

Bookabulary: A Supplementary Material in Enhancing the Reading Comprehension Skills of Grade 7 Students

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Abstract—This study examined the effect of Bookabulary, a supplementary reading material, on the reading comprehension skills of Grade 7 students at Liceo De Bay. Specifically, it determined the level of Bookabulary in terms of its parts such as objectives, content, and activities, and its features including contextual, organizational, and visual aspects; assesses students' reading comprehension skills through a written test; and tests the significant effect among the variables. The study also aimed to determine whether the use of vocabulary-based supplementary materials may help improve students' comprehension performance and classroom engagement in reading activities. A quantitative descriptive-correlational research design was employed in the study. To gather the needed data, a researcher-made Bookabulary Evaluation Questionnaire and a Written Test were administered to one hundred nineteen (119) Grade 7 students using total enumeration sampling. Appropriate statistical tools such as Mean, Standard Deviation, Frequency, Percentage, and Multiple Regression Analysis through t-test and F-test were utilized to determine the levels and effects among the variables. These statistical treatments were used to ensure proper analysis and interpretation of the gathered data. Findings revealed that Bookabulary was generally evaluated as Very Effective in terms of its parts and features. The respondents also demonstrated a Very Satisfactory level of reading comprehension, with most of the students obtaining Outstanding and Very Satisfactory scores in the written test. Furthermore, the results showed that Bookabulary had a statistically significant effect on the reading comprehension skills of the respondents. This indicated that structured and engaging supplementary reading materials may contribute positively to students' comprehension development. The study concluded that Bookabulary, as a supplementary reading material, had a significant effect on students' reading comprehension skills. The findings suggested that the use of vocabulary-focused and contextualized instructional materials may help improve learners' understanding of texts and reading performance. It was recommended that teachers integrate structured vocabulary-based supplementary materials in reading instruction to enhance comprehension. Schools may support the development and utilization of contextualized and visually enriched instructional materials. Future researchers may explore experimental or mixed-method approaches for further validation.

Keywords— Bookabulary, Supplementary Reading Material, Vocabulary Development, Reading Comprehension, Descriptive-Correlational Design.

I. INTRODUCTION

Reading was one of the most essential skills that learners must develop to succeed academically and function effectively in society. More than simply recognizing words and decoding texts, reading involved constructing meaning, interpreting

ideas, and connecting information to prior knowledge and real-life experiences. Through reading, students acquire knowledge, develop critical thinking skills, and expand their understanding of the world. Because of its vital role in learning, reading comprehension was considered a fundamental component of educational development and lifelong learning.

Despite its importance, many students continued to experience difficulties in reading comprehension. In many classrooms, learners struggle to identify main ideas, infer meaning, analyze texts, and understand unfamiliar vocabulary. These difficulties limit students' ability to process information effectively and negatively affect their performance across different subject areas. Reading challenges had become a continuing concern among educators, particularly in the Philippines, where students' reading performance had consistently shown the need for improvement.

The 2018 Programme for International Student Assessment (PISA) revealed that Filipino students performed below average in reading literacy among participating countries (OECD, 2018). The results highlighted students' difficulties in understanding, interpreting, and evaluating written texts. These comprehension problems were often associated with limited vocabulary knowledge, which played a significant role in learners' ability to understand reading materials. Students who possess inadequate vocabulary knowledge frequently struggle to derive meaning from texts, connect ideas, and interpret information accurately.

Vocabulary therefore served as a crucial foundation of reading comprehension. Learners with broader vocabulary knowledge were more capable of understanding texts and engaging in higher-order thinking tasks. However, vocabulary instruction in many classrooms was still commonly delivered through traditional approaches such as memorization and isolated drills, which may not effectively support comprehension development. Furthermore, there remained a need for contextualized and engaging supplementary materials that integrate vocabulary development with meaningful reading activities.

To address this need, the researcher developed Bookabulary, a supplementary reading material designed to combine vocabulary enrichment and reading comprehension through structured, contextualized, and visually supported activities. The material included word maps, vocabulary

games, word puzzles, and reading tasks that aim to help learners recognize, understand, and apply unfamiliar words within meaningful contexts. By integrating vocabulary instruction with comprehension practice, Bookabulary sought to provide learners with more engaging and effective reading experiences.

