

The Effects of the Story Reading Framework (SRF) on the Performance of Grade 9 Students of Tabaco National High School in Philippine Literary Prose

Bendal, Jennymer C.¹

¹Unpublished Master's Thesis, Daniel B. Peña Memorial College Foundation, Inc., Ziga Avenue, San Juan, Tabaco City

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ABSTRACT

➤ *Summary:*

This study determined the effects on the use of story reading framework in teaching Philippine literary prose to Grade 9 students of Tabaco National High School, School Year 2025-2026. Specifically, it answered the following sub-problems: 1. What is the performance of the control and experimental groups in the pre-test along: differentiate hearing from listening and explain their role in effective communication; identify and apply the appropriate type of listening to be used in given situations; identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to; analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced; analyze the content and message of materials viewed and materials listened to; relate the message of materials viewed and listened to real-life issues, concerns, and dispositions; evaluate the validity of evidence presented in materials viewed and listened to; and react to or take a stand on critical issues presented in the materials listened to or viewed? 2. What is the performance of the control and experimental groups in the post-test along the above-mentioned competencies? 3. Is there a significant difference on the performance of the control and experimental groups in the pre-test and post-test? 4. What are the least mastered competencies of the experimental group in the post-test? 5. What literary lesson plans may be developed to address the least mastered competencies?

Quasi-experimental method of research was used to determine the effects on the use of story reading framework in teaching Philippine literary prose to Grade 9 students of Tabaco National High School. The researcher utilized pre and post-test to the control and experimental group to gauge the effectiveness of the intervention provided. The performance of the two (2) groups along the different competencies were determined by getting the mean score and the corresponding performance level. The hypothesis of the study was tested using t-test for independent samples.

➤ *Findings:*

The findings of the study were as follows:

- In the pre-test the control group has an over-all performance of 21 percent in the fifty (50) items test from the total score of 346 with 10.48 average. The experimental group's performance on the said test was 21 percent from the 348 total score with 10.55 average.
- The control group obtained a total score of 1074 in the fifty (50) items test with an average of 32.55 and performance level of 65 percent which is described as with *near mastery*. However, the performance level of the experimental group was 76 percent on the said test derived from the 1261 sum of scores with 38.21 average whose description is with *mastery*.
- In the pre-test, the mean score of the control group is 10.48 and the experimental group with 10.55 with a mean difference of -0.07. The variances of the scores are 8.07 and 6.19 for the control and experimental group respectively. The obtained t-computed value is -0.11. This t-computed value is within the t-critical value of ± 1.67 at 0.05 level of significance with 64 degrees of freedom. The null hypothesis is accepted that there is no significant difference in the performance of the control and experimental groups in the pre-test. In the post-test, the mean scores of the control group and the experimental group are 32.55 and 38.21 respectively with a difference of -5.66. The variance of the control group is 7.38 and the experimental group with 8.23. The t-computed value is -8.23 which is beyond the t-critical value of ± 1.67 at 0.05 level of significance with 64 degrees of freedom, the null hypothesis is rejected. This means that there is a significant difference in the performance of the control and experimental groups in the post-test.
- The least mastered skills of the experimental group in the post-test are as follows: *analyzing the content and message of materials viewed and materials listened to* with a mean score of 6.55 and performance level of 65 percent; and *determining the relevance and truthfulness of ideas and judge the validity of evidence presented in materials viewed and listened to* that has a mean score of 3.73 with corresponding performance level of 62 percent. The performances along these competencies are described as with *near mastery*.
- Literary lesson plans were developed by the researcher to address the least mastered competencies.

➤ *Conclusions:*

The following conclusions were drawn:

- There were eight (8) competencies tested in the pre-test. These are on *differentiate hearing from listening and explain their role in effective communication; identify and apply the appropriate type of listening to be used in given situations; identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to; analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced; analyze the content and message of materials viewed and materials listened to; relate the message of materials viewed and listened to real-life issues, concerns, and dispositions; evaluate the validity of the evidence presented in listening and viewing materials; and reacting to or take a stand on critical issues presented in the materials listened to or viewed*. The performance of the control and experimental groups were described as with *no mastery*.

- The results of the post-test of the control group along *differentiate hearing from listening and explain their role in effective communication; identify and apply the appropriate type of listening to be used in given situations; identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to; analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced; analyze the content and message of materials viewed and materials listened to; relate the message of materials viewed and listened to real-life issues, concerns, and dispositions; evaluate the validity of the evidence presented in listening and viewing materials; and react to or take a stand on critical issues presented in the materials listened to or viewed* were described as with *near mastery* while for the experimental group as with *mastery*.
- There was no significant difference in the performance of the control and experimental groups in the pre-test but they significantly vary in the post-test.
- The identified least mastered competencies of the experimental group in the post-test were as follows: *analyze the content and message of materials viewed and materials listened to; and evaluate the validity of the evidence presented in listening and viewing materials*.
- The researcher developed literary lesson plans to address the least mastered competencies.

➤ **Recommendations:**

Based on the findings and conclusions, the following recommendations are offered:

- Considering the significant improvement of the experimental group in the post-test, it is recommended that teachers adopt the Story Reading Framework (SRF) as a regular instructional strategy in teaching literary prose. The SRF encourages students to actively analyze the content and message of materials viewed and listened to, and to evaluate the relevance and truthfulness of ideas, thereby fostering higher-order thinking skills and enhancing overall academic performance.
- Since the experimental group still demonstrated near mastery in analyzing the content and message of materials and judging the validity of evidence, it is recommended that teachers design targeted instructional interventions specifically addressing these competencies. Activities such as guided discussions, evidence-based questioning, and talent-based evidence stations can be further emphasized to strengthen students' analytical reasoning and critical evaluation skills.
- To maximize the effectiveness of the Story Reading Framework, it is recommended that English teachers participate in professional development programs focused on SRF implementation. Training should include strategies for guiding students in evidence-based analysis, differentiating between hearing and listening, and connecting textual messages to real-life contexts, ensuring that teachers are equipped to foster cognitive autonomy among learners.
- It is recommended that schools implement continuous assessment practices to monitor student progress on competencies related to comprehension, analysis, and evidence evaluation. Feedback from these assessments should be used to refine lesson plans, integrate additional multimedia and culturally relevant materials, and ensure that teaching approaches remain responsive to students' evolving needs, interests, and learning styles.
- The literary lesson plans developed by the researcher be utilized in teaching Philippine literary prose to improve the performance of the students and to have deeper appreciation of the topics.

➤ **Areas for Further Study:**

The following areas are recommended for further research:

- Researchers can study how using the Story Reading Framework (SRF) affects students' reading and thinking skills over a longer period. This will show if the strategy has lasting benefits.
- Future studies can examine how SRF works in online or blended learning classes to see if it can be used effectively in different teaching setups.
- Researchers can compare SRF with other teaching methods, like project-based or inquiry-based learning, to find out which strategy is most effective for improving students' critical thinking and comprehension. Lastly, future studies can look at how SRF affects students' interest, motivation, and love for reading, to see the full impact of this teaching strategy on learning.

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CHAPTER ONE INTRODUCTION

➤ *The Problem and its Setting*

Across the world, educational systems recognize literary reading as a vital component of classroom instruction, as it exposes learners to social, human, and cultural values that are essential for holistic development. Literary reading enables students to engage in vicarious experiences that deepen their understanding of diverse perspectives, emotions, and realities, which are often not encountered in their immediate environment. Through interaction with literary texts, learners develop empathy, critical thinking, and reflective skills that are essential in navigating both academic and real-life contexts.

In addition, literature provides learners with opportunities to encounter situations beyond their immediate environment, allowing them to broaden their worldview and develop sensitivity toward cultural diversity and social differences. This exposure is particularly important in today's globalized society, where understanding different perspectives is essential for effective communication, collaboration, and social integration. From the perspective of the researcher, literature serves as a bridge between academic learning and real-life understanding, especially when students are guided to interpret meanings beyond literal comprehension. In classroom practice, it has been observed that learners who are exposed to meaningful literary discussions tend to demonstrate improved emotional awareness and better reasoning skills compared to those who engage in surface-level reading.

Furthermore, literature plays a significant role in shaping learners' personal and moral development, as it exposes students to various human experiences and ethical situations. Through stories, students are able to examine ethical dilemmas, human struggles, and social issues, which contribute to the formation of values, attitudes, and character. Literary texts often present complex situations that require readers to think critically, evaluate actions, and form judgments based on moral reasoning and textual evidence. As a result, literature becomes a powerful tool not only for academic learning but also for developing socially responsible individuals who can respond thoughtfully to real-world challenges. Studies suggest that learners who frequently engage with literature develop stronger decision-making skills and better emotional intelligence compared to those with limited exposure to reading materials.

In the researcher's classroom experience, students who participate in reflective questioning during literary discussions tend to show improved awareness of moral lessons and social issues embedded in texts, especially when guided to relate these to current societal situations. This demonstrates that literature, when properly facilitated, contributes not only to academic performance but also to character formation and civic awareness.

In the context of secondary education, literature plays a crucial role not only in developing linguistic competence but also in shaping learners' interpretative and analytical abilities. The study of literary texts allows students to examine themes, conflicts, and characters that mirror real-life situations, thereby fostering deeper understanding and personal reflection. As such, literature instruction becomes a meaningful avenue for promoting both cognitive and affective learning outcomes.

Moreover, literature enhances learners' vocabulary, grammar awareness, and overall language proficiency by exposing them to authentic and context-rich language use. International studies have shown that students who engage regularly with literary texts tend to perform better in reading comprehension assessments compared to those who rely solely on non-literary texts. However, the researcher observes that despite these benefits, many learners still struggle to apply analytical thinking when engaging with texts, particularly when instruction lacks structured guidance and scaffolding strategies. This suggests that exposure alone is not enough and that effective teaching approaches are necessary to maximize learning outcomes in literature instruction.

Despite its recognized value, literature is sometimes taught using traditional and teacher-centered approaches that limit student engagement and active participation in the learning process. In many classrooms, instruction focuses heavily on recall-based questions, passive reading, and teacher-led explanations, which may hinder students from fully appreciating and understanding literary texts. This conventional approach often results in superficial comprehension and minimal interaction with the text.

In addition, traditional methods often fail to address the diverse learning needs of students in the classroom setting. Learners differ in their reading abilities, background knowledge, motivation levels, and learning styles, and a one-size-fits-all approach may not be effective in promoting comprehension and engagement. When instruction does not provide opportunities for interaction, discussion, and reflection, students may struggle to make meaningful connections with the text and may eventually lose interest in reading activities. Research suggests that differentiated instruction improves student engagement and comprehension, especially in heterogeneous classrooms where learners have varying abilities.

The researcher has personally observed that some students disengage easily during reading tasks, especially when they encounter unfamiliar vocabulary, long passages, or culturally unfamiliar content. This disengagement is often manifested through lack of attention, incomplete reading, avoidance of participation in class discussions, and minimal effort in answering comprehension questions. As a result, students tend to miss key ideas in the text, which affects their overall understanding of literary materials and limits their ability to analyze and interpret meaning effectively.

Furthermore, students who consistently struggle with reading comprehension may develop negative attitudes toward reading activities, perceiving them as difficult or uninteresting rather than meaningful and engaging. These observations highlight the urgent need for more adaptive and learner-centered instructional approaches that consider students' reading levels, background knowledge, and motivational factors in order to improve engagement and academic performance in literature classes.

In response to these challenges, contemporary educational practices advocate for the use of interactive and learner-centered strategies in teaching literature. These approaches emphasize active participation, collaboration, and guided reading processes that enable students to construct meaning from texts in a more structured and meaningful way. One such approach is the use of structured reading frameworks, which provide systematic guidance before, during, and after reading activities.

Educational research shows that guided reading strategies significantly improve comprehension by helping learners process information in stages rather than all at once. From the researcher's viewpoint, structured approaches are essential because they provide learners with clear direction and reduce confusion, especially among students who struggle with independent reading tasks. These strategies also help improve learner confidence, as students feel more supported throughout the reading process.

The Story Reading Framework (SRF) is a structured instructional approach designed to guide students through the reading process using organized phases such as pre-reading, during-reading, and post-reading activities. During the pre-reading stage, students activate prior knowledge, make predictions, and set purposes for reading, which prepares their cognitive readiness for the text. In the during-reading stage, learners engage with the text through guided questions, note-taking, and comprehension monitoring, which helps them focus on key ideas and maintain understanding. Finally, in the post-reading stage, students reflect on their understanding, analyze key elements, and connect the text to real-life experiences, promoting deeper learning and critical thinking.

The theoretical foundation of SRF is anchored in constructivist learning theory, which posits that learners actively construct knowledge through interaction with texts and experiences. Constructivism emphasizes that learning is most effective when students are actively involved in meaning-making rather than passively receiving information.

In addition, SRF aligns with schema theory, which highlights the role of background knowledge in understanding texts. According to this theory, comprehension is improved when learners connect new information with existing knowledge structures.

Reading comprehension is a complex cognitive process that involves interaction between the reader and the text. It requires decoding, understanding vocabulary, making inferences, and synthesizing information. Moreover, metacognitive theory emphasizes learners' ability to monitor and regulate their understanding while reading.

Globally, large-scale assessments continue to highlight persistent challenges in reading comprehension among learners. In the PISA 2022 results, Filipino students performed significantly below the OECD average in reading literacy, reflecting major gaps in interpretation and evaluation skills. In the Philippine setting, the 2024 FLEMMS report shows that although many Filipinos are basic literate, only about 70.8% are functionally literate, indicating a continuing comprehension gap.

Within the Philippine educational context, literature remains a core component of the English curriculum under the K to 12 Basic Education Program. Philippine literary texts are designed to reflect cultural heritage, historical experiences, and social realities. More recent curriculum reforms under the MATATAG Curriculum further emphasize reading proficiency, critical thinking, and deeper engagement with texts as essential competencies in basic education.

DepEd Order No. 21, s. 2019 reinforces these goals by emphasizing that the K to 12 curriculum aims to develop critical thinking, communication skills, and lifelong learning. It stresses that learners must go beyond memorization and develop the ability to analyze, interpret, and apply knowledge. In literature instruction, this supports the expectation that learners engage in deeper textual analysis and critical interpretation of literary works in relation to real-life experiences.

It is observed in the present study that, DepEd Order No. 21, s. 2019 clearly highlights the importance of shifting from rote memorization toward meaningful learning that develops higher-order thinking skills. The researcher believes that this policy is particularly significant in literature instruction, where learners are expected not only to recall details from texts but also to interpret meanings, analyze literary elements, and evaluate themes in relation to real-life experiences. In classroom practice, however, the researcher observes that many learners still struggle to perform these higher-level tasks without proper guidance and structured instruction. This suggests that while the curriculum sets clear expectations for critical thinking and interpretation, effective teaching strategies are still necessary to fully achieve these learning goals in literature classes.

Furthermore, DepEd Order No. 8, s. 2015 highlights that classroom assessment should be an integral part of instruction and should support learning through both formative and summative approaches. It emphasizes the assessment of higher-order thinking skills such as comprehension, interpretation, analysis, and evaluation. This directly supports literature instruction, where learners must demonstrate understanding beyond recall, particularly in interpreting and analyzing texts.

From the perspective of the researcher, DepEd Order No. 8, s. 2015 provides a strong foundation for improving classroom instruction in literature, as it emphasizes that assessment should not be treated as a separate activity but as an integral part of the teaching and learning process. The policy highlights the importance of both formative and summative assessment, which allows teachers to continuously monitor learners' progress and provide timely feedback that supports learning development. In the context of literature instruction, this is particularly significant because learners are not only expected to recall information from texts but also to demonstrate higher-order thinking skills such as comprehension, interpretation, analysis, and evaluation. The researcher believes that this policy reinforces the need for assessments that go beyond traditional recall-based testing and instead focus on how learners construct meaning from literary texts. In this way, classroom assessment becomes a meaningful tool for enhancing students' understanding of literature and for guiding teachers in improving instructional strategies that develop critical and reflective readers.

In addition, DepEd Order No. 42, s. 2016 emphasizes structured lesson preparation through clear objectives, appropriate strategies, and meaningful assessment. It promotes systematic and organized instruction that enhances learner understanding and engagement. This aligns closely with the Story Reading Framework, which follows a structured sequence of pre-reading, during-reading, and post-reading activities to support comprehension development.

From the perspective of the researcher, these DepEd policies collectively emphasize that effective literature instruction should be structured, learner-centered, and assessment-driven. They highlight the importance of integrating instruction and assessment in a meaningful and continuous manner to ensure learner engagement and progress. These policies strongly support the implementation of structured frameworks such as the Story Reading Framework (SRF), which provides guided reading experiences that enhance comprehension, engagement, and critical analysis of literary texts.

Despite inclusion in the curriculum, many students continue to experience difficulty in comprehension and interpretation of texts (Bernardo, 2004). In classroom practice, learners often provide shallow or incomplete interpretations, indicating limited engagement with deeper meaning. This highlights the need for instructional interventions that promote active reading and critical analysis.

