

**Developing a Storybook for Listening  
Comprehension Skills of Kindergarten Learners**

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Education)

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## Abstract

This research study aimed to develop a storybook as a tool to enhance the listening comprehension skills of kindergarten learners. Specifically, the study focused on determining the content and other features of the storybook, designing the storybook, and evaluating the designed storybook to aid in the listening comprehension skills of kindergarten learners. Researchers employed the developmental research method, particularly the Input-Process-Output (IPO) model. The input for the study included the DepEd curriculum guide on the competencies of listening comprehension skills for kindergarten learners, DepEd Storybooks Writing Standards, and data gathered from respondents. Thematic analysis was utilized to examine the results of face-to-face interviews, which involved two (2) kindergarten teachers from a private sectarian school and two (2) teachers from a public school in Iloilo. Based on the suggestions obtained and interpreted from the respondents, it was determined that the content and features of the storybook must be developmentally appropriate for kindergarten learners to comprehend the story. Additionally, the storybook should include fictional characters, with illustrations and language use that are age-appropriate. In designing the storybook, the illustrations should be neat and presented in a simple and appropriate manner. The storylines must be easy to understand, and the topics or themes should be relevant to children. This study, therefore, aimed to design and develop a storybook to enhance the listening comprehension skills of kindergarten learners.

## Chapter 1

### Introduction

#### Background and Rationale of the Study

Modeling good listening habits for children is one of the finest methods to teach them. Students do learn many foundational skills by watching others. Teachers can model active listening skills with their students to show what it looks like to be an active listener by making eye contact, participating in meaningful conversations with students, and asking follow-up questions (Listenwise, 2022).

Listening comprehension is defined as the capacity to comprehend spoken words. This entails identifying speech sounds and understanding the precise meaning of each word. This study shows that children can relate to stories and information they have heard and grasped. Moreover, childhood is a period of excitement and wonder. It is also a time when children learn a significant amount to develop physically, cognitively, socially, and emotionally. All four of these domains are interconnected by strong listening comprehension (Mcilroy, 2021).

To overcome the longstanding impediment of poor listening comprehension, one effective method is through the aid of reading aloud storybooks. According to Shavlik (2020), a study published in the journal *Frontiers in Psychology*, children prefer storybooks that explain the functions of the world around them. Additionally, there are numerous ways to encourage young readers using storybooks. Children might be asked to retell the story after hearing the teacher read it aloud. Retelling stories to children are beneficial because it compels them to pay close attention, use their memory, and expand their vocabulary as they must find the right words to express what they have remembered. Interactive read-aloud sessions, in which the teacher facilitates a discussion and asks open-ended questions, are extremely beneficial. This strategy

stimulates active interaction with the text and aids students in comprehending the story's structure and purpose (Morrison & Lisa Wheeler, 2019).

In the DepEd K-12 Curriculum, the domains of Language, Literacy, and Communication have been identified. Narrative Coherence (Storytelling) issues have become a stumbling block for children with poor narrative coherence, as they often leave out important information or provide excessive details (Kroncke, 2022). Recent studies have indicated that reading methods can be taught to kindergarten-aged children during read-aloud sessions to enhance children's listening comprehension. Retelling can also be a useful strategy for both enhancing and aiding listening comprehension (Jennings, Caldwell, & Lerner, 2014). During retelling, teachers gain insight into how learners assemble the information provided in a text. This process allows teachers to understand what information learners retain and find significant when their comprehension of a text is monitored and assessed.

Thus, using these methods can enhance the listening comprehension skills of kindergarten learners. When learners listen to a story, the absence of visual signals aids in their ability to process and envision the story. Their ability to speak clearly, with purpose and consideration for their audience, is elevated when children learn to tell stories. Additionally, children learn to listen intently and support one another when working in small groups.

Therefore, the purpose of this study is to design and develop storybooks to aid the listening comprehension skills of kindergarten learners.

### **Objectives of the study**

Generally, this research study aimed to develop a storybook for listening comprehension skills of kindergarten learners.

Specifically, this study is intended to:

1. Determine the content and feature of the storybook.
2. Designed and developed a storybook in aiding the listening comprehension skills of kindergarten learners.
3. Evaluated the storybook in developing the listening comprehension skills of kindergarten learners.

### **Theoretical Framework Schema Theory**

This study is based on Jean Piaget's Schema theory, which posits that our minds have mental frameworks helping organize information during listening and reading (IB Psychology, 2017). Piaget believed that children are born with a basic mental structure (genetically inherited and developed), forming the foundation for subsequent learning and knowledge. Schemata facilitate the listening process, as listeners engage in a series of actions to derive meaning from the text based on their intentions, expectations, inferences, and prior knowledge. According to schema theory, any text, whether spoken or written, cannot convey meaning on its own (Huang, 2009).

Comprehending spoken words, sentences, and entire texts requires the capacity to link the material to one's own knowledge. Listening models built on the schema theory are, in general, significant discoveries. These three listening models, strongly tied to the schema theory, are the (1) bottom-up model, (2) the top-down model, and (3) the interactive model. Regarding the significance of this theory as a foundation of knowledge in developing a

storybook, it pertains to a learner's response following the viewing or hearing of a story and the teacher's inquiry about whether the student comprehends the term being used. A child has acquired schemata if, after watching or hearing a story, he or she responds when the teacher asks whether they understand the word they heard.

### *Situation Model Theory*

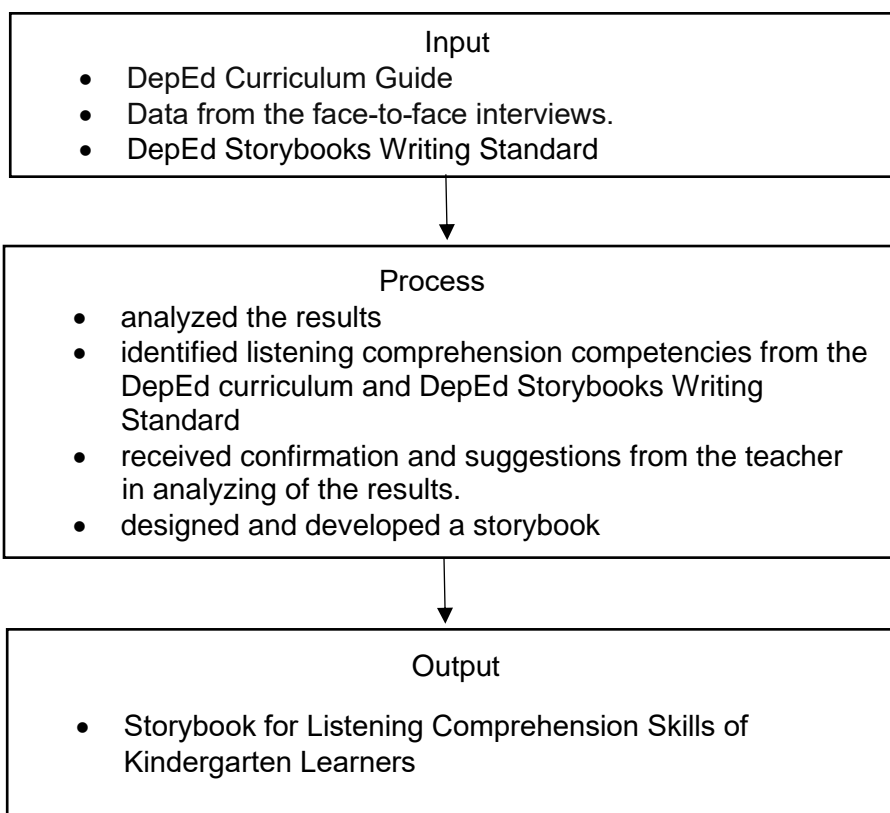
Text comprehension emphasizes the creation of a coherent mental representation known as the situation model (Graesser, Singer, & Trabasso, 1994). According to the situation model theory, comprehension necessitates the integration of text-based representations and activated prior knowledge, which is constantly updated by the ongoing situation. To achieve comprehension, readers must take the text literally and apply it to their knowledge base, all while constructing meanings using the situation model. When reading a text, readers' comprehension is continually updated based on the situations they encounter. This is where the unpredictability of the situation model comes into play. Furthermore, mental representations are dynamic and constantly changing as the reader reads. The ongoing reading activity should take place concurrently, allowing readers to revise their situation models to construct a coherent understanding of the text.

