

Cooperative Storytelling through Role-playing: Enhancing Filipino Oral Fluency for Grade 5 Students in Marcos P. Estoque Elementary School

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Abstract

This study examined the effectiveness of a Cooperative Storytelling through Role-Playing strategy in enhancing the Filipino oral fluency of Grade 5 learners at Marcos P. Estoque Elementary School. Using the Speaking Fluency Measurement Rubric (SFMR), the strategy addressed common oral fluency difficulties by providing varied situations through text and pictures. A total of 30 students identified with low oral fluency participated in a three-week intervention involving interactive activities focused on pronunciation, vocabulary, content development, and idea construction. The procedure involved three phases: a pre-test to assess baseline skills using the SFMR, implementation of the Cooperative Storytelling through Role-Playing strategy, and a post-test to evaluate learning outcomes. Data were analyzed using descriptive statistics and a paired sample t-test to determine the effectiveness of the intervention. Results indicated a substantial improvement in Filipino oral fluency, with the average score increasing from 28.45% to 78.93% after the intervention showing a statistically significant difference $t(29) = 16.2, p < .001$, and a large effect size (Cohen's $d = 2.95$). Qualitative data from student interviews revealed that the strategy not only improved fluency but also increased confidence, interest in learning Filipino, and the practical application of speaking skills. The findings suggest that Cooperative Storytelling through Role-Playing, supported by the Speaking Fluency Measurement Rubric, is an effective approach for enhancing oral fluency. It is recommended that teachers integrate this strategy into their instructional methods to provide regular, engaging opportunities that foster oral fluency development and create a more dynamic learning environment.

Keywords: cooperative storytelling; role-play; oral fluency; quantitative-descriptive; Philippines

1. Introduction

Fluency in Filipino, the national language of the Philippines, is essential for students' academic and social development, as it strengthens their national identity, deepens cultural connection, and supports their success as future citizens, especially for learners whose first language is not Filipino. However, many elementary students continue to struggle with Filipino fluency due to challenges in pronunciation, limited vocabulary, and lack of confidence, which hinder their participation in class discussions, comprehension of lessons, and ability to express themselves clearly often resulting in frustration, poor academic performance, and reluctance to ask for help. Therefore, it is imperative to address these language barriers through consistent Filipino language exposure in schools to bridge the gap between home languages and the national tongue, enhance language acquisition, and ensure all students are equipped for academic success and meaningful engagement with Filipino culture and society (Fukada, 2020).

Supporting this, the study of (Maceda and Flores, 2025) explored Filipino language acquisition among Grade 2 learners in a multilingual setting. They found that limited use of Filipino in classrooms—due to preference for English and local dialects—contributed to learners' difficulties in pronunciation, restricted vocabulary, and lack of confidence during peer interaction. These factors further impaired their reading comprehension and writing abilities, reinforcing the need for

schools to consistently integrate Filipino instruction as a tool for both academic competence and cultural alignment. Additionally, the national-language-in-education model, as implemented through the MTB-MLE policy, shows promise by grounding early education in students' mother tongues to facilitate cognitive development and subsequent Filipino proficiency (Innovation for Poverty Action & DepEd, n.d.). Furthermore, according to Pineda (2023), overcoming systemic obstacles—such as inadequate materials and insufficient teacher training—is crucial to realizing the unifying cultural and identity-building potential of Filipino in education.

Studies across diverse linguistic contexts reveal consistent challenges in achieving oral proficiency. In Spain, a recent study (Courtney, 2024) found that elementary students struggle with Spanish fluency due to limited vocabulary, infrequent conversational practice, and a lack of confidence. Similarly, research in China (Cao, 2024) on Chinese as a second language highlights non-linear progress, the detrimental effects of self-correction, pandemic-related disruptions, and the difficulty of integrating formal and informal learning. Furthermore, research on Iranian EFL learners (Chen et al., 2020) points to insufficient daily English use and a grammar-focused pedagogical approach as major obstacles to developing natural oral fluency. These findings collectively underscore the multifaceted nature of oral proficiency challenges, influenced by both learner-specific factors and broader socio-educational contexts.

Studies in the Philippines reveal ongoing challenges in Filipino language proficiency, particularly in adapting technical concepts and integrating loanwords from English (Aroco, 2021). Despite a growing body of Filipino-language literature, standardization remains an issue, with English continuing to exert significant influence, even in Taglish contexts. Research at UM Digos College, found that while senior high school students demonstrate relatively high proficiency in academic Filipino, significant variations exist across academic strands, highlighting the need for enhanced engagement with the language both inside and outside the classroom to foster fluency and confidence (Ranque et al., 2024). Similarly, Amarilla et al. (2025) identified limited home and school exposure to Filipino, lack of motivation, and the prevalence of other mother tongues as primary obstacles to oral fluency among elementary pupils. These findings collectively underscore the multifaceted nature of these challenges, requiring a multi-pronged approach to promote effective Filipino language acquisition and use.

