



EFFECTIVENESS OF STORY MAPPING STRATEGY IN ENHANCING READING COMPREHENSION OF GRADE 2 PUPILS

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ABSTRACT

This study was conducted to determine the Effectiveness of Story Mapping Strategy in Enhancing Reading Comprehension of Grade 2 Pupils that will be conducted in Hipusngo Elementary School, in the Schools Division of Baybay. The findings of the study were the bases for the proposed Intervention Plan. The study employed a quasi-experimental research design focusing on a single experimental group of Grade 2 pupils to determine the effectiveness of the Story Mapping Strategy in enhancing reading comprehension. The group first underwent a pretest to assess their initial reading comprehension skills, establishing a baseline for comparison. Following the pretest, the pupils participated in instructional sessions using the story mapping strategy, where they engaged in visual and structured activities to identify story elements such as characters, setting, plot, and main ideas. At the conclusion of the intervention, a posttest was administered to measure any improvements in comprehension. The pretest-posttest design allowed the researcher to evaluate the impact of the story mapping strategy on pupils' reading comprehension by comparing their performance

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before and after the intervention, thereby determining the strategy's effectiveness within the experimental group. The test of difference between pre-test and post-test scores, as shown in Table 1, compares the learners' performance before and after the implementation of the Story Mapping Strategy. This analysis determines whether the observed changes in reading comprehension are statistically significant. The table shows that learners' performance in the post-test improved considerably compared to the pre-test, indicating that the Story Mapping Strategy had a positive impact on their ability to understand and recall narrative texts. The improvement in scores reflects the effectiveness of the intervention in enhancing learners' comprehension. The significant difference between the pre-test and post-test results demonstrates that the Story Mapping Strategy effectively enhanced reading comprehension among Grade 2 pupils. Before the intervention, learners exhibited only moderate comprehension skills, but after the intervention, their performance reached a high level. This confirms that the structured and visual nature of story mapping activities contributed to better engagement and understanding of narrative elements.

The result implies that the Story Mapping Strategy had a substantial positive effect on learners' reading comprehension. The improvement from moderate to high performance shows marked progress across all learners. This implies that the strategy successfully enhanced comprehension, retention, and application of reading skills. These findings suggest that educators can implement story mapping to significantly raise students' reading proficiency and learning outcomes.

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Keywords: *Effectiveness, Story Mapping Strategy, Reading Comprehension, Grade 2*

INTRODUCTION

Reading comprehension is a fundamental skill that forms the foundation for academic success in all subjects. For young learners, particularly Grade 2 pupils, understanding what they read is crucial not only for literacy development but also for their overall learning progress. Many students at this level can decode words and read aloud fluently; however, they often struggle to comprehend and retain the content of the texts. They may forget key events, fail to identify main ideas, or be unable to explain the characters and plot. To address this challenge, the story mapping strategy has been identified as an effective pedagogical tool. Story mapping involves guiding pupils to organize the elements of a story—such as characters, setting, events, and the problem and solution—using visual aids like charts, diagrams, or graphic organizers. This strategy transforms reading from a passive activity into an interactive process that enhances understanding and memory retention. By providing a visual structure for the story, pupils can more easily follow the narrative, connect ideas, and engage in meaningful discussions about the text.

According to Santos and Garcia (2021) found that Filipino Grade 2 pupils improved their comprehension scores when teachers integrated story mapping in reading lessons, noting that students were more engaged and confident in retelling stories. These studies collectively indicate that story mapping is not only effective in improving comprehension but also in fostering motivation and active participation among young readers.

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From the researcher’s perspective, story mapping is a practical and developmentally appropriate strategy for Grade 2 learners. Combining visual aids with guided discussion allows students to process information in multiple ways—visually, verbally, and cognitively—which enhances comprehension and retention. Other complementary strategies, such as questioning techniques, summarization, and peer discussion, can further reinforce understanding. The researcher believes that by integrating story mapping with these interactive approaches, pupils’ academic performance in reading can be significantly improved. This aligns with the belief that reading comprehension should be nurtured through structured, engaging, and learner-centered instructional practices rather than rote memorization or passive reading.

