
Effectiveness of Using Local-Themed Stories (LOTS) in Improving the Reading Comprehension of Grade 3 Pupils

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Abstract — The researcher aimed to determine the effect of Local-Themed Stories (LOTS) in improving the reading comprehension of Grade 3 pupils in Apalit District during the School Year 2024-2025 using quasi-experimental design. Grade 3 pupils were selected as respondents. There were 18 males and 15 females from the control group. On the other hand, experimental group had 18 males and 14 females. The Comprehensive Rapid Literacy Assessment (CRLA) was used as instrument. Frequency and percentage and ttest were used for interpretation. Results tell that 13 or 39.39% of the respondents on the control group are on the full refresher, while 18 or 54.55% are on the light refresher and 2 or 6.06% only are grade ready level in reading. On one point, 43.75% of the respondents on experimental group are on full refresher level, 17 or 53.13% of the respondents are on the light refresher level and only one or 3.13% is on grade ready level in reading comprehension. The difference between the level of reading comprehension of control and experimental group before using LOTS marked a t value of 2.144 and p value of 0.182. On posttest, the control group has 21 or 63.64% on grade ready level, 10 or 30.30% on the light refresher and 2 or 6.06% or full refresher level. On the other hand, the experimental group has 27 or 84.37% on grade ready level, 5 or 15.63% on light refresher and none on the full refresher. The difference between the level in reading comprehension of control and experimental group after the intervention listed a t value of 1.99 and p value of 0.000.

Keywords: *stories, reading comprehension, experimental, reading level*

I. INTRODUCTION

It is well acknowledged that education is a tool that can save lives. Parents are keen to enrol their children in school for a number of reasons, one of which is the perception that an educated person possesses a significant advantage over others who live without any formal education. From the beginning of our civilisation, it has always been an essential part of our societies. Furthermore, education is a significant factor that adds to general well-being, serves as a stimulant for achievement, and is a component that plays a crucial role in the development of persons.

Currently, it is of the utmost importance to acknowledge the limitations that are imposed on educational institutions. These limitations include communities that do not acknowledge education as a viable remedy for alleviating poverty; a media landscape that undermines diligent effort and undermines the joy of learning; and digital media that is fundamentally altering the cognitive architecture of children.

All individuals working in the academic field have been making a concerted effort to improve educational outcomes, with a special focus on teachers who interact with students on a regular basis. Addressing social and emotional concerns, student absenteeism, tardiness in the classroom, conflicts, and a lack of enthusiasm in academic endeavours are all included in these.

A test known as the Programme for International Student Assessment (PISA) is used to evaluate the knowledge and abilities of students who are 15 years old in the subjects of reading, science, and mathematics. Students are evaluated based on their ability to solve difficult problems, engage in critical thinking, and communicate effectively through the examinations. This provides an understanding of the effectiveness of educational systems in preparing students for the obstacles they will face in the real world and for future success. This was the first year that the Philippines took part in the PISA, which took place in 2018. Through the process of conducting worldwide comparisons of outcomes, policymakers and teachers in the Philippines may be able to draw insights from the policies and practices of other nations (OECD, PISA 2022 Database).

In her column, Montemayor (2023) stated that the Commission on Higher Education (CHED) will strengthen its partnership with the Department of Education (DepEd) in order to improve the performance of Filipino students in worldwide large-scale assessments.

Reading is a process that is crucial to the process of learning effectively. Both reading and education are inextricably related to one another. Reading is typically understood to be the process of collecting and comprehending written information through the medium of print written material. In the eyes of others, it was nothing more than a matter of deciphering the letters and symbols. A great number of people had the impression that reading was not difficult. Reading is a skill that is extremely important since students are expected to not only read the text but also to absorb and master the information included within it.

There is no better way to acquire knowledge than via reading. From the very beginning of primary school, it is essential for students to develop their reading comprehension skills in order to achieve academic success. According to Skinner (1957), who was quoted by Carr and Britton (2020), it was stated that in order for children to advance their reading abilities, they must first become proficient in the language that they speak at home. The acquisition of language skills is tightly connected to the ability to comprehend what someone is reading. There are two primary approaches that can be utilized so that children can be taught speech. In addition to this, he advocated that students should be taught many languages, including their native dialect, in order to develop their linguistic skills. Behaviourism is a school of thought in psychology that places an emphasis on language as a learnt activity that is founded on conditioned reactions.

Reading is the most important language talent, and Sadiku (2015) explained that it is a vital skill in the classroom. Reading is also an important part of the learning process for children because it is the most fundamental language skill.

