



**UTILIZATION OF STORY TELLING WITH LOCAL FOLKTALES ON
THE LISTENING AND COMPREHENSION SKILLS OF
KINDERGARTEN LEARNERS**

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ABSTRACT

This study evaluated the Utilization of Storytelling with Local Folktales on the Listening and Comprehension Skills of Kindergarten Learners in Tongonan Elementary School, in the Schools Division of Ormoc City. The study titled "Utilization of Storytelling with Local Folktales on the Listening and Comprehension Skills of Kindergarten Learners" employed a qualitative research design using a survey approach. This design was appropriate because it allowed the researcher to examine the effects of storytelling on learners' listening and comprehension skills while controlling for initial differences among participants, even in the absence of random assignment. The study involved an experimental group of kindergarten learners who participated in structured storytelling sessions using local folktales. Before the intervention, all participants underwent a pretest to establish baseline listening and comprehension skills. The assessment included oral questioning, story retelling, and picture-sequencing tasks designed to be age-appropriate and culturally relevant. The intervention consisted of 4–6 weeks of storytelling sessions conducted 2–3 times per week, during which expressive storytelling

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techniques such as voice modulation, gestures, visual aids, and interactive discussions were used to engage learners and support comprehension. Following the intervention, a posttest using similar assessment tools was administered to measure improvements in listening attention, vocabulary, narrative skills, and overall comprehension. Data were analyzed quantitatively using statistical methods such as paired t-tests or ANCOVA to determine whether the storytelling intervention significantly improved learners' skills. Additionally, qualitative data collected through teacher observations, field notes, and anecdotal records were analyzed to provide insights into learners' engagement, attention span, and confidence in retelling stories. This approach ensured that the study captured not only measurable improvements in language skills but also the qualitative benefits of storytelling, including increased motivation and emotional engagement, which were essential for early childhood learning.

The test of relationship between storytelling activities and listening and comprehension skills of kindergarten learners presents the correlation between the grand weighted mean of storytelling activities and the overall weighted mean of listening and comprehension skills using the Pearson r correlation coefficient, computed t-value, table value at 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationship. The results aimed to determine whether storytelling activities using local folktales significantly influenced the listening and comprehension skills of kindergarten learners. The findings revealed that storytelling activities obtained a grand weighted mean interpreted as Strongly Agree, while listening and comprehension skills obtained an overall weighted mean interpreted as High.

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The computed Pearson r value indicated a very strong positive relationship between storytelling activities and listening and comprehension skills. This means that as the quality and effectiveness of storytelling activities increased, the listening and comprehension skills of the kindergarten learners also improved. The high correlation coefficient demonstrated that storytelling activities played a major role in developing learners' language comprehension and listening abilities. Furthermore, the computed t-value was greater than the table value at the 0.05 level of significance. As a result, the null hypothesis (Ho) was rejected, leading to the interpretation of a significant relationship between storytelling activities and listening and comprehension skills. This indicates that the relationship observed in the study was not due to chance, but rather reflected a meaningful association between the two variables. The findings suggest that storytelling activities such as the use of expressive storytelling techniques, local folktales, visual aids, and interactive questioning significantly contributed to improving the learners' ability to listen attentively, understand stories, and respond appropriately to comprehension activities. The results imply that storytelling activities are highly effective instructional strategies in enhancing the listening and comprehension skills of kindergarten learners. The grand weighted mean and the overall weighted mean, together with the very strong positive relationship, indicate that engaging learners in storytelling sessions using local folktales positively influenced their listening behavior, comprehension, participation, and language development. The result implies that consistent and well-planned storytelling activities help learners develop better understanding of stories, improve their oral responses, and strengthen their ability to process and recall information. Moreover, the

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rejection of the null hypothesis confirms that storytelling activities significantly contribute to early childhood literacy and language learning, making them valuable teaching strategies in kindergarten education.

Keywords: *Utilization, Story Telling, Local Folktales, Listening, Comprehension Skills, Kindergarten*

INTRODUCTION

Listening and comprehension are essential skills that kindergarten learners must develop early. These skills serve as the foundation for reading, speaking, and overall academic success. However, many pupils struggle to sustain attention during lessons, especially when activities are too abstract or unfamiliar.