One difficulty is selecting an appropriate story mapping technique that suits the varied learning abilities of Grade 2 pupils. While some students quickly grasp the concept, others may need additional guidance and repetition. Another problem is the limited availability of local studies focusing specifically on story mapping for this age group, which requires synthesizing international research with local classroom practices to provide a solid theoretical and practical framework. Logistical issues, such as scheduling reading sessions and ensuring consistent participation, may also affect data collection. Lastly, balancing the demands of academic work, classroom responsibilities, and research preparation requires careful time management and dedication.

This study is essential because it addresses a critical aspect of early literacy development: reading comprehension. By investigating the effectiveness of story mapping in Grade 2, the researcher aims to provide evidence-based strategies that teachers can

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implement to enhance learning outcomes. Story mapping not only improves comprehension but also encourages students to think critically, organize information, and engage actively with texts. Conducting this study will benefit not only the pupils but also teachers and parents seeking practical methods to support reading growth. Ultimately, this research is pursued to contribute to the continuous improvement of reading instruction and to ensure that young learners develop the foundational skills necessary for lifelong learning and academic success.

This study was conducted to determine the Effectiveness of Story Mapping Strategy in Enhancing Reading Comprehension of Grade 2 Pupils that will be conducted in Hipusngo Elementary School, in in the Schools Division of Baybay. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the reading comprehension skills performance of the grade 2 learners before the integration of Story Mapping Strategy?
2. What is the reading comprehension skills performance of the grade 2 learners after the integration of Story Mapping Strategy?
3. Is there a significant difference between reading comprehension skills performance of the grade 2 learners before and after the integration of Story Mapping Strategy?
4. What improvement plan can be proposed on the findings of the study?

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Statement of Hypothesis:

Ho: There is no significant difference between reading comprehension skills performance of the grade 2 learners before and after the integration of Story Mapping Strategy.

METHODOLOGY

Design. The study employed a quasi-experimental research design focusing on a single experimental group of Grade 2 pupils to determine the effectiveness of the Story Mapping Strategy in enhancing reading comprehension. The group first underwent a pretest to assess their initial reading comprehension skills, establishing a baseline for comparison. Following the pretest, the pupils participated in instructional sessions using the story mapping strategy, where they engaged in visual and structured activities to identify story elements such as characters, setting, plot, and main ideas. At the conclusion of the intervention, a posttest was administered to measure any improvements in comprehension. The pretest-posttest design allowed the researcher to evaluate the impact of the story mapping strategy on pupils' reading comprehension by comparing their performance before and after the intervention, thereby determining the strategy's effectiveness within the experimental group.

The main locale of the study was Hipusngo Elementary School. The respondents of the study were the Grade 2 learners of the Hipusngo Elementary School in the Schools Division of Baybay. There are 16 males and 12 females with a total of 28 total of learners as respondents of the study. To measure the effectiveness of the Story Mapping Strategy in

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enhancing the reading comprehension of Grade 2 pupils, the study utilized a pretest-posttest reading comprehension test as the primary research instrument. The test was designed to assess pupils' understanding of narrative texts before and after the implementation of the story mapping strategy. It included questions that evaluated key aspects of reading comprehension such as identifying the main idea, recalling story events, describing characters, and interpreting the sequence of events. By comparing pretest and posttest results, the instrument provided concrete evidence on the effectiveness of story mapping as a strategy to improve understanding and retention of narrative texts among young learners.

The proposed improvement Plan was taken based on the findings of the study.

Sampling. The respondents of the study were the Grade 2 learners of the Hipusngo Elementary School in the Schools Division of Baybay. There are 16 males and 12 females with a total of 28 total of 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. To gather the necessary data in one month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter was also given to the Public School District Supervisor, School Principal, and the teachers responsible for the respondents.

The researcher conducted the pretest to assess the pupils' performance before the integration of the Story Mapping Strategy for the 3rd grading period. After administering the

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pretest, the researcher integrated the new strategy in teaching the lessons for a duration of one month. At the end of the intervention period, the skills the pupils learned were checked and validated through the posttest examination.

