

# Enhancing Students' Communicative Skills through the Integration of Radio Drama Activity in Filipino

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## ABSTRACT

Communicative competence is a vital skill in Filipino education, enabling students to communicate effectively and participate productively in various social contexts. Using a single-group pretest-posttest design in this action research, we investigated radio drama as a strategy to enhance Grade Nine students' communicative skills in Filipino. This research was conducted in a public school in Ozamiz City during the 2024–2025 academic year with 30 students selected purposively. A quantitative approach was employed to deliver the intervention, and data were collected using a researcher-made test that assessed communicative performance. For statistical analysis, we used Minitab software and applied the mean, standard deviation, and t-test for before and after the intervention. The students' communicative skills were at the level "Did Not Meet Expectations" prior to the introduction of radio drama. The descriptive analysis reported a mean score of 7.25. Following the radio drama intervention, students performed at the level "Outstanding" with a mean score of 29.23. The t-value calculated in the analysis was -261.99 with a p-value of 0.00, which indicated that the difference was highly significant in a positive manner. The results of the study suggested that using radio drama to teach communication skills in Filipino instruction was a viable approach for developing students' communicative skills while also supporting language proficiency and creative expression. The study recommends that radio drama activities in Filipino classes and in similar contexts should be used to develop students' engagement and language development.

**Keywords:** communicative skills, creative expression, Filipino, language proficiency, radio drama

## INTRODUCTION

Learning literature should be seen by students not only as an expression through words of emotions and ideas, but as an engaging activity that is highly communicative. The relevance and effectiveness of communication will be significantly enhanced if ninth-grade students in Filipino literature develop these skills by integrating various moral, cultural, and character-building narratives. Using conventional wisdom almost always includes encouraging no activity beyond listening and memorizing conceptions developed in textbooks and applied in lectures. Failure to provide such opportunities implies that students tend to become apathetic and unable to appreciate the Classical texts, such as *Noli Me Tangere*, which aim for interpretative expression and interpretation among readers (Bangcaya et al., 2021). Faced with no opportunities for discourse and dialogue, students become voiceless about the literature studied or remain unbothered by the core messages and cultural values that the literature aims to address (Garcia, 2021).

Alternate pedagogical techniques used in task-based learning, like radio drama, have shown how traditional methods of teaching have their drawbacks. The use of task-based learning as part of classroom activities makes students appreciate lessons and remember new information acquired, especially when it comes to languages and literature subjects (Shabaneh et al., 2019). Such methodologies provide scope for students to apply their learning to familiarize themselves with new subjects. These strategies are further sustained by the theory of cooperative and collaborative learning, which claims that group tasking helps develop language and also critical and creative skills (Acuin et al., 2018). There is sufficient literature demonstrating that task-based learning facilitates vocabulary and comprehension learning, and helps incorporate complex narration in more effective ways than

traditional means (Fonseca et al., 2023). In these ways, the activities also promote the contemporary educational objective of developing increased interaction and dynamics within the classroom (Samortin, 2020).

In regard to the task-based strategy, which is promising, it is noted that many classrooms are still conventional and, in some cases, impractical, as they do not captivate the attention of the students or enable them to experience the subject matter actively. Due to passive structures, there is minimal observance of verbal activity, and the enhancement of the upper range of thinking levels fails (Pavey, 2021). This is particularly evident when working on texts like *Noli Me Tangere*, which possess great cultural depth and moral intricacies that are also complex in nature. Very little in-depth work is done on such literary pieces, as typical methods would combine them with reading comprehension exercises. These books should encourage active engagement in analysis and creation, and support a richer understanding of culture in the Filipino context. Such concerns should be alleviated through active engagement of the learners, whilst taking into account the cultural context of the Philippine literature.

The solution offered is quite innovative in the sense that it establishes a hands-on setting that encourages the growth of communication, critical thinking, and teamwork through various games. For instance, in tasks like Radio Activity, students can 'become' characters and relate to themes at a level beyond just reading. Students are able to remember new and complex words and use the acquired knowledge appropriately in a context (Xin-Li et al, 2021). Also, due to the collaborative nature of the activities, students are able to express their views, thus enhancing their communicative competence, both oral and non-oral. Cooperative learning has important components, such as positive interdependence, which means that students pull their efforts together to meet common targets (Gillies, R.M., 2016). During such lessons, the students feel motivated to read *Noli Me Tangere* and interact with the text more creatively and critically.