In the Division of Davao del Norte, particularly at Marcos P. Estoque Elementary School, Grade 5 learners face a persistent challenge in Filipino fluency. Classroom records and teacher evaluations show consistently low scores in oral and written assessments, with frequent hesitations, mispronunciations, and limited vocabulary observed during class activities. Interviews with students reveal low confidence and minimal practice in speaking Filipino, as most come from communities where a regional dialect or another local language is primarily spoken. This limited exposure significantly affects their language development, academic performance, and classroom participation. The lack of oral fluency not only hinders their ability to communicate effectively across subjects but also impacts their self-esteem and willingness to engage in discussions. This study aims to address this pressing issue by exploring culturally responsive and context-specific strategies to improve Filipino oral fluency. By implementing targeted interventions, the research seeks to enhance students' speaking skills, build their confidence, and encourage active participation in both classroom and social settings. The findings are expected to offer valuable insights and practical solutions that educators and stakeholders can use to support Filipino language development in linguistically diverse communities.

In alignment with this pursuit, numerous research endeavors have explored oral fluency. Notable among these is Ranque et al. (2024) investigation entitled "Students' Proficiency in Using Filipino Language in Academic Communication." found that low Filipino proficiency correlates with lower grades and reduced confidence in seeking help from teachers. Another research study conducted by Tana (2021) entitled, "Factors influencing the level of Filipino language proficiency among secondary students" identified teachers as the most influential factor in Filipino language acquisition among secondary students, although many students perceived their native language as significantly different from Filipino. And a study conducted by Amarilla et al., (2025) entitled "It's hard to speak Filipino, why is that?" a case study among non-Filipino speakers" highlighted the impact of limited exposure and lack of encouragement at home on Filipino fluency among non-Filipino speakers. This research identifies a gap in the literature, which currently lacks sufficient focus on improving the oral fluency in Filipino of Grade 5 students. Given the critical importance of developing strong oral communication skills, particularly in light of ongoing concerns about elementary students' language proficiency, previous studies have highlighted this gap. This study aims to address this gap by investigating the effectiveness of cooperative storytelling through role-playing as an intervention to enhance Filipino oral fluency among Grade 5 students. The findings will contribute significantly to the existing literature by demonstrating how this targeted intervention can improve overall language development and academic success.

2. Research Questions

The research questions below were crafted to explore effective strategies for improving Filipino oral fluency among Grade 5 learners through cooperative storytelling. These questions aimed to examine how such strategies foster

communicative competence by enhancing students' ability to convey meaning, adapt language to various contexts, and engage in meaningful interactions. The study was guided by the following research questions:

1. What is the level of Filipino oral fluency among Grade 5 students at Marcos P. Estoque Elementary School before the implementation of the cooperative storytelling through role-playing?
2. What is the level of Filipino oral fluency among Grade 5 students at Marcos P. Estoque Elementary School after the following implementation of the cooperative storytelling through role-playing?
3. Is there a significant difference in the level of Filipino oral fluency among Grade 5 students at Marcos P. Estoque Elementary School before and after the implementation of the cooperative storytelling through role-playing?
4. What insights can be drawn from the implementation of the cooperative storytelling through role-playing intervention regarding its effectiveness in enhancing students' Filipino oral fluency?

3. Proposed Intervention/Action Plan

This intervention employs cooperative storytelling and role-playing as dynamic strategies to enhance students' oral communication skills in Filipino. It involves group-based assignments, interactive role-play activities inspired by Filipino folktales, structured rehearsals, and regular, constructive feedback. Through this approach, students are given meaningful opportunities to practice speaking in context, promoting both individual expression and collaborative language development.

Day	Activity	Description	Purpose	Assessment Tool/Focus
Day 1	Pre-Assessment (Picture Description in Filipino)	Students selected a picture and described it orally in Filipino.	To determine baseline oral fluency, grammar, vocabulary, pronunciation, and content.	Rubric-based evaluation (fluency, pronunciation)
Day 2	Introduction of Intervention (Story Assignment & Grouping)	Filipino folktales were introduced and students were grouped. Each group received a story section for role-playing.	To initiate cooperative storytelling and assign roles.	Observation of engagement and initial understanding
Days 3–9	Intervention Implementation (Rehearsals, Role-playing, Feedback)	Students rehearsed role-plays, practiced oral fluency, and received feedback. Researchers monitored and supported.	To enhance fluency, vocabulary, pronunciation, and confidence in speaking Filipino.	Informal assessments, observations, feedback sessions
Day 10	Post-Assessment (Picture Description in Filipino)	Students described new pictures using the same method as the pre-test.	To evaluate improvement in oral fluency and compare with baseline.	Rubric-based evaluation (same as pre-test for direct comparison)

4. Methodology

4.1 Research Design

The methodology used in this study was a quantitative-descriptive research design. This method has frequently been employed by professionals and educators to assess and enhance teaching pedagogy and practice (Clark et al., 2020). In this context, action research served as a continuation of the critical introspection and reflection that educators engage in

as part of their everyday professional responsibilities. Action research blends theory and practice through transformation and reflection within challenging circumstances, all within a mutually agreed ethical framework. As part of the iterative action research methodology, researchers worked collaboratively on a series of tasks that included reflective learning and active intervention. An action research design was applied in this study to determine whether there was an improvement in learners' oral fluency in Filipino after implementing the intervention—cooperative storytelling through role-playing. This intervention included mentoring and assistance and was conducted over a period of two months to help develop the students' oral communication skills in Filipino. At the end of the intervention period, the same participants took a post-test to assess any improvements in their oral fluency.