The data were collated and submitted for appropriate statistical treatment.

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.

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

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

Weighted Mean. This was utilized to assess the reading comprehension skills of the Grade 2 learners

T-Test For Mean Difference- This tool was used to calculate the assess the reading comprehension skills of the Grade 2 learners.

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RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	Percentage (%)
25–30	Very Good	0	0.00
19–24	Good	8	28.57
13–18	Fair	14	50.00
7–12	Poor	6	21.43
1–6	Very Poor	0	0.00
Total		28	100.00

Weighted Mean = 13.82

Mean Percentage Score (MPS) = 46.07%

Interpretation: *Fair*

This table presents the distribution of reading comprehension performance of Grade 2 pupils based on their scores in the posttest, as shown in Table 1: Distribution of Pupils' Posttest Scores in Reading Comprehension. The table categorizes the pupils' scores into five descriptive ranges—Very Good, Good, Fair, Poor, and Very Poor—along with their corresponding frequency, percentage, and overall weighted mean. It provides a clear overview of how the pupils performed after the implementation of the Story Mapping Strategy, allowing for an assessment of the strategy's effectiveness in enhancing reading comprehension.

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As illustrated in the table, none of the pupils achieved scores in the "Very Good" range (25–30), indicating that the highest level of mastery was not reached by any participant. Eight pupils, representing 28.57% of the group, fell within the "Good" range (19–24), suggesting that a smaller portion of the pupils demonstrated above-average comprehension skills. The majority, or 14 pupils (50%), scored within the "Fair" range (13–18), showing that half of the class had moderate understanding of narrative texts. Additionally, six pupils (21.43%) were categorized as "Poor" (7–12), indicating difficulty in grasping key reading comprehension skills. No pupils scored in the "Very Poor" range (1–6).

The weighted mean score of 13.82 and the mean percentage score of 46.07% place the overall performance of the pupils in the "Fair" category. This result highlights that while some pupils achieved good comprehension, the majority still displayed only moderate understanding of narrative texts, suggesting that there are areas needing further reinforcement. The distribution indicates a skew toward the middle performance levels, with a small proportion of high performers and a moderate proportion of struggling readers.

The results imply that the Story Mapping Strategy had a limited but positive effect on pupils' reading comprehension. While 28.57% of the pupils reached the "Good" range, the predominance of "Fair" scores (50%) indicates that most pupils require additional support and practice to improve their reading skills. The presence of 21.43% of pupils in the "Poor" category further underscores the need for differentiated instructional strategies to address varying comprehension levels. Overall, the weighted mean of 13.82, which corresponds to a

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Mean Percentage Score of 46.07%, implies that the strategy moderately enhanced comprehension but additional interventions or reinforcement activities are necessary to elevate overall reading proficiency.

TABLE 2

POST-TEST PERFORMANCE OF LEARNERS (3rd Quarter)

Score Range	Description	Frequency	Percentage (%)
25–30	Very Good	17	60.71
19–24	Good	8	28.57
13–18	Fair	3	10.71
7–12	Poor	0	0.00
1–6	Very Poor	0	0.00
Total		28	100.00

Weighted Mean = 24.14

Mean Percentage Score (MPS) = 80.48%

Interpretation: *Very Good*

This table presents the post-test performance of learners for the 3rd quarter, as shown in Table 1: Post-Test Performance of Learners (3rd Quarter). The table classifies pupils' scores into five descriptive ranges—Very Good, Good, Fair, Poor, and Very Poor—along with the corresponding frequency and percentage. It provides a clear depiction of how the learners

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performed after the implementation of the Story Mapping Strategy, offering insight into the effectiveness of the intervention in enhancing reading comprehension.

As illustrated in the table, the majority of learners, 17 pupils or 60.71%, achieved scores in the “Very Good” range (25–30), indicating high mastery of reading comprehension skills. Additionally, eight pupils (28.57%) scored within the “Good” range (19–24), demonstrating above-average performance. Three learners (10.71%) fell within the “Fair” range (13–18), showing moderate comprehension, while none of the pupils scored in the “Poor” (7–12) or “Very Poor” (1–6) ranges, reflecting that all learners reached at least a satisfactory level of performance.