More effective learning and interaction with texts are observed when digital storytelling is integrated into game-based learning frameworks (Yang, 2021). Similarly, in the case of radio drama as a digital game in learning, it promotes the power of engagement towards intricate literary concepts and abstracts, so the level of anxiety for such is turned down (Arcagok S., 2021). Recent empirical studies have further demonstrated that digital games in education effectively highlight the potential of Task-Based Learning (TBL) in enhancing motivation, engagement, and social interaction (Hernández-lara et. al., 2018). Task-Based Learning (TBL) has the potential to influence student behavior and is widely recognized as a powerful method for fostering intrinsically motivating learning experiences (Hui et. al., 2023).

In the Philippine context, incorporating cultural context into radio drama as part of activities that teach literature, such as *Noli Me Tangere*, is particularly relevant. Research was carried out at Our Lady of Fatima University, where a visual novel game incorporating *Noli Me Tangere* was developed. The game included a story-driven interaction and collaborative element, showing how active and interactive tools can promote students' understanding of the cultural and moral narratives in Filipino literature (Agos et. al., 2013). The exploration of the study showed that narrative-based learning has a crucial role in developing creativity, understanding, and cultural awareness among students.

There appears to be a practical-knowledge gap in the prior research. This gap highlights a lack of rigorous research in the prior literature. Specifically, the integration of radio drama for enhancing students' communicative skills in Filipino has been largely unexplored. The field of Filipino literature is ripe for an investigation of practical focus research on enhancing students' communicative skills in Filipino. Many previous studies have focused on the theoretical aspects of English language learning; however, there is a noticeable lack of studies or action research in the field of Filipino literature. This gap presents an important and worthy area of investigation, particularly in the context of enhancing students' communicative skills in Filipino. Investigating these issues is essential, as it may assist educators in developing effective strategies to enhance students' communicative skills. Moreover, while previous theoretical research has focused mainly on improving communicative skills in English, there has been limited practical research conducted in the field of Filipino (Miles, 2017).

This action research seeks to identify areas where task-based learning can address the shortcomings of traditional teaching methods. In particular, it examines how activities like *Noli Me Tangere* enhance students' communication skills, their understanding of narrative structure, and their ability to work collaboratively. This

study intends to analyze the effect of these strategies on the Ninth-Grade learners of Filipino, with a view to providing practical assistance to teachers of Filipino literature. Finally, the action research aims to help educators who are still using traditional methods and use game-based learning techniques to help students appreciate and understand the depth of ethnic values of Philippine Literature.

## Strategy

TBL, or task-based learning, is a methodology that is growing in popularity since people regard it as an effective way of teaching. It proposes that real-world tasks should be done by students meaningfully engaging with the content of the subject matter; as a result, tasks are greatly enhanced. In the area of literature, TBL creates the opportunity to be involved in activities such as reading and discussing analytical literature, and in this way, helps the students to understand more deeply and appreciate more complex texts. In a study carried out with Grade 11 students, it was found that students' understanding and appreciation of literature were significantly positively influenced by their task-based instruction of 21st-century literature (Parcon, 2022). Students also showed improvement in reading comprehension due to the positive effects of TBL, as highlighted by the higher scores achieved in the tests after the program (Putri & Ratmanida, 2021).

Applying TBL to the teaching of *Noli Me Tangere* allows students to engage with the novel's historical and cultural contexts through tasks such as role-playing, debates, and thematic projects. This approach enhances not only students' comprehension of the text but also supports the development of key 21st-century skills such as communication, collaboration, and critical thinking.

An activity like Radio Drama can encourage students to embody characters, interpret moral lessons, and creatively express their understanding of the narrative. Task-Based Learning enables students to engage with challenging learning environments and concepts while working toward specific learning outcomes (Chen et al., 2018). By embedding these strategies, teachers can transform the study of Filipino literature into an active, student-centered experience. This approach not only aligns with modern pedagogical practices but also ensures that students find value and enjoyment in engaging with classical texts.