Not only does comprehension depend on the characteristics of the reader, such as prior knowledge and working memory, but it also depends on linguistic processes, such as fundamental reading skills, decoding, vocabulary, text structure sensitivity, inferencing, and motivation. Yovanoff, Duesbery, Alonzo, and Tindal (2005) provided an explanation for this phenomenon.

According to Helardez (2021), reading is the fundamental ability that provides the foundation for all academic endeavours. Nevertheless, despite the fact that reading comprehension has been recognised for a considerable amount of time as an essential component of the learning process, it continues to be a serious problem for schools in the education system of the Philippines.

According to William (2019), who was cited by Kasmawati et al. (2019), the assumption that reading comprehension is the primary goal for successful readers is the premise that is accepted the most frequently in relation to reading comprehension. When reading comprehension is applied to a novel medium (text), it requires the utilisation of a skill that was initially acquired for different tasks (hearing or oral comprehension). Reading comprehension, on the other hand, is not a natural talent that our brains possess, particularly in contrast to hearing comprehension. Reading comprehension is more difficult and requires explicit instruction, in contrast to oral comprehension, which appears to develop "naturally" with little to no involvement from the teacher.

According to the findings of the research conducted by Butterfuss, Kim, and Kendeou (2020), reading comprehension requires the construction of a coherent mental representation of the information that is contained in a text. Reading is comprised of three interrelated elements: the reader, the text, and the activity, all of which are located within a larger sociocultural framework. Since many years ago, researchers have been experimenting with a variety of approaches in an effort to improve pupils' ability to acquire and comprehend information. Many of the students continue to have difficulty understanding the material, despite the fact that they are working very hard. They are not capable of assimilating information in a consistent manner.

According to Sasmita (2012), the difficulties that students have in comprehending English reading text were noted in his research. He added that the finding demonstrates that the elements that cause pupils to have difficulties in understanding English reading material are a lack of vocabulary and a lack of grasp of grammar.

According to De Deyne and Storms (2015), the concept of word association has received a comparatively limited amount of investigation. They stated that in a standard word association task, participants are provided with a cue word and asked to reply to it with the first word that comes to mind. This word is referred to as the associate.

The usage of word associations is a significant methodological tool because of how simple it is to implement. They uncover mental representations that are not reducible to lexical usage patterns because they are not restricted by the essential constraints of natural language

communication (Mollin, 2009). This allows them to uncover mental representations to be discovered.

Virtually every social community has its own distinct collection of local narratives that have been influenced by the culture of that society. In addition to their goals, messages, laws, and restrictions, the subjects themselves are the primary focal point of the story. The formative years of a child's life are frequently among the most important years for them to spend in school. When it comes to developing a passion for reading and literature, these years are particularly important. Reading stories, telling stories, and singing melodies to a child are all activities that contribute to the development of the child's interest in communicating verbally and their ability to read and write. According to Kleeck and Woude (2003), one of the most successful and long-lasting techniques for fostering the development of literacy is spending time reading to youngsters. According to Isbell et al. (2004), reading to children not only helps them improve their linguistic ability, but it is also one of the most popular activities that they like doing in their spare time. According to Merchant and Thomas (2013), the narratives that are told during book reading in preschool education are the source of the majority of the children's literature that is read to young children. Through the act of reading and listening to stories, children have the opportunity to cultivate their creative and imaginative abilities. This helps to broaden the children's cognitive frontiers (Turla, 2015). They provide young people with a variety of different life experiences that they can draw upon.

Since ancient times, people have been finding ways to include narratives into their educational experiences. For the purpose of enhancing knowledge in a manner that is captivating to the attention of pupils, the utilization of narratives provides a means available. In comparison to the intricate characterization that is offered in the historical account, it is characterised by a lower number of complications (Russel, 2005).

Izzah (2015) made the observation that telling stories is an effective method of instruction, particularly for younger children. Because the tales have the capacity to encourage these young minds to conceptualise and envisage the scenarios, they frequently engage in listening and derive pleasure from the experience. This is especially true when they are intrigued by the story that is being told to them.

The introduction of narratives into educational settings, as emphasised by Mart (2012), helps students improve their vocabulary, which in turn makes it easier for them to comprehend more complex topics and ideas. When teachers work to improve the vocabulary of these children, it increases the likelihood that they will comprehend the core of the lessons and gain the skills that are necessary.

There is a high attraction for tales among students in the Philippines. Listening to stories told by older relatives is an essential part of their culture, and it frequently takes place during talks that are casual or that take place over daily topics. It was noted by Viernes and De Guzman (2005) that listening to stories is a common practice among Filipinos in order to cultivate solid relationships.

The utilization of storytelling was found to demonstrate significant improvements in the learning behaviour of each and every student, as stated by Balomaga (2015). The students' concentration on the teacher's instructions helps to reduce the number of undesirable behaviours that occur.