## Conceptual Framework

The primary aim of this study is to come up with a storybook. In the input stage, listening comprehension competencies were identified from the DepEd curriculum. Thematic analysis was employed to better understand the results from the face-to-face interviews. Moreover, the DepEd Storybooks Writing Standard was used as a guide in the creation of the storybook. Moreover, the suggestions of the teachers were considered.

In the process phase, the researchers analyzed the results from the face-to-face interview, identified listening comprehension competencies from the DepEd curriculum and DepEd Storybooks Writing Standard, received confirmation and suggestions from the teachers in analyzing of the results, and finally designed and developed a storybook to aid the listening comprehension skills of kindergarten learners.

The researchers designed and developed a storybook to aid the listening comprehension skills of kindergarten learners based on the DepEd curriculum guide on competencies of listening comprehension skills of kindergarten learners, DepEd Storybooks Writing Standards, and the suggestions of the teachers during the face-to-face interview.



## **Definition of Terms**

The following terms used in the study are defined and presented conceptually and operationally to ensure clarity and better understanding.

**Content** - refers to the substance or material included within the storybook, encompassing characters, plot, settings, themes, dialogue, and all the information or narrative contained within the pages. Essentially, it is everything that makes up the story being told. In the study, the content of the researcher-made storybook had a theme of "Green Education." The storybook had two characters and was set in a village. It was developmentally appropriate for kindergarten learners and was supposed to be A3 in size. Each page was required to have 1-2 lines with a maximum of 5 lines. The font size ranged between 72 and 100, and the font style could be Century Gothic or any other Sans-Serif typeface, such as Arial, Helvetica, Calibri, Comic Sans, or Avant Garde.

**Design** - in a storybook is defined as the arrangement and organization of elements such as illustrations, text, layout, and structure. It involves deliberate planning and execution of visual and textual elements to enhance the story. In this study, design specifically referred to the researcher-made storybook.

**Green Education** - is a comprehensive program that provides learners with meaningful, hands-on, real-world, and authentic learning experiences outside of the traditional curriculum. It enables learners to investigate environmental issues, solve problems, and take action to better the environment. In this study, Green Education was the chosen theme for the storybook.

**Kindergarten learners** - are school children aged at least 5 years old, as defined by the Kindergarten Education Act of 2012 or Republic Act No. 10157. In this study, kindergarten learners referred to the pupils enrolled in the following schools: two (2) kindergarten teachers in a private-sectarian school and (2) teachers from a public school in Iloilo, observed together with their teacher, using the storybooks to enhance their listening comprehension skills.

**Listening Comprehension Skills** - are defined as the ability to understand spoken language. This includes recognizing speech sounds and understanding the meaning of individual words. In this study, listening comprehension skills referred to the learner's understanding of information received by listening to stories and being able to relate within the context of their own experiences.

**Storybook** - encompass a wide range of works and genres, including classics of world literature, picture books, and easy-to-read stories written exclusively for children. They also consist of fairy tales, lullabies, fables, folk songs, and other materials primarily transmitted orally or more specifically described as writing for and used by children and young people, whether it be drama, poetry, fiction, or non-fiction. In this study, it referred to the storybook developed as an instructional material based on the data driven from the teachers. The storybook was a physical book with a fictional plot that featured elements of Mother Nature and green education.

### **Significance of the Study**

The results of this study would provide significant benefits to the following:

**Pupils.** This study will benefit kindergarten pupils as they engage in various activities to enhance their listening comprehension skills.

**Teachers.** This study holds significance for teachers as it provides the basics of developing a storybook and aids in improving the listening comprehension skills of their students.

**Parents.** This study will be beneficial to parents who want to improve their child's listening comprehension skills in the comfort of their own home.

**Future Researchers.** This study may serve as a foundation for future research on how to enhance the listening comprehension skills of kindergarten learners using a storybook.

**Administrators.** This study will assist school administrators and directors in determining the effectiveness of using storybooks to aid the listening comprehension skills of kindergarten learners in their schools.

### **Scope and Limitations**

This study aimed to enhance the listening skills of kindergarten learners through the content of the storybook. The researchers designed and developed storybooks to aid kindergarten learners in their listening comprehension skills. The final product was a physical storybook with a fictional plot featuring elements of green education. The study was limited to the participation of two (2) kindergarten teachers from a private-sectarian school and two (2) teachers from a public school in Iloilo. Data were gathered through face-to-face interviews. The study utilized a developmental research design, focusing on

the listening comprehension skills of children after reading aloud the researcher-made storybook. It commenced in August 2022 and concluded in November 2023.

## Chapter 2

### Review of Related Literature and Studies

This chapter presents the concepts and theories, studies which are related to the research investigation.

#### Related Concepts and Theories

##### *Storybook for Kindergarten Learners*

A storybook, better known as children's literature, is a book that illustrates different stories for young children. Mustakim (2005) defines a storybook as a 'child's haven' since it contains a story through a combination of text and illustrations that invoke curiosity and imagination. As children approach preschool age, storybooks are used in many ways to support their literacy development, especially their listening skills. Listening to their teacher read aloud a story supports listening comprehension, a crucial skill for their development. Storytelling induces prevailing emotions and insights, influencing preschool learners through captivating story structures, descriptions, and life-lesson narratives (Serrat, 2010). Bruce (2014) affirmed that stories can be narrated to children anywhere, making different storylines and scenarios exciting and lively. Riddersporre (2014) claimed that children learn a lot from storybooks, especially as it affects their listening skills. These have become valuable in indicating and demonstrating that storybooks can hold essential benefits for preschoolers' language development and promote their oral language and listening skills.

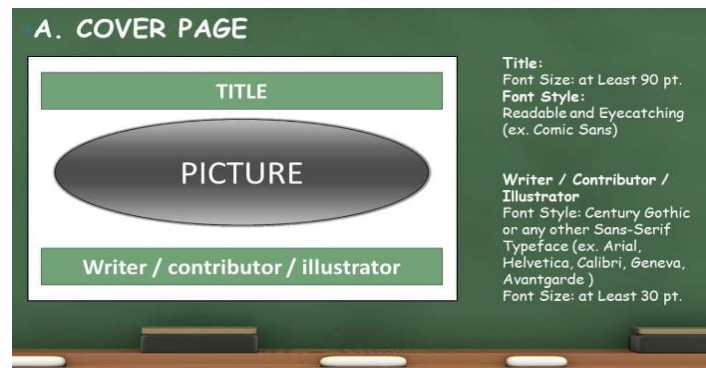
### *Contents and Features of a Storybook*

While creating and selecting children's storybooks, educators and scholars also consider crucial aspects listed under the headings 'internal structure' and 'external structure' of children's reading products. For instance, topics, characters, environments, themes, messages, language, and expression should all be taken into consideration when choosing and/or preparing the internal structure aspects of children's storybooks. Dimensions, covers, bindings, paper quality, page arrangement, and images should all be considered when selecting and/or preparing storybooks for children. In a study examining 100 children's books created for primary school students, Gönen, Katranc, Uygun, and Uçuş (2011) note a lack of variety in children's book sizes, a less robust usage of bindings and covers, and generally uninteresting and limited subjects. Moreover, some novels include grammatical problems and fail to convey a lesson to young readers through the plot or characters. The researchers observe that the books' messages mostly take the form of moral guidance and/or social regulations, yet the number of illustrations in the children's books under examination is found to be high.

### *How Storybooks are written to Enhance the Listening Comprehension Skills of Kindergarten Learners*

Choosing the right books is crucial for enhancing listening comprehension skills. According to the DepEd Storybook Writing Standards for Big and Small Books, a storybook must include a cover page, copyright page, title page, preface, and acknowledgment. The content should be developmentally appropriate, and big books should be A3 in size. Each page

must have 1-2 lines with a maximum of 5 lines. The font size ranges between 72 and 100, and the font style can be Century Gothic or any other Sans-Serif typeface (Arial, Helvetica, Calibri, Comic Sans, Avante Garde). The text should be written at an appropriate reading level and contain interesting and engaging content to keep the learner's attention. Picture books with visual cues should also be included to help learners understand the story. The most effective storybooks assist children in making connections between the text and their real-life experiences. Teachers can encourage these connections by asking students to relate the story to their own experiences or current events, helping them understand the significance and relevance of the story, thereby increasing their interest and motivation to engage with the text.



These are specifications and guidelines from DepEd, but they do not represent absolute standards. The cover page can also be modified.



DepEd prescribes these guidelines for the social content.