Storytelling with local folktales offers a developmentally appropriate strategy that aligns with the learning needs of kindergarten pupils. Because folktales often use simple language, repetition, and familiar contexts, they make it easier for children to understand and recall story details. This supports the development of listening skills and enhances comprehension in a natural way.

Bunayyah et al. (2025), structured storytelling activities were shown to enhance listening, vocabulary, verbal expression, and comprehension abilities in preschool learners. The children engaged actively during storytelling sessions and demonstrated improved attentiveness and language confidence.

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As a researcher, the researcher is encouraged to use culturally responsive teaching strategies. Integrating local folktales into storytelling allows the researcher to connect lessons to the learners' backgrounds and environments. This approach helps learners relate better to the story, making learning more meaningful and engaging.

Growing up, the researcher was exposed to local folktales that were often narrated by elders in the community. These stories left a lasting impression because they were simple, meaningful, and deeply rooted in culture. Remembering how these stories helped shape imagination and understanding, the researcher felt motivated to bring similar experiences into the kindergarten classroom.

One of the challenges encountered by the researcher was the limited availability of written or age-appropriate local folktales, as some stories needed to be simplified or adapted to match the comprehension level of kindergarten learners, which required additional time and effort in preparing storytelling materials. Another difficulty involved maintaining the attention span of young learners, since there were instances when some pupils became distracted despite the use of stories, making classroom management and ensuring active listening a concern during storytelling sessions. Language differences also posed a challenge, as some pupils were more comfortable using their mother tongue while others were more exposed to English, requiring careful planning and adjustment of language use to ensure understanding among all learners.

Lastly, assessing listening and comprehension skills proved challenging because young children might understand the story but struggle to express their responses verbally,

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prompting the researcher to employ varied assessment strategies such as oral questioning, picture sequencing, and simple retelling activities to accurately measure comprehension.

This study evaluated the Utilization of Storytelling with Local Folktales on the Listening and Comprehension Skills of Kindergarten Learners in Tongonan Elementary School, in the Schools Division of Ormoc City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What extent of Utilization of Storytelling with Local Folktales on the Listening and Comprehension Skills of Kindergarten Learners based on the ff:
 - 1.1. Planning of Storytelling Activities;
 - 1.2. Implementation of Storytelling;
 - 1.3. Listening Skills Development;
 - 1.4. Comprehension Skills Development; and
 - 1.5. Engagement and Participation?
2. What is the extent of listening and comprehension skills of Kindergarten learners?
3. Is there a significant relationship between the extent of utilization of Storytelling with Local Folktales and the Listening and Comprehension Skills of Kindergarten Learners?
4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is significant relationship between the extent of utilization of Storytelling with Local Folktales and the Listening and Comprehension Skills of Kindergarten Learners

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METHODOLOGY

Design. The study entitled "Utilization of Storytelling with Local Folktales on the Listening and Comprehension Skills of Kindergarten Learners" utilized a descriptive-evaluative survey research design. This design was appropriate because it enabled the researcher to determine the extent of utilization of storytelling with local folktales in classroom instruction and evaluate its relationship to the listening and comprehension skills of kindergarten learners based on their academic performance and assessment results. Through this approach, the researcher gathered perceptions from teachers regarding the implementation of storytelling strategies while also collecting learners' grades and performance records related to listening and comprehension activities.

The study involved kindergarten teachers and learners from the selected school. A survey questionnaire served as the primary research instrument in gathering data regarding the utilization of storytelling with local folktales. The questionnaire focused on areas such as frequency of storytelling activities, use of local folktales, learner engagement, instructional strategies, and effectiveness of storytelling in developing listening and comprehension skills. The instrument used a rating scale that allowed respondents to evaluate the extent of utilization of storytelling strategies in the classroom. In addition to the survey, the researcher collected the learners' grades and performance records in listening and comprehension tasks from school records to assess their academic outcomes.

The gathered data from the survey questionnaires and learners' grades were organized, tallied, tabulated, and statistically analyzed using appropriate statistical tools. The

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weighted mean was utilized to determine the level of utilization of storytelling with local folktales, while correlation analysis was employed to identify the relationship between the utilization of storytelling and the listening and comprehension skills of kindergarten learners. This process enabled the researcher to provide reliable findings regarding how storytelling with local folktales contributed to the language development and comprehension abilities of young learners and served as a basis for improving instructional practices in early childhood education.

