# Story Grammar Strategy on Reading Performance Among Grade 5 Learners

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## ABSTRACT

The study explores the Story Grammar Strategy's impact on reading comprehension among Grade 5 learners at West City Central School for the 2024-2025 academic year. Using a descriptive survey and a pretest-posttest control group design, researchers assessed the strategy's effectiveness compared to traditional teaching methods. Sixty learners were divided into experimental and control groups, each consisting of 30 participants. The experimental group employed the Story Grammar Strategy, while the control group followed conventional methods. Data collection involved a researcher-designed questionnaire and modified multiple-choice tests. Initial findings showed both groups performed below expectations in the pretest. However, post-test results revealed significant improvements in the experimental group's reading comprehension and attitudes toward reading, demonstrating the strategy's effectiveness. The study concludes that Story Grammar enhances learners' ability to identify narrative elements, improving reading comprehension. It recommends prioritizing this strategy in classroom instruction. Teachers are encouraged to utilize online resources such as graphic organizers and story maps. Additionally, the school administration should conduct training and workshops on Story Grammar implementation and collaborative learning approaches. Such efforts can bolster students' engagement and confidence in reading, leading to improved academic outcomes. This strategy shows promise as an innovative tool for teaching reading comprehension.

## INTRODUCTION

Reading is an activity primarily focused on conveying meaning between individuals. A writer communicates a message to a reader. Comprehension is essential for understanding the context and acquiring new information from texts. Reading comprehension is a crucial skill for both academic success and lifelong learning. However, many students struggle to grasp and derive meaning from texts effectively. Educators have explored various teaching strategies to enhance reading comprehension in response to this challenge (Haris, 2021).

The Story Grammar Strategy is designed to enhance comprehension by instructing learners on the basic structure of narratives. This strategy is grounded in the idea that stories have a consistent framework that includes characters, settings, goals, actions, and resolutions. Educators aim to boost students' comprehension and analytical abilities by explicitly outlining these components and their interrelationships within a narrative. A key aspect of this technique involves recognizing story elements, understanding their connections, and utilizing this knowledge to anticipate outcomes, infer meanings, and summarize texts successfully (Nelson & Jones, 2023). Further, this strategy effectively fosters learners' cognitive abilities in independent learning related to reading comprehension. The Department of Education implemented programs to help learners develop their reading skills. National Learners Camp and Project D.E A.R (Drop Everything and Read) aim to strengthen the students' reading skills and remediate slow learners.

DepEd Order No. 14s. 2018, the Department of Education (DepEd) supports the Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at their grade level. Thus, the DepEd, through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD), shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019 Phil-IRI.

The Tatak ROY program (RAEG), which stands for Reading Arithmetic and Enhancement with Gratuity (DM 455 s. 2023), is one of the reading programs that aim to foster the needs of every learner to be able to read and comprehend. This aims to bolster and enhance literacy and numeracy among the learners. This project, RAEG, arises from a critical need to address the persistent issue of poor reading learners in the division. Furthermore, the researcher provided an appropriate strategy to develop learners' reading comprehension better, that is, through story grammar, which is considered as one way of reading comprehension strategies toward narrative text. In terms of comprehending the written text, the readers must know the context and the content within a text. Although reading instruction focuses on phonemic awareness and the alphabetical principle, research indicates that reading comprehension strategies can be effectively taught. Reading is a skill that is very indispensable in the context of second language learning and teaching (Ali *et al.*, 2022). According to (Yousef, 2019) Story Grammar is based on the conceptualization that readers should be consciously

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aware of text structure. "Text structure" is a term used to describe the various patterns of how concepts within text are related. Two important types of text structure are narrative and expository. Narrative texts tell a story and are the type usually found in literature selections. Expository texts provide information and facts and are the type usually found in science and social studies selections. The types are organized differently so that readers must use their comprehension processes differently when reading these different types of texts. Hence, learners need to be taught how to read different types of text. They need to learn different strategies for different text types (Ahmad 2019).

## Literature Review
### Story Grammar Strategy
Story Grammar Strategy is one of the reading comprehension strategies of graphic organizers to comprehend narrative texts. This is a framework to help the students analyze the main characters, setting, problems, events, and solutions, and assist students in outlining a story (Nelson & Jones, 2023). This was an instructional approach used to enhance students' comprehension and recall of narratives. It involves teaching the structure and elements of a story, often through a framework or schema, to help students organize and understand the content better. Story grammar is the predictable pattern or structure that organizes many narratives. Story elements, like character, problem, setting, actions, and solution, are the building blocks of stories. Direct instruction in story grammar is a research-supported strategy for improving narrative language (Pico *et al.*, 2021).

This strategy is a framework to help the students analyze the main characters, setting, problems, events, and solutions, and assist students in outlining a story (Soleh, *et al.*, 2024). By using Story Grammar, the important information can be comprehended. It is a guide to help the students as they read the text. This reading comprehension strategy was designed to provide students with a strategic plan for selecting important aspects of story information for further study by asking themselves the five "wh" questions. Story Grammar allows the students to comprehend the story more easily. As Schmitt (2020) stated, the Story Grammar Strategy is a reading comprehension strategy for improving the students' interactions to find out the important information of the story by using an organizational framework. In addition, Story Grammar can be used as a foundation to answer the questions related to the story.

### Attitude towards Reading
Reading attitude was defined as the effective domain that was composed of feelings, thoughts, intentions, and even beliefs. Learners' attitudes toward reading mainly depend on their psychological state of mind and different emotions. Moreover, attitudes are also defined as predictions in responding to a given object favorably or unfavorably with respect. An attitude among learners may vary according to different factors such as environments, conditions, interests, motivation among peers or friends, or even the person's feelings. The object mentioned in the definition can be an action or progression that directly or indirectly affects attitude concerning a learner's own experience and acceptance towards the objects and norms present in the society that make up the basic meaning construction (Akhmetova *et al.*, 2022).

