

Effectiveness of Puppet-Assisted Storytelling in Enhancing Listening Comprehension Among Grade 2 Learners

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ABSTRACT

This study examined the effectiveness of puppet-assisted storytelling in enhancing the listening comprehension of Grade 2 learners identified as struggling readers. Conducted within the Tara Basa! Program at Nagkaisang Nayan Elementary School, the research addressed the critical need to strengthen this foundational literacy skill, which is often underemphasized in Philippine public schools. Utilizing a one-group pretest-posttest quasi-experimental design, the study purposively sampled fifteen (15) participants based on teacher assessments and diagnostic tests confirming their difficulties in listening comprehension. A researcher-developed instrument measured competencies in recalling events, determining purpose, and analyzing reasoning before and after the intervention. Results demonstrated substantial improvements across all domains: recalling events increased from a medium to a very high level, determining purpose improved from very low to medium, and analyzing reasoning rose from very low to low. A paired-samples t-test confirmed a statistically significant difference between the pretest and posttest scores ($p < .001$), indicating a strong positive impact. The study concludes that puppet-assisted storytelling is a highly effective pedagogical strategy for developing listening comprehension in young, struggling learners. It is recommended that educators integrate this multimodal approach into regular literacy instruction. Furthermore, the findings suggest the value of adopting interactive, engaging teaching methodologies that cater to diverse learning styles to foster more inclusive and effective educational environments.

Keywords: Listening Comprehension, Puppet-Assisted Storytelling, Elementary Education, Literacy Intervention, Pedagogical Strategy

Introduction

Listening comprehension is one of the basic elements of language learning and an important skill that facilitates reading, speaking, and writing acquisition, particularly during the early years of education. It refers to the ability to actively comprehend spoken language, interpret its meaning, and react accordingly. As Alqahtani points out, listening is a non-passive operation since it involves decoding, interpreting, and integrating information, hence making it of paramount importance for learners to effectively master academic content and instructions [1]. Though of such great significance, listening comprehension is still a largely under-emphasized skill in primary schooling in the Philippines, with greater emphasis traditionally given to reading and writing.

In most public primary schools, especially in disadvantaged communities, students face challenges in comprehending oral

texts because of insufficient vocabulary, inadequate exposure to interesting oral activities, and few learner-centered approaches (Espiritu & Calimag, 2021). The problem has become more pronounced with the adoption of initiatives like “Tara Basa!”, a reading intervention program of the Department of Social Welfare and Development (DSWD) that focuses on enhancing the literacy proficiency of early grade learners. Although the program offers reading support, it is necessary to incorporate more interactive and more creative teaching practices that facilitate both listening and comprehension.

One of the more promising approaches is puppet-assisted storytelling, which involves the use of visual aids, character voice inflection, and narrative involvement to produce a multisensory learning environment. This approach is based on constructivist and play theories of learning, whereby students learn information more effectively when emotionally and cognitively invested. Based on Aquino and Gumba (2022), the application of puppets during storytelling lessons really boosts children’s attention span, engagement, and understanding of story events and characters. Puppets facilitate the making of abstract concepts more tangible

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and enable the learners to see the events of the story while listening to them, helping both recall and interpretation. In addition, puppet-integrated instruction can decrease stress and provide a safe and playful learning environment for shy or struggling students (Castillo & Reyes, 2023).

Recent studies have shown a growing interest in using creative storytelling techniques as a way to improve comprehension in young learners. For instance, Villanueva and Cruz (2022) found that the use of puppet theater in English classes among Grade 2 students led to a statistically significant improvement in both listening accuracy and content recall. Similarly, a quasi-experimental study by Navarro et al. (2021) indicated that students who participated in puppet-based learning sessions performed better in comprehension assessments compared to those exposed to conventional storytelling methods. Moreover, research by Tan and Mercado emphasized the cognitive benefits of multisensory learning experiences in early childhood education, noting that when stories are told using visuals, movement, and voice modulation, children are more likely to retain information and demonstrate understanding [2].

In a broader Southeast Asian context, puppet-assisted storytelling has also shown promise. A study conducted in Indonesia by Yuliana and Setiawan (2019) observed that kindergarten learners exposed to weekly puppet story sessions developed stronger vocabulary recognition and higher listening comprehension test scores than those taught using printed stories alone. Such outcomes reinforce the value of play-based and interactive storytelling as a way to enhance auditory processing and comprehension in early grades.

