International Journal of Trend in Scientific Research and Development (IJTSRD)
Volume 10 Issue 5, Sep-Oct 2026 Available Online: www.ijtsrd.com e-ISSN: 2456 – 6470

Story Grammar Technique in Teaching Grade 7 Reading Comprehension

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ABSTRACT

Reading comprehension is an essential skill that enables learners to understand, analyze, and communicate information effectively. However, many Grade 7 students experience difficulties in summarizing key information and transcoding information between linear and non-linear texts. This study determined the effectiveness of the Story Grammar Technique in improving the reading comprehension skills of Grade 7 students at Marigondon National High School during School Year 2026–2027. The study employed an embedded mixed-methods research design involving 40 Grade 7 students selected through total enumeration. Quantitative data were gathered using a researcher-made reading comprehension test validated by experts and administered as pre-test and post-test. Data were analyzed using frequency, percentage, mean, mean percentage score, standard deviation, and paired-samples t-test. Qualitative data were collected through semi-structured interviews and analyzed using Braun and Clarke's (2026) thematic analysis. Findings revealed that students' pre-test performance in summarizing key information and transcoding information was at the Beginning level. Following the implementation of the Story Grammar Technique, post-test results improved to the Developing level in summarizing key information and to the Approaching Proficiency level in transcoding information. Statistical analysis showed a significant difference between the pre-test and post-test scores, leading to the rejection of the null hypothesis. Qualitative findings indicated that students had positive learning experiences, reporting improved understanding of story elements, enhanced ability to identify key information, and better organization of ideas through story maps and graphic organizers. The findings demonstrate that the Story Grammar Technique effectively enhances reading comprehension skills among Grade 7 students. The study recommends integrating the technique into English instruction and reading intervention programs through the use of Enhanced Story Grammar Technique Activities.

How to cite this paper: Donabelle M. Miano "Story Grammar Technique in Teaching Grade 7 Reading Comprehension" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-10 | Issue-5, October 2026, pp.1414-1442, URL: www.ijtsrd.com/papers/ijtsrd142215.pdf

IJTSRD142215

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KEYWORDS: *embedded mixed-methods research design, Marigondon National High School, reading comprehension, Story Grammar Technique.*

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Reading comprehension is a foundational skill that enables learners to understand, interpret, and evaluate written texts. However, recent international assessments reveal a continuing decline in students' reading performance across many education systems worldwide. The Program for International Student Assessment (PISA) 2022 results show that reading achievement has significantly dropped across OECD countries, with many learners struggling to reach minimum proficiency levels required for functional literacy (OECD, 2023). This decline indicates a growing global concern regarding learners' ability to comprehend complex texts, especially in the post-pandemic learning environment.

A large-scale survey conducted in Western countries further supports this concern. Data from the National Assessment of Educational Progress (NAEP) in the United States revealed that reading scores for Grade 4 and Grade 8 students declined significantly between

2019 and 2022, with the majority of learners performing below proficient levels in reading comprehension (National Center for Education Statistics [NCES], 2024).

Similarly, European education monitoring reports show persistent gaps in reading literacy across several countries, particularly among low-income and disadvantaged learners, despite strong educational systems and literacy programs (OECD, 2023). These findings indicate that even highly developed education systems continue to face challenges in ensuring that learners achieve adequate reading comprehension skills.

In several Asian countries, similar trends have been observed. According to PISA 2022 results, countries such as Indonesia, Malaysia, and Thailand recorded low reading literacy levels, with many learners failing to meet minimum proficiency standards in reading comprehension (OECD, 2023). In contrast, high-performing Asian education systems such as Singapore, Japan, South Korea, and Chinese Taipei consistently ranked among the top performers globally. These countries demonstrate strong reading cultures, structured literacy instruction, continuous teacher development, and data-driven interventions that support learners' comprehension development. Their educational systems emphasize explicit instruction in reading strategies, which has contributed to sustained high performance in reading literacy.

In the Philippines, this issue is more pronounced. The country remains among the lowest-performing nations in reading literacy based on PISA 2022, where only a small percentage of learners reached at least the minimum proficiency level (OECD, 2023). This indicates that a large number of Filipino learners struggle with basic reading comprehension skills such as identifying main ideas and interpreting texts. In response to this learning crisis, the Department of Education implemented intervention programs such as the National Learning Camp (DepEd, 2023) to address learning gaps and improve literacy outcomes.

Furthermore, the government institutionalized the Academic Recovery and Accessible Learning (ARAL) Program through Republic Act No. 12028, which aims to provide targeted academic support to struggling learners, particularly in reading, mathematics, and science. These national efforts demonstrate the urgent need to strengthen reading instruction and implement effective interventions in schools. In addition, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides the policy foundation for a learner-centered and competency-based basic education curriculum that develops essential knowledge, skills, and competencies. Consistent with this mandate, strengthening learners' reading comprehension through targeted instructional strategies supports the goals of basic education and the development of grade-level competencies.

At Marigondon National High School, the Philippine Informal Reading Inventory (Phil-IRI) serves as the primary assessment tool used to determine students' reading proficiency and comprehension levels. According to the most recent school Phil-IRI results, 68% of Grade 7 learners are assessed at the literal comprehension level only, while just 19% demonstrate proficiency at the inferential level and 13% reach the evaluative comprehension level. These figures confirm that nearly seven in ten Grade 7 students struggle to move beyond basic recall and apply higher-order comprehension skills such as drawing inferences, analyzing text, and evaluating ideas competencies essential for meeting grade-level standards. This verifiable gap in comprehension performance underscores the clear need for a targeted instructional strategy such as the Story Grammar Technique, designed to systematically scaffold learners' ability to process and interpret text across all comprehension levels.

The Story Grammar Technique, which is grounded on the concept that narratives follow an organized structure consisting of interrelated elements, has the potential to help students organize and understand story components such as characters, setting, problem, events, and resolution. Story grammar refers to a framework or schematic representation of the structural elements that make up a story and the relationships among these elements, enabling learners to comprehend and recall information more effectively. By explicitly identifying and organizing these story components, students can develop a deeper understanding of texts and recognize how ideas are connected. Consequently, this technique can enhance learners' ability to summarize key information and understand text structure more effectively, thereby supporting the development of higher-order reading comprehension skills.

Specifically, the use of the Story Grammar Technique is expected to facilitate the attainment of the Grade 7 English competencies under the MATATAG Curriculum, namely, 1.1 Summarize key information from a text and 1.2 Transcoding information from linear to non-linear texts and vice versa. Through the systematic organization of textual information and the identification of relationships among story elements, learners may be able to process information more

meaningfully and move beyond literal comprehension toward deeper levels of understanding.

Despite the growing body of literature on the concept and application of Story Grammar as a reading comprehension strategy, there remains a paucity of studies specifically examining its effectiveness in improving students' mastery of the Grade 7 English competencies under the MATATAG Curriculum, particularly in summarizing key information from a text and Transcoding information from linear to non-linear texts and vice versa. Existing studies have generally focused on the use of Story Grammar in enhancing overall reading comprehension and understanding of narrative texts without addressing its potential contribution to the development of these specific competencies. Moreover, limited evidence is available regarding its effectiveness among Grade 7 learners in the Philippine context. Hence, the present study sought to fill this gap by determining the effectiveness of the Story Grammar Technique in improving the learners' mastery of these competencies and providing empirical evidence that may serve as a basis for strengthening reading instruction and intervention programs.

Theoretical Background

This research assumed that students' reading comprehension can be improved through the use of the Story Grammar Technique. Moreover, the assumption is anchored on the main theory **Constructivist Learning Theory,** drawing upon foundational works **by Jean Piaget (1926, 1937)** and **Lev Vygotsky (1934/1978, 1934/1986);** and supported by **Schema Theory by Frederic Bartlett (1932),** as expanded by **Anderson and Pearson (1984); Cognitive Load Theory by John Sweller (1988); and Dual Coding Theory by Allan Paivio (1971).**

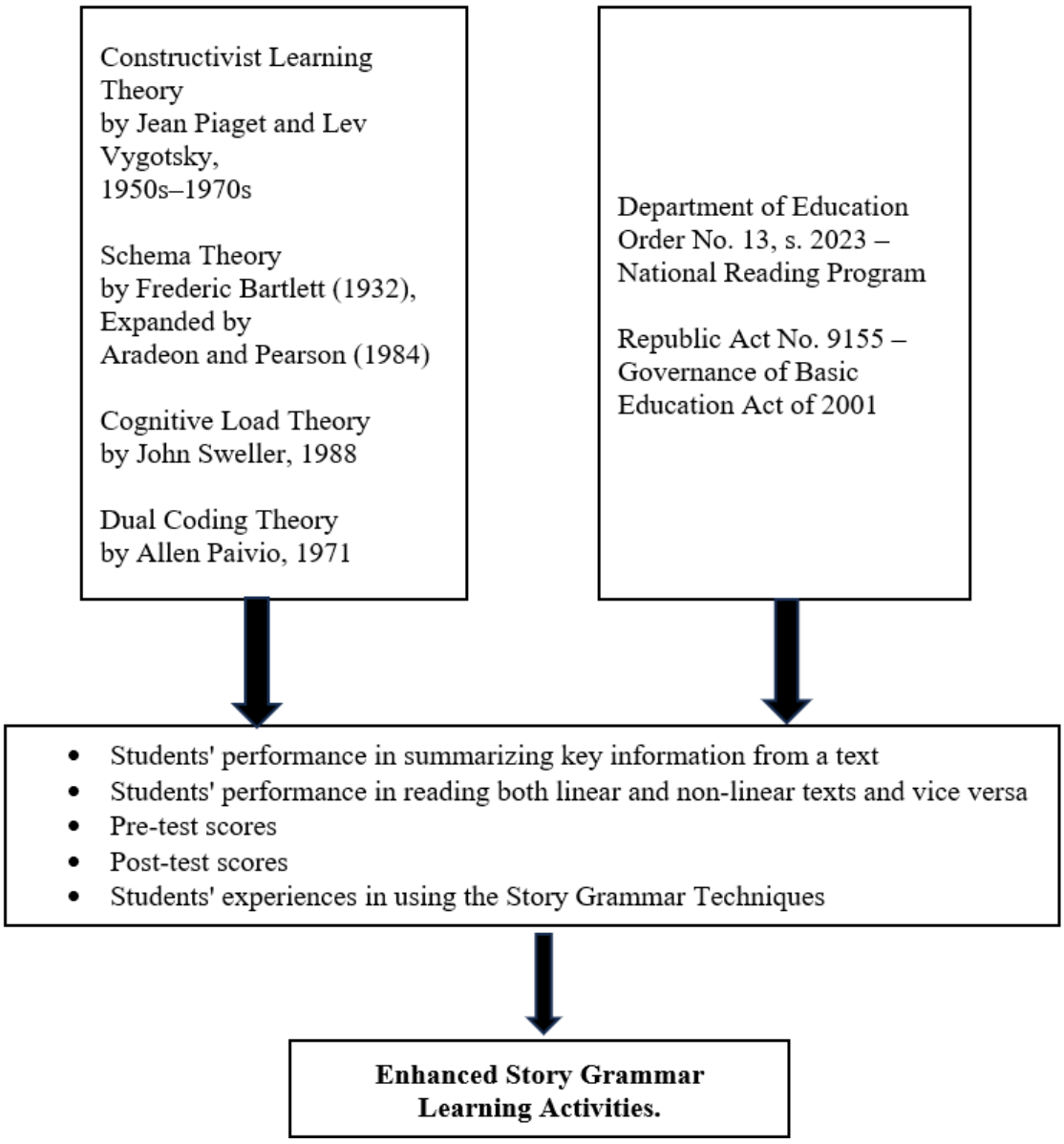


Figure 1. Schematic Diagram of the Theoretical Framework

Constructivist Learning Theory. Constructivist Learning Theory, developed through the foundational works of Jean Piaget and Lev Vygotsky, explains that learners actively construct knowledge rather than passively receive information. Piaget emphasized cognitive constructivism, where learning occurs as individuals build mental structures through experiences and cognitive processes such as assimilation and accommodation. On the other hand, Vygotsky (1934/1978, 1934/1986) emphasized social constructivism, highlighting that learning is shaped through social interaction, language, and scaffolding within the Zone of Proximal Development (ZPD). In both perspectives, learning is viewed as an active, meaning-making process where learners construct understanding based on prior knowledge and guided support. This theory anchors the present study on the effectiveness of the Story Grammar Technique among Grade 7 learners because it explains how students learn reading comprehension skills through active engagement and structured guidance.

