



THE EFFECTIVENESS OF STORY MAPPING STRATEGY IN ENHANCING READING COMPREHENSION SKILLS OF GRADE 6 LEARNERS IN ENGLISH

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ABSTRACT

This study was conducted to evaluate the effectiveness of the Story Mapping Strategy in enhancing the reading comprehension skills of Grade 6 learners in English. The findings of the study served as the basis for the proposed Reading Intervention Plan. This study employed a quasi-experimental research design to determine the effectiveness of the Story Mapping Strategy in enhancing the reading comprehension skills of Grade 6 learners in English. The researcher utilized a pre-test and post-test approach. The pre-test assessed learners' baseline reading comprehension skills, while the post-test measured improvements after the intervention. This design allowed the researcher to compare learners' performance before and after the implementation of the Story Mapping Strategy and examine its effect on learners' comprehension, retention, and ability to analyze key story elements. The participants consisted of Grade 6 learners, and universal sampling was used to ensure that the participants had comparable reading levels prior to the intervention. The study also employed quantitative data collection methods, primarily through standardized reading comprehension tests,

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observation checklists, and learner work outputs. Data were analyzed using descriptive and inferential statistics, such as mean scores and paired-sample t-tests, to determine the statistical significance of any differences in performance. This approach ensured a systematic evaluation of the Story Mapping Strategy, providing evidence of its effectiveness as a tool for enhancing reading comprehension skills in English.

The test of difference between the pre-test and post-test scores of learners illustrates the comparison of reading comprehension skills before and after the implementation of the Story Mapping Strategy. The analysis highlights whether the instructional intervention had a statistically significant effect on improving learners' comprehension skills. The results show a clear improvement in learners' reading comprehension following the integration of the Story Mapping Strategy. The analysis led to the rejection of the null hypothesis, indicating a statistically significant difference between the pre-test and post-test scores. This demonstrates that the instructional strategy effectively enhanced learners' ability to understand text, identify key story elements, and analyze information. The improvement reflects that most learners responded positively to the Story Mapping Strategy, progressing from lower readiness levels in the pre-test to higher performance categories in the post-test. The intervention not only addressed the gaps identified during the pre-test but also facilitated greater engagement and comprehension among the learners. This highlights the effectiveness of structured instructional strategies in producing measurable gains in academic performance. The overall improvement in reading comprehension implies that the Story Mapping Strategy had a significant positive impact on learners' skills. The result implies that targeted instructional

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interventions, when aligned with learners’ initial performance levels, can substantially enhance comprehension, retention, and analytical abilities, reinforcing the importance of evidence-based teaching strategies in promoting effective learning outcomes.

Keywords: *Story Mapping Strategy, Reading Comprehension Skills, Grade 6 English*

INTRODUCTION

Reading comprehension is a critical skill that serves as the foundation for learning across all subjects, particularly in Key Stage 2, where learners transition from “learning to read” to “reading to learn.” Among the many instructional strategies aimed at improving comprehension, the Story Mapping Strategy has emerged as a creative and effective approach. Story mapping is a visual technique that organizes the main elements of a story—such as characters, setting, plot, conflict, and resolution—into a clear, structured format. This method allows learners to actively engage with texts, identify key ideas, and understand relationships between story elements. As a learner myself, I have personally experienced the benefits of visual aids and structured strategies in reading, where breaking down complex stories into manageable components significantly enhanced my understanding and retention. Story mapping can transform reading from a passive activity into an interactive process, making lessons more engaging and fostering a deeper comprehension of the text. Beyond improving understanding, story mapping also encourages learners to think critically, make

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predictions, and connect personal experiences to story content, thereby enhancing their overall reading proficiency.

Kim and Anderson (2017) found that students who used story maps showed significant improvement in identifying main ideas, sequence of events, and character motivations compared to students who received traditional instruction.