National data continue to show concerning levels of English literacy performance among Filipino learners. Based on the Department of Education's National Achievement Test (NAT) results and related learning assessment reports, learners in the Philippines consistently obtain scores that fall below the desired proficiency levels in English, particularly in reading comprehension and higher-order thinking skills such as analysis and evaluation. These results indicate that a significant number of students are still operating at the "developing" or "beginning" levels of proficiency, suggesting difficulties in understanding complex texts, identifying implicit meanings, and making critical interpretations. Despite various national interventions such as the implementation of the National Reading Program, Catch-Up Fridays, and other literacy enhancement initiatives, challenges in English literacy remain evident across grade levels.

At the regional level, similar patterns have been reported in the Bicol Region. DepEd Region V (2023) assessment summaries and literacy monitoring reports indicate that many learners continue to struggle with reading fluency and comprehension, particularly in English and Filipino subjects. These reports highlight that students often experience difficulty in understanding literary texts, answering inferential questions, and expressing interpretations in written form. The region has likewise identified reading comprehension as a priority concern, prompting the implementation of localized interventions such as remedial reading sessions, learning recovery programs, and teacher training focused on literacy instruction. However, despite these efforts, performance data suggest that gaps in comprehension skills persist, especially among junior high school learners who are expected to engage with more complex literary and informational texts.

These national and regional findings align with the researcher's classroom-based observations in Tabaco National High School. In particular, many Grade 9 learners demonstrate noticeable difficulty in performing literary comprehension tasks, especially those that require deeper understanding of themes, characterization, figurative language, and text interpretation. Students often struggle to go beyond literal meaning, resulting in limited responses during discussions and written assessments. This includes challenges in identifying key ideas, explaining textual evidence, and connecting literary content to real-life experiences or social issues. Such difficulties suggest that learners may require more structured support in reading strategies, vocabulary development, and guided analysis activities. The consistency between national data, regional reports, and classroom observations underscores the need for strengthened and more adaptive instructional approaches to improve learners' reading comprehension and overall literary competence.

Students also perceive literature as difficult and uninteresting, which significantly reduces their engagement and active participation in classroom discussions. This perception is often influenced by several interconnected factors, including limited vocabulary knowledge, difficulty in understanding archaic or figurative language, lack of background knowledge about the text, and minimal exposure to guided reading strategies that could support comprehension. As a result, students tend to approach literary texts with hesitation or resistance, viewing reading tasks as demanding rather than meaningful learning experiences. This disengagement is commonly reflected in low participation during discussions, minimal contribution to interpretative activities, and

reduced effort in completing reading-related tasks such as analysis questions, reflection writing, and performance-based assessments.

Furthermore, when learners are not actively engaged, they are less likely to develop deeper comprehension skills, as meaningful understanding of literature requires sustained attention, interaction with the text, and collaborative discussion of ideas. Engagement, therefore, plays a critical role in bridging the gap between surface-level reading and higher-order thinking processes such as interpreting themes, analyzing character motivations, and evaluating authorial intent. Fredricks et al. (2004) emphasize that student engagement is multidimensional, involving behavioral, emotional, and cognitive components, all of which are essential in promoting effective learning outcomes. When these dimensions are weak or absent, students are more likely to experience difficulties in comprehension and retention of literary content.

In this context, the researcher believes that increasing student engagement is essential not only for improving comprehension skills but also for fostering more positive attitudes toward reading literature. When students are actively involved in learning activities, they are more likely to find relevance and meaning in texts, which can enhance motivation and sustained interest in reading. Moreover, engaging instructional strategies such as interactive discussions, scaffolding techniques, contextualized learning materials, and collaborative tasks can help learners better understand literary works and connect them to real-life experiences. Ultimately, improving engagement is seen as a key factor in addressing reading difficulties and in developing learners' appreciation of literature as both an academic requirement and a meaningful cultural experience.

The Story Reading Framework offers a structured instructional approach that may address common challenges in reading comprehension by guiding learners through systematic stages of engagement with a text. This framework is grounded in research-based reading instruction principles, particularly those emphasizing explicit strategy teaching, active student participation, and gradual development of comprehension skills. Duke and Pearson (2002) highlight that effective reading instruction involves modeling, guided practice, independent application, and continuous scaffolding, which collectively help learners develop both literal and higher-order comprehension skills. Through structured reading phases, students are supported in activating prior knowledge, predicting outcomes, clarifying difficult vocabulary, questioning the text, and summarizing key ideas, all of which are essential processes in constructing meaning from written material.

In addition, structured reading frameworks such as this are aligned with widely recognized literacy development models that emphasize comprehension as an active and strategic process rather than a passive act of decoding. Educational research consistently shows that learners benefit when reading instruction is organized into clear, purposeful stages that reduce cognitive overload and provide explicit guidance in interpreting texts. This is especially important for learners who struggle with complex or unfamiliar literary materials, as structured frameworks help break down reading tasks into manageable components. By doing so, students are better able to focus on understanding meaning, identifying important details, and making connections between ideas within the text.

From the researcher's experience in the classroom, students tend to respond more positively when learning activities are structured, interactive, and meaningful. Observations indicate that learners show greater participation and sustained attention when lessons involve clear procedures, guided support, and opportunities for collaboration. When reading tasks are presented in an organized manner—such as through pre-reading, during-reading, and post-reading activities—students are more likely to engage with the text and less likely to feel overwhelmed. Moreover, interactive strategies such as group discussion, question-and-answer sessions, and scaffolded comprehension tasks encourage students to express their understanding and clarify difficult concepts. These observations suggest that structured instructional approaches not only support comprehension development but also contribute to improved learner motivation, engagement, and confidence in reading literary texts.

Despite its potential benefits, there is still limited research focusing on the Story Reading Framework (SRF) in the context of Philippine literary prose instruction.¹³ Most existing studies on structured reading frameworks have been conducted in international settings and are commonly centered on general reading comprehension in ESL or EFL environments. These studies emphasize the effectiveness of guided reading strategies, scaffolding techniques, and metacognitive instruction in improving learners' comprehension skills. However, there remains a noticeable gap in localized and school-based research that specifically examines how such frameworks are implemented in teaching Philippine literary prose, which is characterized by culturally embedded themes, context-specific language use, and narratives that reflect Filipino values, traditions, and social realities.

In the context of Tabaco National High School, this gap becomes more evident as Grade 9 learners are regularly exposed to Philippine literary texts as part of the English curriculum. These texts are intended to develop not only reading comprehension but also cultural understanding and critical thinking skills. However, despite the relevance of these materials to Filipino learners' background, many students still experience difficulty in interpreting themes, analyzing characters, and understanding figurative language. Classroom experiences suggest that learners often struggle to move beyond literal comprehension, especially when texts require deeper inference and critical analysis. This indicates that the challenge is not only rooted in the content of the literary works but also in the instructional approaches used to facilitate understanding.

Furthermore, the absence of sufficient school-based studies in Tabaco National High School regarding the effectiveness of structured reading frameworks such as SRF presents a practical concern for teachers. Without localized evidence, educators may continue to rely on traditional reading instruction methods that may not fully address the diverse reading abilities of learners. This situation highlights the need to explore instructional strategies that are both research-based and contextually appropriate to the actual classroom environment of the school. In particular, there is a need to determine whether structured frameworks like SRF can effectively support learners in developing comprehension skills, improving engagement, and enhancing their ability to analyze Philippine literary texts.

This gap has motivated the researcher to conduct the present study within Tabaco National High School, as there is a need for more localized and classroom-based evidence on the effectiveness of the Story Reading Framework in improving learners' literary comprehension and engagement. By focusing on Grade 9 learners, the study aims to examine how the use of SRF can support students in understanding Philippine literary prose in a real classroom setting, particularly in terms of developing comprehension skills, enhancing participation in reading activities, and strengthening their ability to interpret and analyze texts beyond literal meaning. The findings of this study are expected to provide valuable and practical insights that are directly applicable to the school context, assisting teachers in designing more effective, structured, and learner-centered reading instruction that responds to the actual needs and difficulties of learners in Tabaco National High School. Ultimately, this research seeks to contribute to improving reading outcomes and addressing the persistent challenges in literary comprehension observed among Grade 9 students, particularly in relation to engagement, vocabulary limitations, and higher-order thinking skills required in literary analysis.

This study, therefore, specifically aims to examine the effects of the Story Reading Framework on the literary comprehension and engagement of Grade 9 learners of Tabaco National High School, providing evidence that may guide instructional improvement and intervention strategies within the English classroom. Ultimately, the researcher believes that strengthening and improving instructional strategies through structured frameworks such as SRF will enhance students' comprehension, engagement, and appreciation of literature, thereby contributing to the development of a stronger and more sustained reading culture among Filipino learners.

➤ *Statement of the Problem*

This study determined the effects of the story reading framework (SRF) on the performance of the grade 9 students in Philippine literary prose during School Year 2025–2026. Specifically, it sought to answer the following:

• *What is the Performance of the Control and Experimental Groups in the Pre-Test Along:*

- ✓ Differentiate hearing from listening and explaining their role in effective communication.
- ✓ Identify and apply the appropriate type of listening to be used in given situations.
- ✓ Identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to;
- ✓ Analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced.
- ✓ Analyze the content and message of the materials viewed.
- ✓ Relate the message of materials viewed and listened to real-life issues, concerns, and dispositions;
- ✓ Evaluate the validity of the evidence of ideas presented in viewed and listened to materials.
- ✓ React to or take a stand on critical issues presented in the materials listened to or viewed.

- What is the performance of the control and experimental groups in the post-test along the same competencies?
- Is there a significant difference in the performance of the control and experimental groups in the pre-test and post-test?
- What are the least mastered competencies of the experimental group in the post-test?
- What enhanced lesson plans may be developed to address the least mastered competencies?

➤ *Assumptions*

The researcher assumes the following:

- The performance of the control and experimental groups in the pre-test across the eight (8) competencies is at the beginning level.
- The performance level in the post-test of the control and experimental groups improves with the use of the story reading framework (SRF).
- The least mastered skills of the experimental group in the post-test are: analyze the content and message of materials viewed, and evaluate the validity of the evidence presented in listening and viewing materials.
- Enhanced lesson plans may be developed to address the least mastered skills of the experimental group in the post-test.

➤ *Hypothesis*

There is no significant difference in the performance of the control and experimental groups in the pre-test and post-test.

➤ *Scope and Delimitation*

The researcher focused on the following competencies; differentiate hearing from listening and explain their role in effective communication; identify and apply the appropriate type of listening to be used in given situations; identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to; analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced, analyze the content and message of the materials viewed; relate the message of materials viewed and listened to real-life issues, concerns, and dispositions; evaluate the validity of the evidence of ideas presented in viewed and listened materials.; react to or take a stand on critical issues presented in the materials listened to or viewed. These competencies are based on the MELCs for Grade 9 English, Third Quarter. Other competencies are not included in the study.

This study investigated how the Story Reading Framework (SRF) can enhance the performance of Grade 9 students in Philippine Literary Prose at Tabaco National High School, Tabaco North District 4, Division of Tabaco City. The subjects consisted of sixty-six (66) Grade 9 students of Tabaco National High School enrolled during School Year 2025–2026, and were divided into two groups. Each group was composed of an equal number of students with above-average, average, and below-average performance. Students from other grade levels were excluded.

➤ *Significance of the Study*

Literacy is one of the aspects in secondary schools that needs to be enhanced, as observed by many language teachers. Language studies are insufficient to back up these observations. This paper finds significant to the following:

• *Department of Education (DepEd):*

This study will offer current data on language teaching using a specific strategy, which is a story reading framework that the Department of Education may review. These data can support the thrust of the Department in language literacy programs.

• *Commission on Higher Education (CHED):*

As the Commission that supervises and regulates program offerings such as undergraduate and graduate programs in line with Education and other disciplines, this paper, which is directed at language teaching, can be a resource material for the office. This will also manifest how graduate programs leading to instruction with majors in the English language are able to come up with interesting topics.

• *Higher Education Institutions (HEIs):*

Institutions of learning are centers that nurture and develop professionals like teachers and instructors. The topics contained in this manuscript can serve as discussion points in the classrooms.

• *Curriculum Planners:*

The findings of this study may serve as a valuable basis for curriculum planners in designing and refining a more robust curriculum that integrates the Story Reading Framework (SRF) and aligns with 21st-century learning goals, particularly in promoting critical thinking, reading comprehension, and learner-centered instruction.

• *Policy Makers:*

The results of this paper may serve as inputs for policymakers in crafting timely and meaningful statutes that can support educational programs to improve the literacy of students in the country. In addition, this may also prompt policy makers to revisit the language policies for possible redirection.

• *Schools Division Offices (SDOs):*

Educational initiatives like language programs are the brainchild of the Schools Division Offices. The concepts contained in this paper may also reflect the efforts initiated by the Schools Division Office in language pedagogy.

• *Schools Division Superintendents (SDSs):*

As the heads of Schools Division Offices, the full support and decisions of the Schools Division Superintendents are essential in the delivery of quality language instruction. This paper will also illustrate that they are encouraging their teachers to improve their craft.

• *Education Program Supervisors (EPSs):*

English programs are being supervised by Education Program Supervisors in English. This paper, which is a product of an English teacher handling Grade 9 students, will definitely provide the EPS in English the necessary data on teaching Philippine literary prose using story reading framework.

- *Public Schools District Supervisors (PSDSs):*

The technical support of the Public Schools District Supervisors is an important factor in the improvement of teaching instruction in the field. This study finds significant to the PSDSs since it will reflect their commitment to service.

- *School Heads:*

As the direct head of the teachers, the school heads are significant figures in the success of the teachers in their job. The support of the school heads not only during classroom observations but in other circumstances also deliver encouragement to their subordinates.

- *Reading Teachers:*

The careful selection of teachers, especially the reading teachers of the appropriate strategy to use in literature classes is a key to a successful delivery of language instruction. This study may help and assist the teachers in this process.

- *Students:*

The students are the very reason why teachers continuously strive to improve their craft. This study has even bigger reason that just completing the requirements for the graduate degree program. The Grade 9 students of the researcher serve as her inspiration in the conduct of this experimental study.

- *Parents:*

Just as this study is dedicated to the student, it is also extended to the parents who serve as the provider of the students. The parents also serve as her inspiration.

- *Community:*

The findings of the study may offer evidence-based strategies that local schools and educational institutions can adopt to enhance teaching practices, particularly those that promote critical thinking and problem-solving skills among learners. Moreover, a community that values reading and comprehension contributes to cultural development, as individuals are more likely to participate in informed discussions, reflective thinking, and creative pursuits that enrich communal life.

- *The Researcher:*

Personally, this study is an achievement of the writer in the field of research but in reality, this study affords many benefits to the researcher in her career. She was able to learn many things and understand more her obligations as a language teacher.

- *Future Researchers:*

This study provides a foundation for future researchers by identifying specific areas and topics that may be further explored in relation to literary comprehension and student engagement. The section on recommendations highlights possible directions for future investigations, such as the application of the Story Reading Framework (SRF) in different grade levels, subject areas, or learning contexts, as well as its impact on other variables like motivation, critical thinking, and language proficiency. In addition, this study may serve as a useful reference for researchers who wish to conduct similar or related studies, offering insights into research design, methodology, and instructional strategies. It is also hoped that this paper will encourage and motivate future researchers to pursue their own studies, contribute to the growing body of knowledge in education, and develop innovative approaches that can further improve teaching and learning practices in the classroom.

In conclusion, the significance of this study lies in its potential contributions to improving instructional practices, curriculum development, and student learning outcomes. By evaluating the effectiveness of the Story Reading Framework (SRF) in enhancing students' reading and comprehension skills, this research offers valuable insights that can guide teaching strategies and support the cultivation of a more competent and skilled student body. The findings highlight the importance of integrating SRF into the language curriculum, promoting not only academic proficiency but also essential real-world skills such as critical thinking and problem-solving. Overall, this study emphasizes the broader educational value of fostering comprehension skills in literature to prepare students for future challenges.

➤ *Setting of the Study*

Tabaco City is a coastal component city situated in the province of Albay, within the Bicol Region. The city spans a total land area of 117.14 square kilometers (45.23 square miles), representing approximately 4.55% of the entire land area of Albay. According to the 2020 Census of Population and Housing, Tabaco City has a population of 140,961. This accounts for about 10.25% of the province's total population and around 2.32% of the population of the Bicol Region. With an estimated population density of 1,203 inhabitants per square kilometer (3,117 per square mile), the city can be described as moderately populated. It features a balanced blend of residential communities, commercial establishments, and educational institutions, all of which contribute significantly to its socio-economic growth and cultural development. The city's strategic coastal location also plays a role in its economic activities, including trade, small-scale industries, and local tourism.

Historically, Tabaco National High School (TNHS) has been a cornerstone of secondary education in the locality. The school has long been recognized not only for its size but also for its enduring contribution to the academic formation of countless learners in the city and nearby municipalities. At one point in its history, there was a proposal to relocate the school to its former site. However, this plan was met with strong opposition from various sectors of the community, including parents, alumni, and local leaders, who emphasized the importance of preserving the school's accessibility and continuity. Through the collective efforts of stakeholders—most notably the Parent–Teacher Association (PTA)—funds were successfully mobilized to secure and develop a permanent site for the institution. This initiative exemplifies the strong collaboration between the school and the community and highlights the high value placed on education by the residents of Tabaco City.

