EDUCATION

Enhancing Students' Performance in Florante at Laura Through the Use of Storyboard

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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

1 Introduction

1.1 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-Muñoz (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 Abdelrahman (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 Abdelrahman (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. Storyboard-

ing 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 was conducted in a public secondary school in the Division of Ozamiz City. It focused 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.

1.2 Storyboarding 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-Villalobos 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. Others 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.

1.3 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?

1.4 Null hypothesis

$H_0$1: There is no significant difference in the students' level of performance in Florante at Laura before and after the implementation of storyboarding.

2 Methodology

2.1 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. 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.

2.2 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 serves 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 provided a suitable environment for implementing a storyboard intervention that aimed to promote a more interactive and student-centered learning experience.

2.3 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.

2.4 Research instruments

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

Achievement test. 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.

The scale in Table 1 was used to classify test performance.

Table 1. Performance-level scale for the 50-item achievement test.

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

Lesson plans. 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.

2.5 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.

2.6 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.

2.7 Data analysis

The following statistical methods were employed for data analysis using JAMOVI 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.

2.8 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.

2.9 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.

3 Results and discussion

3.1 Students' performance in Florante at Laura before the implementation of storyboarding

Table 2 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 = 23.6, SD = 3.97). 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, Babyak 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 2. Level of students' performance in Florante at Laura before the implementation of 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	100.0	23.6	3.97

Note: 42–50 (Outstanding); 38–41 (Very Satisfactory); 34–37 (Satisfactory); 30–33 (Fairly Satisfactory); 0–29 (Did Not Meet Expectations).

3.2 Students' performance in Florante at Laura after the implementation of storyboarding

Table 3 presents students' performance level in Florante at Laura after the implementation of storyboarding. Overall, the learners' performance improved to the Outstanding level with an overall mean score of (M = 46.5, SD = 4.31). 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. 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 3. Level of students' performance in Florante at Laura after the implementation of 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	100.0	46.5	4.31

Note: 42–50 (Outstanding); 38–41 (Very Satisfactory); 34–37 (Satisfactory); 30–33 (Fairly Satisfactory); 0–29 (Did Not Meet Expectations).

3.3 Difference in students' performance before and after the implementation of storyboarding

Table 4 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 0.001 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 = 4.31). 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 4. Difference in students' performance in 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	4.31			

Note: ***p < 0.001 (very highly significant); **p < 0.01 (highly significant); *p < 0.05 (significant).

4 Summary and conclusions

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.

4.1 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.

4.2 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.

4.3 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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