In conclusion, the use of storybooks as a tool for improving kindergarten students' listening comprehension skills is well supported and effective. To be effective, teachers must choose the right books, present them in an interactive and engaging manner, and encourage students to make connections to their real-world experiences. Teachers can help young children develop a love of reading while also improving their language development and listening comprehension skills.

#### *Storybook on the Listening Comprehension Skills*

A crucial ability for preparing young children for later reading comprehension is listening comprehension (Jalongo, 2008). To handle the academic rigors of school and acquire adequate reading skills, it is essential for children to develop strong listening abilities. Children who actively listen can more quickly integrate what they hear into their body of knowledge than their passive counterparts. According to Tramel (2011), children with high listening comprehension skills also exhibit better attention spans and memories. Vandergrift (2007) notes that listening comprehension is a highly integrative skill as it is frequently the first ability that students acquire. Additionally, the capacity for listening comprehension aids in the acquisition of vocabulary and grammatical competence. It is crucial to the growth of a child's other abilities, including survival, social, and intellectual skills.

Thus, one of the abilities most indicative of long-term success in school is listening comprehension (Jeanne, 2010; Brown, 2012). Children can enhance their literacy and listening skills by engaging with tales and stories (Zevenbergann & Whitehurst, 2003). Those with strong listening comprehension can comprehend, recall, discuss, and retell stories in their own words. Developing strong listening skills early in

life is crucial as it contributes to becoming a proficient communicator and academic achiever. This proficiency extends to their general social life, conversational skills, and reading comprehension. Children can improve their literacy and listening skills in both their primary and second languages through exposure to tales and stories (Zevenbergann & Whitehurst, 2003). Those with robust listening comprehension skills are better equipped to comprehend, retain, discuss, and articulate a tale in their own terms. Fostering this talent early in life is essential, as good listeners tend to become effective communicators and perform well academically in adulthood.

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Thus, it is thought that one of the abilities most indicative of long-term success in school is listening comprehension (Jeanne, 2010; Brown, 2012). Children can enhance their literacy and listening skills by engaging with tales and stories (Zevenbergann & Whitehurst, 2003). Children with strong listening

comprehension can comprehend stories, recall them, debate them, and even retell them in their own words. Since strong listeners evolve into good communicators and tend to perform well academically, acquiring this crucial talent early in life is imperative. It has an impact on their general social life, academic achievement, conversational skills, and reading comprehension. Children can improve their literacy and listening skills in both their primary and second languages by listening to tales and stories (Zevenbergann & Whitehurst, 2003). Children with strong listening comprehension skills may comprehend, retain, discuss, and even repeat a tale in their own terms. Developing this talent early in life is essential because good listeners tend to become good communicators as adults and perform well academically.

### **Related Studies**

The Schema theory by Jean Piaget suggests that our minds have mental frameworks that organize information during listening and reading. It helps listeners form meaning from texts based on their intentions, expectations, inferences, and prior knowledge. The three listening models based on schema theory are bottom-up, top-down, and interactive. This theory is crucial in developing storybooks, as it refers to a learner's response to a story and their understanding of the term being used.

According to the Situation Model theory, the text comprehension involves creating a situation model, a coherent mental representation that is constantly updated by the ongoing situation. This model requires readers to apply the text to their knowledge base and construct meanings. The unpredictability of the situation model plays a crucial role in this process.

Reading should occur concurrently, allowing readers to revise their situation models. Mental representations are dynamic and constantly changing, requiring concurrent reading activity to revise situation models for a coherent understanding of the text.

### *Effects of Short Stories on the Development of Listening Skills*

According to Köroğlu's (2020) research, short stories offer gratifying content, aid in vocabulary acquisition, enhance language learners' listening comprehension skills, help participants become more comfortable with complex grammatical patterns, and increase students' exposure to diverse cultures. Therefore, storytelling is one option to address this issue. Second, Santos (2018) confirmed that adopting storytelling techniques in the classroom has advantages and helps students' listening abilities. The results indicate that children gained confidence following the completion of the first two storytelling exercise sheets, as they became aware of various options available to enhance their listening abilities. This study focuses on the activities that students engage in while listening to storytelling and their reactions to its use, whereas earlier research concentrated on the tactics, content design, and outcomes of storytelling in the classroom.

### *Use of Stories to Develop Listening Comprehension Skills*

Learning how to listen is crucial, as it requires one to concentrate on what the other is saying to comprehend the message. Santos (2018) defines hearing as the process of selecting and assigning meaning to sounds. Students attempt to prioritize what they want to hear and what they can identify when they listen. Individuals can only acquire listening comprehension if both the top-down and bottom-up listening processes are engaged simultaneously. On the other hand, a student's listening difficulties will

impact their writing, speaking, and reading abilities. If a pupil is unable to comprehend the issue being discussed, they cannot respond to questions or speak. In language classrooms, listening is crucial for several reasons, according to Rost (1994): a. Since listening provides students with input, and learning cannot begin until input is correctly understood, listening is the foundation of language learning. c. The definition of spoken language is the ability to communicate with students to attain learning objectives. The goal of authentic spoken language instruction is to help students comprehend the language used by native speakers. Teachers use listening exercises to introduce students to new vocabulary, grammar, and language patterns.

According to Santos (2018), teachers can help students retain existing knowledge and acquire new knowledge by telling stories appropriate for their language level. It is important to remember that storytelling is an active endeavor. Students attempt to convey the entire story through a storytelling exercise in class, and they also get to watch a storyteller perform.

### **Synthesis**

The Schema Theory of Jean Piaget is crucial in developing storybooks, as it pertains to a learner's response to a story and their understanding of the terms being used. It assists listeners in forming meaning from texts based on their intentions, expectations, inferences, and prior knowledge. The situation model emphasizes comprehension that necessitates the integration of text-based representations and activated prior knowledge, which is constantly updated by the ongoing situation.

The literature on listening comprehension skills, storybooks, factors affecting listening comprehension, and the effects of storybooks on listening comprehension is limited to kindergarten learners. Hearing stories, reciting

them, and using memory techniques help children acquire and improve this skill. The development of children's listening abilities during the early stages of life is critical for the development of their other language abilities, such as speaking, reading, and writing. However, today's children encounter problems with listening because they do not receive enough listening lessons in school and do not participate in enough activities to improve their listening skills.

Although children are naturally capable individuals who can learn how to listen, understanding what they have heard is a different scenario. Listening comprehension skills are important as a communication ability. In fact, without these skills, children won't be able to speak and read properly. Storybooks can help children improve their listening skills by allowing them to imagine pictures in their minds. These abilities assist children in picturing and comprehending words as they listen. Children learn to enjoy the sound of language even before they become aware that words are printed on a page. Reading books aloud to children fosters their imaginations and broadens their perspective on the world. However, due to the limited availability of relevant storybooks, the primary goal of the researchers in this study is to develop a storybook that can help kindergarten students improve their listening comprehension skills. The content of our storybook is about Green Education. Other topics to consider include peace education, risk reduction, indigenous people, and health awareness.

These are topics that are relevant in today's generation of children. According to previous research on storybooks that we have reviewed, the majority of studies revolve around reading comprehension. The researchers focused on developing a storybook that emphasizes listening comprehension skills because these skills are a crucial aspect of a child's development. Acquiring listening comprehension skills will also help them develop literacy skills such as reading and writing in the long run.

### Chapter 3

#### Methodology

This Chapter presents the research design, participants of the study, research instrument, and the procedures for data gathering, data processing, data analysis and ethical consideration.

#### Research Design

The study utilized the developmental research method, specifically the Input-Process-Output (IPO) model, to design and develop storybooks for kindergarten learners. Developmental research is defined as a systematic study of the design, development, and evaluation of programs, processes, and learning products that need to meet validity, practicality, and effectiveness criteria (Richey & Klein, 2014). The figure below illustrates the input-process-output model as the dominant approach to understanding and apprehending the concept of this research.