At present, Tabaco National High School stands as one of the largest public secondary schools in the city and the province. The institution is composed of a total of 521 personnel from both the Junior High School and Senior High School departments. Among these, 455 are teaching personnel responsible for delivering instruction across various disciplines, while 66 are non-teaching personnel who provide vital administrative, technical, and operational support. This substantial workforce allows the school to effectively cater to a large and diverse student population while maintaining the delivery of quality education and a wide array of academic and co-curricular programs.

The school offers a variety of curriculum programs tailored to meet the diverse interests, aptitudes, and learning needs of its students. At the Junior High School level, TNHS implements specialized programs such as the Science, Technology, and Engineering (STE) Program, which aims to cultivate scientific inquiry and analytical thinking; the Special Program in the Arts (SPA), which develops students' talents in visual arts, music, dance, theater, and creative writing; and the Special Program in Sports, which promotes physical fitness, discipline, and teamwork. Alongside these specialized offerings, the school adheres to the K to 12 Basic Education Curriculum, ensuring that learners acquire competencies aligned with national standards and are prepared for higher education or employment.

At the Senior High School level, Tabaco National High School provides multiple tracks and strands designed to support students' career pathways. These include the Academic Track (with strands such as STEM, HUMSS, and ABM), the Technical-Vocational-Livelihood (TVL) Track, and the Sports Track. Additionally, the school implements the Alternative Learning System (ALS), which caters to learners who require flexible and non-traditional modes of instruction. Collectively, these programs serve a total student population of 7,798 learners, underscoring the school's significant role in delivering inclusive, accessible, and quality secondary education in the city.

Despite its accomplishments and strong institutional foundation, Tabaco National High School faces several challenges, particularly in ensuring consistent academic achievement among its learners. One of the most pressing concerns identified is the development of students' literacy skills, especially in reading comprehension. A considerable number of learners encounter difficulties in understanding texts, interpreting meanings, and making connections between what they read and real-life situations. These challenges often affect their performance not only in English but also across other subject areas that require critical reading and comprehension skills. Recognizing literacy as a fundamental component of lifelong learning, the school has prioritized the continuous improvement of reading proficiency as a key institutional objective.

In response to these challenges, the school—through the collaborative efforts of administrators, teachers, parents, and other stakeholders—has implemented various targeted programs and interventions. These include structured reading initiatives, guided reading sessions, interactive and collaborative literacy activities, and remedial programs designed to support struggling readers. Such interventions aim to strengthen foundational reading skills, enhance comprehension, and foster a love for reading among students. Furthermore, teachers employ differentiated instruction and contextualized teaching strategies to address the diverse learning needs of students and to make learning more meaningful and engaging.

Notwithstanding these challenges, Tabaco National High School continues to demonstrate excellence in academic, co-curricular, and extracurricular domains. The school has built a strong reputation for its consistent performance in local, national, and even international competitions, particularly in areas related to English language proficiency such as reading, writing, and public speaking. These achievements reflect the institution's commitment to maintaining high standards of education and to nurturing students' communication and critical thinking skills. In addition, the school provides various support systems, including academic assistance programs, enrichment activities, and mentorship initiatives, all of which contribute to the holistic development of learners.

Furthermore, the implementation of innovative instructional strategies within Tabaco National High School is supported by the school's commitment to continuous improvement and responsiveness to current educational demands. As part of its effort to address persistent literacy gaps, the school encourages the integration of research-based teaching approaches that promote active learning, critical thinking, and meaningful student engagement. In this context, teachers are gradually shifting from traditional, teacher-centered practices toward more learner-centered methodologies that emphasize interaction, collaboration, and guided learning processes. However, despite these efforts, challenges in reading comprehension and student engagement remain evident, particularly among learners who struggle with interpreting literary texts and expressing their ideas effectively. This situation underscores the importance of implementing structured frameworks such as the Story Reading Framework (SRF), which provides

a clear and systematic approach to reading instruction. By incorporating stages such as pre-reading, during-reading, and post-reading activities, SRF enables learners to process texts more effectively, build connections, and develop higher-order thinking skills. The researcher views this setting as highly appropriate for examining the impact of such an intervention, as it offers a realistic classroom environment where both the challenges and potential improvements in reading instruction can be observed and analyzed. Moreover, the results of this study may contribute to the development of more effective literacy programs and instructional strategies that can be adopted by teachers within the school and in similar educational institutions, ultimately supporting the goal of improving reading comprehension and fostering a deeper appreciation for literature among learners.

The learning environment of Tabaco National High School reflects a dynamic and diverse classroom setting where students come from varied socio-economic backgrounds, learning abilities, and levels of reading proficiency. This diversity presents both opportunities and challenges for teachers, particularly in delivering instruction that is inclusive and responsive to the needs of all learners. In many cases, students exhibit differences in vocabulary knowledge, reading habits, and prior exposure to literary texts, which significantly influence their comprehension and engagement during reading activities. As a result, teachers are required to employ flexible and adaptive teaching strategies that can accommodate these variations and ensure that all learners are given equal opportunities to succeed in the classroom.

In relation to the present study, the existing classroom conditions in Tabaco National High School highlight the need for structured and learner-centered instructional approaches that can effectively support reading comprehension and engagement. The observed challenges in literacy, combined with the diversity of learners, make the school an appropriate setting for the implementation of the Story Reading Framework (SRF). The researcher believes that introducing a structured reading approach within this context can provide valuable insights into how guided instruction influences students' ability to understand, interpret, and analyze literary texts. Furthermore, the findings generated from this setting may serve as a basis for improving instructional practices not only within the school but also in similar educational contexts facing comparable literacy challenges.

Given these characteristics, Tabaco National High School presents an appropriate and meaningful setting for the present study. Its large and diverse student population, comprehensive curriculum offerings, and ongoing efforts to address literacy challenges provide a rich context for examining the effectiveness of the Story Reading Framework (SRF). The school's environment allows for a thorough observation and assessment of how such an intervention can influence students' reading comprehension, engagement, and overall academic performance.

Furthermore, the selection of this research locale allows the study to generate findings that are both practical and contextually relevant to real classroom situations. The diversity of learners, combined with the presence of existing literacy challenges, provides an opportunity to examine how structured instructional approaches can be implemented effectively in a typical public secondary school setting.

The researcher considers this environment ideal for evaluating the applicability of the Story Reading Framework (SRF), as it reflects the actual conditions experienced by many learners in similar educational contexts. Through this, the study is expected to produce meaningful insights that can guide teachers in improving instructional practices, enhancing student engagement in reading activities, and contributing to the development of more effective strategies for strengthening literary comprehension among secondary learners. This visual representation helps contextualize the research site by showing its geographical position within the city and its accessibility to the surrounding communities. Figure 1 illustrates the geographical location of the study area, offering a clearer contextual understanding of the research setting.

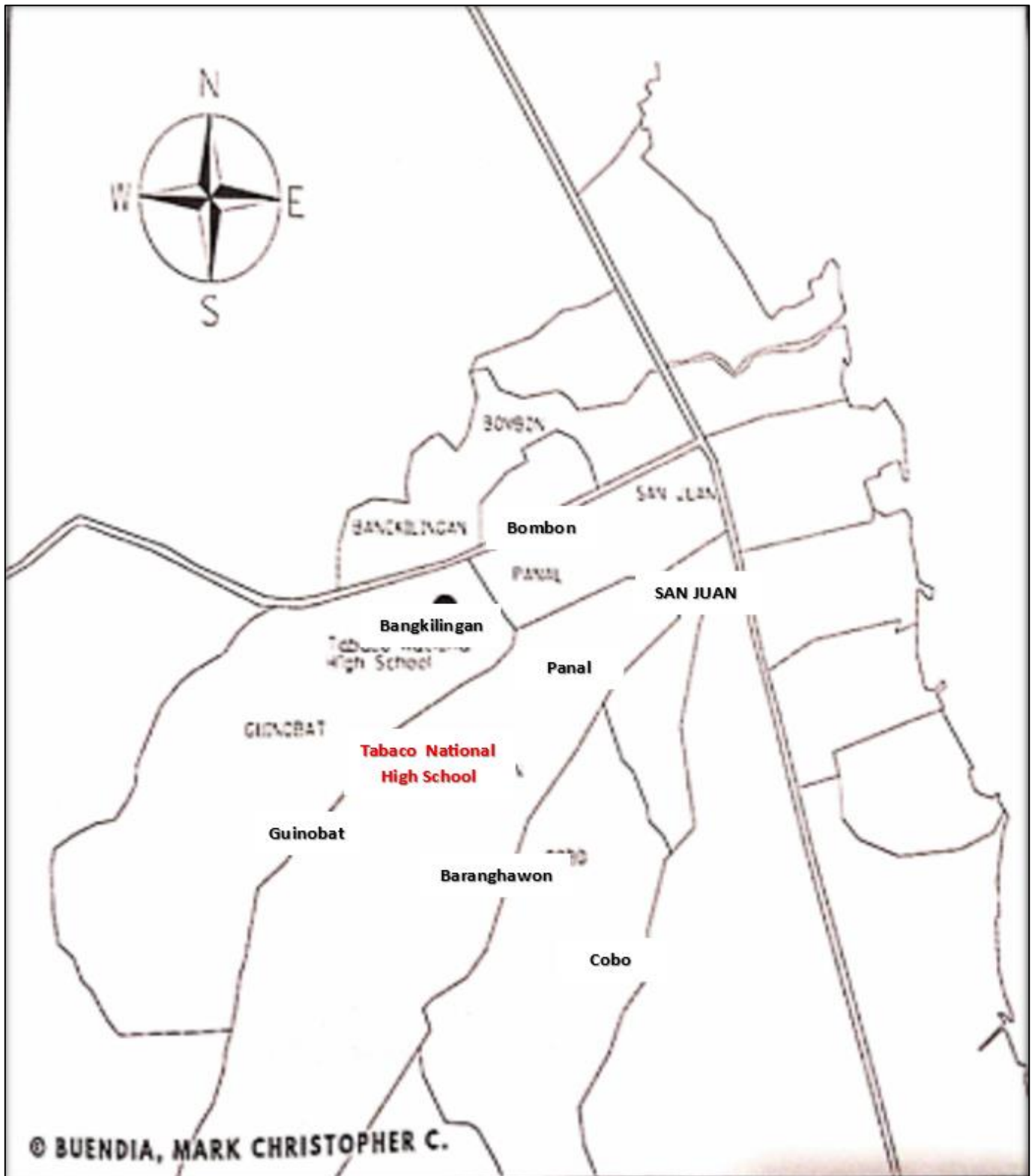


Fig 1 The Map of the Setting of the Study

➤ *Definition of Terms*

To provide a common understanding of the terms used in this study, the researcher provides definitions of these words. The definitions are of two (2) kinds. These are the conceptual definition and operational definition.

• *Effects:*

According to John W. Creswell (2014), effects refer to the changes or outcomes produced by a particular action, condition, or intervention in a research setting. In this study, effects refer to the measurable changes in students' reading comprehension

performance after the implementation of the Story Reading Framework (SRF). These are determined through the comparison of pre-test and post-test scores, as well as performance-based assessments.

- *Story Reading Framework (SRF):*

Based from Nell K. Duke and P. David Pearson (2002), the Story Reading Framework, an instructional approach that improves reading comprehension through structured pre-reading, during-reading, and post-reading activities that actively engage learners.

In this study, the Story Reading Framework refers to the strategy used by the researcher as a treatment, where students engage in guided reading of selected literary texts through structured phases. Its effectiveness is measured based on students' comprehension performance and level of engagement during the intervention.

- *Lesson Plan:*

(DepEd, 2016) A lesson plan is a systematic instructional guide that outlines learning objectives, teaching strategies, and assessment procedures to ensure effective classroom instruction. In this study, it refers to the structured guide used by the teacher that integrates the Story Reading Framework (SRF) in teaching Philippine literary prose to enhance students' comprehension and analysis skills.

- *Literary Prose:*

(Norton, 2012) Literary prose is a form of written language that uses ordinary grammatical structure but emphasizes artistic expression, imagery, and narrative style to convey meaning. In this study, it refers to the Philippine literary texts used within the SRF to develop students' comprehension and interpretative skills.

- *Biases:*

(Stephan, 1999) Bias refers to a tendency to favor one person, group, or viewpoint over another in an unfair manner. In this study, it refers to Grade 9 students' responses in reading tasks that show preference or inclination toward certain ideas without neutral judgment.

- *Control Group:*

(Creswell, 2018) A control group is a group in an experiment that does not receive the treatment and is used as a basis for comparison. In this study, it refers to students who are taught without the Story Reading Framework (SRF) and are used as the baseline for measuring instructional effects.

- *Experimental Group:*

(Creswell, 2018) An experimental group is the group exposed to a treatment or intervention being tested in a study. In this research, it refers to students who are taught using the Story Reading Framework (SRF) to determine its effect on reading comprehension.

- *Performance:*

(DepEd, 2015) Performance refers to the observable demonstration of learners' knowledge and skills in academic tasks and assessments. In this study, it refers to Grade 9 students' reading comprehension outcomes as measured through SRF-based activities, tests, and tasks.

- *Prejudice:*

(Allport, 1954) Prejudice is an unjustified or preconceived negative attitude toward a person, group, or idea. In this study, it refers to students' biased responses during reading activities that are based on assumptions rather than textual evidence.

- *Pre-test:*

(Fraenkel et al., 2019) A pre-test is an assessment given before instruction to measure learners' prior knowledge or skills. In this study, it refers to the researcher-made test administered before the SRF intervention to determine students' initial reading comprehension level.

- *Relevance of Ideas:*

(Bloom, 1956) Relevance refers to the degree to which ideas are connected to and useful in addressing a specific topic or problem. In this study, it refers to students' ability to identify whether ideas in literary texts are related to the central theme or question.

- *Validity of Evidence:*

(Creswell, 2014) Validity of evidence refers to the extent to which information or data accurately supports a claim or conclusion. In this study, it refers to students' ability to judge whether textual evidence in literary prose supports correct interpretation.

- *Truthfulness:*

(OECD, 2018) Truthfulness refers to the accuracy and reliability of information presented in a text or statement. In this study, it refers to students' evaluation of whether ideas in literary prose are factual, realistic, or exaggerated.

- *Hearing:*

(ASHA, 2020) Hearing is the passive physiological process of perceiving sound. In this study, it refers to students' ability to perceive audio input without necessarily understanding its meaning during learning activities.

- *Listening:*

(Rost, 2016) Listening is the active process of receiving, interpreting, and responding to spoken language. In this study, it refers to students' engagement with oral reading activities in SRF to understand and analyze literary texts.

- *Facts:*

(Norris, 2013) Facts are statements that can be verified through evidence or observation. In this study, it refers to verifiable information found in literary texts that students must identify during comprehension tasks.

- *Opinions:*

(Fisher, 2011) Opinions are personal beliefs or judgments that are not necessarily supported by evidence. In this study, it refers to subjective statements in literary prose that students must distinguish from factual information.

- *Partiality:*

(Greenwald, 1998) Partiality refers to a tendency to favor one side or perspective over others. In this study, it refers to students' identification of biased interpretations or character judgments in literary texts.

- *Impartiality:*

(Greenwald, 1998) Impartiality refers to fairness and neutrality in judgment or evaluation. In this study, it refers to students' ability to analyze literary texts objectively without favoritism or bias.

- *Reading Comprehension:*

(Grabe & Stoller, 2011) Reading comprehension is the process of constructing meaning from written text through interaction between the reader, the text, and the context. In this study, it refers to Grade 9 students' ability to understand, interpret, analyze, and evaluate Philippine literary prose as measured through tests and SRF-based learning activities.

- *Engagement:*

(Fredricks et al., 2004) Engagement refers to the level of students' active involvement in learning, including behavioral, emotional, and cognitive participation. In this study, it refers to students' participation, interest, and interaction during SRF-based reading activities.

- *Higher-Order Thinking Skills:*

(Bloom, 1956) Higher-order thinking skills involve advanced cognitive processes such as analyzing, evaluating, and creating. In this study, it refers to students' ability to interpret themes, analyze characters, and evaluate literary texts.

- *Guided Reading:*

(Fountas & Pinnell, 1996) Guided reading is an instructional approach where teachers support students in reading and understanding texts through structured guidance. In this study, it refers to teacher-supported reading activities within the SRF that help students comprehend literary prose.

- *Scaffolding:*

(Vygotsky, 1978) Scaffolding is the support given to learners to help them achieve tasks they cannot accomplish independently. In this study, it refers to the structured support provided during SRF activities to improve students' comprehension skills.

- *Philippine Literary Prose:*

(Lumbera & Lumbera, 2005) Philippine literary prose refers to narrative texts such as short stories and novels that reflect Filipino culture, values, and experiences. In this study, it refers to the selected texts used in SRF to develop students' comprehension and cultural awareness.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the various pieces of literature and studies that were reviewed by the present writer on the use of story reading framework as a strategy in teaching literary prose. It also discusses the summary of the reviewed materials as well as the research gaps. The theoretical underpinnings that provided support to this study are illustrated in a model and so with the conceptual framework.

➤ *Related Literature*

The researcher collected published materials, both foreign and local. These materials are presented and discussed.

• *Foreign*

The published pieces of literature outside the country are first presented. These emphasized the different views on teaching the English language, and the integration of literary prose in the teaching of English.

