by accurately identifying the best inference in four of five passages. Their performance suggests that they are becoming adept at critical reading and can usually discern underlying meanings, although occasional lapses may still occur. Continued practice and exposure to varied and complex texts would help these students transition toward a more consistent and sophisticated application of inferential skills.

Notably, five respondents (12.5%) achieved a perfect score of 5, falling under the Advanced level. These students exhibited a strong and consistent capacity for critical thinking, successfully selecting the best inference in all five passages. Their performance reflects well-developed inferential reasoning skills, demonstrating an ability to process surface-level information and engage deeply with the text to uncover implicit meanings. This group of students is well-positioned to tackle more challenging reading tasks involving nuanced interpretations and multiple layers of meaning.

In contrast, the least frequent score was 1, attained by only one respondent (2.5%), classified under the Beginning level. This student correctly inferred meaning from only one passage, indicating significant difficulty in making logical connections and interpreting implicit information after the intervention. Possible reasons for this could be a persistent struggle with basic comprehension skills, making it harder to develop more complex reasoning strategies. This highlights the need for intensive, individualized support focused on explicitly teaching inference-making skills using simple, guided texts before progressing to more difficult materials.

Importantly, no respondents received a score of 0. This indicates that all students demonstrated at least some ability to make inferences, validating that the intervention helped cultivate a foundational awareness of inferential thinking across the group, though proficiency levels varied.

The distribution of scores indicates that while most students are developing their inferential comprehension skills, there is a clear need for continued instruction to enhance these abilities. This observation aligns with the findings of Rice and Wijekumar (2024), who concluded that inference instruction has a moderate positive effect on students' inference skills and general comprehension, regardless of age, reading ability, or instructional methods.

In the Context and Vocabulary category, the post-test data reveal that the most frequent score was 3, achieved by 16 respondents (40.0%), placing them within the Developing level. This result suggests that after the intervention using event-semantic extraction techniques, many students showed noticeable progress in using context clues to determine word meanings, although their application remains somewhat inconsistent. A possible reason for this performance is that while students have begun to recognize

contextual hints, they still need more practice to apply these strategies accurately across varied texts. Their performance indicates a transitional stage in vocabulary development that would benefit from continued reinforcement and guided activities.

Closely following were 13 respondents (32.5%) who scored 4, classified under the Proficient level. These students demonstrated a solid ability to use context to understand unfamiliar words in most passages, showing that the intervention was effective. These students could likely internalize the extraction techniques and apply them more confidently. However, occasional misinterpretation of context clues may have prevented them from reaching full mastery. Their results suggest they could achieve the Advanced level with minimal additional support.

Meanwhile, six respondents (15.0%) scored 2, corresponding to the Emerging level. These individuals correctly determined word meanings in only two passages, indicating that while some improvement occurred, they faced challenges in consistently interpreting contextual hints. A possible reason for their limited progress could be more exposure to diverse types of texts or additional scaffolding during the intervention. This group would benefit from further targeted instruction and more explicit modeling of how context reveals meaning.

A total of 4 respondents (10.0%) scored 1, placing them in the Beginning level. These students could correctly identify word meanings in only one passage, reflecting a limited grasp of vocabulary strategies even after the intervention. Possible reasons for this outcome include persistent difficulty recognizing contextual clues, minimal vocabulary foundation, or reading comprehension challenges requiring intensified, individualized support. Their performance emphasizes the need for more focused intervention sessions tailored to their specific learning needs.

Notably, only one respondent (2.5%) achieved a perfect score of 5, corresponding to the Advanced level. This student demonstrated a strong grasp of vocabulary and a full ability to extract word meanings using context clues in all five passages, showcasing the effectiveness of the event-semantic extraction techniques when fully internalized. The rarity of this level of achievement suggests that while the intervention helped most students improve, full mastery was attained by only a few, indicating potential for further refinement of instructional approaches.

It is also important to highlight that no respondents received a score of 0. This means all students, even those who struggled, exhibited at least some ability to determine word meanings through context clues. This confirms that the intervention successfully built foundational skills across the entire group, albeit at varying proficiency levels.

The distribution of scores indicates that the intervention helped most students progress in using context clues, but levels of mastery still vary. This result is consistent with the findings of Silverman and Hartranft (2014), who emphasized in their study that explicit instruction in vocabulary strategies, particularly the use of context clues, significantly improves vocabulary acquisition and comprehension. Their research found that students taught how to analyze the surrounding text to infer word meanings, expand their vocabulary, and enhance reading comprehension. This supports the effectiveness of structured interventions, such as event-semantic extraction, in developing contextual vocabulary skills.