The Story Grammar Technique allows learners to construct meaning by organizing narrative elements such as characters, setting, problem, events, and resolution. This aligns with constructivist principles because learners are not merely memorizing information but are actively processing and restructuring text into meaningful patterns. Furthermore, the teacher's guidance in using story grammar charts and scaffolding supports Vygotsky's concept of ZPD (1978), where learners gradually develop independence in summarizing key information and transcoding linear texts into non-linear formats.

Recent studies support the application of constructivist principles in improving reading comprehension. Erbil (2020) found that constructivist-based instructional strategies significantly improve students' engagement and comprehension by encouraging active learning and collaboration in meaning-making processes. Similarly, Hassan and Al-Jamal (2021) reported that constructivist reading strategies enhanced learners' ability to summarize and interpret texts through structured guidance and interactive learning tasks. In another study, Meyer and Land (2022) emphasized that constructivist approaches in literacy instruction improve students' ability to transform information from linear to non-linear formats, particularly through graphic organizers and structured comprehension frameworks. These studies collectively demonstrate that constructivist learning environments positively influence reading comprehension development among learners.

Schema Theory. Schema Theory, originally introduced by Bartlett (1932) and later expanded in reading comprehension research by Anderson and Pearson (1984), explains that comprehension is an active process in which learners interpret new information based on their existing knowledge structures, known as schemas. These schemas function as cognitive frameworks that help individuals organize, store, and retrieve information. When learners read a text, they do not simply decode words; instead, they connect the new information to prior knowledge, allowing for deeper understanding and meaning construction. In reading comprehension, schema activation is essential because it enables learners to make sense of texts by integrating new ideas with existing mental structures.

Schema Theory anchors the present study because the Story Grammar Technique directly supports the activation and organization of learners' prior knowledge through structured representation of story elements. By guiding Grade 7 learners to identify characters, setting, problem, events, and resolution, the strategy helps them activate relevant schemas and organize incoming information more effectively. This structured organization is particularly useful in improving learners' ability to summarize key information from a text and transcode information from linear to non-linear texts and vice versa. Through graphic organizers and story mapping, learners strengthen their schema networks, which enhances comprehension, retention, and transformation of textual information.

Recent studies support the relevance of Schema Theory in improving reading comprehension. Ahmed and Nasr (2021) reported that learners exposed to schema-based reading strategies demonstrated higher performance in summarizing and interpreting texts compared to those using traditional methods. In another study, Kaya and Aydin (2023) emphasized that schema activation through graphic organizers significantly improved learners' ability to convert linear texts into non-linear representations, supporting deeper comprehension and information restructuring. These studies confirm that schema-based instruction remains highly effective in enhancing reading comprehension skills among learners.

Cognitive Load Theory. Cognitive Load Theory, first introduced by John Sweller in 1988 and updated in recent years, explains how the human memory system operates: working memory has a strict limit on how much information it can process at once, while long-term memory stores knowledge in organized structures called schemas (Sweller,1988).The theory distinguishes the three forms of mental effort:

intrinsic load (the inherent difficulty of the lesson), extraneous load (unnecessary effort caused by poor presentation), and germane load (productive effort used to build understanding). Effective instruction reduces extraneous load and directs mental resources toward germane load, making learning efficient and lasting.

When applied to teaching Grade 7 reading comprehension using the Study of the Story Grammar Technique, this theory strengthens instruction by giving learners a clear, consistent framework. Story grammar organizes narratives into predictable elements, setting, characters, conflict, events, and resolution, acting as a ready-made schema for students. At Grade 7, learners are shifting from "learning to read" to "reading to learn," so unstructured texts can easily overwhelm their working memory. Using story grammar reduces confusion, guides attention to key details, and frees mental space to focus on deeper meaning, inference, and retention rather than just sorting information.

Zhang (2020) found that teaching story structure aligns with Cognitive Load Theory by lowering extraneous load, helping students recall story details 35% better than traditional methods. Eitel and Kühl (2021) validated that graphic organizers based on story grammar reduce cognitive overload and improve comprehension for early secondary learners. Moreau (2023) demonstrated that visual story grammar tools act as external scaffolds, reducing mental effort while boosting schema development. In the Philippine context, Mendoza (2024) studied Grade 7 classes and found that students taught with story grammar aligned to CLT scored significantly higher in post-tests, noting that structured presentation matched the learners' cognitive capacity. Chen and Sweller (2026) further confirmed that reducing unnecessary complexity and using familiar structures directly improves learning outcomes in literacy instruction.

Dual Coding Theory. Dual Coding Theory explains that human cognition relies on two separate but interconnected processing systems: the verbal system, which handles language, words, and text, and the nonverbal/imagery system, which processes visual information, mental pictures, and spatial relationships (Paivio, 2007). The core principle of the theory is that information encoded simultaneously through both channels creates stronger, more durable memory traces than information processed through only one system. When words and corresponding visuals are linked, learners can retrieve knowledge more easily, build deeper understanding, and reduce the risk of forgetting. This theory has become a foundational framework for designing effective literacy instruction that aligns with how the brain naturally encodes information.

When applied to the Study Story Grammar Technique for Grade 7 reading comprehension, Dual Coding Theory significantly strengthens instruction by adding visual structure to verbal narrative content. Story grammar outlines elements such as setting, characters, conflict, sequence of events, and resolution, all of which are typically taught through text alone. By pairing these verbal components with graphic organizers, story maps, flowcharts, or illustrations, teachers activate both cognitive channels at once. For Grade 7 learners transitioning from "learning to read" to "reading to learn," this dual approach reduces confusion, clarifies abstract relationships between story parts, and guides students to form clear mental images. Instead of just memorizing labels, they connect verbal descriptions to visual representations, making the story structure easier to recognize, organize, and recall across different texts.

On the other hand, Sadoski and Willson (2021) found that linking story grammar elements to visual organizers improved comprehension scores by 29% compared to text-only teaching, noting that dual encoding creates multiple retrieval pathways. Rasheed et al. (2023) demonstrated that Grade 7 learners using story maps and visual prompts developed more coherent mental models and answered inferential questions 35% more accurately. Guzman and Santos (2024) validated this in Philippine classrooms, reporting that students taught with dual-coded story grammar showed higher retention and better ability to retell and summarize narratives**.** Banu (2026) added that pairing verbal story structure with visual scaffolds supports both literal and interpretive comprehension, as learners connect language to imagery in meaningful ways.

On the other hand, Legal bases serve as the solid foundation that validates the significance, relevance, and compliance of any educational research. Anchored on national laws and department policies, this study on the Story Grammar Technique in Teaching Grade 7 Reading Comprehension is grounded on the State's firm commitment to uplift the quality of basic education and strengthen learners' literacy skills. With the aim of providing evidence-based, responsive, and meaningful instruction, the research draws from key legislative and issuances that mandate the improvement of reading proficiency and the adoption of effective teaching strategies suited to learners' needs.

The study draws support **from Department of Education Order No. 13, s. 2023,** also known as the

National Reading Program. This policy establishes a unified framework to address literacy gaps and improve reading proficiency across all grade levels, emphasizing the use of explicit instruction on text structures and story elements. Accordingly, the Story Grammar Technique, which focuses on identifying characters, setting, plot, conflict, and resolution, aligns perfectly with this directive. It provides learners with a clear mental framework that guides them to process information logically, recall details accurately, and interpret deeper meanings in literary selections.

Finally, the study is **grounded on Republic Act No. 9155**, or the Governance of Basic Education Act of 2001. Section 2 affirms that the State shall ensure effective delivery of learning and empower teachers to adopt appropriate and varied teaching strategies suited to diverse learner needs. Consequently, exploring the Story Grammar Technique is a legitimate exercise of this provision, as it seeks to validate an intervention that can help address common reading difficulties encountered by Grade 7 students. Ultimately, this research upholds the law's objective of making instruction more responsive, meaningful, and effective for every learner.

Taken together, these legal and policy frameworks collectively affirm that investigating the Story Grammar Technique is not only legally sound but also vital to advancing the goals of Philippine basic education. They demonstrate that the study responds directly to national mandates of improving reading comprehension, utilizing research-based interventions, and empowering educators to deliver quality instruction. As such, this research stands on firm legal ground, ensuring that its findings and recommendations will contribute meaningfully to the improvement of reading pedagogy and the academic development of Grade 7 learners.

There are several related studies that have explored different instructional strategies, interventions, and factors influencing reading and literacy skills among learners at various grade levels. These investigations provide valuable insights into how structured approaches, cognitive frameworks, and supportive learning environments can effectively address reading difficulties and improve academic performance. The following review presents both international and local research findings, highlighting how story grammar and related strategies support these specific literacy skills.

Villarta-Mendoza et al. (2025) carried out a quasi-experimental investigation to examine the influence of the Story Grammar Strategy on the reading comprehension performance of Grade 5 students enrolled at West City Central School during the 2024–2025 academic year. Utilizing a pretest-posttest control group design, the researchers assigned 60 participants equally into two groups: the experimental group received direct instruction on identifying story components such as setting, characters, conflict, key events, and resolution, while the control group was taught using conventional reading methods. Findings indicated that both groups demonstrated similar low-performance levels during the initial assessment; however, the group exposed to story grammar instruction obtained notably higher scores in the posttest and exhibited more positive attitudes toward reading. The study established that this strategy offers a structured cognitive framework that enables learners to organize narrative details, build stronger mental schemas, and enhance their ability to understand both explicit and implied information in texts.

In a related study, FitzPatrick et al. (2026) explored how the integration of story grammar instruction and visual analysis contributes to the development of oral storytelling and foundational literacy skills among preschool learners. The researchers implemented a pretest-posttest control group design involving 47 children, where the intervention group participated in read-aloud sessions using high-quality picture books, combined with explicit lessons on narrative structure and how illustrations convey meaning. Results showed that participants in the experimental group outperformed their peers in terms of including complete story elements, organizing events logically, and constructing coherent narratives. These outcomes support the Dual Coding Theory, suggesting that linking verbal descriptions with visual representations reduces unnecessary cognitive load, strengthens mental models, and establishes the foundational knowledge required for successful reading comprehension and writing in later schooling.