Teaching English as a foreign language in some countries is challenging, especially in places where learners are not so familiar with it. The more it is a problem in secondary schools, where students require additional motivation. Thus, according to Brown (2001)¹ teachers as motivators should have some sound approaches to teach it. Teachers should know what the students needed in learning the English language so that the teachers can apply the appropriate techniques in teaching. With the modern technology, the learning materials and the techniques of teaching have to adjust to the new wave of knowledge.

Language teachers devise strategies so that students will enjoy the literary pieces given to them as part of the academic task. These strategies ensure that the students are able to understand the materials given to them so that they can perform independently or in groups the needed activities as required in the curriculum. Based from Mok (2008) teaching strategies play a great role in the academic success of the students. The interest of the students hinders the capacity of the students to enjoy literature and language learning.

The integration of literature in language classes is aimed to develop the abilities of students in an integrated manner. It includes the overall aspects of student development from the intellect to the emotional aspect as well so that the students are able to socially appreciate their roles in the community. Bullough & Baughman (2007) noted that the primary aim of integrating literature into the language syllabus is language competence.

In Malaysia, the English Language Curriculum Specification indicates that the Contemporary Children Literature (CCL) Program helps students to improve their English through reading simple fiction and to provide a continuum for the literature component introduced in school. Cameron & Bizo (2019)⁴ claimed that the program intends to create an enjoyable learning environment of language and literature classes. Thus, literature is not only meant to address the interpersonal and informational aesthetic value of the learning, but also beyond that where the students learn about people, culture, ethics, behaviors and other social norms.

In addition, there is a Curriculum Development Center (CDC) that caters to the curriculum needs of the learners in Malaysia. The center advocates that teachers read the story thoroughly with the students and highlights the storyline, characters, message or moral of the story. Using the story reading framework, the teachers are required to perform activities suggested in the modules provided by the CDC, and encouraged to develop worksheet for students, as well as plan activities that students can be placed in their portfolio. As reported by Malaysia Ministry of Education (2009), teachers are to evaluate the portfolio which students have completed within a period of time. Other than that, teachers are encouraged to create an enjoyable learning environment by developing activities suited to students.

In literature classes, the teacher reads the material thoroughly and introduces the subject of the material. This is to arouse students' enjoyment in listening to the material by reading then aloud in class and getting students to follow. As the story becomes more familiar, teachers are recommended to discuss new vocabulary in order to help students to understand the material, and to use the text to teach aspects of language in the learning. Basree (2009) commented that on the side of the students, it is suggested that students read the book and talk about it with friends, to get involved in classroom activities and complete all exercises given by their teacher. Students are required to write down all the new words they have gained and learnt in a vocabulary book. Further, they are advised to keep portfolio that has the components of (1) Table of Contents, (2) Pupil's Work, (3) Dates, (4) Drafts and Final Pieces, and (5) Reflections. Students are encouraged to carry out self-assessment to reflect on their own learning.

Carter & Long (2011) emphasized that the learning outcomes of literature teaching are the expected skills, experience, attitudes or language that students need to gain. The outcomes are the fundamental elements that students need to attain in the objectives of literature learning. Students are introduced to short stories, which is known as one of the components in prose, functions as a

continuous piece of writing which consist of both fiction and non-fiction. Authors of short stories utilize language to raise issues related to human interest. Students are required to learn good values in them by comparing and contrasting different short stories.

As captured in the above discussions, literature is a functional and valuable subject that has capacity of molding an all-round personality that is socially acceptable in the community. However, a lot of students nowadays do not study literature and appreciate its value. One of the reasons as identified as Edward (2008) is laziness. Although it may sound childlike, it is the fundamental reason why students do not study literature anymore. The teacher on the other had also do not show strong interest in reading the recommended texts in the class or they are not ready to deliver instruction. Any teacher who wants her students to read must be seen reading. The teacher of literature must practice loud reading in the class. He or she must model reading so that the students can emulate. A good literature teacher will take advantage of loud reading to teach pronunciation, new vocabulary, correct speech disorders and consequently develop communicative competence in the learners.

The teaching and learning of literature go beyond story telling. Ezeokoli (2010) stated that the styles of the authors, the language aphorisms, diction, vocabulary, didactics, characterization, gestures and body language are important components to be discussed in their relevant contexts while reading the texts with class participation. When literature texts are read in the class, the students will develop an interest that will be infectious enough to motivate one another. The more they brand themselves with the characters in the books, the more they popularize the books and the subject. Another reason why students do not read literature anymore is the high presence of electronic media and social applications. According to Moody (2003) in those days, students would undertake recreational or leisure reading to kill boredom, relax their nerves for fun, or whatever reason. This is hardly observed these days because of competing mass media. Today, television viewing and precisely movie watching as well as internet surfing and attention to social media has become the practice of many students.

- *Local*

This section presents related works published in the country that tackle on language teaching, integration of literature, and strategies in teaching Philippine Literature in schools. The materials are discussed and the relevance to the present study is highlighted.

In the Philippines, it is still an old-aged issue to sustain the interest in learning literature. Corpuz and Velasco (2019) even pointed out that Filipino students ignore literature. They added that the younger generation lack the interest in understanding cultural heritage because of colonialism. Literature however, is a gift from the ancestors, yet students remain adverse. In other studies, one of the causes of low interest is the perception that literature may not be suitable for all levels of learners due to the rich vocabulary that is often found to be different from everyday functional language.

Teachers encounter challenges in completing cognitive tasks that require active participation from students when they remain passive recipients of input. Teachers who are less innovative and engaging may also render students passive and incapable of critical thought. Students and teachers sometimes complain about the lack of classrooms and textbooks. Considering the variety of languages in the country, the use of English may also pose difficulty in learning literature written in English. This is evident from the findings of various studies about the connection between language and literature learning. Students may need help understanding the language used in the materials they are studying. Students liked reading and studying short tales since they were brief and the author's language was easy to understand. On the other hand, students detested learning poetry since the language is so complex that they find it uninteresting.

Teachers yearn to have all of their students learn from their discussion. This was indicated in the article by Castillo (2023). They find the means to make sure that students' time in school with them will be productive and will not be wasted. Teachers' passion for teaching elicits ways to find approaches that will best suit their lessons, from motivation to evaluation. Some teachers find it difficult to suit their approaches to the variety of teaching techniques, specifically in teaching literature. Likewise, teachers need to understand the learning styles of their learners for them to be able to match their teaching methods to those of the students' interest in learning. Effective teaching and learning literature, therefore, must place equal emphasis on both the teacher and the students

The aim of education is to develop an individual holistically. Developing an individual's cognitive, affective, and psychomotor skills should be the focus of any educational institution. In teaching literature subjects, for example, a teacher should not only concentrate on developing the affective ability of the students but also the cognitive and psychomotor skills as well. Uychoco (2016) indicated that the teacher's choice of the approach will ensure that the student's holistic development is achieved. Providing opportunities for a literature student to learn not only the language of other people but also the lives of other people is important. This can be done if teachers will use the appropriate teaching approaches.

The study of literature presents particular difficulties for teachers. There is no right or wrong way to teach literature, just as there are no right or wrong answers, unlike other subjects. This is due to the subjectivity of literature and the legitimacy of students' viewpoints. There are, however, strategies that teachers can use to teach literature and help students learn from it. The teachers may use prior knowledge of the student to motivate them to study the literary texts. Learners can better integrate new information with

what they already know when they have prior knowledge about a subject. Background information promotes more in-depth interaction with the content.

Ambayon (2020) suggested the students are better able to engage with the text in a meaningful way when they ask questions, make predictions, and visualize. Young students frequently struggle with reading comprehension, which can make it difficult for them to comprehend and appreciate books. Numerous cognitive, linguistic, and instructional elements may contribute to these problems, such as limited word knowledge, poor decoding capabilities, low fluency, insufficient prior experience, inferencing difficulties, and over-reliance on images. In terms of limited word knowledge, young learners who are unfamiliar with important terms and phrases may find it difficult to comprehend literature. This restriction makes it harder for them to understand the texts' overall meaning. In terms of poor decoding capabilities, slow reading speed, and comprehension might result from having trouble automatically recognizing or sounding out words. This frequently happens to students who are still learning word recognition or phonics. In addition, low fluency makes it hard for young learners to concentrate on meaning because they are too busy decoding individual words.

Moreover, Sanchez & Abo (2025) commented that insufficient prior experience makes it hard for students to draw connections or deduce meaning. This problem is most noticeable in writings that provide information. Inferring difficulties also trouble learners in deducing meaning from literature or drawing logical conclusions from it. In addition, over-reliance on images may impede the growth of self-sufficient reading abilities in learners. Although images can aid comprehension, some students may rely too much on them at the expense of the text.

One particular strategy that caught the attention of many language researchers is the use of story reading framework as a jump-off point for understanding and appreciating literary texts. The effectiveness of storytelling as a teaching strategy for improving students' reading comprehension is becoming more widely acknowledged. According to Sapico (2023) storytelling not only keeps students interested but also helps them form stronger emotional and cognitive bonds with the subject matter, which enhances comprehension and memory. There are some roles of storytelling in reading comprehension, including cognitive engagement, emotional connection, and interactive learning. Readers can improve Cognitive Engagement by promoting active engagement, and storytelling helps pupils deduce meaning from stories. The development of comprehension techniques and critical thinking abilities depends on this involvement. Research indicates that pupils who are exposed to stories are better able to categorize, organize, and remember information, all of which are critical skills for successful reading comprehension.

In addition, storytelling can greatly improve comprehension by fostering emotional engagement. Students are more likely to retain details and comprehend underlying concepts when they feel an emotional connection to the characters and storylines. Reading becomes an immersive experience because of this relationship. Furthermore, interactive components like roleplaying, conversations, and visual aids are frequently used in storytelling. In addition to making studying fun, these techniques support students' comprehension of difficult texts by assisting them in visualizing stories.

Alerta (2021) cited in her article that teachers can use several tactics to optimize the advantages of storytelling in reading comprehension. The first is an interactive read-aloud. It encourages student participation by stopping at strategic points to pose queries and lead conversations about the narrative. The second is visual aids. Visual aids assist students in visualizing the connections between characters and plot components, using story maps and graphics. The third is role-playing. Role playing helps students better grasp narrative dynamics encourage them to act out stories or character exchanges. The fourth is diverse narratives. It helps students engage with the content more deeply, including a range of anecdotes that speak to their experiences. Since the invention of technology, storytelling has changed dramatically, giving rise to several technologies that improve the storytelling experience. From interactive experiences to visual narratives, these tools address various facets of storytelling, facilitating effective audience engagement for producers.

The 21st century is widely known as the Computer Age. This gave birth to the use of Information, Communication, and Technology (ICT) in education. ICT integration generally means a technology-based teaching and learning process with the use of technologies like computers. Computers and technology do not replace tools for quality teachers but instead they are considered as an add-on supplement needed for better teaching and learning. Calibugan & Maghuyop (2024) stressed that to achieve authentic learning, new pedagogies and strategies in teaching literature are introduced. One of these is Digital storytelling (DST). DST are video presentations or short movies produced by combining computer-based images, text, recorded audio narration, video clips and music to present information on various topics. It has also become a powerful instructional tool today to support education as technology is being integrated in the classroom to assist language learning and facilitate discussion. Thus, this sums up that 21st-century learners can attain authentic learning through their immersion and involvement to solve the problems with the use of critical thinking and application of unique instructional materials that is to cope with the advancement of the teaching and learning process.

Literature has been seen as a mere written work to be read by students. This is according to Francisco & Madrazo (2019). Furthermore, the authors posited that Literature as a subject is more than a piece of poetry or story, as it challenges one's ability in literary reading, literary understanding, and literary appreciation. And so, teaching literature is not just as easy as letting them know what the literary piece is all about. One of the challenges in language and literature teaching is to help students relate what they have

learnt in the humanities to current issues of the 21st century and look at them from new perspectives. While this all does well to emphasize the work that real literacy requires, there's little wonder why students are increasingly seeking briefer, more visual, social, and dynamic media. Because not only are these media forms effortlessly entertaining, but they also rarely require meaningful investment of themselves.

According to Romero & Papango (2020), finding practical ideas about learning strategy programs that have been drawn from theory and research is difficult for most veteran instructors but is even more difficult for those instructors new to the field. And even putting new pedagogies in action is also challenging and could be subject to revision or failure. Presently, teachers attend seminars on new teaching pedagogies to cope with the 21st-century demands on the teaching and learning process.

The teaching of literature gives students the opportunity to understand and reflect on scenarios, with consideration of the set moral standards, and exposes students to the language and the culture that the literary material portrays. However, the nuance, structure, and complexity of literature is its magic. Pasaribu et al. (2021) opined that students nowadays dislike reading, especially when raised in data-loud, image-based, and form-filled texts. With the use of technologies like films, teachers generally thought that students appreciate watching films since it is something they are used to doing. However, as it has been said, students have become passive and, thus, must be exposed to approaches that will help them to develop their 21st-century skills as authentic learning is a concern.

➤ *Related Studies*

The researcher collected unpublished and published research works both in the country and outside the country. The studies were synthesized, and the abstracts are presented in this section.

• *Foreign*

The related studies that were conducted outside the country are first presented. These studies were found to be related to the current work, which is on teaching literature. The studies that focused on the strategies and challenges in teaching and learning literature are also included in this part.

The study of Nasrullah et al. (2021) aimed to describe the approaches, methods, and techniques applied by teachers of secondary schools in Tanjung, Tabalong, when teaching English in class. This study employed a qualitative case study methodology, which produces descriptive data. There were 30 teachers as the participants in this research. The data were collected by using interviews and a questionnaire. The result of the research shows that even though some of the teachers are using materials outside of the textbook, the methods and techniques of teaching English in secondary schools are still not based on demanded approaches, so the face of English teaching struggles to find its identity in pursuing the goal of communicative competence.

Mustakim et al. (2025) explored the approaches employed by teachers in teaching the Contemporary Children's Literature Program to upper primary school. Using classroom observations and interviews as research instruments, this paper evaluates the approaches of five ESL teachers teaching Year 5 students and examines the various challenges faced by them in the teaching of literature. Preliminary findings on the approaches revealed that the incorporation of literary elements in the classroom was minimal. Teachers lacked creativity and fully utilized the modules provided by the Curriculum Development Centre. The pre-, while-, and post-reading stages were not employed effectively due to the lack of textbooks provided by the school. Nevertheless, the program has great potential to enhance students' language learning in the classroom. This study contributes to the field of curriculum and pedagogy by promoting authentic learning through the evaluation of teachers' classroom approaches. Reading is a basic skill that students must master and enjoy. Through reading, students can increase and improve their knowledge. However, reading is a challenging activity. Based on the observation, Kurniawan (2024) found that elementary students in SDN 012 had low abilities in reading activities. This low reading ability has an impact on limited student participation in reading activities. Therefore, the author creates a storytelling frame and stages of reading activities that can increase student participation in reading activities and improve students' reading skills. There were some stages done by the author. The first was designing a storytelling frame, implementing reading activities with students, the second was using a storytelling frame with students and teachers, and the last was evaluating the storytelling frame. The design of the storytelling frame used square and round shapes made of stainless in gold color. They were decorated with artificial flowers, dolls, and cloth. The storytelling frame was designed based on the theme of the story, which is "Where is the bear?" There were 20 students who joined the storytelling activity using the storytelling frame. The pre-test and post-test on students' reading comprehension revealed that students have a better understanding of reading the text by using story telling frame.

Ugwu (2022) investigated the problems of teaching Literature-in-English in 51 public senior secondary schools in Ibadan metropolis, Oyo State. Random and purposive sampling techniques were used to select three local government areas (LGAs), 20 teachers, and 7,090 students. Data were gathered through the Availability of Literature Teachers Checklist (ALTC), the Interview Guide for Literature-in-English Teachers (IGLT), and the Students' Text Possession Checklist (STPC). The result shows that teachers are faced with many challenges that prevent them from delivering quality instruction. These include a poor learning environment, an acute shortage of textbooks, low language proficiency, misconceptions about the value of literature, heavy workload, and lack of parental support. Some schools do not have literature teachers. The biggest obstacle, however, is the lack of textbooks. The situation

is critical and points to a crisis of teaching and learning in Literature-in-English classrooms. Urgent interventions are needed if the objectives of this school subject are to be achieved. Some recommendations are made.

Gabrielsen et al (2019) determined the use of literary texts in 178 video-recorded Language Arts lessons across 47 lower-secondary Norwegian classrooms. It offers a systematic overview of how literary texts are read, used, and discussed across classrooms and investigates instructional practices related to literary texts and functions of texts in instruction. The results reveal a strong genre discourse across classrooms; reading literary texts is strongly connected to students' own writing, focusing on generic text features that are relevant for texts across the same genre. With one exception, shared instruction did not include novels except as individual pleasure reading.

The findings align with concerns raised by scholars about the role of literature in language arts, revealing a rather reductionist use of literature across classrooms. Despite strong arguments and empirical support for students reading literature in school, such practices are poorly reflected in classrooms in this study. The main contribution lies in the exploration of the practices by which adolescents are socialized into literary reading. The researcher provided an exhaustive look at the everyday practices related to literary texts in language arts lessons and the ways these texts are framed, read, and discussed in education.

