

Barrido, Edmar B. De los Angeles, Ma. Monelah Grace B. Fuentes, Marthiabel Marie Di Jalbuna, Erica Faye H.; Morales, Venice Ivon B. "PREFERRED CURRICULAR PRACTICES IN TEACHING SHORT STORY". Unpublished Undergraduate Thesis, Teacher Education Department, Northern Iloilo Polytechnic State College, Estancia, Iloilo, March 2017.

## ABSTRACT

This study aimed to determine the preferred curricular practice in teaching short story among the Junior High School English teachers. The respondents of this study were the 34 purposively-selected Junior High School English teachers of Estancia National High school and Balasan National High School. 18 are from Estancia National High School and 16 are from Balasan National High School. A 22-item validated researchers'-made-questionnaire composed of two curricular practices: Traditional Curricular Practice and Progressive Curricular Practice, was given to the respondents. Frequency count, Percentage, Mean, Standard Deviation, Median, Kruskal-Wallis H Test, and Cronbach Coefficient Alpha were used as statistical tools. The results showed that the preferred curricular practice in teaching short story is progressive curricular practice. Results further showed no significant differences between Estancia, Iloilo the teachers' preferred curricular practices in teaching short story when they are classified according to length of teaching experience and educational attainment.