Reading was a part of the learner's routine. Introducing books to them at an early age could help them develop a love of reading. Pleasure reading has a lot of benefits, especially in the elementary to high school years when practiced, it will encourage the learners to self-discover and boost their performance in school. At the same time, they should hone their personal and social aspects of life (Gupta & Hernandez, 2023). Reading every day also creates good study habits that are very significant to the lives of the learners, not just in the literacy aspect but also in holistic development. A good reading habit helps learners enjoy reading to themselves into adulthood.

Further, the attitudes that students who learn to read develop towards reading are essential both during their academic life and for their future life periods. Learners who create a positive attitude towards reading are more likely to enjoy what they read, become good readers, understand what they read better, and have higher academic achievement. The reading skills acquired in primary school affect learners' further learning positively or negatively. Learners develop an attitude towards reading in this process. To achieve the individual and social benefits of reading education, individuals should first love reading and not avoid reading. At this point, the need to develop a positive attitude toward reading emerges (Bayraktar & Firat, 2020).

### Reading Comprehension
According to Haris (2019), reading comprehension is the meaningful interpretation of printed or written verbal symbols resulting from the interaction between the perception of graphics symbols that represent language and readers, language and skill, and the knowledge of the world. Thus, to comprehend the reading, one should be able to integrate information from the text with what is already known by committing background, experiences, and emotions to comprehension. Mantiquilla (2022) states that reading is important in academics, these, on the other hand, have been limited to the capacity of learners to comprehend. Dewi (2023) stated that reading is a process of getting information and comprehending the meaning of writing products. There were three levels of reading comprehension.

First is literal comprehension, the lowest of the three levels, which requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to

a literal question, the reader can recall information from the text, or she cannot. Second, inferential comprehension is the ability to make valid inferences from the facts and information received or found in a text. At this level, one must read between the lines to understand the texts in the reading material. It involves understanding the facts even if not explicitly stated in the reading material. It explores answers to questions that begin with "Why and How" because such questions have to get their implied meaning answered or comprehended. Third, applied comprehension requires a deeper understanding of the topic or event. It involves analyzing and weighing an event or an author's intent, opinion, language, and presentation style. It also includes evaluating the appropriateness of the author's devices in achieving his aim and then making inferences based on the fact or idea implied in the event or reading material. Evaluative and applied comprehension also involves understanding the implications of the evaluation. For example, Thomas was evaluated as the most productive worker of the year, so he might know that the assessment is positive and take pride in it. All these levels of comprehension are important and need to be fostered (Della Peña *et al.*, 2021).

Nonetheless, many reading programs and classrooms have long failed to adequately address the inferential and critical comprehension. The "teacher asks and students answer" style of comprehension conversations that accompany many reading courses is not appropriate for these levels, and it is difficult to assess. Nevertheless, focusing on inferential and critical comprehension is appropriate and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

Finally, providing learners with the necessary tools and resources is essential to help them understand and apply the story grammar strategy. Remember that effective reading instruction encompasses comprehension, motivation, and critical thinking. Teachers play a vital role in nurturing students' reading abilities and fostering a love for reading—the ability to use and understand those written language formats required by society and valued by the individual. Readers can construct meaning from written texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment (Mullis & Martin, 2019).

## Statement of the Problem
This study aimed to determine the effectiveness of Story Grammar Strategy on Reading Comprehension among the Grade 5 learners of West City Central School, Division of Cagayan de Oro City, for the School Year 2024-2025. Specifically, this study sought to answer the following questions:

1. What is the respondent's level of reading performance and their attitude towards reading in the pretest of the control and experimental group?

2. What is the respondent's level of reading performance and their attitude towards reading in the posttest of the control and experimental group?

3. Is there any significant effect of story grammar strategy on the learner's reading performance?

## Theoretical Framework
The Schema Theory of Rumelhart's (2017) reading also fits within the cognitively based view of reading. It has described schemata as building blocks of cognition used in interpreting sensory data, retrieving information from memory, organizing goals and sub-goals, allocating resources, and guiding the flow of the processing system. It also stated that if the schemata are incomplete and do not provide an understanding of the incoming data from the text, one will have problems processing and understanding the text. Cognitively based views of reading comprehension emphasize the interactive nature of reading and the constructive nature of comprehension. Dole *et al.* (1991) have stated that, besides knowledge brought to bear on the reading process, a set of flexible, adaptable strategies are used to make sense of a text and to monitor ongoing understanding.

In addition, John Sweller's Cognitive load Theory (2004) provides instructional recommendations based on knowledge of human cognition. It also suggest that people learn in a better way under conditions that align human cognitive architecture. Therefore, according to Sweller, instructional methods should avoid overloading it. Additional activities that do not directly contribute to learning commonly overload working memory. According to the Scaffolding Theory by Vygotsky (1978), it refers to a distinguishing point between students' performance when they are not guided or helped by others. Logically, students' performance, when guided to some extent by their tutors or teachers power the performance of their counterparts who do not receive any help and guidance. This theory suggests teachers should provide enough support to help students master a new skill or concept. Reading instruction might involve breaking down complex texts into smaller, more manageable chunks, guiding decoding unfamiliar words or modeling effective reading strategies. Further, the principle underlying instructional scaffolding is that students learn more when they work alongside others who possess a greater variety of abilities and knowledge than they do on their own.

## Limitations
The respondents of the study were the Grade 5 learners of West City Central School, West I District, and Division of Cagayan de Oro City. The scope of the investigation was focused on story grammar strategy in reading performance among the learners in the study setting. A survey questionnaire was given to the intended target population to test the attitude toward reading for both the control and experimental groups. Furthermore, this survey was sent out to get how learners view their attitude regarding reading, which focuses on comprehension. Part II of the survey was to find out the reading performance of the learners through literal, inferential, and applied comprehension by giving pretest and posttest to both the

control and experimental groups.

