



TITLE OF RESEARCH PAPER

STORYTELLING AND SILENT READING TEACHING APPROACHES:

A COMPARATIVE ANALYSIS

First Author, Second Author, Third Author

Author: Methus Shellah S. Palmero

Palmero, M. S. is currently pursuing Master of Arts in Education major in teaching English in Cor Jesu College, Inc., Country, PH.,

E-mail: methusshellahpalmero@gmail.com

Co-Author: Dr. Maria Vinice O. Sumalbag (Cor Jesu College)

KeyWords

Minimum 7 keywords are mandatory; Keywords should closely reflect the topic and should optimally characterize the paper. Use about four key words or phrases in alphabetical order, separated by commas.

Keywords: *Language, Reading Approaches, Reading Comprehension, Quantitative, Philippines*

ABSTRACT

This electronic document is a "live" template. The various components of your paper [title, text, heads, etc.] are already defined on the style sheet, as illustrated by the portions given in this document. (Abstract).

The first page should be used only for Title/ Keyword/ Abstract section. The main paper will start from second page.

In a world driven by knowledge, the ability to comprehend what we read shapes how we think, learn, and engage with ideas. This study embarks on a comparative analysis of silent reading and storytelling and their effectiveness in enhancing the reading comprehension of Grade 7 learners. Grounded in Vygotsky's Sociocultural Theory and Paivio's Dual Coding Theory. The research employed a quasi-experimental design using posttest-only non-equivalent groups across two sections of a private school in Davao del Sur. Over seven sessions per group, comprehension levels were measured using validated and item analyzed researcher-made multiple-choice assessments. Data gathered were analyzed using mean and Independent Samples T-test. Results revealed that students exposed to the storytelling approach achieved significantly higher comprehension scores compared to those who underwent silent reading. The storytelling group attained a "Proficient" level ($M = 76.25$), while the

silent reading group remained at a "Developing" level ($M = 63.21$), with a p-value of .000 indicating high statistical significance. The findings affirm that storytelling, with its multimodal and interactive nature, provides a richer cognitive and emotional scaffold for learners, leading to deeper comprehension. Based on the findings, it is recommended that DepEd officials should develop and implement reading literacy programs that resonate with modern learners, integrating storytelling and silent reading strategies to improve comprehension levels in schools.

INTRODUCTION

Reading serves both as a source of enjoyment and a means of gaining information. Developing reading skills is crucial for individuals, as these skills enhance their ability to understand texts and symbols. Without a solid foundation in reading skills, students cannot be expected to achieve success as readers. Reading goes beyond simply converting text into sounds or spoken words; it fundamentally involves understanding the content, which is referred to as comprehension. Reading comprehension requires processing the text and extracting meaning from the words. The Philippines' educational system is challenged to produce effective readers. However, Programme for International Student Assessment (PISA) 2022 results for the Philippines reflect persistent challenges in foundational learning areas, particularly in reading, mathematics, and science, that continue to hinder the academic readiness of Filipino students on the global stage. Filipino students consistently score below the OECD average, particularly in reading comprehension.

In the global scenario, it is observed that many students today struggle to fully understand and engage with texts, especially those requiring extended concentration and deeper analysis. The declining reading comprehension levels among 15-year-old students in Sweden has raised concerns, which is a trend observed in many other countries. A recent study by Vinterek et. al. (2022) has found that reading skills among Swedish students in compulsory school have decreased since the early 2000s. Furthermore, in the study of Hà and Bellot (2020) in Spain, young children usually face several difficulties when reading a text for the first time because they are not familiar with written words and continuous discourse. Stories provide students with a great deal of continuous discourse, a wide range of vocabulary and grammatical structures. Therefore, listening to or reading

stories can expose students to a great amount of both oral and written language input and can help students improve their reading comprehension, as well as broaden their vocabulary and grammar.

Global progress in reading literacy has been significant, yet challenges persist, as highlighted by recent reports. UNESCO Report on Reading Literacy discusses the rise in reading literacy globally, but also notes a seven-point drop since 2016. Students in the Russian Federation and Singapore outshone their international peers in reading achievement. More so, Progress in International Reading Literacy Study (2021) reported that Finland, Poland, Chinese Taipei, and Sweden had lower average reading achievement (Mullis et al., 2023). This report by the International Association for the Evaluation of Educational Achievement (IEA) provides comprehensive data on reading proficiency among fourth graders across various countries.

Meanwhile, Mihret and Joshi (2025), stated that reading comprehension is a foundational skill for academic success and lifelong learning, yet many students in Ethiopian secondary schools struggle with it. Similarly, Ng and Bartlett (2017) discussed the challenges and strategies involved in enhancing reading engagement and literacy achievement globally. Their study emphasized the need to improve reading engagement to achieve higher literacy levels. On the other hand, in the United States, Elleman and Oslund (2019) explored the complexities of teaching, measuring, and researching reading comprehension. Despite decades of efforts, reading scores among U.S. adolescents continue to show minimal growth. Collectively, these studies highlight the multifaceted challenges in improving reading comprehension and engagement across various contexts.

Across different parts of Asia, researchers have highlighted ongoing struggles with reading comprehension. In Turkey, Valizadeh (2021) found that EFL learners at a lower-intermediate level, based on Oxford Quick Placement Test, struggle with low self-efficacy in reading. Similarly in Taiwan, Huang (2024) pointed out that many indigenous high school students have not developed sufficient reading skills, as reflected in large-scale assessments like the Programme for International Student Assessment (PISA). Likewise, Pramerta (2024) examined the reading challenges faced by Gen Z students in Malaysia, finding significant differences in their critical thinking and comprehension abilities. These findings stress the importance of adaptive teaching

strategies that align with the learning preferences of today's students. Similarly, Mala (2019) reported that Thai students have shown lower performance in reading, mathematics, and science. The decline in reading scores has raised concerns among educators, especially since reading plays a crucial role in helping students interpret, apply, and critically engage with written content.