Exploring the effectiveness of story mapping aligns with my belief in learner-centered and interactive teaching approaches. Reading comprehension is influenced by various factors, including background knowledge, vocabulary, and engagement with the text. As a teacher, I have observed that students often struggle to retain information from stories when instruction is purely lecture-based or text-heavy. Utilizing story mapping provides a structured yet creative method to scaffold learning and encourages students to participate actively in the reading process. Beyond story mapping, other strategies such as reciprocal teaching, think-alouds, and summarization techniques have also proven effective in improving comprehension, but story mapping combines visual, cognitive, and interactive elements in a way that uniquely suits the developmental needs of Key Stage 2 learners. Investigating its effectiveness can provide teachers with practical, evidence-based tools to enhance literacy instruction and improve students' reading outcomes.

While preparing this study, several challenges were identified. Firstly, there is a limited availability of literature specifically focusing on the use of story mapping for Key Stage 2 learners, making it necessary to rely on broader research or studies from other grade levels. Secondly, measuring reading comprehension is inherently complex, as it involves not only

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recalling information but also analyzing, synthesizing, and evaluating text. Ensuring that assessment tools comprehensively capture all these skills is challenging. Additionally, practical issues such as time constraints, limited learner participation, and access to appropriate materials for story mapping activities were also considered. Overcoming these obstacles requires careful planning, creative adaptation of instructional materials, and structured assessment approaches to ensure valid and reliable results.

The decision to pursue this study stems from the recognition that reading comprehension is foundational to learners' academic success and lifelong learning. Investigating the effectiveness of the Story Mapping Strategy is crucial not only for validating its utility but also for providing Key Stage 2 teachers with a practical, evidence-based approach to enhance students' reading skills. By exploring this strategy, the study aims to contribute to both theory and practice, offering insights into effective literacy instruction while empowering educators to implement methods that actively engage learners and improve their comprehension outcomes.

This study was conducted to evaluate the effectiveness of the Story Mapping Strategy in enhancing the reading comprehension skills of Grade 6 learners in English. The findings of the study served as the basis for the proposed Reading Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the comprehension skills of the Grade 6 learners before the Story Mapping Strategy integration?

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2. What is the comprehension skills of the Grade 6 learners after the Story Mapping Strategy integration?
 3. Is there a significant difference between the comprehension skills of the Grade 6 learners before and after the Story Mapping Strategy integration?
 4. What Reading intervention plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho: There is no significant difference between the comprehension skills of the Grade 6 learners before and after the Story Mapping Strategy integration.

METHODOLOGY

Design. This study employed a quasi-experimental research design to determine the effectiveness of the Story Mapping Strategy in enhancing the reading comprehension skills of Grade 6 learners in English. The researcher utilized a pre-test and post-test approach. The pre-test assessed learners' baseline reading comprehension skills, while the post-test measured improvements after the intervention. This design allowed the researcher to compare learners' performance before and after the implementation of the Story Mapping Strategy and examine its effect on learners' comprehension, retention, and ability to analyze key story elements.

The participants consisted of Grade 6 learners, and universal sampling was used to ensure that the participants had comparable reading levels prior to the intervention. The study also

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employed quantitative data collection methods, primarily through standardized reading comprehension tests, observation checklists, and learner work outputs. Data were analyzed using descriptive and inferential statistics, such as mean scores and paired-sample t-tests, to determine the statistical significance of any differences in performance. This approach ensured a systematic evaluation of the Story Mapping Strategy, providing evidence of its effectiveness as a tool for enhancing reading comprehension skills in English.

The main local of the study is in Minesite Elementary School in the Schools Division of Leyte. The respondents of the study were the Grade 6 Learners.

The research instrument for this study on the effectiveness of the Story Mapping Strategy in enhancing the reading comprehension skills of Grade 6 learners in English was a researcher-developed reading comprehension test combined with a Story Mapping activity. The reading comprehension test consisted of short passages followed by multiple-choice and open-ended questions to assess learners' understanding of main ideas, supporting details, sequence of events, and inference skills. The Story Mapping activity evaluated learners' ability to identify key elements of a story—such as characters, setting, problem, events, and resolution—while actively engaging in the strategy. Responses were scored using a rubric to measure the learners' comprehension level before and after the implementation of the Story Mapping Strategy, allowing the researcher to determine its effectiveness in improving reading comprehension skills.