Furthermore, a quasi-experimental study conducted in February 2026 assessed the effectiveness of summarization techniques in improving the reading comprehension of Senior High School students, with a specific focus on analytical exposition texts. **Aisya Rafida Salma State University of Surabaya.** Indonesia-The participants were divided into experimental and control groups; the experimental group received systematic training in summarizing, including identifying central ideas, removing redundant information, and reconstructing content in a concise manner, while the control group followed standard instructional practices. Data analysis revealed a statistically significant improvement in the posttest scores of the experimental group, with a large effect size confirming the practical impact of the strategy. The study concluded that summarization

encourages active mental processing, minimizes information overload, and assists learners in arranging textual content into organized mental frameworks, making it a valuable approach for fostering deep and critical reading skills.

Similarly, Indiongco et al. (2025) conducted a study to enhance the reading comprehension of Grade 7 students at UST Education High School by combining critical reading strategies with student-selected reading materials. Both groups received instruction in five core strategies: previewing, questioning, analyzing, connecting ideas, and summarizing; however, the experimental group used texts chosen by the learners themselves, whereas the control group relied on teacher-assigned readings. The results indicated that students who worked with self-selected texts achieved significantly higher comprehension scores and displayed greater motivation and engagement during lessons. The authors explained that allowing learners to choose their reading materials lowers mental resistance, increases interest, and makes comprehension strategies more effective—findings consistent with theories that emphasize optimizing cognitive load and active information processing.

Supporting these findings, Supriyono et al. (2024) presented a systematic e32review that traces the progression of text summarization approaches from early rule-based and statistical methods to more advanced semantic and artificial intelligence-driven models. Following the PRISMA guidelines, the review analyzed how the focus of summarization has shifted from simple sentence extraction to capturing the deeper meaning of texts. The authors categorized summarization methods as extractive, abstractive, and hybrid, while also discussing evaluation standards and challenges such as maintaining accuracy and coherence. The review concluded that effective summarization serves to reduce cognitive burden, distill essential information, and support reading comprehension—aligning with learning theories that highlight the importance of organizing information into clear, structured representations.

In the local context, Idulog et al. (2026) examined the current reading proficiency levels, common difficulties, and potential areas for improvement among Filipino K–12 learners across various public schools. Based on assessment results and teacher observations, the study found that a considerable number of students struggle with basic decoding, vocabulary mastery, and higher-order comprehension, with many classified as non-readers or reading at a frustration level. Key barriers identified included a lack of reading resources in local languages, limited instructional time, large class sizes, inconsistent intervention programs, and socioeconomic factors affecting home learning support. The authors recommended the use of structured, evidence-based approaches such as explicit instruction, regular assessments, multilingual materials, and targeted strategies including summarization and story grammar to address these gaps and improve literacy outcomes nationwide.

Angay (2026) conducted a descriptive-correlational study involving 173 Grade 2 pupils to determine their reading skills, common challenges, and the relationship between reading ability and academic performance. Using the Comprehensive Rapid Literacy Assessment (CRLA), the results showed that the learners generally possessed satisfactory reading skills and were categorized as needing only light reinforcement, with the most frequent difficulty being word repetition while reading. The study also recorded a very satisfactory level of overall academic performance.

The statistical analysis revealed no significant difference in reading skills when grouped by gender, nutritional status, or parental occupation; however, a strong positive correlation was found between reading proficiency and grades, confirming that competence in reading directly influences success in other learning areas. The findings suggest that early detection of reading difficulties and the implementation of focused strategies such as fluency practice and vocabulary development are essential for sustaining progress.

Pereyra (2025) carried out a pre-experimental mixed-methods study with 371 Grade 4 learners from seven schools in Catanauan I District, Quezon, to evaluate the combined effect of pre-teaching vocabulary and repeated reading as an intervention. The Philippine Informal Reading Inventory (Phil-IRI) was used to measure progress, and initial assessments showed that 54% of the learners were at the instructional level while 46% were at the frustration level. After four weeks of daily implementation, posttest results indicated significant improvement, with 81% moving to the independent reading level and the rest remaining at the instructional stage. Statistical testing confirmed a highly significant difference between pretest and posttest scores, while feedback from students and teachers indicated that pre-unlocking difficult words and repeated reading helped reduce cognitive effort, improve fluency, and allow learners to focus on understanding content. The study concluded that this combined approach is a practical and effective intervention for addressing reading difficulties among Filipino learners.

In another study, Alforque and Sambo (2025) investigated the impact of the ReadTheory.org platform compared to traditional instruction on the reading comprehension of 70 Grade 4 learners at Maria Cristina Falls Elementary School. The participants were equally divided into two groups: the experimental group used the digital platform, while the control group was taught using printed materials and conventional methods. Initial assessments showed no significant difference between the groups, confirming their equivalence at the start. However, posttest results revealed that students using the online platform achieved significantly higher comprehension gains. The authors attributed this improvement to the platform's ability to adjust difficulty levels, provide immediate feedback, and guide learners from basic understanding to higher-order thinking. The study affirmed that technology-enhanced reading strategies can complement traditional teaching methods and offer a personalized learning experience.

Ladio (2021) implemented an action research project at Bangbangolan Elementary School to determine the effectiveness of a collaborative reading intervention during the COVID-19 pandemic. Fourteen Grade 4 learners identified as struggling readers were divided into two groups; the control group received only self-learning modules, while the experimental group participated in a Teacher-Parent Reading Instruction Partnership, where guidance and monitoring were conducted through phone calls. Using the Phil-IRI tool, pretest results showed both groups were at the instructional level. After 12 weeks, the experimental group's average score increased significantly, moving them to the independent reading level, whereas the control group's scores declined to the frustration level. Statistical analysis confirmed that the intervention produced a highly significant difference in learning outcomes. The study demonstrated that active cooperation between teachers and parents, even through low-technology means, can effectively maintain and improve reading comprehension during challenging circumstances.

Madrid et al. (2025) conducted a descriptive-correlational study involving 220 intermediate learners to explore the relationship between perceived reading difficulties and academic performance. Data were collected using a survey questionnaire and the students' general weighted averages. The findings revealed that learners faced challenges across four dimensions: vocabulary knowledge, literal comprehension, inferential understanding, and critical evaluation, with vocabulary and inferential thinking being the most difficult areas. Statistical analysis showed a significant negative correlation, meaning that higher levels of reading difficulty were associated with lower academic achievement. The authors emphasized that reading comprehension is a foundational skill that influences success across all subjects and recommended the use of explicit strategies such as vocabulary instruction, story grammar, and summarization to reduce these difficulties.

Dela Cruz and Santos (2021) also examined the value of summarization as an instructional strategy in a quasi-experimental study involving 80 Grade 7 students. The participants were split into two equal groups; the experimental group was taught techniques for identifying main ideas, removing unnecessary details, and condensing information, while the control group followed standard reading lessons. Pretest results showed similar performance levels, but posttest scores indicated that the experimental group achieved significantly higher gains in comprehension. Statistical analysis confirmed that the difference was significant, demonstrating that summarization helps learners organize information, deepen understanding, and retain content longer. The authors concluded that this cognitive-based strategy is effective in developing both literal and inferential comprehension skills among intermediate learners.

Lastly, Walang Segundo (2025) assessed the effect of integrative performance-based assessment on the reading comprehension of Grade 2 learners. Sixty students were divided into an experimental group, which engaged in activities such as story retelling, creating graphic organizers, and role-playing, and a control group that used traditional paper-and-pencil exercises. Pretest results showed no significant difference between the groups. After eight weeks of intervention, the experimental group demonstrated significantly higher scores in literal, inferential, and evaluative comprehension. The study found that performance-based tasks make learning more active and meaningful, allowing students to apply their knowledge in practical ways and reducing cognitive load. The findings support the integration of hands-on and interactive activities as a method to strengthen reading skills in early elementary education.

To synthesize, the reviewed studies collectively affirm that reading comprehension serves as the essential foundation for higher-order literacy abilities, with explicit, structured strategies proving most effective across international and local contexts. Approaches such as story grammar instruction, guided summarization, and combined vocabulary and repeated reading interventions help learners organize information, distinguish key ideas, and build coherent mental frameworks while minimizing unnecessary cognitive load. Complementing these methods, self-

selected reading materials, adaptive digital platforms, and interactive performance-based tasks further boost engagement and deepen understanding, while home-school collaboration demonstrates that consistent support yields meaningful progress even under challenging conditions. In the Philippine setting, where widespread literacy gaps persist, the consistent link between reading proficiency and academic achievement across all grade levels underscores that targeted, evidence-based literacy interventions are not merely specialized support they are fundamental to overall educational success, with the strongest outcomes emerging when structured cognitive guidance is combined with accessible, motivating, and learner-centered practices.

THE PROBLEM

Statement of the Problem

This research examined the effectiveness of Story Grammar Technique in improving the reading comprehension skills of the Grade 7 students in Marigondon National High School, Marigondon, Lapu-Lapu City for the school year 2026-2027, as basis for an Enhanced Story Grammar Learning Activities.

Specifically, it aimed to answer the following sub-problems:

1. What is the pre-test performance of the grade 7 students of the following competencies:

1.1. Summarize key information from a text, and;

1.2. Transcoding information from linear to non-linear texts and vice -versa.?

2. What is the post-test performance of the respondents after using the Story Grammar Technique to the competencies?

3. Is there a significant difference in the pre-test and post-test scores of the respondents on the identified competencies?

4. How do the grade 7 students experiences with the Story Grammar Technique influence their performance in summarizing key information from a text and in transcoding information from linear to non-linear texts and vice versa?

5. Based on the findings, what enhanced Story Grammar Technique activities can be proposed?

Statement of Null Hypothesis

There is no significant difference in the pre-test and post-test scores of the students on the identified competencies.

This study focuses on the effectiveness of the Story Grammar Technique in improving the reading comprehension of 40 Grade 7 learners at Marigondon National High School during School Year 2026–2027. It covers the literary text "The Monkey and the Turtle" and two competencies: summarizing key information and transcoding information between linear and non-linear forms. The study uses a one-group pretest–posttest design, with semi-structured interviews conducted with five purposively selected learners.

The study is limited to the identified participants, school, school year, text, and reading competencies. It does not include other grade levels, schools, literary genres, or reading competencies. Long-term retention is not measured, and no control or comparison group is included. Thus, the findings are limited to the learners and conditions covered by the study.

Significance of the Study

This study is expected to yield meaningful contributions and benefits to the following stakeholders:

Department of Education (Division Office / LRMDS). It will provide evidence-based Story Grammar Technique learning activities that the Division Office can endorse, adapt, and adopt across schools to strengthen reading instruction.

School Heads. It will equip administrators with a validated reading intervention framework to support teachers, monitor reading progress, and improve overall student performance in reading comprehension.

English Teachers. It will enhance instructional practice by supplying ready-to-use, field-tested Story Grammar Technique activities and strategies designed to scaffold learners' ability to comprehend text, thereby strengthening reading instruction and motivating continuous improvement in teaching for better learning outcomes.

Students. It will develop learners' reading comprehension proficiency, summarization skills, and text transcoding abilities through structured, engaging Story Grammar lessons that guide them from literal toward higher-order understanding.

The Researcher. It will deepen professional knowledge, refine instructional practice, and build research expertise in designing and implementing the Story Grammar Technique as an effective intervention for reading comprehension.