In a study that was conducted not too long ago, Yang (2011) used narratives in the classroom. It consisted of classroom observations taking place in online classes. There are five basic types of narratives that are utilised in these classes: stories that are generated by the teacher, stories that are borrowed from popular culture, stories that are communicated through physical responses, personal experiences, and everyday life occurrences. The use of narrative is an effective method that may be utilised to assist in the development of a stronger connection between the teacher and the students. According to the research, these students place a high value on the insertion of stories into the topic that the teacher is discussing, which contributes to the efficacy of the intervention.

Storytelling with a storybook is defined by Beaty and Pratt (2011) as the act of the teacher reading aloud a book selected by the teacher based on the developmental stages, ages, and interests of the children to the entire class, a group of children, or an individual kid. In terms of reading books, this is the method that is utilized the most commonly. A technique that is referred to as "storytelling with figures on a pre-prepared floor" makes it easier to employ flannel board cards and figures in the process of telling a story. During activities that make use of this method, the

narrative may be recounted from the book or communicated without any reference to the book, as Kocaman-Karolu (2015) notes. Characters that children find endearing and engaging are featured in puppet narratives. According to Lin (2012), the use of these elements in the process of storytelling not only increases children's engagement with the tale but also fosters a heightened sense of excitement and wonder during the process. According to Turla (2015), the method of telling a story using story cards is defined as the process of narrating a story using cards that are meant to correspond with the narrative or its specific characteristics.

There is another aspect of the instructional process that is impacted by time, and that is the amount of time that is allotted to the presentation of storytelling. According to Isbell et al. (2004), it is necessary to have the appropriate atmosphere both in terms of timing and atmosphere. When it comes to the acquisition of language skills, listening to narratives is a substantial aspect of the preschool curriculum. A study that was carried out by Bartan (2019) indicated that children were especially prone to distraction when they were engaged in activities that were related to language. As a result, preschool teachers were compelled to devote some of their time to making an effort to recapture their attention while they were engaged in such activities. The transmission of narratives through a variety of methods has developed as an important topic, with the objective of boosting children's comprehension of stories and providing teacher with an effective teaching approach for their students.

On the other hand, Loniza, Saad, and Mustafa (2018) investigate how the use of narratives in the digital era improves the listening and comprehension skills of students. Through the use of a quasi-experimental methodology, it was proved that storytelling is effective. This was demonstrated by the fact that the experimental group performed significantly better than the control group.

According to Lourenco (2016), the cognitive learning theory developed by Jean Piaget serves as the foundation for the learners' whole education. This theory proposes that an individual's capacity to learn is dependent on the inputs that they receive from other people and the environment that they are surrounded by. The foundation of their education is comprised of these interactions. As the learning of the learners is dependent on their stimuli, namely the story-themed approach to instruction, this theory is suitable for the investigation because it is suited for the study.

There exists a clear correlation between the quality of the stimulus and the amount of learning that is accomplished.

From the given inputs of the literature and studies, it is highlighted that there is rich available data on using story in teaching especially in the elementary level. It is emphasized that the story catches the attention of the children when the teachers present them in their lesson. However, most of the stories used in teaching are the ones that are ready-made and being used in every part of the country with less consideration on the local color or situation of the students. With this, the researcher intends to use Local-Themed Stories (LOTS) in improving the reading comprehension of Grade 3 pupils in Apalit District during the School Year 2024-2025.

Conceptual Framework

The study was based on the constructivism theory of Piaget. He believed that human beings possess mental structures that assimilate external events, and convert them to fit their mental structures (Jia, 2010). Moreover, mental structures accommodate themselves to new, unusual, and constantly changing aspects of the external environment.

The aforementioned theory serves as basis of the researcher to come up with the paradigm of the study using the IV-DV model.

The independent variable of the study was the use Local-Themed Stories (LOTS) as intervention, while the dependent variable was the reading comprehension of Grade 3 pupils.

The arrow in the middle signifies the hypothesized effect of the independent variable on the dependent variable.