The researcher proposed the use of task-based learning activities to enhance students' communicative skills in Filipino. A radio drama activity was designed to be used collaboratively by the students and integrated into Filipino lessons. This innovative approach aims to improve the communication skills of Grade 9 students while also fostering their critical thinking, appreciation of literary values, and overall academic performance.

The steps or procedure for conducting the Radio Drama Activity were as follows: 1. The teacher identifies a relevant or interesting scene from *Noli Me Tangere* that conveys themes, sentiments of characters, and sociopolitical issues. 2. The teacher gives each group of these students some classwork that includes dividing participants into groups of scriptwriters, actors, sound effect producers, and directors to encourage collaborative work. 3. The pupils write a script for the chosen scene and practice their lines for proper speech and voice projection. 4. The participants of the drama record the performance on the available devices, or the students can do a live performance where they act out the drama with voice modulation and sound effects. 5. The teacher gives feedback on the tried drama. After that, he lectures on the themes portrayed, the development of stories, and how the activity helped in comprehending the novel. 6. The teacher helps with the reflection and evaluation by asking students to give comments about their experience of working with the radio drama, what they feel they learned from the activity, and how it helped them in communication.

## Action Research Questions

This action research aimed to enhance students' communicative skills in Filipino at a secondary school in Misamis Occidental during the school year 2024–2025. Specifically, it sought to answer the following research questions:

1. What is the level of students' communicative skills in the Filipino language before the implementation of the radio drama activity?

2. What is the level of students' communicative skills in the Filipino language after the implementation of the radio drama activity?
3. Is there a significant difference in students' communicative skills in the Filipino language before and after the implementation of the radio drama activity?

### Action Research Methods

**Research Design.** This study employed a single-group pretest-posttest design to enhance students' communicative skills. Action Design Research (ADR) has also gained widespread recognition as a prominent research methodology, particularly in the field of information systems (Cronholm & Göbel, 2022). This design will be deemed appropriate as it enhances communicative skills in the Filipino language at one of the secondary schools through the Integration of radio drama.

**Site.** The study was conducted at the Junior High School level, specifically among Grade 9 students in a public secondary school in Ozamiz City. The school, in alignment with the Department of Education (DepEd) resolution, is actively implementing the K to 12 Basic Education Program, covering both Junior and Senior High School levels. In compliance with DepEd directives, the Junior High School curriculum spans Grades 7 to 10, demonstrating the institution's commitment to delivering a comprehensive, modern, and inclusive educational experience.

**Participants.** The participants of the study consisted of 30 Grade 9 students selected through purposive sampling. The selection was based on the following criteria: (1) students enrolled in the Junior High School Department of a public secondary school as Grade 9 learners for the academic year 2024–2025; (2) students assigned to a specific section or block in Grade 9; (3) students currently taking the Filipino subject; and (4) students who provided full consent to participate as respondents in the study. The researcher ensured that these criteria were satisfied before conducting the survey; however, other sections of the same grade level were not included in the study.

### Instrument

The researcher utilized the following research instruments as tools for data collection:

**A. Radio Drama Activity.** The researcher intends to utilize this approach to enhance students' communicative skills and expand their comprehension of *Noli Me Tangere*. By using this technique, students will write scripts, do voice acting, and create sounds, which will enable them to effectively communicate their thoughts and feelings. The activity increases learning's interactivity and significance while encouraging creativity, teamwork, and critical thinking.

In determining the test performance, the following scale was used.

Score	Grade Equivalent	Interpretation
26-30	90-100	Outstanding
24-26	85-89	Very Satisfactory
21-23	80-84	Satisfactory
18-20	75-79	Fairly Satisfactory
Below 18	Below 75	Did not meet expectations

**B. Lesson Plan in Filipino.** It is a researcher-made lesson plan that focuses on the novel *Noli Me Tangere*, integrating radio drama to enhance the students' communicative skills. Before putting it into teaching, the lesson plan was carefully reviewed and checked by the cooperating teacher and revised by the researchers. The implementation occurred at one of the Junior High Schools in Ozamiz City, specifically with the Grade 9 students, in March 2025.