These studies support the need to further investigate puppet-assisted storytelling in the Philippine context, especially as it relates to national literacy programs and classroom instruction. By integrating evidence-based strategies into practice, educators can foster a more inclusive, effective, and enjoyable learning environment for young learners.

Additionally, current research emphasizes that when narration is augmented with multimodal aspects like images, gestures, and character voices it is more effective in fostering learner's understanding and interest (Lansangan & Villamin, 2021). Puppets specifically are not just visual aids but also interactive devices that could mimic conversations and emotions, thereby making narratives more engaging and memorable among kids. As reported by De la Cruz et.al (2022), instruction with puppets creates learner-centered settings under which learners are more responsive, attentive, and eager to listen actively.

It also facilitates differentiated instruction by addressing different learning styles, particularly for visual and auditory learners. Furthermore, storytelling through puppets can facilitate social-emotional learning where children can express themselves, understand characters, and develop confidence (Ramos & Legaspi, 2023). These are in alignment with the objectives of early literacy interventions like Tara Basa that aim to enhance reading while also enhancing total communication.

With these advantages, this study seeks to examine the efficacy of puppet-assisted storytelling as an instructional strategy to

increase Grade 2 students' listening comprehension skills. The research wishes to provide evidence-based information that teachers, tutors, and implementers of programs can utilize in enhancing instruction and designing effective learning experiences for early childhood learners.

Theoretical Framework

To accomplish this study and give a better understanding on how the Effectiveness of Puppet-Assisted Storytelling as a Strategy for Enhancing Listening Comprehension Skills of Grade 2 Tara Basa Learners, the researchers utilized the theory of Zone of Proximal Development by Lev Vygotsky.

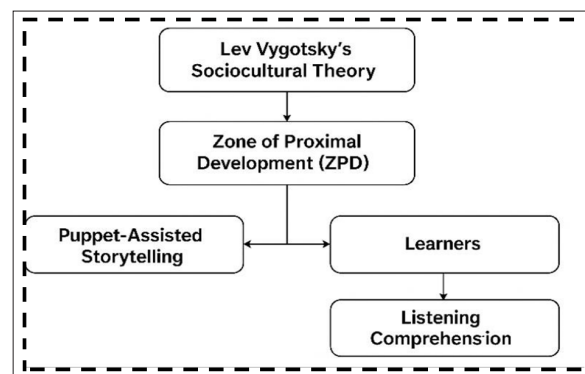


Figure 1: Zone of Proximal Development

In Lev Vygotsky's sociocultural theory, children are best able to learn when they participate and talk to another human. The zone of proximal development, or ZPD, is one of the most significant ideas. The ZPD is the gap between what a child can do independently and what they can do with support [3]. The Grade 2 Tara Basa students start with some degree of listening independently in this study. With the addition of puppet-enhanced storytelling, the puppets give only the amount of support to move those learners past where they start.

The puppet narrates the story, asks simple questions, and shows how to listen attentively. Learning is made fun and simple. The children listen to the key points of the story and learn to pay attention to details they would not otherwise notice if left alone. Puppets are tools in this study that affect how to speak and communicate. As the students watch the puppet's actions and words, they pick up new ways of speaking about the story. They speak with words to tell what happened, how the characters felt, and what they will do next. They learn these skills step by step and use them independently of the puppet. When the students are stronger in listening, the puppet offers less support. The puppet offers a large number of leading questions at the beginning. At the subsequent stages, there are fewer questions. This means that the child is moving through the ZPD towards doing the work independently [3].

In this pretest-posttest design of our study, we test learners' skills before and after the puppet sessions. Better scores after the sessions reflect that puppet-assisted storytelling enabled learners to move through their ZPD. The results reflect the power of warm support in building listening skills.

Conceptual Framework

This study is anchored on the idea that instructional strategies

can influence learners' comprehension abilities. Specifically, the framework examines how puppet-assisted storytelling (independent variable) affects the listening comprehension skills of Grade 2 learners (dependent variable). The relationship between variables follows a Pretest–Intervention–Posttest model, which measures changes in learners' performance after exposure to the intervention.