4.2 Research Participants

The researchers used purposive sampling, a type of non-probability sampling technique in which units were selected because they possessed characteristics relevant to the study. In other words, units were selected “on purpose” in purposive sampling (Nikolopoulou, 2023). Also known as judgmental sampling, this method relied on the researchers' judgment in identifying and selecting the individuals, cases, or events that could provide the most valuable information to achieve the objectives of the study.

The participants of this study were Grade 5 pupils who had difficulties in Filipino oral fluency from Marcos P. Estoque Elementary School. Thirty (30) students were purposively selected as participants based on their pre-test scores. The study included 10- to 12-year-old students from the same school. The intervention focused solely on Filipino oral fluency appropriate to the participants' grade level. The researchers specifically selected Grade 5 pupils to enhance their oral fluency skills, as they were particularly prone to challenges in Filipino oral fluency. The study aimed to enhance students' oral fluency. By the end of the study, students who had difficulties in Filipino oral fluency were expected to show improvement in their oral fluency, confidence, interest in Filipino, pronunciation, vocabulary, content development, and idea construction through the use of the Speaking Fluency Measurement Rubric (SFMR), implemented via the Cooperative Storytelling through Role-Playing strategy.

4.3 Data Collection

The Speaking Fluency Measurement Rubric (SFMR) used in this study was adapted from the conceptual framework and assessment criteria outlined by Wu et al. (2012), who emphasized a comprehensive evaluation of oral fluency through multiple dimensions including fluency, pronunciation, grammar, vocabulary, and content. The SFMR offers a comprehensive and objective method for evaluating students' speaking proficiency, going beyond simple metrics to encompass a nuanced understanding of their speaking abilities. This assessment consists of two sections: a pre-test and a post-test, strategically designed to evaluate students' skills before and after the intervention. The SFMR was evaluated student performance across five key dimensions: fluency, pronunciation, grammar, vocabulary and content.

The pre-test served as a baseline assessment, identifying students' existing oral fluency abilities and challenges. Following the intervention, a post-test was conducted to measure improvements in their oral fluency skills, allowing for a clear comparison of performance between the two testing phases.

By utilizing this diagnostic approach, the researchers aimed to capture the effectiveness of the intervention in enhancing the students' oral fluency abilities. The results from both tests were carefully analyzed to determine the progress made, shedding light on the intervention's impact and any remaining challenges in the students' speaking development. This systematic method ensured a reliable and data-driven evaluation of the students' learning outcomes.

4.4 Data Collection

The researchers used rubrics before and after the implementation of the intervention to track the students' progress. The pre-test aimed to evaluate their existing Filipino oral fluency, focusing on fluency, pronunciation, grammar, vocabulary, and content. The post-test used the same evaluation criteria to allow for a direct comparison. To gather the necessary data, the researchers followed these steps: First, they obtained approval from the school principal where the participants were enrolled. Next, the researchers presented a series of pictures depicting various scenes and situations. The students were then asked to select one picture and share their ideas and observations about it in Filipino, speaking freely for a set amount of time. This pre-test provided a baseline measure of each student's oral communication skills in Filipino, identifying both strengths and areas for improvement. The information gathered informed the development of targeted interventions. To address the first objective, the researchers utilized the Speaking Fluency Measurement Rubrics (SFMR) to assess students' oral fluency. The SFMR offered a comprehensive and objective method for evaluating students' speaking proficiency, going beyond basic metrics to provide a more nuanced understanding of their oral communication skills. Following this, the cooperative storytelling through role-playing intervention was

implemented over a period of nine days. At the conclusion of the intervention, a post-test was administered using the same evaluation criteria as the pre-test to assess improvements in the students' Filipino oral fluency. The data from both the pre-test and post-test were collected and analyzed to determine the effectiveness of the intervention. In assessing the spelling proficiency for the total score, this range of percentage score adopted from the study of Magpatoc et.al, (2024) was used:

Range of Mean Score	Descriptive Level	Interpretation
91-100	Very High	The students demonstrate exceptional oral fluency in Filipino. Their pronunciation, grammar, vocabulary, and delivery are consistently accurate and effective.
76-90	High	The students demonstrate a high level of oral fluency in Filipino. Minor inaccuracies may be present but do not significantly impede communication.
61-75	Average	The students demonstrate satisfactory oral fluency in Filipino. Some inaccuracies in pronunciation, grammar, or vocabulary may be evident, but communication is generally clear.
51-50	Low	The students demonstrate adequate oral fluency in Filipino. More significant inaccuracies in pronunciation, grammar, or vocabulary may affect communication clarity.
0-50	Very Low	The students demonstrate limited oral fluency in Filipino. Significant inaccuracies in pronunciation, grammar, and vocabulary hinder effective communication. Additional support and instruction are needed.