## **Data Collection & Procedure**

### **A. Pre-Implementation Phase**

The researcher will first seek approval from the Dean of the College of Education, the Schools Division Superintendent, the school principal, the participating teacher, and the parents of the students to conduct the study. Once approval is granted, consent forms will be distributed to the parents, while assent forms will be obtained from the students. After securing all necessary permissions, a pretest will be administered to evaluate the students' communicative skills and the concepts targeted in the study. The researcher will also prepare lesson plans and instructional materials incorporating game-based learning strategies. Additionally, assessments and activities will be developed during this phase, aligned with the teacher's lesson plans and PowerPoint presentations.

### **B. Implementation Phase**

The radio drama will be incorporated into lessons on Filipino literature to facilitate the development of students' communicative skills. Students will be given explicit instructions on guidelines and expectations for participating in the activity. One month into the activity, an assessment will be conducted to measure improvements in students' understanding of Filipino literature and their ability to express ideas.

### **C. Post-Implementation Phase**

The post-implementation stage involved concluding, providing recommendations, proofreading, editing, and finalizing the research study. It also included the proper dissemination of the research findings to a specific target audience.

**Ethical Considerations.** In accordance with ethical standards, the subjects' informed consent was obtained prior to the survey. As part of ethical research practices, the researchers provided participants with a comprehensive briefing on the Data Privacy Act of 2012 to affirm their commitment to safeguarding personal information and ensuring accountability in handling sensitive data.

Prior to conducting the research, approval was obtained from the College of Education. Participants were contacted through formal letters requesting their consent to take part in the study. They were assured that confidentiality would be strictly maintained throughout the data collection, usage, and presentation processes. For instance, all names were anonymized to protect the identities of the individuals involved. This procedure ensured that the research involving human subjects was conducted ethically and responsibly.

## **Data Analysis**

With the use of Minitab software, the following statistical tools were used:

**Frequency and Percentage.** This will be used in identifying the level of performance of students before and after the use of the Radio Drama Activity.

**Mean and Standard Deviation.** These were used in identifying the level of students' awareness before and after the use of the Radio Drama Activity.

**Paired T-Test.** This tool will be used to explore the significant difference in students' performance before and after the use of the Radio Drama Activity.

## **RESULTS AND DISCUSSION**

### **Students' Communicative Skills in the Filipino Language Before the Implementation of the Radio Drama Activity**

Table 1 presents the students' communicative skills in the Filipino language before the implementation of the

Radio Drama activity. The results reveal that all students were categorized under the “Did Not Meet Expectation” level. Specifically, 40 students (100%) failed to meet the expected performance criteria, with an overall mean performance score of 7.25, which falls significantly below the satisfactory threshold.

The data clearly indicate that students' communicative competence prior to the intervention was considerably below expectations. With 100% of the learners falling into the lowest performance category, the findings suggest a widespread issue in students' ability to express themselves effectively in Filipino. The overall mean score of 7.25, which is within the "Did Not Meet Expectation" range (1–17), underscores the severity of the problem. Given that none of the students reached even the "Fairly Satisfactory" category, this implies a critical gap in language instruction and skill acquisition. The complete lack of variance in the performance levels indicates a statistically significant deficiency that calls for immediate pedagogical intervention.

There are no non-significant findings in this data set since all students uniformly failed to meet expectations, which eliminates performance variation across categories. While this simplifies the interpretation, it also reveals a troubling uniformity of underachievement, suggesting not merely individual lapses but systemic instructional shortcomings.

This finding aligns with existing literature emphasizing the importance of communicative competence as a core educational goal. Students with high beliefs employed various strategies in learning Filipino; their academic performance remained average (San Jose et al., 2020). This suggests that without effective and engaging instructional approaches, students may struggle to translate their learning strategies into academic success. These findings reinforce the necessity of incorporating dynamic and context-rich activities like radio drama to address significant gaps in students’ language performance.

