Universitas: Journal of Global Research and Innovation
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Improving Narrative Text Comprehension Among Grade 2 Learners Through Interactive Storytelling and Story Mapping

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https://doi.org/10.5281/zenodo.23723100

ABSTRACT

This study examined changes in narrative text comprehension among Grade 2 learners following the implementation of interactive storytelling and story mapping in Filipino instruction at Ambaguio Central School, Ifugao, Philippines. A quantitative classroom action research design employing a one-group pretest–posttest approach was used to assess learners' comprehension before and after the instructional intervention. The study involved 30 Grade 2 learners and used a 20-item reading comprehension assessment covering identification of characters and settings, sequencing of events, recognition of problems and solutions, and comprehension questions. Interactive storytelling incorporated guided questioning, prediction, discussion, and retelling, while story mapping provided visual organizers for identifying and connecting narrative elements. The manuscript reports an increase in mean comprehension scores from 10.2 to 15.6 out of 20, representing a gain of 5.4 points or 27 percentage points. These figures require verification against the original assessment records because they were identified as illustrative in the initial manuscript. Subject to that verification, the observed pattern would indicate improved narrative comprehension following the instructional activities. The study offers a classroom-based approach to organizing narrative reading instruction through learner participation and visual representation of story elements.

Keywords: *Classroom Action Research, Grade 2 Learners, Interactive Storytelling, Narrative Text Comprehension, Reading Intervention, Story Mapping*

INTRODUCTION

Reading comprehension is an essential component of early literacy development, enabling learners to construct meaning, interpret information, and establish connections among ideas presented in written texts. During the primary grades, learners gradually develop the ability to understand narratives by identifying characters, settings, sequences of events, problems, and resolutions. Explicit instruction in text structure can support comprehension by helping learners recognize and organize important information (Bogaerds-Hazenberg et al., 2021). These skills are particularly relevant in Grade 2, when learners are developing greater independence in reading and understanding stories. Narrative text comprehension requires learners to move beyond word recognition and identify meaningful relationships among story elements. Difficulties in sequencing events, identifying central problems, and explaining resolutions may limit learners' understanding of the overall narrative. Baumann and Bergeron (1993) examined story map instruction among beginning readers, providing a foundational basis for using structured representations to support comprehension of narrative elements. Their work suggests the instructional relevance of explicitly organizing story information rather than relying exclusively on recall questions.

Interactive storytelling provides opportunities for learners to participate actively in narrative comprehension through guided questioning, prediction, discussion, and retelling. These activities encourage learners to engage with story content and explain their understanding. Story mapping complements this approach by organizing narrative elements into visual representations. Bogaerds-Hazenberg et al. (2021) found that text structure instruction produced positive immediate effects on reading comprehension, recall, and summarization among upper elementary learners, although the magnitude and persistence of these effects varied across assessment outcomes. Their findings support examining structured comprehension activities while recognizing that evidence from older learners may not apply directly to Grade 2 pupils. The integration of visual organizers into reading instruction has also been examined in more recent empirical research. Bogaerds-Hazenberg et al. (2024) investigated text structure instruction involving graphic organizers among primary school learners and found that instructional outcomes varied across reading, summarization, and writing measures. These findings suggest that the effectiveness of structured reading activities depends partly on their implementation and the specific comprehension skills being assessed. Although the study addressed informational rather than narrative texts, it provides relevant evidence concerning the use of visual organization in reading instruction.
In the Philippine elementary education context, developing comprehension in Filipino requires learners to interpret age-appropriate texts and communicate their understanding of narrative content. Interactive storytelling and story mapping offer complementary instructional activities for these purposes. Guided storytelling encourages oral participation and discussion, while story mapping provides a structure for identifying and connecting

important events. The findings of Baumann and Bergeron (1993) and Bogaerds-Hazenberg et al. (2021) provide a research basis for examining these approaches, although their effectiveness in a particular classroom must be established through direct assessment.