Future Researchers. It will serve as an empirical reference and evidence-based foundation for further inquiry into reading comprehension, literacy interventions, and the application of story-based approaches across grade levels and contexts.

RESEARCH METHODOLOGY

This section presents the research design, flow of the study, description of the research environment, respondents of the study, research instruments, data-gathering procedure which includes the statistical treatment and scoring procedure.

Design

This study utilized an Embedded Mixed Methods Research Design, which integrated both quantitative and qualitative approaches within a single framework to provide a comprehensive understanding of the research problem (Creswell & Plano Clark, 2018). The quantitative strand served as the primary method to address the first three specific problems, employing a pre-experimental one-group pretest–posttest design with n = 40 participants drawn from a single intact Grade 7 section. As such, the design includes no separate control group and no random assignment, which inherently limits internal validity: results may be influenced by intervening events over the study period, participant maturation, familiarity with repeated testing procedures, or shifts in how assessments were administered meaning any statistically significant pre-to-post difference should be interpreted cautiously and not taken as definitive causal proof of the Story Grammar Technique's effect. Within these acknowledged bounds, the quantitative phase measured students' initial and final performance in summarizing key information and transcoding texts, and examined whether meaningful differences existed between pre-intervention and post-intervention scores.

The qualitative component was embedded to answer the fourth research question through semi-structured interviews with five Grade 7 students, whose insights, experiences, and perspectives on how the Story Grammar Technique influenced their performance in the target competencies were gathered (Creswell, 2021). Qualitative data analysis followed Braun and Clarke's (2006) thematic analysis framework, using an inductive approach wherein codes and themes were derived directly from participants' responses rather than imposed by pre-determined categories, ensuring findings were grounded in their actual experiences. Coding was semantic, focusing on explicit, surface-level meanings stated in the interviews rather than latent interpretation, so that themes reflected what was clearly expressed by the respondents. All interviews were audio-recorded with consent, transcribed verbatim, and where necessary, translated into English with fidelity to the original meaning and phrasing; translation was cross-checked for accuracy to preserve the authenticity of participants' views. Transcripts were read repeatedly to generate initial codes, which were then grouped, reviewed, and refined to form coherent, distinct themes that captured the key experiences and observations shared during the discussions. This embedded mixed methods approach was well-suited to the study's goals: it combines statistical evidence of change with detailed, learner-centered insights that help contextualize the numerical results and partly address the limitations of the pre-experimental design by illuminating how and why the intervention operated in practice (Teddlie & Tashakkori, 2020).

Flow of the Study

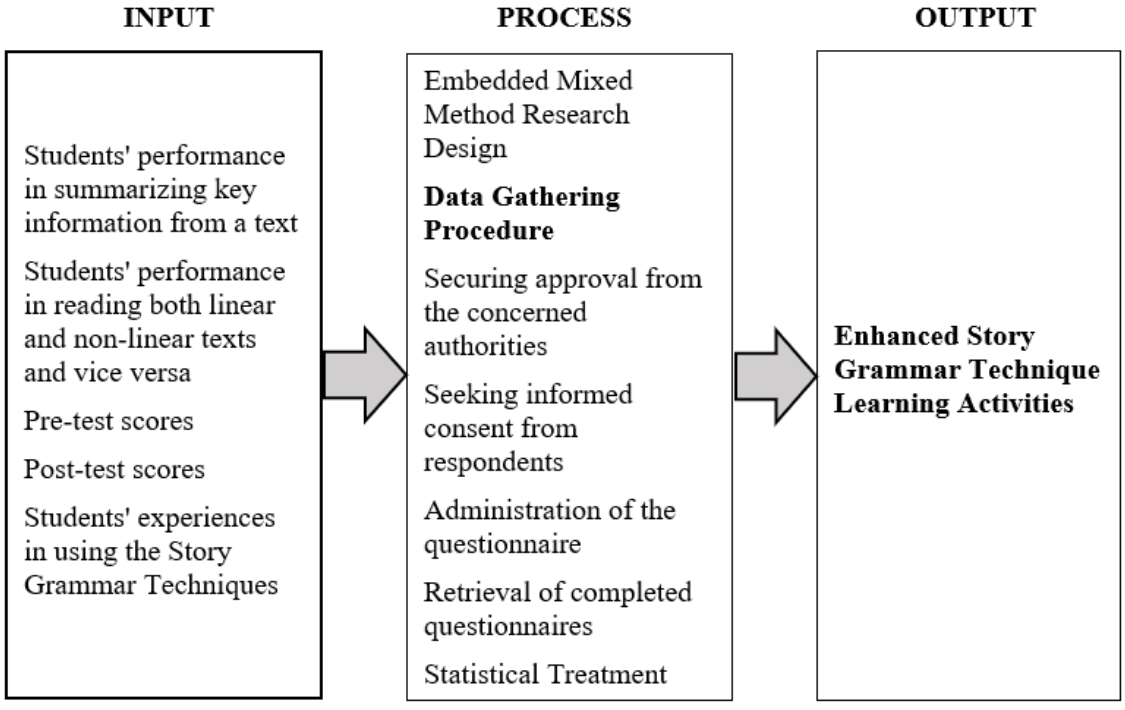


Figure 2 Flow of the Study

The IPO Diagram

This study followed the Input-Process-Output (IPO) model to present a clear and systematic sequence of the research. This framework served as a guide to ensure that the investigation was conducted logically, from the identification of variables to the generation of results and the final output. It illustrated how the necessary information was gathered, processed, and analyzed to achieve the main objective of determining the effectiveness of the Story Grammar Technique among Grade 7 students.

Input. The input of the study comprised the key variables and data required for the research. These included the Story Grammar Technique as the instructional intervention and the respondents' reading and literacy performance measured in terms of their ability to summarize key information from a text and transcode information between linear and non-linear forms. It also covered the pre-test and post-test scores that reflected changes in performance, as well as the experiences and perceptions of English 7 teachers regarding the implementation and impact of the strategy.

Process. For the process, the study employed an Embedded Mixed Methods Research Design to integrate both quantitative and qualitative data. The procedure began with securing permission from the school authorities and obtaining informed consent from the participants. This was followed by the administration of assessment tools and interview guides, the retrieval of completed instruments, and the analysis of data using appropriate statistical treatments and thematic analysis to interpret the gathered information accurately.

Output. Based on the results of the analysis, the output of the study is formulated. This consists of a set of Enhanced Story Grammar Technique Learning Activities designed to address the identified needs and further strengthen the learners' competencies in summarizing and transcoding information. These activities serve as a practical product derived from the findings, intended to improve reading instruction and support better literacy outcomes.

Environment

This study was conducted at Marigondon National High School in Lapu-Lapu City. Established in 1969, the school had provided quality education for over five decades. It was guided by its mantra: *"I am a Marigondonian, I believe I am skillful. I aspire to be globally competent, and I work to achieve impeccable integrity for today and tomorrow."* The institution offered complete Junior High School (Grades 7–10) and Senior High School (Grades 11–12) programs, supported by various organizations such as the Language Guild, the Special Program in the Arts, and the school publication *The Southern Insights*. Recognized as the largest school in Lapu-Lapu City with an enrollment of 6,219 students for School Year 2023–2024, it was also known as the city's *"Home of the Champions"* and had received numerous awards, including the Brigada Eskwela Grand Prize.

Marigondon National High School was considered the appropriate environment for this study for several key reasons. First, it had a sufficient number of Grade 7 learners, ensuring an adequate number of respondents to generate valid and reliable results.

Second, like many public schools, it experienced common challenges in reading and literacy development, making the findings directly relevant to the actual learning needs of the students. Third, the school's strong support for educational innovation and its existing language and literacy programs provided a conducive setting for implementing and assessing the effectiveness of the Story Grammar Technique. Finally, aside from being the researcher's place of work, the school administration and teachers were receptive to research-based interventions, which facilitated the smooth conduct of the study and the application of its results.



Figure 3 Location Map of the Research Environment

Respondents

This study involved one intact section of Grade 7 with a total of 40 students enrolled at Marigondon National High School. The researcher utilized total enumeration sampling a form of purposive sampling in which all members of the purposefully selected intact group are included as respondents (Creswell, 2021). This technique is appropriate because the entire section will undergo identical procedures: completing the pre-test, participating in the Story Grammar Technique intervention, taking the post-test, and sharing feedback on their learning experience. Selecting the whole intact section ensures that the intervention is delivered consistently across all participants and minimizes selection bias within the group, enabling a focused and fair assessment of the strategy's effectiveness for this class. This approach does not represent all Grade 7 sections in the school; rather, it includes every student in the chosen section to maintain the integrity of the intact-group design.

Table 1 presents the distribution of participants in Marigondon National High School.

MNHS	Frequency (f)	Percentage (%)
Male	13	32.50
Female	27	67.50
Total	**40**	**100.00**

Instruments

The data-gathering tools of this study consisted of a researcher-made test and a semi-structured interview guide, both designed to address the specific problems of the research. The test instrument utilized the fable, The Monkey and the Turtle by Dr. Jose Rizal as the common reading material, selected for its cultural relevance to Filipino learners, age-appropriateness for Grade 7, and clear narrative structure suitable for assessing competencies in summarization and information transcoding. Part I comprised 20 items measuring students' ability to summarize key information by identifying main characters, setting, conflict, sequence of events, and central message, demonstrating their capacity to distinguish essential details from supporting information and condense the narrative into its core meaning.

Part II also contained 20 items assessing transcoding skills between linear and non-linear texts, requiring students to convert story details into graphic organizers such as story maps, flowcharts, and tables as well as to interpret information from these visual formats back into written statements; this balanced distribution ensured comprehensive coverage of story elements and provided a consistent measure of learners' ability to organize and represent information across different formats.

Part III was a semi-structured interview guide formulated to answer the fourth research question how respondents' experiences with the Story Grammar Technique influenced their performance in summarizing key information and in transcoding information between linear and non-linear texts using open-ended questions to gather in-depth insights on implementation fidelity, observed changes in information identification and organization, and specific ways the strategy supported target skills, with a flexible format allowing further exploration of relevant observations and emergent themes during discussion.

To establish validity and reliability, all test items and interview questions were first aligned with Grade 7 English competencies in the Department of Education K–12 Curriculum Guide. The draft instruments underwent content validation by three experts: a university professor specializing in language and literacy education, a public school English master teacher with at least 10 years of teaching experience, and a research methods specialist, who reviewed the tools for content coverage, competency alignment, clarity, and suitability for Grade 7 learners; their feedback guided revisions including rephrasing ambiguous items, adjusting difficulty levels, and refining interview prompts to ensure accurate measurement of intended constructs.

Following expert validation, the 40-item test was pilot-tested with 20 Grade 7 students from a parallel section not included in the final sample. Pilot-test results revealed that three items initially had ambiguous phrasing and were subsequently reworded for improved clarity; difficulty indices ranged from 0.42 to 0.78, falling within moderate to acceptable levels appropriate for the target grade, while discrimination indices from 0.35 to 0.61 confirmed that items effectively distinguished between students of varying proficiency.

The instrument yielded a Cronbach's alpha coefficient of 0.82, demonstrating good internal consistency and reliability, and average completion time during the pilot established a recommended administration period of 60 minutes. The semi-structured interview guide was also trialed with two students, confirming that questions were easily understood, elicited detailed and relevant responses, and directly addressed the study's qualitative objectives; minor phrasing adjustments were applied to two prompts to strengthen clarity and alignment with the research questions.