Speaking Fluency Measurement Rubric (SFMR)			
Criteria	5points (excellent)	3 points (Good)	2 points (Satisfactory)
Fluency	The speaker speaks confidently and naturally with no distraction and hesitation. Ideas flow smoothly.	The speaker hesitates several times but generally seems to know the desired word even of the necessary to think about them a bit.	The speaker has many hesitations and great difficulty in remembering or selecting words.
Pronunciation	Pronunciation is correct, with correct inflections, number and syllables and other correct nuances of pronunciation.	Pronunciation is satisfactory. However, sometimes words have incorrect inflections, are otherwise hard to understand.	Pronunciation is very hard or impossible to understand by a native speaker.
Grammar	The speaker speaks with no more incorrect grammar than a native speaker would.	The speaker occasionally uses inappropriate verb tenses and/or incorrect parts of speech. However, the speaker has the ability to correct the grammar without prompt.	The speaker makes frequent uses of inappropriate verb tenses and /or incorrectly constructs sentences or uses of part of speech.
Vocabulary	Vocabulary is sufficient to be understood and most settings and words are used with their correct meaning.	Vocabulary is moderate although sometimes the speaker needs help to identify correct words. There are occasional problems with correct meaning of the words.	Vocabulary is very limited and/or incorrect words are often used.
Content	The speaker is knowledgeable about the subject and provide a significant level of details given the time available.	The speaker is aware of the subject and attempts to provide relevant ideas about it and provide some details.	The speaker seems to have little or no understanding of the subject and statements are superficial and not relevant.

4.5 Data Collection

This study employed various statistical tools to ensure a comprehensive and accurate interpretation of the students' Filipino oral fluency performance before and after the intervention.

Mean. The mean, or arithmetic average, was computed by dividing the total scores of students in both the pre-test and post-test by the number of participants. This statistical measure was used to establish the general level of Filipino oral fluency among Grade 5 students at Marcos P. Estoque Elementary School prior to and following the implementation of the cooperative storytelling through role-playing intervention. It provided a central tendency around which individual scores were distributed.

Standard Deviation. Standard deviation is a statistical indicator of the spread or dispersion of scores around the mean. A lower standard deviation signifies that the scores are closely clustered, indicating consistency, while a higher value suggests greater variability among the scores (Field, 2013). In this study, standard deviation was used to examine the uniformity of student performance in Filipino oral fluency before and after the intervention. A reduction in standard deviation from the pre-test to the post-test would suggest that the intervention not only improved oral fluency but also contributed to narrowing performance gaps among students, leading to more equitable learning outcomes.

Paired T-Test. The paired t-test, also known as the dependent or correlated t-test, is a statistical method used to assess the difference between two related samples (Gleichmann, 2020). In this study, the paired t-test was employed to determine whether there was a statistically significant improvement in students' Filipino oral fluency scores after the intervention. By comparing the pre-test and post-test results of the same group of students, this test established whether observed changes in performance were attributable to the intervention rather than to chance or external variables.

Cohen's d. Cohen's d is a standardized measure of effect size, which quantifies the magnitude of the difference between two means in terms of standard deviation units (Cohen, 1988). In the context of this study, Cohen's d was used to evaluate the practical significance of the cooperative storytelling through role-playing intervention. This measure offered insight not only into whether the improvement was statistically significant but also into how meaningful or substantial the improvement was in real-world educational terms.

5. Data Analysis

In analyzing the data, the researchers tabulated the raw scores of the students from both pre-test and post-test. Afterwards, the overall mean was calculated to reveal the level of spelling proficiency before and after the implementation of the intervention.

In addition to the quantitative data, qualitative insights were gathered through in-depth interviews to explore students' perceptions and experiences. The interview responses underwent a rigorous qualitative analysis process. This included coding the transcripts to identify recurring patterns, reducing the data to focus on the most relevant information, and applying thematic analysis to extract meaningful themes. This approach allowed the researchers to gain a deeper understanding of the intervention's effectiveness, the perceived benefits from the learners' perspectives, and their suggestions for further improvement. The integration of both quantitative and qualitative analyses provided a comprehensive view of the cooperative storytelling through role-playing Intervention's overall impact.

5.1 Ethical Considerations

Observing ethical standards in research is crucial to maintaining the integrity, reliability, and value of any academic study. By adhering to these standards, researchers ensure that the study remains focused on its core aims: advancing knowledge, uncovering truth, and minimizing errors in findings. Ethical practices foster trust, accountability, mutual respect, and fairness, which are foundational to effective collaborative work. When researchers uphold these principles, they build credibility within the academic community, which ultimately strengthens the study's impact and the potential application of its findings.

In this study, strict ethical guidelines were followed in accordance with the principles outlined in the Belmont Report (2010). These principles include respect for individuals' autonomy, which recognizes the rights of participants to make informed decisions about their involvement. The principles of beneficence and non-maleficence guided researchers to prioritize participants' welfare, striving to maximize benefits and minimize potential harm. Justice was also a core consideration, ensuring equitable treatment and avoiding exploitation. Informed consent was secured from all participants, ensuring that they fully understood the nature of the study and their rights within it. Additionally, confidentiality and data protection were rigorously maintained to safeguard participants' personal information. Throughout the research process, integrity was prioritized to present findings honestly and transparently, and any potential conflicts of interest were addressed to preserve objectivity. Together, these ethical commitments not only protected participants but also enhanced the study's credibility and contribution to the field.