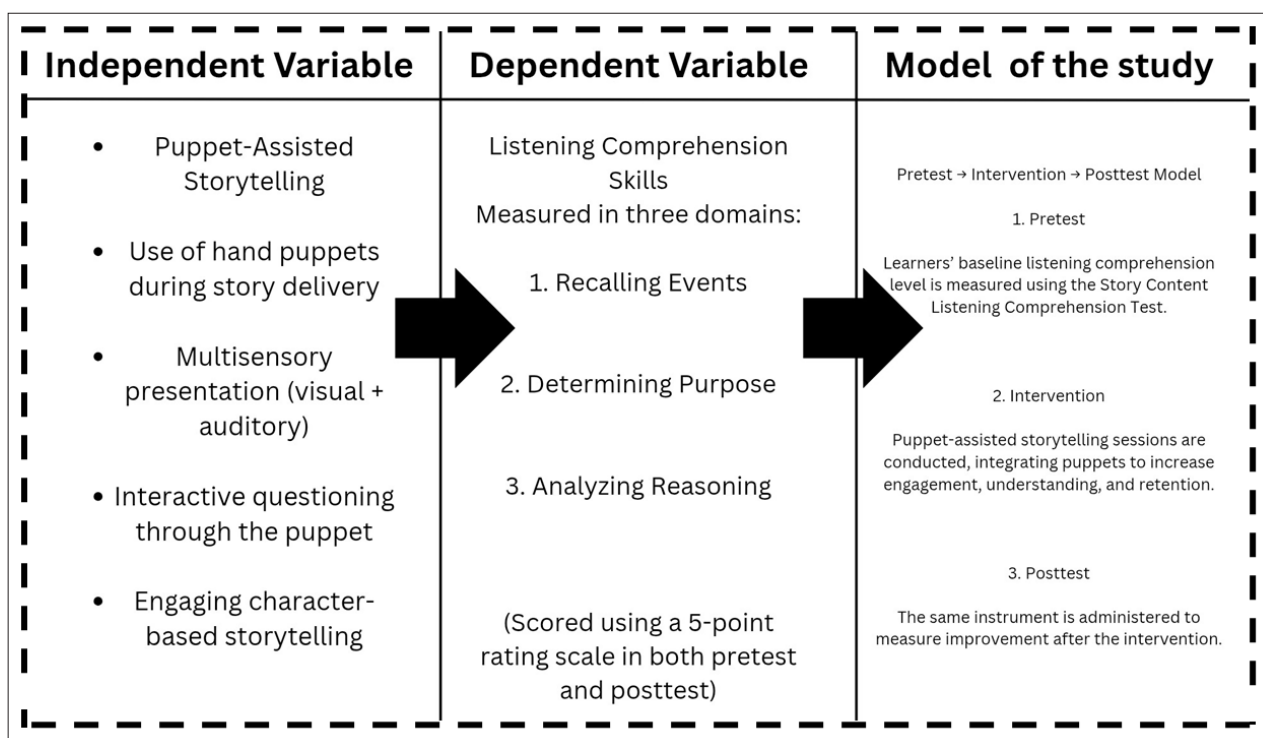


Figure 2: IV-DV-Model

The conceptual framework proposes that puppet-assisted storytelling enhances learners' listening comprehension by providing visual cues, emotional engagement, and interactive dialogue that make stories more meaningful and memorable. Through the pretest–intervention–posttest structure, the study measures whether this instructional method leads to significant improvement in the targeted comprehension skills.

Present Study

In early childhood learners, puppet-assisted storytelling plays a significant role in developing their listening comprehension and skills. To Mujahidah, Afiif, and Damayanti, using hand puppets into storytelling encourages the child to become more active in terms of listening and engagement, enhances their vocabulary usage, increases self-confidence, and it improves their overall oral language skills [4]. Similarly, Ahmed, Inam, and Saif (2021) conducted a quasi-experimental study that revealed that preschoolers who are exposed to storytelling with props including puppets and visual aids show a high result in listening skills and vocabulary gains compared to those who were not. Through the use of puppets and interactive storytelling techniques, it creates an engaging and supportive learning environment where it fosters better comprehension, attention, and verbal expression. These findings benefit the pedagogical value of puppet-assisted storytelling particularly in fostering foundational language development among the young learners.