The findings of this research endeavor aimed to contribute valuable insights into the reading problem and comprehension among the Grade 5 learners in West City Central School. Notwithstanding the extensive scope of this study, it is important to recognize its limitations, such as the demographic and educational context under study, the learners' experience and perception despite the reliability and validity of the questionnaire, and external factors like time constraints and resource limitation and the scope of the research. Likewise, the setting was focused solely on the two heterogeneous sections in the Grade 5 learners of West City Central School, West I District, Cagayan de Oro City.

## MATERIALS AND METHODS

### Research Design

The research design used in this study was pretest-posttest control group design. This design is a true experimental research design that tests two groups before and after both groups receive the independent variable. The researcher used two heterogeneous sections as the population of this study. The determination of these two groups was through a simple random sampling technique. The researcher determined the control group and the experimental group by using a lottery. After determining the sample, the researchers prepared the materials and instruments that would be used in the study. Then, the researcher gave a pretest to both the control group and the experimental group to test the reading level of the learners. This pretest was given in order to determine the initial results of the reading performance skills of the control group and the experimental group before treatment. It was also made to equalize between the control group and the experimental group. This was done because both groups must be set off from the same state.

### Study Setting

The public elementary schools in West Districts of Cagayan de Oro offer many educational opportunities. The school, situated between bustling streets and beautiful greener areas, serves as a learning center, inviting children from various backgrounds and communities. The school has a unique architectural imprint, ranging from modern to colonial-era structures representing the city's rich history. This study was administered among the Grade 5 Learners of West City Central School, West I District, Division of Cagayan de Oro City, during the School Year 2024-2025. The participants came from the two heterogeneous sections of Grade 5 and were officially enrolled in the school.

West City Central School is one of the eighty (80) barangays in Cagayan de Oro City. It is located at Vamenta Blvd. Ilaya, Carmen, Cagayan de Oro City. The school offers a complete elementary basic education with a total of 4,507 for the School Year 2024-2025. West City Central School is the second largest central school located on the west side of Cagayan de Oro City. It has effectively served Barangay Carmen for years now. This school is the second-largest central school located on the west side of Cagayan de Oro City.

### Study Population and Sampling Technique

The participants of this study were the Grade 5 learners of West City Central School, West 1 District, Cagayan de Oro Division, for the School Year 2024-2025. The two selected sections were included considering the characteristics, as both were heterogeneous classes with the same number of enrolment. Section Sunflower is composed of thirty (30) learners assigned as the experimental group where they use the story grammar strategy as a reading intervention. On the other hand, the section Chrysanthemum comprises thirty (30) learners as the control group, and they used the traditional approach of teaching reading. Hence, sixty (60) learners were included as participants in the study. In this study, the researcher personally handled the Grade 5 learners in two sections during the English subject. Purposive sampling was used in this study. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics. The researcher used her good judgment in choosing the respondents who met the purpose of the study. The researcher utilized the two sections which were heterogeneous and divided during the start of the school year.

**Table 1:** Distribution of Respondents per School

| Group | Grade and Section | Number of Respondents |
|---|---|---|
| Experimental | Grade and Section | 30 |
| Control | Grade V-Sunflower | 30 |
| Total | Grade V Chrysanthemum | 60 |

### Research Instruments

The instrument that was utilized in the study was a researcher-made questionnaire that was patterned and modified. The questionnaire on the attitude towards reading was researcher–made while the academic performance, which had multiple choice test items, was patterned and modified from Developing Reading Power and PHIL-IRI Package to measure the level of reading comprehension. Part I on attitudes towards reading has fifteen (15) items using a four-point scale from (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree. Part II. To obtain scores in reading comprehension and their academic performance, the researcher gave them a pretest and posttest to determine their reading comprehension skills on the three levels of comprehension: literal, inferential, and applied comprehension.

### Statistical Treatment of Data

The data gathered in this study were analyzed using descriptive and inferential statistics. Descriptive statistics were used to determine the frequency, percentage, mean, and standard deviation to describe the variables in the study. Moreover, the variables were presented

through the mean and standard deviation to determine the effectiveness of story grammar in terms of attitudes toward reading and the level of comprehension skills. Finally, a one–way analysis of Covariance (ANOVA) or the T-Test was used to determine the significant difference in the learners' reading performance in the pretest and posttest reading.

**Ethical Consideration**
The researcher thoroughly explained the study to potential participants, including its merits and the type of participants. Subsequently, the researcher requested informed consent from the participants by having them sign a written form before commencing the research survey. The detailed information encompasses various aspects, such as the study's purpose and methodology, the advantages for the participants, and the measures taken to ensure privacy, anonymity, and confidentiality. Before conducting the study, the researcher asked for the ethical clearance. The researcher was highly conscious of research ethics and its values throughout the research process, including the selection of the study population, data collection, and dissemination of findings. To ensure transparency and informed participation, the researcher developed a specific consent form for the teachers and the chosen Grade 5 learners.

Further, a measure was taken to protect identity and confidentiality. By adhering to informed consent, the researcher effectively communicates the study's objective to the respondents, fostering trust and encouraging open participation. In turn, the respondents were assured that only the researcher would have access to the study results. This approach was implemented to maintain the confidentiality of the respondents. To ensure transparency and informed participation, the researchers developed a specific consent form for parent and chosen learners, clearly outlining their role as respondent. The research methods employed, the measures taken to protect their identity and confidentiality. By adhering to the principle of informed consent, the researchers effectively communicate the study's objective to the respondents, fostering trust and encouraging open participation. In turn, the respondent provided their assurance that only the researcher would have access to the study results.

This approach was implemented to maintain the confidentiality and anonymity of the respondents. Also, before conducting the study, the researcher acknowledged the importance of respecting the rights, welfare, and dignity of the participants involved.