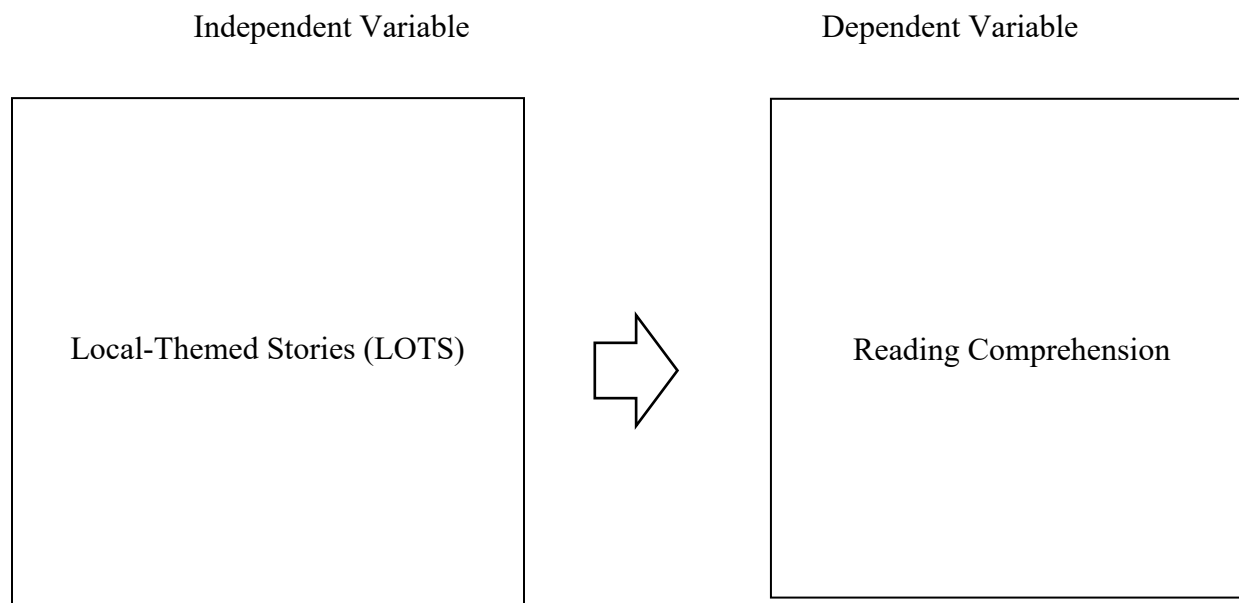


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher aimed to determine the effect of Local-Themed Stories (LOTS) in improving the reading comprehension of Grade 3 pupils in Apalit District during the School Year 2024-2025.

Specifically, the following questions were answered:

1. How may reading comprehension of the control and experimental group be described before using LOTS?
2. Is there a significant difference between the reading comprehension of the control and experimental group before using LOTS?

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3. How may the reading comprehension of the control and experimental group be described after using LOTS?
 4. Is there a significant difference between the reading comprehension of the control and experimental group after using LOTS?

Hypotheses

The following were the null hypotheses:

1. There is no significant difference between the reading comprehension of the control and experimental group before using LOTS.
2. There is no significant difference between the reading comprehension of the control and experimental group after using LOTS.

Significance of the Study

The findings of the study are paramount important to the following:

School Administrators. The result of the study may help them acquire actual information about the effectiveness of LOTS in improving the reading comprehension in English of the Grade 3 pupils. These data will be of great help for school administrators in enhancing the programs that they have particularly on improving the reading comprehension of students by determining factors that affect it.

Teachers. The results will serve as a guide on the part of the teachers as it may determine ways on enhancing teaching strategies by designing learning activities that aims to improve the reading comprehension of pupils.

Pupils. As primary beneficiaries, the results of the study will be of direct effect on the students since this will improve their reading comprehension by using effective learning intervention.

Future Researchers. They may use the result of the study as basis in conducting further study and will provide them essential information on the effectiveness of LOTS towards improving the reading comprehension of pupils. The recommendation section will provide a springboard for future study.

Scope and Delimitation

The study was conducted in one public elementary school in Division of Pampanga during the School Year 2024-2025. The said locale was chosen because the researcher aimed to collect the information needed personally and it was the place where the researcher has a higher chance to access the data needed.

This study sought to examine the effectiveness of LOTS in improving the reading comprehension of Grade 3 pupils. Specifically, the reading comprehension of the respondents was based on the result of their CRLA.

Definition of Terms

The following terms are operationally defined so that the readers would have a better understanding of the words used in this study:

Reading Comprehension. It is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop “naturally” with minimal deliberate intervention, reading comprehension is more

challenging and requires deliberate instruction (William, 2019 as cited in Kasmawati et al., 2019)

Local-Themed Stories. It refers to the teaching strategy to be used in teaching that will center on finding local stories in the community to be used in teaching lessons to pupils.

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which are used in the conduct of this research.

Research Design

The quantitative method of research was the focus of the endeavour if the fundamental objective of the study is to be realized. The application of numerical figures as a means of data representation is the primary emphasis of this kind of research. It is a scientific and methodical method of measuring a specific variable, which can be used to offer an accurate measurement or outcome of a change. The procedure is called "exact measurement." To be more specific, it provides solutions to queries through the utilization of numerical assessment and presentation. One of the functions of quantitative research is, according to the theory put forward by Rogers and Revesz (2019), the testing of hypotheses or the making of predictions based on the findings of the study. These figures were derived from the dimensions that were measured by the researcher when he or she set out to collect data that would provide answers to the particular questions posed by the investigation.