Meanwhile, studies from other Asian countries have also revealed concerns regarding reading comprehension and assessment methods. In Iran, Heydarnejad et al. (2022) examined how traditional assessment techniques often fall short in effectively measuring and improving reading skills among EFL learners. These methods tend to emphasize rote memorization, which can increase anxiety and reduce motivation. In Malaysia, Ali and Razali (2019) underscored the importance of cognitive and metacognitive strategies in strengthening students' reading comprehension. Their research highlights the complexity of reading as a skill, noting that various cognitive processes contribute to a learner's ability to understand and retain information. Collectively, these studies point to the need for innovative and learner-centered approaches to enhance reading comprehension across diverse educational settings.

Reading comprehension is a crucial skill that lays the foundation for academic success, yet many students across different regions continue to struggle with it. Studies have explored various factors contributing to these challenges, highlighting the need for better teaching strategies and interventions. The SEA-PLM (Southeast Asia Primary Learning Metrics) proficiency scales offer valuable insights into students' learning levels and how education systems can adapt to improve reading proficiency. According to SEA-PLM (2019), a significant portion of Grade 5 students in Cambodia, Lao PDR, Myanmar, the Philippines, and Vietnam ranked among the lowest-performing readers, falling within the bottom 25% of the scale. These findings emphasize the pressing need for improvements in literacy education. Additionally, Sun (2019) found that Korean EFL learners with low proficiency levels faced considerable difficulties in listening comprehension. Similarly, Cho and Brutt-Griffler (2015) identified challenges among middle school teachers in Korea, including balancing reading and writing instruction while addressing diverse student needs.

Beyond Southeast Asia, other countries face similar struggles with reading comprehension. Liu et al. (2023) investigated reading difficulties among students in Japan, noting that long sentence structures, limited vocabulary, and grammar comprehension were major obstacles to effective reading. Likewise, Begum and Hamzah (2017) highlighted the impact of socio-economic factors on elementary school students in rural Telangana State, India, revealing that financial constraints often limit access to quality education, making it harder for students to develop strong reading skills. Taken together, these studies illustrate the widespread challenges in literacy education and the need for targeted solutions that consider cultural, linguistic, and socio-economic differences.

In the national context, cited in the study of Fulgueras and Garcia (2022), Childhope Philippines (2021) revealed that many learners in the Philippines, especially at the secondary levels, are lacking essential skills in reading comprehension. More so, Samuel (2017) emphasized that reading comprehension has remained a persistent challenge for students in some schools in Zamboanga. Despite the implementation of various reading programs in public schools, this issue continues to affect learners. Also, Miñoza and Montero (2019) at the Western Mindanao State University, Philippines, explored the reading comprehension levels among intermediate learners, focusing on silent and oral reading, and the influence of socioeconomic status and parental involvement. The study found that females outperformed males in both silent and oral reading.

Locally, in one of the catholic universities in Davao City, according to Vasay, et.al. (2016), there are still students who are below the proficiency level of reading comprehension despite the reading instructions and strategies provided by the teachers for the improvement of students' reading comprehension. This highlights challenges in achieving desired reading comprehension levels among students, even with targeted educational interventions. Additionally, Nicolas and Emma (2018), reported that students in Davao City National High School in the integrative approach class where reading comprehension is applied, students had difficulty in the comprehension of sentences. This emphasizes the ongoing challenges in fostering effective reading comprehen-

sion, emphasizing the need for targeted interventions and innovative strategies to support students' understanding and engagement with texts. Simultaneously, Cabardo (2015) reported that the majority of the students in Hagonoy National High School-Aplaya Extension High School, the school year 2014-2015 belonged to a frustration level of reading proficiency in silent reading while in instructional level for oral reading in which the majority of the male students are less proficient in reading compared to female students.

In light of these findings, exploring the storytelling and silent reading as teaching strategies offered a promising avenue for enhancing the reading comprehension levels of learners.

The theoretical foundation of this study was based on Vygotsky's Sociocultural Theory (1962) and the Dual Coding Theory by Allan Paivio (1971). According to Vygotsky's sociocultural theory, learning takes place most effectively through social interaction, particularly when a learner is guided by a more knowledgeable other (MKO) within their Zone of Proximal Development (ZPD). The ZPD represents the gap between what a learner can do independently and what they can accomplish with appropriate assistance. The MKO, which could be a teacher, peer, parent, or even a digital tool, plays a crucial role in supporting the learner through tasks that are just beyond their current ability. In the context of reading comprehension, a teacher guides a student in understanding texts by helping them decode vocabulary, make inferences, or identify main ideas, tasks that the student may not manage alone but can achieve with guided support. Over time, as the student internalizes these strategies, they become capable of performing the tasks independently, effectively moving the skills from the ZPD into their actual level of competence. Thus, the interaction between the MKO and the ZPD forms the foundation of meaningful cognitive development and improved literacy.

In the context of this study, looking at the Zone of Proximal Development (ZPD), the gap between what a learner can do independently and what they can achieve with guidance and support from a more knowledgeable other highlights the potential for cognitive development through social interaction. Storytelling offers a dynamic interactive approach that allows learners to engage with stories through dialogue, questions, and guided interpretation. In the storytelling teaching approach, teachers can help students learn within their ZPD.

The teacher acts as the More Knowledgeable Other (MKO) by guiding students through the narrative, asking thought-provoking questions, and providing explanations. This support helps students grasp new concepts and develop a deeper understanding. In the context of this study, silent reading is already part of the reading practice; however, what the system lacks is the integration of storytelling, which the researcher intends to incorporate. This comparative analysis reveals silent reading alone did not improve comprehension; rather, it improved significantly when paired with storytelling. Combining storytelling with silent reading improves reading comprehension. While storytelling offers interactive support through facilitated questioning and social interaction, silent reading promotes internal processing and the use of self-paced strategies. When combined, they provide a more comprehensive and well-rounded method of developing comprehension abilities.

Meanwhile, Dual Coding Theory is a cognitive theory proposed by Allan Paivio (1971). It suggests that people process information using two distinct but interconnected systems, a verbal system and a non-verbal (or visual) system. In the context of this study, incorporating interactive elements in storytelling, such as asking students to draw scenes from the story or act out parts of the narrative, further strengthens the connection between verbal and visual systems. This interactive approach reinforces learning through multiple modalities. During silent reading, the verbal system is activated as students read the text. To enhance comprehension, students can be encouraged to form mental images of what they are reading. By incorporating Dual Coding Theory into storytelling and silent reading, educators can promote a dynamic learning environment that employ both verbal and visual cognitive processes. This integrated approach significantly enhance comprehension.