Data Gathering Procedure

This study followed a systematic and ethical data-gathering process to ensure the validity, reliability, and accuracy of the information collected. The procedures were carried out in three main stages: the preliminary stage, the data-gathering stage, and the post-data-gathering stage. Each stage was carefully designed to ensure that the research instruments were properly developed, data collection was efficiently conducted, and the results were accurately analyzed and interpreted in relation to the objectives of the study.

Preliminary Stage. In this stage, the researcher first developed the research instruments, which consisted of a researcher-made test and a semi-structured interview guide. The test was based on the competencies for summarizing key information and transcoding information, using the fable *The Monkey and the Turtle* by Dr. Jose Rizal as the reading material. Since the instruments were researcher-made, they underwent content validation to ensure that the items were clear, relevant, and aligned with the Grade 7 English competencies and the objectives of the study. The tools were evaluated by three experts: two master teachers in English and one research specialist. Their comments and recommendations were carefully reviewed and incorporated to improve the clarity and appropriateness of the instruments.

After revisions were made, the test underwent pilot testing to determine its reliability before the actual data gathering. It was administered to 30 Grade 7 students who were not part of the actual respondents but possessed similar characteristics. The pilot-test results were analyzed using Cronbach's alpha and yielded a reliability coefficient of 0.89, indicating good internal consistency. The instrument was therefore considered reliable and suitable for the actual administration. The researcher then identified the respondents, specifically one intact Grade 7 section consisting of 40 learners and the English 7 teachers at Marigondon National High School. Formal letters requesting permission to conduct the study were submitted to the Schools Division Superintendent, the School Principal, and other concerned authorities. Upon approval, the respondents were informed of the purpose of the study, and informed consent was secured before the research activities began.

Data-Gathering Stage. The data collection proceeded in sequential phases over four consecutive weeks, with instructional sessions conducted one hour daily from Monday to Friday.

First, the pre-test was administered to all Grade 7 student participants to establish their baseline performance in summarizing key information and transcoding information.

Immediately following the pre-test, the Story Grammar Technique served as the structured instructional intervention, delivered daily for one hour per session across four weeks (20 sessions total). The teacher-researcher guided students in identifying story elements including setting, characters, plot, conflict, and resolution through explicit modeling, guided practice, and independent application of story-mapping frameworks. Daily sessions followed a consistent routine: review of prior concepts, direct instruction on one story grammar component, collaborative analysis of sample texts, and individual practice with grade-appropriate reading materials.

Upon completion of the 4-week intervention, the post-test was administered using the identical instrument as the pre-test to measure changes in the students' summarizing and transcoding competencies. Concurrently, semi-structured interviews were conducted with five purposively selected Grade 7 students to gather in-depth insights into how the Story Grammar Technique influenced their performance in the target skills. All procedures were clearly explained to the participants, and assurances regarding the confidentiality and anonymity of their responses were provided prior to data collection.

Post-Data-Gathering Stage. After all data were collected, the responses were carefully compiled, tabulated, and organized for analysis. The quantitative data from the pre-test and post-test were analyzed using appropriate statistical tools to compare the students' performance and determine significant differences. The qualitative data from the interviews were analyzed through thematic analysis to identify common insights regarding the learners' progress and experiences. The results were then interpreted in relation to the specific problems of the study and were supported by related literature and studies. Finally, the findings served as the basis for developing the proposed Enhanced Story Grammar Technique Learning Activities, which were submitted to the school administration and teachers for their reference and possible utilization.

Statistical Treatment

To analyze and interpret the data gathered in this study, the following statistical tools were used**:**

Arithmetic Mean. This was computed to determine the average performance of the students in the pre-test and post-test. It was used to describe their level of competence in summarizing key information and transcoding information before and after the implementation of the Story Grammar Technique.

Standard Deviation. This was calculated to measure how spread out the students' scores were from the average. It showed whether the learners performed closely to each other or whether there was a wide difference in their scores, helping to describe the consistency of their performance.

Paired Samples t-Test (Dependent t-Test). This served as the main statistical tool of the study. Since the scores of the same group of 40 students before and after the intervention were compared, this test was the most appropriate. It determined whether the difference between the pre-test and post-test scores was statistically significant or could be attributed to chance. However, because the study used a one-group pretest–posttest design, potential internal-validity threats such as history, maturation, testing effects, and other factors occurring during the intervention were acknowledged. Thus, the findings were interpreted as evidence of changes in learners' performance following the intervention, while recognizing that the design could not fully establish that the intervention alone caused the observed changes.

Mean Gain / Mean Difference. This was computed to determine the numerical increase or decrease in the average scores from the pretest to the posttest. It showed the extent of improvement the students achieved after the implementation of the Story Grammar Technique.

Level of Significance. The study used the 0.05 level of significance as the criterion for decision-making. If the computed p-value was less than 0.05, the difference was considered statistically significant, indicating that the improvement could be attributed to the intervention.

Scoring Procedure

This part of the study presents the scoring procedure that was used to treat all data.

Scoring Procedure for the Pre-test and Post-test Performance of the Grade 7 Students of the following competencies: Summarize key information from a text, and Transcoding information from linear to non-linear texts and vice -versa.

Level of Proficiency	Raw Score Range (Max = 20)	Equivalent Value (%)	Verbal Interpretation
Beginning	0 – 14	74 and below	Demonstrates limited understanding and application of the skill; requires constant guidance.
Developing	15 – 15	75 – 79	Demonstrates basic understanding; needs further support to perform the skill independently.
Approaching Proficiency	16 – 16	80 – 84	Demonstrates satisfactory understanding; can perform the skill with minimal guidance.
Proficient	17 – 17	85 – 89	Demonstrates solid understanding; performs the skill consistently and accurately.
Advanced	18 – 20	90 – 100	Demonstrates comprehensive understanding; performs the skill with high accuracy and efficiency.

Ethical Considerations

This study adhered to the ethical principles governing educational research to ensure the protection of the rights, welfare, dignity, and privacy of all participants. Prior to the conduct of the study, permission was secured from the Schools Division Superintendent, the School Principal of Marigondon National High School, and other concerned authorities. Since the respondents were Grade 7 students, informed consent was obtained from their parents or legal guardians, while assent was secured from the students before their participation.

Participation in the study was entirely voluntary, and the respondents were informed of their right to decline participation or withdraw from the study at any stage without any penalty or adverse consequences. The purpose, procedures, benefits, and possible risks of the research were clearly explained to the participants to ensure that they fully understood their involvement.

Confidentiality and anonymity were strictly observed throughout the study. The identities of the participants were protected through the use of codes or pseudonyms, and all information collected was treated with the utmost confidentiality. The data gathered were used solely for academic and research purposes, stored securely, and made accessible only to the researcher and authorized advisers.

The researcher also ensured that the implementation of the Story Grammar Technique posed no physical, psychological, emotional, or academic harm to the participants. The intervention was integrated into regular classroom instruction, providing a safe, supportive, and respectful learning environment. Objectivity, fairness, and honesty were maintained throughout the collection, analysis, interpretation, and reporting of data. All sources cited in the study were properly acknowledged to uphold academic integrity and avoid plagiarism.

In addition, generative artificial intelligence (AI) tools were utilized only as research support tools during the preparation of the manuscript. AI-assisted tools were used to improve grammar, language clarity, sentence structure, and organization of the manuscript. However, the researcher remained fully responsible for the conceptualization of the study, data collection, data analysis, interpretation of findings, conclusions, and recommendations. No data, results, interview responses, or statistical analyses were generated or fabricated using AI. All AI-assisted outputs were carefully reviewed, verified, and revised by the researcher to ensure accuracy, originality, and compliance with institutional policies on academic integrity and ethical research practices.

DEFINITION OF TERMS

For the purpose of this study, the following terms are defined operationally to ensure clear understanding and consistent interpretation:

Enhanced Story Grammar Learning Activities refer to the improved and modified set of instructional tasks and exercises developed based on the findings of this research. These activities are designed to strengthen the use of story elements, further support students' ability to summarize key information, and facilitate easier transcoding of information between linear and non-linear formats. It serves as the final output of the study.

Respondents' Experiences with Story Grammar Technique refer to the insights, observations, feedback, and perceptions gathered from Grade 7 English teachers regarding how the strategy is applied in class, how it helps students organize ideas, and its influence on their performance in summarizing and transcoding tasks. This information is collected through a semi-structured interview guide.

Story Grammar Technique refers to the instructional strategy used in this study, which focuses on teaching students to identify and analyze the structural elements of a story, such as characters, setting, plot, conflict, and resolution. It serves as the independent variable and is used to help students organize ideas, construct summaries, and arrange information in different formats.

Summarize Key Information from a Text refers to the competency measured in the test, which involves identifying the main ideas, important details, and central message of the fable *"The Monkey and the Turtle"*, then condensing them into a shorter, coherent form without losing essential meaning. It is scored out of 20 points.

Transcoding Information from Linear to Non-Linear Texts and Vice Versa refers to the competency assessed in the test, which involves converting information presented in paragraph or narrative form (linear text) into visual formats such as story maps, flowcharts, or tables, and interpreting data from these visual formats back into written statements. It is also scored out of 20 points.

2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA.

This chapter presents, analyzes, and interprets the data gathered in the study. The discussion is organized according to the research objectives. The data are presented using appropriate statistical tools to ensure clear and accurate interpretation of the findings.

THE PERFORMANCE OF THE RESPONDENTS BEFORE AND AFTER STORY GRAMMAR TECHNIQUE

This section presents the pretest performance of the respondents in terms of (1) summarizing key information from a text and (2) transcoding information from linear to non-linear texts and vice versa. The pretest was administered before the application of the Story Grammar Technique to determine the respondents' baseline performance in these reading comprehension competencies. Assessing the learners' initial level of performance provided a clear basis for identifying their strengths and areas that required improvement prior to the implementation of the intervention.

Furthermore, the pre-test results served as the benchmark for evaluating the effectiveness of the Story Grammar Technique by comparing the respondents' performance before and after its application, thereby determining the extent of improvement in the targeted reading skills.

Pretest

The table presents the respondents' pretest performance in summarizing key information from the text, The Monkey and the Turtle and transcoding information from linear to non-linear texts and vice versa before the application of the Story Grammar Technique.

Table 2 shows the pretest performance of the students in summarizing key information from a text.

Table 2 Summarize Key Information from a Text

Grading Scale	Score	Frequency	Percentage	Level
90–100	18–20	0	0	Advanced
85–89	17	0	0	Proficient
80–84	16	0	0	Approaching Proficiency
75–79	15	0	0	Developing
Below 75	0–14	40	100	Beginning
Total		40	100	

Mean Raw Score	9.10			Beginning
Mean Percentage Score	45.50			
Standard Deviation	1.50			

Note. *The score ranges are based on the performance descriptors: Advanced (90–100), Proficient (85–89), Approaching proficiency (80–84), Developing (75–79), and Beginning (below 75).*

As shown in Table 2, all 40 respondents (100%) fell within the Beginning level, with no participants scoring at the Developing, Approaching Proficiency, Proficient, or Advanced levels. The group obtained a mean raw score of 9.10 out of 20 and a Mean Percentage Score of 45.50%, confirming a firm Beginning classification. A standard deviation of 1.50 indicates scores were tightly clustered around the mean, showing uniformly low performance across the class.

