

The Effectiveness of the Teaching Strategies Utilized in Developing the Speaking Skills of the Grade 2 Learners in Polangui North District, Division of Albay

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ABSTRACT

This study investigated the effectiveness of selected teaching strategies in developing the speaking skills of Grade 2 learners in the Polangui North District, Division of Albay, during School Year 2024–2025. Specifically, it examined the extent of teachers' utilization of role playing, simulation, information gap, brainstorming, and interview strategies; the level of agreement on their rank orders of utilization; the effectiveness of these strategies in enhancing learners' speaking skills in terms of fluency, vocabulary, grammar, and pronunciation; and the level of agreement on their effectiveness. Employing a descriptive–evaluative–correlational research design, the study involved ninety-two (92) Grade 2 teachers selected through purposive sampling. Data were gathered using a researcher-developed questionnaire and analyzed using frequency count, percentage, weighted mean, rank, Kendall's Coefficient of Concordance (W), and the chi-square test at a 0.05 level of significance. Findings revealed that all five teaching strategies were very much utilized by teachers, with role playing, simulation, and brainstorming obtaining the highest overall ratings. Significant agreement was observed among respondents regarding the rank order of utilization for most strategies, except information gap. Furthermore, the teaching strategies were found to be very much effective in developing learners' speaking skills across fluency, vocabulary, grammar, and pronunciation, with significant agreement on rank orders of effectiveness except in grammar. Based on the findings, policy recommendations were formulated to strengthen instructional practices, professional development, and institutional support mechanisms aimed at improving learners' oral communication skills. The study concludes that the systematic and consistent use of interactive and learner-centered teaching strategies significantly contributes to the development of speaking skills among early elementary learners and supports the attainment of quality basic education.

1. Introduction

Oral communication competence is a foundational component of language development and academic success in the early grades. Speaking skills—particularly fluency, vocabulary, grammar, and pronunciation—serve as essential tools for learners to articulate ideas, construct meaning, participate in classroom discourse, and engage in collaborative learning. In elementary education, especially in Grade 2 where learners transition from emergent literacy to more structured language use, the development of speaking skills significantly influences overall communicative competence and future academic performance. Effective speaking enables learners to express thoughts coherently, respond appropriately in conversations, and demonstrate comprehension through verbal interaction.

Recent scholarship underscores the importance of interactive and learner-centered instructional strategies in enhancing speaking proficiency. Studies have examined the impact of storytelling, flipped classrooms, mobile-assisted learning, picture media, audio-based applications, and peer interaction in improving learners' speaking skills. These investigations consistently highlight the value of active engagement, authentic communication tasks, and structured practice opportunities. Similarly, research on teaching strategies emphasizes that varied pedagogical approaches—such as collaborative learning, brain-based strategies, and context-responsive instruction—positively influence learner achievement and communication skills.

However, despite the growing body of literature on instructional innovation and speaking skill development, limited empirical attention has been given to systematically examining the extent of utilization and effectiveness of specific teaching strategies within localized elementary contexts, particularly in Philippine public school districts. The present study is anchored on multiple theoretical perspectives that explain language acquisition and communicative development. The Nativistic Theory posits that language ability is innate and biologically determined, suggesting that early exposure and structured stimulation are critical for language growth.

Semantic Cognitive Theory emphasizes the role of meaning-making and cognitive processing in language use, reinforcing the importance of tasks that promote comprehension and conceptual development. Behaviorism and Classical Conditioning highlight the role of reinforcement, repetition, and structured practice in shaping language habits, while Language Acquisition Theory stresses the importance of environmental interaction and guided communication in developing linguistic competence.

Together, these theoretical foundations provide a comprehensive lens through which teaching strategies may be examined as mechanisms that stimulate, reinforce, and refine learners' speaking abilities.

Within classroom practice, interactive strategies such as role playing, simulation, information gap, brainstorming, and interviews have been widely recognized as effective tools for promoting oral communication. Role playing enables learners to adopt different perspectives and practice authentic dialogues, fostering empathy and communicative adaptability. Simulation provides structured yet dynamic environments that bridge theory and real-world communication scenarios.