This study employed a quasi-experimental research design involving two sections of Grade 7 students heterogeneously sectioned to determine the effectiveness of storytelling and silent reading as teaching approaches on their comprehension levels. According to Thomas (2024), quasi-experimental research is a type of empirical study used to estimate the causal relationship between an intervention and its outcomes. Unlike true experiments, quasi-experimental designs do not involve random assignment of participants to groups. Instead, groups are pre-existing or assigned based on non-random criteria, such as location, demographic characteristics, or convenience.

This study specifically used the posttest-only nonequivalent groups design, a type of quasi-experimental research in which after the treatment, both groups take a posttest to measure the outcome. One group received a treatment of silent reading teaching approach and the other group received storytelling teaching approach and then the outcome of both groups were compared. In this approach, comprehension levels were assessed after the treatment; storytelling and silent reading teaching approaches to evaluate the effects, allowing for a comparison between the two groups.

In the context of the study, quasi-experimental research design using the posttest-only nonequivalent groups method was employed to determine the effectiveness of silent reading and storytelling teaching approaches in enhancing the reading comprehension of Grade 7 students.

This study compared the effectiveness of the silent reading teaching approach and storytelling teaching approach as a reading treatment strategy to develop the reading performance of the Grade 7 learners.

RESPONDENTS

The participants in this study were Grade 7 students from a private school in Padada, Davao del Sur. There were two Grade 7 classes during the 2024–2025 school year, and they were grouped heterogeneously. Grade 7 was chosen because it was an important stage where students begin to handle more difficult reading tasks, and it was also the only grade level at the school that had two sections. The students were carefully selected because they matched the needs of the study and could give helpful information to answer the research questions.

However, this study excluded students at the primary level, Grades 8, 9, and 10 students, and students in public schools.

This study employed the universal sampling technique, as there were only two sections in Grade 7 at present. According to Richard and Margaret (1990), also known as complete enumeration is a method in which every member of the population is included in the sample. This approach is most commonly used when the

population size is small and manageable, making it feasible to study every individual within the population. This approach ensured that every student in the sections is included, providing a comprehensive and accurate representation of the population for the study.

Measures

To assess the reading comprehension of learners, the researcher first selected seven stories as the foundation of the study. For each story, a set of 20 test items was developed to measure comprehension levels. These test questions then underwent a content validation process in which three experts reviewed the items. After the validation, the researcher proceeded to item analysis through a pilot test to assess the difficulty of each question. The researcher sought the expertise of a statistician to analyze the test items and to ensure the validity and reliability of the assessment. Following the item analysis, certain items were discarded due to being either too easy or too difficult.

With refinements made, the researcher finalized the number of test items from 20 items per story: *Story 1* had 12 items, *Story 2* had 14 items, *Story 3* had 14 items, *Story 4* had 13 items, *Story 5* had 15 items, *Story 6* had 17 items, and *Story 7* had 16 items. Once the test items were finalized, the researcher moved forward with the actual teaching process, implementing two different teaching approaches. Grade 7 Section A was taught using the silent reading method, while Grade 7 Section B experienced a storytelling approach. After the actual teaching, a post-test was conducted to determine the level of students' comprehension on two different teaching approaches.

Finally, statistical analysis was conducted to determine the significant differences between the two teaching approaches on students' reading comprehension.

The Mean scores from the silent reading teaching approach in the Grade 7 section A and Mean scores from the storytelling teaching approach in the Grade 7 section B was analyzed using the tables below:

Table 1. *Table of interpretation for silent reading and storytelling teaching approaches for stories with 12 items*

Score	Mean Percentage Score	Descriptive Rating
0	60.00	Beginning
1	63.33	
2	66.67	

3	70.00	Developing
4	73.33	
5	76.67	
6	80.00	Approaching Proficiency
7	83.33	
8	86.67	Proficient
9	90.00	Advanced
10	93.33	
11	96.67	
12	100.00	

Presented in the Table 1 is a customized scoring guide developed for this study. It provides a framework to interpret learners' reading comprehension on a 12-item test. The table translates raw scores into Mean Percentage Scores (MPS) and aligns them with Descriptive Ratings that qualitatively reflect learners' proficiency levels.

Scores ranging from 0 to 3 (MPS: 60.00 to 70.00) fall under the "Beginning" level, indicating that learners are experiencing significant difficulty in understanding the reading materials and would benefit from targeted support. Those scoring between 4 and 6 (MPS: 73.33 to 80.00) are categorized as "Developing", showing emerging comprehension skills but still requiring guidance and practice. Learners who obtain 7 to 8 correct answers (MPS: 83.33 to 86.67) are rated as "Approaching Proficiency", meaning they are nearly meeting expected comprehension standards. A score of 9 to 10 (MPS: 90.00 to 93.33) reflects a "Proficient" level, demonstrating that the learner can engage with the text independently and accurately. Lastly, scores of 11 to 12 (MPS: 96.67 to 100.00) fall under the "Advanced" category, showing a high level of reading comprehension and the ability to interpret and analyze text with confidence and insight.

This interpretative scale was specifically designed for the context of this study to assess the effectiveness of the silent reading and storytelling teaching approaches.

Table 2. *Table of interpretation for silent reading and storytelling teaching approaches for stories with 13 items*

Score	Mean Percentage Score	Descriptive Rating
0	60.00	Beginning
1	62.92	
2	65.83	
3	68.75	
4	71.67	

5	74.58	Approaching Proficiency
6	77.50	
7	80.42	
8	83.33	
9	86.25	Proficient
10	89.17	
11	92.08	Advanced
12	95.00	
13	100.00	

Presented in the Table 2 is a customized interpretative scale developed specifically for this study to evaluate learners' reading comprehension using a 13-item test under the silent reading and storytelling teaching approaches. The table aligns each raw score with its corresponding Mean Percentage Score (MPS) and a Descriptive Rating to qualitatively assess learners' performance.

