

**ENHANCING STUDENTS' PERFORMANCE IN FLORANTE AT LAURA
THROUGH THE USE OF STORYBOARD**

An Action Research Presented to
the College of Education
Misamis University
Ozamiz City

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Secondary Education
Major in Filipino

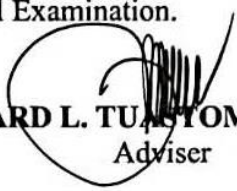
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This thesis, entitled **“ENHANCING STUDENTS’ PERFORMANCE IN FLORANTE AT LAURA THROUGH THE USE OF STORYBOARD”**, prepared and submitted by **MICHELLE T. TAÑECA**, in partial fulfillment of the requirements for the degree of **Bachelor of Secondary Education Major in Filipino**, has been examined and is recommended for acceptance for Oral Examination.


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Michelle

ABSTRACT

This action research was conducted to enhance the academic performance of Grade 8 students in Florante at Laura through the use of storyboard as an instructional strategy. Storyboard is a visual learning approach that helps students organize, interpret, and present the sequence of events, characters, and themes in a literary text. The study used a pretest–posttest design to measure learners' performance before and after implementing the storyboard strategy. The study respondents were Grade 8 students who experienced difficulties understanding and maintaining interest in studying Florante at Laura. The intervention involved a storyboard, where students illustrated key scenes from the literary text and provided short descriptions or explanations for each panel. Findings revealed a significant improvement in students' academic performance after using the storyboard. The results show that storyboard-based instruction enhances students' comprehension, critical thinking skills, and engagement in learning literature. Based on the findings, it is recommended that teachers may integrate storyboards as an innovative instructional strategy in teaching Filipino literature to improve students' understanding, participation, and learning outcomes.

Keywords: academic performance, comprehension, Florante at Laura, , instructional strategy, storyboard

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Chapter 1

INTRODUCTION

Context and Rationale

In today's fast-paced world of education, literature instruction must not only teach students what a text says but also show them how to think critically, create artful work, express themselves articulately, and explore their own culture. Literature introduces students to a variety of human experiences and challenges them to examine values, feelings, and social realities from different angles. Based on (Magulod, 2018), meaningful literature instruction promotes students' appreciation of literary works and develops higher-order thinking skills through engaging learning experiences. (Banu, 2025) refined this notion by stating that "The instructional strategies which focus on learners in creating meaning from literature texts as opposed to one-way transmitters of information." Interactive learning activities, as applied in the first line of action, were found to energize students as participating learners in their literature lessons, thereby making lessons more meaningful (Wahid & Aziz, 2022).

Educators are developing new methods for active participation and constructive learning to accommodate the diverse needs and preferences of learning populations. Traditional teacher-centered methods lead students to listen and memorize passively and often limit students' analytical, interpretative, and appreciative abilities concerning literary texts. (Mayer, 2009) stated that students comprehend better when teachers help them construct knowledge rather than when teachers deliver knowledge.

Recent studies have extended this evidence that learner-centered teaching positively affects students' educational experiences. Students' engagement, motivation, and understanding increased as they interacted with ideas, organized data, and connected new ideas to prior knowledge (Jakobson et al., 2022). Likewise, (Leibrandt, 2022) stated that active engagement leads to deeper understanding by having students work directly with ideas and experiences throughout the learning process. Collectively, these show that when teaching methods are student-centered and allow students to construct meaning actively, learning occurs, as opposed to when methods are information-focused.

One approach to teaching literature that has received a lot of attention in recent years is the application of visual learning methods. Visual learning generally helps students assimilate and retain information better. It helps them order their thoughts and even show links between ideas. As (Mayer, 2009) argues, when information is presented in both the verbal and visual channels, students are less likely to experience cognitive overload, and information is more likely to be processed in greater depth. Thus, we often see students improve their overall learning. (Níkleva & Rodríguez 2022) found that students' reading comprehension of both literal and inferential ideas improved when they were able to interpret the contextual and symbolic meaning of images. (Leibrandt, 2022) showed that combining visual analysis and language instruction helps students better understand literary texts. Lastly, (Yang, 2022) showed that drawing a story structure helps students understand complex narratives and improves overall comprehension. Considering the nature of the literary work, there is merit and a strong case for the inclusion of visual learning instructional strategies in the teaching of *Florante at Laura*.

In storyboarding, students retell a story in a series of drawings with associated text, speech, and captions. This method requires learners to do more than recall events in the story. It requires learners to analyze a story's case, identify critical events in the story's progression, and consolidate information into an ordered, visually represented format. Storyboarding is a good way to develop creativity, critical thinking, and collaboration skills (Wahid & Aziz, 2022). Storyboarding allows learners to process information through their own cognition and through the visual medium of an actively engaged literary text. (Rababah & Bani 2024) have documented storyboarding as a teaching tool that helps learners understand reading texts more fully. (Banu, 2025) presents a compelling argument for storyboarding as an instructional tool for improving literacy comprehension. The combination of visual and text elements, along with the integration of spatial elements in storyboarding, encourages learners to engage more deeply with literary texts. Drawings and other types of structured visual aids can support learners in improving their understanding of a text (Fiorella et al., 2022).

Although numerous studies have established the effectiveness of innovative instructional strategies in improving students' reading comprehension, literary appreciation, and academic achievement, the application of storyboarding in teaching Philippine literary classics remains relatively underexplored. (Barlis et al., 2023) reported that the use of storyboards improves students' understanding of Philippine literature while increasing their creativity and classroom participation. (Peñafiel et al., 2025) Further demonstrated that storyboarding contributes to improved academic performance by encouraging learners to become actively involved in the reading process. (Rababah & Bani 2024) found that the storyboard technique significantly improved students' reading

comprehension by helping them organize ideas and understand the sequence of events in a text. Storyboarding may help learners make a literary text more manageable by separating it into meaningful scenes and representing each scene visually. (Ghafar et al., 2023) discussed storyboarding as an approach that encourages reflection during teaching and learning, while (Lillyman & Bennett, 2012) examined its use to support appreciative reflection in the classroom.

Furthermore, studies on *Florante at Laura* have largely focused on students' perceptions, interests, and level of understanding of the literary work, but not on the effectiveness of instructional interventions designed to improve academic performance. (Andrade, 2025) investigated Grade 8 students' perceptions and understanding of *Florante at Laura* and found differences in learners' interest and comprehension, showing that students still have difficulties studying the literary text. The study also found that students struggled to interpret figurative language, archaic vocabulary, and symbolic meanings, which impeded meaningful literary appreciation (Andrade, 2025). In contrast, (Barlis et al. 2023) found that storyboarding improved students' understanding of Philippine literature. However, their study focused on Grade 7 learners. It did not specifically examine *Florante at Laura* nor determine the effectiveness of storyboarding in enhancing the academic performance of Grade 8 students in different class sections. The findings point to a pedagogical and contextual gap that needs further investigation.

This study will be conducted in one of the largest universities in the Division of Ozamiz City. It will focus on Grade 8 Filipino learners who have difficulty maintaining interest and comprehension when studying *Florante at Laura*. The primary objective of this research is to enhance students' interest in learning the literary text through a

storyboard. By allowing students to represent scenes and events from the narrative visually, the intervention aims to improve their understanding of the story and strengthen their retention of important concepts and themes. Furthermore, this research seeks to contribute to existing literature by examining how storyboard-based instruction can support interest-driven learning in Filipino literature classes. The findings of this study are expected to provide valuable insights for teachers in designing creative instructional strategies that promote engagement, deeper understanding, and meaningful learning experiences in the study of *Florante at Laura*.

Strategy

Storyboarding is a student-centered teaching method that fosters creativity, comprehension, and participation during literature lessons by providing a platform for students to convey their thoughts through a series of illustrations. This intervention requires the learners to produce a series of illustrations or visual panels showing important scenes, characters, and events from a literary text. (Peñafiel et al., 2025) found that instruction based on storyboards considerably improved students' comprehension of texts by prompting them to organize ideas, visualize information in the text, and actively participate in the reading process. Likewise, (Mandiola et al., 2024) found that digital storyboards improved learners' understanding and engagement in the classroom by enabling them to link textual information to visual images. These findings indicate that storyboarding facilitates meaningful learning by converting literary texts into organized, easily understood visual sequences.

Storyboarding encourages meaningful learning because students can see the chronological order of events, organize the information, and recall the main ideas from

the literary work. (Al-Jarf, 2023) found that visual learning strategies enhanced students' understanding and memory because they could learn through textual and visual means. Moreover, storyboard activities promote collaboration, creativity, and active engagement, making literature lessons more interesting and learner-centered. This intervention is expected to help students improve their academic performance in *Florante at Laura* and gain a better understanding and appreciation of its themes, characters, and underlying messages.