Overall, the results indicate that students' scores improved across categories. These findings highlight the effectiveness of the Event-Semantic Extraction Technique in enhancing students' comprehension of informational texts. However, the limited number of students achieving the highest level suggests that further instructional support may be needed to help more students attain Advanced proficiency in these areas.

Table 3: Test of Difference in Informational Reading Comprehension

Informational Reading Comprehension	Pretest		Posttest		t	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Main Idea	2.58	1.17	3.58	1.08	5.099	39	.000
Key Details	2.33	1.14	3.30	1.09	4.706	39	.000
Inferences	2.25	1.17	3.18	1.03	3.968	39	.000
Context and Vocabulary	2.43	1.24	3.03	1.00	2.882	39	.006

If $p \leq 0.05$ (significant); if $p>0.05$ (not significant)

Table 3 presents the respondents' pretest and posttest results before and after applying the Event-Semantic Extraction Technique. The data reveal a significant improvement in comprehension skills across all areas assessed, with all computed p-values falling below the 0.05 significance level. This indicates that the improvements were statistically significant and that the intervention had a meaningful impact on the respondents' reading comprehension.

In identifying the main idea, the respondents' mean score increased from 2.58 (SD = 1.17) in the pretest to 3.58 (SD = 1.08) in the posttest. This improvement, supported by a t-value of 5.099 and a p-value of .000, suggests that the respondents progressed from a Developing to a Proficient level based on the set rubrics. The Event-Semantic Extraction Technique helped the students better recognize central themes and understand the overall purpose of informational texts, a finding consistent with Liu et al. (2020), who emphasized the value of structured extraction tasks in enhancing main idea identification.

Similarly, the comprehension of key details improved markedly. The mean score rose from 2.33 (SD = 1.14) in the pretest to 3.30 (SD = 1.09) in the posttest, with a t-value of 4.706 and a p-value of .000. This indicates a shift from Developing proficiency to a Proficient level. The structured framework provided by the technique enabled students to efficiently filter important points from supporting information, echoing the findings of Feng et al. (2020), who similarly observed that event argument extraction as a structured reading comprehension process helped students focus on key details, reinforcing their ability to differentiate between primary and secondary information.

The ability to make inferences also showed considerable progress, with the pretest mean score of 2.25 (SD = 1.17) improving to 3.18 (SD = 1.03) in the posttest. The t-value of 3.968 and the p-value of .000 confirm this improvement is statistically significant. Respondents demonstrated a greater capacity to draw logical conclusions and interpret implicit information, likely due to the emphasis on analyzing contextual clues within the Event-Semantic Extraction framework. This result is supported by Han et al. (2019), who also reported that students trained with contextualized event extraction techniques demonstrated stronger inferential skills, as they could better understand temporal relationships and hidden meanings within passages.

In context and vocabulary, the respondents' scores also showed positive development, although the improvement was relatively smaller compared to other areas. The mean score increased from 2.43 (SD = 1.24) in the pretest to 3.03 (SD = 1.00) in the posttest, with a t-value of 2.882 and a p-value of .006. One possible explanation for the smaller margin of improvement is that vocabulary activities are regularly integrated across various subject areas. Students are frequently exposed to vocabulary drills and exercises, which may have led to saturation or diminished enthusiasm for vocabulary tasks. As a result, their responsiveness to vocabulary-related activities in the intervention may have been lower compared to other comprehension skills that were less overemphasized in their regular lessons. This observation is aligned with Wang et al. (2021), who noted that while vocabulary development is crucial, excessive and repetitive exposure without varied instructional strategies can impact student engagement and progress.

The findings demonstrate that the Event-Semantic Extraction Technique significantly improved the respondents' informational reading comprehension. Students advanced from the Developing to the Proficient level in most assessed areas, suggesting that the intervention effectively built essential skills in analyzing, interpreting, and understanding informational texts. These results affirm the value of integrating event-semantic strategies into reading instruction, particularly in enhancing basic and intermediate comprehension skills.

CONCLUSIONS

Based on the findings of the study, the following conclusion is drawn:

1.There is a significant difference in students' informational reading comprehension after using the Event-Semantic Extraction Technique. Therefore, the null hypothesis that "there is no significant difference between the pretest and posttest scores in informational reading comprehension after using the Event-Semantic Extraction Technique" is not sustained.

RECOMMENDATIONS

Based on the results and conclusion of the study, the following recommendations are hereby formulated:

1.Since the study confirmed the effectiveness of the Event-Semantic Extraction Technique, it is recommended for use in various grade levels and subject areas to enhance informational reading comprehension.

2.Teacher Training should be organized to equip teachers with strategies and tools for effectively applying the Event-Semantic Extraction Technique, especially in line with the MATATAG Curriculum.

3.Future researchers are encouraged to explore the technique's long-term effects on students' reading comprehension and adaptability across different learner profiles and contexts.

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