Information gap tasks necessitate purposeful interaction, compelling learners to ask questions, clarify meaning, and negotiate understanding. Brainstorming encourages idea generation, critical thinking, and collaborative discourse, allowing learners to articulate thoughts without fear of judgment. Interviews, on the other hand, cultivate structured questioning, reflective responses, and organized verbal expression, thereby strengthening both confidence and clarity in speech. Despite the recognized instructional value of these strategies, classroom realities often present challenges in their consistent implementation. Variations in school size, resource availability, teacher preparation, and learner proficiency may influence the extent to which these strategies are utilized and how effectively they contribute to speaking skill development.

Moreover, while teachers may employ multiple strategies, there remains a need to determine whether there is a significant level of agreement in their utilization and whether such strategies demonstrably enhance specific dimensions of speaking competence. Empirical validation through statistical analysis—such as weighted means and tests of concordance—provides critical evidence for determining instructional coherence and effectiveness.

Situated in the Polangui North District of the Schools Division Office of Albay, which comprises twenty-five elementary schools serving more than six thousand learners, the present study responds to the district's commitment to learner-centered instruction and educational excellence. By focusing on Grade 2 teachers, the study examines how instructional strategies are adapted and implemented during a critical developmental stage. The findings are intended to inform district-level planning, professional development initiatives, and policy formulation aimed at strengthening oral communication skills among early elementary learners.

Thus, this study investigates the effectiveness of selected teaching strategies—role playing, simulation, information gap, brainstorming, and interviews—in developing the speaking skills of Grade 2 learners in Polangui North District, Division of Albay. Specifically, it determines the extent of utilization of these strategies, examines the level of agreement on their rank orders, evaluates their effectiveness in enhancing fluency, vocabulary, grammar, and pronunciation, and assesses the significance of agreement on their effectiveness. By addressing these dimensions, the study seeks to bridge the empirical gap in localized instructional research and provide evidence-based recommendations that support the advancement of quality English language instruction in the elementary level.

2. Methodology

This study employed a descriptive–evaluative–correlational research design to determine the effectiveness of selected teaching strategies in developing the speaking skills of Grade 2 learners. The descriptive–evaluative component focused on determining the extent of utilization of the teaching strategies—role playing, simulation, information gap, brainstorming, and interview—by Grade 2 teachers. The evaluative aspect assessed the effectiveness of these strategies in enhancing learners' speaking skills in terms of fluency, vocabulary, grammar, and pronunciation. The correlational component was used to determine the level of significant agreement among teachers on the rank orders of both the extent of utilization and effectiveness of the teaching strategies. This research design was deemed appropriate as it allowed for systematic description, evaluation, and comparison of instructional practices without manipulating classroom conditions.

The study was conducted in the Polangui North District, Schools Division Office of Albay, Philippines, during School Year 2024–2025. The district is composed of twenty-five (25) public elementary schools serving a diverse population of learners across urban and semi-rural communities. The locale was selected due to its relevance to district-wide efforts aimed at improving English language instruction and learners' oral communication skills at the elementary level.

The respondents of the study were ninety-two (92) Grade 2 teachers assigned in public elementary schools within the Polangui North District. These teachers were directly involved in teaching English and implementing speaking-related classroom activities. Their instructional experience and exposure to various teaching strategies provided reliable and relevant data for examining the extent of strategy utilization and their effectiveness in developing learners' speaking skills.

Purposive sampling was employed in selecting the respondents to ensure that only teachers handling Grade 2 classes and actively teaching speaking competencies were included in the study. This sampling technique was appropriate because it allowed the researcher to gather data from respondents who possessed direct instructional experience aligned with the objectives of the study. A researcher-made questionnaire served as the primary data-gathering instrument. The instrument consisted of three major parts. The first part measured the extent of utilization of the selected teaching strategies. The second part determined the effectiveness of these strategies in enhancing learners' speaking skills in terms of fluency, vocabulary, grammar, and pronunciation. The third part required respondents to rank the teaching strategies based on their extent of utilization and effectiveness. The questionnaire utilized a five-point Likert scale with corresponding verbal interpretations to ensure consistency and clarity in the measurement of responses.