Statement of the Problem

This study aims to determine the effectiveness of storyboarding as an instructional strategy in enhancing Grade 8 students' performance in learning *Florante at Laura*. Specifically, it seeks to answer the following questions:

1. What is the level of students' performance in *Florante at Laura* before the implementation of storyboarding?
2. What is the level of students' performance in *Florante at Laura* after the implementation of storyboarding?
3. Was there a significant difference in the students' performance of *Florante at Laura* before and after the implementation of storyboarding?

Null Hypothesis

H₀₁: There is no significant difference in the students' level of performance in Florante *at Laura* before and after the implementation of storyboarding.

Chapter 2

RESEARCH METHODOLOGY

Research Design

This action research utilized a classroom-based action research design to enhance Grade 8 students' interest, understanding, and retention in learning *Florante at Laura* through storyboarding. Action research was chosen as the appropriate methodology because it followed a systematic cycle of planning, action, observation, and reflection, allowing the researcher to apply an intervention directly in the classroom and continuously evaluate its effectiveness (Koshy, 2017). This design suited the study since it permitted real-time observation of how storyboarding influenced students' behavioral, emotional, and cognitive interest, as well as their understanding and retention of the lessons. By implementing storyboarding within normal class instruction, the research design supported an authentic and contextualized analysis of student behavior and learning outcomes.

Research Setting

The study was conducted in a large secondary school in the Division of Ozamiz City, particularly in a Grade 8 Filipino classroom. The school will serve a diverse population of learners with varying levels of motivation, focus, and engagement in language-based subjects. Filipino classes in this school are typically delivered through traditional lecture methods, and many learners have difficulty maintaining attention and active participation. This setting will provide an ideal environment for implementing a

storyboard intervention that aims to promote a more interactive and student-centered learning experience.

Participants of the Study

The study participants consisted of one section of Grade 8 learners, chosen through purposive sampling. These students were selected based on their participation in the Filipino subject and their willingness to engage in the research. The group consisted of students with varying levels of comprehension, including those with moderate to low performance. Students from other sections within the same grade level were not included to maintain a controlled group for the study.

Research Instrument

The researcher used the following instruments as tools in gathering the data:

A 50-item researcher-made test on *Florante at Laura* which covered selected chapters and key concepts under the Grade 8 Filipino curriculum, where each item was assigned one (1) point and measured the students' understanding, interpretation, and ability to analyze the events, characters, and themes of the literary work, and a researcher-made interest questionnaire which measured the students' level of interest in terms of behavioral, emotional, and cognitive aspects using a researcher made questionnaire.

To ensure validity, the instruments were reviewed by the research adviser, school head, principal, and cooperating teacher, and a pilot test was conducted with a group of students who were not part of the study. The same test was used for both the pretest and posttest.

This scale was used to determine test performance.

Scores	Remarks
42-50	Outstanding
38-41	Very Satisfactory
34-37	Satisfactory
30-33	Fairly Satisfactory
0-29	Did Not Meet Expectations

B. Lesson Plan (Appendix B). The researcher developed lesson plans focused on enhancing students' interest, understanding, and retention in learning *Florante at Laura* through the use of storyboarding as an instructional strategy. These lesson plans integrated activities that allowed students to visualize and sequence key events, characters, and themes of the literary work. The lesson plans were reviewed by the cooperating teacher and revised based on feedback before implementation. The lessons were carried out with Grade 8 students during the school year 2025–2026.

Data Collection

Prior to data collection, the researcher secured formal approval to conduct the study by submitting request letters to the appropriate authorities, including the Dean of the College, the Schools Division Superintendent, and the School Principal of the selected public secondary school in Ozamiz City. Upon approval from the Schools Division Superintendent and the School Principal, subsequent letters were addressed to the appropriate school personnel and cooperating teacher, and their consent was obtained before the implementation of the study. Each request letter clearly presented the

objectives, methodology, scope, and procedures of the study to ensure transparency and compliance with institutional and ethical guidelines. Following the approval process, informed consent forms were distributed to the parents or guardians of the participating students, together with assent forms for the students, to ensure their voluntary participation in the study.

The study focused on determining the effectiveness of storyboarding in improving students' performance in *Florante at Laura*. Data collection was conducted through a series of Filipino lessons in which storyboarding was incorporated as an instructional strategy. The lessons focused on selected parts and important elements of *Florante at Laura*. During the intervention, students were guided in organizing and presenting important events, characters, settings, and ideas from the literary text through storyboard sequences. The activities allowed students to visually represent their understanding of the story and its important elements.

Before the implementation of storyboarding, a pretest was administered to determine the students' baseline performance in *Florante at Laura*. The pretest consisted of a teacher-made test based on the competencies and learning objectives covered in the study. After the completion of the storyboarding intervention, the same or an equivalent form of the assessment was administered as a posttest to determine the students' performance after the intervention.

The students' pretest and posttest scores were recorded and analyzed to determine their level of performance before and after the implementation of storyboarding. The scores were classified according to the established performance-level criteria. The results of the pretest and posttest were then compared using appropriate statistical treatment to

determine whether there was a significant difference in the students' performance before and after the implementation of storyboarding.

Ethical Considerations

Before the study began, the researcher ensured that all ethical guidelines were strictly observed to protect the rights and welfare of the participants. The researcher sought approval to conduct the research from the Misamis University Research Ethics Board (MUREB), as well as from the School Principal, Grade Level Head, and class Adviser, with each approval obtained before initiating any data collection. These authorizations confirmed that the study adhered to both institutional regulations and established research protocols.

The researchers implemented informed consent procedures for all participants involved in the study. Parents or guardians of the selected Grade 8 students provided written consent, while the students signed assent forms to indicate their voluntary participation. All participants were fully informed about the purpose of the study, the procedures involved, the potential benefits, and any minimal risks. They were also assured that they could withdraw from the study at any point without facing any negative consequences.

Strict measures were taken to ensure confidentiality and anonymity. Personal identities were not included in any form of documentation, and participants were assigned numerical or coded identifiers to protect their privacy. Collected data were securely stored—digital files were encrypted, and physical documents were kept in a locked cabinet accessible only to the researcher. These procedures complied with

Republic Act No. 10173, or the Data Privacy Act of 2012, which safeguards the privacy, dignity, and security of all research participants.

The researcher also ensured that the study posed minimal risk and avoided physical, emotional, or psychological harm. All activities, including the implementation of storyboarding strategies in Filipino class, were conducted in a safe, respectful, and supportive environment. The researcher closely guided students throughout the process to prevent discomfort and ensure positive learning experiences. By upholding these ethical standards, the researcher protected participant welfare while ensuring the study's credibility, integrity, and professionalism.

Data Analysis

The following statistical methods will be employed for data analysis using JAMOV software:

Frequency and percentage were used to determine the distribution and performance levels of the students in Florante at Laura before and after the implementation of storyboarding.

Mean and standard deviation were used to determine the students' overall performance scores in Florante at Laura before and after the implementation of storyboarding.

A *paired t-test* was conducted to determine whether there was a significant difference in the students' performance in Florante at Laura before and after the implementation of storyboarding.

Dissemination Plan

The findings of this study were shared with school administrators, Filipino teachers, students, and their parents through reports, interactive discussions, and easy-to-understand summaries, highlighting the benefits of storyboarding in enhancing students' interest, understanding, and retention. The study emphasized consent and assent procedures when communicating results to students and parents to ensure adherence to ethical research practices. Additionally, the study's outcomes were disseminated to the university community, fellow educators, and stakeholders through seminars, presentations, and possible publications, aiming to provide practical strategies for improving teaching methods in Filipino classrooms.

Utilization Plan

The results of this study were utilized to enhance teaching and learning practices in Filipino classrooms. Storyboarding, as explored in the study, was implemented during lessons to actively engage students, improve their understanding, and strengthen their retention of *Florante at Laura*. The strategies and insights gained were also shared with cooperating teachers through meetings, mentoring sessions, or workshops to support their professional growth. Furthermore, the findings served as a guide for future lesson planning, school-based decision-making, and research initiatives aimed at improving students' interest, understanding, and retention in learning literary texts.

RESULTS AND DISCUSSIONS

Learners' Level of Performance in Florante at Laura Before the Implementation of the Storyboard

Table 1 presents students' performance level in Florante at Laura before the implementation of storyboarding. Overall, the learners' performance was classified under the Did Not Meet Expectations level with an overall mean score of ($M = 28.65$, $SD = 1.70$). The findings indicate that students had low mastery and understanding of the concepts, characters, events, and themes presented in Florante at Laura before the intervention. This suggests that learners had difficulty comprehending the literary text when taught using conventional instructional strategies. The result further implies that students may have lacked engagement, visualization, and active participation during the discussion of the literary piece, which affected their academic performance.

Among the performance levels, the highest frequency was observed in the Did Not Meet Expectations category ($n = 27$, 93.1%), with a mean score of $M = 22.8$ ($SD = 2.68$). This indicates that most learners struggled to understand and interpret the literary text. Meanwhile, only ($n = 2$, 6.9%) of the learners achieved a Satisfactory level with a mean score of ($M = 34.5$, $SD = 0.71$). No learner obtained ratings under the Fairly Satisfactory, Very Satisfactory, and Outstanding levels. The findings suggest that most learners had insufficient comprehension and analytical skills in studying Florante at Laura, particularly in identifying important events, themes, and character portrayals within the literary piece.