This study focuses on the effectiveness of puppet-assisted storytelling as a strategy for enhancing listening comprehension skills, specifically among Grade 2 learners. It aims to examine how effective puppet-assisted storytelling is in improving

students' listening abilities and to suggest pedagogical practices for educators and future researchers.

The goal of this research is to successfully answer the following research questions:

What is the level of learners' listening comprehension in terms of:

- Recalling events
- Determining purpose
- Analyzing reasoning before the intervention?

What is the level of learners' listening comprehension in these same areas after the intervention?

Is there a significant difference between the pretest and posttest listening comprehension scores of the participants after the intervention.

This research study aims to examine the effectiveness of puppet-assisted storytelling in enhancing the listening comprehension skills of Grade 2 learners. It seeks to provide evidence-based insights for improving early literacy instruction through engaging, story-based strategies.

Significance of the Study

According to the study, puppet-assisted storytelling is basically used in enhancing the listening comprehension ability of learners of Grade 2 which seeks to contribute to different sectors of the school community:

For Students: Puppet-assisted storytelling provides Grade 2 learners a fun, interactive way to develop listening

comprehension, engaging shy or struggling students in a safe and enjoyable manner.

For Teachers: This approach offers a student-centered, developmentally appropriate method, encouraging interactive, play-based learning while supporting differentiation to meet diverse learning needs.

For Parents: Puppets can be used at home to enhance listening and communication skills, strengthen parent-child interaction, and make learning enjoyable without pressure.

For Curriculum Developers: The findings support integrating puppetry and storytelling into lesson plans, promoting a holistic early childhood curriculum that emphasizes comprehension, communication, and creativity.

Methodology Research Locale and Participants

The research was conducted in Nagkaisang Nayon Elementary School, Quezon City, Philippines. Researchers applied puppet-assisted storytelling sessions for Grade 2. The school is one of the Tara Basa schools, a government initiative by the Department of Social Welfare and Development (DSWD). Tara Basa aims to assist young learners in the development of reading and listening skills. Researchers selected the school to pilot-test their puppet-assisted storytelling approach in a real classroom, where students will be expected to struggle with understanding stories and following lessons.

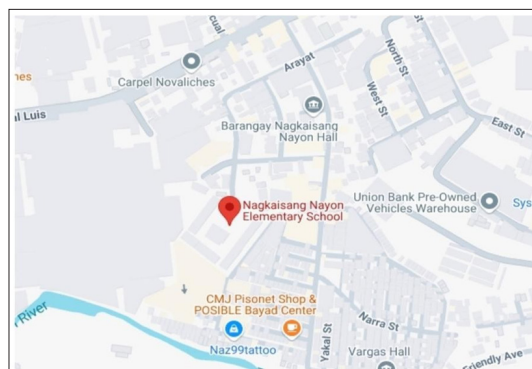


Figure 3: The Map of Nagkaisang Nayon Elementary School

Sampling Method

The study employed purposive sampling to select participants who met specific criteria. The sample consisted of incoming Grade 2 learners from Nagkaisang Nayon Elementary School identified as Tara, Basa! learners or struggling readers, based on teacher assessments and initial diagnostic results. These learners also showed difficulties in listening comprehension and had no prior exposure to puppet-assisted storytelling. According to Ahmed (2024), In purposive sampling, also known as judgmental or expert sampling, the participants are selected based on the judgment of the researcher who decides who will be most useful for the data required. This is normally used in research requiring certain people with some specific characteristics or expertise. Though the method can result in very profound insights, it carries a very high risk of bias on the part of the researcher and may not represent the whole population.

Research Design

The study employed the Quasi-experimental design. One-group pretest-posttest was used to study the effects of puppet-assisted stories on Tara Basa students' listening comprehension skills. A Quasi-experimental design uses strategies that make it possible to see the results of an intervention apart from using random assignment. Instead, participants were divided based on existing features or existing groups [5]. The design could explore the impact of the teaching intervention on improving listening comprehension skills and if those effects lasted [6-8].

Figuring out how much students remember due to using puppets provides useful guidance. It was preferred because it enabled research to happen in classrooms and schools, helping the findings to be applied in real life. Using the quasi-experimental design allowed the researchers to clearly demonstrate how pupils' learning was influenced by using puppets, despite the time and resource limitations. Making use of a quasi-experimental design helped the study clearly show the effects of puppets on learning.