The weighted mean score of 24.14 and the Mean Percentage Score of 80.48% place the overall performance of learners in the “Very Good” category. This indicates that the majority of pupils were able to effectively understand and recall narrative elements after the instructional intervention. The distribution of scores shows a positive shift toward higher performance levels, highlighting the strong impact of the Story Mapping Strategy on the learners’ reading comprehension skills.

The result implies that the Story Mapping Strategy significantly enhanced the reading comprehension of the learners. With 60.71% achieving “Very Good” scores, 28.57% scoring “Good,” and 10.71% in the “Fair” range, the findings suggest that the majority of pupils benefited from the structured visual and narrative activities. The overall weighted mean of 24.14, corresponding to a Mean Percentage Score of 80.48%, implies that the strategy was highly effective in improving pupils’ understanding and retention of narrative texts. These

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results support the continued use and integration of story mapping as an instructional strategy in reading lessons to sustain high comprehension outcomes.

TABLE 3

TEST OF DIFFERENCE BETWEEN PRE-TEST AND POST-TEST SCORES

Variables Compared	Mean Difference	Computed t	df	Critical Value ($\alpha = 0.05$)	Decision on Ho	Interpretation
Pre-Test (13.82) vs Post-Test (24.14)	13.82	14.67	27	2.052	Reject Ho	Significant Difference

This table presents the test of difference between pre-test and post-test scores, as shown in Table 1: Test of Difference Between Pre-Test and Post-Test Scores. The table compares the mean scores of learners before and after the implementation of the Story Mapping Strategy, including the mean difference, computed t-value, degrees of freedom, critical value at $\alpha = 0.05$, and the resulting decision on the null hypothesis. This analysis determines whether the observed changes in learners' reading comprehension are statistically significant.

The table shows that the mean score of the pre-test was 13.82, while the post-test mean increased to 24.14, yielding a mean difference of 13.82. The computed t-value of 14.67 exceeded the critical t-value of 2.052 at 27 degrees of freedom, leading to the rejection of

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the null hypothesis. This indicates that the learners' reading comprehension significantly improved after the integration of the Story Mapping Strategy. The large increase in mean scores reflects the positive impact of the intervention on the learners' ability to understand and recall narrative texts.

The significant difference between the pre-test and post-test scores demonstrates that the Story Mapping Strategy effectively enhanced reading comprehension among Grade 2 pupils. The data reveal that before the intervention, learners had only moderate comprehension skills (Mean = 13.82, interpreted as "Fair"), but after the intervention, their performance improved to a high level (Mean = 24.14, interpreted as "Very Good"). The results confirm that the structured and visual nature of story mapping activities contributed to better engagement and understanding of narrative elements.

The result implies that the Story Mapping Strategy had a substantial positive effect on learners' reading comprehension. The pre-test mean of 13.82, corresponding to a "Fair" performance, and the post-test mean of 24.14, corresponding to a "Very Good" performance, show marked improvement across all learners. The significant mean difference of 13.82 and the computed t-value of 14.67 imply that the strategy successfully enhanced comprehension, retention, and application of reading skills. These findings suggest that educators can implement story mapping to significantly raise students' reading proficiency and learning outcomes.

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CONCLUSION

Based on the results of this study, the implementation of the Story Mapping Strategy significantly improved the reading comprehension of Grade 2 pupils. The strategy effectively enhanced learners' understanding, recall, and interpretation of narrative texts, transforming their comprehension from moderate to a higher level of mastery. The structured and visual nature of story mapping engaged learners actively, promoted retention of story elements, and facilitated the application of reading skills. These findings suggest that story mapping is a practical and effective instructional approach that can support educators in improving pupils' reading proficiency and overall learning outcomes.

RECOMMENDATIONS

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

1. Teachers should integrate the Story Mapping Strategy in reading lessons to enhance pupils' comprehension, retention, and application of narrative texts, while providing regular guidance and feedback to ensure active engagement.
2. Learners should actively participate in story mapping activities, practice identifying key story elements, and apply the strategy during independent reading to improve comprehension and retention.
3. School Heads should support teachers by providing training, instructional materials, and resources necessary for the effective implementation of story mapping activities in the classroom.