This study investigated the significant effect of Bookabulary on the reading comprehension skills of Grade 7 students at Liceo de Bay. Specifically, it sought to determine whether the material's parts, namely objectives, content, and activities, as well as its contextual, organizational, and visual features, contributed to enhancing students' reading comprehension. Ultimately, the study aimed to contribute to the improvement of literacy instruction and the development of learner-centered supplementary materials that addressed the reading needs of Filipino learners.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the effect of Bookabulary, a supplementary material in reading, on the comprehension skills of Grade 7 students at Liceo de Bay.

Specifically, it sought to answer the following questions:

1. What is the level of Bookabulary, as a Supplementary Material, in terms of its Parts as to:
 - 1.1 Objectives
 - 1.2 Content
 - 1.3 Activities
2. What is the level of Bookabulary, as a Supplementary Material, in terms of its Features as to:
 - 2.1 Contextual
 - 2.2 Organization
 - 2.3 Visual
3. What is the level of Reading Comprehension Skills of Grade 7 Students in terms of Written Test?
4. Is there a significant effect of the use of Bookabulary as a Supplementary Material in terms of its Parts on the Reading Comprehension Skills of Grade 7 Students?
5. Is there a significant effect of the use of Bookabulary as a Supplementary Material in terms of its Features on the Reading Comprehension Skills of Grade 7 Students?

II. METHODOLOGY

A quantitative descriptive-correlational research design was employed in the study. To gather the needed data, a researcher-made Bookabulary Evaluation Questionnaire and a Written Test were administered to one hundred nineteen (119) Grade 7 students using total enumeration sampling. Appropriate statistical tools such as Mean, Standard Deviation, Frequency, Percentage, and Multiple Regression Analysis through t-test and F-test were utilized to determine the levels and effects among the variables. These statistical treatments were used to ensure proper analysis and interpretation of the gathered data.

III. RESULTS AND DISCUSSION

This chapter presented the data gathered, together with its corresponding analysis and interpretation. All specific

questions stated in Chapter 1 under the statement of the problem were addressed in this chapter, supported by statistical tables.

It provided the data regarding the level of Bookabulary as a supplementary material in reading in terms of its Parts and Features, the level of students' comprehension skills based on written test scores, and the significant effect of Bookabulary on students' comprehension skills using Multiple Regression Analysis.

Further, this chapter presented how the components and features of Bookabulary influence students' comprehension performance when taken individually and collectively

Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Parts

In this study, the level of Bookabulary in terms of its Parts referred to the Objectives, Content, and Activities embedded in the supplementary material. These components were essential in guiding instruction, delivering meaningful content, and engaging learners in active participation.

The following tables presented the respondents' evaluation of Bookabulary in terms of its Parts, including the corresponding weighted mean, standard deviation, and verbal interpretation. These results reflected how students perceive the effectiveness of the material in supporting their learning and comprehension development.

Table 1 showed the Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Parts as to Objectives.

Table 1. Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Parts as to Objectives

Statements	Mean	SD	Remarks
The objectives...			
...state the lesson goals clearly and in a way that is easy to recall.	4.26	0.59	Strongly Agree
...help me understand the skills that each lesson aims to develop.	4.37	0.69	Strongly Agree
...guide me in applying new vocabulary and reading skills in activities.	4.48	0.64	Strongly Agree
...connect the objectives to the English lessons discussed in class.	4.45	0.61	Strongly Agree
...ensure that the objectives are appropriate and useful for Grade 7 students.	4.49	0.61	Strongly Agree
Weighted Mean	4.41		
SD	0.59		
Verbal Interpretation	Very Effective		

Table 1 presented the students' evaluation of Bookabulary in terms of its objectives. Among the indicators, the statement "ensure that the objectives are appropriate and useful for Grade 7 students" obtained the highest mean ($M = 4.49$, $SD = 0.61$), indicating that learners perceived the objectives as relevant to their level and learning needs. This suggested that clearly defined and age-appropriate objectives help students understand the purpose of the lesson and guide their learning process.