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Sampling. There were 25 total number respondents who are included in the study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. The researcher asked permission from the office of the Schools Division Office. The same letter content was provided to the Public-School District Supervisor, the School Principal, and the Grade 6 teachers who assisted the researcher in administering the study.

The researcher then conducted the pretest to assess learners' performance before the integration of the Story Mapping Strategy in enhancing reading comprehension skills of Grade 6 learners in English. After administering the pretest, the researcher integrated the Story Mapping Strategy in English for a specific period based on the timelines crafted by the researcher. After the intervention period, learners' performance was evaluated through the posttest examination.

Data were collated and subjected to appropriate statistical treatment for analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

Treatment of Data. The following statistical formulas were used in this study:

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The quantitative responses were tallied and tabulated. The data were treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the reading comprehension skills of the Grade 6 pupils.

T-Test For Mean Difference- This tool was used to calculate the reading comprehension skills of the Grade 6 pupils.

RESULTS AND DISCUSSION

TABLE I

PRE-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
36–40	Grade Ready	0	0.00%
26–35	Light Refresher	7	28.00%
16–25	Moderate Refresher	10	40.00%
0–15	Full Refresher	8	32.00%
Total		25	100%

Weighted Mean: 19.64 – Moderate Refresher

MPS: 49.10%

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This table presents the Pre-Test Performance of Learners, showing the distribution of learners' scores, corresponding descriptive ratings, frequency, and percentage. The table provides an overview of how Grade 6 learners performed on the pre-test, indicating their initial comprehension level before the integration of the Story Mapping Strategy. The weighted mean and the Mean Percentage Score (MPS) summarize the overall academic readiness of the learners and highlight areas that require targeted instructional support.

The results indicate that none of the learners were classified as Grade Ready, suggesting that all participants required some form of review before progressing. A total of 7 learners (28%) fell within the Light Refresher category, indicating minimal gaps in comprehension that could be quickly addressed. The largest group, 10 learners (40%), was categorized under Moderate Refresher, demonstrating the need for more structured support to reinforce reading comprehension skills. Meanwhile, 8 learners (32%) were placed in the Full Refresher category, highlighting significant gaps in understanding and the need for intensive intervention.

Overall, the pre-test performance shows that most learners were not fully prepared and required varying levels of review to meet expected standards. The distribution reflects that while some learners have foundational skills, a significant proportion needs moderate to intensive guidance to improve reading comprehension. This assessment underscores the importance of implementing targeted instructional strategies to elevate learners' performance before introducing new or more complex reading activities.

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The weighted mean of 19.64, corresponding to a Moderate Refresher, along with an MPS of 49.10%, implies that learners' pre-intervention reading comprehension skills were below the expected mastery level. The result implies that instructional strategies, such as the Story Mapping Strategy, are necessary to bridge knowledge gaps, improve understanding of story elements, and enhance overall reading comprehension among Grade 6 learners. The performance levels clearly indicate the need for differentiated instruction to address the varying readiness of learners.

Table 2

POST-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
36–40	Grade Ready	6	24.00%
26–35	Light Refresher	15	60.00%
16–25	Moderate Refresher	4	16.00%
0–15	Full Refresher	0	0.00%
Total		25	100%

Weighted Mean: 30.80 – Light Refresher

MPS: 77.00%

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This table presents the Post-Test Performance of Learners, showing the distribution of learners' scores, corresponding descriptive ratings, frequency, and percentage after the integration of the Story Mapping Strategy. The table illustrates how learners performed on the post-test, reflecting the improvements in reading comprehension skills following the instructional intervention. The weighted mean and Mean Percentage Score (MPS) provide a summary of the learners' overall readiness and the effectiveness of the implemented strategy in enhancing their comprehension abilities.