The findings support the idea that traditional discussion-based instruction may not always meet students' diverse learning needs, especially in literature classes that require visualization and interpretation. Learners may struggle to relate to the story when lessons are delivered in a purely textual, teacher-centered manner. Literary texts such as *Florante at Laura* demand a higher level of comprehension, imagination, and contextual understanding that may be difficult for students to reach without interactive and engaging instructional materials. This finding is comparable to (Barlis et al., 2023), who found that students had difficulty understanding Philippine literature when conventional teaching strategies were used, emphasizing the importance of visual instructional approaches such as storyboards in improving comprehension. Moreover, (Babak et al., 2000) stated that students often struggle to identify story elements and narrative structures without visual and structured learning support, which impacts their reading comprehension and interpretation skills. Likewise, (Banu, 2025) highlighted that multimodal storyboarding improves understanding of literature by integrating visual and textual elements that promote learners' engagement and comprehension of literary texts.

The findings suggest that Filipino teachers might utilize visual and learner-centered tactics like storyboarding to enhance students' comprehension and appreciation of literary texts. School administrators can also encourage the use of new instructional resources and offer training programs to strengthen teachers' skills in interactive literary instruction. Through activities like visual narrative mapping, collaborative storytelling, role-playing, and storyboard presentations, students can better understand the order of events, themes, and characters in *Florante at Laura*, thereby boosting their academic performance and participation in Filipino studies.

Table 1

Level of Students' Performance of Florante at Laura Before the Implementation of the Storyboarding

Performance	Frequency	Percentage	M	SD
Satisfactory	2	6.9	34.5	0.71
Did Not Meet Expectations	27	93.1	22.8	2.68
Overall Performance	29	100.00	28.65	1.7

Note: 42-50 (Outstanding); 38-41 Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Learners' Level of Performance in Florante at Laura After the Implementation of the Storyboarding

Table 2 presents students' performance level in *Florante at Laura* after the implementation of storyboarding. Overall, the learners' performance improved to the *Very Satisfactory level* with an overall mean score of ($M = 41.57$, $SD = 1.33$). The findings indicate that storyboarding became an effective instructional intervention in enhancing students' understanding and academic performance in *Florante at Laura*. The increase in the learners' mean score suggests that the students were able to comprehend, analyze, and interpret the literary text more effectively through visual and interactive learning experiences. The result further implies that storyboarding encouraged active participation, creativity, and better retention of the important events and themes of the literary piece.

Among the performance levels, the highest frequency was observed in the Outstanding category with ($n = 24$, 82.8%), obtaining a mean score of ($M = 48.2$, $SD = 2.297$). This indicates that most learners demonstrated excellent mastery and

understanding of *Florante at Laura* after exposure to the intervention. This was followed by the *Very Satisfactory level* ($n = 3$, 10.3%), with a mean score of ($M = 40.0$, $SD = 1.000$). Meanwhile, only ($n = 2$, 6.9%) of the learners remained under the Satisfactory level with a mean score of ($M = 36.5$, $SD = 0.707$). No learner fell under the Fairly Satisfactory and *Did Not Meet Expectations* categories. The findings reveal that storyboarding significantly enhanced learners' comprehension and interpretation of the literary text.

The results indicate that storyboarding gave students opportunities to visualize scenes, organize ideas, and connect events in the story, making the literary text easier to understand. With visual representation and step-by-step illustration, students could process information more meaningfully and participate more actively in the lesson. The strategy also promoted creativity, collaboration, and critical thinking, which resulted in improved academic performance among learners. This finding is supported by (Cary, 2019), who stated that storyboard-based learning enhances comprehension by helping learners organize information visually and link ideas more efficiently. Similarly, (Smaldino et al., 2019) explained that visual instructional materials increase learner engagement, retention, and understanding, as students can process information through both verbal and visual channels. Moreover, (Yenawine, 2013) claimed that visual learning strategies promote critical thinking, interpretation, and active participation in the classroom, thus improving students' ability to understand literary and academic texts.

These results suggest that Filipino teachers can continue using storyboarding as an instructional approach to teach literary texts and enhance students' comprehension and involvement. School administrators may promote visual learning strategies and provide

instructional resources that support creative teaching approaches in Filipino subjects. Group storyboard making, comic strip adaptation, visual interpretation activities, and group literary presentations can also enhance learners' analytical skills, creativity, and appreciation of Philippine literature.

Table 2

Level of Students' Performance of Florante at Laura After the Implementation of the Storyboarding

Performance	Frequency	Percentage	M	SD
Outstanding	24	82.8	48.2	2.297
Very Satisfactory	3	10.3	40.0	1.000
Satisfactory	2	6.9	36.5	0.707
Overall Performance	29	100.00	41.57	1.33

Note: 42-50 (Outstanding); 38-41 Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Significant Difference in the Students' Performance of *Florante at Laura* Before and After the Implementation of Storyboarding

Table 3 presents the significant difference in the students' understanding of *Florante at Laura* before and after the implementation of storyboarding. The computed t-value ($t = 20.7$) and p-value ($p = 0.001$) indicate a highly significant difference between the learners' pretest and posttest scores. Since the p-value is lower than the 0.01 level of significance, the null hypothesis was rejected. The findings reveal that storyboarding significantly improved the students' understanding and academic performance in *Florante at Laura*.

Before the implementation of storyboarding, the learners obtained a mean score of ($M = 23.6$, $SD = 3.97$), which indicates low understanding and mastery of the literary text. However, after the intervention, the learners' mean score remarkably increased to ($M = 46.5$, $SD = 4.3$). The substantial increase in the mean score implies that storyboarding effectively enhanced students' comprehension, interpretation, and retention of important concepts, events, and themes in *Florante at Laura*. The findings further suggest that visual and interactive learning strategies positively influence learners' participation, motivation, and academic achievement in literature classes.

The findings demonstrate that storyboarding became an effective learner-centered approach that transformed the discussion of *Florante at Laura* into a more engaging and meaningful learning experience. Through visual sequencing and creative representation, learners processed information more effectively and understood the story's flow. The strategy also encouraged active learning, collaboration, and critical thinking, allowing students to become more involved in the lesson.

This finding is supported by (Robin, 2008), who explained that digital and visual storytelling strategies enhance students' comprehension, motivation, and engagement by allowing learners to organize ideas creatively and meaningfully. Similarly, (Mayer, 2009) emphasized in the Cognitive Theory of Multimedia Learning that students learn more effectively when information is presented through both words and visuals, resulting in better understanding and retention of concepts. Furthermore, (Ismail et al., 2018) found that storyboard-based instruction significantly improves students' academic performance, critical thinking, and participation because visual sequencing helps learners process and organize information more efficiently.

These findings imply that Filipino teachers may adopt storyboarding as part of their regular classroom instruction in teaching literary works and reading comprehension lessons. School administrators may also provide seminars, workshops, and instructional support on using visual and interactive teaching strategies in Filipino education. Additionally, activities such as digital storytelling, collaborative storyboard projects, visual summarization, and performance-based literary tasks may further improve students' comprehension, creativity, and appreciation of literary texts like *Florante at Laura*.

Table 3

Significant Difference in the Students' Understanding of Florante at Laura Before and After the Implementation of Storyboarding

Performance				M	SD	T-value	P-value	Decision
Before the Implementation of Storyboarding				23.6	3.97	20.7***	0.001	Reject H_{01}
After the Implementation of Storyboarding				46.5	4.3			

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study aimed to determine the effectiveness of storyboarding in enhancing students' performance in *Florante at Laura* during the School Year 2025–2026 in one of the public secondary schools in Ozamiz City. Specifically, it examined students' performance in *Florante at Laura* before and after implementing storyboarding. It determined whether there was a significant difference in their performance before and after the intervention. The study focused on students' performance to determine how using storyboarding as a visual and interactive instructional strategy influences their learning of the literary text *Florante at Laura*.

Findings

Based on the results of the study, the following findings were drawn:

1. The level of students' performance in *Florante at Laura* before the implementation of storyboarding was Did Not Meet Expectations.
2. The level of students' performance in *Florante at Laura* after the implementation of storyboarding was Outstanding.
3. There was a highly significant difference in the students' performance in *Florante at Laura* before and after the implementation of storyboarding.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Students demonstrated a low level of performance in Florante at Laura before the implementation of storyboarding.
2. Students achieved an outstanding level of performance in Florante at Laura after the implementation of storyboarding.
3. The students' performance in Florante at Laura significantly improved after the implementation of storyboarding.