Obtaining ethical clearance was crucial to protect participants' rights. By securing ethical approval, the researcher follows a process that includes submitting a comprehensive proposal, informed consent forms, and any other necessary documents to the ethics committee. Ethical clearance was obtained prior to the conduct of the study, effective from July 5, 2024 to July 05, 2025. This ensures the research design, data collection methods, and participant recruitment strategies comply with ethical guidelines.

**RESULTS AND DISCUSSION**
**Problem 1. What is the Respondent's Level of Reading Performance and Attitude in the Pre-Test of the Control and Experimental Group?**

**Table 2:** Distribution of Respondents in terms of Reading Performance in the Control Group and Experimental Group during Pre-test

| Level of Reading Performance | Control Group | | Experimental Group | |
|---|---|---|---|---|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Outstanding (90-100) 42-50 | | | | |
| Very Satisfactory (85-89) 38-41 | | | | |
| Satisfactory (80-84) 34-37 | | | 6 | 20% |
| Fairly Satisfactory (75-79) 30-33 | 11 | 36.7% | 10 | 33.3% |
| Did not meet Expectations (75 below) 29 below | 19 | 63.3% | 14 | 46.7% |
| **Total** | **30** | **100%** | **30** | **100%** |
| **Mean** | **26.87** | | **29.47** | |
| **SD** | **3.08** | | **2.84** | |

*Legend:*
*42-50/90-100/ Outstanding*
*38-41 85-89 Very Satisfactory*
*34-37 80-84 Satisfactory*
*30-33 / 75-79/ Fairly Satisfactory*
*29 and below / Below 75 / Did Not Meet Expectations*

Table 2 illustrates the respondents' reading performance distribution in the control and experimental groups during the pre-test. Overall, the control group has a mean of 26.87 (SD = 3.08), while the experimental group got a mean of 29.47(SD= 2.87), described as Did not Meet Expectations. This means that the learners in those groups struggled with reading comprehension. One reason for this low score could have been that they did not have effective reading strategies to help them understand the text better. Without proper guidance or support, learners found it challenging to grasp the main ideas or details in what they read. This also suggests that, on average, the experimental group performed better on the reading assessment. The higher mean in the experimental group suggests that the intervention may have had a positive impact on reading performance.

Furthermore, the intervention might have helped learners in the experimental group achieve higher scores, resulting in a higher average score for the group. The standard deviation suggests that the intervention did not significantly change the variability of scores within the groups. This means that the intervention might have helped some students improve more than others, but it did not create a more homogenous group in terms of reading performance. The ability to use and understand those written language formats required by society and valued by the individual. Readers can construct meaning from written texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment (Mullis & Martin, 2019).

The data revealed that the highest frequency score of 19 (63.3%) belongs to the 75 below category in the control group, while the experimental group scored 14 (46.7%) belongs to the 75 below category described as Did not Meet Expectations. This means that the learners in both groups did not have enough knowledge of the reading material that they read. This score indicated that these learners also faced difficulties in reading comprehension despite being in a different group. Like the control group, the lack of effective strategies may have hindered their understanding of the material. Learners might have felt lost or confused while reading because they did not know how to break down the stories or identify important points. Other factors, such as socioeconomic status, home environment, or individual learning styles, could also contribute to this category's high frequency of scores. This can be an action or progression that directly or indirectly affects attitude concerning a learner's own experience and acceptance towards the objects and norms present in the society that make up the basic meaning construction (Akhmetova *et al.*, 2022).

On the other hand, the lowest frequency of the control group scored 11 (36.7%) belong to the 75-79 category, described as Fairly Satisfactory. The experimental group scored 6 (20%), described as Satisfactory. This means that the learners in this group demonstrated moderate reading performance: This emphasizes the level of performance without making judgments about their abilities. The group that achieved a fairly satisfactory level of reading comprehension but with room for improvement. It suggests that at least some participants in the study were able to demonstrate a level of reading performance that met the criteria for being deemed satisfactory. Their performance reflected the challenges many students faced when they lacked proper support or resources.

Since no intervention had been given yet, the low scores in both groups underlined the importance of providing effective teaching methods. This result emphasized that without the right tools and strategies, students would continue to struggle with reading comprehension, limiting their overall reading success. The Story Grammar Strategy can play a crucial role, providing a framework for students to understand narrative structures better. By recognizing key story elements, learners can enhance their comprehension and retain information more effectively, ultimately improving their reading performance (Pico *et al.*, 2021).

Furthermore, students lacked the necessary background knowledge to connect with the stories, making it hard for them to follow along. It was also possible that they felt anxious or uninterested in reading, which affected their performance. As they had not received any intervention, their scores reflected their usual way of handling reading tasks. This result highlighted a need for better teaching methods that could engage students and improve their skills. The low performance suggested that changes needed to be made in how reading was taught so learners could have the tools they needed to succeed. The research by Pico *et al.* (2021) supports this finding, emphasizing the importance of employing reading strategies like the Story Grammar Strategy, which enhances comprehension by helping students analyze story elements such as characters, settings, and plot structures. This structured approach allows learners to make connections and improves their overall understanding of the text.