To ensure content validity, the questionnaire was subjected to expert validation by a panel composed of English educators, research advisers, and graduate school faculty members. The experts evaluated the instrument in terms of clarity, relevance, and alignment with the objectives of the study. Their comments and recommendations were incorporated before the final administration of the instrument. The reliability of the questionnaire was established through pilot testing and the computation of

appropriate reliability coefficients, which yielded acceptable results, indicating that the instrument was reliable for measuring the variables under investigation.

Prior to data collection, permission to conduct the study was secured from the Schools Division Office of Albay and from the concerned school heads. The validated questionnaires were reproduced and personally administered to the respondents. Clear instructions were provided to ensure accurate and honest responses. After completion, the questionnaires were retrieved, checked for completeness, and organized for data processing. Ethical considerations such as voluntary participation, confidentiality of responses, and the exclusive use of data for academic purposes were strictly observed throughout the research process.

The data gathered were analyzed using appropriate descriptive and inferential statistical tools. Frequency count and percentage were used to describe the distribution of respondents. The weighted mean was employed to determine the extent of utilization and effectiveness of the teaching strategies. Ranking was used to establish the order of the strategies based on their computed weighted means. To determine the level of agreement among respondents on the rank orders, Kendall's Coefficient of Concordance (W) and the chi-square test were applied. All tests of significance were conducted at the 0.05 level of significance, and results were interpreted using predefined scale intervals and verbal descriptors to ensure accuracy and consistency in an analysis.

3. Results and Discussions

3.1 Extent of the Utilization of Teaching Strategies by Grade 2 Teachers

The results of the study revealed that all five teaching strategies—role playing, simulation, information gap, brainstorming, and interviews—were very much utilized by Grade 2 teachers in the Polangui North District. The consistently high weighted mean values across all indicators suggest that teachers deliberately adopt interactive, learner-centered strategies to facilitate oral language development. This pattern reflects a strong instructional orientation toward communicative teaching, where learners are provided with frequent opportunities to speak, interact, and construct meaning through authentic tasks.

Role playing emerged as one of the most extensively utilized strategies. Teachers regularly designed contextualized scenarios that required learners to assume roles, express opinions, and respond to social situations. These activities allowed learners to practice spontaneous speech while developing confidence and pragmatic language use. Analytically, the strong utilization of role playing indicates that teachers recognize its effectiveness in promoting fluency and communicative competence by simulating real-life interactions that demand immediate and meaningful language use.

Simulation was likewise rated as very much utilized. Teachers frequently employed simulated environments such as marketplaces, virtual companies, and mock trials, where learners were required to use language purposefully to solve problems or complete tasks. From an analytical standpoint, simulation integrates cognitive, social, and linguistic skills, thereby supporting holistic speaking development. The immersive nature of simulations also sustains learner engagement and reinforces learning through experiential practice and immediate feedback.

Information gap activities were also rated as very much utilized; however, the variability observed in teachers' rankings suggests differences in how these activities were implemented. While tasks such as picture description, incomplete stories, and paired questioning were commonly used, the degree to which they elicited sustained and meaningful interaction varied across classrooms. Analytically, this finding implies that information gap activities are sensitive to instructional design and facilitation, and their effectiveness depends on how well teachers structure tasks to require genuine communication rather than short or mechanical exchanges.

Brainstorming obtained among the highest weighted mean scores of all strategies. Teachers consistently encouraged learners to generate ideas freely, use visual organizers, and participate equally in discussions. This strategy appeared particularly effective in reducing learners' anxiety and fostering a supportive speaking environment. Analytically, brainstorming promotes fluency and vocabulary development by allowing learners to verbalize ideas without fear of correction, thus increasing participation and verbal output.

Interview strategies were also very much utilized, especially in activities involving structured questioning, reflection, and evaluation. These tasks required learners to formulate questions, organize responses, and articulate ideas clearly. From an analytical perspective, interviews strengthen grammatical organization and discourse coherence by requiring learners to speak within a defined structure while maintaining communicative purpose.

3.2 Test of Significant Agreement on the Rank Orders of the Extent of Utilization of Teaching Strategies

To determine whether there was a significant level of agreement among teachers regarding the rank orders of the extent of utilization of the teaching strategies, Kendall's Coefficient of Concordance (W) and the chi-square test were applied. The results are presented in Table 1.