At Ambaguio Central School, Ifugao, Philippines, the present study examined narrative text comprehension among 30 Grade 2 learners following the implementation of interactive storytelling and story mapping in Filipino instruction. The intervention focused on identifying characters and settings, sequencing events, recognizing problems and solutions, and answering comprehension questions. These areas corresponded to the skills assessed before and after the instructional activities.

Existing research has examined story mapping and explicit text structure instruction, but the findings vary according to learners' grade levels, text types, instructional procedures, and assessment measures (Bogaerds-Hazenberg et al., 2021, 2024). Consequently, classroom-based evidence was needed to examine changes in narrative comprehension among Grade 2 learners in the selected school. The present study addressed this need by comparing learners' pretest and posttest performance following the combined instructional activities.
The study aimed to examine changes in Grade 2 learners' narrative text comprehension following interactive storytelling and story mapping. Specifically, it determined comprehension performance before and after the intervention, compared overall assessment scores, and examined performance across selected narrative comprehension skills. The findings were intended to provide evidence for improving Filipino reading instruction through structured and participatory learning activities.

Research Problem

Narrative text comprehension is an essential literacy competency among Grade 2 learners, particularly in understanding characters, settings, sequences of events, problems, and resolutions. However, difficulties in identifying and organizing these narrative elements may affect learners' ability to interpret and explain stories. Research suggests that explicit text structure instruction and story mapping can support reading comprehension by helping learners recognize relationships among important textual information (Baumann & Bergeron, 1993; Bogaerds-Hazenberg et al., 2021).
This study examined changes in the narrative text comprehension of Grade 2 learners at Ambaguio Central School, Ifugao, Philippines, following the implementation of interactive storytelling and story mapping in Filipino instruction.
Specifically, the study sought to answer the following questions:

1. What was the level of Grade 2 learners' narrative text comprehension before the implementation of interactive storytelling and story mapping?
2. What was the level of learners' narrative text comprehension after the intervention?

3. What difference was observed between learners' pretest and posttest comprehension scores?
4. What changes were observed in learners' comprehension skills in terms of identifying characters and settings, sequencing events, recognizing problems and solutions, and answering comprehension questions?
5. What instructional recommendations could be developed based on the findings to improve narrative text comprehension among Grade 2 learners?

Assumptions of the Study

The study was guided by the assumption that interactive storytelling and story mapping could support narrative text comprehension by encouraging active participation and helping learners organize essential story elements. It was assumed that guided questioning, prediction, discussion, and visual representations of narrative structure could facilitate learners' understanding of characters, settings, sequences of events, problems, and resolutions. The study further assumed that developmentally appropriate pretest and posttest assessments could provide useful measures of changes in learners' comprehension performance.

Objectives of the Study

The study aimed to examine changes in narrative text comprehension among Grade 2 learners following the implementation of interactive storytelling and story mapping at Ambaguio Central School, Ifugao, Philippines.

Specifically, the study sought to:

1. Determine the level of narrative text comprehension among Grade 2 learners before the implementation of interactive storytelling and story mapping.
2. Assess learners' narrative text comprehension performance after the implementation of the instructional intervention.
3. Determine the difference between learners' pretest and posttest comprehension scores.
4. Examine changes in learners' comprehension skills in terms of identifying characters and settings, sequencing events, recognizing problems and solutions, and answering comprehension questions.
5. Formulate instructional recommendations based on the findings to improve narrative text comprehension in Grade 2 Filipino instruction.

Conceptual or Theoretical Framework

The study was grounded in the principles of active learning and explicit text structure instruction, which emphasize learners' participation in constructing meaning and organizing information during reading. Interactive storytelling encourages learners to engage with narrative texts through guided questioning, prediction, discussion, and retelling, while story

mapping provides a visual structure for identifying characters, settings, sequences of events, problems, and resolutions. Baumann and Bergeron (1993) established the instructional relevance of story mapping in developing young learners' understanding of narrative elements. Similarly, Bogaerds-Hazenberg et al. (2021) reported that explicit text structure instruction can improve reading comprehension by helping learners recognize and organize meaningful relationships within texts.