**Table 3:** Level of Attitude towards Reading in the Pretest of Control and Experimental Group

| Indicators | Control Group | | Description | Experimental Group | | Description |
| --- | --- | --- | --- | --- | --- | --- |
| | Pre-test | | | Pre-test | | |
| | Mean | SD | | Mean | SD | |
| Reading is of great value to me. | 3.67 | 0.48 | Very High | 4.00 | 0.00 | Very High |

| | | | | | | |
|---|---|---|---|---|---|---|
| I really enjoy reading such as story books. | 3.43 | 0.50 | Very High | 3.43 | 0.50 | Very High |
| I prefer to read than watching cellphones. | 3.23 | 0.94 | High | 3.27 | 0.98 | High |
| I appreciate my classmates who can read well. | 3.40 | 0.50 | High | 3.83 | 0.38 | High |
| Reading helps me understand in other subjects. | 3.57 | 0.50 | Very High | 4.00 | 0.00 | Very High |
| I find interest in doing any activity pertaining to reading. | 3.60 | 0.56 | Very High | 3.93 | 0.25 | Very High |
| I read and study in a comfortable area where it is clean and well ventilated. | 3.33 | 0.55 | High | 3.50 | 0.51 | High |
| I spend my time reading than to go to the mall. | 3.67 | 0.55 | Very High | 3.93 | 0.25 | Very High |
| Any student who reads well is bound to be benefited. | 2.87 | 0.63 | Very High | 3.13 | 0.73 | Very High |
| No matter what happen I have to read stories | 3.13 | 0.43 | High | 3.40 | 0.50 | High |
| Reading teaches me to understand any lesson. | 3.53 | 0.51 | Very High | 3.70 | 0.47 | Very High |
| All lesson and all methods used in reading are clear and definite | 3.57 | 0.50 | Very High | 3.70 | 0.53 | Very High |
| I am willing to spend my time reading books. | 3.20 | 0.48 | High | 3.37 | 0.56 | High |
| I am willing to learn whatever I am reading time. | 3.57 | 0.50 | Very High | 3.53 | 0.63 | Very High |
| Reading is a good past time. | 3.53 | 0.51 | Very High | 3.50 | 0.57 | Very High |
| **Overall** | **3.42** | **0.54** | **Very High** | **3.62** | **0.46** | **Very High** |

Legend:
*3.41-4.00 - Strongly Agree / Very High*
*2.61-3.40 – Agree / High*
*1.81-2.60 – Disagree / Low*
*1.00-1.81 - Strongly Disagree / Very Low*

Table 3 illustrates the level of attitude toward reading in the pretest of the control and experimental group. Overall, in the control group, the respondents strongly agreed with the indicators, with an overall mean of 3.42 (SD = 0.54), described as Very High. This means that even before the intervention, the students already had a positive attitude towards reading. This suggests that the respondents viewed reading as important and valuable in their daily lives, even when traditional methods were used in their instruction. This pre-existing positive attitude might have been shaped by their personal experiences with reading or the encouragement they received from their environment. These results imply that many respondents likely already had a habit of reading or valued it as a part of their academic lives. Understanding this level of interest and motivation could have helped teachers recognize the need to sustain and enhance such attitudes through various methods, not just traditional teaching styles.

Further, the experimental group got an overall mean of 3.62 (SD = 0.46), described as Very High. This means that students already had a positive feeling about reading before the Story Grammar Strategy was introduced. Their strong agreement reflected that they recognized the importance of reading in their lives. This could have meant that students were aware of the benefits that reading brings to their education and personal growth. Such a positive attitude might have led them to engage more with reading materials in the future. It suggested that these students saw reading as a valuable skill to develop. However, this indicates that there was still room

for growth. Strengthening this positive attitude could have helped students become more enthusiastic readers. This also pointed out the importance of nurturing positive reading attitudes early on in education. The study by Akhmatova *et al.* (2022) highlights that reading attitudes are influenced by various factors, including psychological states and environmental conditions, which supports the idea that early exposure and encouragement in reading can significantly shape learners' attitudes.

Furthermore, the highest indicators in the pretest in the Control Group were Reading is of great value to me and I spend my time reading rather than going to the mall, both with a mean of 3.67 (SD = 0.48; 0.55, respectively), interpreted as Very High. These results highlighted how much value the students placed on reading, indicating that they prioritized it over other leisure activities. It seemed that for many respondents, reading was more than just a school requirement; it was an activity they enjoyed and were willing to devote time to. This suggests that their environment might have supported or encouraged reading as a valuable and enjoyable pastime, which could have had a long-term positive effect on their academic performance. If students could find satisfaction in reading, they might have become lifelong learners, always seeking knowledge and personal growth. This further emphasized how important it was for schools and families to create a reading-friendly atmosphere. As supported by (Gupta & Hernandez, 2023), the pleasure reading significantly boosts students' performance and encourages self-discovery, reinforcing the notion that cultivating a love for reading is crucial for academic success.

Moreover, the highest score indicators in the Experimental Group were Reading is of great value to me and Reading helps me understand in other subjects, both with a mean of 4.00 (SD = 0.00), interpreted as

Very High. This means that students believed reading was important. This belief could have encouraged them to read more often, which was good for their learning. When students felt that reading was valuable, they were more likely to choose books and other reading materials that challenged them. This choice could have helped them gain deeper knowledge of their subjects. It implies that students understood how reading connected to other areas of study, making their learning experience richer. By feeling this way, students were more likely to use reading as a tool to succeed in school. They could have benefited from this attitude, which might have led them to take on more complex reading tasks. Overall, having strong beliefs about the value of reading could have created a positive cycle that supported their growth and success in education. This aligns with findings from Bayraktar and Firat (2020), which emphasize the importance of a positive attitude towards reading in fostering academic success and lifelong learning.

On the other hand, the lowest score indicator in the control group pretest was Any student who reads well is bound to be benefited, with a mean of 2.87 (SD = 0.63), interpreted as Very High. Although students understood that reading had benefits, the lower score suggests that they might not have fully grasped the long-term advantages of becoming proficient readers. Perhaps they saw the immediate benefits but were less aware of how strong reading skills could impact future opportunities, such as better job prospects or academic success. This result called attention to the need for teachers to highlight the broader significance of reading beyond just school success so students could better appreciate its role in their personal and professional lives. It also suggested that students might have needed more examples of how

reading could directly benefit them, motivating them to improve their skills. Bayraktar and Firat (2020) emphasize that developing a positive attitude towards reading is essential for students, as it correlates with higher academic achievement and enjoyment of reading.

