

**The Effectiveness of Using Graphic Short Stories and Vocabulary in Enhancing  
Reading Comprehension Skills of Grade 2 Learners**

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## Abstract

This study examined the effectiveness of using graphic short stories and vocabulary in enhancing the reading comprehension of primary learners in a private school in the province of Guimaras. The researchers used a quantitative type of research utilizing a pre-experimental approach using a one-group pretest and post-test research design. It focused on enhancing the reading comprehension skills of primary learners with the use of graphic short stories as an intervention with a focus on using baseline level of reading comprehension, the W and H questions such as what, when, where, who, why, and how used in pretest and post-test. The learners' reading levels were determined using the Philippine Informal Reading Inventory (Phil-IRI) adapted scale which divided comprehension skills into frustration, instructional, and independent levels. In this study, the researchers utilized a purposive sampling design. A total of 26 Grade 2 learners served as the participants of this study. The Wilcoxon Signed-Rank Sum test, a non-parametric method, showed data with a significance level of .002. The results showed the effectiveness of using graphic short stories and vocabulary in enhancing the reading comprehension skills of primary learners. Learners advanced to independent from the instructional level. The findings of this study showed that there was a significant level of effectiveness in the scores of the reading comprehension skills in answering W and H questions of the Grade 2 learners for the pre-test with a mean of 3.87 categorized as instructional level and post-test with a mean of 4.81 categorized as independent level.

*Keywords: Graphic short stories, effectiveness, reading comprehension, Grade 2 Learners*

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