The Implications of these findings are substantial. Teachers must be equipped with more engaging and effective instructional strategies aimed at developing students' oral and written communication skills in Filipino. It is recommended that school administrators implement interactive and performance-based language activities, such as a radio drama activity. This activity offers contextual, real-life scenarios where learners can meaningfully practice language use. Furthermore, professional development programs should be provided to teachers to enhance their ability to deliver communicative and student-centered instruction.

Addressing this learning gap is not only an academic concern but also a crucial step toward empowering students to participate meaningfully in Filipino society, where language remains central to identity and civic engagement.

**Table 1.** Students’ Communicative Skills in the Filipino Language Before the Implementation of the Radio Drama Activity

Performance	Frequency	Percentage
Did not meet expectations	40	100
Overall Performance	7.25 Did not Meet Expectations	

Note: 26-30 (Outstanding); 23-25 (Very Satisfactory); 21-22 (Satisfactory); 18-20 (Fairly Satisfactory); 1-17 (Did Not Meet Expectations)

**Students’ Communicative Skills in the Filipino Language After the Implementation of the Radio Drama activity**

Table 2 depicts the students' communicative skills in the Filipino language after the Radio Drama activity. All 40 students (100%) attained an "Outstanding" rating and a mean performance score of 29. 225, and this falls under the Outstanding category of 26–30 on the performance scale.

The study’s findings indicate a considerable improvement in students’ communicative skills after the intervention. All students, in turn, were able to reach the highest level of performance. The students exhibit a similar level of independent study skills.

Unlike traditional assessment methods, which vary in student performance, the Radio Drama activity consistently achieves a uniform level of success. The activity ensured that students were able to enhance their understanding and comprehension of the subject because it is immersive, meaningful, and interactive.

The overall performance mean score is 29—225, which is rated as outstanding. Therefore, the study recommends that language teachers need to know how to incorporate performance-based activities in their teaching.

The recent research literature also supports the findings that stress the significance of teaching strategies that refine language learning and development. Incorporating drama techniques in language classrooms enhances a learner-centered approach and consequently improves students' speaking skills (Andriani et al., 2020). Task-based learning promotes language students' confidence and ability to communicate effectively (Alasmar & Ahmed, 2021). Additionally, Filipino students need to be exposed to authentic tasks that incorporate academic and everyday language usage (Ocampo & Badayos, 2022). The use of language tasks enhances motivation, collaboration, and fluency in the students' native and second languages (Ventura & Malabanan, 2023).

The results of this study hold significant implications for classroom practice, curriculum design, and teacher professional development. The consistent outstanding performance of all students suggests that performance-based activities like Radio Drama can level the learning field, enabling equitable achievement regardless of individual starting points. This supports the inclusion of arts-integrated strategies as a means of differentiating instruction and promoting inclusivity in diverse classrooms.

**Table 2.** Students' Communicative Skills After the Implementation of the Radio Drama Activity

Performance	Frequency	Percentage
Outstanding	40	100
Overall Performance	29.225 Outstanding	

Note: 26-30 (Outstanding); 23-25 (Very Satisfactory); 21-22 (Satisfactory); 18-20 (Fairly Satisfactory); 1-17 (Did Not Meet Expectations)

### **Significant Difference in Students' Communicative Skills in the Filipino Language Before and After the Implementation of the Radio Drama Activity**

Table 3 shows the most significant variance in students' ability to communicate pre- and post- Radio Drama Activity. Overall, prior to the intervention, students scored a mean of 7.25 with a standard deviation (SD) of 0.67, demonstrating relatively low performance on communicative tasks. The post-application average score rose to 29.225 with an SD of .73, indicating a significant development in students' communicative competence.

Statistical results show a T value of 261.99 and a P value of 0.00, which is very significant ( $P < .001$ ). This is a powerful indication that the improvement in student performance was not a fluke, but rather directly attributable to the Radio Drama Activity.

The significant difference in mean scores before and after the intervention indicates remarkable growth in students' ability to articulate ideas, speak fluidly, and use the Filipino language. The slightly higher standard deviation following the activity suggests that, while each student improved, some experienced even more improvement as a result of the additional interest generated by the activity and the creative nature of the task.