The lowest score indicator in the experimental group was Any student who reads well is bound to be benefited, with a mean of 3.13 (SD = 0.73), interpreted as Very High. This means that while students recognized some benefits of reading, they might not have fully believed that reading well guaranteed success. This view could have limited their motivation to improve their reading skills. If students thought that reading well did not lead to clear benefits, they might not have seen the value in putting in extra effort. This perception may have affected how much they practiced reading, which was essential for developing stronger skills. Encouraging students to see reading as a pathway to success might have helped change this attitude.

Creating examples of how reading could lead to various opportunities might have also inspired them. Developing a better understanding of the benefits of reading could have helped them value the skill more. By addressing this belief, teachers could have encouraged students to improve their reading abilities and, in turn, increase their chances of succeeding in their studies. Research from Coughlin and Khoury (2018) highlights the significant link between reading proficiency and various life outcomes, suggesting that understanding these benefits could enhance student motivation and engagement.

**Problem 2. What is the Respondent's Level of Reading Performance and Attitude in the Post-Test of the Control and Experimental Group?**

**Table 4:** Distribution of Respondents in terms of Reading Performance in the Control Group and Experimental Group during Posttest

| Level of Reading Performance | Control Group | | Experimental Group | |
|---|---|---|---|---|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Outstanding (90-100) 42-50 | | | 17 | 56.6% |
| Very Satisfactory (85-89) 38-41 | | | 11 | 36.7% |
| Satisfactory (80-84) 34-37 | 2 | 6.7% | 2 | 6.7% |
| Fairly Satisfactory (75-79) 30-33 | 12 | 40% | | |
| Did not meet Expectations (75 below) 29 below | 16 | 53.4% | | |

| | | | | |
|---|---|---|---|---|
| **Total** | 30 | 100% | 30 | 100% |
| **Mean** | 28.83 | | 44.10 | |
| **SD** | 2.53 | | 3.83 | |

*Legend:*
*42-50/90-100/ Outstanding*
*38-41 85-89 Very Satisfactory*
*34-37 80-84 Satisfactory*
*30-33 / 75-79/ Fairly Satisfactory*
*29 and below / Below 75 / Did Not Meet Expectations*

Table 4 illustrates the level of reading performance in the posttest. Overall, the control group got a mean score of 28.83 (SD=2.53), described as Did Not Meet Expectations and the experimental group with a mean score of 44.10 (SD= 3.83), described as Outstanding. The fact that the control group's mean score falls into the Did Not Meet Expectations while the experimental group's mean score is outstanding strongly suggests that the intervention was highly effective in improving reading performance. The higher standard deviation in the experimental group indicates that the scores were more spread around the mean. This suggests a more heterogeneous group in terms of reading performance, with more variability and a lower standard deviation in the control group, which indicates that the scores were clustered more closely around the mean.

This suggests a more homogenous group in terms of reading performance, with less variability. This data provides compelling evidence for the positive impact of the intervention on reading performance. The stark contrast between the control and experimental groups suggests a significant and positive impact beyond simply improving scores; it helped students excel to a level described as outstanding. As Schmitt (2018) stated, the Story Grammar Strategy is a reading comprehension strategy for improving the students' interactions to find out the important information of the story by using an organizational framework.

The highest frequency scored in the experimental group, which scored 17 (56.6%), belongs to 90-100 category, which was described as Outstanding. It means that the intervention positively impacted a majority of the learners and it suggests that the intervention focused on higher-level reading skills beyond basic decoding and comprehension., while in the control group, the highest frequency of 16 (53.4 %) belonged to the 75 below category which was described as Did Not Meet Expectations. This means that a substantial portion of the control group struggled with reading comprehension, as reflected by their scores falling below the 75 threshold. This implies that a significant portion of students in the control group may need additional support in reading comprehension. This suggests a need for effective interventions to improve reading skills. This indicates that the intervention likely addressed the fundamental reading skills that were lacking in this group. Reading comprehension skills appear to be greatly enhanced by the intervention itself.

The experimental group's remarkable improvement may have resulted from the intervention, particularly in addressing reading difficulties that were common in the control group. This data offers strong proof of the intervention's beneficial effects on reading proficiency. The striking difference between the experimental and control groups points to a profoundly beneficial effect that went beyond merely raising test results; it enabled students to achieve as much as outstanding. This outcome is reinforced by the findings of Akhmetova *et al.* (2022), which discuss how an enhanced understanding of story elements, provided by the story grammar strategy, fosters a positive attitude toward reading among learners.

The lowest frequency scored both in the Control Group and Experimental Group of 2 (6.7%) belongs to the 80-84 category described as Satisfactory. This means that just a little percentage of both group's pupils performed well enough in reading. It emphasizes how difficult it was for most learners in this group to meet this standard. It is possible that there was more children in the control group who already struggled with reading, which made it harder for them to perform at a level that satisfied them. It became evident from this score that the control group's pupils had trouble comprehending and making connections between concepts and that reading comprehension requirements.

As a result, learners found it difficult to grasp the main points and details of what they read. Without interactive and strategic approaches, learners might have lost interest in reading, making it harder for them to meet academic expectations. This situation suggested that simply teaching students how to read was not enough; they also needed tools that helped them think critically about the stories and texts they encountered. Engaging learners in discussions and providing them with strategies that promoted understanding could have enhanced their reading skills. So, it was important to rethink how reading was taught, moving beyond basic skills to include strategies that made reading a more meaningful and enjoyable experience for all learners.