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4. Public Schools District Supervisors should monitor and evaluate the implementation of story mapping strategies in schools, ensuring that teachers receive continuous professional support and best practices are shared across classrooms.

5. Parents should encourage their children to read at home and assist them in using story mapping techniques to reinforce comprehension skills learned in school.

6. Researchers should continue to apply and refine story mapping interventions, documenting its impact on reading comprehension and exploring ways to enhance its effectiveness for different learning levels.

7. Future Researchers should conduct similar studies across other grade levels, subjects, and contexts to validate the effectiveness of the Story Mapping Strategy and expand its applicability to broader educational settings.

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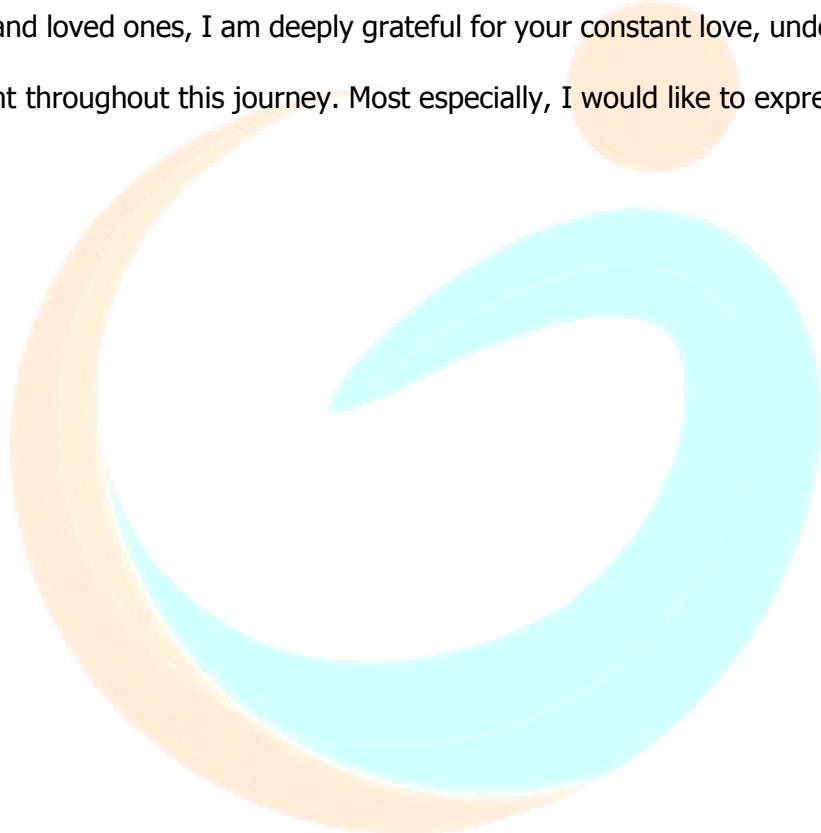
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Above all, I humbly offer this work and all its fruits to the Lord, to whom all glory, honor, and praise belong.



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AUTHOR'S PROFILE



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The author was born on November 18, 2001, in Baybay City, Baybay, Philippines. She earned her Bachelor's degree in Elementary Education from Eastern Visayas State University – Ormoc City Campus, where she graduated as an Academic Achiever, demonstrating her strong academic commitment and passion for the teaching profession.

Driven by her desire to continuously grow as an educator, she is currently pursuing a Master of Arts in Education major in Elementary Education. This graduate study reflects her dedication to strengthening her pedagogical competence and deepening her understanding of teaching and learning processes.

At present, she serves as a Teacher I at the Schools Division of Baybay City, where she actively contributes to the delivery of quality educational services and gains valuable experience in educational operations and management.

She aspires to become a highly competent classroom teacher and, in the future, to take on leadership roles in the field of education, where she can influence positive change

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and contribute to school improvement initiatives. She firmly believes that quality education is the foundation of national development and that every child deserves a nurturing, inclusive, and learner-centered environment.



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