<i>Input</i>	<i>Process</i>	<i>Output</i>
<ul style="list-style-type: none"> <li>• DepEd curriculum's competencies on listening comprehension skills for kindergarten learners,</li> </ul>	<ul style="list-style-type: none"> <li>• analyzed the results from the face-to-face interview</li> <li>• identified listening comprehension competencies from the DepEd curriculum and DepEd Storybooks Writing Standard</li> <li>• received confirmation and suggestions from the teacher in analyzing of the results.</li> </ul>	Storybook for kindergarten learners

<ul style="list-style-type: none"> <li>• DepEd Storybooks Writing Standard</li> <li>• Data from face-to-face interview</li> </ul>	<ul style="list-style-type: none"> <li>• designed and developed a storybook to aid the listening comprehension skills of kindergarten learners</li> </ul>	
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*Figure 1. The Input-Process-Output in the Development of Storybooks in the Listening Comprehension of Kindergarten Learners*

Figure 1 presents the paradigm of the study. The term 'input' refers to the data, information, or variables that are provided or entered into a research study (Buxton & Hanney, 2018). In this study, the input includes the DepEd curriculum guide on the competencies of listening comprehension skills of kindergarten learners, DepEd Storybooks Writing Standard, and data from face-to-face interviews with kindergarten teachers from both a private-sectarian school and public schools in Iloilo. The process involved the analysis of data, observations conducted, data gathering procedures, and the statistical treatment of data (Canonizado, 2021). Thematic analysis was employed to analyze the results from the face-to-face interviews. The researchers collected the DepEd curriculum guide on competencies of listening comprehension skills and the DepEd Storybooks Writing Standard and confirmed their findings through the suggestions of the teachers resulting from the analysis. Subsequently, the researchers designed and developed a storybook to aid the listening comprehension skills of kindergarten learners. The output included the results or findings that are generated as a result of

conducting the research (Guthrie). In this study, output referred to the development of the storybooks based on the DepEd curriculum guide on competencies of listening comprehension skills of kindergarten learners, DepEd Storybooks Writing Standards, and the suggestions of the teachers during the face-to-face interview.

### **Participants of the Study**

The participants in the study consisted of two (2) kindergarten teachers from a private-sectarian school and two (2) teachers from a public school in Iloilo. The researchers conducted interviews with these teachers using a validated questionnaire prepared for this purpose.

#### **Inclusion Criteria**

- The teacher must be a licensed kindergarten teacher who has taught for more than one year in a classroom set-up.

#### **Exclusion Criteria**

- Non-licensed teacher who has no experience in teaching kindergarten learners.

### **Data Gathering Instrument**

In this study, the researchers employed a validated interview guide to collect data through scheduled face-to-face interviews with the respondents.

### **Data Gathering Procedure**

The researchers collected data by conducting face-to-face interviews with two (2) kindergarten teachers from a private-sectarian school and two (2)

teachers from a public school in Iloilo. Formal consent letters regarding their availability were sent to the chosen participants in two (2) private-sectarian schools and two (2) public schools in Iloilo through Google email. The researchers prepared for the interviews by studying the kindergarten curriculum guide and DepEd storybook writing standards. Subsequently, they developed interview guide questions tailored for kindergarten teachers.

The researchers transcribed and analyzed the responses obtained from the participants. The study commenced in August 2022 and concluded in November 2023.

### **Developing Storybook Procedure**

The researchers aligned the content of the storybook with the theme of the study and engaged a professional graphic designer for its illustration. Following the completion of the illustrations, the researchers incorporated the dialogue in accordance with DepEd storybook writing standards. The storybook underwent analysis and evaluation by expert kindergarten teachers using a validated checklist and received suggestions. Subsequently, the researchers finalized the storybook and submitted it to the printing press for printing and publication.

### **Data Analysis**

Thematic analysis was employed to analyze data from face-to-face interviews with kindergarten teachers, following the six phases described by Braun and Clarke (2006). These phases included familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing a report.

## **Ethical Considerations**

Given the significance of ethics in research and the difficulties associated with it, the main ethical principles were obeyed during the conduct of this study. To make sure that the research was carried out in an appropriate manner, certain ethical concerns were considered. The researchers asked for formal permission from the specific schools where the respondent teachers work. Moreover, the rules of the schools were obeyed, and confidentiality of the participant learners were protected. Furthermore, the researchers followed all the terms and conditions of private and public school in Iloilo.

### *Informed Consent*

The decision to participate in this study was entirely up to the respondents. They were requested to fill out an informed consent in seeking their voluntary participation. This information was prominently displayed by the research tool. In line with this, the researchers made sure to provide the necessary details, such as the goal and scope of the study, so that participants were completely informed. Respondents showed full understanding regarding the implications of their participation and made an informed decision whether or not to participate, free of pressure or coercion. It can be stated that the researchers respected the decisions of the respondents.

### *Confidentiality*

The researchers stated beforehand that the responses of respondents will be kept confidential. Confidentiality refers to the fact that the researchers knew the participants but will not reveal their identities in the final report as stated explicitly in the accompanying information letters

and consent forms. There was no ethical issue with responses not remaining confidential if individuals were clearly aware that they will be identified and that the report will be distributed to superiors or competitors.

#### *Protection from Harm*

The researchers ensured that the participants' psychological health was taken cared of while they were enrolled in the study. Participants did not suffer any psychological harm, such as humiliation or a drop in self-esteem. Furthermore, the risk of moral injury was avoided by researchers, particularly when tapping young or vulnerable subjects.

#### *Dissemination Plan*

The finished study was published in the CPU College of Education Research Journal, as well as in the CPU Repository "Bahandian" and "Patubas." The CPU College of Education research journal is where all finished studies are published. Future researchers will be able to gain knowledge and new perspectives that will aid them in their research. Bahandian is the institutional repository of the Central Philippine University for the management, dissemination, and preservation of digital materials that represent the scholarly work of the academic community and its affiliates and their faculty members and students. Access is generally unrestricted, in compliance with the Open Archives Initiative (OAI) protocol for metadata harvesting, which makes such archives interoperable and cross-searchable.

### *Storage of Data*

In conducting this study, the researchers made sure that personal information was protected and not shared with unauthorized persons. Thus, the data were kept confidential and secured with the researchers. The researchers informed the participants that the personal data were destroyed when was no longer needed, but made a clear distinction between the personal data that will be kept confidential and eventually destroyed and the anonymized research data that will be retained indefinitely and made available to others.

### *Discussion on Risk and Benefit Assessment*

The identified negligible risk was that teachers might not have the time to participate in the interview or are concerned about disruptions to their daily routines. To mitigate this risk, the researchers considered the teacher's time and availability. In accordance with this, the researchers discussed and agreed on a schedule with the teachers, ensuring that the times scheduled were also free and available for them. Another identified risk deemed minor was that teachers may be hesitant to share information about their strategies that enhance their learners' listening comprehension skills. To avoid this risk, the researchers cross-checked the information shared by teachers with research and literature on listening comprehension to ensure its accuracy. Meanwhile, the primary benefit was that the participants were able to use the storybook defined based on their suggestions in their teachings, which could help enhance the learners' listening comprehension skills. Disposal of primary materials and research data was done in accordance with university information management policies. In order to dispose of the research materials, the storybooks were offered to the kindergarten teachers in exchange of their interest. The teachers can utilize them to enhance the listening comprehension skills of the kindergarten learners.

## Chapter 4

### Results and Discussions

This chapter discusses the responses gathered from expert kindergarten teachers through Key Informant Interviews (KII). The respondents covered the set questions about the content and features of the developed storybook.

#### **Contents and Features of Storybook**

Table 1 shows the content and features of the storybook for kindergarten learners as advised by the private and public-school kindergarten teachers. Based on the themes generated from the answers of the participants during the interview, the content of the storybook must have fictional characters, and age-appropriate for children to understand. It was additionally emphasized that the content of storybooks should include illustrations and the use of age-appropriate words to capture the learners' interest and encourage them to listen and participate.

According to Mustakim (2005), a story book is a "child's haven" because it tells a tale using a combination of text and pictures that will pique readers' interest and spark their imagination. Storybooks are utilized in a variety of ways to help learners develop their literacy as they get closer to preschool age, particularly in the area of listening. Storytelling employs engrossing tale forms, descriptions, and life-lesson narratives to elicit prevalent emotions and insights in children (Serrat, 2010).

Research shows that in selecting or preparing the internal structure elements of children's storybooks, the topic, character, environment, theme, message, and language and expression should all be taken into account (Gönen, Katranc, Uygun, and Uçuş, 2011). According to Pentimonti (2010),

reading behaviors in early childhood education are mostly influenced by fictional story books. Given that speaking animals, cars, and supernatural and magical events do not fit with children's prior experiences and knowledge, it is evident that these elements do not occur in children's real life. This suggests that including these elements in children's stories makes learning more challenging for young readers (Leveers & Harris, 2012 ; Lillard & Sobel, 2012).