Recommendations

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

1. Filipino teachers may integrate storyboarding as an instructional strategy in teaching literary texts to improve students' comprehension, participation, and academic performance.
2. School administrators may provide training, workshops, and instructional support related to visual and interactive teaching strategies in Filipino instruction.
3. Students may actively participate in storyboard creation, collaborative discussions, and visual interpretation activities to strengthen their understanding and appreciation of literary texts.
4. Future researchers may conduct similar studies involving larger groups of respondents, different grade levels, and other literary works to further validate the effectiveness of storyboarding in improving students' academic performance and comprehension skills.

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Appendix A

Pangalan:

Baitang at Seksyon:

Panuto: Ang inyong mababasa ay tumatalakay sa mga pangyayari sa obrang Florante at Laura ni Francisco Balagtas. Basahin at unawain nang mabuti ang bawat tanong.

1. Saan nakagapossi Florante sasimula ng kuwento?
A. Kagubatan ng Albania
B. Kaharian ng Persia
C. Bundok ng Krotona
D. Kaharian ng Atenas

2. Sino ang nagligtas kay Florante mula sa kagubatan?
A. Aladin
B. Menandro
C. Adolfo
D. Haring Linceo

3. Saan nag-aral si Florante noong siya ay bata pa?
A. Atenas
B. Espanya
C. Roma
D. Persia

4. Ano ang ginawa ni Adolfo kay Florante dahil sa inggit?
A. Tinulungan
B. Pinuri
C. Pinagtaksilan
D. Inalagaan

5. Ano ang katungkulan ni Duke Briseosakaharian ng Albanya?
A. Hari ng kaharian
B. Pangalawangpinuno ng kaharian
C. Mandirigma ng kaharian
D. Tagapayo ng hari

6. Saan nagmula ang ina ni Florante na si Floresca?
A. Albanya
B. Atenas

C. Krotona
D. Persia

7. Sino ang nais makaalam ng pinagmulan ng paghihirap ni Florante?
A. Adolfo
B. Menalipo
C. Mandirigmang Moro
D. Duke Briseo

8. Sino ang nagligtas kay Florante nang tangayin siya ng buwitre noong sanggol pa siya?
A. Menalipo
B. Antenor
C. Adolfo
D. Duke Briseo

9. Paano nailigtas si Florante mula sa buwitre?
A. Tinaboy ito ng kanyang ama
B. Tinudla ito ng kanyang pinsan
C. Tinakot ito ng mga kawal
D. Tumakas ito nang kusa

10. Ano ang tinangkangagawin ng arkon kay Florante noong siya ay paslit pa?
A. Korona
B. Tabak
C. Hiyas sadibdib
D. Aklat

11. Sino ang nagtaboysaarkonnapiumasok sa kanilang salas?
A. Duke Briseo
B. Floresca
C. Menalipo
D. Antenor

12. Kailan nahilig si Florante sa paglililiwaliw sa burol at pangangaso?

A. Noong siya ay limang taong gulang
B. Noong siya ay siyam na taong gulang
C. Noong siya ay labindalawang taong gulang
D. Noong siya ay pitong taong gulang

13. Ano ang madalas gawin ni Florante sa gubat noong bata pa siya?

- A. Mangaso ng ibon at hayop
- B. Mangolekta ng bulaklak
- C. Maglaro ng espada
- D. Mag-aral ng aklat

14. Paano ipinakita ng mga magulang ni Florante ang kanilang pagmamahal sa kanya?

- A. Pinabayaansiya
- B. Pinarusahansiya
- C. Inalagaan at minahalsiya
- D. Pinaalissiyaagad

15. Saan ipinadala si Florante upang mag-aral?

- A. Albanya
- B. Atenas
- C. Krotona
- D. Roma

16. Sino ang nagpasya na ipadala si Florante sa Atenas?

- A. Floresca
- B. Menalipo
- C. Duke Briseo
- D. Antenor

17. Paano tumugon ang ina ni Florante nang siya ay umalis patungong Atenas?

- A. Natuwa siya
- B. Naging tahimik siya
- C. Umiyak siya nang labis
- D. Nagalit siya

18. Sino ang guro ni Florante sa Atenas na tumulong sa kanya sa kanyang lungkot?

- A. Antenor
- B. Adolfo
- C. Menandro
- D. Briseo

19. Sino ang kababayang naging kamag-aral ni Florante sa Atenas?

- A. Menalipo
- B. Adolfo
- C. Antenor
- D. Aladin

20. Ano ang mgalarangangpinag-aralan at kinahusayanni Florante sa Atenas?

- A. Musika at sining
- B. Pilosopiya, astrolohiya, at matematika
- C. Agrikultura at kalakalan
- D. Medisina at kimika

21. Sino ang pinsan ni Florante na nagligtas sa kanya mula sa buwitre?

- A. Adolfo
- B. Menalipo
- C. Antenor
- D. Duke Briseo

22. Ano ang naramdaman ni Florante sa unang buwan niya sa Atenas?

- A. Labis nasaya
- B. Matindinglungkot at pangungulila
- C. Pagkagalit
- D. Pagkatuwasapaglalakbay

23. Paano ipinakitani Antenor ang kanyangkabutihan kay Florante?

- A. Pinagalitanniyaito
- B. PinauwiniyaitosaAlbanya
- C. Inaaliw at tinutulunganniyaitosatuwingnalulungkot
- D. Pinag-aralniyaito ng digmaan

24. Sino ang anak ni Konde Sileno na naging kamag-aral ni Florante?

- A. Menandro
- B. Antenor
- C. Adolfo
- D. Menalipo

25. Ano ang napansin ni Florante sa ugali ni Adolfo?

- A. Siya ay tamad
- B. Siya ay tila perpekto at kahanga-hanga
- C. Siya ay palaging galit
- D. Siya ay mahiyain

26. Paano inilalarawan si Adolfo bilang isang mag-aaral sa Atenas?

- A. Malupit at mayabang
- B. Mabait, maalam, magalang, at palakaibigan

- C. Tahimik at walangpakialam
- D. Tamad at pabaya

27. Ano ang kinabahala ni Florante tungkol kay Adolfo?

- A. Ang kanyang lakas sa digmaan
- B. Ang kanyang pagiging perpekto at lihim na ugali
- C. Ang kanyang kayamanan
- D. Ang kanyang pamilya

28. Kailan nagsimulang lumalim ang kaalaman ni Florante sa iba't ibang larangan?

- A. Habang siya ay nag-aaral sa Atenas
- B. Noong siya ay nasa Albanya pa
- C. Noong siya ay sanggol pa
- D. Noong siya ay naglakbay

29. Saan kumalat ang balitatungkolsakahusayanni Florante?

- A. Sa Albanya lamang
- B. Sa buong Krotona
- C. Sa buong Atenas
- D. Sa buong Persia

30. Paano nakilala si Florante sa Atenas?

- A. Dahil sa kanyang kayamanan
- B. Dahil sa kanyang tapang sa digmaan
- C. Dahil sa kanyang talino at husay sa pag-aaral
- D. Dahil sa kanyang pagiging hari

31. Sino ang ama ni Adolfo?

- A. Haring Linceo
- B. Duke Briseo
- C. Konde Sileno
- D. Sultan Ali-Adab

32. Sino ang kaklase ni Adolfo sa Atenas?

- A. Menandro
- B. Florante
- C. Aladin
- D. Flerida

33. Ano ang ipinakitang ugali ni Adolfo noong una?

- A. Katamaran at kasakiman
- B. Kabutihang katalinuhan
- C. Katapangan at kabayanihan
- D. Pagigingmahiyain

34. Bakit naiinggit si Adolfo kay Florante?

- A. Dahil mas mayaman si Florante
- B. Dahil mas makapangyarihan si Florante
- C. Dahil mas minamahal at pinupuri si Florante ng guro
- D. Dahil mas matanda si Florante

35. Paano ipinakita ni Adolfo ang kanyang inggit kay Florante?

- A. Tinulungan niya si Florante
- B. Nagtanim siya ng galit laban kay Florante
- C. Lumayo siya kay Florante
- D. Nakipagkaibigan siya sa iba

36. Saan nagplano si Adolfo na pabagsakin si Florante?

- A. Sa Atenas
- B. Sa Krotona
- C. Sa Albanya
- D. Sa Persya

37. Kailan nagsimulang magplano si Adolfo laban kay Florante?

- A. Habang sila ay nag-aaral sa Atenas
- B. Nang makabalik sila sa Albanya
- C. Nang sila ay bata pa
- D. Pagkatapos ng digmaan

38. Paano nakuha ni Adolfo ang kapangyarihan?

- A. Sa pamamagitan ng pakikipaglaban nang patas
- B. Sa pagtulong sa hari
- C. Sa pagbibintang at pagpapabilanggo kay Florante
- D. Sa paghingi ng pahintulot sa guro

39. Bakit ipinabilanggo ni Adolfo si Florante?

- A. Upang iligtassiya
- B. Upang siya ang magingmakapangyarihan
- C. Upang turuansiya ng leksyon
- D. Upang maprotektahan ang kaharian