Research Instrument

The primary research instruments used in this study were the Story Content Listening Comprehension Test and the puppet-assisted storytelling materials developed by the researchers.

The Story Content Listening Comprehension Test measured the learners' listening comprehension skills in three areas: recalling events, determining purpose, and analyzing reasoning. The test was administered twice—first as a pretest to determine baseline performance, and again as a posttest after the intervention. A 5-point rating scale (1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High) was used to quantify and interpret the students' levels of comprehension.

The puppet-assisted storytelling materials included a hand puppet and a scripted storytelling guide aligned with the narrative "Ang Kalabaw at ang Pato." These materials served as part of the instructional intervention, designed to increase engagement, multisensory interaction, and focus during the storytelling sessions. The puppet functioned as the primary medium to deliver the story using expressive voice, gestures, and interactive questioning prompts [9].

Both instruments underwent content validation by two experienced elementary education specialists to ensure appropriateness, clarity, and alignment with Grade 2 learners' developmental levels.



Figure 4: Instrument

Data Collection

The process of data collection was carried out over a one-week period and was organized into three main phases to systematically evaluate the use of puppet-assisted storytelling as a method for improving the listening comprehension skills of Grade 2 learners [10].

The initial phase involved the administration of a pre-test to a selected group of 15 to 20 Grade 2 learners. This assessment aimed to determine the learners' existing level of listening comprehension. The test required students to listen to a short story and then respond to a series of questions that evaluated their ability to recall specific details, understand the story's purpose, interpret meaning, and draw logical conclusions. The results from this assessment provided the foundation for comparison with post-intervention outcomes.

Following the pre-test, the second phase of the study introduced the intervention. A storytelling session was conducted using a hand puppet as a primary instructional aid. The puppet was employed to enhance the delivery of an age-appropriate narrative by incorporating engaging elements such as expressive voice, physical movement, and interactive communication. This method aimed to foster greater learner interest and active listening during the storytelling process.

The final phase took place at the end of the week and involved the administration of a post-test to the same group of learners. This assessment was designed to align closely with the pre-test in terms of format and content, allowing for a direct comparison of results. The post-test served as the basis for determining the extent to which the puppet-assisted storytelling strategy influenced the development of listening comprehension skills.



Figure 5: Documentation of Pre-test and Post-test

Data Analysis

The researchers used a Paired t-test to compare listening comprehension scores of students before the puppet-assisted storytelling sessions and after. This test helped determine whether the students meaningfully improved in their ability to recall story events, understand the purpose of the story, and analyze the characters' reasoning. Pretest scores have shown students' comprehension of stories on their own, while posttest scores measured skills after some puppet sessions [11-13].

The Paired t-test results revealed whether or not the differences found between pretest and posttest scores represented real improvements instead of merely random changes. The analysis checked on whether the improvements occurred. Also, the consistency across listening comprehension areas was determined by the check. Usage of paired t-tests in the study could indeed show that storytelling assisted by puppets helped Grade 2 learners to listen much better. Learners also remembered more details coupled with critical thought about stories. The findings do support the idea that puppets can make learning fun and effective for struggling readers, and this helps them to catch up to their peers in listening skills.

Results

Level of Learners' Listening Comprehension Before the Intervention

Table 1: Level of Learners' Listening Comprehension Before the Intervention in terms of Recalling Events, Determining Purpose, and Analyzing Reasoning

Listening Comprehension Skills	Mean Score	Interpretation
Recalling Events	2.87	Medium
Determining Purpose	1.60	Very Low
Analyzing Reasoning	0.93	Very Low

Table 1 shows the pretest scores of Grade 2 learners. Participants had medium performance in recalling events but very low performance in determining purpose and analyzing reasoning.

Level of Learners' Listening Comprehension After the Intervention

Table 2: Level of Learners' Listening Comprehension After the Intervention in terms of Recalling Events, Determining Purpose, and Analyzing Reasoning

Listening Comprehension Skills	Mean Score	Interpretation
Recalling Events	4.47	Very High
Determining Purpose	2.67	Medium
Analyzing Reasoning	2.07	Low

Table 2 presents the posttest results of the same learners after the puppet-assisted storytelling sessions. Scores increased across all areas.