**Table 1**

*Contents and features of Storybook for Kindergarten Learners*

Participant	Significant Answer	Code	Themes
1	<i>"They are interested in fables. Fairy tales such as "The Frog Prince" are not what they show interest in to. If I mention "The Frog Prince" They would say They misunderstood; and won't pay attention to the story." Something was mentioned, but it was usually about fables. They are uninterested in fairy tales."</i>	They prefer fables as storybook content.	Fictional Characters
2	<i>"The storybook that I read for them is entitled Under the Sea. "</i>	They prefer storybooks with fictional characters.	Fictional characters
3	<i>"The key to making them understand and perform well is to make sure that the book that you choose is age appropriate."</i>	Storybooks should be age appropriate in order for them to understand.	Age-appropriate storybooks
4	<i>"The illustrations are child-friendly and it is attractive to look at."</i>	The illustrations should be child-friendly and desirable.	Age-appropriate storybook

## **Design of storybook**

### Table 2 Design of Storybook

Table 2 shows the design of the storybook as advised by the kindergarten teachers. Based on the themes generated from the answers of the participants during the interview, the design of the storybook should be neat and without visual cues, it must have an excellent workmanship. Highfalutin words or jargons must be avoided, meaning that the storybook must have age-appropriate words and sentences. Additionally, it must have an age-appropriate storyline and content.

These results are aligned with the DepEd Storybook Writing Standards for Big and Small Books. The text should be written at an appropriate reading level and contain interesting and engaging content that will keep the learner's attention. It is also a good idea to incorporate picture books containing visual elements, as these can aid in learners' comprehension of the narrative. The best storybooks help children draw connections between what they read and what they have experienced in real life. By encouraging students to connect the narrative to their personal experiences or current affairs, teachers can foster these kinds of connections. This approach assists students in understanding the significance and relevance of the story, which can increase their interest and motivation to engage with the text.

**Table 2***Design of a Storybook*

Participant	Significant Answer	Code	Themes
1	<i>“The pictures should be neat, and when a child listens to a story, the absence of visual cues helps them imagine the story and they are also able to process the story.”</i>	The pictures should be neat and absence of visual cues.	Workmanship
2	<i>“The illustration is very important in storytelling because through pictures children can identify the characters and also they can identify what will happen next if they saw illustrations.”</i>	Illustration is very important.	Workmanship
3	<i>“Use words that are appropriate for their age, you must avoid highfalutin words.”</i>	Age-appropriate words	Age- Appropriate words and pictures.
	<i>“Simple, short, and concise sentences and words. You have to design a book that is age appropriate so that when the child opens that book they will not be intimidated.”</i>	Simple, short, and concise sentences and words.	
	<i>“The key to understanding the story is through the pictures. The younger the children are, the less the words, the bigger the pictures.”</i>	Less words, bigger pictures.	
4	<i>“Easy to understand kind of storylines of books and then relatable experience, experiences of the children. “</i>	Simple storylines	Age- Appropriate words and pictures.

## **Designing and developing of storybook for the listening comprehension skills of kindergarten learners**

The development of the storybook for enhancing the listening comprehension skills of kindergarten learners is guided by input from both private and public-school teachers. The results and analysis of the conducted interviews determined the design, dialogue, and theme of the storybooks aimed at improving the listening comprehension skills of kindergarten learners.

The content of the storybook was created based on themes generated by the participants, combined with experiences and inspiration from other storybooks. The content was determined by the themes emphasized in the participants' answers and the DepEd Storybook Writing Standard, aiming to develop storybooks for enhancing the listening comprehension skills of kindergarten learners.

The content of the storybook addresses environmental concerns, which stem from human interference or mistreatment of the planet's systems, including air, water, and soil. Our world is facing an imminent environmental disaster, making us more susceptible to catastrophes and disasters both now and in the future.

The storybook was developed collaboratively by the researchers and a professional graphic designer. The researchers handled all aspects, including design, illustration, dialogue, and theme, ensuring that the content was comprehensive, creative, and suitable for kindergarten learners. Below is a sample excerpt from the developed storybooks designed to enhance the listening comprehension skills of kindergarten learners.

Figure 1 shows the cover page of the storybook.

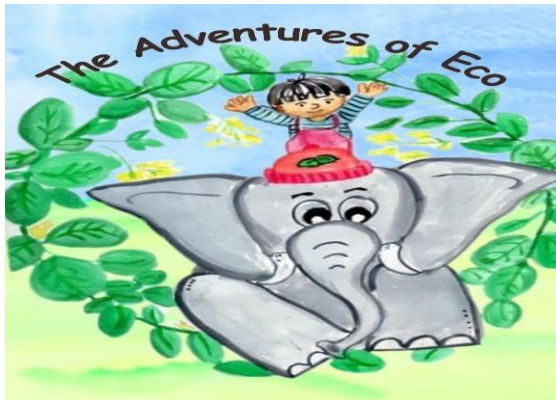


Figure 2 shows the name of the authors and the illustrator.

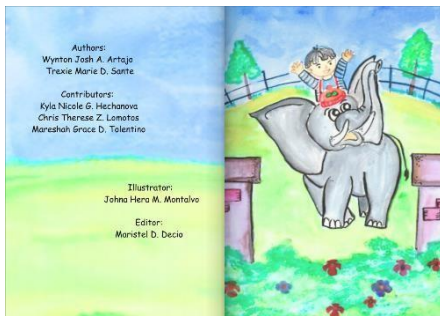
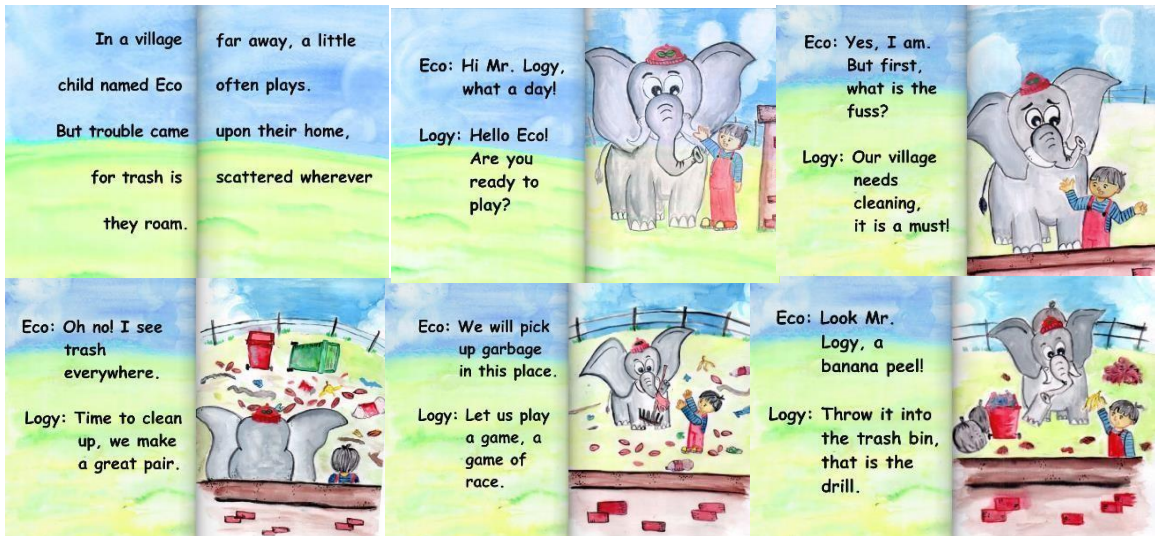


Figure 3 shows the content of the story





### Evaluation of the Storybooks

The designed storybook for kindergarten learners underwent evaluation using a Likert scale by two teachers from a private sectarian school and two public school teachers. The results indicate that the developed storybook effectively supports the listening comprehension skills of kindergarten learners. Each criterion received a rating from 1 to 4, with 1 being the lowest and 4 being the highest satisfaction level.

Criterion 1 focused on the storybook content, including the cover page, copyright page, title page, and last page. The evaluators gave it a mean value of 3, suggesting high satisfaction, although some aspects were noted as lacking in the content presentation.

Criterion 2 assessed the font style's legibility and size, and it received a mean value of 4, indicating high satisfaction with the font style.

Criterion 3 evaluated whether the storybook content aligns with the study's theme, 'green education,' and received a mean value of 4, showing high satisfaction with the alignment.

Criterion 4 assessed the readability and eye-catching nature of the storybook, receiving a mean value of 4 for high satisfaction in both aspects.

Criterion 5 measured the interest and engagement level of the content, obtaining a mean value of 4, indicating high satisfaction with the engaging nature of the content.

Criterion 6 evaluated whether the content is age-appropriate for kindergarten learners, receiving a mean value of 4 and emphasizing its age-appropriateness.