To be more specific, a design that was considered was quasi-experimental. According to Loewen and Plonsky (2016), the utilization of a quasi experimental design enables the researcher to devise two groups that will be utilized in the study as points of comparison. This option was

brought to light by the authors. The primary objective of this study is to evaluate the efficacy of a treatment that was administered to the experimental group and contrast the results with those obtained from the control group.

The use of quasi experimental design suited the main goal of this research which was to determine the effect of Local Story-Themed Approach in improving the reading comprehension of Grade 3 pupils during the School Year 2024-2025.

Respondents of the Study

The students in Grade 3 who were currently enrolled in one of the public schools located in the Apalit District of the Pampanga Division were selected to participate as the study's respondents. There were five sections of Grade 3 pupils in the school for Grade 3 pupils. To ensure that no one group is superior to the others, the students are distributed in a manner that is heterogeneous.

After this time, cluster sampling was the method of choice. It is via the use of probability sampling that the researcher is able to choose out a group of people to use as sample members. This is allowed due to the fact that the goal of the research is to compare the outcomes of participants who received the therapy to participants who did not get the treatment. The administrators of the school contribute to the decision-making process of forming the groups. The learners who take part in the study were divided into two distinct groups. The first group served as a control, while the other was the subject of the experiment.

Distribution of the students is presented on Table 1.

TABLE 1
STATISTICS OF THE RESPONDENTS

Control Group			Experimental Group		
Male	Female	Total	Male	Female	Total
18	15	33	18	14	32

It is glaring from the Table 1 that there were 18 males and 15 females from the control group. On the other hand, experimental group shows that 18 males and 14 females were considered as respondents of the study. These two groups chosen received instruction from the same teacher.

Research Instrument

The researcher used the Comprehensive Rapid Literacy Assessment. It is a reading assessment designed to help teachers quickly determine the reading profiles of their G1-G3 learners, and develop appropriate reading instructional strategies. The Comprehensive Rapid Literacy Assessment (CRLA) is a continuum of reading diagnostic and formative assessments in mother tongue, Filipino, and English designed to help grades 1 to 3 teachers quickly classify their students according to their reading ability so they can be provided with appropriate instruction.

Data Collection

For the purpose of avoiding time-constraint, the researcher checked the DepEd Calendar for the School Year 2024-2025 to have enough time to conduct the experiment. Within this time frame, the experimental group was exposed to Local-Themed Stories (LOTS) as an intervention

in teaching. On the other hand, the control group was exposed to conventional way of teaching. Both were administered with the instrument at the end of the third quarter.

One semester, consisting of 20 weeks was used for LOTS to make sure that there was enough exposure before doing the final assessment. Additionally, the Post-test was administered on the last day of the third quarter. The same test was provided to the two groups.

The researcher developed the story for this study after collecting community input which he used to create content that showed genuine cultural practices and local viewpoints. The researcher involved community stakeholders to help him select appropriate themes and language and values which his learners already understood. The process of material contextualization resulted in a more impactful and relatable story for the audience. The narrative presented real-life situations which enhanced its educational value and cultural sensitivity.

The story development process required master teachers to conduct a validation assessment of the work. The experts analyzed the content to determine its precise correctness, suitable content, logical flow, and matching educational goals. The researchers assessed all elements of the study, including language usage and readability and structural components and instructional value, to determine whether the educational standards had been fulfilled by the story. The feedback from the reviewers enabled content improvements through error corrections and better understanding and higher narrative standards. The process established material that first establishes cultural ties and then develops teaching methods.

The story development process combines community feedback with professional validation to establish both the strength and reliability of the developed narrative. The community brought authentic value to the project while master teachers created effective instructional materials. The collaborative approach produced educational materials that maintained their relevance to the local context while meeting educational standards. Teachers and students can use the validated story as an effective teaching resource which helps improve student engagement and understanding of the material.

Ethical Considerations

Prior to the complete implementation of this study, the researcher obtained consent from the Schools Division Superintendent through the Senior Education Program Specialist in charge of Planning and Research in the Division of Pampanga. Only the principal of the school was informed about the goal of the study in order to protect the identities of the students. It is a significant priority that these students' identities be kept private. Furthermore, the assessment scores and findings were maintained in a secure locked cabinet. Finally, pupils had no notion on the conduct of the research to prevent the Placebo, John Henry, and Hawthorne effects.