On the other hand, the statement "state the lesson goals clearly and in a way that is easy to recall" obtained the lowest mean ($M = 4.26$, $SD = 0.59$), although still interpreted as very effective. This implied that while clarity was evident, there

was still room to further simplify or reinforce how objectives were presented for better retention.

Overall, the objectives obtained a weighted mean of 4.41 (SD = 0.59), interpreted as Very Effective.

The findings indicated that well-defined objectives played a crucial role in guiding learners' comprehension and engagement. When objectives were clear and aligned with students' needs, learners were better able to focus on vocabulary development and reading tasks.

Table 2 showed the Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Parts as to Content.

Table 2. Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Parts as to Content

Statements	Mean	SD	Remarks
The content...			
...presents vocabulary words and texts that are familiar and appropriate for my level.	4.49	0.61	Strongly Agree
...explains word meanings, parts of speech, and usage clearly.	4.48	0.61	Strongly Agree
...allows me to apply new vocabulary through examples, sentences, and tasks.	4.45	0.62	Strongly Agree
...helps me relate new words to ideas I already know.	4.40	0.66	Strongly Agree
...provides meaningful and relevant content aligned with English 7 lessons.	4.38	0.62	Strongly Agree
Weighted Mean	4.44		
SD	0.59		
Verbal Interpretation	Very Effective		

Table 2 revealed that the statement "presents vocabulary words and texts that were familiar and appropriate for my level" obtained the highest mean (M = 4.49, SD = 0.61). This indicated that the content of Bookabulary was highly suitable for the learners' level, making it easier for them to understand and engage with the material. When students were exposed to familiar and level-appropriate content, they were more confident in processing new vocabulary and ideas, which reduced cognitive difficulty and enhanced comprehension. This also suggested that the material successfully considered the learners' prior knowledge and linguistic readiness, which were essential in facilitating effective learning.

Moreover, the statement "explains word meanings, parts of speech, and usage clearly" (M = 4.48, SD = 0.61) further supported the effectiveness of the material, indicating that clarity of explanation played a crucial role in helping students grasp vocabulary concepts. Clear presentation of language elements allowed learners to understand not only the meaning of words but also their correct usage, thereby strengthening both comprehension and language application skills. Similarly, the statement "allows me to apply new vocabulary through examples, sentences, and tasks" (M = 4.45, SD = 0.62) highlighted the importance of practice and application in learning. This implied that when students were given opportunities to use new vocabulary in meaningful contexts, their understanding became deeper and more retained. Learning was reinforced when students actively engage with the material rather than passively receiving information.

Meanwhile, the statement "provides meaningful and relevant content aligned with English 7 lessons" obtained the

lowest mean (M = 4.38, SD = 0.62), although still interpreted as Very Effective. This suggested that while the content was generally aligned with the curriculum, there was still room for improvement in strengthening its direct connection to specific lesson objectives. Enhancing alignment may further improve the consistency between the material and classroom instruction.

Table 3 showed the Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Parts as to Activities.

Table 3. Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Parts as to Activities

Statements The activities...	Mean	SD	Remarks
...provide clear and easy-to-follow instructions.	4.49	0.61	Strongly Agree
...help me understand and remember new vocabulary words.	4.38	0.70	Strongly Agree
...allow me to practice using vocabulary through word maps, puzzles, and games.	4.55	0.63	Strongly Agree
...help me identify which parts of the lesson are easy or challenging.	4.37	0.65	Strongly Agree
...improve my vocabulary and reading comprehension skills.	4.52	0.59	Strongly Agree
Weighted Mean	4.46		
SD	0.61		
Verbal Interpretation	Very Effective		

Table 3 presented the level of Bookabulary as a supplementary material in reading in terms of its Activities. The results indicated that the statement "allow me to practice using vocabulary through word maps, puzzles, and games" obtained the highest mean (M = 4.55, SD = 0.63), suggesting that students highly value interactive and engaging tasks in enhancing their vocabulary learning. This implied that when learners were actively involved in meaningful activities, they were more likely to understand and retain new vocabulary, which contributed to improved reading comprehension.