The study of Du (2022) was conducted mainly through an analysis of student-and-teacher responses to questionnaires together with document analysis and reviews on the author's experience in teaching and managing literary courses at his university. The sample includes 10 teachers in charge of the courses and 150 students attending these courses from five universities. The findings indicate that the teaching and learning of literature in the English language curriculum at these universities is facing certain problems, among which are: limited experience of mother tongue literature; limited experience of literary language; limited experience of English or American literature; and limited experience or knowledge of the world, life, people. From the implications identified, the findings of this paper are believed to yield further insights into the improvement of literature teaching and learning at university in Vietnamese contexts.

The study of Khatib & Askari (2022) aimed to investigate if teaching simple (not simplified) literary texts in university classes as their General English course-book can affect students' attitudes toward their L2. In view of this, a study was designed and conducted at Safashahr Azad University. Sixty-one freshmen learners (studying English as their General English) participated in the study. Ten short stories were taught as the course content of the GE in the experimental class. Short stories ranged from 106 words to 2294 words. The results showed that using literature in English classes brings positive effects on students' L2 attitudes. Using authentic simple literary texts in GE classes seemed to create a learning environment in which students were willing to participate in class interactions, which helped learners form a more positive attitude towards English.

Speaking of the role and position of literature in language teaching platforms, generally, two opposite views are in action, namely essentialist and non-essentialist. However, numerous studies have stressed the influential role of literature. The study of Barzai et al. (2021) investigated the opinions and preferences of EFL university students on the integration of literature in English language learning. To do so, a mixed-method research design was utilized in which data were collected quantitatively through a 12-item questionnaire and qualitatively using five open-ended questions. The quantitative data were analyzed using SPSS, whereas descriptions were used to analyze the qualitative data. For the quantitative part, thirty (30) EFL students and for the qualitative phase, 10 EFL students participated. The findings indicated that students consider literature as a significant tool for learning English language and enhancing the four main language skills. It is also discovered that students find literary texts to develop awareness of cultural knowledge, which is inseparable in learning a second language. In a nutshell, the findings discovered that students showed positive attitudes toward using literature in learning English as a foreign language.

A qualitative study was conducted by Giuria (2015) in Sweden to inform on views and approaches to literature teaching in the ESL classroom of teachers at upper secondary schools. The research questions are: What views may teachers have of the teaching of literature in the ESL classroom in upper secondary school in Sweden? How can the Swedish curriculum for upper secondary school be interpreted and used when it comes to literature teaching in the ESL classroom? What relation can one detect between the teacher's own view on literature and their practice? In order to answer these questions, interviews have been conducted with four teachers from two different schools in Southern Sweden (Lund and Kristianstad). The analysis of the interviews shows a connection between the teachers' own views on literature and their interpretation of the curriculum, which results in very different practices. Nevertheless, the role of literature in the ESL classroom can be ascribed to three main purposes: language improvement, knowledge and understanding of different cultures and personal growth. The study dealt with issues and topics that are grounded on the practice of English teaching.

The study of Jabeen & Sarifa (2022) explored the effectiveness of certain teaching approaches in a literature classroom in an English as a Foreign Language (EFL) setting. The effectiveness of these approaches outlines from the learner's perspective and a conclusion is drawn after a deductive qualitative analysis of the learner's opinions. It also investigated the learner's detailed responses on some approaches to formulate a common consensus on the solidity of these approaches in a literature classroom. The study further signifies the importance of teaching literature in an EFL classroom. A qualitative analysis based on a structured questionnaire is carried out after individual interviews of the participants. The participants have been graduated from the College of

Languages and Translation, King Khalid University, Abha, Kingdom of Saudi Arabia with a minimum of three literature courses on their credit/ It has been observed that all the participants are convinced in adopting certain approaches in teaching a literary text which not only help in acquiring language symbols but also improve their critical outlook. This study also presented a careful evaluation of the benefit preferred and acquired by the interviewees at certain stages of their educational experiences. The authors have conducted study by providing a set of suggestions to the Literature teachers who have been sincerely struggling in explaining literary texts to the EFL learners.

The foreign studies reviewed reveal both converging and diverging perspectives on the teaching of literature in English language classrooms, particularly in terms of instructional approaches, challenges encountered, and learner engagement. Collectively, these studies underscore the need for a structured, learner-centered framework, such as the Story Reading Framework (SRF), to address persistent gaps in literature instruction.

A key similarity across most studies is the identification of instructional challenges that hinder effective literature teaching. Nasrullah et al. (2021), Mustakim et al. (2025), Ugwu (2022), and Du (2022) consistently report that literature instruction is often weakened by teachers' limited use of varied strategies, over-reliance on prescribed modules or textbooks, and inadequate scaffolding of reading activities. In particular, Mustakim et al. (2025) and Ugwu (2022) highlight that the pre-, while-, and post-reading stages are either insufficiently implemented or entirely neglected due to lack of resources, heavy workload, and low language proficiency. These findings directly align with the core premise of the SRF, which emphasizes systematic progression through pre-reading (motivation and schema activation), while-reading (guided comprehension), and post-reading (reflection and application) to ensure meaningful engagement with texts.

Another point of convergence lies in the language and comprehension difficulties experienced by learners. Du (2022) and Ugwu (2022) report students' limited exposure to literary language, insufficient world knowledge, and low English proficiency as major barriers to understanding literary texts. Similarly, Gabrielsen et al. (2019) reveal a reductionist approach to literature, where texts are treated mainly as tools for genre-based writing rather than as sources of meaning, interpretation, and personal response. These findings underscore the necessity of the while-reading stage of the SRF, where comprehension strategies such as questioning, predicting, clarifying, and connecting ideas are explicitly taught to support learners in constructing meaning during reading.

Despite these similarities, the studies differ significantly in their focus and proposed instructional responses. While Nasrullah et al. (2021), Ugwu (2022), and Du (2022) primarily diagnose problems in literature teaching, other studies move toward intervention-based and learner-centered solutions. For instance, Kurniawan (2024) demonstrates the effectiveness of a storytelling frame, showing improved reading comprehension through structured reading stages—an approach that closely mirrors the SRF's sequential design. Likewise, Khatib and Askari (2022), Barzai et al. (2021), and Jabeen and Sarifa (2022) emphasize the positive impact of using authentic literary texts and interactive approaches on learners' attitudes, participation, and critical thinking. These approaches resonate strongly with the post-reading stage of the SRF, which encourages interpretation, evaluation, and personal response to texts.

Furthermore, differences emerge in terms of educational levels and instructional purposes. Studies such as Gabrielsen et al. (2019) and Giuria (2015) focus on secondary education, highlighting how teachers' beliefs and curriculum interpretations shape literature teaching practices. In contrast, Khatib and Askari (2022), Barzai et al. (2021), and Jabeen and Sarifa (2022) focus on university-level EFL contexts, where literature is viewed as a means of improving language proficiency, cultural awareness, and critical thinking. Despite these contextual differences, all studies affirm that literature teaching is most effective when instruction is intentional, reflective, and interactive, principles that are embedded within the SRF.

In synthesis, while the reviewed foreign studies vary in context, methodology, and emphasis, they converge on the recognition that unstructured and teacher-centered approaches limit the potential of literature instruction. The Story Reading Framework responds to these shared concerns by providing a clear, stage-based instructional structure that supports comprehension, engagement, and authentic learning. By integrating pre-reading motivation, while-reading scaffolding, and post-reading reflection, the SRF addresses the instructional gaps and pedagogical weaknesses identified across these studies, thereby positioning it as a theoretically grounded and practical framework for effective literature teaching.

Moreover, the consistent findings across the literature highlight the importance of guided instructional support in developing learners' critical thinking and reading comprehension skills. This further strengthens the relevance of structured frameworks like SRF in ensuring that students not only understand literary texts but also actively construct meaning and relate them to real-life experiences.

- *Local*

The researcher also collected unpublished and published studies conducted in the country. The abstracts of the studies are presented here and discussed in terms of similarities and differences.

The work of Del Rosario (2022) assessed the degree of utilization on the approaches employed in teaching Literature, determine the most common used techniques, and propose a Learning and Development Activity (LDA) to improve the quality of its teaching-learning. The quantitative research design was used in this descriptive research to collect the data from 35 Junior and Senior High School literature teachers in Southern Nueva Vizcaya, particularly at Bambang National High School, Aritao National High School, and Santa Fe National High School, school year 2021-2022. More so, weighted mean was employed as statistical tool to analyze and interpret the data gathered. Research revealed that most of the Literature teachers employed information-based approach, followed by moral-philosophical approach, personal-response approach, paraphrastic approach, language-based approach, and lastly, the stylistic approach. Reflections of information-based approach and moral-philosophical approach were disclosed as the most common used techniques in teaching Literature. Hence, a learning and development activity (LDA) that explores stylistic approach and language-based approach was proposed to enhance the skills of Literature teachers particularly in designing an improved instructional plan.

The study of Del Rosario (2022) and the present study share similarities in terms of their focus on the teaching and learning of literature in the classroom. Both studies are concerned with improving literature instruction and addressing challenges in how literature is taught to learners. Specifically, Del Rosario (2022) examined the approaches commonly used by teachers in teaching literature and aimed to enhance instructional quality through a proposed Learning and Development Activity (LDA). Similarly, the present study focuses on improving literature instruction; however, it specifically investigates the effectiveness of the Story Reading Framework (SRF) in enhancing Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore emphasize the importance of improving teaching strategies to achieve better learning outcomes in literature education.

In terms of methodology, both studies employed a quantitative research design, which involves the systematic collection and analysis of numerical data. However, they differ in their respondents and focus. Del Rosario (2022) gathered data from 35 Junior and Senior High School literature teachers in selected schools in Southern Nueva Vizcaya, focusing on teachers' instructional approaches and practices. In contrast, the present study involves Grade 9 learners of Tabaco National High School as respondents, focusing on students' comprehension and engagement outcomes when exposed to the Story Reading Framework. This shows that while Del Rosario (2022) concentrated on teachers' instructional practices, the present study centers on learners' learning experiences and performance.

Furthermore, the scope and purpose of the two studies differ. Del Rosario (2022) aimed to identify the most commonly used teaching approaches and propose a training intervention for teachers to improve instructional delivery. On the other hand, the present study aims to determine the effectiveness of a specific instructional framework—the Story Reading Framework—in improving students' literary comprehension and engagement. Instead of proposing teacher training, the current study evaluates the impact of an instructional strategy directly implemented in the classroom.

The study of Dikitanan (2023) was conducted to assess the effectiveness of the 21st century approach in teaching Philippine literature to the students of Lagundi-CCL National High School. The study utilized the descriptive-developmental and experimental research design utilizing assessment test and adopted questionnaire-checklist involving the development of lesson exemplars utilizing 21st century approached in teaching literature. These approaches are the 2C-IR or the Constructive, Collaborative, Integrative, Inquiry-based and Reflective. The respondents were exposed to the developed learning material for two weeks through online which were handled by three different English teachers from the public secondary schools in Morong Sub-office. They were then given assessment test to measure their understanding after completing the discussions. The data were then collected, tallied and tabulated. The paper concluded that the developed learning and teaching materials can be used in teaching Philippine Literature in Grade 7. Furthermore, it will help teachers to harness the country's literary resources and to enhance their classroom teaching through a variety of interactive and integrative methods that is suited in 21st century teaching.

The study of Dikitanan (2023) and the present study share similarities in terms of their focus on improving the teaching and learning of Philippine literature through the use of innovative instructional approaches. Both studies aim to enhance students' understanding and engagement in literary texts by applying structured and modern teaching strategies in the classroom. Specifically, Dikitanan (2023) examined the effectiveness of 21st-century teaching approaches, such as Constructive, Collaborative, Integrative, Inquiry-based, and Reflective (2C-IR), in teaching Philippine literature. Similarly, the present study focuses on the effectiveness of the Story Reading Framework (SRF) in improving Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore highlight the importance of learner-centered and structured instructional methods in enhancing students' performance in literature.

In terms of research design, both studies utilized a quantitative approach; however, they differ in specific methodologies and implementation. Dikitanan (2023) employed a descriptive-developmental and experimental research design and made use of assessment tests and a questionnaire-checklist to evaluate learners' understanding after exposure to developed lesson exemplars. The study also involved the implementation of learning materials through online instruction handled by English teachers. In contrast, the present study focuses on the direct application of the Story Reading Framework in a face-to-face classroom setting at Tabaco

National High School and assesses its impact on learners' literary comprehension and engagement without necessarily involving the development of lesson exemplars or online delivery.

Furthermore, the scope and respondents of the two studies differ. Dikitanan (2023) involved Grade 7 students from Lagundi-CCL National High School and focused on evaluating the effectiveness of developed instructional materials using 21st-century approaches. On the other hand, the present study focuses on Grade 9 learners of Tabaco National High School and examines the effectiveness of SRF as an instructional framework in improving comprehension and engagement in Philippine literary prose.

The study of Mente (2022) aimed to determine the relationship between Teaching Strategies and Literature Learning in Public Secondary Schools along the K to 12 Curriculum. Furthermore, the following were the major findings of the study: The most popular teaching strategies employed by teachers in teaching literature were Information – Based Approach, Personal – Response Approach, and Moral – Philosophical Approach with the same mean of 3.52. This was followed by the Paraphrastic Approach and Language–Based Approach consecutively while the Stylistics Approach remained the lowest. Literature teachers did not employ varied strategies in literature teaching in the type of section whether regular or special. The teacher variables such as sex, age, the extent of graduate study, and years of experience were not significant in the strategy employed by teachers in the teaching of literature in high school English 8. Moreover, the implications and recommendations of the study were discussed in the study.

The study of Mente (2022) and the present study share similarities in their focus on literature instruction within the context of the K to 12 curriculum. Both studies aim to improve the teaching and learning of literature in public secondary schools by examining instructional practices that influence learners' understanding of literary texts. Specifically, Mente (2022) investigated the relationship between teachers' teaching strategies and literature learning, identifying the most commonly used approaches in literature instruction. Similarly, the present study focuses on improving literature learning; however, it specifically examines the effectiveness of the Story Reading Framework (SRF) in enhancing Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore emphasize the importance of instructional strategies in influencing learners' performance and understanding in literature.

In terms of findings and focus, Mente (2022) concentrated on identifying the teaching strategies most frequently used by literature teachers, such as the Information-Based Approach, Personal-Response Approach, and Moral-Philosophical Approach, while also analyzing whether teacher-related variables influenced the strategies employed. The study revealed that teachers did not significantly vary their strategies based on learner grouping or teacher demographics. In contrast, the present study does not focus on teacher characteristics or the frequency of instructional approaches; instead, it evaluates the impact of a specific structured instructional model—the Story Reading Framework—on students' comprehension and engagement outcomes.

Furthermore, the scope and respondents of the two studies differ significantly. Mente (2022) involved literature teachers in public secondary schools under the K to 12 curriculum and focused on teaching practices from the teacher's perspective. On the other hand, the present study involves Grade 9 learners of Tabaco National High School and focuses on the learners' perspective, particularly their comprehension levels and engagement when exposed to SRF-based instruction.

Pineda (2024) looked at how Filipino ESL students behave when discussing Philippine literature in English. The study assesses how well instruction complies with the needs of ESL students and validates their knowledge and skills through their in-class behavior. The literary questions and specifications checklist was examined using functional behavioral analysis (FBA). This emphasized how crucial it is to outline the course material and instructional goals to ensure students' knowledge, behavior, and skills are properly measured. The study's findings demonstrated how well students understood complex concepts and how well they could respond to lengthy reinforcements that were in line with course requirements for Philippine literature. The study evaluated the efficacy of comprehension inquiries, writing strategies, and prompts as indicators of students' knowledge and abilities. Further investigation into teachers' and students' satisfaction with classroom progress was conducted in the research. Overall, this study offers important insights into how Filipino ESL students interact with English language works by Filipino authors and how their knowledge and skills can be properly assessed and validated.

The study of Pineda (2024) and the present study share similarities in their focus on the teaching and learning of Philippine literature in the English language context. Both studies aim to improve learners' engagement, comprehension, and interaction with literary texts through classroom-based processes. Specifically, Pineda (2024) examined the behavior of Filipino ESL students during discussions of Philippine literature in English, with emphasis on how instructional design and classroom questioning influence students' understanding and participation. Similarly, the present study focuses on Grade 9 learners of Tabaco National High School and examines how the Story Reading Framework (SRF) can improve literary comprehension and engagement. Both studies therefore highlight the importance of effective instructional strategies in helping learners understand and respond to literary texts.

In terms of focus and methodology, Pineda (2024) utilized functional behavioral analysis (FBA) to evaluate students' classroom behavior and responses to instructional inputs such as comprehension questions, writing tasks, and prompts. The study emphasized assessing how well students demonstrate understanding through observable classroom behavior and performance indicators. In contrast, the present study focuses on measuring learners' literary comprehension and engagement using the Story

Reading Framework as an instructional intervention, without specifically analyzing behavioral responses through FBA. Instead, it centers on learners' cognitive and affective outcomes in reading Philippine literary prose.

Furthermore, the scope and respondents of the two studies differ. Pineda (2024) involved Filipino ESL students engaging with Philippine literature in English, with attention to validating their knowledge and skills through classroom interaction and instructional alignment. On the other hand, the present study focuses on Grade 9 learners in Tabaco National High School and evaluates how SRF influences their comprehension and engagement in a structured classroom setting. While Pineda (2024) places emphasis on behavioral validation and instructional alignment, the present study emphasizes the effectiveness of a structured reading framework in improving understanding and engagement outcomes.