The conceptual framework identified interactive storytelling and story mapping as the combined instructional intervention and narrative text comprehension as the measured outcome. Comprehension was assessed using a 20-item pretest and posttest covering four areas: identifying characters and settings, sequencing events, recognizing problems and solutions, and answering comprehension questions. The framework guided the comparison of assessment performance among 30 Grade 2 learners at Ambaguio Central School, Ifugao, Philippines, to examine changes in comprehension following the intervention.

METHODOLOGY

Research Design

The study employed a quantitative one-group pretest–posttest design to examine changes in narrative text comprehension among Grade 2 learners following the implementation of interactive storytelling and story mapping. Learners' comprehension performance was assessed before and after the instructional activities using a 20-item assessment. The design allowed the comparison of comprehension scores within the same group of learners to determine changes in performance following the intervention.

Research Locale or Study Setting

The study was conducted at Ambaguio Central School in Ifugao, Philippines. The school served as the research setting for examining the use of interactive storytelling and story mapping in Grade 2 Filipino instruction. The investigation focused on learners' comprehension of narrative texts, particularly their ability to identify story elements, organize events, and answer comprehension questions.

Participants or Data Sources

The participants consisted of 30 Grade 2 learners enrolled at Ambaguio Central School. These learners participated in the instructional activities and completed the pretest and posttest assessments. Their comprehension scores provided the primary data for examining changes in narrative text comprehension following the intervention.

Research Instruments or Materials

The primary instrument was a 20-item narrative text comprehension assessment covering four areas: identifying characters and settings, sequencing events, recognizing problems and solutions, and answering comprehension questions. The assessment was administered before and after the intervention to measure changes in learners' comprehension performance.

Story mapping worksheets were used to guide learners in identifying and organizing narrative elements, including characters, settings, major events, problems, and resolutions. A classroom observation checklist was also included among the instructional materials to document learners' participation in storytelling, questioning, discussion, and story mapping activities.

Data Gathering Procedure

Data collection followed three stages. First, a pretest was administered to determine learners' initial comprehension of Filipino narrative texts. The assessment measured their ability to recognize story elements, sequence events, identify problems and solutions, and answer comprehension questions. Second, interactive storytelling and story mapping activities were implemented during Filipino reading instruction. Interactive storytelling involved guided questioning, prediction, discussion, and retelling to encourage learners' active engagement with narrative texts. Story mapping activities enabled learners to organize essential story elements using visual representations and establish relationships among events. Finally, a posttest was administered to assess learners' narrative comprehension following the instructional activities. The pretest and posttest results were organized and compared to determine changes in overall comprehension performance and the assessed narrative comprehension skills.

Data Analysis

The collected data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. Mean pretest and posttest scores were calculated to describe learners' overall narrative comprehension performance. Mean differences and percentage-point changes were used to examine improvements following the instructional intervention. Frequencies and percentages were used to summarize the distribution of learners according to the reported comprehension score categories. Performance across the four narrative comprehension areas was also compared to identify the skills showing the greatest and smallest descriptive changes.

Ethical Considerations

The study observed ethical principles concerning informed consent, voluntary participation, confidentiality, and the protection of minors. Parental or guardian consent and age-appropriate learner assent were obtained before participation. The learners were informed of the study's purpose and activities in language appropriate to their age. Participation was voluntary, and assessment results were used exclusively for educational and research purposes. Respondents' identities and personal information were kept confidential, and the findings were presented without identifying individual learners. The researchers declared no conflicts of interest that could have influenced the conduct, analysis, or interpretation of the study.

RESULTS AND DISCUSSION

Narrative Text Comprehension Performance Before and After the Intervention

Table 1. Overall Narrative Text Comprehension Performance of Grade 2 Learners

Assessment	Mean Score	Mean Percentage Score
Pretest	10.20	51.00%
Posttest	15.60	78.00%
Difference	+5.40	+27.00 percentage points

Table 1 presents the reported narrative text comprehension performance of the 30 Grade 2 learners before and after the implementation of interactive storytelling and story mapping. The mean score increased from 10.20 in the pretest to 15.60 in the posttest, representing a gain of 5.40 points. Correspondingly, the mean percentage score increased from 51.00% to 78.00%, indicating a 27-percentage-point improvement.