Table 1. Test of Significant Agreement on the Rank Orders of the Extent of Utilization of Teaching Strategies

Teaching Strategy	Kendall's W	Computed χ^2	df	p-value	Decision on H_0	Interpretation
Role Playing	0.90	16.20	6	<0.025	Rejected	Significant Agreement
Simulation	0.92	16.56	6	<0.025	Rejected	Significant Agreement
Information Gap	0.55	9.90	6	>0.05	Accepted	Not Significant
Brainstorming	0.96	17.28	6	<0.01	Rejected	Significant Agreement
Interviews	0.86	15.48	6	<0.025	Rejected	Significant Agreement

The results indicate statistically significant agreement among teachers regarding the utilization of role playing, simulation, brainstorming, and interviews. The high Kendall's W values reflect strong consistency in teachers' instructional priorities, suggesting a shared pedagogical understanding across schools regardless of size or context. This agreement implies district-wide coherence in the implementation of communicative teaching strategies.

In contrast, no significant agreement was observed for information gap activities. Analytically, this suggests that while information gap tasks are commonly used, teachers differ in how frequently and effectively they employ them. Differences in class size, learner proficiency, and teachers’ familiarity with task-based instruction may account for this variation. This finding highlights the need for clearer guidelines and targeted professional development to standardize effective implementation of information gap strategies.

3.3 Effectiveness of Teaching Strategies in Developing Learners’ Speaking Skills

The results further revealed that the teaching strategies were very much effective in developing learners’ speaking skills across all four domains: fluency, vocabulary, grammar, and pronunciation. Learners demonstrated improved ability to speak with fewer pauses, respond appropriately in conversations, and organize ideas coherently, indicating substantial gains in fluency. Analytically, these outcomes suggest that repeated exposure to interactive speaking tasks strengthens automaticity and confidence in oral language use.

In terms of vocabulary, learners exhibited increased lexical range, reduced repetition, and more appropriate word choice across communicative contexts. Strategies such as brainstorming and role playing exposed learners to varied vocabulary in meaningful situations, supporting vocabulary acquisition through contextualized use rather than rote memorization.

Grammar was also rated as very much effective overall, with learners demonstrating improved sentence construction, tense usage, and grammatical awareness during oral tasks. However, the degree of improvement varied among teachers’ perceptions, suggesting differences in how explicitly grammar was addressed within communicative activities.

Pronunciation obtained very much effective ratings across all indicators. Learners were able to articulate sounds clearly, distinguish minimal pairs, and use appropriate stress and intonation patterns. Analytically, these findings indicate that strategies involving repeated oral practice, modeling, and exposure to authentic speech—such as interviews and simulations—were particularly effective in improving pronunciation accuracy and intelligibility.

3.4 Test of Significant Agreement on the Rank Orders of the Effectiveness of Teaching Strategies

The level of agreement among teachers regarding the effectiveness of the teaching strategies in developing speaking skills was likewise examined using Kendall’s W and the chi-square test. The results are shown in Table 2.

Table 2. Test of Significant Agreement on the Rank Orders of the Effectiveness of Teaching Strategies

Speaking Skill Domain	Kendall’s W	Computed χ^2	df	p-value	Decision on H ₀	Interpretation
Fluency	0.95	17.10	6	<0.01	Rejected	Significant Agreement
Vocabulary	0.98	17.64	6	<0.01	Rejected	Significant Agreement
Grammar	0.64	11.52	6	>0.05	Accepted	Not Significant
Pronunciation	0.76	13.68	6	<0.05	Rejected	Significant Agreement

The results show significant agreement among teachers on the effectiveness of the strategies in developing fluency, vocabulary, and pronunciation. This consensus suggests that teachers consistently observe positive outcomes in learners’ oral communication, particularly in spontaneous speech, lexical use, and sound production.

However, grammar did not yield a significant level of agreement, indicating variability in teachers’ perceptions of grammatical improvement. Analytically, this suggests that grammar development may be more sensitive to instructional variation and may require more explicit feedback, focused drills, and formative assessment alongside communicative strategies. This finding provides empirical support for the policy recommendations emphasizing targeted grammar instruction and continuous feedback mechanisms.