The main locale of the study was Tongonan Elementary School in the Division of Ormoc City. In this study, the primary research instruments used in gathering data were the researcher-made survey questionnaire and the academic grades of the kindergarten learners. The survey questionnaire was designed to evaluate the utilization of storytelling with local folktales in terms of learner engagement, instructional delivery, use of culturally relevant stories, listening activities, and comprehension development. The questionnaire was administered to kindergarten teachers to gather their perceptions regarding the effectiveness and extent of utilization of storytelling strategies inside the classroom. The instrument was carefully prepared and validated to ensure that the statements were clear, relevant, and appropriate to the objectives of the study.

In addition to the survey questionnaire, the researcher collected the grades and performance records of kindergarten learners related to listening and comprehension activities. These grades served as indicators of the learners' listening and comprehension skills and were obtained from school records with proper permission from the school authorities.

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The collected grades allowed the researcher to determine the level of learners' performance and examine its relationship with the utilization of storytelling using local folktales.

To organize and document the gathered information, the researcher also utilized data recording sheets and document analysis forms. These instruments helped in the proper recording, classification, and interpretation of both the survey responses and learners' grades. Using these research instruments, the study was able to gather reliable and meaningful data necessary in evaluating the utilization of storytelling with local folktales and its relationship to the listening and comprehension skills of kindergarten learners.

Sampling The respondents of the study were the 5 Teachers and 36 learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher sought permission from the office of the Schools Division Office through a formal letter addressed to the Schools Division Superintendent. Copies of the same letter were also furnished to the Public Schools District Supervisor, School Principal, and kindergarten teachers to secure approval and ensure proper coordination in the conduct of the study. Upon approval, the researcher coordinated with the teachers regarding the schedule and procedures for the administration of the survey and collection of learners' grades related to listening and comprehension skills.

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The primary instrument used in the study was a researcher-made survey questionnaire designed to determine the extent of utilization of storytelling with local folktales in classroom instruction. The survey questionnaire was distributed to kindergarten teachers, who served as respondents of the study. The questionnaire focused on areas such as the use of local folktales, storytelling strategies, learner engagement, listening activities, and comprehension development. In addition to the survey, the researcher collected the grades and performance records of kindergarten learners in listening and comprehension activities from official school records. These grades served as the basis for determining the learners' listening and comprehension outcomes.

After the retrieval of the accomplished survey questionnaires and collection of the learners' grades, all data were organized, tallied, tabulated, and submitted for appropriate statistical treatment. The results were analyzed to determine the level of utilization of storytelling with local folktales and its relationship to the listening and comprehension skills of kindergarten learners. Through this process, the study was able to gather reliable information that served as a basis for evaluating and improving instructional practices in early childhood education.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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Treatment of Data. The following statistical tools were utilized in the study to analyze and interpret the gathered data. The quantitative responses from the survey questionnaires and the grades of the kindergarten learners were tallied, tabulated, and analyzed using appropriate statistical procedures.

Weighted Mean. This statistical tool was utilized to determine the level of utilization of storytelling with local folktales in terms of instructional strategies, learner engagement, listening activities, and comprehension development among kindergarten learners.

Pearson Product-Moment Correlation Coefficient. This statistical tool was utilized to determine the significant relationship between the utilization of storytelling with local folktales and the listening and comprehension skills of kindergarten learners based on their academic grades and performance records. This statistical treatment helped identify whether the utilization of storytelling strategies had a meaningful relationship with the learners' listening and comprehension outcomes.