Learners who score between 0 and 5, with MPS ranging from 60.00 to 74.58, are categorized under the "Beginning" level. This indicates that these learners struggle with comprehension and require structured support and scaffolding. Scores of 6 to 8 (MPS: 77.50 to 83.33) fall under "Approaching Proficiency", reflecting that learners are beginning to show independent comprehension skills but still benefit from guidance. Learners who score 9 to 10 (MPS: 86.25 to 89.17) are rated as "Proficient", suggesting they can understand texts effectively and with minimal assistance. Finally, scores ranging from 11 to 13 (MPS: 92.08 to 100.00) are classified as "Advanced", indicating a high level of reading comprehension, critical thinking, and independent analysis. This scale enables the study to quantify learners' progress and compare the effectiveness of the two reading approaches used, offering a practical basis for assessment and intervention.

Table 3. Table of interpretation for silent reading and storytelling teaching approaches for stories with 14 items

Score	Mean Percentage Score	Descriptive Rating
0	60.00	Beginning
1	62.86	
2	65.71	
3	68.57	
4	71.43	
5	74.29	
6	77.14	Developing
7	80.00	Approaching Proficiency
8	82.86	
9	85.71	Proficient

10	88.57	Advanced
11	91.43	
12	94.29	
13	97.14	
14	100.00	

Presented in the Table 3 is a custom interpretative scale for evaluating learners' reading comprehension performance using a 14-item test in the context of silent reading and storytelling teaching approaches. It converts raw scores into Mean Percentage Scores (MPS) and categorizes them under specific Descriptive Ratings to assess proficiency levels.

Learners with scores of 0 to 5 (MPS: 60.00 to 74.29) fall under the "Beginning" level, indicating minimal comprehension and a need for significant support. A score of 6 (MPS: 77.14) is classified as "Developing", showing early progress in understanding. Scores of 7 to 8 (MPS: 80.00 to 82.86) are under "Approaching Proficiency", reflecting growing independence in comprehension. Those scoring 9 to 10 (MPS: 85.71 to 88.57) are rated as "Proficient", demonstrating solid understanding with minimal assistance. Finally, scores from 11 to 14 (MPS: 91.43 to 100.00) fall into the "Advanced" category, indicating strong comprehension, critical thinking, and mastery of the material.

Table 4. *Table of interpretation for silent reading and storytelling teaching approaches for stories with 15 items*

Score	Mean Percentage Score	Descriptive Rating
0	60.00	Developing
1	61.67	
2	63.33	
3	65.00	
4	66.67	
5	68.33	
6	70.00	
7	71.67	
8	73.33	
9	75.00	Developing
10	79.17	
11	83.33	Approaching Proficiency
12	87.50	Proficient
13	91.67	Advanced
14	95.83	
15	100.00	

Table 4 presents an interpretation scale for a 15-item reading comprehension test used in silent reading and storytelling approaches. It converts raw scores into Mean Percentage Scores (MPS) and assigns Descriptive Ratings to assess learners' proficiency.

Scores from 0 to 9 (MPS: 60.00 to 75.00) are rated as Developing, indicating limited comprehension skills that require support. A score of 10 (MPS: 79.17) is categorized as Approaching Proficiency, suggesting improving comprehension. Scores of 11 to 12 (MPS: 83.33 to 87.50) fall under Proficient, showing effective understanding with minimal help. Scores from 13 to 15 (MPS: 91.67 to 100.00) are rated Advanced, indicating strong independent comprehension and critical thinking.

Table 5. Table of interpretation for silent reading and storytelling teaching approaches for stories with 16 items

Score	Mean Percentage Score	Descriptive Rating
0	60.00	Beginning
1	61.50	
2	63.00	
3	64.50	
4	66.00	
5	67.50	
6	69.00	
7	70.50	
8	72.00	
9	73.50	
10	75.00	Developing
11	79.17	
12	83.33	Approaching Proficiency
13	87.50	Proficient
14	91.67	Advanced
15	95.83	
16	100.00	

The Table 5 provides an interpretation guide for scores obtained from silent reading and storytelling teaching approaches for stories with 16 items. It presents a range of raw scores from 0 to 16, each associated with a mean percentage score that spans from 60.00% to 100.00%. The table also assigns descriptive ratings to specific score ranges, helping educators assess student performance levels. For instance, scores from 0 to 9, corresponding to mean percentage scores between 60.00% and 73.50%, are rated as "Beginning." A score of 10, with a mean percentage of 75.00%, is categorized as "Developing," while a score of 12 (83.33%) is labeled

"Approaching Proficiency." Scores of 13 and 14, with mean percentages of 87.50% and 91.67% respectively, are considered "Proficient," and the highest scores of 15 and 16, ranging from 95.83% to 100.00%, are rated as "Advanced." This structured interpretation allows teachers to clearly identify students' proficiency levels and track their progress in silent reading and storytelling activities.

Table 6. *Table of interpretation for silent reading and storytelling teaching approaches for stories with 17 items*

Score	Mean Percentage Score	Descriptive Rating
0	60.00	Beginning
1	61.50	
2	63.00	
3	64.50	
4	66.00	
5	67.50	
6	69.00	
7	70.50	
8	72.00	
9	73.50	
10	75.00	Developing
11	78.57	Approaching Proficiency
12	82.14	
13	85.71	Proficient
14	89.29	
15	92.86	Advanced
16	96.43	
17	100.00	

The Table 6 provides a guide for interpreting scores in silent reading and storytelling for stories with 17 items. It matches each raw score (0–17) with a mean percentage score (60.00%–100.00%) and a descriptive rating. Scores from 0 to 9 (60.00%–73.50%) are rated as "Beginning," a score of 10 (75.00%) is "Developing," 12 (82.14%) is "Approaching Proficiency," scores 13–15 (85.71%–92.86%) are "Proficient," and the highest scores, 16–17 (96.43%–100.00%), are "Advanced." This structure helps educators quickly assess and categorize student performance levels.

Additionally, the descriptive rating and corresponding interpretations of the mean scores acquired by each assessment were determined using the table below. This generic interpretation presented in Table 7 is based on DepEd Order No. 73, s. 2012 which provides guidelines on the assessment and rating of learning outcomes under the K to 12 Basic Education Curriculum.