The mean score of 9.10 out of 20 indicates that, on average, respondents correctly answered fewer than half of the items measuring their ability to identify and synthesize essential story information including characters, setting, conflict, key events, and central message while distinguishing these core elements from minor or irrelevant details. This consistently low baseline demonstrates that prior to the intervention, students lacked a structured framework for organizing narrative content, resulting in difficulty extracting main ideas, sequencing events logically, and condensing text into a coherent summary.

The findings imply that the respondents entered the study with limited ability to summarize key information from a text, suggesting that they experienced difficulty identifying main ideas and distinguishing essential details from supporting information. This emphasizes the need for explicit and structured reading instruction to strengthen learners' comprehension and summarization skills before they can effectively engage in more complex literacy tasks.

These findings are supported by Schema Theory of Bartlett (1932), later expanded by Anderson and Pearson (1984), which posits that learners comprehend and summarize texts more effectively when they can connect new information with their existing knowledge structures or schemas.

Likewise, Constructivist Learning Theory by Jean Piaget and Lev Vygotsky emphasizes that learners actively construct meaning through guided learning experiences and social interaction. Together, these theories suggest that providing structured instructional support, such as the Story Grammar Technique, can help learners organize textual information more effectively and develop stronger comprehension and summarization skills.

The findings are also supported by the following studies. Villarta-Mendoza et al. (2025) reported that Grade 5 learners initially exhibited low reading comprehension performance before the implementation of the Story Grammar Strategy. Their study found that students had difficulty identifying and organizing essential story elements during the pretest, indicating limited comprehension skills prior to the intervention.

Similarly, Dela Cruz and Santos (2021) found that Grade 7 students demonstrated comparable low pretest scores in summarizing texts, suggesting that learners often struggle to identify main ideas and condense information before receiving explicit instruction in summarization strategies. Likewise, Idulog et al. (2026) revealed that many Filipino K–12 learners were classified as non-readers or at the frustration level due to difficulties in decoding, vocabulary, and higher-order comprehension, highlighting the need for structured reading interventions such as story grammar and summarization to improve learners' reading performance

Table 3 shows the pretest performance of the students in transcoding information from linear to non-linear texts and vice versa in the story, The Monkey and the Turtle.

Table 3 Transcoding Information from Linear to Non-Linear Texts and Vice Versa

Grading Scale	Score	Frequency	Percentage	Level
90–100	18–20	0	0	Advanced
85–89	17	0	0	Proficient
80–84	16	0	0	Approaching Proficiency
75–79	15	0	0	Developing
Below 75	0–14	40	100	Beginning
Total		40	100	
Mean Raw Score	9.50			Beginning
Mean Percentage Score	47.50			
Standard Deviation	1.54			

Note. *The score ranges are based on the performance descriptors: Advanced (90–100), Proficient (85–89), Approaching proficiency (80–84), Developing (75–79), and Beginning (below 75).*

As shown in Table 3, all 40 respondents (100%) fell within the Beginning level, with no participants scoring at the Developing, Approaching Proficiency, Proficient, or Advanced levels. The group obtained a mean raw score of 9.50 out of 20 and a Mean Percentage Score of 47.50%, confirming a firm Beginning classification. A standard deviation of 1.54 indicates scores were closely clustered around the mean, showing uniformly low performance across the class.

The mean score of 9.50 out of 20 means that, on average, respondents correctly completed fewer than half of the tasks measuring their ability to convert information between narrative text and graphic formats including translating story details into story maps, flowcharts, and tables, as well as interpreting information presented in these visual forms back into coherent written statements. This baseline demonstrates that prior to the intervention, students struggled to identify key information accurately enough to restructure it across formats, often including irrelevant details, omitting critical elements, or misaligning information when shifting between linear and non-linear representations.

The findings imply that the respondents had limited ability to transform information from one text format to another before the implementation of the Story Grammar Technique. This suggests that the learners encountered difficulty organizing, interpreting, and presenting information across different text structures, highlighting the need for structured instructional support. These findings are consistent with Dual Coding Theory by Paivio (1971), which explains that learners understand and retain information more effectively when verbal information is paired with visual representations. Likewise, Cognitive Load Theory by Sweller (1988) posits that learners perform better when information is presented in an organized manner that minimizes unnecessary cognitive demands, enabling them to process and restructure information more efficiently.

The findings are also supported by the following studies. Kaya and Aydin (2023) found that learners who were taught using schema activation and graphic organizers significantly improved their ability to convert linear texts into non-linear representations, indicating that many students initially experience difficulty with transcoding tasks before explicit instruction.

Similarly, FitzPatrick et al. (2026) reported that learners exposed to story grammar instruction combined with visual analysis demonstrated substantial improvement in organizing narrative elements and constructing coherent representations, highlighting the importance of integrating verbal and visual information. Likewise, Supriyono et al. (2024) concluded that effective summarization and information restructuring depend on learners' ability to organize textual content into meaningful representations, emphasizing that structured instructional approaches enhance transcoding skills and overall reading comprehension.

Posttest

The table presents the respondents' post-test performance in summarizing key information from a text and transcoding information from linear to non-linear texts and vice versa after the application of the Story Grammar Technique in the story, The Monkey and the Turtle.

Table 4 shows the posttest performance of the students in summarizing key information from a text.

Table 4 Summarize Key Information from a Text

Grading Scale	Score	Frequency	Percentage	Level
90–100	18–20	5	12.5	Advanced
85–89	17	5	12.5	Proficient
80–84	16	12	30.0	Approaching Proficiency
75–79	15	10	25.0	Developing
Below 75	0–14	8	20.0	Beginning
Total		40	100	
Mean Raw Score	15.65			Developing
Mean Percentage Score	78.25			
Standard Deviation	1.41			

Note. *The score ranges are based on the performance descriptors: Advanced (90-100), Proficient (85–89), Approaching proficiency (80–84), Developing (75–79), and Beginning (below 75).*

As shown in Table 4, the highest frequency was recorded at the Approaching Proficiency level with 12 respondents (30.0%), followed by the Developing level with 10 respondents (25.0%). Five respondents (12.5%) each reached the Advanced and Proficient levels, whereas eight respondents (20.0%) remained at the Beginning level. The group obtained a mean raw score of 15.65 out of 20 and a Mean Percentage Score of 78.25%, classified as Developing, with a standard deviation of 1.41, indicating scores were relatively consistent across participants.

A mean score of 15.65 out of 20 shows that, on average, respondents correctly answered nearly 78% of items measuring their ability to identify, organize, and synthesize essential narrative elements including characters, setting, conflict, chronological sequence of events, and central message while distinguishing these core components from non-essential details. This represents a substantial improvement from the pre-test mean of 9.10, demonstrating that most students could now apply a structured approach to extract main ideas and condense text into a coherent summary. The distribution across proficiency levels further reflects this progress: over three-fourths of the class advanced beyond the Beginning level, with one-fourth reaching Proficient or Advanced status, indicating consistent mastery of story grammar components and their application to summarization.

These gains are consistent with Schema Theory and Constructivist Learning Theory, which explain that learners acquire competence when provided with a clear mental framework to process information. The Story Grammar Technique served as this supportive schema by explicitly teaching the predictable structure of narratives identifying characters, setting, conflict, events, and resolution as a reusable organizational scaffold. By internalizing this framework, students could more efficiently scan text for relevant information, assign details to established categories, and eliminate extraneous content, directly reducing the difficulty of distinguishing central meaning from minor elaboration. The improvement from pre- to post-test supports this mechanism: providing a stable structure transformed the task from one of uncertainty to one of systematic identification, enabling most learners to construct accurate, concise summaries independently. The 20% who remained at Beginning level suggest these students may require extended practice or differentiated guidance to fully internalize and apply the framework.

Several related literatures provide empirical evidence that structured, strategy-based reading interventions directly improve comprehension performance, and the present results align closely with these established patterns. The Story Grammar Technique served as this supportive schema by explicitly teaching the predictable structure of narratives identifying characters, setting, conflict, events, and resolution as a reusable organizational scaffold. Pereyra (2025) found that a systematically implemented literacy intervention produced highly significant pre-to-post gains, with 81% of learners advancing to the independent reading level, demonstrating that clear, structured guidance reduces cognitive effort and enables students to focus on understanding meaning rather than decoding alone.

By internalizing this framework, students could more efficiently scan text for relevant information, assign details to established categories, and eliminate extraneous content an effect reinforced by Dela Cruz and Santos (2021), who confirmed that strategy-based training in identifying main ideas and condensing content significantly improves comprehension and retention by helping learners structure information coherently. The improvement from pre- to post-test supports this mechanism: providing a stable structure transformed the task from one of uncertainty to one of systematic identification, enabling most learners to construct accurate, concise summaries independently.

These results further align with Madrid et al. (2025), who emphasized that explicit approaches such as story grammar and summarization directly address the most persistent reading difficulties including vocabulary mastery and inferential understanding while linking improved comprehension to stronger overall academic performance. The 20% who remained at Beginning level suggest these students may require extended practice or differentiated guidance to fully internalize and apply the framework.

Table 5 shows the posttest performance of the students in and transcoding information from linear to non-linear texts and vice versa in the story, The Monkey and the Turtle.

Table 5 Transcoding Information from Linear to Non-Linear Texts and Vice Versa

Grading Scale	Score	Frequency	Percentage	Level
90–100	18–20	8	20	Advanced
85–89	17	12	30	Proficient
80–84	16	8	20	Approaching Proficiency
75–79	15	12	30	Developing
Below 75	0–14	0	0	Beginning
Total		40	100	
Mean Raw Score	16.40			Approaching Proficiency
Mean Percentage Score	82.00			
Standard Deviation	1.13			

Note. *The score ranges are based on the performance descriptors: Advanced (90–100), Proficient (85–89), Approaching proficiency (80–84), Developing (75–79), and Beginning (below 75).*

As shown in Table 5, the highest frequencies were recorded equally at the Proficient and Developing levels, with 12 respondents (30.0%) in each category. Eight respondents (20.0%) reached the Advanced level, and another eight (20.0%) attained Approaching Proficiency, while notably no respondents remained at the Beginning level. The group obtained a mean raw score of 16.40 out of 20 and a Mean Percentage Score of 82.00%, classified as Approaching Proficiency, with a standard deviation of 1.13, indicating scores were closely clustered around the mean and performance was consistent across the class.

A mean score of 16.40 out of 20 shows that, on average, respondents correctly completed 82% of tasks measuring their ability to select, organize, and restructure information across formats including extracting key story details to build story maps, flowcharts, and tables, as well as interpreting information from these visual tools back into coherent written narratives. This represents a substantial improvement from the pre-test mean of 9.50, with the entire class advancing beyond the Beginning level and over half reaching Proficient or Advanced status. This shift demonstrates that students could now reliably distinguish essential story elements from incidental details, apply a consistent structure to organize information visually, and translate meaning accurately between linear text and non-linear representations.

The findings imply that the respondents developed a stronger ability to transform information from linear to non-linear texts and vice versa following the implementation of the Story Grammar Technique. The absence of respondents in the Beginning level and the concentration of learners in the Developing, Approaching Proficiency, Proficient, and Advanced levels indicate that the intervention effectively enhanced learners' skills in organizing, interpreting, and representing information across different text formats.