Criterion 7 assessed the presence of pleasing sounds, rhythms, and patterns, receiving a mean value of 4 for high satisfaction in these auditory aspects.

Criterion 8 evaluated whether the storybook contributes to kindergarten learners' understanding of community care. It received a mean value of 4, indicating high satisfaction with its educational value.

Criterion 9 assessed whether the use of color suits the storybook's content, receiving a mean value of 4, indicating high satisfaction with the color choices.

Criterion 10 evaluated the overall design's suitability for kindergarten learners, receiving a mean value of 4 for high satisfaction.

Criterion 11 assessed whether the words used in the story are age-appropriate, receiving a score of 3, suggesting room for improvement in this aspect.

In summary, the storybook received an overall rating of 4, indicating high satisfaction with its quality and alignment with the evaluation criteria.

<b>Criteria for Evaluation</b>	<b>Mean</b>	<b>Interpretation</b>
1. The Storybook includes cover page, copyright page, title page, last page.	3	<b>Highly Satisfied</b>
2. The font style of the storybook is big and legible.	4	<b>Highly Satisfied</b>
3. The content is aligned with the theme of the study. (Green Education)	4	<b>Highly Satisfied</b>
4. The storybook is readable and eye catching	4	<b>Highly Satisfied</b>

5. The content is interesting and engaging.	4	<b>Highly Satisfied</b>
6. The content is age-appropriate, suited for the level of kindergarten learners.	4	<b>Highly Satisfied</b>
7. The storybook has pleasing sounds, rhythms, patterns.	4	<b>Highly Satisfied</b>
8. The storybook will help Kindergarten pupils learn how to take care of their community.	4	<b>Highly Satisfied</b>
9. The use of color suits the content of the storybook	4	<b>Highly Satisfied</b>
10. The overall design of the storybook is suitable for kindergarten learners.	4	<b>Highly Satisfied</b>
11. The words use in the story are age-appropriate.	3	<b>Highly Satisfied</b>
Overall	4	<b>Highly Satisfied</b>

**Scale:**

3.21 to 4.0- Highly Satisfied

2.41 to 3.20- Satisfied

1.61 to 2.40- Neutral

1 to 1.60- Dissatisfied

## **Chapter 5**

### **Findings, Conclusions, and Recommendations**

This chapter presents the summary, findings, conclusions, and recommendations based on the data analyzed in the previous chapter. The primary goal of this developmental study was to design and develop a storybook to aid in the listening comprehension skills of kindergarten learners. We conducted interviews with four (4) kindergarten teachers, adhering to the inclusion and exclusion criteria.

#### *Summary*

Generally, this research study aims to develop a storybook as a tool to enhance the listening comprehension skills of kindergarten learners. Specifically, the study intends to determine the content and other features of the storybook, design the storybook to aid in the listening comprehension skills of kindergarten learners, and develop and evaluate the storybooks for the enhancement of listening comprehension skills in kindergarten learners. The study utilized the developmental research method, specifically the Input-Process-Output (IPO) model, to develop storybooks for kindergarten learners. However, it is important to note that this study is limited to the involvement of two (2) kindergarten teachers from a private-sectarian school and two (2) teachers from a public school in Iloilo.

#### *Findings*

Based on the obtained and interpreted suggestions from the respondents, the researchers designed and developed a storybook that will aid the listening comprehension skills of kindergarten learners.

1. As suggested by the teacher-participants, the content and features of the storybook must be developmentally appropriate in order for them to understand the story. It must be entertaining and captivating for kindergarten learners, and it must have fictional characters. Moreover, the storybook should have minimum illustrations, age-appropriate words and the design must have excellent workmanship.
2. The researchers adhered to the DepEd Storybook Standard in designing and developing various elements, including the cover page, inside back cover, title page, and content. They also followed guidelines for font size, which ranges from 72 to 100, Comic Sans font style, and maintaining 1-2 lines with a maximum of 5 lines. The respondents suggested that the pictures should be neat and free of visual cues. A simple and straightforward presentation of the story is recommended, as it enhances children's engagement. To further improve understanding and engagement, the storybook should incorporate elements that connect with the real-life experiences of kindergarten learners. This can be achieved by including familiar settings, characters, or situations that they can easily relate to, making the story more relevant and meaningful. Moreover, it's advised that the storybook should have fewer words and bigger pictures. Paper quality, page arrangement, and images should all be carefully considered when choosing or preparing storybooks for children.
3. The developed and designed storybook received an overall mean of 4.0 in the evaluation, indicating that the validators considered it a quality product aligned with the evaluation criteria.

### *Recommendations*

Based on the aforementioned conclusion, the following are recommended:

1. The content of the storybook, featuring age-appropriate material and captivating illustrations, incorporates entertaining and rhyming words to capture the learners' attention and encourage active listening and participation. The overall evaluation of the storybook was commendable, achieving a highly satisfactory rating. This reflects that both the content and features are developmentally appropriate for enhancing the listening comprehension skills of kindergarten learners.
2. Teachers can utilize the designed and developed storybook as an instructional tool to enhance the listening comprehension skills of kindergarten learners. The storybook facilitates learners in developing their listening comprehension by incorporating meaningful and relatable topics related to "green education." This approach supports teaching them and promotes the importance of taking good care of the environment.
3. There is a need to conduct this study for the benefit of future researchers, as listening comprehension skills play a crucial role in development, especially during the early years. It is essential for kindergarten learners to cultivate attentive listening skills, which are vital for effective communication. Storybooks offer an opportunity for children to practice active listening. Future researchers should broaden the scope of this study by creating multiple storybooks designed to enhance the listening comprehension skills of kindergarten learners. They can investigate the effectiveness of storybooks not only for kindergarten learners but also for other age groups.

## *Conclusion*

Based on the findings of the study, the researchers arrived at the following conclusions:

1. The storybook for Kindergarten learners can enhance their listening comprehension skills. This is supported by Riddersporre's study (2014), where he claimed that children learn a lot from storybooks, and it positively influences their listening skills. These findings indicate and support the idea that storybooks can have significant positive effects on preschoolers' language development, enhancing their oral language and listening abilities.
2. The developed storybook adheres to the DepEd Storybook Standard and incorporates feedback from expert Kindergarten teachers. The illustrations are crafted to be interesting and engaging to maintain the learner's interest. It is recommended to include picture books with visual aids to help students better comprehend the plot. Effective picture books facilitate connections between the narrative and the readers' personal experiences. This aligns with Gülerüz's study (2006), which emphasizes considering elements such as topic, character, environment, theme, message, language, and expression when preparing the internal structure of children's storybooks. Similarly, external aspects like dimensions, covers, bindings, paper quality, page arrangement, and images should all be carefully considered in the selection or preparation of storybooks for children.
3. The criteria for evaluating the storybook encompass an overview of its content and features, including the cover page, copyright page, title page, and the last page. The design and elements of the storybook are

tailored to be age-appropriate for kindergarten learners. As a result, the validators assigned an overall rating of 'highly satisfactory' to the developed and designed storybook.

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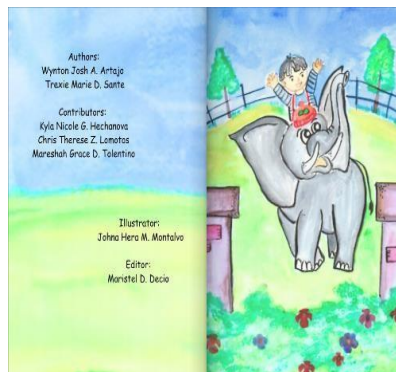
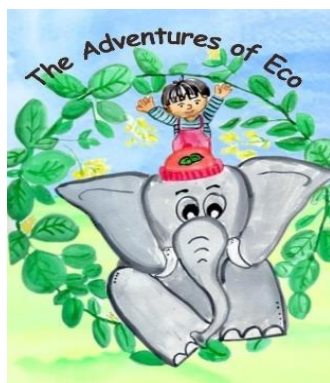
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## APPENDICES

## Appendix A

### Illustration and layout of the storybook



In a village far away, a little child named Eco often plays. But trouble came upon their home, for trash is scattered wherever they roam.

Eco: Hi Mr. Logy, what a day!  
 Logy: Hello Eco! Are you ready to play?

Eco: Yes, I am. But first, what is the fuss?  
 Logy: Our village needs cleaning, it is a must!

Eco: Oh no! I see trash everywhere.  
 Logy: Time to clean up, we make a great pair.