This finding reinforces the need for effective interventions to improve reading performance. The data suggests that, regardless of whether students received the intervention, a significant portion of the students struggled to reach even a satisfactory level of reading comprehension. This emphasizes the critical role of interventions in helping students achieve their full reading potential. The low frequency of students in the satisfactory category suggests that both groups likely need more targeted support to help students reach this level of performance. The research by Pico *et al.* (2021) supports this finding, as it highlights the importance of direct instruction in story grammar as a research-supported strategy for improving

narrative language and reading comprehension. When students are made aware of the structure of narratives, they can engage more effectively with texts, leading to better academic outcomes.

**Table 5:** Level of Attitude towards Reading in the Posttest of Control and Experimental Group

| Indicators | Control Group | | Description | Experimental Group | | Description |
|---|---|---|---|---|---|---|
| | Pre-test | | | Pre-test | | |
| | Mean | SD | | Mean | SD | |
| Reading is of great value to me. | 4.00 | 0.00 | Very High | 4.00 | 0.00 | Very High |
| I really enjoy reading such as story books. | 3.73 | 0.45 | Very High | 3.97 | 0.18 | Very High |
| I prefer to read than watching cellphones. | 3.67 | 0.48 | Very High | 3.97 | 0.18 | Very High |
| I appreciate my classmates who can read well. | 3.93 | 0.25 | Very High | 3.93 | 0.25 | Very High |
| Reading helps me understand in other subjects. | 3.63 | 0.49 | Very High | 3.63 | 0.49 | Very High |
| I find interest in doing any activity pertaining to reading. | 3.90 | 0.31 | Very High | 3.90 | 0.31 | Very High |
| I read and study in a comfortable area where it is clean and well ventilated. | 3.43 | 0.57 | Very High | 3.77 | 0.43 | Very High |
| I spend my time reading than to go to the mall. | 3.70 | 0.47 | Very High | 3.77 | 0.43 | Very High |
| Any student who reads well is bound to be benefited. | 3.93 | 0.25 | Very High | 3.93 | 0.25 | Very High |
| No matter what happen I have to read stories. | 3.73 | 0.45 | Very High | 3.93 | 0.25 | Very High |
| Reading teaches me to understand any lesson. | 3.67 | 0.48 | Very High | 3.70 | 0.47 | Very High |
| All lesson and all methods used in reading are clear and definite. | 3.77 | 0.43 | Very High | 3.83 | 0.38 | Very High |
| I am willing to spend my time reading books. | 3.77 | 0.43 | Very High | 3.83 | 0.38 | Very High |
| I am willing to learn whatever I am reading time. | 3.70 | 0.47 | Very High | 3.87 | 0.35 | Very High |
| Reading is a good past time. | 4.00 | 0.00 | Very High | 4.00 | 0.00 | Very High |
| **Overall** | **3.77** | **0.37** | **Very High** | **3.87** | **0.29** | **Very High** |

*Legend:*
*3.41-4.00 - Strongly Agree / Very High*
*2.61-3.40 – Agree / High*
*1.81-2.60 – Disagree / Low*
*1.00-1.81 - Strongly Disagree / Very Low*

Table 5 presents the level of attitude towards reading in the posttest of control and experimental group. Overall, both the control group and experimental group, got a mean of 3.77 (SD = 0.37), interpreted as Very High. This increase from the pre-test score reflected a slight improvement in their attitude towards reading. Even though traditional teaching methods were used, it appeared that their positive view of reading became stronger after the intervention. The fact that their scores improved indicated that continued exposure to reading activities, even without new techniques, could reinforce positive attitudes.

This suggests that reading engagement, regardless of the approach, had a lasting impact on students' appreciation for reading. It also pointed to the possibility that while traditional methods might not have been as engaging as more innovative approaches, they could still be effective in maintaining or even slightly improving students' views on reading. This highlighted the value of consistency in reading activities. The study of Coughlin and Khoury (2018) supports that consistent exposure to reading can

significantly enhance students' attitudes and performance, which is evident in the improved post-test scores. In the experimental group, an increase in mean score means that students' attitudes toward reading improved after the Story Grammar Strategy was implemented. It indicates that the strategy likely helped enhance their feelings about reading. A higher mean suggests that students may have become more engaged and motivated to read because of this new approach. This change in attitude could have led to increased participation in reading activities and discussions in class. When students felt more positive about reading, they were more likely to take on challenges and explore new texts. It could also have meant they were developing better reading habits that could benefit their overall learning. This improved attitude reflected the potential of effective teaching strategies to make reading more enjoyable and meaningful. As students continued to build their skills, they could have found even greater joy and value in reading. According to Pico *et al.* (2021), the implementation of structured reading strategies like the Story Grammar Strategy can significantly enhance comprehension and foster a more positive reading attitude among students.

Further, the highest scored indicators in the posttest both in the control group and experimental group were

Reading is of great value to me and Reading is a good past time, both with a mean of 4.00 (SD = 0.00), interpreted as Very High. This means that students continued to value reading highly and saw it as a productive way to spend their time. They recognized reading's importance for their academic life and saw it as an enjoyable activity. This strong agreement reinforced the idea that the student's reading habits were not merely a response to school requirements but were embedded in their personal interests. These findings pointed out the importance of fostering environments where reading was not only encouraged but also integrated into leisure activities. When students viewed reading as enjoyable, they were more likely to engage with it regularly, helping them develop deeper comprehension skills and knowledge over time. The story grammar strategy helps students recognize narrative elements and improve comprehension. Pico *et al.* (2021) support the idea that structured reading experiences can enhance enjoyment and engagement in reading. This dual appreciation for reading could have fostered a lifelong love for books and literature. When students recognized reading as a pleasurable pastime, they were likely to seek out reading materials outside of school assignments. This exploration could have broadened their knowledge and improved their language skills over time. By finding joy in reading, students might have also developed their imagination and creativity.

These benefits went beyond the classroom, influencing their overall personal development. Emphasizing reading as both valuable and enjoyable could have led to more balanced, well-rounded learners. Ultimately, this positive perspective on reading could have contributed to their success in both academic and personal aspects of life. As suggested by Gupta and Hernandez ( 2023), fostering a love for reading through enjoyable experiences can enhance academic performance and contribute to holistic personal development in learners.