The work of Olino & Ambayon (2023) investigated the impact of English storytelling with Filipino translation on the critical thinking abilities of Grade 11 students at Esperanza National High School. A true experimental design divided 90 Grade 11 Humanities and Social Sciences students into control across five indicators: analysis, inference, evaluation, induction and deduction. The experimental group participated in English storytelling sessions, accompanied by Filipino translation while the control group engaged in storytelling without translation. Results demonstrated that although both groups indicated improved critical thinking skills, the experimental group exhibited substantially more significant gains with most metrics reaching strong status. The results show that using Filipino translation as a teaching tool critical thinking skills when teaching through English storytelling. Teachers may integrate storytelling with translation techniques to enhance students' critical thinking skills.

The study of Olino and Ambayon (2023) and the present study share similarities in their focus on improving learners' higher-order thinking skills and comprehension through the use of structured instructional strategies in language and literature learning. Both studies are anchored on the idea that instructional approaches significantly influence students' cognitive development, engagement, and understanding of texts. Specifically, Olino and Ambayon (2023) investigated the impact of English storytelling with Filipino translation on the critical thinking abilities of Grade 11 students, while the present study examines the effectiveness of the Story Reading Framework (SRF) in improving Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore emphasize the importance of enhancing learners' thinking skills through improved instructional methods in language-related subjects.

In terms of research design and focus, Olino and Ambayon (2023) utilized a true experimental design involving 90 Grade 11 Humanities and Social Sciences students who were divided into experimental and control groups. The study measured critical thinking skills based on five indicators: analysis, inference, evaluation, induction, and deduction, comparing the effects of storytelling with and without Filipino translation. In contrast, the present study focuses on Grade 9 learners and examines the impact of a structured reading instructional model, the Story Reading Framework, on literary comprehension and engagement. Unlike the study of Olino and Ambayon, which emphasizes language translation as an instructional tool, the present study focuses on guided reading phases (pre-reading, during-reading, and post-reading) as a means of improving comprehension in Philippine literary prose.

Furthermore, the scope and variables of the two studies differ. Olino and Ambayon (2023) centered on critical thinking skills as the primary dependent variable, particularly in relation to storytelling and translation techniques. On the other hand, the present study focuses on literary comprehension and student engagement as key outcomes of SRF-based instruction. Additionally, while Olino and Ambayon worked with Grade 11 students in Esperanza National High School, the present study involves Grade 9 learners in Tabaco National High School, indicating differences in educational level and learning context.

Rosario (2024) addressed the need for more research in literature teaching, especially in an English as a Second Language context, and considered often overlooked micro-geographical areas to improve education quality. Supporting the Sustainable Development Goal Number 4, the qualitative study of Rosario explored the challenges faced by L2 public secondary school literature teachers (n=30) in Southern Vizcaya, Philippines. Data were collected through semi-structured interviews and focus group discussions. Participation was voluntary with informed consent obtained and confidentiality and anonymity ensured. The study found that teachers faced challenges such as low English proficiency among students, negative student attitudes, limited instructional time and insufficient resources and materials. These findings suggest the need for significant changes in education to enhance language education in the second language countries, provide activities to improve student's attitudes towards literature, allocate adequate time for reading and supply necessary learning materials and resources.

The study of Rosario (2024) and the present study share similarities in their focus on improving literature instruction in English as a Second Language (ESL) contexts and addressing challenges encountered in teaching and learning literature. Both studies recognize that effective literature instruction is influenced by learners' language proficiency, attitudes toward reading, and the availability of appropriate instructional strategies and resources. Specifically, Rosario (2024) explored the challenges faced by L2 public secondary school literature teachers in Southern Vizcaya, while the present study examines the effectiveness of the Story Reading Framework (SRF) in improving Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore emphasize the need for improved instructional approaches to enhance learners' understanding and appreciation of literature in ESL settings.

In terms of focus and methodology, Rosario (2024) employed a qualitative research design using semi-structured interviews and focus group discussions involving 30 literature teachers. The study aimed to identify the challenges encountered by teachers in delivering literature instruction, such as low English proficiency among students, negative attitudes toward literature, limited instructional time, and lack of learning materials and resources. In contrast, the present study utilizes a quantitative approach to examine the effect of the Story Reading Framework on learners' literary comprehension and engagement, focusing on students rather than teachers as respondents. While Rosario (2024) gathered descriptive insights from teachers' experiences, the present study measures the impact of a structured instructional framework on learners' performance outcomes.

Furthermore, the scope and variables of the two studies differ. Rosario (2024) concentrated on identifying instructional challenges and educational constraints affecting literature teaching in ESL contexts, with the goal of recommending improvements in teaching conditions and resource allocation. On the other hand, the present study focuses on evaluating a specific instructional strategy—the Story Reading Framework—and its effectiveness in improving learners' comprehension and engagement in Philippine literary prose.

Rustia, et al. (2023) determined the effectiveness of the Digital Storytelling (DST) in teaching literature to grade 11 students of Cantapoy National High School, Malimono, Surigao del Norte. Specifically, the level of literary competence of students during the pre-test and posttest in terms of literary comprehension and literary appreciation of three (3) different genres was assessed to determine the educational value of DST. Furthermore, it also determined the significant difference of students' literary competence between the pretest and posttest and the significant difference in the mean gains of students' literary competence among three (3) genres - poetry, fiction, and drama.

The study of Rustia et al. (2023) and the present study share similarities in their focus on improving students' literary competence through the use of structured and innovative instructional strategies in literature teaching. Both studies aim to enhance learners' understanding, appreciation, and engagement with literary texts by applying instructional interventions that go beyond traditional lecture-based approaches. Specifically, Rustia et al. (2023) investigated the effectiveness of Digital Storytelling (DST) in teaching literature to Grade 11 students, while the present study examines the effectiveness of the Story Reading Framework (SRF) in improving Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore emphasize the importance of interactive and structured approaches in developing learners' literary skills.

In terms of research design and focus, Rustia et al. (2023) utilized a pre-test and post-test experimental approach to measure students' literary competence before and after exposure to Digital Storytelling. Their study specifically assessed learners' performance in literary comprehension and appreciation across different genres such as poetry, fiction, and drama, and analyzed the significant differences in their mean gains. In contrast, the present study focuses on evaluating the effectiveness of the Story Reading Framework in improving learners' literary comprehension and engagement in Philippine literary prose, without categorizing outcomes by literary genre. While both studies employ quantitative measures to assess learning outcomes, Rustia et al. (2023) focus on multimedia-based instruction, whereas the present study focuses on a structured reading framework approach.

Furthermore, the scope and variables of the two studies differ. Rustia et al. (2023) centered on literary competence as a broad construct encompassing both comprehension and appreciation across multiple literary genres. On the other hand, the present study focuses specifically on literary comprehension and learner engagement as outcomes of SRF-based instruction. Additionally, Rustia et al. (2023) involved Grade 11 students from Cantapoy National High School, while the present study involves Grade 9 learners from Tabaco National High School, indicating differences in educational level, context, and instructional setting.

Garcia (2023) investigated the effectiveness of guided reading strategies in improving the reading comprehension skills of junior high school students in a public secondary school in Albay. The study employed a quasi-experimental design using pre-test and post-test measures to determine students' performance before and after the intervention. Findings revealed that students exposed to guided reading strategies showed significant improvement in identifying main ideas, making inferences, and understanding text structures compared to those who were taught using traditional methods. The study concluded that structured reading instruction is effective in enhancing learners' comprehension skills and recommended its integration into literature and English classes.

The study of Garcia (2023) and the present study share similarities in their focus on improving learners' reading comprehension through structured instructional approaches in English and literature instruction. Both studies are anchored on the idea that guided and systematic reading strategies can significantly enhance students' ability to understand texts, particularly in identifying main ideas, making inferences, and interpreting meaning beyond literal comprehension. Specifically, Garcia (2023) examined the effectiveness of guided reading strategies in improving the reading comprehension skills of junior high school students, while the present study focuses on the effectiveness of the Story Reading Framework (SRF) in improving Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore emphasize the importance of structured reading instruction in developing learners' comprehension skills.

In terms of research design and approach, Garcia (2023) utilized a quasi-experimental design with pre-test and post-test measures to assess the effectiveness of guided reading strategies by comparing students' performance before and after the

intervention. The present study also employs a quantitative approach; however, it specifically focuses on evaluating learners' literary comprehension and engagement after exposure to the Story Reading Framework without necessarily comparing multiple instructional groups in the same manner. While both studies involve the measurement of learners' performance outcomes, Garcia (2023) places emphasis on experimental comparison between traditional and guided instruction, whereas the present study focuses on the impact of a structured framework applied within a specific classroom setting.

Furthermore, the scope and instructional focus of the two studies differ. Garcia (2023) concentrated on guided reading strategies as a general instructional approach for improving reading comprehension skills, particularly in identifying main ideas, making inferences, and understanding text structures. On the other hand, the present study specifically focuses on the Story Reading Framework (SRF), which structures reading into pre-reading, during-reading, and post-reading phases, and applies it to Philippine literary prose to enhance both comprehension and engagement among Grade 9 learners. Additionally, Garcia's study was conducted in a public secondary school in Albay, while the present study is situated in Tabaco National High School, indicating differences in locale and educational context.

Santos (2024) examined the relationship between students' engagement and reading comprehension performance in English literature among Grade 9 learners in a public secondary school in Quezon Province. The study used a descriptive-correlational research design and gathered data through standardized reading comprehension tests and student engagement surveys. Results indicated that learners with higher levels of engagement performed better in comprehension tasks, particularly in analyzing literary texts and interpreting meanings beyond the literal level. The study emphasized that engagement is a key factor in improving literacy outcomes and recommended the use of interactive and student-centered teaching approaches.

The study of Santos (2024) and the present study share similarities in their focus on improving learners' reading comprehension and engagement in English literature among junior high school students. Both studies emphasize the importance of student engagement as a key factor in enhancing comprehension skills, particularly in analyzing literary texts and interpreting meanings beyond the literal level. Specifically, Santos (2024) examined the relationship between students' engagement and reading comprehension performance among Grade 9 learners, while the present study investigates the effectiveness of the Story Reading Framework (SRF) in improving Grade 9 learners' literary comprehension and engagement at Tabaco National High School. Both studies therefore highlight the interconnection between engagement and comprehension in literature learning.

In terms of research design, Santos (2024) utilized a descriptive-correlational research design and gathered data through standardized reading comprehension tests and engagement surveys to determine the relationship between the two variables. In contrast, the present study employs a quantitative approach focused on assessing the effectiveness of an instructional intervention—the Story Reading Framework—on learners' literary comprehension and engagement. While Santos (2024) examined the correlation between engagement and comprehension without manipulating variables, the present study focuses on the impact of a structured instructional strategy implemented in the classroom setting.

Furthermore, the scope and focus of the two studies differ. Santos (2024) concentrated on identifying the relationship between student engagement and reading comprehension performance, emphasizing engagement as a predictor of literacy outcomes. On the other hand, the present study focuses on using the Story Reading Framework as an instructional tool to actively improve both engagement and comprehension among learners. Additionally, Santos (2024) was conducted in a public secondary school in Quezon Province, while the present study is situated in Tabaco National High School, indicating differences in educational context and location.

Reyes (2022) explored the challenges encountered by Grade 9 students in understanding Philippine literature in selected public schools in Camarines Sur. Using a descriptive research design, the study identified common difficulties such as limited vocabulary, lack of background knowledge, and difficulty in interpreting figurative language and thematic content. The findings revealed that students often struggle with higher-order thinking skills required in literary analysis. The study recommended the use of scaffolding strategies, vocabulary enhancement activities, and structured reading interventions to improve comprehension and learner performance in literature classes.

The study of Reyes (2022) and the present study share similarities in their focus on the challenges and difficulties encountered by Grade 9 learners in understanding Philippine literature in public secondary schools. Both studies highlight that learners experience difficulties in reading comprehension, particularly in dealing with complex literary texts that require higher-order thinking skills such as analysis, interpretation, and evaluation. Specifically, Reyes (2022) identified common problems such as limited vocabulary, lack of background knowledge, and difficulty in interpreting figurative language and thematic content. Similarly, the present study focuses on Grade 9 learners of Tabaco National High School who also experience challenges in literary comprehension and engagement when reading Philippine literary prose. Both studies therefore emphasize the need to improve learners' reading comprehension skills in literature.

In terms of research focus and approach, Reyes (2022) utilized a descriptive research design to identify and describe the challenges encountered by students in understanding Philippine literature. The study primarily focused on determining the

difficulties in comprehension rather than testing the effectiveness of a specific instructional intervention. In contrast, the present study focuses on evaluating the effectiveness of the Story Reading Framework (SRF) in improving learners' literary comprehension and engagement. While Reyes (2022) concentrated on identifying problem areas in literature learning, the present study aims to address these identified difficulties through the implementation of a structured instructional strategy.

Furthermore, the scope and implications of the two studies differ. Reyes (2022) was conducted in selected public schools in Camarines Sur and focused on identifying barriers to comprehension in Philippine literature, recommending scaffolding strategies, vocabulary enhancement activities, and structured reading interventions as possible solutions. On the other hand, the present study is conducted in Tabaco National High School and directly applies a structured reading intervention—the Story Reading Framework—to determine its effectiveness in improving comprehension and engagement among Grade 9 learners. This shows that while Reyes (2022) identified instructional gaps and recommended solutions, the present study seeks to implement and evaluate one of these recommended structured approaches.

The reviewed local studies collectively emphasize the importance of improving literature instruction and addressing the persistent challenges encountered by learners in reading comprehension and literary understanding. Studies such as Garcia (2023), Santos (2024), Reyes (2022), and others consistently highlight that students experience difficulties in interpreting texts, making inferences, and engaging in higher-order thinking skills, which are essential in literature learning. These studies also reveal that structured instructional approaches such as guided reading strategies, engagement-focused teaching, scaffolding techniques, storytelling methods, and interactive learning interventions significantly contribute to improving learners' comprehension, participation, and critical thinking skills.

Furthermore, findings across the reviewed studies show that both instructional strategies and student engagement play crucial roles in enhancing literacy outcomes, particularly among junior high school learners. However, despite the growing number of studies on reading comprehension and literature instruction, there remains a gap in localized research specifically focusing on the use of structured frameworks such as the Story Reading Framework (SRF) in teaching Philippine literary prose. Most of the reviewed studies either focus on teacher strategies, general reading interventions, or specific instructional tools such as storytelling and guided reading, but very few examine a systematic reading framework applied in a school-based setting. This gap is what the present study aims to address by investigating the effectiveness of the Story Reading Framework in improving Grade 9 learners' literary comprehension and engagement at Tabaco National High School, thereby contributing to more structured and evidence-based approaches in literature instruction.

➤ *Synthesis of the State-of-the-Art*

The related literature and studies presented regarding the teaching of English and literature through the Story Reading Framework (SRF) provided the researcher with meaningful insights into effective reading strategies, classroom practices, and student engagement.

The reviewed studies on literature instruction and reading comprehension reveal a consistent emphasis on improving learners' understanding, engagement, and critical thinking skills through various instructional approaches. Across both international and local contexts, research shows that learners often struggle with literary comprehension, particularly in analyzing themes, interpreting figurative language, making inferences, and evaluating textual meaning. Studies such as Garcia (2023), Santos (2024), Reyes (2022), and other related works highlight that these difficulties are commonly linked to limited vocabulary, insufficient background knowledge, low engagement, and the continued use of traditional, teacher-centered instructional approaches. As a result, learners often demonstrate only surface-level understanding of literary texts, which affects their overall academic performance in English and literature subjects.

In response to these challenges, recent studies have explored various instructional strategies aimed at improving reading comprehension and engagement. These include guided reading strategies, storytelling approaches, digital storytelling, 21st-century learning approaches, and other interactive and learner-centered methods. Findings across these studies consistently indicate that structured and interactive instructional approaches are more effective than traditional methods in enhancing learners' comprehension skills and engagement in literary texts. In particular, interventions that involve scaffolding, collaboration, questioning techniques, and active participation have been shown to significantly improve students' ability to understand and analyze literature.

Moreover, several studies emphasize the importance of student engagement as a critical factor in improving reading comprehension. Santos (2024) and similar studies reveal that learners who are more engaged in classroom activities tend to perform better in comprehension tasks, particularly in interpreting meaning beyond the literal level. Engagement is further strengthened when instruction is interactive, meaningful, and contextually relevant to learners' experiences. These findings suggest that improving engagement is essential in addressing persistent literacy challenges among junior high school students.

➤ *Gap Bridged by the Study*

The field of teaching literature in secondary schools remains vast, dynamic, and continuously evolving. Numerous studies, both in foreign and local contexts, have explored various approaches to literature instruction and their impact on students' language

fluency, comprehension, and engagement. These studies demonstrate a sustained scholarly interest in improving the effectiveness of literature teaching through innovative and learner-centered strategies. However, despite the growing body of research, there are still specific areas that remain underexplored, particularly in relation to context-based instructional frameworks.