Eco: We will pick up garbage in this place.  
 Logy: Let us play a game, a game of race.

Eco: Look Mr. Logy, a banana peel!  
 Logy: Throw it into the trash bin, that is the drill.

Eco: Raking leaves, picking up mess.  
 Logy: Keeping it clean, that is progress.

Eco: Thank you, Mr. Logy for the advice!  
 Logy: You are welcome, Eco! This place looks nice.

Eco: Now our place is garbage-free!  
 Logy: Cleaning is truly the key.

Eco: Together let us clean and leave no trace!  
 Logy: So our planet will be a better place.

**The end.**

## APPENDIX B

## LETTER FOR ORAL PROPOSAL PRESENTATION

November 21, 2022

**Prof. Jorvelyn J. Espinosa**  
Faculty, College of Education  
Central Philippine University

Dear Prof. Espinosa:

Christian Greetings!

We, a group of learners in Educ 3111 Research in Education will be having our research oral title presentation on December 2, 2022 at 1:00-2:00 p.m.

In line with this, we would like to invite you to be a member of the panel for our research proposal entitled: **“Developing a Storybook for Listening Comprehension Skills of Kindergarten Learners”**

Attached herewith is our research proposal manuscript for your perusal.

([https://docs.google.com/document/d/1BziD51SKLhBdvt6jw\\_qDb27sP8umSHuT/edit?usp=share\\_link&oid=112752636499030560683&rtpof=true&sd=true](https://docs.google.com/document/d/1BziD51SKLhBdvt6jw_qDb27sP8umSHuT/edit?usp=share_link&oid=112752636499030560683&rtpof=true&sd=true))

We are extending our heartfelt thanks in anticipation to a positive response.

Very truly yours,

  
Mareshah Grace D. Tolentino  
Research Leader

Members:

  
Wynton Josh A. Artajo

  
Kyla Nicole G. Hechanova

  
Chris Therese Z. Lomotos

  
Trexie Marie D. Sante

Noted:

  
BELINDA R. VALAQUIO, Ph.D

## LETTER FOR ORAL PROPOSAL PRESENTATION

November 21, 2022

**Dr. Annalee L. Cocjin**  
Faculty, College of Education  
Central Philippine University

Dear Dr. Cocjin:

Christian Greetings!

We, a group of learners in Educ 3111 Research in Education will be having our research oral title presentation on December 2, 2022 at 1:00-2:00 p.m.

In line with this, we would like to invite you to be a member of the panel for our research proposal entitled: **“Developing a Storybook for Listening Comprehension Skills of Kindergarten Learners”**

Attached herewith is our research proposal manuscript for your perusal.  
([https://docs.google.com/document/d/1BzjD51SKLhBdvt6jw\\_gDb27sP8umSHuT/edit?usp=share\\_link&oid=112752636499030560683&rtpof=true&sd=true](https://docs.google.com/document/d/1BzjD51SKLhBdvt6jw_gDb27sP8umSHuT/edit?usp=share_link&oid=112752636499030560683&rtpof=true&sd=true))

We are extending our heartfelt thanks in anticipation to a positive response.

Very truly yours,

  
Mareshah Grace D. Tolentino  
Research Leader

Members:

  
Wynton Josh A. Artajo

  
Kyla Nicole G. Hechanova

  
Chris Therese Z. Lomotos

  
Trexie Marie D. Sante

Noted:

  
BELINDA R. VALAQUIO, Ph.D

## LETTER FOR ORAL PROPOSAL PRESENTATION

November 21, 2022

**Prof. Remedios E. Alog**  
Faculty, College of Education  
Central Philippine University

Dear Prof Alog:

Christian Greetings!

We, a group of learners in Educ 3111 Research in Education will be having our research oral title presentation on December 2, 2022 at 1:00-2:00 p.m.

In line with this, we would like to invite you to be a member of the panel for our research proposal entitled: **“Developing a Storybook for Listening Comprehension Skills of Kindergarten Learners”**

Attached herewith is our research proposal manuscript for your perusal.  
([https://docs.google.com/document/d/1BzjD51SKLhBdvt6jw\\_gDb27sP8umSHuT/edit?usp=share\\_link&oid=112752636499030560683&rtpof=true&sd=true](https://docs.google.com/document/d/1BzjD51SKLhBdvt6jw_gDb27sP8umSHuT/edit?usp=share_link&oid=112752636499030560683&rtpof=true&sd=true))

We are extending our heartfelt thanks in anticipation to a positive response.

Very truly yours,

  
Mareshah Grace D. Tolentino  
Research Leader

Members:

  
Wynton Josh A. Artajo

  
Kyla Nicole G. Hechanova

  
Chris Therese Z. Lomotos

  
Trexie Marie D. Sante

Noted:

  
BELINDA R. VALAQUIO, Ph.D

**APPENDIX C**  
**CERTIFICATE OF APPROVAL**

**March 22, 2023**

To Whom It May Concern:

This is to certify that **Mareshah Grace D. Tolentino, Wynton Josh A. Artajo, Kyla Nicole G. Hechanova, Chris Therese Z. Lomotos, and Trexie Marie D. Sante** had defended their research proposal last December 1, 2022. The title of their research study is **“Developing Storybooks for Listening Comprehension Skills of Kindergarten Learners”**. The panel also recommended for the study to be accomplished during the second semester, AY 2022-2023, and approved this research proposal.

This certification is issued upon the request of the above-named students for the purpose of their research proposal undergoing ethics review.



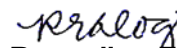
**Dr. Annalee L. Cocjin**  
Chairman, Evaluation Committee




**Dr. Belinda R. Valaquio**  
Adviser



**Prof. Jorvelyn J. Espinosa**  
Panel Member



**Prof. Remedios E. Alog**  
Panel Member

for  OC  
**DR. MERLE L. JUNSAY**  
Dean

## Appendix D

### LETTER FOR THE VALIDATORS IN VALIDATING THE INTERVIEW GUIDE

Dear \_\_\_\_\_

Christian Greetings!

We, the members of the research group BECEd-3, are conducting research study entitled "**Developing a Storybook for Listening Comprehension Skills of Kindergarten Learners**"

In this regard, we would like to request for your expertise in validating the Interview Guide and the questionnaire that will serve as the instruments of the study that we plan to conduct.

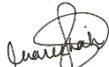
We are confident that you will help us determine the errors in our instrument and help us correct them, knowing your experience and skills in Research.

Attached herewith is the copy of our research objectives, research instruments and the Criteria for Validation by Good and Scates.

We are hoping for your favorable response to this matter.

Thank you and God bless.

Truly yours,



Mareshah Grace D. Tolentino  
Group Leader

Noted:



DR. BELINDA R. VALAQUIO  
Research Teacher


**Appendix E**  
**CERTIFICATE OF VALIDATION**

**March 22, 2023**

To Whom It May Concern:

This is to certify that the research instruments, Interview Guide and Rating Scale, to be used by **Mareshah Grace D. Tolentino, Wynton Josh A. Artajo, Kyla Nicole G. Hechanova, Chris Therese Z. Lomotos, Trexie Marie D. Sante** in their research study entitled "**Developing Original Storybooks for Listening Comprehension Skills of Kindergarten Learners**" were validated by the undersigned considering their content, construct, face and criterion validity.

Issued this March 22, 2023.

  
**BELINDA R. VALAQUIO, Ph.D.**  
Faculty of Research

  
**Prof. Remedios E. Alog**


Validator

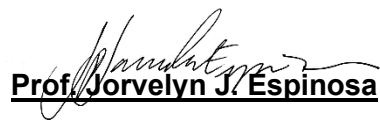
**CERTIFICATE OF VALIDATION****March 22, 2023**

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Issued this **March 22, 2023.**

  
**BELINDA R. VALAQUIO, Ph.D.**  
Faculty of Research


  
**Prof. Jorvelyn J. Espinosa**  
Validator

**CERTIFICATE OF VALIDATION****March 22, 2023**

To Whom It May Concern:

This is to certify that the research instruments, Interview Guide and Rating Scale, to be used by **Mareshah Grace D. Tolentino, Wynton Josh A. Artaio, Kyla Nicole G. Hechanova, Chris Therese Z. Lomotos, Trexie Marie D. Sante** in their research study entitled "**Developing Original Storybooks for Listening Comprehension Skills of Kindergarten Learners**" were validated by the undersigned considering their content, construct, face and criterion validity.