Table 7. Table of interpretation for silent reading and storytelling teaching approaches

Initial Mean Percentage Score	Transmuted Mean Percentage Score	Descriptive Rating	Interpretation
84.00 – 100.00	90% – 100%	Advanced	Students exceed core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic tasks.
76.00 – 83.99	85% – 89%	Proficient	Students develop fundamental knowledge, skills and core understanding; can transfer them independently through authentic tasks.
68.00 – 75.99	80% – 84%	Approaching Proficiency	Students develop fundamental knowledge, skills and core understanding; with little guidance can transfer understanding through authentic tasks.
60.00 – 67.99	75% – 79%	Developing	Students possess the minimum knowledge and skills but needs help throughout the performance of authentic tasks.
0.00 – 59.99	74% and Below	Beginning	Students are struggling with his/her understanding due to lack of essential knowledge and skills.

Table 8. Level of Reading Comprehension Using Silent Reading Teaching Approach

Title of Story	Mean Score	Descriptive Rating	Interpretation
The Legend of Camia Flower	7.64	Proficient	Students develop fundamental knowledge, skills and core understanding; can transfer them independently through authentic tasks.
The Miracle	7.79	Approaching Proficiency	Students develop fundamental knowledge, skills and core understanding; with little guidance can transfer understanding through authentic tasks.
Philippines' Jeepney Transition Plan Runs into Gridlock	9.57	Proficient	Students develop fundamental knowledge, skills and core understanding; can transfer them independently through authentic tasks.
Space Exploration – Voyagers 1 and 2	8.50	Proficient	Students develop fundamental knowledge, skills and core understanding; can transfer them independently through authentic tasks.
Bracing for Balikbayan	8.93	Developing	Students possess the minimum knowledge and skills but needs help throughout the performance of authentic tasks.
Come Home Heroes	11.96	Approaching Proficiency	Students develop fundamental knowledge, skills and core understanding; with little guidance can transfer understanding through authentic tasks.

Diving	8.82	Beginning	Students are struggling with his/her understanding due to lack of essential knowledge and skills.
Overall	63.21	Developing	Students possess the minimum knowledge and skills but needs help throughout the performance of authentic tasks.

The first objective of this study was to determine the learners' level of reading comprehension specifically using silent reading teaching approach. To determine the level of reading comprehension of the learners using silent reading teaching approach, the researcher administered a series of multiple-choice comprehension tests based on seven different stories. Each test was constructed with items tailored to the specific content of the story but measured the same set of reading comprehension skills. The mean scores for each test were computed and then interpreted using a standardized transmuted rating scale aligned with a descriptive rating scale: Advanced, Proficient, Approaching Proficient, Developing, and Beginning. The overall transmuted mean percentage score of silent reading teaching approach was 63.21, which falls under the *Developing* level. From the interpretation framework, this indicates that students possessed the minimum knowledge and skills but needs help throughout the performance of authentic tasks. These findings suggest that while silent reading teaching approach supports some foundational understanding, it may not provide enough scaffolding to support reading comprehension at this level. This aligns with the findings of P. and E. (2024) who affirms that silent reading, in isolation, may lack the necessary instructional support to build deep comprehension.

Table 9. Level of Reading Comprehension Using Storytelling Teaching Approach

Title of Story	Mean Score	Descriptive Rating	Interpretation
The Legend of Camia Flower	9.68	Advanced	Students exceed core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic tasks.
The Miracle	10.14	Proficient	Students develop fundamental knowledge, skills and core understanding; can transfer them independently

through authentic tasks.

Philippines' Jeepney Transition Plan Runs into Gridlock	10.50	Advanced	Students exceed core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic tasks.
Space Exploration – Voyagers 1 and 2	10.79	Advanced	Students exceed core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic tasks.
Bracing for Balikbayan	10.39	Developing	Students possesses the minimum knowledge and skills but needs help throughout the performance of authentic tasks.
Come Home Heroes	12.64	Proficient	Students develop fundamental knowledge, skills, and core understanding; can transfer them independently through authentic tasks.
Diving	12.11	Approaching Proficient	Students develop fundamental knowledge, skills and core understanding; with little guidance can transfer understanding through authentic tasks.
Overall	76.25	Proficient	Students develop fundamental knowledge, skills and core understanding; can transfer them independently through authentic tasks.

The next objective of this study was to determine the learners' level of reading comprehension using storytelling teaching approach which refers to the ability of the learners to demonstrate comprehension on the reading selections. To assess the level of reading comprehension of students taught through the storytelling teaching approach, the researcher administered multiple-choice comprehension tests based on the same set of seven stories used in the silent reading group. Each test was structured to determine reading comprehension skills. The computed mean scores were interpreted using a standardized transmuted rating scale. The results revealed that the storytelling group attained an overall transmuted mean percentage score of 76.25, which falls under the *Proficient* level. Based on the interpretation framework, this indicates that students developed fundamental knowledge, skills and core understanding; can transfer them independently through authentic tasks. Within the context of the study, the storytelling teaching approach likely enhanced students' ability to comprehend through teacher-facilitated meaning-making. The interactive and engaging nature of storytelling may have

helped students better visualize events, empathize with characters, and remember key information, all of which contributed to improved comprehension.

Table 10. Differences Between the Respondents' Level of Reading Comprehension Using Silent Reading and Storytelling Teaching Approaches

Title of Story	Mean Score		Sig Value	Interpretation
	Silent Reading	Storytelling		
The Legend of Camia Flower	7.64	9.68	.001	Significant
The Miracle	7.79	10.14	.001	Significant
Philippines' Jeepney Transition Plan Runs into Gridlock	9.57	10.50	.174	Not Significant
Space Exploration – Voyagers 1 and 2	8.50	10.79	.001	Significant
Bracing for Balikbayan	8.93	10.39	.019	Significant
Come Home Heroes	11.96	12.64	.442	Not Significant
Diving	8.82	12.11	.000	Significant
Total Score	63.21	76.25	.000	Significant

The aim of the study is to determine if there is a significant difference between the respondents' level of reading comprehension using silent reading and storytelling teaching approaches. In this study, seven stories were included, namely; (1) The Legend of Camia Flower; (2) The Miracle; (3) Philippines' Jeepney Transition Plan Runs into Gridlock; (4) Space Exploration – Voyagers 1 and 2; (5) Bracing for Balikbayan; (6) Come Home Heroes; and (7) Diving.