Here, the outcome confirms the Radio Drama Activity as a learning exercise to improve communication. It was highly beneficial in enhancing performance, encouraging participation, critical thinking, and the confidence to express themselves, things I believe are integral to communicating in school and the real world.

These results corroborate the literature on learning based on performance. Interactive tasks such as drama can enhance motivation and communicative skills by immersing students in situations where the target language must be used authentically (Hwang & Lin, 2021). Performance arts in Filipino class allow for a significant increase in oral fluency and involvement of students (Bautista & Castañeda, 2022). On top of that, the use of

drama appeals to various types of learners and allows students to better remember language forms (Ali et al., 2023). Similarly, contextualized language learning through role-play and storytelling promotes more profound understanding and practical application of language concepts (Mercado & Jacinto, 2020).

Teachers can adopt similar strategies to improve students’ communicative competence, especially in contexts where traditional methods have limited effectiveness. The results suggest that Radio Drama Activities can serve as inclusive practices that cater to diverse learner profiles, allowing both high- and low-performing students to thrive. The study supports the integration of arts-based methodologies in curriculum planning and teacher training programs, encouraging educators to explore innovative ways to develop students’ 21st-century communication skills.

**Table 3.** Significant Difference in Students’ Communicative Skills Before and After the Use of Radio Drama Activity

Variables	M	SD	T value	P value
Students' Communicative Skills Before the Implementation of the Radio Drama Activity	7.25	0.67	261.99	0.00
Students’ Communicative Skills After the Implementation of Radio Drama Activity	29.225	0.73		

Note: \*\*\*  $p < .001$  (Highly Significant); \*\* $p \leq 0.01$  (Highly Significant); \* $p < 0.05$  (Significant);  $p > 0.05$  (Not significant)

## SUMMARY

This study aimed to enhance the communicative skills of Grade 9 students through the integration of a Radio Drama Activity during the academic year 2024–2025 in a public secondary school in Ozamiz City. A classroom-based action research design was employed, involving 40 purposively selected students. Data were gathered using a researcher-made test, and the results were analyzed using mean, standard deviation, and a t-test. Specifically, the study sought to: (1) assess students’ communicative skills before the implementation of the Radio Drama Activity; (2) assess their communicative skills after the implementation; and (3) determine whether there was a significant difference in students’ communicative skills before and after the intervention.

## FINDINGS

The following were the key findings of the study:

1. The study revealed that all 40 students failed to meet the expected performance before the implementation of the Radio Drama Activity.
2. The students' communicative skills improved significantly after the implementation of the Radio Drama Activity, with all forty students displaying an outstanding level of communication skills.
3. The study revealed a highly significant difference in students’ awareness before and after the implementation of the Radio Drama Activity.

## CONCLUSION

Based on the findings, the following conclusions are drawn:

1. Students struggle with their communicative skills in Filipino, failing to meet the expected performance level. This highlights the need for innovative and engaging strategies that build foundational communication competence in language learning.
2. The Radio Drama Activity enhances students’ communicative abilities. All students reached an outstanding level of performance, showing that creative, performance-based strategies can effectively

develop fluency and expression in Filipino.

3. The Radio Drama Activity improves students' communicative skills, fosters confidence, engagement, and active language use, making it a valuable approach in Filipino language instruction.

## RECOMMENDATIONS

Based on the findings and conclusions, it is recommended that:

1. Filipino teachers adopt performance-based strategies such as the Radio Drama Activity to enhance students' communicative skills through creative expression, collaboration, and real-life application of language.
2. Teachers design meaningful and student-centered learning experiences by integrating dramatization, scriptwriting, and group performances that foster fluency, confidence, and a deeper understanding of the Filipino language.
3. School administrators support the implementation of innovative strategies like radio drama by providing training, instructional materials, and time for teachers to develop and refine creative approaches in language instruction.
4. Students should be encouraged to participate in expressive, interactive learning activities that allow them to apply their communication skills in various contexts, such as school programs, classroom presentations, and community engagements.
5. Future researchers may explore the effectiveness of performance-based strategies like radio drama in other language-related subjects or in improving other 21st-century skills such as collaboration, creativity, and critical thinking.

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