5.2 Results and Discussions

Presented in this chapter are the results or data obtained in the study. The chapter presents the data on the level of performance in oral fluency among students in pre-test; the level of performance in oral fluency among students in post-test; and significant difference of the pretest and post-test scores of the students.

5.2 Research Objective No.1: What is the level of Filipino oral fluency among Grade 5 students at Marcos P. Estoque Elementary School before the implementation of the cooperative storytelling through role-playing?

To address the first objective, the study utilized a series of pictures depicting various scenes and situations. Students were asked to select one picture and express their ideas and observations about it in Filipino, speaking freely within a set time limit. This pre-test aimed to assess their current oral fluency in Filipino, with particular focus on fluency, pronunciation, grammar, vocabulary, and content. The results provided a baseline measure of each student's oral communication skills, highlighting both strengths and areas in need of improvement. This information served as the foundation for designing targeted interventions.

Score	Frequency	Percentage
15	14	6.9 %
16	7	14.29%
17	2	7.9%
18	2	7.9%
19	1	3.70%
20	3	10.0%
Total	30	100 %
Overall Mean		16.24
Mean Percentage Score		28.45%
Standard Deviation		2.40
Description		Very Low

Following the pre-test, the researcher introduced the Speaking Fluency Measurement Rubrics (SFMR) to assess the students' Filipino oral fluency according to standardized criteria. The SFMR provided a comprehensive and objective framework for evaluating speaking proficiency, offering a more nuanced assessment beyond basic metrics.

In addition, Barua and Roy (2024) emphasize the effectiveness of digital storytelling in improving learner engagement and enhancing language learning outcomes. Their study highlights how the integration of multimedia elements, including visual and audio components, not only aids in vocabulary acquisition but also increases students' confidence in their language abilities. This approach, which blends narrative with technology, is shown to be an effective tool in fostering oral fluency among learners. The research suggests that using digital storytelling creates an immersive learning experience that encourages active participation, ultimately leading to improved language proficiency.

Moreover, Huang and Chen (2024) investigated the use of generative images in vocabulary learning, specifically in the context of story retelling practices. Their study introduces RetAssist, an interactive system that uses images to help learners visualize sentence-level contexts, thereby improving their ability to recall and use vocabulary in speech. The findings of this research underline the effectiveness of visual aids in promoting fluency, as learners who engaged with the image-generating system exhibited greater fluency in expressing target words. This highlights how visual aids, when integrated with storytelling, can enhance both language comprehension and oral expression, leading to more confident and fluent speaking.

Furthermore, the study's findings align with the research conducted by Sadik and Sariff (2020), which emphasizes the importance of storytelling activities to learners and it showed notable improvement in their speaking fluency, vocabulary development, and pronunciation accuracy. Their work suggested that the process of planning, scripting, and narrating stories provides learners with meaningful language practice in a context-rich environment, the inclusion of images, sounds, and music helped students better organize their ideas, enhanced their motivation to speak, and reduced

their anxiety. These multimodal components offered scaffolding that made complex language tasks more accessible, particularly for struggling or reluctant speakers.

5.3 Research Objective 2: What is the level of Filipino oral fluency among Grade 5 students at Marcos P. Estoque Elementary School after the following implementation of the cooperative storytelling through role-playing?

To address the second objective, the researchers administered a post-test using the same evaluation criteria as the pre-test. Table 2 presents the mean scores of the students following the implementation of the cooperative storytelling through role-playing intervention.

Table 2. Frequency of the Post-test Scores

<i>Score</i>	<i>Frequency</i>	<i>Percentage</i>
18	10	33.3%
19	7	23.3%
20	5	16.7%
21	3	10.0%
22	1	3.3%
23	2	6.7%
24	2	6.7%
Total	30	100 %
Overall Mean		19.7%
Mean Percentage Score		78.93%
Standard Deviation		1.87
Description		High

The post-test results reflect the spelling proficiency of the 30 students in the experimental group following the implementation of the intervention. The group achieved an overall mean score of 19.7, indicating an average level of Filipino oral fluency competence. The highest score recorded was 24, attained by two students, representing 6.7 percent of the group. The lowest score was 18, obtained by ten students, accounting for 33.3 percent of the total. The most frequently occurring score was 19, achieved by seven students, comprising 23.3 percent of the group. These findings indicate a range of performance levels among the students, with a notable clustering around the mode. The mean percentage score of 78.93 percent further affirms the improvement in students' Filipino oral fluency, demonstrating an average performance level after the intervention.

Furthermore, the significant increase in the overall mean score serves as compelling evidence of the students' enhanced oral fluency in Filipino following the intervention. This notable improvement aligns with the findings of Appleton et al. (2019), who asserted that fluency in language use significantly bolsters learners' ability to articulate ideas with greater confidence and clarity. These results underscore the effectiveness of the intervention in fostering students' spoken Filipino fluency.

In connection with these findings, Sotomayor and Martinez (2024) highlighted that story-based extracurricular tasks had a significant impact on improving various aspects of EFL learners' speaking skills. Their study demonstrated that incorporating storytelling activities outside the classroom not only enhanced learners' pronunciation and vocabulary but also fostered greater self-expression and confidence in speaking. While fluency was noted as the least improved skill, the research highlighted how integrating storytelling tasks still led to substantial gains in language proficiency, particularly when learners were encouraged to retell stories and engage in discussions. This reinforced the idea that storytelling, even in extracurricular settings, played a crucial role in developing oral fluency.