Issued this **March 22, 2023.**

  
**BELINDA R. VALAQUIO, Ph.D.**  
Faculty of Research & Validator

## Appendix F

### LETTER TO THE PRINCIPAL

Dear Principal \_\_\_\_\_,

Warm Greetings!


We are a group of students from Central Philippine University who are conducting a research study entitled **“Developing a Storybook for Listening Comprehension Skills of Kindergarten Learners”**


In this connection, we would like to invite the teachers from your school to be participants in a Key Informant Interview at your convenient time. You can inform us the day, date, and time when we can gather data needed towards the accomplishment of the research objectives. Furthermore, we would like to request for the list of teachers who are willing to participate in this research endeavor.

The responses to the questions that the participants will be sharing will be treated with utmost confidentiality and will be regarded as essential and valuable expert contribution to resource materials development in Research Proposal. Moreover, we would like to assure you that health protocols will be maintained.

On behalf of our group of researchers, I would like to express our sincere gratitude to you for your valued contribution to the achievement of this research study.

Truly yours,

  
Mareshah Grace D. Tolentino  
Group Leader

Noted:  
  
DR. BELINDA R. VALAQUIO  
Research Teacher

## Appendix G

### LETTER TO THE RESPONDENTS

Date: \_\_\_\_\_

To the Respondent:

Sir/Madam: \_\_\_\_\_

Greetings!

We are a group of students of the College of Education, Central Philippine University. We are conducting a study entitled **“Developing a Storybook for Listening Comprehension Skills of Kindergarten Learners”** in partial fulfillment of the requirements for the degree Bachelor of Early Childhood Education. The purpose of this study is to develop a storybook in aiding the Listening Comprehension Skills of Kindergarten Learners.

In line with this, the undersigned is inviting you to be a participant and humbly requesting for your time and expertise in answering the interview questions that will assist us in realizing the proposed objectives of our study.

A copy of the Interview Guide is attached for your reference.

Your valuable responses to this interview will surely aid in this undertaking.

I am looking forward for your positive response regarding this request.

Thank you and more power.

Very truly yours,

Name of the researchers:

1. Mareshah Grace D. Tolentino
2. Wynton Josh A. Artajo
3. Kyla Nicole G. Hechanova
4. Chris Therese Lomotos
5. Trexie Marie D. Sante

## Appendix H

### LETTERS TO THE PARTICIPANTS

#### INFORMED CONSENT

**Title of the Study: “DEVELOPING A STORYBOOK FOR LISTENING COMPREHENSION SKILLS OF KINDERGARTEN LEARNERS”**

**Purpose of the Study:** You are being asked to participate in a study narrating your knowledge about the storybooks for Listening Comprehension Skills of Kindergarten Learners”

**Procedure and Duration:** You are being asked to participate in an interview with a guide questionnaire. The answers from the interview will be encoded by the researchers. Your participation is entirely voluntary. You may discontinue participating in this research anytime or decide not to answer any questions, without penalty.

The answers to the questions of this study will be taken to protect your privacy and kept as confidential as possible of any records generated by this research. Only the research teacher and the research students will have the access to the answers of the interviews and transcripts. No individual identities will be used in any reports or documents resulting from the study, without your permission.

The researchers are available to explain everything in detail if you have any questions about what you are being asked to do, or the information on this form. You are welcome to ask questions at any time.

I have been informed of any and all possible risk or discomforts.

I have read the statements contained herein, had the opportunity to fully discuss my concerns and questions, and fully understand and character of my involvement in this research program as a human subject, and the attendant risks and consequences.

I give my permission to share the manuscript of this interview. \_\_\_ Yes \_\_\_ No

Research Participant : \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix I

### INTERVIEW GUIDE FOR RESPONDENTS

**Participant's Name:**

**School:**

**Date:**

Questions for Teachers:

1. What storybooks (its title, genre, content, features, theme) have you read to the children where they were able to perform well and understand the story by just listening to you?
2. What specific routines or transitions you do or use in your storytelling?
3. What was the response of your pupil/learner every time you conducted a storytelling?
4. How do you differentiate your instruction for your learners with varying levels of listening comprehension skills?
5. What kind of storybook could catch the attention of the learners by just listening?
6. What do you think is the important aspect in storytelling that develops good listening skills to your learners?
7. What type of storybooks should we avoid?
8. How can storybook/s be designed in a manner that encourages learners in their listening comprehension skills? Will illustrations be included in the storybook, and what style will they be in?
9. How does lack of listening skill affect learners?
10. In your own opinion, how important is the storybook in the listening comprehension skills of children?
11. What are your suggestions in making a storybook?

## Appendix J

### SURVEY INSTRUMENT VALIDATION RATING SCALE

(Adapted from Good and Scates)

Likert Scale Questionnaire.

(This section is for the evaluation of the Compilation of Instructional Resources in Social Studies)

Kindly put a (/) check on your chosen answer.

**SA- Strongly Agree**

**SD- Strongly Disagree**

**A- Agree**

**D- Disagree**

	<b>SA (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>SD (1)</b>
1. The Storybook includes cover page, copyright page, title page, last page.				
2. The font style of the storybook is big and legible.				
3. The content is aligned with the theme of the study. (Green Education)				
4. The storybook is readable and eye catching				
5. The content aims to be interesting and engaging.				
6. The content is age appropriate, suited for the level of kindergarten learners.				

7. The storybook has pleasing sounds, rhythms, patterns.				
8. The storybook will help them learn how to take care of their community				
9. Does the use of color suits the content of the storybook?				
10. The storybook promotes empathy and understanding towards nature and the environment.				
11. The storybook's characters are relatable and likeable.				
12. Does the scenarios provide opportunities for children to reflect on their own actions and choices?				

**Appendix K**  
**LETTER FOR GRAMMARIAN**

November 18, 2023

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Professor, College of Education  
Central Philippine University  
Jaro, Iloilo City

Dear Prof. \_\_\_\_\_,

I hope this letter finds you well.

In partial fulfillment of our requirements for EDUC 3220 Research in Early Childhood Education, we college students of Central Philippine University, taking up Bachelor of Early Childhood Education.

We are writing to request your assistance as a grammarian for our study entitled, **“Developing a Storybook for Listening Comprehension Skills of Kindergarten Learners”**.


Your expertise in grammar would greatly contribute to the accuracy and quality of our research findings. We understand your time is valuable and assure you that we will accommodate your schedule. Your contribution will be acknowledged in the research report. We look forward to the possibility of working together.

We believe that you are with us in our enthusiasm to finish this requirement as compliance for our study and to develop our well-being. We hope for your positive response on this humble matter.

Your approval to be our grammarian in this study will be greatly appreciated. For further questions please contact us at [mareshahgrace.tolentino-20@cpu.edu.ph](mailto:mareshahgrace.tolentino-20@cpu.edu.ph).

Thank you very much!

Respectfully yours,

  
Mareshah Grace D. Tolentino  
Group Leader

## Appendix L

### LETTER FOR ETHICAL REVIEW



**Central Philippine University**  
**College of Education**  
 ACSCU-AAI Accredited, Level IV  
 Tel. No. (63-33)3291971 loc. 1069/1078  
 coedsec@cpu.edu.ph




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March 22, 2023

\_\_\_\_\_  
 Chair, CPU Research Ethics Committee  
 Central Philippine University  
 Jaro, Iloilo City 5000

Dear Dr. \_\_\_\_\_:

Christian Greetings!

We would like to apply for ethical review of our research proposal entitled Creating a Blueprint of an Outdoor Natural Playground for Kindergarten. This study aims to gather results and prepare a blueprint of an outdoor natural playground from second week of August 2022 until first week of August 2023. With regards to the ethical aspect, participants' informed consent will be presented before proceeding to the actual gathering of data. Information from the participants will be handled with utmost confidentiality during the entire duration of the study. Ethical issues and concerns will be addressed based on CPU Research Ethics Committee requirements.

In line with this, the undersigned is humbly requesting for your time and expertise in assessing the proposed study with the attached instrument for committee review. Moreover, your valuable comments and suggestions regarding ethical concerns will surely aid in this undertaking.

Attached are the Research Proposal (Chapters 1-3), Questionnaire, Informed Consent Form, Curriculum Vitae, Timeline, and Approval Sheet of the proposal signed by the members of the panel.

May this merit your kind attention and approval. Thank you and God bless.

Very truly yours,

Researchers:

Mareshah Grace D. Tolentino

Wynton Josh A. Artajo

Kyla Nicole G. Hechanova

Chris Therese Z. Lomotos

Trexie Marie D. Sante