Statistical Treatment of Data

To ensure valid and trustworthy interpretation of results, descriptive statistics, statistical analysis, and the SPSS (Statistical Package for Social Science) computer application were utilized to examine the data.

The following statistical treatment were used in this study:

1. Mean was used to measure the reading comprehension of the control and experimental group.
2. T test was utilized to measure the significant difference between reading comprehension of the two groups.

III. RESULTS AND DISCUSSION

This part of the study presents the results of application of statistical treatment and thematic analysis.

1. Reading Comprehension before Using LOTS

The researcher gathered the data from the control and experimental group on their pretest.

It can be seen from Table 2 that 13 or 39.39% of the respondents on control group are on full refresher, while 18 or 54.55% are on light refresher and 2 or 6.06% only are grade ready level of reading. On one point, 43.75% of the respondents on experimental group are on full refresher level, 17 or 53.13% of the respondents are on light refresher level and only one or 3.13% is on grade ready level of reading comprehension.

The result of the research is not quite high as it was conducted at the start of the school year. However, it is expected that learners at this grade level are already starting to have good level of reading comprehension.

According to Caraig and Quimbo (2022), another component of reading comprehension is an individual's capacity to transform the essence of sentences into his own language. This also covers the practice of adapting previously read literature to one's own life. One aspect of reading comprehension is the ability to express some of the events in one's life and then connect those experiences to the written information. The attachment of particular personal sensations to it indicates that a person truly understands the issue (Wilhelm, 2018).

Reading cannot be untangled from the daily living activities. To a person who engages himself in reading, he will eventually get the latest news which previously he couldn't understand. Moreover, people who read more create their thinking faculty to a higher level and also raise their intelligence. Reading is one of the few activities which make this possible. However, in reading, there is more than the simple acquiring of each word in its isolated form. Comprehension is the first step towards being able to extract and take the needed information from the texts you read.

Professional readers can make predictions on what is about to happen and brainstorm based on their past experiences and the information they have at the moment (Amin, 2019). Such predictions and ideas are formed during the process of reading. One's ability to understand what is written is thus one of the elements present in the learning process.

TABLE 2
RESULTS OF PRETEST

Level of Reading Comprehension	Control	Experimental
Full Refresher	13 (39.39%)	14 (43.75%)
Light Refresher	18 (54.55%)	17 (53.13%)
Grade Ready	2 (6.06%)	1 (3.13%)
Total	33 (100.00%)	32 (100.00%)

2. Difference on the Reading Comprehension before Using LOTS

The researcher then proceeded to test the difference between the two means after obtaining the participants' scores on the pretest. According to the data presented in Table 3, the difference in the two means on the pretest was characterized by a t value of 2.144 and a p value of 0.182. This tells that null hypothesis cannot be rejected.

In light of the findings, it may be deduced that there is no significant difference on the level of reading comprehension between control and experimental group. In light of this, it may be deduced that the experimental group and the control group share the same baseline characteristics prior to the implementation of the treatment variable.

It is aligned with the findings of Imam (2016) wherein only 3.2% of the entire sample is judged to be at the "mastery" level when it comes to reading comprehension. With regard to the level of reading comprehension, it appears that only a tiny percentage of students responded to more than 75% of the questions that were on the examination. All students, regardless of their level of reading ability, are forced to read throughout their schooling. However, the majority of them have difficulty understanding the overall meaning of the text, particularly when it comes to academic content, which typically consists of lengthy paragraphs and a considerable number of vocabulary that they are not familiar with. This is especially true when it comes to academic information. Students are required to have past knowledge in order to comprehend the material because it is a challenging procedure that requires them to have prior knowledge. Because of this, comprehension will not just occur if no strategy is utilized; on the contrary, implementing strategies when reading will assist students in comprehending the information and addressing any issues or knowledge gaps that they may have during the reading activity, which will ultimately result in an improvement in comprehension

TABLE 3
ANALYSIS OF DIFFERENCE ON PRETEST

Indicator	t-value	p-value	Decision
Pretest	2.144	0.182	Accept Null

3. Reading Comprehension after Using LOTS

Respondents were taught to read to improve their level of reading comprehension. The control group has 21 or 63.64% on grade ready level, 10 or 30.30% on light refresher and 2 or 6.06% on full refresher level. On the other hand, experimental group has 27 or 84.37% on grade ready level, 5 or 15.63% on light refresher and none on full refresher.

It is shown that the groups on LOTS and conventional way of teaching both improved their level of reading comprehension. This denotes that there is an increase on their level of reading

comprehension after their exposure to their respective treatment variable.