40. Ano ang ipinapakitasakarakterni Adolfo?

- A. Ang kabaitan ay nagdudulot ng tagumpay
- B. Ang sipag ay susisatagumpay
- C. Ang labisnainggit at kasakiman ay nagdudulot ng kasamaan
- D. Ang katapatan ay lagingnananalo

41. Ano ang pangunahingpapelni Florante sakaharian ng Albanya?

- A. Isang guro
- B. Isang mandirigma at bayani
- C. Isang mangangalakal
- D. Isang pari

42. Paano naging sanhi ng inggit si Florante kay Adolfo?

- A. Dahil sa kanyang kayamanan
- B. Dahil sakanyangtagumpay at paghanga ng iba
- C. Dahil sakanyangpamilya
- D. Dahil sakanyangkatahimikan

43. Bakit ipinadala si Florante sa Atenas?

- A. Upang magtago
- B. Upang mag-aral at malinang ang kanyangkakayahan
- C. Upang magtrabaho
- D. Upang makipagdigma

44. Ano ang ginawa ni Florante pagbalik niya sa Albanya?

- A. Nagpahingalamang
- B. Nakipagdigma at nagtagumpay
- C. Naglakbay sa ibang bansa
- D. Nagtago sa kagubatan

45. Paano ipinakita ni Adolfo ang kanyang pagtataksil kay Florante?

- A. Sa paglayo sa kanya
- B. Sa pagtulong sa kanya
- C. Sa pag-agaw ng trono at pagpapabilanggo

D. Sa pakikipagkasundo

46. Bakit nagingmalungkot ang kapalaranni Florante?

- A. Dahil sa kanyang pagkatalo sa digmaan
- B. Dahil sa pagtataksil at inggit ni Adolfo
- C. Dahil sa kanyang kahinaan
- D. Dahil sakanyangpaglayosapamilya

47. Saan matatagpuansi Florante habangsiya ay naghihirap?

- A. Sa loob ng palasyo
- B. Sa gitna ng kagubatannanakagapos
- C. Sa paaralan sa Atenas
- D. Sa tabing dagat

48. Ano ang kalagayanni Florante nangsiya ay matagpuansagubat?

- A. Masaya at malaya
- B. Nakagapos at nagdurusa
- C. May kasamangkaibigan
- D. Natutulog nang payapa

49. Bakit nais ni Adolfo na maagaw si Laura?

- A. Dahil sa utos ng hari
- B. Dahil sapagmamahal at kasakiman
- C. Dahil sa utang na loob
- D. Dahil sa pagkakaibigan

50. Ano ang ipinapahiwatig ng karanasan ni Florante sa kuwento?

- A. Ang kapangyarihan ay lagingtama
- B. Ang kabutihan ay hindinasusubok
- C. Ang inggit at pagtataksil ay nagdudulot ng pagdurusa
- D. Ang kayamanan ang pinakamahalaga

Appendix B

Appendix C

29. Valdez, Ritz D.																
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
2	1. Abao, Gyle R.	1	1	1	0	0	1	0	1	0	0	0	1	0	1	1
3	2. Bacus, Zack Dwyer A.	1	1	0	0	1	0	0	0	0	1	0	1	0	0	1
4	3. Decena, Kenth Angelo	1	1	0	1	1	0	0	1	0	1	1	0	0	0	1
5	4. Dionson, Gabriel Zion	1	1	0	0	1	0	0	1	1	0	0	0	1	0	0
6	5. Emperio, Aron	1	1	0	1	0	0	0	0	1	1	0	0	1	1	0
7	6. Erana, John Carl	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1
8	7. Maste, Paul Dave B.	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0
9	8. Molit, Josh Nathan D.	1	1	0	0	1	0	0	1	0	0	0	0	1	0	0
10	9. Revelleza, Joshua	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0
11	10. Samosa, Christian Bryce C.	1	0	0	1	0	1	1	0	0	1	0	1	0	0	1
12	11. Tuastomban, Gabriel John	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1
13	12. Visorro, Nicholas Ferdie L.	1	1	0	0	1	1	1	0	1	0	1	0	0	0	1
14	13. Uyanguren, Ryle Miguel M.	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0
15	14. Zacal	1	1	1	0	0	0	1	0	1	0	0	0	0	1	0
16	15. Apao, Evanna Argel A.	0	1	0	0	1	0	1	0	0	1	0	1	1	0	1
17	16. Enguito, Juhanna Cecil A.	1	1	1	0	0	1	0	0	1	1	1	0	0	1	0
18	17. Eyas, Trixyhagen G.	1	1	0	1	1	0	1	1	0	0	0	0	1	1	1
19	18. Gac-Ang, Brilliana Joyce S.	1	1	1	0	0	0	1	1	0	0	1	1	0	0	0
20	19. Genegabuas, Jhoanna B.	1	1	0	1	0	0	1	0	1	0	0	0	0	0	1
21	20. Guliman, Nina Camile S.	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0

29. Valdez, Ritz D.																
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
11	10. Samosa, Christian Bryce C.	1	0	0	1	0	1	1	0	0	1	0	1	0	0	1
12	11. Tuastomban, Gabriel John	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1
13	12. Visorro, Nicholas Ferdie L.	1	1	0	0	1	1	1	0	1	0	1	0	0	0	1
14	13. Uyanguren, Ryle Miguel M.	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0
15	14. Zacal	1	1	1	0	0	0	1	0	1	0	0	0	0	1	0
16	15. Apao, Evanna Argel A.	0	1	0	0	1	0	1	0	0	1	0	1	1	0	1
17	16. Enguito, Juhanna Cecil A.	1	1	1	0	0	1	0	0	1	1	1	0	0	1	0
18	17. Eyas, Trixyhagen G.	1	1	0	1	1	0	1	1	0	0	0	0	1	1	1
19	18. Gac-Ang, Brilliana Joyce S.	1	1	1	0	0	0	1	1	0	0	1	1	0	0	0
20	19. Genegabuas, Jhoanna B.	1	1	0	1	0	0	1	0	1	0	0	0	0	0	1
21	20. Guliman, Nina Camile S.	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0
22	21. Hyncis, Novie Mae B.	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1
23	22. Mazo, Anthena Reign C.	1	1	0	0	1	0	0	0	0	1	1	0	1	0	0
24	23. Obejero, Shamcy G.	1	1	1	0	0	1	0	1	1	0	1	0	0	0	1
25	24. Ogoc, Zhynndyll Fhei M.	1	0	0	1	0	1	0	0	1	1	0	1	0	1	0
26	25. Regidor, Alexa Kayleigh R.	1	0	1	0	0	1	0	0	0	1	0	1	0	0	1
27	26. Retiza, Shezeah Anthonette	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0
28	27. Rosario, Shanity A.	1	1	0	1	0	0	1	1	0	0	0	1	0	1	0
29	28. Salvador, Sheanne Kate G.	1	1	1	0	0	1	0	0	1	0	1	0	1	0	0
30	29. Valdez, Ritz D.	1	1	0	0	0	1	0	1	0	1	0	0	1	0	0

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Appendix D

6-Week Filipino Lesson Plan Outline (Grade 8 – Florante at Laura)**Grade Level:** 8**Strategy:** Goal-Setting Activities**Frameworks:** AMS (Anticipatory Set, Motivation, Set Induction), SMART Goals**Week 1 – Introduksyonsa Florante at Laura at mgaTauhan****Objectives (SMART):**

- **Specific:** Makilala ang pangunahingtauhan sa *Florante at Laura*.
- **Measurable:** Maipangalan ang 3 pangunahingtauhan ng tama.
- **Achievable:** Gamit ang character cards at guided discussion.
- **Relevant:** Maunawaan ang papel ng bawat tauhan sa kwento.
- **Time-bound:** Makumpleto ang aktibidad sa loob ng 40-minutong klase.

Activities:

1. **AMS:** Ipakita ang larawan ng mga pangunahingtauhan at itanong: “Sino-sino ang pangunahingtauhan sa *Florante at Laura*?”
2. **Goal-Setting:** Bawate studyante isulat ang layunin: “Gusto kong makilala ang ____ pangunahingtauhan ngayong araw.”
3. **Guided Practice:** Talakayin ang mga tauhan gamit ang character cards at maikling paglalarawan.
4. **Independent Practice:** Estudyante gumawa ng sariling talaan ng mga tauhan at kanilang katangian.
5. **Exit Ticket:** Isulat ang pangalan at pangunahing katangian ng isang tauhan; kolektahin ng guro.
6. **Reflection:** Natupadba ang aking layunin sa pagkilala ng tauhan?

Week 2 – Pag-unawasa Tagpuan at Simula ng Kwento**Objectives (SMART):**

- **Specific:** Maipaliwanag ang tagpuan at simula ng kwento.
- **Measurable:** Makasagot ng tamasa 3 sa 5 tanong tungkol sa tagpuan at simula.
- **Achievable:** Gamit ang guided reading at talakayan.
- **Relevant:** Maunawaan ang konteksto ng kwento.
- **Time-bound:** Makumpleto ang 40-minutong aktibidad.