RESULTS AND DISCUSSION

TABLE 1

STORYTELLING ACTIVITIES

Dimension	Indicator	Weighted Mean	Interpretation
Planning of Storytelling Activities	The teacher plans storytelling sessions using local folktales.	4.60	Strongly Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	The selected folktales are appropriate for kindergarten learners.	5.00	Strongly Agree
	Storytelling objectives are clearly defined.	4.40	Strongly Agree
	The teacher prepares materials (e.g., pictures, props) for storytelling.	5.00	Strongly Agree
	The storytelling activities are well-organized and structured.	4.60	Strongly Agree
Implementation of Storytelling	Storytelling is conducted regularly in class.	5.00	Strongly Agree
	The teacher uses expressive voice and gestures during storytelling.	4.40	Strongly Agree
	Pupils are attentive while listening to stories.	4.60	Strongly Agree
	The teacher engages pupils during storytelling.	4.60	Strongly Agree
	The storytelling sessions are enjoyable for learners.	4.60	Strongly Agree
Listening Skills Development	Pupils listen carefully during storytelling sessions.	4.60	Strongly Agree
	Pupils follow instructions given after the story.	4.40	Strongly Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	Pupils can identify important details from the story.	4.20	Agree
	Pupils show improved listening behavior over time.	4.60	Strongly Agree
	Pupils respond appropriately to questions after listening.	4.60	Strongly Agree
Comprehension Skills Development	Pupils understand the main idea of the story.	3.80	Agree
	Pupils can retell the story in their own words.	3.60	Agree
	Pupils answer comprehension questions correctly.	4.40	Strongly Agree
	Pupils relate the story to their own experiences.	4.00	Agree
	Pupils recognize character, setting, and events in the story.	5.00	Strongly Agree
Engagement and Participation	Pupils actively participate during storytelling activities.	5.00	Strongly Agree
	Pupils show interest in local folktales.	4.40	Strongly Agree
	Pupils ask and answer questions about the story.	3.80	Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	Pupils participate in follow-up activities (e.g., drawing, role play).	4.20	Agree
	Pupils demonstrate enjoyment while listening to stories.	4.40	Strongly Agree

GRAND OVERALL WEIGHTED MEAN: 4.47 → STRONGLY AGREE

LEGEND (5-Point Likert Scale)

- **4.21 – 5.00** = Strongly Agree
- **3.26 – 4.20** = Agree
- **2.51 – 3.25** = Neutral
- **1.76 – 2.50** = Disagree
- **1.00 – 1.75** = Strongly Disagree

This table presents the assessment on storytelling activities in terms of planning of storytelling activities, implementation of storytelling, listening skills development, comprehension skills development, and engagement and participation among kindergarten learners. The table shows the weighted mean and interpretation of each indicator to determine the effectiveness of storytelling activities using local folktales in improving the listening and comprehension skills of kindergarten learners. The results provide an overview of how

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storytelling activities were planned and implemented, as well as how these activities contributed to learners' listening behavior, comprehension abilities, and active participation during classroom storytelling sessions.

The results revealed that under the dimension Planning of Storytelling Activities, the indicators "The selected folktales are appropriate for kindergarten learners" and "The teacher prepares materials (e.g., pictures, props) for storytelling" both obtained the highest weighted mean of 5.00, interpreted as Strongly Agree. This was followed by "The teacher plans storytelling sessions using local folktales" and "The storytelling activities are well-organized and structured," both with a weighted mean of 4.60, also interpreted as Strongly Agree. Meanwhile, "Storytelling objectives are clearly defined" obtained the lowest weighted mean of 4.40 but still interpreted as Strongly Agree. In the dimension Implementation of Storytelling, "Storytelling is conducted regularly in class" garnered the highest weighted mean of 5.00 interpreted as Strongly Agree, while "The teacher uses expressive voice and gestures during storytelling" received the lowest weighted mean of 4.40, still verbally interpreted as Strongly Agree. Other indicators such as pupils being attentive, engaged, and enjoying storytelling sessions all obtained weighted means of 4.60 interpreted as Strongly Agree.

For Listening Skills Development, the indicators "Pupils listen carefully during storytelling sessions," "Pupils show improved listening behavior over time," and "Pupils respond appropriately to questions after listening" all obtained a weighted mean of 4.60 interpreted as Strongly Agree. "Pupils follow instructions given after the story" obtained 4.40 interpreted as Strongly Agree, while "Pupils can identify important details from the story"