These findings are supported by Dual Coding Theory by Paivio (1971), which explains that combining verbal and visual representations strengthens comprehension and memory, making it easier for learners to process and reorganize information. Likewise, Cognitive Load Theory by Sweller (1988) posits that presenting information through structured frameworks reduces unnecessary cognitive demands, allowing learners to allocate more mental resources to understanding and restructuring textual information.

These gains are consistent with related research showing that structured narrative approaches directly enhance transcoding and information-organization skills. FitzPatrick et al. (2026) found that combining explicit lessons on story structure with visual and graphic tools enabled learners to identify complete narrative components, arrange events in logical sequence, and construct coherent representations paralleling the total elimination of Beginning-level performance and the balanced, upward distribution recorded in this study. Alforque and Sambo (2025) likewise reported that guiding learners to extract central details and translate them into organized visual formats produced significant improvements in comprehension and information transfer, confirming that clear frameworks help distinguish essential content from minor details and support accurate conversion between written and diagrammatic forms. Similarly, Walang Segundo (2025) observed that performance-based activities such as story mapping, graphic organizing, and structured retelling yielded substantially higher proficiency in processing and expressing information across different formats, with learners demonstrating greater confidence and consistency in transforming text-based ideas into visual structures and vice versa.

TEST ON THE SIGNIFICANT DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST

This section presents the results of the test on the significant difference between the pre-test and post-test scores of the respondents. The analysis was conducted to determine whether the application of the Story Grammar

Technique resulted in a statistically significant improvement in the learners' reading comprehension skills. The findings provide empirical evidence on the effectiveness of the intervention in enhancing the respondents' performance after its implementation.

Test of Significant Difference

The table presents the test of significant between the pretest and post-test performance of the student in summarizing key information from a text and transcoding information from linear to non-linear texts and vice versa.

Table 6 shows the test of significant between the pretest and post-test performance of the student.

Table 6 Test on the significant difference between the pretest and posttest performance

Competency	Mean		Mean Difference	df	SE Difference	t	p-value	Effect Size	Decision	Interpretation
	Pre-test	Post-test								
1. Summarize Key Information from a Text	9.10	15.65	6.55	39	0.209	31.4	<.001*	4.96	Reject Ho	There is a significant difference
2. Transcoding Information from Linear to Non-Linear Texts and Vice Versa	9.50	16.40	6.90	39	0.277	24.9	<.001*	3.94	Reject Ho	There is a significant difference

*Note: * $p < 0.05$ indicates a significant difference. Effect sizes were interpreted using Cohen's (1988) conventional benchmarks: 0.20 = small, 0.50 = medium, and 0.80 = large. The paired-samples effect size, Cohen's d, was calculated as the mean of the individual difference scores divided by their sample standard deviation, equivalently $d = t/\sqrt{n}$ following Lakens (2013).*

Table 6 presents the test of the significant difference between the respondents' pre-test and post-test performance in summarizing key information from a text and transcoding information from linear to non-linear texts and vice versa. For summarizing key information from a text, the respondents' mean score increased from 9.10 in the pre-test to 15.65 in the post-test, resulting in a mean difference of 6.55. Similarly, for transcoding information from linear to non-linear texts and vice versa, the mean score improved from 9.50 to 16.40, with a mean difference of 6.90. Statistical analysis revealed that both competencies obtained p-values less than .001, leading to the rejection of the null hypothesis and indicating a significant difference between the respondents' pre-test and post-test performances. Moreover, the computed effect sizes of 4.96 and 3.94, respectively, indicate very large effects, suggesting substantial improvements in both reading competencies.

The findings imply that the application of the Story Grammar Technique significantly improved the respondents' ability to summarize key information from a text and transcode information from linear to non-linear texts and vice versa. The statistically significant increase in the respondents' mean scores demonstrates that the intervention effectively enhanced their reading comprehension and information organization skills. These findings are supported by the Constructivist Learning Theory of Piaget (1952) and Vygotsky (1978), which emphasizes that learners construct understanding through structured and guided learning experiences, which explains that integrating verbal and visual representations strengthens comprehension, memory, and the ability to organize information into meaningful structures.

These highly significant gains with very large effect sizes are supported by three further investigations from the reviewed literature. Salma (2026) found that systematic instruction in identifying central ideas, removing redundancy, and condensing text produced statistically superior posttest performance with a large effect size, confirming that strategy-driven summarization directly boosts comprehension far beyond conventional teaching methods. Indiongco et al. (2025) similarly recorded significantly higher comprehension scores when learners engaged with focused, structured literacy approaches, noting that active guidance in selecting and organizing information produces consistent, measurable improvement in processing narrative content. Supriyono et al. (2024) concluded that teaching learners to distill essential information and structure it coherently reduces cognitive burden and yields substantial, statistically verifiable gains in reading performance consistent with the large effect sizes recorded across both competencies in this study.

Students' Experiences on the Influence of the Story Grammar Technique on Their Reading Comprehension

Table 7 presents the students' experiences on the influence of the Story Grammar Technique on their reading comprehension

Table 7 Experiences

Theme	Categories
Positive Learning Experiences with the Story Grammar Technique	• Improved understanding of story elements • Enhanced ability to organize and represent information

The interview data revealed that the students generally had positive learning experiences while using the Story Grammar Technique. They shared that the strategy helped them understand the important parts of a story more easily and organize information using graphic organizers. As a result, they found it easier to summarize stories and convert information from linear to non-linear texts and vice versa.

Improved Understanding of Story Elements. The interview responses showed that the Story Grammar Technique helped students recognize the important elements of a story before writing a summary. They explained that identifying the characters, setting, problem, sequence of events, and resolution made it easier to determine the main ideas and understand the story as a whole.

This was evident in the following statements from the students:

> *"Mas dali na nako masabtan ang storya kay naa mi gi-follow nga story map. Mas dali pud ko makahimo ug summary." – Participant 1* (*I understood the story more easily because we followed a story map. It also became easier for me to write a summary.*)

> *"Nakatabang ang Story Grammar kay kabalo nako unsa ang importante ug dili na ko malibog sa mga detalye."* – Participant 3 (*The Story Grammar Technique helped me know which information was important, so I was no longer confused by the details.*)

The students' experiences suggest that the Story Grammar Technique enabled them to identify essential story elements before constructing a summary. This finding supports Schema Theory, which explains that learners comprehend texts more effectively when information is organized into meaningful mental structures. Likewise, Constructivist Learning Theory emphasizes that learners actively construct understanding by connecting story elements and prior knowledge through guided learning experiences.

The findings imply that providing students with a structured framework for analyzing stories strengthens their comprehension and enables them to summarize narrative texts more effectively.

The findings are supported by Villarta-Mendoza et al. (2025), who reported that story grammar instruction helped learners organize narrative details and improve reading comprehension. Similarly, Dela Cruz and Santos (2021) found that summarization strategies enabled Grade 7 students to identify main ideas and retain important information more effectively. Likewise, Supriyono et al. (2024) concluded that effective summarization encourages learners to organize information into meaningful structures, thereby improving reading comprehension.

Enhanced Ability to Organize and Represent Information. The interview responses also revealed that the Story Grammar Technique improved students' ability to organize information and convert ideas from written text into graphic organizers and vice versa. They shared that story maps and other visual activities made relationships among ideas easier to understand and remember.

This was evident in the following statements from the students:

> *"Mas sayon na nako himuon ang story map ug dali ra pud nako mabalik sa paragraph ang impormasyon." – Participant 2 (It became easier for me to create a story map and convert the information back into a paragraph.)*

> *"Ang graphic organizer nakatabang gyud kay makita nako ang pagkasunod-sunod sa mga panghitabo." – Participant 5 (The graphic organizer really helped because I could clearly see the sequence of events.)*

The responses indicate that visual organizers helped students arrange ideas logically and understand the relationships among story elements. This supports Dual Coding Theory, which explains that combining verbal and visual representations enhances learning and memory. It also aligns with Cognitive Load Theory, which states that presenting information in organized visual formats reduces unnecessary cognitive demand, allowing learners to process and retain information more efficiently.

The findings imply that integrating graphic organizers and story maps into reading instruction enhances students' ability to organize, interpret, and transform information between linear and non-linear text formats.

The findings are supported by Kaya and Aydin (2023), who found that schema activation through graphic organizers significantly improved learners' ability to convert linear texts into non-linear representations. Likewise, Sadoski and Willson (2021) reported that pairing story grammar with visual organizers improved reading comprehension, while FitzPatrick et al. (2026) concluded that combining story grammar instruction with visual representations strengthened learners' narrative organization and literacy skills.

3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of the study, the major findings, the conclusions drawn from the analysis, and the corresponding recommendations.

SUMMARY

The study examined the effectiveness of the Story Grammar Technique in improving the reading comprehension of 40 Grade 7 learners at Marigondon National High School during School Year 2026–2027. It employed an embedded mixed-methods design, using a one-group pre-experimental pretest–posttest design for the quantitative component and semi-structured interviews for the qualitative component. The participants were 40 Grade 7 learners who completed the pretest, intervention, and post-test. Data were gathered using a 40-item researcher-made reading comprehension test based on The Monkey and the Turtle and a semi-structured interview guide. Quantitative data were analyzed using frequency, percentage, mean, mean percentage score (MPS), standard deviation, and paired samples t-test, while qualitative data were analyzed through thematic analysis. The findings showed improved learner performance from the pre-test to the post-test in summarizing key information and transcoding information from linear to non-linear texts and vice versa, with the paired samples t-test indicating a statistically significant difference between the pre-test and post-test scores. The qualitative findings further described how the Story Grammar Technique supported learners in organizing story elements, understanding textual information, and processing key ideas.

FINDINGS

Pre-test performance in summarizing key information from a text was at the Beginning level, with a mean of 9.10, a mean percentage score (MPS) of 45.50, and a standard deviation of 1.50. This indicates that the respondents had limited ability to identify and synthesize essential information before the application of the Story Grammar Technique. Similarly, pre-test performance in transcoding information from linear to non-linear texts and vice versa was at the Beginning level, with a mean of 9.50, an MPS of 47.50, and a standard deviation of 1.54, reflecting limited ability to organize and transform information across different text formats prior to the intervention.

On the other hand, post-test performance in summarizing key information from a text improved to the Developing level, with a mean of 15.65, an MPS of 78.25, and a standard deviation of 1.41. This improvement demonstrates enhanced ability to identify, organize, and summarize key ideas following the application of the Story Grammar Technique. Post-test performance in transcoding information from linear to non-linear texts and vice versa likewise improved to the Approaching Proficiency level.

A statistically significant difference was found between the respondents' pre-test and post-test performances in both competencies. For summarizing key information, the paired-samples t-test yielded $t = 31.40$, $df = 39$, $p < .001$, while transcoding information yielded $t = 24.90$, $df = 39$, $p < .001$. These results indicate statistically significant improvements in both competencies following the application of the Story Grammar Technique. Thus, the null hypothesis was rejected, providing statistical evidence that the respondents' performances significantly improved after the intervention.

Lastly, the interview findings revealed two themes describing the students' experiences with the Story Grammar Technique: Improved Comprehension Through Story Element Mapping and Visual Organization as a Cognitive Aid. Students reported that identifying story elements through story maps helped them understand important information, distinguish essential details, and summarize narrative texts more effectively. They also described

graphic organizers as useful in arranging ideas, recognizing relationships among story elements, and transforming information between linear and non-linear forms. Overall, the findings indicate that the Story Grammar Technique provided students with structured and visual support that enhanced their comprehension, organization, and representation of information.