Similarly, the statement "improve my vocabulary and reading comprehension skills" (M = 4.52, SD = 0.59) further supports the effectiveness of the activities, indicating that students perceive these tasks as beneficial in strengthening both their vocabulary knowledge and comprehension abilities. This suggested that well-designed activities did not only reinforced learning but also helped learners apply their knowledge in different contexts.

On the other hand, the statement "help me identify which parts of the lesson are easy or challenging" obtained the lowest mean (M = 4.37, SD = 0.65), although still interpreted as Very Effective. This indicated that while the activities support learning, there was still room to enhance students' self-assessment and reflection skills during the learning process.

Overall, the activities obtained a weighted mean of 4.46 (SD = 0.61), verbally interpreted as Very Effective. This suggested that interactive and structured activities played a significant role in enhancing students' vocabulary acquisition and reading comprehension. When learners were given opportunities to practice, apply, and engage with content, learning becomes more meaningful and retained.

Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Features

In this study, the level of Bookabulary as a supplementary material in reading in terms of its features referred to its Contextual, Organizational, and Visual elements. These features were essential in enhancing the effectiveness of the material by making it more meaningful, structured, and engaging for learners.

The following tables presented the respondents' evaluation of Bookabulary in terms of its features, including the specific statements, corresponding mean scores, standard deviations, remarks, and verbal interpretations.

Table 4 showed the Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Features as to Contextual.

Table 4. Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Features as to Contextual

Statements	Mean	SD	Remarks
The context used in Bookabulary...			
...presents situations that are familiar to my experiences as a student.	4.36	0.65	Strongly Agree
...shows how vocabulary words are used in literary, informational, and real-life texts.	4.52	0.62	Strongly Agree
...encourages me to apply vocabulary through games, writing, and discussions.	4.39	0.65	Strongly Agree
...helps me connect lessons to Filipino culture and real-life situations.	4.19	0.69	Agree
...provides meaningful and relatable learning contexts.	4.46	0.61	Strongly Agree
Weighted Mean	4.39		
SD	0.62		
Verbal Interpretation	Very Effective		

Table 4 showed the level of Bookabulary as a supplementary material in reading in terms of its contextual features. It presented the statements, mean, standard deviation, and corresponding remarks based on the respondents' evaluation.

The statement "shows how vocabulary words are used in literary, informational, and real-life texts" obtained the highest mean ($M = 4.52$, $SD = 0.62$), indicating a very high level of effectiveness of Bookabulary in terms of its contextual feature. This suggested that presenting vocabulary in varied and authentic contexts helps learners understand how words were used in different situations. Meanwhile, the statement "helps me connect lessons to Filipino culture and real-life situations" obtained the lowest mean ($M = 4.19$, $SD = 0.69$), although still interpreted as effective, indicating that while cultural connection was present, it may be less emphasized compared to other contextual aspects.

Overall, the contextual feature obtained a weighted mean of 4.39 ($SD = 0.62$) and was verbally interpreted as Very Effective among the respondents. The low standard deviation further indicated that the responses of the students were relatively consistent, showing a common positive perception regarding the contextual feature of the material. This consistency suggested that most learners experienced similar benefits in understanding vocabulary through contextualized and relatable activities. Moreover, the findings implied that

exposing students to authentic and meaningful contexts may increase their engagement and motivation in reading activities.

In summary, the contextual feature of Bookabulary was evaluated as very effective in helping students connect vocabulary with real-life experiences and familiar situations, making learning more meaningful and relatable. This suggested that contextualized materials help learners internalized vocabulary and improve comprehension by linking language to authentic experiences.

Table 5 showed the Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Features as to Organization.

Table 5. Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Features as to Organization

Statements	Mean	SD	Remarks
The organization...			
...presents clear objectives at the beginning of each part to guide what I should learn.	4.36	0.63	Strongly Agree
...arranges the sections (content, word list, word map, puzzles, games, and writing tasks) in a logical order.	4.50	0.61	Strongly Agree
...allows me to move from understanding the lesson to practicing vocabulary step by step.	4.44	0.62	Strongly Agree
...connects the reading texts and vocabulary activities so that each part supports the next.	4.39	0.67	Strongly Agree
...makes it easy to follow the activities from the beginning to the end of each lesson.	4.47	0.64	Strongly Agree
Weighted Mean	4.43		
SD	0.60		
Verbal Interpretation	Very Effective		

Table 5 showed the level of Bookabulary, as a supplementary material in reading, in terms of its Features as to Organization. It also presented the statements, mean, standard deviation, and remarks.