Test	Mean	SD	t-computed	P-value	Difference
Pre-test	5.15	2.49			
Post-test	9.15	2.06	-13.12	<0.0001	4.00

The paired sample t-test results strongly confirm a significant difference between the pretest and posttest scores of respondents. In the pretest the mean score was 5.15 (sd = 2.49) as opposed to the higher posttest mean score of 9.15 (sd = 2.06). The calculated t-value was found to be -13.12 and the corresponding p-value < 0.001, far below the conventional level of significance of 0.05. Overall, there was adequate evidence to reject the null hypothesis — indicating that the increase in scores was real and not solely an occurrence of chance or random error; a mean difference (MD) of 4.00 between pretest and posttest scores indicates that the intervention or program used in this work was effective in improving participant performance.

Discussion

Interpretation of Data

The results of this study reveal that puppet-assisted storytelling had a significant positive effect on the listening comprehension skills of Grade 2 learners. Prior to the intervention, learners showed difficulty in recalling events, identifying the purpose of the story, and understanding the reasoning behind characters' actions. These challenges are consistent with the profile of Tara Basa learners, many of whom struggle with foundational

literacy [14-17].

The substantial improvement in **recalling events**—from a medium level (M = 2.87) to a very high level (M = 4.47)—supports Aquino and Gumba (2022), who emphasized that puppets capture attention and make narrative details easier for children to follow. Because puppets add movement and visual cues, young learners can anchor story events to concrete actions, resulting in better memory retention.

The increase in **determining purpose**, from very low (M = 1.60) to medium (M = 2.67), aligns with Lansangan & Villamin (2021), who highlighted that visual aids help children grasp abstract ideas. The puppet acted as a mediator that guided learners toward understanding the central message of the story, reinforcing Vygotsky's Sociocultural Theory, which posits that learning tools support cognitive growth.

Meanwhile, the growth in **analyzing reasoning**, though modest (from M = 0.93 to M = 2.07), reflects the findings of De La Cruz et al., who noted that expressive storytelling encourages children to think beyond surface-level details. While higher-order thinking skills develop more

slowly, the improvement suggests that puppets helped learners infer feelings, motives, and cause-and-effect relationships.

Overall, the significant increase in total listening comprehension scores—from **5.15** (pretest) to **9.15** (posttest)—together with a highly significant t-value (**t = -13.12; p < 0.0001**) confirms that the intervention was effective. Conducted in a real classroom context, the results imply that puppet-assisted storytelling can be a practical and low-cost strategy to support early-grade literacy, especially in schools with limited resources.

In the broader educational context, these findings highlight the value of multimodal, interactive teaching strategies. As young learners often rely on visual and auditory cues, puppets serve as an accessible tool that can strengthen engagement, improve attention, and support comprehension—skills essential for reading development, academic performance, and long-term literacy growth.

Conclusion

This study examined the effectiveness of puppet-assisted storytelling in enhancing listening comprehension among Grade 2 learners at Nagkaisang Nayan Elementary School. Guided by Vygotsky's Sociocultural Theory and the Zone of Proximal Development, the one-week intervention demonstrated substantial improvements in recalling events and moderate gains in determining purpose and analyzing reasoning.

The findings confirm that puppets are an effective instructional medium for early-grade learners because they combine visual, auditory, and expressive elements that support comprehension. The use of puppets makes storytelling more engaging and meaningful, particularly for learners who struggle with traditional text-based instruction. Overall, puppet-assisted storytelling shows strong potential as a low-cost, accessible strategy for literacy development in public school settings.

Limitations of the Study

While the results are promising, several limitations must be acknowledged. First, the intervention lasted only one week, which may not be sufficient for deep or long-term development of reasoning and interpretive skills. Second, the sample size was limited to 15 learners from one class, reducing the generalizability of the results. Third, some test items—especially those targeting reasoning—may have been challenging for the learners, potentially limiting the measured growth. Finally, uncontrolled variables such as previous exposure to storytelling, attention span, and individual learning differences may have influenced the outcomes.