Overall, the results demonstrate that interactive and learner-centered teaching strategies are widely utilized and highly effective in developing Grade 2 learners’ speaking skills. The strong agreement observed across most strategies and speaking domains reflects instructional coherence within the district. At the same time, the lack of agreement in information gap utilization and grammar effectiveness highlights specific areas for instructional refinement. These findings underscore the importance of balancing communicative practice with explicit instructional support to ensure comprehensive and consistent development of learners’ speaking skills.

4. Conclusions and Implications

4.1 Conclusions

This study concludes that Grade 2 teachers in the Polangui North District extensively and consistently utilize interactive teaching strategies—namely role playing, simulation, information gap, brainstorming, and interviews—in developing learners’ speaking skills. All five strategies were rated as very much utilized, indicating a strong pedagogical orientation toward communicative and learner-centered instruction. These findings demonstrate that teachers deliberately provide opportunities for learners to engage in authentic oral communication activities that support language development at the early elementary level.

The study further concludes that there is a statistically significant level of agreement among teachers regarding the rank orders of utilization of role playing, simulation, brainstorming, and interview strategies. This consensus reflects instructional coherence and shared pedagogical priorities across schools in the district. However, no significant agreement was observed for information gap activities, suggesting variability in implementation practices. This indicates that while information gap tasks are widely employed, differences exist in how teachers structure and facilitate these activities to elicit meaningful oral interaction.

Moreover, the teaching strategies were found to be very much effective in developing learners' speaking skills in terms of fluency, vocabulary, grammar, and pronunciation. Learners demonstrated improved ability to speak with confidence, use a wider range of vocabulary, articulate ideas clearly, and produce intelligible speech. Significant agreement among teachers was observed in the effectiveness of the strategies in enhancing fluency, vocabulary, and pronunciation, underscoring the strong impact of communicative strategies on these speaking domains.

In contrast, no significant agreement was found regarding the effectiveness of the strategies in developing grammatical accuracy. This suggests that grammar development may be more dependent on instructional variation and may require more explicit and focused teaching approaches alongside communicative activities. Overall, the findings affirm that interactive teaching strategies play a vital role in developing speaking skills, while also highlighting specific areas that require instructional strengthening.

4.2 Implications

The findings of this study carry important implications for classroom instruction, school leadership, policy formulation, and future research. At the instructional level, teachers are encouraged to sustain the consistent use of interactive and communicative strategies, as these have been shown to effectively enhance learners' fluency, vocabulary, and pronunciation. Teachers should also refine the design and facilitation of information gap activities to ensure that tasks require genuine communication and extended learner interaction rather than brief or mechanical exchanges.

With regard to grammar instruction, the results imply the need for a more balanced approach that integrates explicit grammar teaching within communicative contexts. Teachers may employ formative assessments, focused feedback, and targeted grammar exercises to complement interactive speaking activities and promote greater consistency in grammatical development.

From an administrative perspective, school heads and instructional supervisors should support teachers through continuous professional development programs that focus on effective implementation of communicative strategies, task-based instruction, and grammar-focused interventions. Providing adequate instructional materials, language resources, and structured monitoring mechanisms can further enhance the quality and consistency of speaking instruction across schools.

At the policy level, the findings support the inclusion of interactive speaking strategies in district-wide and division-level instructional frameworks. Policymakers and curriculum planners may use the results as empirical evidence to strengthen guidelines on oral communication instruction in the early grades. Emphasis on professional training, instructional alignment, and evidence-based practices can contribute to improved learning outcomes and the attainment of quality basic education.

Finally, the study offers directions for future research. Subsequent studies may examine the longitudinal effects of these teaching strategies on learners' speaking performance in higher grade levels, explore the impact of teacher training on grammar instruction effectiveness, or conduct comparative studies across districts and regions. Such investigations would further enrich understanding of effective speaking instruction and support continuous improvement in language education.

In conclusion, this study affirms that the systematic and intentional use of interactive teaching strategies significantly enhances Grade 2 learners' speaking skills. Sustained instructional support, targeted professional development, and evidence-based policy implementation are essential in maximizing the benefits of communicative teaching and ensuring holistic oral language development among young learners.

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