The statement "arranges the sections (content, word list, word map, puzzles, games, and writing tasks) in a logical order" obtained the highest mean ($M = 4.50$, $SD = 0.61$), indicating a very high level of effectiveness of Bookabulary in terms of its organizational feature. This suggested that the logical sequencing of lessons helped learners follow the flow of the material and understand how each part contributes to their learning. Meanwhile, the statement "presents clear objectives at the beginning of each part to guide what I should learn" obtained the lowest mean ($M = 4.36$, $SD = 0.63$), although still interpreted as very effective, indicating that while the structure was clear, further emphasis on guiding elements may still enhance learners' navigation of the material.

Overall, the organizational feature obtained a weighted mean of 4.43 ($SD = 0.60$) and was verbally interpreted as Very Effective among the respondents.

In summary, the organization of Bookabulary was evaluated as very effective in providing a clear and systematic structure that supported students' understanding of the lessons. The logical arrangement of content and activities allows learners to progress from basic understanding to application, making it easier for them to follow and engage with the material. This suggested that well-organized supplementary

materials played a significant role in facilitating comprehension and improving learning outcomes.

Table 6 showed the Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Features as to Visual.

Table 6. Level of Bookabulary, as a Supplementary Material in Reading, in terms of its Features as to Visual

Statements	Mean	SD	Remarks
The visual elements of Bookabulary...			
...presents clear visual organizers such as word maps, tables, and puzzles.	4.39	0.68	Strongly Agree
...supports my understanding of vocabulary and lesson content.	4.43	0.59	Strongly Agree
...helps me recall important words and concepts through organized layout.	4.40	0.63	Strongly Agree
...highlights important information using boxes, tables, and structured formats.	4.28	0.71	Strongly Agree
...makes the material more engaging and easier to use.	4.44	0.68	Strongly Agree
Weighted Mean	4.39		
SD	0.63		
Verbal Interpretation	Very Effective		

Table 6 presented the level of Bookabulary as a supplementary material in reading in terms of its Visual features. The results showed that the statement “makes the material more engaging and easier to use” obtained the highest mean ($M = 4.44$, $SD = 0.68$), indicating that visual elements significantly enhanced students’ engagement and usability of the material. This suggested that when learning materials were visually appealing and well-presented, students were more motivated to interact with the content, which supported better comprehension.

In addition, the statement “supports my understanding of vocabulary and lesson content” ($M = 4.43$, $SD = 0.59$) highlighted the role of visuals in facilitating comprehension. This implied that visual aids such as word maps, tables, and structured layouts helped learners organize information and understand complex concepts more effectively.

Meanwhile, the statement “highlights important information using boxes, tables, and structured formats” obtained the lowest mean ($M = 4.28$, $SD = 0.71$), although still within the Very Effective range. This indicated that while visual structuring was evident, further enhancement in emphasizing key information may improve learners’ focus and retention.

Overall, the visual features obtained a weighted mean of 4.39 ($SD = 0.63$), verbally interpreted as Very Effective. This suggested that visual elements played a crucial role in enhancing comprehension by presenting information in a clear, organized, and engaging manner. Through visual supports, learners were able to process information more efficiently, leading to improved understanding and retention.

Level of Comprehension Skills of Grade 7 students in terms of Written Test

In this study, the level of comprehension skills of Grade 7 students was measured through a written test. This assessment evaluated the students’ ability to understand, interpret, and analyze reading texts after exposure to Bookabulary.

Table 7 presented the distribution of students’ scores in the written test, including their corresponding frequency, percentage, and descriptive equivalents. These results provided an overview of the students’ overall comprehension performance.

Table 7 showed the Level of Comprehension Skills of Grade 7 Students in terms of Written Test.