Notably, there is a lack of studies that examine the use of the Story Reading Framework in teaching Philippine literary prose to Grade 9 students, especially within the context of Tabaco National High School, and aligned with the competencies prescribed for the third quarter of the School Year 2025–2026. This gap suggests that existing literature may not fully address the instructional needs of learners in this specific setting, particularly in terms of structured reading approaches that promote deeper literary understanding. Consequently, there is a need to investigate strategies that are both contextually relevant and pedagogically sound.

Furthermore, this research gap becomes more significant when viewed in the local context of Tabaco National High School, where Grade 9 learners continue to encounter challenges in literary comprehension and engagement despite being exposed to various Philippine literary texts. These difficulties may stem from the lack of systematic instructional frameworks that guide students through the process of understanding and appreciating literary works. Hence, there is a pressing need for teaching approaches that not only enhance comprehension but also foster active engagement and critical thinking among learners.

In response to this gap, the present study seeks to examine the effectiveness of the Story Reading Framework as an instructional approach in teaching Philippine literary prose. By focusing on Grade 9 students, the study aims to determine whether this framework can significantly improve learners' literary comprehension and engagement. Ultimately, the findings of this study are expected to contribute to the development of more structured, research-based, and evidence-driven instructional practices in literature teaching, thereby supporting curriculum enhancement and promoting meaningful learning experiences in the Philippine educational setting.

➤ *Theoretical Framework*

There are four (4) interrelated theories that support this study. These are: Constructivist Learning Theory by Jean Piaget; Schema Theory by Frederic C. Bartlett; Metacognitive Theory by John H. Flavell; and Social Constructivist Theory by Lev Vygotsky. This study is anchored on four learning theories that explain how learners develop reading comprehension and engagement through structured instructional approaches in literature.

The first theory is Constructivist Learning Theory by Jean Piaget (1972), which emphasizes that learners actively construct knowledge through interaction with texts and experiences rather than passively receiving information. In literature instruction, students build meaning by analyzing, interpreting, and reflecting on literary texts. The Story Reading Framework (SRF), through its pre-reading, during-reading, and post-reading stages, supports this theory by encouraging learners to actively engage with Philippine literary prose and construct their own understanding based on guided learning experiences.

The second theory is Schema Theory by Frederic C. Bartlett (1932), which explains that comprehension depends on the activation of prior knowledge. Learners understand texts more effectively when they can connect new information to existing background knowledge. In SRF, the pre-reading stage allows students to activate prior knowledge, make predictions, and prepare for the text, which enhances their ability to understand and interpret literary content meaningfully.

The third theory is Metacognitive Theory by John H. Flavell (1979), which focuses on learners' awareness and regulation of their own thinking processes during reading. It involves strategies such as monitoring comprehension, self-questioning, summarizing, and evaluating understanding. SRF supports metacognitive development by guiding learners through structured reading phases where they actively check their understanding during reading and reflect after reading, improving comprehension and critical thinking.

The fourth theory is Social Constructivist Theory Lev Vygotsky (1978), which emphasizes that learning is enhanced through social interaction, collaboration, and scaffolding from teachers or more capable peers. In SRF-based instruction, learners engage in group discussions, guided questioning, and teacher support, which help them understand complex literary texts and move toward higher levels of comprehension.

Overall, these four theories collectively support the use of the Story Reading Framework in teaching Philippine literary prose. They highlight that reading comprehension improves when learners are actively engaged, supported through scaffolding, connected to prior knowledge, and guided through structured and reflective learning processes. This theoretical foundation strengthens the rationale for using SRF to enhance the literary comprehension and engagement of Grade 9 learners at Tabaco National High School.

Furthermore, these theories collectively emphasize that effective literature instruction should not only focus on content delivery but also on the processes through which learners construct meaning from texts. In the context of Philippine literary prose, where themes, language, and cultural elements may present varying levels of complexity, a structured approach such as the Story Reading Framework becomes essential in guiding learners through the stages of understanding. By integrating cognitive, social, and metacognitive processes, SRF enables learners to engage more deeply with texts, develop critical thinking skills, and make meaningful connections between literary content and real-life experiences. This approach is particularly relevant in addressing the

diverse learning needs of Grade 9 students, as it provides scaffolding and promotes reflective thinking. Theoretical foundations support that structured, learner-centered strategies improve comprehension, engagement, and appreciation of literary texts.

In addition, the integration of these four theories provides a comprehensive framework that ensures a balanced approach to literature instruction, addressing both individual and collaborative dimensions of learning. By combining cognitive development, prior knowledge activation, self-regulation, and social interaction, the Story Reading Framework creates a holistic learning environment where students are not only guided in understanding texts but are also empowered to become independent and critical readers. This alignment between theory and instructional practice reinforces the effectiveness of SRF as a pedagogical tool, making it highly suitable for enhancing the literary competence of Grade 9 learners and for supporting the goals of the K to 12 curriculum in developing lifelong learners.

Moreover, applying these theories through the Story Reading Framework emphasizes the value of structured yet flexible instruction that responds to learners’ diverse needs. As a result, literature instruction becomes more inclusive and effective, leading to better academic performance and a stronger appreciation of Philippine literary texts among Grade 9 learners.

Furthermore, the integration of Constructivist, Schema, Metacognitive, and Social Constructivist theories highlights the importance of active learner participation in the learning process. These theories collectively suggest that effective reading instruction occurs when students are given opportunities to interact with texts, connect prior knowledge to new information, regulate their own understanding, and learn collaboratively with others. The Story Reading Framework aligns with these principles by providing structured yet flexible stages that guide learners toward deeper comprehension and meaningful engagement with literary texts.

In addition, these theoretical foundations reinforce the idea that reading comprehension is a dynamic and developmental process that requires continuous support and scaffolding. Figure 2 shows the Theoretical Paradigm of the Study.

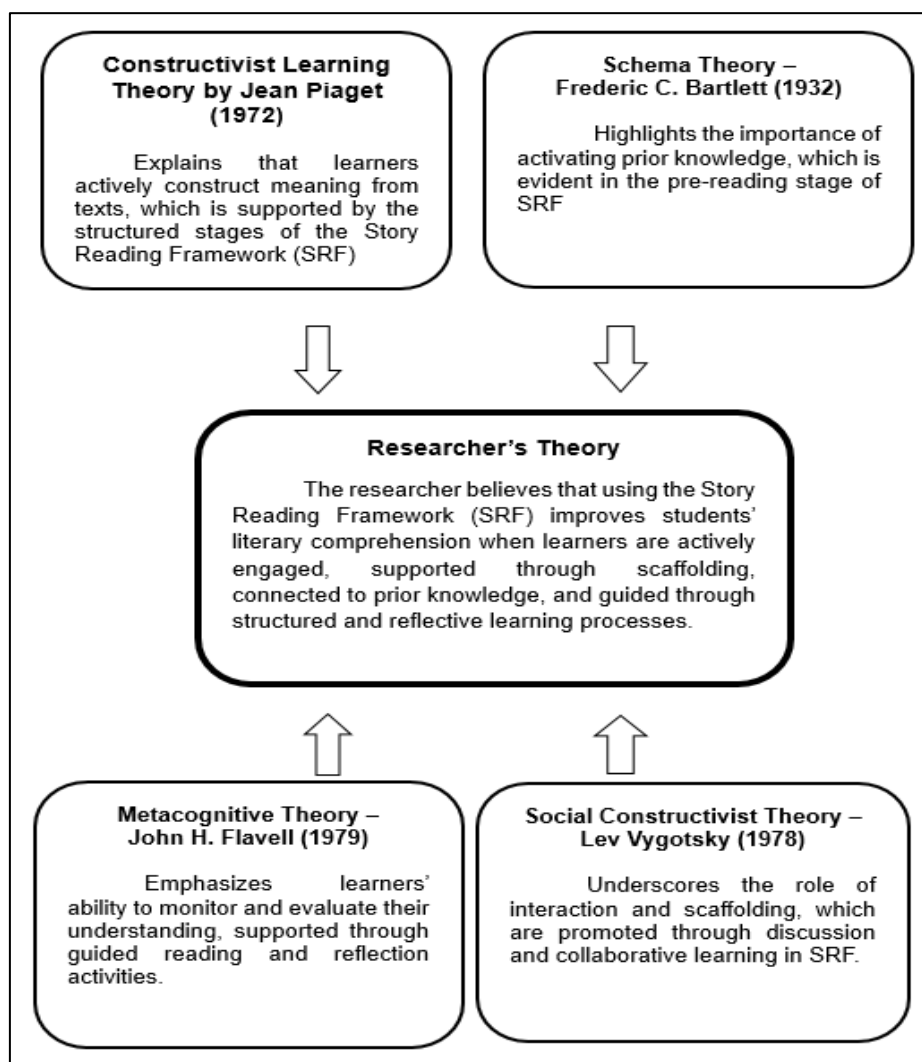


Fig 2 Theoretical Paradigm of the Study

➤ *Conceptual Framework*

The researcher used the system approach as the concept of this study. The system approach was composed of three (3) sub-systems: inputs, process, and output.

The input phase of the study focuses on the essential data and competencies that served as the basis of the investigation. It includes the performance of both the control and experimental groups during the pre-test and post-test. These assessments measured students' proficiency in key English 9 competencies, particularly in Philippine Literature and related language skills. These competencies involve differentiating hearing from listening and understanding their importance in communication, selecting and applying appropriate types of listening in various situations, identifying facts and opinions, and extracting key and relevant information from viewed and listened materials.

Furthermore, the input also covers higher-order thinking skills such as: analyze situations for bias and impartiality, identify types of bias and prejudice, and determine whether given situations are biased or prejudiced. It also includes interpret the content and message of materials viewed, connecting these messages to real-life issues and concerns, evaluate the validity of presented evidence, and forming judgments or take a stand on critical issues presented in viewed or listened to materials. In addition, the study considers the least mastered competencies of the experimental group based on the post-test results, which served as a basis for instructional enhancement and intervention refinement.

The process phase describes the step-by-step procedures undertaken to carry out the study. It begins with the preparation of the research instrument, ensuring that it is aligned with the targeted competencies and appropriate for measuring student performance. Before implementation, a formal letter of approval was submitted to the Schools Division Superintendent of Tabaco City, followed by another letter addressed to the School Principal of Tabaco National High School to secure permission for conducting the study.

After securing approvals, a dry run of the instrument was conducted to ensure clarity, validity, and reliability. This was followed by the administration of the pre-test to both the control and experimental groups to establish baseline performance levels. The actual experimentation was then implemented over a period of six (6) weeks at Tabaco National High School. During this period, lessons in English 9 focusing on Philippine Literature were delivered.

The control group was taught using the traditional instructional method, which primarily involved teacher-centered discussion and presentation of materials. In contrast, the experimental group was exposed to the Story Reading Framework (SRF), a structured instructional approach designed to enhance comprehension, engagement, and critical thinking through guided literary analysis and interactive reading activities. After the instructional period, a post-test was administered to both groups to measure learning gains. All test results from both pre-test and post-test were carefully checked, tabulated, and subjected to statistical analysis to determine the effectiveness of the intervention.

The output phase of the study reflects the results and instructional implications derived from the analysis of the collected data. One of the key outputs is the development of enhanced lesson plans specifically designed to address the least mastered competencies identified in the post-test results. These enhanced lesson plans aim to strengthen students' skills in listening comprehension, critical analysis, and interpretation of literary texts, particularly in relation to real-life applications and social issues.

In addition, the study establishes a feedback loop, which highlights that even after the implementation of the intervention, there are still areas that require further improvement. This emphasizes the continuous nature of instructional development, particularly in the integration of literature into English language teaching. It also suggests that ongoing refinement of teaching strategies is necessary to further enhance learner performance and engagement.

Overall, Figure 3 illustrates how the input, process, and output components are interconnected. The students' performance data serve as the foundation, the instructional intervention (SRF and traditional method) forms the process, and the resulting instructional improvements and identified learning gaps constitute the output of the study.

This framework highlights the systematic flow of the research, showing how each phase contributes to the attainment of the study's objectives. It also emphasizes the importance of using empirical data to guide instructional decisions and improve teaching strategies in English 9. Figure 3 shows the Conceptual Paradigm of the Study.

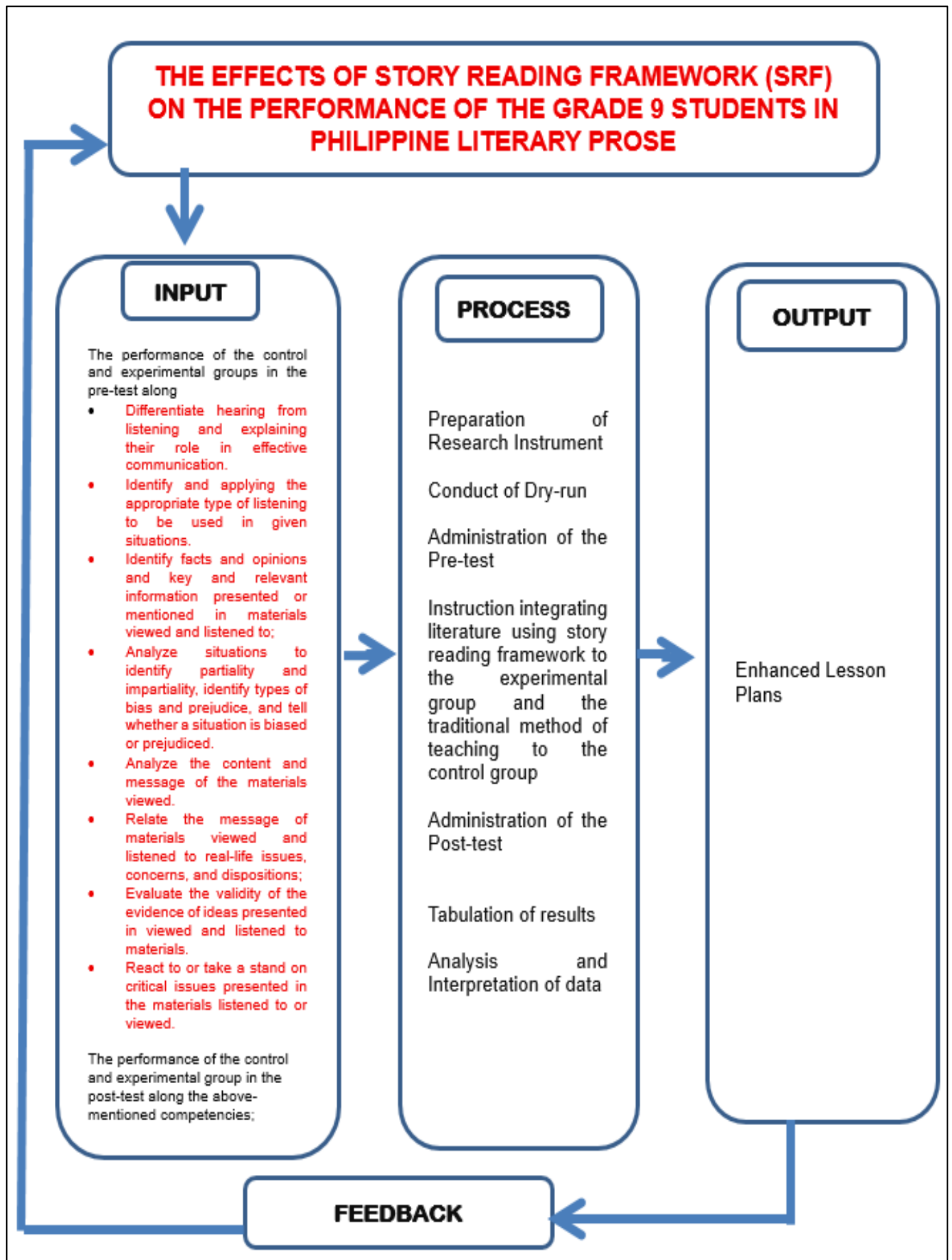


Fig 3 Conceptual Paradigm of the Study

CHAPTER THREE

RESEARCH METHOD AND PROCEDURE

The method and data-gathering procedures employed by the researcher were presented in this chapter. The sources of data and the subjects of this experimental study were also identified, as well as the research instrument used to gather the data. The validation and dry run of the research instrument were likewise included. The step-by-step data-gathering procedure and the quantification of the gathered data also formed part of this chapter.

➤ *Research Method*

The quasi-experimental method of research was used in this study. As illustrated by Calderon (2017), experimentation involved the control or manipulation of conditions for the purpose of studying the effects of various treatments applied to members of the sample, or of the same treatment applied to members of the same sample. This study determined the use of the story reading framework in teaching Philippine literary prose to Grade 9 students of Tabaco National High School. Manuel et al. (1976) added that experimental research consisted of manipulating an experimental variable under highly controlled conditions to determine how and why a particular event occurred.

➤ *Sources of Data*

Two (2) sources of data afforded the needed information in this study. These were the primary and secondary sources of data. The primary source of data was the results of the pre-test and post-test administered to the Grade 9 students of Tabaco National High School. The secondary sources of data were the unpublished and published materials that provided direction in framing this study. Relevant Memoranda and Orders of the Department of Education and other government agencies that had a bearing on this work were also considered secondary sources of data.