Recommendations

Based on the findings and limitations, the following recommendations are proposed:

1. **Extend the duration of the intervention** to allow fuller development of higher-order comprehension skills such as reasoning and interpretation.
2. **Improve the structure of assessment tools**, ensuring that questions measuring purpose and reasoning are developmentally appropriate.
3. **Increase the sample size** in future studies to enhance the generalizability of findings and provide a more comprehensive view of the intervention's effectiveness.
4. **Integrate puppet-assisted storytelling into daily classroom instruction**, as it shows potential not only for listening comprehension but also for vocabulary development, oral expression, and student motivation.
5. **Explore the impact of puppets on other literacy domains**, including vocabulary acquisition, retelling skills, inferencing, and reading comprehension.

Supplementary Materials: Not. Applicable

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Author Contributions

Borja- Data analysis and Result & Discussion

Castillon- Introduction & Methodology

Lomeda- assisted in facilitating and implementing the puppet-assisted storytelling intervention.

Pauig- assisted in facilitating and implementing the puppet-assisted storytelling intervention.

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Conflict of Interest: The authors declare no conflict of interest. The sponsors had no involvement in the study design, data collection, analysis, interpretation, manuscript preparation, or the decision to publish the findings.

Ethical Statement: All subjects gave their informed consent for inclusion in the study before participating. The research

protocol was approved by the QCU Research Ethics Board (Project identification code: QCU-2025-IRISE-PUPPET-01), and the study followed the principles of the 1975 Declaration of Helsinki.

Appendix

Ang Kalabaw at ang Pato: Isang Aral ng paggalang sa kakayahan

Sa isang malawak na bukirin, may isang malakas at masipag na kalabaw na nagngangalang Bruno. Lagi siyang tumutulong sa kanyang magsasakang amo sa pagbubungkal ng lupa.

Sa parehong bukirin, may isang batang Pato na nagngangalang Kiko. Mahilig siyang tumalon at maglaro, pero madalas din siyang magbiro at mang-asar ng ibang hayop.

Isang araw, nakita ni Kiko si Bruno na mabagal na naglalakad papunta sa sapa upang uminom ng tubig. “Haha! Ang bagal mo naman, Bruno! Ang bigat mo kasi! Hindi ka tulad ko, kayang tumalon at tumakbo nang mabilis!” sabi ni Kiko habang pinagtatawanan ang kalabaw.

Ngumiti lang si Bruno at sinabing, “Lahat tayo ay may kanyang kakayahan, Kiko. Ang mahalaga, ginagamit natin ito sa mabuti.” Hindi pinansin ni Kiko ang sinabi ni Bruno at patuloy na nagtatawanan kasama ang ibang manok. Ngunit isang araw, dumaan ang malakas na bagyo. Lumakas ang hangin at halos tangayin si Kiko. Buti na lang, napadaan si Bruno at ginamit ang kanyang malakas na katawan upang protektahan si Kiko mula sa hangin at ulan.

Pagkatapos ng bagyo, napagtanto ni Kiko ang kanyang pagkakamali. “Patawad, Bruno. Dati, inisip ko lang na mas magaling ako sa iyo, pero ngayon alam ko na ang halaga ng respeto at paggalang sa iba.” Mula noon, naging mabuting magkaibigan sina Kiko at Bruno.

Natutunan ni Kiko na ang bawat hayop ay may mahalagang papel, at dapat laging may respeto sa iba

Recalling events

1. Ano ang pangalan ng mga tauhan sa kuwento?
 - A. Bruno at Kiko
 - B. Bantay at Muning
 - C. Lino at Bruno
 - D. Bruno at Tuko
2. Anong ugali ni Kiko na ipinakita sa umpisa ng kwento?
 - A. Masipag at matulungin
 - B. Mabait at tahimik
 - C. Mahilig maglaro at mang-asar
 - D. Malungkot at matatakutin
3. Saan papunta si Bruno nang makita siya ni Kiko?
 - A. Sa palayan
 - B. Sa bahay ng magsasaka
 - C. Sa sapa para uminom ng tubig
 - D. Sa kural upang magpahinga

4. Ano ang sinabi ni Kiko kay Bruno habang ito ay papunta sa sapa?
 - A. “Ingat ka, Bruno! Baka madapa ka!”
 - B. “Ang sipag mo naman, Bruno!”
 - C. “Haha! Ang bagal mo naman, Bruno! Ang bigat mo kasi!”
 - D. “Tara, sabay tayong uminom ng tubig!”
5. Matapos kutyain ni Kiko si Bruno dahil sa kanyang kabagalan, ano ang sumunod na nangyari?
 - A. Humingi ng tawad si Kiko at nangakong magbabago.
 - B. Nagalit si Bruno at hinabol si Kiko.
 - C. Mahinahong ipinaliwanag ni Bruno na ang bawat isa ay may kanya-kanyang kakayahan.
 - D. Pinagalitan ng magsasaka si Kiko dahil sa kawalan ng respeto.