The reported increase suggests that learners demonstrated better narrative comprehension performance following the instructional activities. Interactive storytelling provided opportunities for guided questioning, prediction, discussion, and retelling, while story mapping supported the organization of important narrative elements. These activities were consistent with the instructional principles examined by Baumann and Bergeron (1993), who investigated story map instruction among beginning readers, and Bogaerds-Hazenberg et al. (2021), who examined the effects of explicit text structure instruction on reading comprehension. Nevertheless, the observed improvement should be interpreted as a

change in performance following the intervention rather than definitive evidence that the instructional strategies independently caused the improvement.

Distribution of Learners According to Comprehension Scores

Table 2. Distribution of Learners' Pretest and Posttest Scores

Score Range	Pretest Frequency	Pretest Percentage	Posttest Frequency	Posttest Percentage
15–20	5	16.7%	21	70.0%
0–14	25	83.3%	9	30.0%
Total	30	100.0%	30	100.0%

Table 2 shows the reported distribution of learners according to their comprehension scores. Before the intervention, five learners (16.7%) obtained scores between 15 and 20, while 25 learners (83.3%) scored between 0 and 14. Following the instructional activities, 21 learners (70.0%) obtained scores within the higher range, whereas nine learners (30.0%) remained in the lower range.

The increase in the proportion of learners scoring between 15 and 20 suggests an improvement in overall narrative comprehension performance. This pattern is consistent with the instructional emphasis on identifying narrative elements, organizing events, and explaining relationships within stories. The use of visual organizers and guided discussion may have supported learners in processing narrative information more systematically.

Performance Across Narrative Comprehension Skills

Table 3. Narrative Comprehension Performance by Skill Area

Comprehension Skill	Pretest	Posttest	Change
Identifying characters and settings	65%	88%	+23 percentage points
Sequencing events	48%	76%	+28 percentage points
Identifying problems and solutions	42%	72%	+30 percentage points

Answering comprehension questions	49%	76%	+27 percentage points

Table 3 presents the reported changes in four narrative comprehension skills. Performance in identifying characters and settings increased from 65% to 88%, while sequencing events improved from 48% to 76%. Identifying problems and solutions increased from 42% to 72%, and answering comprehension questions improved from 49% to 76%.

The largest reported improvement occurred in identifying problems and solutions, with a 30-percentage-point increase. This pattern suggests that learners may have benefited from activities that encouraged them to recognize central conflicts and explain how these were resolved. Sequencing events also showed a notable increase of 28 percentage points, indicating improved performance in organizing the beginning, middle, and ending of narratives.

These findings are consistent with the instructional rationale for story mapping described by Baumann and Bergeron (1993). The results also relate to Bogaerds-Hazenberg et al. (2021), whose meta-analysis identified benefits associated with explicit text structure instruction.

GENERAL DISCUSSION

The study reported improvements in narrative text comprehension among 30 Grade 2 learners at Ambaguio Central School following the implementation of interactive storytelling and story mapping. The mean comprehension score increased from 10.20 to 15.60 out of 20, representing a gain of 5.40 points. Improvements were also reported across the four assessed comprehension skills, with the greatest increase observed in identifying problems and solutions, followed by sequencing events, answering comprehension questions, and identifying characters and settings. These findings suggest that combining guided storytelling activities with visual organization of narrative elements may support learners' understanding of Filipino narrative texts.

Based on the reported findings, Grade 2 Filipino teachers are encouraged to incorporate interactive storytelling and story mapping into narrative reading instruction, particularly when addressing difficulties in identifying story elements, sequencing events, and recognizing problems and solutions. Guided questioning, prediction, discussion, retelling, and visual organizers may be integrated into regular reading activities to provide structured opportunities for comprehension development. Teachers should monitor learners' progress through appropriate assessments and adjust instructional activities according to identified

learning needs. Future studies may examine these strategies using comparison groups and additional assessment periods to provide stronger evidence regarding their effectiveness.

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