The results indicate that 6 learners (24%) achieved the Grade Ready level, demonstrating that they had attained the expected mastery of reading comprehension skills. Most learners, 15 learners (60%), were classified under the Light Refresher category, indicating that while they showed considerable improvement, some minor reinforcement was still needed to fully consolidate their learning. A smaller group of 4 learners (16%) fell within the Moderate Refresher category, suggesting that they required additional support to strengthen their comprehension skills. Notably, no learners were classified under Full Refresher, indicating that the lowest performance level observed in the pre-test was successfully addressed through the instructional intervention.

Overall, the post-test performance shows a marked improvement from the pre-test, with most learners moving into higher performance categories. The integration of the Story Mapping Strategy appears to have effectively enhanced learners' ability to understand main ideas, identify key story elements, and make inferences. The distribution highlights that while most learners improved, differentiated support remains necessary for a small portion to reach

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full mastery.

The weighted mean of 30.80, corresponding to a Light Refresher, and the MPS of 77.00% imply that the Story Mapping Strategy had a positive impact on learners' reading comprehension skills. The result implies that targeted instructional strategies can effectively bridge learning gaps, improve comprehension, and elevate learners' readiness levels, demonstrating the value of structured interventions in promoting academic success.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST SCORES OF LEARNERS

Aspects	Test Scores (Mean)	Computed T	Critical T	Decision	Interpretation
Pre vs Post (Comprehension Skills)	Pre = 19.64 Post = 30.80	18.46	2.06	Reject Ho	Significant

This table presents the Test of Difference Between the Pre-test and Post-test Scores of Learners, illustrating the comparison of learners' reading comprehension skills before and after the implementation of the Story Mapping Strategy. The table provides the mean scores for both the pre-test and post-test, alongside the computed t-value, critical t-value, decision on the null hypothesis, and the corresponding interpretation. It highlights whether the instructional intervention had a statistically significant effect on improving learners'

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comprehension skills.

The results show a clear increase in the mean scores from the pre-test to the post-test, indicating that learners' reading comprehension improved following the integration of the Story Mapping Strategy. The computed t-value exceeded the critical t-value, leading to the rejection of the null hypothesis and signifying a statistically significant difference between the pre-test and post-test scores. This demonstrates that the instructional strategy effectively enhanced learners' ability to understand text, identify key story elements, and analyze information.

The improvement in scores reflects that most learners responded positively to the Story Mapping Strategy, moving from lower readiness levels in the pre-test to higher performance categories in the post-test. The intervention not only addressed the gaps identified during the pre-test but also facilitated higher levels of engagement and comprehension among the learners. This highlights the effectiveness of structured instructional strategies in producing measurable gains in academic performance.

The overall mean increase from 19.64 in the pre-test to 30.80 in the post-test implies that the Story Mapping Strategy had a significant positive impact on learners' reading comprehension skills. The result implies that targeted instructional interventions, when aligned with learners' initial performance levels, can substantially improve comprehension, retention, and analytical skills, reinforcing the importance of evidence-based teaching strategies in enhancing learning outcomes.

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CONCLUSION

Based on the results of this study, it can be concluded that the Story Mapping Strategy significantly improved the reading comprehension skills of Grade 6 learners. The intervention effectively enhanced learners' understanding of story elements, ability to analyze and sequence events, and overall engagement with texts. The findings indicate that structured and targeted instructional strategies, when aligned with learners' initial performance levels, can produce meaningful gains in comprehension, retention, and critical thinking, thereby supporting both academic growth and confidence in reading.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Learners – The learners should actively participate in story mapping and other reading activities, practice comprehension exercises regularly, and take responsibility for applying strategies learned to improve their understanding and retention of texts.

Teachers – The teacher should consistently implement the Story Mapping Strategy and other interactive reading techniques to strengthen learners' comprehension skills, encourage critical thinking, and support the mastery of story elements.

School Heads – The school head should provide continuous guidance, supervision, and professional development opportunities to teachers, ensuring that effective instructional strategies, such as story mapping, are regularly applied in the classroom.