➤ *Subjects of the Study*

The subjects of this study were sixty-six (66) Grade 9 students of Tabaco National High School. These students were grouped into control and experimental groups composed of thirty-three (33) students each. The subjects were selected based on their grades in English during the second quarter of School Year 2025–2026. The two (2) groups consisted of eleven (11) above average students with a grade of 93-100; eleven (11) average students with a grade of 84-92; and eleven (11) below average with a rating of 75-83.

➤ *Research Instrument*

The instrument used in this study was a teacher-made test. The researcher first constructed a Table of Specifications, which was based on the competencies covered in the study. This guided the researcher in the development of the research instrument. The pre and post-tests provided to the control and experimental group is composed of fifty (50) items. The items were distributed as follows: differentiate hearing and listening and explaining their role in effective communication with three (3) items; identify and apply the appropriate type of listening to be used in given situations with three (3); identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to with seven (7). In addition, analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced with fifteen (15) items in the test; analyze the content and message of materials viewed and materials listened to with ten (10); relate the message of materials viewed and listened to real-life issues, concerns, and dispositions with four (4); evaluate the validity of the evidence of ideas presented in viewed and listened materials with six (6); and react to or take a stand on critical issues presented in the materials listened to or viewed with two (2). The researcher requested three (3) Master Teachers from Tabaco National High School to assist in the validation of the research tool. A dry run was also conducted as part of the research process.

➤ *Dry Run of the Research Instrument*

A dry run or field test of the research instrument was conducted prior to the actual experimentation to ensure its validity and reliability. A group of Grade 9 students from Tabaco National High School, who were not included as participants in the study, were asked to take the test. This procedure was done to determine the clarity of the instructions, the appropriateness of the test items, and the overall suitability of the instrument for the target learners.

Following the dry run, an item analysis was carried out. The results were carefully reviewed, with particular attention given to the index of difficulty for each question, as well as the amount of time required for students to complete the test. Items that were found to be either too difficult, too easy, or ambiguous were examined closely. Based on the findings of the analysis, the researcher decided to reduce the total number of items from sixty (60) to fifty (50) to ensure that the test could be completed comfortably within the allotted time while maintaining its quality and effectiveness as a measurement tool. Plate Number 1 shows the conduct of the dry run of the research instrument. *Figure 4 shows the conduct of the Dry Run of the Research Instrument.*



Fig 4 The Conduct of the Dry Run of the Research Instrument

➤ *Data Gathering Procedure*

The researcher furnished a letter to the Schools Division Superintendent of Tabaco City requesting approval to conduct the study at Tabaco National High School. After approval was granted, letters were furnished to the School Principal and the English Department Head to seek support.

After the selection of the subjects, the pre-test was administered to both the control and experimental groups. The results determined the performance level of the two (2) groups prior to the experimentation. The experimentation was conducted for six (6) weeks with a contact time of thirty (30) hours. Afterward, the post-test was administered to both groups. The scores were tallied and analyzed.

➤ *Statistical Treatment of the Data*

This study employed experimental method of research to analyze the specific problems indicated in the study. According to Sanchez (1986), experimentation is the basic scientific method and is the most precise and reliable way of obtaining data. To quantify the results obtained in this study, the following statistical measures were employed: The mean and percentage were used to analyze the pre-test and post-test results of the experimental and control groups. The mean scores of the two groups were computed and expressed in percentages to determine the performance level. The computation of the mean score was done using the formula of Siegel (1998)⁴:

$$\text{Mean} = \frac{\text{Sum of the scores}}{\text{Number of cases}}$$

To determine the performance level of the control and experimental group, the formula below was used:

$$PL = \frac{\text{Mean}}{\text{Total Number of Items}} \times 100$$

The performance level was interpreted using the scale below:

Range	Adjectival Description
92% and above	Full Mastery
83% - 91%	Near Full Mastery
75% - 82%	Mastery
51% - 74%	Near Mastery
25% - 50%	Low Mastery
24% and below	No Mastery

To test the hypothesis of the study on the significance of the difference between the control and experimental group in the pre and post-tests, t-test for independent samples was used. The formula in the book of Bruto (2008)⁵ was utilized as shown below.

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

t - The t-test

x_1 – the mean of group 1

x_2 – the mean of group 2

s_1^2 – variance of group 1

s_2^2 – variance of group 2

n_1 – number of respondents in group 1

n_2 – number of respondents in group 2

CHAPTER FOUR

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the results of the experimental study conducted to determine the effects on the use of story reading framework in teaching Philippine literary prose to Grade 9 students of Tabaco National High School, School Year 2025-2026. This chapter also includes the findings, conclusions, recommendations, and areas for further study.

➤ Summary

This study determined the effects on the use of story reading framework in teaching Philippine literary prose to Grade 9 students of Tabaco National High School, School Year 2025-2026. Specifically, it answered the following sub-problems: 1. What is the performance of the control and experimental groups in the pre-test along: differentiate hearing from listening and explain their role in effective communication; identify and applying the appropriate type of listening to be used in given situations; identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to; analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced; analyze the content and message of materials viewed and materials listened to; relate the message of materials viewed and listened to real-life issues, concerns, and dispositions; determine the relevance and truthfulness of ideas and judge the validity of evidence presented in materials viewed and listened to; and react to or take a stand on critical issues presented in the materials listened to or viewed? 2. What is the performance of the control and experimental groups in the post-test along the above-mentioned competencies? 3. Is there a significant difference on the performance of the control and experimental groups in the pre-test and post-test? 4. What are the least mastered competencies of the experimental group in the post-test? 5. What literary lesson plans may be developed to address the least mastered competencies?

Quasi-experimental method of research was used to determine the effects on the use of story reading framework in teaching Philippine literary prose to Grade 9 students of Tabaco National High School. The researcher utilized pre and post-test to the control and experimental group to gauge the effectiveness of the intervention provided. The performance of the two (2) groups along the different competencies were determined by getting the mean score and the corresponding performance level. The hypothesis of the study was tested using t-test for independent samples.

➤ Findings

The findings of the study were as follows:

- *The Performance of the Control Group in the Pre-Test.* In the fifty (50) items test, three (3) items are allocated on the competency *differentiate hearing from listening and explain their role in effective communication*, having a total score of twenty-one (21) with a mean score of 0.64 and performance level of 21 percent. Along *identify and apply the appropriate type of listening to be used in given situations*, three (3) items are provided, having a total score of twenty-four (24) with an average of 0.73 and 24 percent performance level. The competency *identifying facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to* has seven (7) items that gives a score sum of fifty-three (53) with 1.61 average and performance level of 23 percent. On *analyzing situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced* the items provided is fifteen (15) with a total score of 114 that gives an average of 3.45 and performance level of 23 percent.

Additionally, along *analyze the content and message of materials viewed and materials listened to* the number of items is ten (10) that generates a total score of fifty-two (52) with an average of 1.58 and performance level of 16 percent. *Relate the message of materials viewed and listened to real-life issues, concerns, and dispositions* has four (4) that gives a total score of thirty-two (32) whose mean is 0.97 with a corresponding performance level of 24 percent. Along *evaluate the validity of the evidence of ideas presented in viewed and listened materials*, the number of items given is six (6), which has a total score of thirty-four (34) with 1.03 average and 17 percent performance level. The competency *react to or take a stand on critical issues presented in the materials listened to or viewed* that has two (2) items provides a total score of sixteen (16) with 0.48 average and performance level of 24 percent. The control group has an over-all performance of 21 percent in the fifty (50) items test from the total score of 346 with 10.48 average.

- *The Performance of the Experimental Group in the Pre-Test.* The experimental group is given fifty (50) items test in the pre-test. Along *differentiate hearing from listening and explain their role in effective communication*, three (3) items was given that has a total score of twenty-three (23) with an average of 0.70 and performance level of 23 percent. In *identify and apply the appropriate type of listening to be used in given situations* the group is given three (3) items that has a total score of twenty-two (22) having a mean score of 0.67 with 22 percent performance level. The competency *identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to* is provided with seven (7) items that generates a total score of fifty-six (56) with an average of 1.70 and performance level of 24 percent. Fifteen (15) items are given on *analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced* that has a total score of 120 with mean score of 3.64 and performance level of 24 percent.

However, the competency *analyze the content and message of materials viewed and materials listened to*, is given ten (10) items that has a total score of forty-eight (48) with an average of 1.45 and performance level of 15 percent. The number of items on *relate the message of materials viewed and listened to real-life issues, concerns, and dispositions* is four (4) that gives a total score of twenty-eight (28) and an average of 0.85 with 21 percent performance level. Along *evaluate the validity of the evidence of ideas presented in viewed and listened materials* to the number of items allocated is six (6) that gives a total score of thirty-six (36) having an average of 1.09 and performance level of 18 percent. *React to or take a stand on critical issues presented in the materials listened to or viewed* has two (2) items in the test with a total score of fifteen (15) whose average is 0.45 and performance level of 23 percent. The over-all performance of the experimental group in the fifty (50) items is 21 percent from the 348 total score whose average is 10.55.

- *The Performance of the Control Group in the Post-Test.* After the intervention, the post-test results of the control group on the identified competencies are as follows: *differentiating hearing from listening and explain their role in effective communication* with three (3) items gives a total score of seventy-five (75) with 2.27 average and performance level of 76 percent with a description of *mastery*; *identifying and applying the appropriate type of listening to be used in given situations* that has three (3) items in the test generates a total score of seventy-six (76) with an average of 2.30 and performance level of 77 percent which is interpreted as with *mastery*. In addition, along *identifying facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to* the number of items provided is seven (7) with a sum of scores of 162 whose average is 4.91 and performance level of 70 percent with a description of with *near mastery*. On *analyzing situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced* the number of items in the test is fifteen (15) that has a total score of 361 with 10.94 average and performance level of 73 percent which is interpreted as with *near mastery*.

The competency *analyze the content and message of materials viewed and materials listened to* is provided with ten (10) items that generates a total score of 144 with a mean score of 4.36 and performance level of 44 percent which is interpreted as with *low mastery*. *Relating the message of materials viewed and listened to real-life issues, concerns, and dispositions* is given four (4) items getting a total score of 111 with 3.36 average and performance level of 84 percent whose description is *near full mastery*. In *evaluate the validity of the evidence of ideas presented in viewed and listened materials* the number of items is six (6) with a total score of eighty-one (81) whose average is 2.45 and performance level of forty-one (41) percent with an interpretation of *low mastery*. Along *react to or take a stand on critical issues presented in the materials listened to or viewed* the items provided is two (2) giving a total score of sixty-four (64) with 1.94 average and performance level of 97 percent which is described as with *full mastery*. The over-all performance of the control group is 65 percent in the fifty (50) items test that has a total score of 1074 with 32.55 average having a description of *near mastery*.

- *The Performance of the Experimental Group in the Post-Test.* Along *differentiate hearing from listening and explain their role in effective communication* the number of items given is three (3) with a total score of eighty-five (85) having an average of 2.58 and performance level of 86 percent with a description of *near full mastery*. On the competency *identify and apply the appropriate type of listening to be used in given situations* is also given three (3) items giving a total score of eighty-six (86) with a mean score of 2.61 and performance level of 87 percent whose description is with *near full mastery*. The number of items provided on *identifying facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to* is seven (7) generating a total score of 185 that has an average of 5.61 and 80 percent performance level with a description of *mastery*. *Analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced* has fifteen (15) items in the test that produce a total score of 387 and an average of 11.73 with corresponding performance level of 78 percent and interpreted as with *mastery*.

On the other hand, along *analyze the content and message of materials viewed and materials listened to* is given ten (10) items that has a total score of 216 with 6.55 average and performance level of 65 percent which is interpreted as with *near mastery*. *Relate the message of materials viewed and listened to real-life issues, concerns, and dispositions* is provided with four (4) items that has a total score of 114 producing an average of 3.45 and performance level of 86 percent which is described as with *near full mastery*. On the competency *determine the relevance and truthfulness of ideas and judge the validity of evidence presented in materials viewed and listened to* the items allocated is six (6) with 123 total score whose average is 3.73 that gives a performance level of 62 percent and described as with *near mastery*. *React to or take a stand on critical issues presented in the materials listened to or viewed* with two (2) items in the test provides a total score of sixty-five (65) with an average of 1.97 and performance level of 98 percent which is interpreted as with *full mastery*. The performance level of the experimental group in the fifty (50) items test is 76 percent derived from the 1261 sum of scores with 38.21 average whose description is with *mastery*.

- *Test of significance on the difference in the performance of the control and experimental groups in the pre-test.* The mean score of the control group is 10.48 and the experimental group with 10.55 with a mean difference of -0.07. The variances of the scores are 8.07 and 6.19 for the control and experimental group respectively. The obtained t-computed value is -0.11. This t-computed value is within the t-critical value of ± 1.67 at 0.05 level of significance with 64 degrees of freedom. The null hypothesis is accepted that there is no significant difference in the performance of the control and experimental groups in the pre-test.

- *Test of significance on the difference in the performance of the control and experimental groups in the post-test.* The mean scores of the control group and the experimental group are 32.55 and 38.21 respectively with a difference of -5.66. The variance of the control group is 7.38 and the experimental group with 8.23. The t-computed value is -8.23 which is beyond the t-critical value of ± 1.67 at 0.05 level of significance with 64 degrees of freedom, the null hypothesis is rejected. This means that there is a significant difference in the performance of the control and experimental groups in the post-test.
- The least mastered skills of the experimental group in the post-test are as follows: *analyzing the content and message of materials viewed and materials listened to* with a mean score of 6.55 and performance level of 65 percent; and *evaluate the validity of the evidence of ideas presented in viewed and listened materials* that has a mean score of 3.73 with corresponding performance level of 62 percent. The performances along these competencies are described as with *near mastery*.
- Literary lesson plans were developed by the researcher to address the least mastered competencies.

➤ *Conclusions*

The following conclusions were drawn:

- There were eight (8) competencies tested in the pre-test. These are: *differentiate hearing from listening and explain their role in effective communication; identify and apply the appropriate type of listening to be used in given situations; identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to; analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced; analyze the content and message of materials viewed and materials listened to; relate the message of materials viewed and listened to real-life issues, concerns, and dispositions; evaluate the validity of the evidence of ideas presented in viewed and listened materials; and react to or take a stand on critical issues presented in the materials listened to or viewed.* The performance of the control and experimental groups was described as with *no mastery*.
- The results of the post-test of the control group along *differentiate hearing from listening and explain their role in effective communication; identify and applying the appropriate type of listening to be used in given situations; identify facts and opinions and key and relevant information presented or mentioned in materials viewed and listened to; analyze situations to identify partiality and impartiality, identify types of bias and prejudice, and tell whether a situation is biased or prejudiced; analyze the content and message of materials viewed and materials listened to; relate the message of materials viewed and listened to real-life issues, concerns, and dispositions; evaluate the validity of the evidence of ideas presented in viewed and listened materials; and react to or take a stand on critical issues presented in the materials listened to or viewed* were described as with *near mastery* while for the experimental group as with *mastery*.
- There was no significant difference in the performance of the control and experimental groups in the pre-test, but they significantly vary in the post-test.
- The identified least mastered competencies of the experimental group in the post-test were as follows: *analyze the content and message of materials viewed and materials listened to, and evaluate the validity of the evidence of ideas presented in viewed and listened to materials.*
- The researcher developed literary lesson plans to address the least mastered competencies.

➤ *Recommendations*

Based from the findings and conclusions, the following recommendations are offered:

- Considering the significant improvement of the experimental group in the post-test, it is recommended that teachers adopt the Story Reading Framework (SRF) as a regular instructional strategy in teaching literary prose. The SRF encourages students to actively analyze the content and message of materials viewed and listened to, and to evaluate the relevance and truthfulness of ideas, thereby fostering higher-order thinking skills and enhancing overall academic performance.
- Since the experimental group still demonstrated near mastery in analyzing the content and message of materials and judging the validity of evidence, it is recommended that teachers design targeted instructional interventions specifically addressing these competencies. Activities such as guided discussions, evidence-based questioning, and talent-based evidence stations can be further emphasized to strengthen students' analytical reasoning and critical evaluation skills.
- To maximize the effectiveness of the Story Reading Framework, it is recommended that English teachers participate in professional development programs focused on SRF implementation. Training should include strategies for guiding students in evidence-based analysis, differentiating between hearing and listening, and connecting textual messages to real-life contexts, ensuring that teachers are equipped to foster cognitive autonomy among learners.
- Schools may implement continuous assessment practices to monitor student progress on competencies related to comprehension, analysis, and evidence evaluation. Feedback from these assessments should be used to refine lesson plans, integrate additional multimedia and culturally relevant materials, and ensure that teaching approaches remain responsive to students' evolving needs, interests, and learning styles.
- The literary lesson plans developed by the researcher be utilized in teaching Philippine literary prose to improve the performance of the students and to have deeper appreciation of the topics.

➤ *Areas for Further Study*

The following areas are recommended for further research:

- Researchers can study how using the Story Reading Framework (SRF) affects students' reading and thinking skills over a longer period. This will show if the strategy has lasting benefits.
- Future studies can examine how SRF works in online or blended learning classes to see if it can be used effectively in different teaching setups.
- Researchers can compare SRF with other teaching methods, like project-based or inquiry-based learning, to find out which strategy is most effective for improving students' critical thinking and comprehension. Lastly, future studies can look at how SRF affects students' interest, motivation, and love for reading, to see the full impact of this teaching strategy on learning.

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