Moreover, the study's findings align with the research conducted by Ismail and Majid (2020), which emphasized that storytelling provided learners with meaningful contexts to practice speaking, encouraging them to construct coherent narratives and express ideas with greater clarity and confidence, combined with visual and audio elements, helped reduce learners' anxiety and created a more supportive speaking environment. This led to noticeable gains in fluency, particularly in students who were initially hesitant to speak in front of others. The findings showed significant improvements in fluency, pronunciation, vocabulary, and overall speaking confidence after the students engaged in storytelling activities using the Speaking Fluency Measurement Rubric (SFMR).

5.4 Research Objective No.3: Is there a significant difference in the level of Filipino oral fluency among Grade 5 students before and after the implementation of the cooperative storytelling through role-playing?

Table 3. *Significant Difference Between the Pre-test and Post-test Scores*

	<i>Student's t</i>	<i>df</i>	<i>p</i>	<i>Mean difference</i>	<i>SD</i>	<i>SE difference</i>	<i>Effect Size</i>
Pre-test	16.2	29.0	<.001	4.20	2.40	0.260	<i>Cohen's d</i> 2.95
Post-test					1.87		

Table 3 illustrated the significant difference in the Filipino oral fluency performance of Grade 5 students before and after the implementation of the cooperative storytelling through role-playing intervention, $t(29) = 16.2$, $p < .001$. This p -value was well below the conventional alpha level of 0.05, indicating a highly significant difference. Moreover, the effect size, represented by Cohen's $d = 2.95$, suggested a substantial practical impact of the intervention. These findings strongly supported the conclusion that the cooperative storytelling through role-playing approach significantly enhanced the Filipino oral fluency performance of the Grade 5 students.

The findings align with prior research by Gomez and Alonzo (2022), which emphasizes the role of interactive and collaborative strategies such as storytelling and role-play in enhancing learners' oral communication skills. In their study on Filipino middle-grade students, they found that students who engaged in group storytelling activities showed improved fluency, coherence, and confidence in oral expression. The authors argue that cooperative learning not only promotes language development but also encourages social interaction and critical thinking, aligning with the statistically significant improvement and large effect size reported in Table 3 of the study.

Additionally, recent study by Lopez and Tan (2021), highlight that role-playing activities serve as an effective instructional technique for improving oral fluency by providing authentic, low-anxiety speaking opportunities. Their quasi-experimental research on Grade 5 learners revealed a significant gain in oral fluency scores after students participated in structured role-play tasks. The authors contend that such interventions help bridge the gap between language input and output, supporting the conclusion in our study that the cooperative storytelling through role-playing method leads to measurable improvements in student performance.

Moreover, the research findings align with the research conducted by Torres and Javier (2022), attributed this improvement to the cooperative nature of the tasks, which allowed learners to co-construct meaning, rehearse language structures, and internalize vocabulary providing strong support for the large effect size and significant gains reported in our study. Their qualitative study revealed that students became more articulate and expressive after repeated participation in group storytelling tasks. Teachers involved in the study also noted increased student engagement and confidence. These results echo your conclusion that such cooperative interventions have a strong practical impact on oral language performance.

5.5 Research Question No.4: What insights can be drawn from the implementation of the cooperative storytelling through role-playing intervention regarding its effectiveness in enhancing students' Filipino oral fluency?

To answer this research question, in-depth interviews were conducted with informants and participants. Probing questions elicited responses regarding their observations and experiences with the Cooperative Storytelling through Role-playing strategy's impact on improving students' oral fluency in Filipino among Grade 5 students. Table 4 presents the major themes and sample statements. Participants shared their own experiences and observations of the intervention. From the answers of the participants, four major themes emerged: (1) Building Confidence and Clarity in Speaking; (2) Developing Increased Interest in Learning Filipino; (3) Integrating Language Skills in Daily Life; (4) Valuing Oral Fluency in Filipino.

In the study, it was found that the intervention effectively built confidence and clarity in speaking. This is supported by Rababah (2025), who highlighted the benefits of role-playing games in fostering spontaneous and natural language use, thereby improving fluency and confidence. This approach creates a supportive learning environment, boosting students' confidence and oral fluency in Filipino. Cooperative storytelling through role-playing proved highly effective in improving oral proficiency. Furthermore, the intervention increased students' interest in learning Filipino, a finding consistent with recent research.