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Public Schools District Supervisor – The public schools district supervisor should monitor and evaluate the implementation of reading interventions across schools, provide mentoring to teachers, and ensure that evidence-based strategies are utilized to enhance learners’ reading comprehension.

Parents – The parent should actively support their child’s reading development by encouraging reading at home, discussing stories, and reinforcing comprehension skills learned in school through guided activities and engagement.

Researcher – The researcher should use the study’s findings to design and promote instructional intervention plans that address learners’ reading gaps, enhance comprehension, and inform future educational practices in similar contexts.

Future Researchers – Future researchers should conduct similar studies in different grade levels, subjects, or regions to validate the effectiveness of story mapping and other instructional strategies, as well as explore additional factors that influence learners’ reading comprehension and academic performance.

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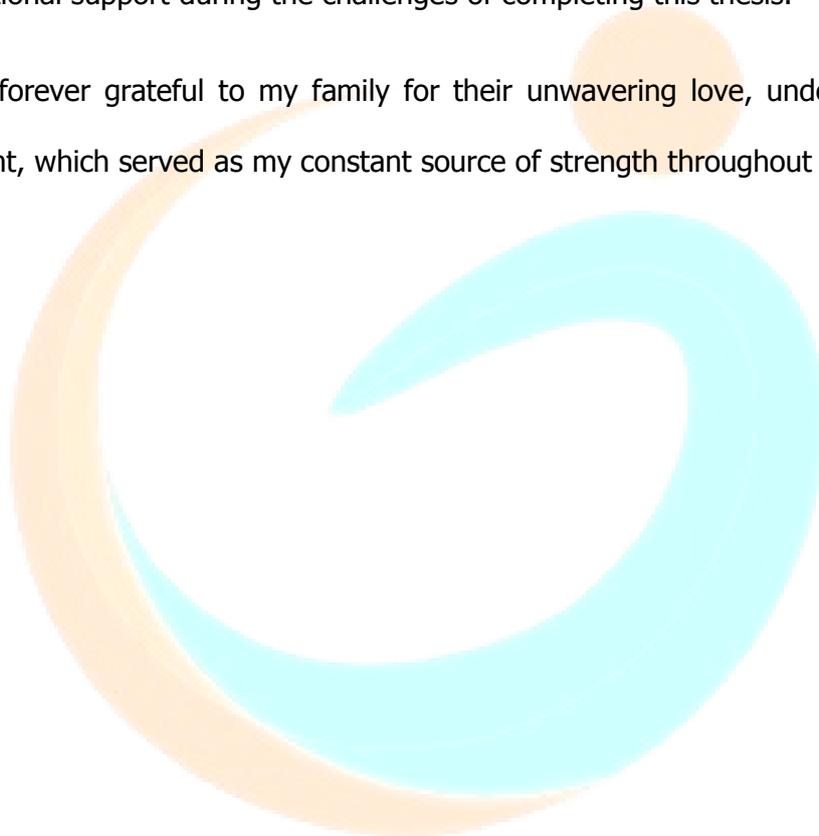
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AUTHOR'S PROFILE



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The author was born on December 16, 1999, in Ormoc City, Leyte, Philippines. She finished her Bachelor's degree in Elementary Education with flying colors at Visayas State University-Baybay Campus. During her high school and college years, she actively participated in leadership and school activities, which strengthened her passion for teaching and nurturing young learners. These experiences deepened her commitment to the teaching profession. They inspired her to further her studies in education, focusing on improving classroom practices and supporting the holistic development of elementary pupils. She is currently completing her Master of Arts in Education, Major in Elementary Education, at Western Leyte College in Ormoc City. At present, she serves as an Instructor at Visayas State University-Isabel, where she teaches Bachelor of Elementary Education (BEED) students. Her experience in preparing future elementary teachers further motivated her to pursue advanced studies, as she believes that continuous professional growth is essential in strengthening the quality of basic education.

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