Students who excel in reading comprehension are fortunate because this skill not only enhances their language and literature proficiency but also helps in the acquisition of significant cognitive skills, such as critical thinking, memory, attention, and problem-solving (Mariecarrier, 2023). Reading comprehension is the key to success in the context of learning to write. Teachers are extremely important in the process of establishing this talent in their students by providing them with knowledge and awareness regarding reading comprehension. They are the essential stakeholders in education and to be effective in this role, they have to be competent and well-informed (Barberos et al., 2019). The right methods and strategies ought to be applied in order for students to develop their reading comprehension skills.

Storytelling through the use of a story-tale book entails the teacher reading a book to the entire class, a group of children, or a single child (Beaty & Pratt, 2011). The book is chosen by the teacher in accordance with the developmental levels, ages, and interests of the children in the class. The approach of reading books is the one that is employed the most frequently now. "storytelling with flannel board cards and figures" is a technique that enables storytelling to be performed with figures on a floor that has been prepared in advance. This technique takes advantage of the fact that the floor has been prepared (Viray, 2018). The activities that employ this strategy, as stated by Kocaman-Karoğlu (2015), make it possible for the tale to be read straight from the book or it can be told without the use of the book directly. In the process of telling stories to children with puppets, the puppets themselves are figures that children admire and find charming. Consequently, the incorporation of these elements into the process of storytelling inspires young people to listen to the story with a heightened sense of eagerness and attention (Lin, 2012). Card storytelling is a technique that involves telling a story using cards that have been made in line with the story or the qualities of the story (Turla, 2015). Storytelling using story cards is a technique that involves delivering a narrative using cards.

If teacher is going to use this method, it is of the utmost necessity to select the story cards in the appropriate manner. (Gulec & Gecgel, 2005) It is vital to support the cards with a material that is robust, such as cardboard, and the cards should be of a size that provides every youngster with the opportunity to see them. A television box and a television strip that is to be fed via it are

the two components of the storytelling technique that is known as "storytelling using television strip" (Turla, 2015; Olgan 2013). Other components of this technique include a television box. According to Hess (2014) and Toki and Pange (2014), digital stories have become increasingly popular in recent years. They are a style of storytelling that appeals to various senses, allowing children to be seen again in a number of settings and with a variety of perspectives. These digital stories are a form of storytelling. Additionally, children are able to experience and perceive the world in a different way because to the digital stories that are available to them. The way of storytelling that appeals to numerous senses is the digital stories that have reached the forefront in recent years. These stories have been the approach that has risen to the forefront. This strategy makes it possible for children to be reachable on demand in a range of settings and with a variety of views. Additionally, it has made it possible for children to experience and perceive the world in a different way (Hess, 2014; Toki & Pange, 2014). The sole method that teachers have the ability to choose from in order to convey the stories is the choice of delivering them without the use of any materials. This is in addition to the methods that have been mentioned before.

The manner in which the tales are delivered, in addition to the timing of the telling of the stories, is one of the aspects that can have an influence on the educational process. When the stories are told can also have an effect. In accordance with the findings of Isbell et al. (2004), it is of the utmost importance to take into consideration the appropriate atmosphere as well as the timing. The bulk of the time, the use of stories is incorporated into the linguistic exercises that are included in preschool education. According to the findings of the study that was conducted by Bartan (2019), it was asserted that children were distracted the majority of the time when they were participating in language activities, and that preschool teachers spent time during these activities in the hopes of capturing attention from the children. In this regard, the transmission of stories through a variety of approaches has become an important issue. This is true not only for the aim of enhancing children's comprehension and concentration on stories, but also for the purpose of providing teachers with an educational process that is efficient.

Reading is a major source of human literature and one of the biggest sources of reading practices. And it is also an efficient way to improve one's vocabulary and Fluency as well as one's ability to communicate in both writing and speaking. The latter is the reason which underpins the teaching of reading as the main aim of schools and most programs that are designed to help

children with learning difficulties revolve primarily around reading. Thus, reading becomes a main focus of the academic curriculum. English reading is an essential skill not just for any professional, but particularly to those who work in English communication. The same is true in the business world regarding people reading fluently in English. Reading comprehension is the process of gaining maximum understanding from a text. Skills in reading comprehension can be acquired. The first step to acquiring these is through familiarity with the language, knowledge of sentence structure or syntax, and the upfront ability to identify the author's purpose. Providing the right context, teaching grammar first is the method that proves to be very effective in teaching comprehension. Once the students have reached a certain level in decoding, they start working on the 'what do I say' part as they are going to decode the text carefully: reading for facts and recognizing significant concepts thus building meaning.