In order to answer the research problem, T-test for Independent Samples was employed. Results reveal that in all stories included, students who were employed Storytelling Teaching Approach indicate higher mean scores as compared to those students under Silent Reading Teaching Approach. When these differences were further analyzed, significant differences in the mean scores were found in stories that include The Legend of Camia Flower ($p=.001$), The Miracle ($p=.001$), Space Exploration – Voyagers 1 and 2 ($p=.001$), Bracing for Balikbayan ($p=.019$), and Diving ($p=.000$) as indicated by the

sig values all lower than the .05 level of significance set for this study. However, differences in the mean scores for stories that include Philippines' Jeepney Transition Plan Runs into Gridlock ($p=.174$) and Come Home Heroes ($p=.442$) were found as not significant due to sig values all greater than the .05 level of significance set for this study. In terms of the Total Score, results reveal that difference in the mean scores between Silent Reading ($m=63.21$) and Storytelling ($m=76.25$) was found highly significant as indicated by a p value of .000 implying that students who read stories using Storytelling Teaching Approach performed significantly better as compared to those students who underwent Silent Reading Teaching Approach. Thus, the difference in the mean scores between the two groups can be considered as big enough to be considered as practically meaningful and significant. Finally, given the findings discussed above, it is concluded that the study rejects the null hypothesis.

This study aimed to determine the effectiveness of silent reading and storytelling teaching approaches in enhancing comprehension level of Grade 7 learners. The participants in this study were Grade 7 classes organized through heterogeneous sections to ensure a diverse mix of learners in each group. This study employed a quasi-experimental research design involving two sections of Grade 7 students to determine the effectiveness of storytelling and silent reading as teaching approaches on their comprehension levels. This study employed the universal sampling technique, as there were only two sections in Grade 7 at the present. To assess students' reading comprehension, the researcher chose seven stories, each originally paired with validated and item analyzed multiple-choice questions. This study used the posttest-only nonequivalent groups design in which both groups take a posttest to measure the outcome. One group received a treatment of silent reading teaching approach and the other group received storytelling teaching approach and then the outcome of both groups were compared. After the treatments, a post-test was administered to both groups, using the customized vali-

dated and pilot tested multiple-choice tests to determine the comprehension level of the Grade 7 learners. The results were analyzed statistically, with mean scores compared between the two teaching approaches to determine if there was a significant difference in effectiveness. The findings were supported by detailed tables mapping scores to descriptive reading levels, providing a structured interpretation of how each teaching approach impacted learners' comprehension.

Under the silent reading approach, students obtained an overall mean percentage score of 63.21, which falls under the Developing level. In contrast, students taught through storytelling achieved a significantly higher mean score of 76.25, classified as Proficient. A statistical comparison using an independent samples t-test revealed that the difference between the two approaches was highly significant ($p = .000$). Mean scores were found in stories that include The Legend of Camia Flower ($p=.001$), The Miracle ($p=.001$), Space Exploration – Voyagers 1 and 2 ($p=.001$), Bracing for Balikbayan ($p=.019$), and Diving ($p=.000$) as indicated by the sig values all lower than the .05 level of significance set for this study. However, differences in the mean scores for stories that include Philippines' Jeepney Transition Plan Runs into Gridlock ($p=.174$) and Come Home Heroes ($p=.442$) were found as not significant due to sig values all greater than the .05 level of significance set for this study. In terms of the Total Score, results reveal that difference in the mean scores between Silent Reading ($m=63.21$) and Storytelling ($m=76.25$) was found highly significant as indicated by a p value of .000 implying that students who read stories using Storytelling Teaching Approach performed significantly better as compared to those students who underwent Silent Reading Teaching Approach.

Conclusion

1. Based on the results, the respondents' level of reading comprehension under the silent reading teaching approach fell within the Developing level. This indicated that students possessed the minimum knowledge and skills but need help throughout the performance of authentic tasks. While the approach

allowed learners to demonstrate basic understanding, the absence of instructional scaffolding may have limited their ability to engage independently with more complex texts. The results suggested that silent reading alone, though beneficial for initial exposure and practice, may not be sufficient to support learners in navigating reading tasks that require deeper comprehension or critical thinking. This underscored the need for supplementary strategies such as guided instruction or comprehension-focused activities to help students move beyond foundational reading levels and toward more independent and proficient engagement with texts.

2. Based on the findings, the respondents' level of reading comprehension under the storytelling teaching approach was classified as Proficient. This indicated that students developed fundamental knowledge, skills and core understanding; could transfer them independently through authentic tasks. The significantly higher mean score achieved by students taught through storytelling supported the conclusion that this approach effectively enhances comprehension and equips learners to apply what they've learned in real-world reading situations.
3. Based on the statistical analysis, there was a significant difference between the respondents' level of reading comprehension under the silent reading approach and the storytelling teaching approach. The result indicated that the storytelling approach was considerably more effective in enhancing reading comprehension. Therefore, the null hypothesis is rejected, affirming the positive impact of storytelling as a teaching approach for improving learners' comprehension performance.

Acknowledgment

References

- Abdulrahman, T., Ahmed, M., & Khalid, S. (2021). Storytelling as a tool for second-language acquisition: A pedagogical approach. *International Journal of Language and Learning*, 19(3), 45-61.
- Ali, A. M., & Razali, A. B. (2019). A review of studies on cognitive and metacognitive reading strategies in teaching reading comprehension for ESL/EFL learners. *English Language Teaching*, 12(6), 94-111.

Alipar, K. M. A., Alon-Alon, F. L., Arinaza, J. M. E., Bernardino, M. B. F., Sabado, R. D., & Villapando, E. A. B. (2024). Utilizing storytelling strategies as tools in enriching students' listening comprehension skills. *International Journal of Science and Research Archive*, 11(2), 1451–1455.
<https://doi.org/10.30574/ijrsra.2024.11.2.0559>

Begum, F. U., & Hamzah, M. H. (2017). Reading comprehension skills of elementary school students in rural area, Telangana State: A theoretical approach. *Veda's Journal of English Language and Literature (JOELL)*, 4(1), 12-17. <https://joell.in>

Cabardo, J. R. (2015). Reading proficiency level of students: Basis for reading intervention program. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2712237>

Cho, H., & Brutt-Griffler, J. (2015). Integrated reading and writing: A case of Korean English language learners. *Reading in a Foreign Language*, 27(2), 242.