Activities:

1. **AMS:** Ipakita ang mapa o larawan ng Albanya at itanong: “Saan naganap ang kwento ng *Florante at Laura*?”
2. **Goal-Setting:** Bawate studyante isulat: “Gusto kong maipaliwanag ang ____ detalye ng tagpuan at simula.”
3. **Guided Practice:** Basahin ang unang kabanatanang sabay-sabay at talakayin ang tagpuan.
4. **Independent Practice:** Sagutin ang maikling tanong tungkol sa tagpuan at simula.
5. **Exit Ticket:** Isa-isangilahad ang sagotsa tanong; kolektahin ng guro.
6. **Reflection:** Ano ang natutunan ko tungkol sa simula at tagpuan ng kwento?

Week 3 – Pagsusurisa Suliranin at Tunggalian

Objectives (SMART):

- Specific: Matukoy ang pangunahing suliranin at tunggalian sa kwento.
- Measurable: Makasagot ng tamasa 4 sa 5 tanong tungkol sa tunggalian.
- Achievable: Gamit ang guided discussion at graphic organizer.
- Relevant: Mas maunawaan ang kwento sa pamamagitan ng pagsusuri ng tunggalian.
- Time-bound: Makumpleto sa loob ng 40 minuto.

Activities:

1. **AMS:** Magpakita ng quote mula sa kwento: “Ano ang problema ni Florante sa Albanya?”
2. **Goal-Setting:** Isulat ang layunin: “Gusto kong matukoy ang ____ suliranin sa kwento.”
3. **Guided Practice:** Talakayin ang tunggalian sa pagitan ng mgatauhang gamit ang graphic organizer.
4. **Independent Practice:** Sagutin ang tanong tungkol sa pangunahing problema at tunggalian.
5. **Exit Ticket:** Isa-isangilahad ang pangunahing tunggalian; kolektahin ng guro.
6. **Reflection:** Paano nakatulong ang pagsusuri sa tunggalian sa aking pagkaunawa sa kwento?

Week 4 – Pagsusurisa Katangian ng Tauhan (Character Analysis)

Objectives (SMART):

- Specific: Mailarawan ang personalidad at katangian ng pangunahing tauhan.
- Measurable: Maipaliwanag ang 3 katangian ng tauhan nang tama.
- Achievable: Gamit ang guided reading at character chart.
- Relevant: Maunawaan ang papel ng tauhan sa kwento.
- Time-bound: Makumpleto ang 40-minutong aktibidad.

Activities:

1. **AMS:** Ipakita ang quote ni Florante at itanong: “Ano ang ipinapakita ng karakter na ito sa pamamagitan ng kanyang mga kilos?”
2. **Goal-Setting:** Bawate studyante isulat: “Gusto kong maipaliwanag ang ____ katangian ng tauhan ngayong araw.”
3. **Guided Practice:** Talakayin ang mgakatangian ng tauhan gamit ang character chart.
4. **Independent Practice:** Gumawa ng sariling chart ng tauhan at mgakatangian.
5. **Exit Ticket:** Isa-isangibahagi ang natutunang tauhan; kolektahin ng guro.
6. **Reflection:** Natupad ko ba ang aking layunin sa pagsusuri ng tauhan?

Week 5 – Tema at Kaisipan ng Kwento

Objectives (SMART):

- Specific: Matukoy ang pangunahing tema at kaisipan ng kwento.
- Measurable: Makasagot ng tamasa 3 sa 4 tanong tungkol sa tema.
- Achievable: Gamit ang guided reading at talakayan.
- Relevant: Mas maunawaan ang aral at mensahe ng kwento.
- Time-bound: Makumpleto sa loob ng 40 minuto.

Activities:

1. **AMS:** Magtanong: “Ano sapalagayninyo ang aral ng kwentobataysaginawani Florante?”
 2. **Goal-Setting:** Bawat estudyante isulat: “Gusto kong matukoy ang ____ tema o kaisipan ngayong araw.”
 3. **Guided Practice:** Talakayin ang tema at pangunahing aral ng kwento.
 4. **Independent Practice:** Sagutin ang tanong tungkol sa tema at kaisipan.
 5. **Exit Ticket:** Isa-isang ibahagi ang natutunan; kolektahin ng guro.
 6. **Reflection:** Paano nakatulong ang pag-unawa sa tema sa aking pagkatuto?
-

Week 6 – Pagsusuri at Paglalahad ng Sariling Opinyon**Objectives (SMART):**

- Specific: Maipahayag ang sariling opinyon at repleksyon sa kwento.
- Measurable: Makapagbigay ng 2-3 makatwirang opinyon tungkol sa kwento.
- Achievable: Gamit ang guided discussion at reflection journal.
- Relevant: Mahikayat ang kritikal na pag-iisip at personal na pag-unawa.
- Time-bound: Makumpleto sa loob ng 40 minutong klase.

Activities:

1. **AMS:** Magpakita ng sitwasyon sa kwento at itanong: “Ano ang gagawin mo kung ikaw ay nasaposisyon ni Florante?”
2. **Goal-Setting:** Isulat: “Gusto kong maipahayag ang ____ opinyon ko tungkol sa kwento ngayong araw.”
3. **Guided Practice:** Talakayin ang sariling opinyon sa maliit na grupo.
4. **Independent Practice:** Isulat sa reflection journal ang sariling opinyon at aral mula sa kwento.
5. **Exit Ticket:** Isa-isang ibahagi ang natutunan; kolektahin ng guro.
6. **Reflection:** Paano nakatulong ang goal-setting activities sa aking engagement at focus sa klase?

Appendix E

Action Research Work Plan and Timelines

The following work plan outlines the major activities to be undertaken in the conduct of the action research titled **“Enhancing Students’ Engagement and Focus in Filipino Class Through Role-Playing Activities”**

Activities	Date	Resources Needed
1. Final printing of the research manuscript	February 2, 2025	Personal laptop, printer, ink, bond paper
2. Submit research proposal to the Office of the School Principal for endorsement	February 3, 2025	Final manuscript
3. Submit endorsed research proposal to the Office of the Schools Division Superintendent – SGOD	February 4, 2025	Final manuscript, personal vehicle, locator slip
4. Seek permission from the Schools Division Superintendent, School Principal, and Cooperating Teacher	February 5–6, 2025	Permission letter, locator slip
5. Distribute consent/assent forms and orient participants	February 9–10, 2025	Consent forms, assent forms, printer ink, envelopes
6. Administer Pre-test	February 11, 2025	Pre-test questionnaire, bond paper
7. Implement Intervention (Dual Coding and Elaborative Interrogation Prompts) – 10 to 15 teaching sessions	February 12–March 25, 2025	Cartolina, manila paper, markers, masking tape, laptop, projector, printed activity sheets
8. Administer Post-test	March 28, 2025	Post-test questionnaire, bond paper
9. Tabulate data	April 6-7, 2025	Questionnaire results, laptop, statistics software
10. Analyze data (Mean, SD, Percentage, T-test)	April 10, 2025	Tabulated data, laptop, Jamovi/Excel software
11. Prepare results, discussion, and conclusions	April 15, 2025	Laptop, research notes

12. Finalize research manuscript	April 16-18, 2025	Laptop, printer, editing notes
13. Submit final research output to the School Principal and Schools Division Superintendent	April 20, 2025	Research output, locator slip

Appendix F

PARENTAL CONSENT

Greetings!

I, a student researcher of _____ under the program of _____, respectfully request your permission for your child/children, who are under 18 years of age, to participate in our study.

This study aims to determine how the use of storyboard can enhance Grade 8 students' engagement and comprehension in Filipino lessons. As part of this research, the participants will be asked to take part in classroom exercises and answer short reflection questions related to the lesson. These activities are designed to help your child actively participate, improve understanding of the lesson, and develop communication and critical thinking skills in Filipino.

Your participation will be a great help for the success of our study.

Thank you very much!

Respectfully yours,

Researcher

Noted:

ACKNOWLEDGMENT

I have read this consent form and give my consent for my child/children to participate in this study.

Guardian's name: _____

Date: _____

Contact no.: _____

Signature: _____

Approved:

Name: _____

Ethics Review Board Chair

Contact no.: _____

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa _____ ubos sa program sa _____, mapailubon ng nangayos sa inyong pagtugotaron ang inyong anak/anakngawala pa moabotsa 18 anyos moapila among pagtuon.

Ang pagtuon niini nagtinguha sa paghibalo kung giunsa sa paggamit sa storyboards sa klase sa Filipino makapahapsay sa partisipasyon ug pagsabotsamga sa estudyante sa Grade 8. Isip bahin sa pagtuon, ang mga partisipante hangyo sa pag-apil sa mga kalihokan sa sulod sa klase ug sa pagsulat og mubongamga reflection questions mahitungod sa leksyon. Kini ngamga kalihokan makatabang sa inyong anak sa pagpalambosai sa aktibong partisipasyon, pagsabotsaleksyon, ug komunikasyon ug critical thinking skills sa Filipino.