Table 4. *Themes and Sample Statements of the insights can be drawn from the implementation of the cooperative storytelling through role-playing intervention regarding its effectiveness in enhancing students' Filipino oral fluency.*

Emerging Themes	Sample Statements
Building Confidence and Clarity in Speaking	• "Because of role-playing, I learned to speak more clearly and I'm no longer shy." (IDI-1) • "Because of role-playing, I was able to tell stories clearly using Filipino, and I'm not as shy anymore." (IDI-2) • "At first, I had difficulty using Filipino because I was afraid of making mistakes. But because of role-playing, it felt like a game, so I wasn't as afraid anymore. I also realized it's okay to make mistakes, and I learned from them, so I became more confident." (IDI-4)
Developing Increased Interest in Learning Filipino	• IDI-1: "I'm more motivated to speak Filipino because storytelling and acting are fun. It's like a game, but we're learning." (IDI-1) • IDI-3: "I'm more motivated to tell stories in Filipino because it's enjoyable to act out scenes. It's like a game, but I'm learning." (IDI-3) • IDI-5: "I enjoy it more and I want to study Filipino more because I enjoyed the activities we did. It's not boring, and it provides a way to talk and cooperate with my classmates. It also helped me so I don't struggle as much in our Filipino subject." (IDI-5)
Integrating Language Skills in Daily Life	• "Now, Ma'am, I'm trying to tell stories using Filipino at home and with my friends because I want to become more fluent." (IDI-1) • "I'm more comfortable now speaking Tagalog at home and with my friends. Before, I was shy to speak Tagalog, especially at home, but now I'm more willing to use it in different situations." (IDI-5) • "Because of my experiences with storytelling and role-playing, I'm now more comfortable using Tagalog outside of class. I don't struggle as much talking to my friends, family, and even teachers using Tagalog. I'm trying harder to speak directly and with more confidence." (IDI-6)
Valuing Oral Fluency in Filipino	• "I realized, Ma'am, that it's very important to know how to use Filipino so that other people can understand me." (IDI-1) • "Because of this, I realized that speaking clearly in Filipino is not only important in school, but also outside of school." (IDI-3) • "At first, I thought Filipino wasn't important because I was used to speaking English. But through our role-playing, I realized that Filipino is also necessary for interacting with others and for understanding stories..." (IDI-4) • "Through storytelling and role-playing, I've come to see how important oral fluency in Filipino is..." (IDI-6)

	• "I didn't realize before how important oral fluency in Filipino was because I'm more used to Bisaya, and even at home, Ma'am, nobody uses Filipino. But because of the role-playing, I've become a little more used to it, and I'm more comfortable using Filipino in the classroom. I appreciate our national language more now, Ma'am." (IDI-7)
Enhancing Idea Expression and Vocabulary Development	• "It became easier for me to express my thoughts in Filipino through the stories we created and performed." (IDI-1) • "I learned new words while writing our scripts and practicing how to speak." (IDI-4) • "I understand better how to organize my sentences and choose the right words when speaking in Filipino." (IDI-7)

and Palma (2025) investigated the impact of cooperative storytelling on students' motivation, emphasizing the role of a supportive environment in fostering greater interest in the language. Moreover, cooperative storytelling through role-playing enabled learners to integrate their Filipino language skills into daily life. This is supported by Brenton and Fujiki (2019), who emphasized that storytelling creates authentic contexts integrating language processing, pragmatics, and social-emotional learning, allowing learners to naturally generalize newly acquired skills in everyday interactions.

Moreover, the study also highlighted that developing increased interest in learning Filipino is crucial, especially as many students today are losing enthusiasm for the subject. This decline in interest can negatively affect their academic performance and weaken their cultural connection. When students find joy in learning Filipino, they become more engaged in class, better understand the lessons, and develop a deeper appreciation for their native language. A study by Llaneta (2022) showed that students became more interested in Filipino when teachers incorporated stories and activities related to Filipino culture and daily life. These culturally relevant approaches helped students connect with the lessons more personally, leading to improved comprehension. Furthermore, a study by Dela Cruz and Santiago (2021) found that integrating technology such as videos, games, and digital storytelling into Filipino classes significantly increased students' excitement and motivation to learn. These findings highlight that creative and engaging teaching strategies play a vital role in rekindling students' interest and enhancing their learning experiences in Filipino.

Furthermore, another theme that emerged from the study was the integration of language skills into daily life. This is supported by the study of Atondo (2022), who investigated the use of contextualized instructional materials for teaching reading and writing skills in Filipino among Grade 6 learners. In this quasi-experimental design, students engaged with texts and activities closely tied to their everyday experiences, such as local stories or familiar situations, which led to significantly improved reading comprehension and writing performance. In addition, Magno, Indal, Chavez, and Garil (2024) explored alternative teaching strategies in Filipino language instruction for primarily English-dominant grade-schoolers. They found that incorporating real-world communication activities such as a "Filipino word of the day," language-based games, and role-playing scenarios significantly enhanced students' practical language skills. These strategies encouraged continuous exposure to and use of Filipino outside structured lessons, increasing students' motivation, engagement, and language proficiency.

Additionally, another significant theme identified in the study is the value placed on oral fluency in Filipino. Fluency in spoken Filipino not only reflects mastery of pronunciation and prosody but also underpins learners' ability to communicate effectively and express nuanced ideas. Dimzon and Pascual (2022) demonstrated through prosodic analysis that key features such as speech rate, pause frequency, and syllable duration can reliably distinguish between independent, instructional, and frustration levels of oral reading fluency among Filipino children, achieving up to 92% classification accuracy for binary fluency levels. In connection to that, Olabiyi, Jonathan, and Olamid (2025) found a strong correlation between oral language proficiency and literacy skills among Filipino students: those with higher speaking fluency scored significantly better on reading comprehension and writing assessments, highlighting the foundational role of oral competence in broader academic success.