Clark, J. M., & Paivio, A. (1987). A dual coding perspective on encoding processes. In M. A. McDaniel & M. Pressley (Eds.), *Imagery and related mnemonic processes*. Springer.

Cosico, R., & Malonzo, J. (2025). The relationship between reading habits and silent reading comprehension among Grade 6 students in private schools in the Philippines. *Journal of Educational Research and Practice*, 15(2), 124-139.

Creswell, J. W. (2020). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Global ed.). Pearson Higher Ed.

Cruz, R. O.-D. (2024). Silent and oral reading methods on improving English reading comprehension among generation alpha pupils. *Journal of Childhood, Education & Society*, 5(1), 120–133.
<https://doi.org/10.37291/2717638X.202451306>

Datta, R. (2018). Traditional Storytelling: An Effective Indigenous Research Methodology and Its Implications for Environmental Research. *AlterNative: An International Journal of Indigenous Peoples*, 14(4), 317-329.

Department of Education. (2012). DepEd Order No. 73, s. 2012: *Guidelines on the assessment and rating of learning outcomes under the K to 12 Basic Education Curriculum*. Department of Education, Philippines.

Department of Education. (2015). DepEd Order No. 8, s. 2015: *Policy guidelines on classroom assessment for the K to 12 Basic Education Program*. Department of Education, Philippines.

Doshi, J. (2025). Embracing the chaos of reality: Postmodernism vs traditional storytelling. *International Journal of Latest Research in Humanities and Social Science*, 8(3), 99-103
<http://www.ijlrhss.com/paper/volume-8-issue-3/11-HSS-3047.pdf>

Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension research: Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3-11.

Emelyn M. Talibong, & Amira M. Abdulfattah. (2021). The Impact of Storytelling and Traditional Reading. *Researchers World - International Refereed Social Sciences Journal*, 11(1), 53–58. Retrieved from <https://www.researchersworld.com/index.php/rworld/article/view/36>

Fulgueras, M. J. V., & Garcia, G. S. (2022). The effects of digital storytelling in teaching 21st-century literature to enhance ESL learners' 3CS—comprehension, communication, and creativity. *13th International Conference Proceedings*. <https://doi.org/10.1007/s43545-022-00412-w>

Gauvain, M., & Cole, M. (1997). *Readings on the development of children* (2nd ed.). W. H. Freeman.

Ghafar, Z. N. (2024). Storytelling as an Educational Tool to Improve Language Acquisition: A Review of the Literature. *Journal of Digital Learning and Distance Education*, 2(9), 781-790. <https://doi.org/10.56778/jdlde.v2i9.227>.

Hà, T. A., & Bellot, A. R. (2020). Assessing storytelling as a tool for improving reading comprehension in the EFL primary classroom. *English Teaching: Practice and Critique*, 19(2), 169-196. <https://doi.org/10.1108/etpc-11-2018-0096>

Hassan, T., & McKee, G. T. (2022). *Encouraging student engagement through storytelling*. Springer. https://doi.org/10.1007/978-3-030-93904-5_97

Heydarnejad, T., Tagavipour, F., Patra, I., & Khafaga, A. F. (2022). The impacts of performance-based assessment on reading comprehension achievement, academic motivation, foreign language anxiety, and students' self-efficacy. *Language Testing in Asia*, 12(1), 51. <https://doi.org/10.1186/s40468-022-00202-4>

Huang, T. H. (2024). Predictive factors for reading comprehension ability in indigenous high school students instructed through various teaching methods. *Asia Pacific Education Review*, 25, 489–506. <https://doi.org/10.1007/s12564-023-09924-3>

Kemaloglu-Er, E. (2019). The effects of teacher's reading aloud versus students' silent reading on surface and deep level comprehension: A quasi-experimental study from a tertiary context. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*. <https://doi.org/10.29000/RUMELIDE.656755>

Lee, S. Y. (2021, March). Storytelling and sustained silent reading in foreign language acquisition: Evidence from Taiwan. *In IASL Annual Conference Proceedings*. <https://doi.org/10.29173/iasl7956>

Liu, M., Chano, J., & Luo, M. (2023). Enhancing Japanese reading comprehension skills among students: An instructional model perspective. *Journal of Curriculum and Teaching*, 12(6), 318–324. <https://doi.org/10.5430/jct.v12n6p318>

Mala, S. (2019). Thai students' performance in reading, mathematics, and science: Challenges and implications. *Journal of Southeast Asian Education Studies*, 12(3), 45-67. <https://doi.org/10.1080/xxxxxxx>

Marquez, M. C. (2019). Reading aloud and silent reading: A comparative analysis of the use of two reading strategies on reading comprehension. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2F), 1–4. <https://ojs.aaresearchindex.com/index.php/AAJMR>

Mendoza, K. M. M., & Ortega-Dela Cruz, R. A. (2024). Silent and oral reading methods on improving English reading comprehension among Generation Alpha pupils. *Journal of Childhood, Education & Society*, 5(1), 120-133. <https://doi.org/10.37291/2717638X.202451306>

Mihret, G., & Joshi, J. (2025). Understanding and addressing reading comprehension challenges: Magnitude, causes and solutions. *Journal of English as a Foreign Language Teaching and Research*, 5(1), 1–11. <https://doi.org/10.31098/jefltr.v5i1.3220>

Miñoza, M. V., & Montero, M. A. (2019). Reading comprehension level among intermediate learners. *Science International (Lahore)*, 31(3), 561–568. <https://files.eric.ed.gov/fulltext/ED596833.pdf>

Mullis, I. V. S., von Davier, M., Foy, P., Fishbein, B., Reynolds, K. A., & Wry, E. (2023). *PIRLS 2021 international results in reading*. Boston College, TIMSS & PIRLS International Study Center. <https://doi.org/10.6017/lse.tpisc.tr2103.kb5342>

Mullis, I. V., Martin, M. O., Foy, P., & Hooper, M. (2017). *ePIRLS 2016: International results in online informational reading*. International Association for the Evaluation of Educational Achievement.

Mullis, I. V., Martin, M. O., Foy, P., & Hooper, M. (2017). *International results in reading*. TIMSS & PIRLS International Study Center.