Ang inyong pagtugot dakokaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

Researcher

Noted:

ACKNOWLEDGMENT

Nasabtan na ko kining aporma ug naghatag ko og pagtugot ng amoapil ang akong anak/anak sa pagtuon.

Ngalansa Ginikanan: _____

Petsa: _____

Contact no.: _____

Pirma: _____

Giaprobahan:

Ngalan: _____

Ethics Review Board Chair

Contact no.: _____

KASABUTAN SA PAGTUGOT SA BATA

Ako, _____ si _____, tibuok kasingkasing ng amosugot ng mahimong bahin sa pagtuon sa gitawag nga **“Enhancing Students’ Interest in Learning Florante at Laura Through Storyboard to improve Understanding and Retention.”** Apil sa pamaagi ang pag-apil sa mga aktibidad sa klase ug pagtubagsamubongang reflection questions bahin sa leksyon aron masuta ang akong partisipasyon, engagement, ug focus sa klase. Nasayud ko ngawalakin makadaot ug dilikinimakahatag ug sakit o peligrosa akong lawas. Ang tanan ng akalihokan himuon sulod sa takdang oras sa klase ug dilimolapassakasagarang ng akalihokan sa eskwelahan.

Wala ko gipugos, gikulbaan, o giingnansabisan unsang paagiaron mo apil niining pagtuon.

Pirma sa Estudyante

Petsa

Saksi:

Ngalan ug Pirmasa Ginikanan Petsa

ASSENT FORM

I, _____, willingly agree to take part in the study titled **“Enhancing Students’ Interest in Learning Florante at Laura Through Storyboard to improve Understanding and Retention.”**Part of the procedure includes participating in activities in class and answering short reflection questions to observe and improve my engagement, participation, and focus during lessons. This activity is safe and will not cause any harm or discomfort. All activities will take place only during regular class hours and will not go beyond the usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Signature of Student

Date

Witness:

Name and Signature of Parent/Guardian

Date

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa College of Education ubos sa programa sa BSEd Filipino, mapailubon nga nangayo sa inyong pagtugot aron ang inyong anak/anak nga wala pa moabot sa 18 anyos moapil sa among pagtuon.

Ang pagtuon niini nagtinguha sa paghibalo kung giunsa sa paggamit sa storyboard sa klase sa Filipino makapahapsay sa partisipasyon ug pagsabot sa mga estudyante sa Grade 8. Isip bahin sa pagtuon, ang mga partisipante hangyoon sa pag-apil sa mga kalihokan sa sulod sa klase ug sa pagsulat og mubo nga mga reflection questions mahitungod sa leksyon. Kini nga mga kalihokan makatabang sa inyong anak sa pagpalambo sa iyang aktibong partisipasyon, pagsabot sa leksyon, ug komunikasyon ug critical thinking skills sa Filipino.

Ang inyong pagtugot dako kaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

MICHELLE M. TADECA
Researcher

Noted:

ACKNOWLEDGMENT

Nasabtan nako kini nga porma ug naghatag ko og pagtugot nga moapil ang akong anak/anak sa pagtuon.

✓Ngalan sa Ginikanan: Maryam N. Gordove
✓Contact no.: _____

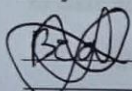
Petsa: Feb 13, 2026
✓Pirma: [Signature]

Giaprobahan:
Ngalan: _____
Ethics Review Board Chair
Contact no.: _____

ASSENT FORM

I, Bea Ross P. Gordove, willingly agree to take part in the study titled **"Enhancing Students' Interest in Learning Florante at Laura Through Storyboard to improve Understanding and Retention."** Part of the procedure includes participating in activities in class and answering short reflection questions to observe and improve my engagement, participation, and focus during lessons. This activity is safe and will not cause any harm or discomfort. All activities will take place only during regular class hours and will not go beyond the usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.



Signature of Student

Date Feb 13, 2026

Witness:

Maryori N. Gordove
gpa

Name and Signature of Parent/Guardian

Date

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa College of Education ubos sa programa sa BSED Filipino, mapailubon nga nangayo sa inyong pagtugot aron ang inyong anak/anak nga wala pa moabot sa 18 anyos moapil sa among pagtuon.

Ang pagtuon niini nagtinguha sa paghibalo kung giunsa sa paggamit sa storyboard sa klase sa Filipino makapahapsay sa partisipasyon ug pagsabot sa mga estudyante sa Grade 8. Isip bahin sa pagtuon, ang mga partisipante hangyoon sa pag-apil sa mga kalihokan sa sulod sa klase ug sa pagsulat og mubo nga mga reflection questions mahitungod sa leksyon. Kini nga mga kalihokan makatabang sa inyong anak sa pagpalambo sa iyang aktibong partisipasyon, pagsabot sa leksyon, ug komunikasyon ug critical thinking skills sa Filipino.

Ang inyong pagtugot dako kaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

MICHELLE T. TADECA

Researcher

Noted: _____

ACKNOWLEDGMENT

Nasabtan nako kini nga porma ug naghatag ko og pagtugot nga moapil ang akong anak/anak sa pagtuon.

Ngalan sa Ginikanan: Rosalina Visorro

Contact no.: _____

Giaprobahan:

Ngalan: _____

Ethics Review Board Chair

Contact no.: _____

Petsa: Feb 13, 2026

Pirma: [Signature]

ASSENT FORM

I, Nicholas Ferdie Visorro, willingly agree to take part in the study titled **"Enhancing Students' Interest in Learning Florante at Laura Through Storyboard to improve Understanding and Retention."** Part of the procedure includes participating in activities in class and answering short reflection questions to observe and improve my engagement, participation, and focus during lessons. This activity is safe and will not cause any harm or discomfort. All activities will take place only during regular class hours and will not go beyond the usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Signature of Student

Date Feb 18, 2020

Witness:

Rosalina Visorro

Name and Signature of Parent/Guardian

Date

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa College of Education ubos sa programa sa BSED Filipino, mapailubon nga nangayo sa inyong pagtugot aron ang inyong anak/anak nga wala pa moabot sa 18 anyos moapil sa among pagtuon.

Ang pagtuon niini nagtinguha sa paghibalo kung giunsa sa paggamit sa storyboard sa klase sa Filipino makapahapsay sa partisipasyon ug pagsabot sa mga estudyante sa Grade 8. Isip bahin sa pagtuon, ang mga partisipante hangyoon sa pag-apil sa mga kalihokan sa sulod sa klase ug sa pagsulat og mubo nga mga reflection questions mahitungod sa leksyon. Kini nga mga kalihokan makatabang sa inyong anak sa pagpalambo sa iyang aktibong partisipasyon, pagsabot sa leksyon, ug komunikasyon ug critical thinking skills sa Filipino.

Ang inyong pagtugot dako kaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

Michele T. TANECA

Researcher

Noted:

ACKNOWLEDGMENT

Nasabtan nako kini nga porma ug naghatag ko og pagtugot nga moapil ang akong anak/anak sa pagtuon.

Ngalan sa Ginikanan: Wilma Samson
Contact no.: 09274168910

Petsa: Feb 13, 2026

Pirma: [Signature]

Giaprobahan:

Ngalan: _____

Ethics Review Board Chair

Contact no.: _____

ASSENT FORM

I, Christian Bryce Sanosa, willingly agree to take part in the study titled **"Enhancing Students' Interest in Learning Florante at Laura Through Storyboard to improve Understanding and Retention."** Part of the procedure includes participating in activities in class and answering short reflection questions to observe and improve my engagement, participation, and focus during lessons. This activity is safe and will not cause any harm or discomfort. All activities will take place only during regular class hours and will not go beyond the usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Christian Bryce C. Sanosa

Signature of Student

Date Feb 13

Witness:

Wilma Sanosa

Name and Signature of Parent/Guardian

Date

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa College of Education ubos sa programa sa BSED Filipino, mapailubon nga nangayo sa inyong pagtugot aron ang inyong anak/anak nga wala pa moabot sa 18 anyos moapil sa among pagtuon.

Ang pagtuon niini nagtinguha sa paghibalo kung giunsa sa paggamit sa storyboard sa klase sa Filipino makapahapsay sa partisipasyon ug pagsabot sa mga estudyante sa Grade 8. Isip bahin sa pagtuon, ang mga partisipante hangyoon sa pag-apil sa mga kalihokan sa sulod sa klase ug sa pagsulat og mubo nga mga reflection questions mahitungod sa leksyon. Kini nga mga kalihokan makatabang sa inyong anak sa pagpalambo sa iyang aktibong partisipasyon, pagsabot sa leksyon, ug komunikasyon ug critical thinking skills sa Filipino.

Ang inyong pagtugot dako kaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

MICHELLE T. TANECA
Researcher

Noted:

ACKNOWLEDGMENT

Nasabtan nako kini nga porma ug naghatag ko og pagtugot nga moapil ang akong anak/anak sa pagtuon.