TABLE 4
RESULTS OF POSTTEST

Level of Reading Comprehension	Control	Experimental
Full Refresher	2 (6.06%)	0 (0.00%)
Light Refresher	10 (30.30%)	5 (15.63%)
Grade Ready	21 (63.64%)	27 (84.37 %)
Total	33 (100.00%)	32 (100.00%)

4. Difference on the Reading Comprehension after Using LOTS

After getting their posttest scores, the researcher tested the difference between the two means. As shown in Table 5, the difference between the two means on pretest marked a t value of 1.99 and p value of 0.000. A rejection of the null hypothesis is warranted by the given data. The posttest that was administered to both groups indicated that there is a significant difference in the

level of reading comprehension of the control group and the experimental group. This suggests that the experimental group did better than the control group, which in turn suggests that the experimental group achieved greater success in improving their level of reading comprehension. This makes it easier for the researcher to be convinced that the use of LOTS is effective in improving the level of reading comprehension of Grade 3 pupils.

The importance of teachers providing students with instruction in knowledge, vocabulary, inference-making, and comprehension monitoring at an early stage and on a continuous basis was reiterated by Elleman and Oslund (2019). Prior to focusing on the aspects that were necessary across models and may potentially be used as instructional goals, the researchers investigated a large number of theoretical understanding models.

Digital storytelling enhances reading skills because it integrates traditional reading skills with multimedia elements that include pictures and sounds and videos and animations. This method creates a more interactive reading experience which helps learners who find it difficult to understand traditional text materials. Digital storytelling presents stories through dynamic formats which attract student attention while maintaining their interest and leading them to read more and study content in greater depth.

Digital storytelling enhances both reading comprehension skills and students' ability to think critically. The combination of visual elements with spoken narration in stories helps students develop the skills needed to understand the story's context and follow its events and track character development. The program enables students to learn through various methods because it matches their visual and auditory learning preferences which helps them better understand content and understand written material. The practice of creating digital stories encourages students to improve their skills in analyzing information and developing organizational structures which serve as essential elements for reading comprehension development.

Digital storytelling methods enable creative expression while supporting language development needs of learners. The digital text usage rights and their own story creation process help learners build vocabulary skills and reading proficiency while developing a deeper love for reading. The tool enables users to work together and develop communication abilities through its application in team projects. Digital storytelling methods need to be used for reading instruction

because they teach students essential literacy skills and prepare them for future technology use which makes reading enjoyable and important.

TABLE 5
ANALYSIS OF DIFFERENCE ON POSTTEST

Indicator	t-value	p-value	Decision
Posttest`	1.99	0.000	Reject Null

IV. CONCLUSIONS ANS RECOMMENDATIONS

This chapter presents the summary of findings, conclusions formed and the recommendations formed.

Summary of Findings

The following were the summary of findings:

1. 13 or 39.39% of the respondents in the control group are on full refresher, while 18 or 54.55% are on light refresher and 2 or 6.06% only are grade ready level of reading. On one point, 43.75% of the respondents in the experimental group are on full refresher level, 17 or 53.13% of the respondents are on light refresher level and only one or 3.13% is on grade ready level of reading comprehension.
2. The difference between the level of reading comprehension of control and experimental group before using LOTS marked a t value of 2.144 and p value of 0.182.

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3. In posttest, the control group has 21 or 63.64% on grade ready level, 10 or 30.30% on light refresher and 2 or 6.06% on full refresher level. On the other hand, experimental group has 27 or 84.37% on grade ready level, 5 or 15.63% on light refresher and none on full refresher.
 4. The difference between the level of reading comprehension of control and experimental group after the intervention listed a t value of 1.99 and p value of 0.000.

Conclusions

The following were the conclusions:

1. At the start of the grading period, both the experimental group and the control group performed poorly academically, indicating that they still need to work on certain competencies.
2. There is no significant difference between the level of reading comprehension of the control group and experimental before the use of LOTS which denotes that they have the same baseline characteristic.
3. The control group and experimental group both improved their level of reading comprehension after being exposed to their respective methods of teaching.
4. There is a significant difference between the level of reading comprehension of control and experimental group after posttest. This denotes that experimental group performed better than control indicating that LOTS is effective in improving the level of reading comprehension of pupils.

Recommendations

The following are the recommendations:

1. The pretest results can be used to create a class plan that allocates time for students to address their weaknesses in reading. In addition, teachers may prepare supplementary materials for pupils to be used in reading.
2. The same baseline characteristic of the pupils on the pretest may be used to provide similar activities to pupils that are based on their needs.
3. Teachers may consider enriching further the reading comprehension of those who are still being left behind through one-on-one teaching of reading and provision of supplementary materials.
4. Use of LOTS is encouraged in teaching reading and this may be cascaded through demonstration teaching or school learning action cell so other teachers may learn how to use it.
5. Future researchers may conduct study about the challenges of pupils reading at home to enrich the findings of the study.

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