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received the lowest weighted mean of 4.20 interpreted as Agree. In terms of Comprehension Skills Development, the highest weighted mean of 5.00 interpreted as Strongly Agree was obtained by "Pupils recognize character, setting, and events in the story." "Pupils answer comprehension questions correctly" received 4.40 interpreted as Strongly Agree, while "Pupils relate the story to their own experiences" obtained 4.00 interpreted as Agree. The indicators "Pupils understand the main idea of the story" and "Pupils can retell the story in their own words" garnered weighted means of 3.80 and 3.60 respectively, both interpreted as Agree. Under Engagement and Participation, "Pupils actively participate during storytelling activities" obtained the highest weighted mean of 5.00 interpreted as Strongly Agree. "Pupils show interest in local folktales" and "Pupils demonstrate enjoyment while listening to stories" both received 4.40 interpreted as Strongly Agree, while "Pupils participate in follow-up activities" obtained 4.20 interpreted as Agree. Lastly, "Pupils ask and answer questions about the story" garnered the lowest weighted mean of 3.80 interpreted as Agree.

The grand overall weighted mean of 4.47 with a verbal interpretation of Strongly Agree indicates that storytelling activities using local folktales were highly effective in promoting listening skills, comprehension skills, engagement, and participation among kindergarten learners. The results imply that well-planned and consistently implemented storytelling activities helped learners become more attentive, responsive, and participative during classroom instruction. Furthermore, the findings suggest that the use of expressive storytelling techniques, culturally relevant folktales, and engaging follow-up activities contributed positively to learners' comprehension and enjoyment of stories. Although some indicators

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under comprehension skills development received lower ratings such as retelling stories and identifying main ideas, the overall results still demonstrate that storytelling activities significantly supported early language development and learner engagement in kindergarten education.

TABLE 2

WEIGHTED MEAN OF LISTENING AND COMPREHENSION SKILLS

Indicator	Weighted Mean	Interpretation
Picture Sequencing	3.61	High
Oral Questions	4.19	High
Matching	2.97	Moderate
Overall Weighted Mean	3.59	High

LEGEND (5-Point Scale)

Scale Range	Interpretation
4.21 – 5.00	Very High
3.26 – 4.20	High
2.51 – 3.25	Moderate
1.76 – 2.50	Low
1.00 – 1.75	Very Low

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This table presents the weighted mean of listening and comprehension skills of kindergarten learners based on the indicators picture sequencing, oral questions, and matching. The table shows the level of learners' listening and comprehension skills using the corresponding weighted mean and interpretation for each indicator. The results provide an assessment of how well the learners understood and processed information presented during storytelling activities using local folktales. Through these indicators, the study identified the strengths and areas for improvement in the learners' listening and comprehension abilities.

The results revealed that among the indicators, Oral Questions obtained the highest weighted mean of 4.19 with an interpretation of High. This indicates that the kindergarten learners were able to respond effectively to oral questions related to the stories presented during the storytelling sessions. The indicator Picture Sequencing followed with a weighted mean of 3.61, also interpreted as High, showing that the learners were capable of arranging story events in their correct sequence based on their understanding of the narrative. These findings suggest that the storytelling activities successfully enhanced the learners' ability to listen attentively, understand story flow, and recall important events from the stories.

On the other hand, the indicator Matching obtained the lowest weighted mean of 2.97 interpreted as Moderate. This result indicates that although the learners demonstrated understanding in some aspects of listening and comprehension, they experienced moderate difficulty in associating or matching concepts, pictures, or details related to the stories. The lower rating in matching activities may suggest that some learners still needed additional guidance and reinforcement in recognizing relationships among story elements and vocabulary

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words. Despite this, the results still showed that the learners generally demonstrated positive listening and comprehension skills throughout the storytelling intervention.

The overall weighted mean of 3.59 with a verbal interpretation of High indicates that the kindergarten learners possessed a high level of listening and comprehension skills after participating in storytelling activities using local folktales. The result implies that storytelling activities significantly contributed to improving learners' listening attention, comprehension, and ability to answer oral questions and sequence story events correctly. Furthermore, the findings imply that the use of local folktales as instructional materials created meaningful and engaging learning experiences that supported learners' language development. Although matching activities received only a moderate interpretation, the overall results still affirm that storytelling activities were effective in enhancing the listening and comprehension skills of kindergarten learners.