Ngalan sa Ginikanan: Teodoro Molit
Contact no.: _____

Giaprobahan:
Ngalan: _____
Ethics Review Board Chair
Contact no.: _____

Petsa: Feb 13, 2020
Pirma: _____

ASSENT FORM

I, Josh Nathan D Molit, willingly agree to take part in the study titled **"Enhancing Students' Interest in Learning Florante at Laura Through Storyboard to improve Understanding and Retention."** Part of the procedure includes participating in activities in class and answering short reflection questions to observe and improve my engagement, participation, and focus during lessons. This activity is safe and will not cause any harm or discomfort. All activities will take place only during regular class hours and will not go beyond the usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Josh Nathan Molit

Signature of Student

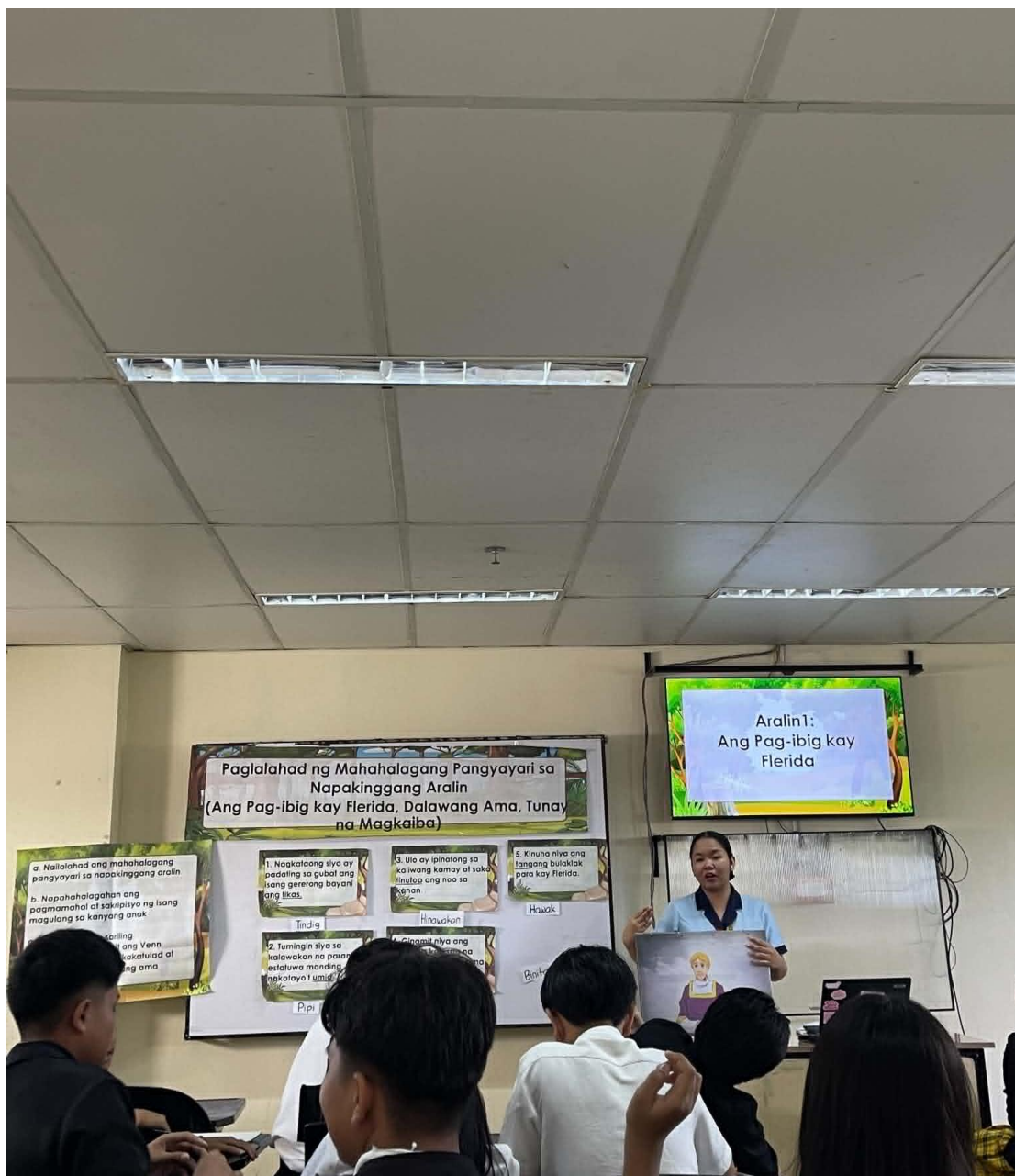
Date Feb 13, 2020

Witness:

Teddy Molit

Name and Signature of Parent/Guardian

Date









Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER

CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: _____

College/Department: _____

Research Title: _____

Data Gathering Procedure:

a. Type of Research: (Kindly check)

- | | | |
|---|--|---|
| ☐ Quantitative | ☐ Qualitative | ☐ Experimental |
| ☐ Approved Research Title & Problem/Objectives | ☐ Approved Data Gathering Procedure | ☐ Approved Data Gathering Instrument/Data Sheets |

b. Respondents/Participants/Subject/Samples to be Collected: _____

c. Procedure:

- | | | | |
|---------------------------------|------------------------------------|--|---|
| ☐ Survey | ☐ Interview | ☐ Experimentation | ☐ Laboratory Testing |
|---------------------------------|------------------------------------|--|---|

d. Place of Implementation/Study Area: _____

If to be conducted outside the school campus, indicate the nature of transportation to be used:

- | | | | |
|--|---|---------------------------------|--|
| ☐ Own private vehicle | ☐ public utility vehicle | ☐ rental | ☐ Others, please indicate _____ |
|--|---|---------------------------------|--|

e. Date/s of Implementation/Sampling: _____

Attachments:

- | | |
|--------------------------|---|
| ☐ | Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted |
| ☐ | Signed Parents' Consent |

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

Thesis/Research Adviser

Thesis/Research Instructor

Approved by:

College Dean

CONTROLLED DOCUMENT

INFORMED CONSENT FORM

1. I volunteer to participate in the research undertaken by Michelle T. Tañeca from the College of Education, Misamis University. I understand that the research is designed to gather information about using role-playing activities to enhance students' engagement and focus in Filipino class. I will be one of the participants who will be surveyed for this research.
2. My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.
3. This research will involve my participation in role-playing activities and answering short reflection questions during class. I understand that these activities are designed to be safe, interesting, and educational. If, however, I feel uncomfortable in any way during the survey session, I have the right to decline to answer any question or to end the survey.
4. The survey will last approximately 3-5 minutes.
5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.
6. I understand that this research has been reviewed and approved by the DSAS Head of Misamis University.
7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

Participant's Signature

Date

For further information, please contact:

Michelle T. Taneca (09383625786/ tanecamichelle1019@gmail.com)

CURRICULUM VITAE**PERSONAL DATA**

Name: Michelle T. Tañeca
Date of Birth: May 9, 2003
Place of Birth: Zamboanga City, Philippines
Address: Aguada, Ozamiz City, Misamis Occidental, 7200
Status: Single
Citizenship: Filipino
Religion: Roman Catholic
Email Address: tanecamichelle1019@gmail.com

**EDUCATION**

Tertiary: Bachelor of Secondary Education Major in Filipino
Misamis University
H.T. Feliciano St., Ozamiz City, Misamis Occidental
Secondary: Olutanga National High School
Solar Olutanga, Zamboanga Sibugay, Philippines
2020 - 2021
Primary: Villacorte Elementary School
Villacorte Olutanga, Zamboanga Sibugay, Philippines
2014-2015



MISAMIS UNIVERSITY

Ozamiz City
College of Education



RESEARCH ROUTING FORM

Date: August 25, 2026

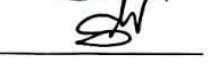
Name of Candidate: MICHELLE T. TAÑECA

Sem./SY: 2nd Semester 2025-2026

Program: Bachelor of Secondary Education

Major: Filipino

Title of Research: Enhancing Students' Performance in Florante at Laura Through the use of
Storyboard

	Signature	Date
Adviser: Mr. <u>Joenard L. Tuastomban, MAEd</u>		<u>8/25/26</u>
Program Head: <u>Joenard L. Tuastomban, MAEd</u>		<u>8/25/26</u>
Chairman: <u>Genelyn R. Baluyos, EdD</u>		_____

Grammarly Result: 98/100

Approved for REPRODUCTION/PUBLICATION:


GENELYN R. BALUYOS, EdD
Dean, College of Education

Taneca- Action Research (Final) - Copy

by Prem Shop

General metrics

48,629	6,651	508	26 min 36 sec	51 min 9 sec
characters	words	sentences	reading time	speaking time

Writing Issues

✓ No issues found

Plagiarism

This text hasn't been checked for plagiarism

Unique Words

18%

Measures vocabulary diversity by calculating the only once in your document

unique words percentage of words used

42%

rare words

Rare Words

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

Word Length

5.6