On the contrary, the lowest indicator in the control group post-test was I read and study in a comfortable area where it is clean and well-ventilated, with a mean of 3.43 (SD = 0.57), interpreted as Very High. This means that the reading environment could still have been improved for some students. Not all students might have had access to ideal reading conditions, such as a quiet or comfortable space. This might have affected how much they read and their overall reading experience. The result highlights the need for schools and families to consider the physical space in which students are expected to read. By improving the reading environment, whether at home or in school, students might have found it easier to concentrate and enjoy the activity. Providing clean, quiet, and well-lit spaces could have enhanced their ability to focus and develop a stronger connection with reading. Studies have shown that a conducive reading environment is crucial for fostering positive reading attitudes and comprehension skills indicating that improvements in physical space can significantly impact students' reading experiences (Anderson, 2018).

On the other hand, in the experimental group, the lowest score indicator was Reading helps me understand in other subjects, with a mean of 3.63 (SD = 0.49), interpreted as Very High. While this score still indicated a positive attitude, it suggests that students might not have fully realized how reading connected to their learning in other areas. They may have benefited from lessons that explicitly showed how reading enhanced understanding in subjects like science or history. This lack of awareness could have hindered their motivation to read more complex texts related to these subjects. If students did not see the connection between reading and their overall academic success, they might not have prioritized reading as much. Providing examples of how reading helped clarify difficult concepts could have strengthened their understanding. When students saw reading as a tool for success in all subjects, they were more likely to engage with it.

The intervention, which seems to have significantly improved reading performance in the experimental group, might have also positively influenced their understanding of reading's value in other subjects. This suggests that the intervention not only improved reading skills but also fostered a deeper understanding of how reading contributes to overall learning. This shift could have led to better performance across their studies. Making these connections clear could have helped reinforce the idea that reading was not just an isolated skill but a crucial part of their educational journey. Akhmetova *et al.* (2022) further support this notion by illustrating how explicit connections between reading and academic success can enhance students' engagement and motivation in reading.

**Problem 3. Is there a Significant Effect on Story Grammar Strategy on the Learner's Reading Performance?**

**Table 6:** Test of Significant Effect on Story Grammar Strategy of the Grade 5 Learners' Reading Performance

| Group | N | Reading Performance | | T-test | f-test | Interpretation |
| --- | --- | --- | --- | --- | --- | --- |
| | | Pre-Test | Posttest | | | |
| Experimental | 30 | 29.47 | 44.10 | -16.745 | 1.794 | Significant |

Table 6 presents the significant effect of the Story Grammar Strategy on the Grade 5 learners' reading performance. The Experimental Group had a pretest mean of 29.47 and significantly improved to a posttest mean of 44.10 with a t-test value of -16.745. The t-test value is extremely large and highly significant. This means that the difference between the pre-test and post-test means is very unlikely to be due to chance. In other words, the intervention likely caused the improvement in reading scores and the f-test value of 1.794. In this case,

by comparing pre-test and post-test scores within the same group, the F-test is not directly relevant.

However, the similar standard deviations between the pretest and posttest scores suggest that the intervention did not significantly change the variability of scores within the group. This means that this improvement was statistically significant. This suggests that the intervention had a positive impact on their reading abilities. The experimental group, which used the Story Grammar Strategy, showed a remarkable increase in their reading comprehension scores. This improvement could be attributed to the structured approach of the Story Grammar Strategy, which helped students identify key story elements such as characters, setting, and plot. By focusing on these aspects, learners were better able to organize their thoughts and understand the story's main ideas. This strategy likely made reading more enjoyable and less overwhelming, leading to greater confidence in their reading abilities. As students became more engaged with the stories, they may have found it easier to remember details and make connections to their own lives.

Moreover, this suggests that incorporating effective teaching methods could lead to significant gains in students' reading comprehension, promoting a love for reading and learning. Teachers might have considered using such strategies regularly to foster better understanding and enjoyment in reading activities. The benefits of using the Story Grammar Strategy are supported by research indicating that it aids students in recognizing narrative text elements, thereby improving comprehension. By engaging students with the structure of stories, educators can facilitate better understanding and retention of information, leading to enhanced academic performance (Pico *et al.*, 2021).

## CONCLUSION

In this study, the exploration of reading performance and attitudes revealed that learners initially struggled with reading comprehension. This finding indicates a shared challenge among learners, likely due to the absence of engaging reading strategies that support skill development. The experimental group's reading comprehension significantly improved after using the Story Grammar Strategy, as seen by the Posttest findings, which showed that their performance had improved to an outstanding level. The experimental group's Story Grammar Strategy significantly improved the reading comprehension of students in Grade 5.

According to the findings, deliberate methods like this one are essential for encouraging a greater comprehension and love of reading. These results emphasize for teachers the value of using interactive teaching strategies to close the gap between students' attitudes and reading proficiency. By implementing tactics that genuinely engage children, educators can improve the learning environment and raise reading levels among all pupils.

## Recommendations

Based on the given conclusions of the study, several recommendations are presented:

1. Teachers should prioritize the use of Story Grammar as classroom instruction to improve reading comprehension of the pupils. The use of this story grammar helps learners learn to recognize the elements of narrative text and use this to improve their reading performance.

2. Teachers are encouraged to utilize their access to the internet to research graphic organizers, story maps, and story grammar markers to drive more pupils to engage in reading.

3. School Administration must conduct training and seminar workshops to teachers on how to use story grammar for reading comprehension. They should provide training for teachers on collaborative learning approaches, emphasizing the structured support these strategies provide, as this can significantly boost students' confidence and engagement with reading materials, ultimately leading to better learning outcomes.

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