Table 7. Level of Comprehension Skills of Grade 7 Students in terms of Written Test

Score	Written test		Descriptive Equivalent
	f	%	
90 - 100	58	48.74	Outstanding
85 - 89	32	26.89	Very Satisfactory
80 - 84	15	12.61	Satisfactory
75 - 79	14	11.76	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectation
Total	119	100	
Weighted Mean	88.43		
SD	5.82		
Verbal Interpretation	Very Satisfactory		

Table 7 showed the level of comprehension skills of Grade 7 students in terms of the written test. Out of one hundred nineteen (119) respondents, the score range of 90–100 obtained the highest frequency of fifty-eight (58) or 48.74 percent, which was described as Outstanding. This indicated that nearly half of the respondents demonstrated a high level of comprehension after exposure to Bookabulary.

This was followed by the score range of 85–89, with thirty-two (32) or 26.89 percent of the respondents, interpreted as Very Satisfactory. Meanwhile, the score range of 75–79 obtained the lowest frequency of fourteen (14) or 11.76 percent, described as Fairly Satisfactory. Notably, no respondent fell under the Did Not Meet Expectation category, indicating that all students achieved at least a satisfactory level of comprehension.

Overall, the written test obtained a weighted mean score of 88.43 ($SD = 5.82$), which was verbally interpreted as Very Satisfactory.

In summary, the results indicated that the students demonstrated a high level of reading comprehension after using Bookabulary. The majority of learners were able to understand, interpret, and respond to the given texts effectively. The absence of low scores further suggested that the material was appropriate for the learners’ level and was able to support comprehension across different ability groups.

Significant Effect of Bookabulary as a Supplementary Material in Reading in Terms of its Parts on Students’ Comprehension Skills

To test the significant effect of Bookabulary in terms of its parts on students’ comprehension skills, the data were treated statistically using Multiple

Regression Analysis. Specifically, the t-test for regression coefficients was used to determine the significant effect of each independent variable (Objectives, Content, and Activities) on students’ written test scores.

Table 8 showed the test of significant effect of Bookabulary on students’ comprehension skills. It showed the

specific parts evaluated along with their corresponding t-values and p-values. The data in the table allowed the researcher to determine the predictive contribution of each component to students' comprehension performance.

Table 8. Significant Effect of Bookabulary in Terms of Parts on Students'

Comprehension Skills		
Bookbularity: A Supplementary Material Parts		
Objectives	t-value	0.982
	p-value	0.328
	N	119
Content	t-value	1.214
	p-value	0.227
	N	119
Activities	t-value	1.486
	p-value	0.140
	N	119

Legend: $p < .05$ (Significant)

Table 8 revealed that none of the components of Bookabulary had a statistically significant effect on students' comprehension skills, as their computed p-values were greater than the 0.05 level of significance. Specifically, Objectives ($t = -0.982$, $p = 0.328$), Content ($t = 1.214$, $p = 0.227$), and Activities ($t = -1.486$, $p = 0.140$) did not show significant effects.

This indicated that no single component independently influences students' comprehension performance. Although the descriptive results showed that the parts were highly effective, the inferential results suggested that their individual contributions were not strong enough to produce a statistically significant impact on written test scores.

This result can be explained by the nature of reading comprehension as a multidimensional process. Learning did not rely on a single instructional component but rather on the interaction of objectives, content, and activities. Objectives guide learners, content provided meaning, and activities reinforced understanding; however, when taken separately, each component may not be sufficient to significantly influence comprehension outcomes.

This suggested that the effectiveness of Bookabulary lies in its integrated structure, where all components function together to support learning. This further implied that students' comprehension skills may have been influenced by the combined effect of the material's objectives, content, and activities rather than by a single component alone. Moreover, the findings suggest that meaningful learning experiences were achieved when these components were presented in a unified and interconnected manner.

These findings were aligned with Matewos et al. (2019), who emphasized that instructional materials were more effective when their components were integrated. Similarly, Arsita and Astawan (2022) highlighted that learning outcomes improve when instructional elements were used collectively rather than in isolation.