Determining purpose

1. Bakit sinabi ni Bruno kay Kiko na “Lahat tayo ay may kanya-kanyang kakayahan”?
 - A. Para hamunin si Kiko na patunayan ang sarili
 - B. Upang upaunawa kay Kiko na ang bawat isa ay may natatanging silbi
 - C. Para takutin si Kiko na tumigil sa pagtakbo
 - D. Upang aliwin si Kiko habang naglalaro
2. Ano ang tunay na layunin ni Kiko nang mag-asar siya kay Bruno?
 - A. Upang magpakita ng tapang sa harap ng ibang hayop
 - B. Para mapasaya ang kanyang mga kaibigan
 - C. Upang maipakita ang kanyang pisikal na galing
 - D. Para maliitin ang kakayahan ni Bruno at magpatawa
3. Ano ang pinapakitang aral sa pamamagitan ng pagtulong ni Bruno kay Kiko sa gitna ng bagyo?
 - A. Na dapat palaging maagang magtago kapag may bagyo
 - B. Na ang lakas ng kalabaw ay pambihira
 - C. Na ang tunay na lakas ay nakikita sa pagtulong sa kapwa
 - D. Na hindi dapat lumabas sa bukid kapag maulan
4. Bakit mahalagang bahagi ng kuwento ang eksenang halos matangay si Kiko ng bagyo?
 - A. Upang ipakita ang bilis ng hangin sa bukirin
 - B. Para maipakita ang kahinaan ni Kiko at ang kabutihang-loob ni Bruno
 - C. Upang magbigay ng pantukoy sa lokasyon ng sapa
 - D. Para gawing mas kapanapanabik ang paglalarawan ng ulan
5. Ano ang pangunahing layunin ng pagtatapos ng kuwento na may pagkakaibigan nina Kiko at Bruno?
 - A. Ipakita na mas mabilis tumakbo si Kiko kaysa kay Bruno
 - B. Ipatunayang ang lámang ng lakas ang sukatan ng pagkakaibigan
 - C. Ituro na ang respeto at pagkilala sa kakayahan ng iba ay nagbubuklod ng pagkakaibigan
 - D. Upang hikayatin ang mga hayop na mang-asar ng kapwa

Analyzing reasoning

1. Bakit kaya pinili ni Bruno na maging mabait kay Kiko kahit inaasar siya?

- A. Dahil gusto niyang magpakita ng paggalang.
 - B. Dahil gusto niyang tumalon tulad ni Kiko.
 - C. Dahil takot siya sa mga manok.
 - D. Dahil gusto niyang matulog.
2. Makatuwiran bang ituring na mahalaga ang papel ng bawat hayop sa bukirin, ayon sa sinabi ni Bruno?
 - A. Oo, dahil may kani-kaniyang gampanin ang bawat isa
 - B. Hindi, dahil hindi pantay-pantay ang kakayahan nila
 - C. Oo, para lang hindi siya pagtawanan
 - D. Hindi, dahil si Bruno lang ang nagtatrabaho
 3. Makatuwiran ba ang pang-aasar ni Kiko kay Bruno dahil sa pagiging mabagal nito?
 - A. Oo, dahil mas mabilis si Kiko
 - B. Hindi, dahil hindi dapat maliitin ang kakayahan ng iba
 - C. Oo, dahil mas bata siya
 - D. Hindi, dahil wala siyang ginagawa
 4. Bakit natin kailangang maging mabait sa iba?
 - A. Para manalo sa laro.
 - B. Para malungkot ang iba.
 - C. Para makapagpakita ng respeto at tumulong.
 - D. Para masayang mang-asar.
 5. Kung nagalit si Bruno kay Kiko, paano kaya nagtapos ang kwento? Bakit?
 - A. Lilipad si Kiko papuntang buwan.
 - B. Hindi sila naging magkaibigan.
 - C. Magiging superhero si Kiko.
 - D. Magiging aso si Bruno.

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