CONCLUSION

Based on the findings, the Story Grammar Technique was effective in improving the respondents' performance in summarizing key information and transcoding information between linear and non-linear texts within the quasi-experimental classroom setting. The significant improvement from pre-test to post-test indicates that the respondents developed better abilities to identify, organize, synthesize, and transform information after the intervention. The findings are supported by Cognitive Load Theory and Dual Coding Theory, as the story elements, story maps, and graphic organizers provided structured and visual support for processing and organizing information. The greater improvement in transcoding may be attributed to the direct practice of transforming information between textual and visual forms, while summarizing required additional skills in selecting, synthesizing, and expressing key ideas. Thus, within the conditions of the study involving one intact Grade 7 section, one fable, and the researcher as teacher, the findings support the assumption that the Story Grammar Technique improves learners' performance in summarizing key information and transcoding information between linear and non-linear texts.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are given:

Teachers. Based on Finding 1, which showed improvement in summarizing performance from the Beginning level to the Developing level, English 7 teachers may implement the Enhanced Story Grammar Technique Learning Activities through a structured four-week cycle covering Setting, Characters, Conflict, Events, and Resolution. The guided story maps and summarization activities **may be used** to strengthen learners' ability to identify essential information and construct concise summaries.

School Administrators. Based on Findings 1 and 2, school administrators may provide instructional materials, classroom resources, and professional development to support the implementation of the Enhanced Story Grammar Technique Learning Activities, particularly the story maps and graphic organizers that support summarizing and transcoding.

Curriculum Planners and Instructional Supervisors. Based on Findings 1 and 2, curriculum planners and instructional supervisors may consider integrating the Enhanced Story Grammar Technique Learning Activities into appropriate English reading and intervention activities, particularly those addressing summarizing and the transformation of information between linear and non-linear forms.

District English Coordinators and Division LRMDS. Based on Finding 2, which showed improved transcoding performance, district English coordinators may provide demonstration sessions on story mapping, guided summarization, and graphic-organizer-based transcoding. Division LRMDS may review, reproduce, and disseminate the Enhanced Story Grammar Technique Learning Activities, particularly the Story Map and graphic-organizer components, as supplementary reading resources.

Parents. Based on Finding 1, parents may reinforce learners' summarizing skills at home by guiding them to identify the characters, setting, problem, important events, and resolution when reading narrative texts, following the sequence used in the Enhanced Story Grammar Technique Learning Activities.

Students. Based on Findings 1 and 2, students may regularly use the story maps and graphic organizers in the Enhanced Story Grammar Technique Learning Activities to identify essential information, organize story elements, construct summaries, and transform information between linear and non-linear representations.

Pre-service Teacher Education Programs. Based on Findings 1 and 2, teacher education programs may consider including story grammar, graphic-organizer use, and guided summarization in reading-methods courses and practicum activities to prepare future teachers to use structured and visual approaches to reading comprehension.

Future Researchers. Based on Findings 1, 2, and 3, future researchers may replicate the study using a two-group experimental design with intact sections and a delayed-treatment comparison group. They may also consider an 8–12-week delayed post-test to examine retention and compare the intervention with established approaches such as Reciprocal Teaching and Collaborative Strategic Reading. Multi-site studies involving urban

and rural schools may also be conducted, together with qualitative investigations of teacher implementation fidelity through classroom observations, teacher interviews, and implementation checklists.

4. OUTPUT OF THE STUDY

ENHANCED STORY GRAMMAR TECHNIQUE ACTIVITIES

Rationale

The Enhanced Story Grammar Technique Activities were developed from the quantitative and qualitative findings of the study. The pre-test results showed that the learners initially experienced difficulty in summarizing key information and transcoding information between linear and non-linear forms. Following the intervention, both competencies improved significantly, with summarizing reaching the Developing level and transcoding reaching the Approaching Proficiency level. The interview findings further showed that learners experienced the Story Grammar Technique as helpful in understanding story elements and organizing information through visual representations.

The activities therefore retain the tested Story Grammar Technique, particularly the use of story elements, story maps, graphic organizers, guided summarization, and linear–non-linear transformation. The Story Map routine is grounded in Schema Theory, as it activates and organizes learners' prior knowledge about narrative structure. The structured sequence of story elements also supports Cognitive Load Theory by organizing information into manageable components. The use of graphic organizers combines verbal and visual representations, consistent with Dual Coding Theory, while guided participation in identifying and connecting story elements reflects Constructivist Learning Theory.

The activities are designed for Grade 7 English learners and use The Monkey and the Turtle, the fable used in the study, as the primary instructional text. The materials are intended to provide structured practice in the two competencies addressed by the intervention: summarizing key information and transcoding information between linear and non-linear forms.

Alignment to DepEd Grade 7 English Curriculum

The activities are aligned with the Grade 7 English competencies on extracting significant information and analyzing how non-linear texts represent or summarize information, including graphical organizers. The current MATATAG Grade 7 English Curriculum Guide identifies EN7INF-III-4: Extract significant information and EN7INF-III-9: Analyze how non-linear texts represent and/or summarize the contents of informational texts, including graphical organizers.

For the transcoding competency, the established Grade 7 K to 12 competency is "Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc." The DepEd Learning Portal also identifies the Grade 7 learning material "Transcode Information from Linear to Non-linear Form and Vice Versa" and associates it with EN7RC-I-e-1.2 and EN7RC-I-f-1.2.

Implementation Period

The Enhanced Story Grammar Technique Activities are designed for a six-week instructional cycle during regular English reading sessions. The six-week period should be reflected consistently in both the Scheme of Implementation and the Implementation Matrix. The final manuscript should identify the corresponding quarter based on the actual school-calendar placement of the intervention.

Bridging the Findings to the Enhanced Activities

Activity Component	Finding Addressed	Basis for the Activity
Story Map Routine	Improvement in summarizing	Supports identification and organization of essential story information before summarization.
Guided Summarization Activities	Improvement in summarizing	Provides structured practice in selecting and synthesizing key information.
Graphic Organizer Set	Improvement in transcoding	Supports movement between written information and visual/non-linear representations.
Linear–Non-Linear Transformation Tasks	Improvement in transcoding	Directly practices conversion between textual and graphic forms.
Bisaya/English Sentence Frames	Positive student experiences	Provides additional language scaffolding for learners who need support in expressing their understanding.
Differentiated Activity Tasks	qualitative findings	Responds to differences in learner performance and the need for structured support.

Scheme of Implementation

The activities follow a **six-week instructional cycle**:

Week	Focus	Major Activity	Expected Output
Week 1	Story Elements	Setting, characters, conflict	Completed story-element organizer
Week 2	Events and Resolution	Sequencing and connecting events	Completed story map
Week 3	Summarizing	Identifying essential information	Guided story summary
Week 4	Summarizing Application	Independent summary writing	Completed narrative summary
Week 5	Transcoding	Linear-to-non-linear transformation	Graphic organizer
Week 6	Transcoding Application	Non-linear-to-linear transformation	Written explanation/paragraph

Enhanced Activity 1: Story Grammar for Summarizing

Objective:

Learners summarize key information from a narrative text by identifying and organizing the major story elements.

Text: *The Monkey and the Turtle*

Step	Teacher Moves	Learner Moves	Time	Materials
1	Activates prior knowledge about story elements.	Share prior knowledge.	5 min	Board
2	Guides learners in reading the fable.	Read and identify important details.	15 min	Fable
3	Models identification of setting and characters.	Complete corresponding boxes.	10 min	Story Map
4	Guides identification of conflict and major events.	Organize events in sequence.	10 min	Story Map
5	Models selection of essential information.	Distinguish essential from unnecessary details.	10 min	Organizer
6	Guides construction of a summary.	Write a concise summary.	15 min	Activity Sheet
7	Checks learner responses and provides feedback.	Revise summary based on feedback.	10 min	Rubric

Formative checks: identification of story elements, sequencing of events, selection of essential information, and completion of the summary.

Enhanced Activity 2: Transcoding Through Graphic Organizers

Objective:

Learners transform information from linear text into a non-linear representation and convert a non-linear representation back into a linear text.

Step	Teacher Moves	Learner's Moves	Time	Materials
1	Reviews major story elements.	Recall story information.	5 min	Story Map
2	Models how information from the fable can be placed in a graphic organizer.	Observe and identify relationships.	10 min	Graphic Organizer
3	Provides partially completed organizer.	Complete missing information.	15 min	Worksheet
4	Guides learners in checking sequence and relationships.	Revise organizer.	10 min	Organizer
5	Models conversion of the organizer into a paragraph.	Identify corresponding textual information.	10 min	Sample
6	Assigns independent transcoding task.	Produce a linear paragraph from the organizer.	15 min	Activity Sheet
7	Provides formative feedback.	Revise output.	10 min	Rubric

Differentiation of Activities

Learner's Level	Support/Task
Beginning	Sentence frames, model stories, word banks, partially completed story maps, starter boxes, and guided teacher questioning
Developing/Approaching Proficiency	Complete story maps, guided summaries, and independent linear–non-linear transformation tasks

Proficient/Advanced	Compare two fables, identify similarities and differences in story structure, and create alternate resolutions or alternative graphic representations

Rubric for Enhanced Story Grammar Technique Activities

The rubric uses **four criteria**, with each criterion scored from **1 to 4**, for a maximum of **16 points**.

Criteria	4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Identification of Story Elements	Accurately identifies all major story elements with relevant details.	Identifies most story elements with minor omissions.	Identifies some story elements but includes omissions or inaccuracies.	Identifies few or no story elements accurately.
Story Grammar Organizer	Completes the organizer accurately and logically shows relationships among elements.	Completes the organizer with minor errors.	Partially completes the organizer with some organizational problems.	Provides an incomplete or largely inaccurate organizer.
Summarization	Produces a clear, concise, coherent summary containing essential information.	Produces a clear summary with minor omissions or unnecessary details.	Produces a partially complete summary with several unnecessary or missing details.	Produces an incomplete or inaccurate summary.
Linear–Non-Linear Transcoding	Accurately converts information between linear and non-linear forms with complete organization.	Converts information accurately with minor errors.	Partially converts information but omits important details or relationships.	Produces an inaccurate or incomplete conversion.

Scoring Guide

Total Score	Performance Level	Description
16	Advanced	Exceeds the expected Grade 7 competency
12–15	Proficient	Meets the expected Grade 7 competency
8–11	Developing	Approaching the expected competency; needs further practice
4–7	Beginning	Requires significant support to meet the competency

Expert Validation of the Enhanced Activities

The Enhanced Story Grammar Technique Activities should undergo expert validation before wider dissemination. The validation should focus on curriculum alignment, clarity, feasibility, and cultural relevance. The validators should include qualified English teachers, a master teacher or instructional supervisor, and an appropriate learning-resource specialist.

Implementation Resources and Budget

The original allocation of **₱4,000.00** should be retained only if it corresponds to the actual available School MOOE allocation. The expenses should be itemized according to the materials actually required.

Component	Materials	Estimated Cost
Summarization	Activity sheets, story maps, printed fable, photocopying	₱2,000.00
Transcoding	Graphic organizers, chart paper, markers, printed activity sheets	₱1,500.00
Instructional Support and Monitoring	Teacher's Guide, assessment and monitoring forms	₱500.00
Total		**₱4,000.00**

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