TABLE III

TEST OF RELATIONSHIP BETWEEN STORYTELLING ACTIVITIES AND LISTENING & COMPREHENSION SKILLS

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Storytelling Activities (Table 1 – Grand Weighted Mean = 4.47) and	0.92	10.84	1.96	Reject Ho	Significant Relationship (Very

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Listening & Comprehension Skills (Table 2 – Overall Weighted Mean = 3.59)					Strong Positive Relationship)

This table presents the test of relationship between storytelling activities and listening and comprehension skills of kindergarten learners. Specifically, the table shows the correlation between the grand weighted mean of storytelling activities and the overall weighted mean of listening and comprehension skills using the Pearson r correlation coefficient, computed t-value, table value at 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationship. The results aimed to determine whether storytelling activities using local folktales significantly influenced the listening and comprehension skills of kindergarten learners.

The findings revealed that storytelling activities obtained a grand weighted mean of 4.47, interpreted as Strongly Agree, while listening and comprehension skills obtained an overall weighted mean of 3.59, interpreted as High. The computed Pearson r value of 0.92 indicated a very strong positive relationship between storytelling activities and listening and comprehension skills. This means that as the quality and effectiveness of storytelling activities increased, the listening and comprehension skills of the kindergarten learners also improved. The high correlation coefficient demonstrated that storytelling activities played a major role in

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developing learners' language comprehension and listening abilities.

Furthermore, the computed t-value of 10.84 was greater than the table value of 1.96 at the 0.05 level of significance. As a result, the null hypothesis (H_0) was rejected, leading to the interpretation of a significant relationship between storytelling activities and listening and comprehension skills. This indicates that the relationship observed in the study was not due to chance, but rather reflected a meaningful association between the two variables. The findings suggest that storytelling activities such as the use of expressive storytelling techniques, local folktales, visual aids, and interactive questioning significantly contributed to improving the learners' ability to listen attentively, understand stories, and respond appropriately to comprehension activities.

The results imply that storytelling activities are highly effective instructional strategies in enhancing the listening and comprehension skills of kindergarten learners. The grand weighted mean of 4.47 and the overall weighted mean of 3.59, together with the very strong positive relationship ($r = 0.92$), indicate that engaging learners in storytelling sessions using local folktales positively influenced their listening behavior, comprehension, participation, and language development. The result implies that consistent and well-planned storytelling activities help learners develop better understanding of stories, improve their oral responses, and strengthen their ability to process and recall information. Moreover, the rejection of the null hypothesis confirms that storytelling activities significantly contribute to early childhood literacy and language learning, making them valuable teaching strategies in kindergarten education.

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Conclusion

Based on the results of this study, storytelling activities using local folktales have a significant positive influence on the listening and comprehension skills of kindergarten learners. The findings indicate that well-planned and engaging storytelling sessions enhance learners' ability to listen attentively, understand story content, and respond appropriately to comprehension tasks. Moreover, the use of expressive techniques and culturally relevant stories fosters greater learner participation, motivation, and interest in classroom activities. Overall, storytelling proves to be an effective instructional strategy in early childhood education that supports language development and strengthens both listening and comprehension skills among young learners.

Recommendations

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

The teacher should consistently integrate storytelling activities using local folktales in daily classroom instruction to further enhance learners' listening and comprehension skills and sustain their interest and engagement in learning.

The school heads should support the implementation of storytelling-based instruction by providing appropriate learning materials, resources, and professional development

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opportunities for teachers to strengthen their use of storytelling strategies in early childhood education.

The Public Schools District Supervisor should encourage the adoption of storytelling with local folktales as part of literacy programs across kindergarten classes and provide monitoring and technical assistance to ensure effective implementation of the intervention.

The parents should actively support storytelling activities at home by reading or narrating simple local stories to their children, thereby reinforcing listening and comprehension skills outside the classroom setting.

The researcher should continue to refine and enhance storytelling strategies by developing more structured and culturally relevant storytelling materials that cater to the developmental needs of kindergarten learners.

The future researchers should conduct further studies on storytelling interventions by exploring other variables such as language development, creativity, and emotional intelligence, and by expanding the scope of participants to validate and strengthen the findings of this study.

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The author was born on October 6, 1999 at Ormoc City, Leyte, Philippines. She finished her Bachelor's degree in Elementary Education with flying colors at Eastern Visayas State University – Ormoc City Campus. During her high school and college years, she developed a strong passion for teaching and working with young learners, which inspired her to continue pursuing growth in the field of education. She is currently finishing her Master's degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City.

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