Nabor, L. G., & Ortega-Dela Cruz, R. A. (2022). Project 555: A silent reading intervention towards improved reading comprehension in English. *Journal of Educational Excellence*, 7(2), 1-15. <https://doi.org/10.31327/jee.v7i2.1805>

Ng, C., & Bartlett, B. (2017). Improving reading and reading engagement: An international focus. In C. Ng & B. Bartlett (Eds.), *Improving reading and reading engagement in the 21st century*. Springer, Singapore. https://doi.org/10.1007/978-981-10-4331-4_1

Nicolas, C. A. T., & Emata, C. Y. (2018). An integrative approach through reading comprehension to enhance problem-solving skills of Grade 7 mathematics students. *International Journal of Innovation in Science and Mathematics Education*, 26(3), 40-64. <https://doi.org/10.1007/s43545-022-00412-w>

OECD (2019), PISA 2018 Results (Volume I): What Students Know and Can Do, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/5f07c754-en>.

P., & E. (2024). Integration of Scaffolded Silent Reading on Enhancing Students' Reading Fluency and Comprehension. *Psychology and Education: A Multidisciplinary Journal*, 28(2). <https://doi.org/10.5281/ZENODO.14207737>

Paivio, A. (1971). Imagery and verbal processes. Holt, Rinehart & Winston. <https://doi.org/10.1037/10076-000>

Pramerta, I. G. P. A. (2024). What do Gen Z students need to succeed in reading comprehension? *Voices of English Language Education Society*, 8(2). <https://scispace.com/papers/what-do-gen-z-students-need-to-succeed-in-reading-69uq8utvtmru>

Price, K. W., Meisinger, E. B., Louwerse, M. M., & D'Mello, S. (2015). The contributions of oral and silent reading fluency to reading comprehension. *Reading Psychology*, 37(2), 167–182.

- Rahmat, N. H., Rahman, S. A. S. A., & Hassan, H. R. (2018). Exploring reading issues among millennials and Gen Z. *European Journal of English Language Teaching*, 4(2), 12-17.
- Rayner, K., Schotter, E. R., & Staub, A. (2016). Reading comprehension at a glance: Eye movements and reading. *Chestnut Hill, Mass: TIMSS & PIRLS International Study Center*, Lynch School of Education, Boston College, and International Association for the Evaluation of Educational Achievement.
- Reutzel, D. R., Fawson, P. C., & Smith, J. A. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. *The Journal of Educational Research*, 102(1), 37–50. <https://doi.org/10.3200/JOER.102.1.37-50>
- Richard, J., & Margaret, L. (1990). Universal sampling technique: *A comprehensive approach to population studies*. Academic Press.
- Richards, K., Ross, S., & Seedhouse, P. (2012). *Research methods for applied language studies*.
- Sanders, J. (2020). *The use of silent reading in the classroom*. California State University, San Marcos.
- Sandoval-Hernandez, A., Zhao, D., Chen, Z., & Eryilmaz, N. (2022). The association between educational systems and reading literacy performance in PISA across Asia-Pacific region and countries. In *International Handbook on Education Development in Asia-Pacific* (pp. 1-15). Springer.
- Schimmel, N., & Ness, M. (2017). The effects of oral and silent reading on reading comprehension. *Reading Psychology*, 38(4), 390–416. <https://doi.org/10.1080/02702711.2016.1278416>
- SEAMEO RETRAC. (2022). Breakthroughs in English language teaching in the post-pandemic. *13th Annual International Conference on TESOL*, Ho Chi Minh City, Vietnam. <https://seameo.org/tesol2022>
- SEA-PLM. (2019). *Low-performing readers in 6 Southeast Asian countries*. <https://www.sea-plm.org/publications/lpr/SEA-PLM2019-LowPerformingReadersReport.pdf>
- Shurden, S., Shurden, M., & DuPont, T. (2022). Business student preferences toward traditional, hybrid, and online deliveries: Pre and post COVID-19. *Journal of Instructional Pedagogies*, 27.
- Snow, C. E. (2002). Reading for understanding: Toward an R&D program in reading comprehension. *RAND Corporation*. <https://doi.org/10.7249/MR1465>
- Sun, Y. (2019). *An analysis of listening comprehension difficulties among Korean EFL learners*. Francis-Press. <https://francis-press.com>
- Talikan, A. I., Salapuddin, R., Aksan, J. A., Rahimulla, R. J., Ismael, A., Jimlah, R., Idris, N., Dam-mang, R. B., Jamar, D. A., Sarahadil, E., & Ajan, R. A. (2025). On paired samples t-test: Applications, examples, and limitations. *Mindanao State University-Sulu*. <https://doi.org/10.5281/zenodo.10987546>
- Tan, W. C. K. (2022). *Research methods: A practical guide for students and researchers* (2nd ed.). World Scientific.

Thomas, L. (2020c, July 31). An introduction to quasi-experimental designs. *Science and Education Publishing*. Retrieved from <https://www.sciepub.com/reference/436148>

Triola, M. F. (2018). *Elementary statistics* (13th ed.). Pearson Education.

UNESCO. (2017). *International study concludes reading literacy on the rise*. UNESCO. <https://www.unesco.org/en/articles/international-study-concludes-reading-literacy-rise>

Valizadeh, M. (2021). Instructing reading comprehension strategies: Effects on EFL learners' self-efficacy in reading. *Shanlax International Journal of Education*, 9(Special Issue 1), 69-73.

Vasay, M. J. G., Bilbao, M. E. M., & Donguila, C. L. S. (2016). Level of reading comprehension of the education students. *ARETE*, 4(1), 1-7. <https://doi.org/10.2244/6427.2016.040101>

Vinterek, M., Winberg, M., Tegmark, M., Alatalo, T., & Liberg, C. (2022). The decrease of school-related reading in Swedish compulsory school—Trends between 2007 and 2017. *Scandinavian Journal of Educational Research*, 66(1), 119-133. <https://doi.org/10.1Ha080/00313831.2022.2046148>

Vygotsky, L. (1978). Interaction between learning and development. In *Mind and society* (pp. 79-91). Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1962). *Thought and language*. MIT Press.

[1]

© GSJ