Significant Effect of Bookabulary in Terms of Features on Students' Comprehension Skills

To determine the significant effect of Bookabulary in terms of its features on students' comprehension skills, the

data were also analyzed using Multiple Regression Analysis, applying the t-test for regression coefficients.

Table 9 showed the significant effect of Bookabulary featured on students' comprehension skills, including the corresponding t-values and p-values for each variable. This provided a clearer understanding of how each feature contributed to students' performance in the written test.

Table 9. Significant Effect of Bookabulary in Terms of Features on Students'

Comprehension Skills		
Bookbularity: A Supplementary Material Features		
Contextual	t-value	0.385
	p-value	0.701
	N	119
Organization	t-value	1.303
	p-value	0.195
	N	119
Visual	t-value	0.378
	p-value	0.706
	N	119

Legend: $p < .05$ (Significant)

Table 9 showed that none of the features had a statistically significant effect, as all computed p-values are greater than 0.05. Specifically, Contextual ($t = -0.385$, $p = 0.701$), Organization ($t = -1.303$, $p = 0.195$), and Visual ($t = 0.378$, $p = 0.706$) did not significantly influence students' comprehension skills.

This indicated that no single feature independently predicted students' comprehension performance. Although these features were perceived as effective in earlier findings, their individual statistical impact on written test scores was not significant.

This may be explained by the fact that learning was influenced by the combined interaction of multiple instructional features. Contextual elements help students relate to the lesson, organization provided structure, and visuals enhance understanding; however, when used individually, these features may not be sufficient to significantly affect comprehension outcomes.

Thus, the effectiveness of Bookabulary lies in the combined use of its features, where contextualization, organization, and visual support work together to create a more engaging and effective learning environment.

These findings were supported by Panlaqui and Tayag (2023), who emphasized that contextualized and integrated instructional materials enhanced comprehension. Likewise, Regondola and Astorga (2025) found that visual and structured materials were more effective when used collectively rather than individually.

IV. CONCLUSION AND RECOMMENDATIONS

The results show that Bookabulary is an effective supplementary material that supports students' comprehension skills when its components and features are used collectively. The integration of objectives, content, and activities, along with contextual, organizational, and visual features, contributes to a more structured and meaningful learning experience.

The findings further indicate that no single component or feature independently produces a significant effect on students' comprehension skills, leading to the acceptance of the null hypotheses at the individual level. This implies that comprehension is influenced by multiple interacting instructional elements rather than by isolated factors.

Moreover, the results suggest that students' comprehension performance is not solely dependent on instructional materials, but may also be influenced by other variables such as prior knowledge, motivation, reading habits, and learning environment. This highlights the complexity of comprehension as a learning outcome.

Overall, the study emphasizes that Bookabulary is most effective when implemented as an integrated instructional material, reinforcing the importance of combining multiple learning components to enhance students' comprehension skills.

Based on the conclusions of the study, the following recommendations were offered:

Teachers may utilize Bookabulary as a supplementary material in teaching reading by integrating its components and features during instruction. They may emphasize the use of objectives to guide learning, content to provide meaning, and activities to reinforce understanding. Additionally, teachers may incorporate interactive strategies such as guided discussions, collaborative learning, and comprehension monitoring to further enhance students' reading skills.

School administrators may support the implementation of Bookabulary by encouraging the use of structured and well-designed supplementary materials in classroom instruction. They may also provide training, resources, and instructional support to teachers to ensure effective utilization of such materials in improving students' comprehension skills.

Curriculum developers may design and improve instructional materials by ensuring that learning components and features are well-integrated. They may also enhance alignment with curriculum standards, include differentiated activities, and incorporate more contextualized and visually supported content to address diverse learning needs.

Students may actively engage in the use of Bookabulary by participating in learning activities, practicing vocabulary application, and relating new concepts to prior knowledge. Active engagement may help improve comprehension, retention, and overall academic performance.

Future researchers may conduct further studies on supplementary materials similar to Bookabulary by exploring other variables such as reading motivation, vocabulary proficiency, and learning strategies. They may also examine the effectiveness of such materials using experimental or longitudinal designs across different grade levels and subject areas to further validate and expand the findings of this study.

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