Furthermore, another theme that emerged from the study was Enhancing Idea Expression and Vocabulary Development. It became evident that students who were exposed to more interactive and culturally relevant learning

activities demonstrated greater confidence in expressing their ideas in Filipino. This improvement is closely linked to vocabulary enrichment, which plays a crucial role in enabling learners to articulate complex thoughts and engage more meaningfully with both spoken and written texts. This observation is supported by the study of Agtarap, dela Calzada, Cardona, and Villena (2023), who examined the vocabulary learning strategies employed by senior high school Filipino learners. They identified seven effective approaches ranging from simple word listing to more dynamic strategies like visual-spatial thinking which collectively accounted for 49% of the variance in vocabulary acquisition. Their findings underscore the importance of strategic and intentional vocabulary development in enhancing language proficiency. In a complementary context, Parba (2021) emphasized the pedagogical significance of teaching “critical vocabulary” within Filipino heritage language classrooms. His study highlighted that explicitly introducing students to socially and culturally relevant words empowers them to engage in critical discussions and express their thoughts on social issues with greater depth and clarity. These insights mirror the findings of the current study, where students showed increased ability and confidence in expressing their ideas as their vocabulary knowledge expanded through contextualized and purposeful instruction.

6. Conclusion

The research study aimed to enhance Filipino oral fluency among Grade 5 learners through the implementation of cooperative role-playing. Before the intervention, students exhibited very low Filipino oral fluency, as indicated by their pre-test scores ranging from 15 to 24, with an overall mean of 28.45. They particularly struggled in fluency, pronunciation, content, and vocabulary when constructing their ideas, revealing the need for an engaging and supportive instructional strategy to address these gaps. The results affirm that to address the observed weaknesses, cooperative storytelling through role-playing was implemented as an intervention. This approach involved interactive and collaborative storytelling activities that encouraged learners to actively participate, construct ideas, and express themselves in Filipino within a structured and supportive learning environment.

Moreover, following the implementation, significant improvement in Filipino oral fluency was observed. Post-test scores showed a marked increase, ranging from 18 to 24, with an overall mean of 78.93, indicating a high level of fluency. Learners showed notable growth in all previously challenging areas, achieving high mean scores in fluency, pronunciation, content, and vocabulary. A paired t-test statistical analysis confirmed a significant difference between pre-test and post-test scores ($t = 16.2$, $p < 0.001$), highlighting the effectiveness of the intervention.

However, Qualitative insights gathered from interviews and in-depth discussions further supported the quantitative findings. Students reported improved recognition of idea patterns, increased confidence, greater interest in learning Filipino, practical application of speaking skills, and a deeper appreciation of oral fluency. Both teachers and students acknowledged the positive impact of cooperative storytelling through role-playing, emphasizing the benefits of self-monitoring, immediate feedback, and self-correction.

In conclusion, it is recommended that educators consider integrating cooperative storytelling through role-playing into their teaching practices to enhance Filipino oral fluency among Grade 5 learners. The intervention effectively addressed difficulties in pronunciation, content, and vocabulary while also boosting students' confidence and engagement. Teachers are encouraged to adopt this method to create regular, engaging opportunities for oral fluency development, ultimately fostering a more dynamic and effective learning environment.

7. Recommendations

Based on the findings of the study, it is strongly recommended that cooperative storytelling through role-playing be formally integrated into the Filipino language curriculum, especially at the elementary level. The substantial improvement in students' oral fluency—as demonstrated by the significant increase in mean scores, high effect size, and rich qualitative insights—proves the effectiveness of this strategy in enhancing language skills in an engaging and meaningful way.

To support this integration, Filipino teachers are encouraged to incorporate role-playing and cooperative storytelling activities regularly in their lessons. Doing so will provide learners with consistent opportunities to express themselves verbally in Filipino, helping them to build confidence, improve pronunciation, and enrich their vocabulary in authentic communication settings. Furthermore, the development of instructional materials aligned with storytelling scenarios—such as picture prompts, dialogue scripts, and multimedia tools—is highly recommended. These resources can serve as valuable tools in encouraging active participation and deeper engagement among students.

It is also essential to provide teachers with proper training on the effective implementation of this strategy. Workshops and seminars focusing on the use of cooperative storytelling and role-playing, alongside the application of

standardized assessment tools such as the Speaking Fluency Measurement Rubric (SFMR), will equip educators with the necessary skills and knowledge to assess and enhance students' oral fluency effectively.

Additionally, schools are encouraged to promote the use of Filipino beyond the classroom by integrating oral communication activities in school programs such as morning talks, peer reporting, and extracurricular storytelling clubs. This practice can further reinforce students' fluency and allow them to apply their skills in various social contexts. Regular formative assessments should also be conducted to monitor the students' language development. These assessments must include both quantitative measures and qualitative feedback to capture a more holistic picture of student progress.

Lastly, parents and community members should be engaged in the language development process. By informing them about the benefits of storytelling and encouraging them to support oral language use at home, students will be more likely to transfer their learning into everyday communication. In doing so, the implementation of cooperative storytelling through role-playing will not only improve academic performance in Filipino but will also foster a deeper appreciation for the national language among young learners.

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