

Assessment of Speaking Skills: Developing an Innovative Strategy

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Abstract

The aim of this study was to enhance the speaking skills of Junior High School students through an innovative strategy known as MUGNA. Employing a sequential explanatory mixed-method design, the study was conducted at Divisoria National High School in Bontoc, Southern Leyte. Primary data were gathered using an interview guide and rubrics. Findings revealed that integrating modern applications such as TikTok and CapCut into classroom activities effectively engaged students and significantly contributed to the development of their speaking abilities. The analysis showed a notable improvement in students' performance from pre-test to post-test, with skill levels advancing from moderate to excellent. Both Master Teachers and students affirmed the effectiveness and usefulness of the researcher-developed Self-Learning Kit (SLK). While there was initial hesitation regarding the use of technology, participants reported a generally positive experience with the module. Overall, the MUGNA strategy proved to be an effective tool for enhancing students' speaking skills. It is recommended that teachers continue to employ creative and technology-integrated teaching strategies, and that seminars and workshops be conducted to further promote the implementation of this approach.

Keywords: CapCut; MUGNA; Self-Learning Kit; TikTok

1.0 INTRODUCTION

Speaking is one of the five macro skills that must be developed among students in the Filipino subject to enable effective communication of ideas. Through speaking, students demonstrate their level of proficiency in conveying thoughts and messages. It allows them to express their ideas, emotions, and sentiments verbally.

According to Honculada et al., (2024), students' speaking skills depend on the efforts exerted to enhance their abilities, as well as on increasing their awareness and interest in speaking. They emphasize that constructive feedback from teachers on students' speaking performance supports their development and motivates them to continuously improve this skill.

Among the language skills, speaking often requires the most time and attention, as it is typically the last to be fully developed. Thus, teachers play a crucial role in guiding students' learning. It is the teacher's responsibility to improve student learning outcomes by addressing weaknesses and challenges in speaking. A key factor in this process is the use of appropriate teaching strategies, particularly innovative approaches that enhance speaking proficiency.

Comia (2024), states that instructional materials are valuable tools that help teachers deliver concepts more clearly. In the classroom, these materials play a vital role not only in promoting academic learning but also in fostering holistic development. Teachers must be responsive to students' needs to effectively identify suitable activities and strategies. When students enjoy their learning experience, they tend to learn more effectively, and teachers become more motivated when they see students actively engaged and satisfied.

Tolete and Zamora (2023), argue that the current skills outlined in the K to 12 curriculum are not sufficient to fully develop students' speaking and writing competencies. These skills must be enhanced to improve students' overall communicative competence. Similarly, Tagnong (2021) observed that the students' oral communication skills in Filipino have been negatively affected by their frequent exposure to media.

Agta et al. (2024), found that using TikTok as a teaching strategy can be effective in improving students' speaking skills. Building on this idea, the present study introduces an innovative strategy that incorporates modern tools, such as Artificial Intelligence (AI), to further support students' speaking development.

Modern and creative strategies for assessing speaking proficiency have become increasingly important in language education, as traditional methods often fall short in evaluating students' actual communicative competence. Studies on Computer-Assisted Language Assessment (Sayed et al., 2025) and Augmented

Reality-based simulations (Jim et al., 2025) demonstrate that these tools provide interactive environments that reduce learners' anxiety, leading to more accurate and student-friendly assessments.

This study aims to explore and evaluate innovative and effective strategies for assessing speaking proficiency, specifically in the context of Filipino learners. By examining current methods and emerging technologies, the research intends to offer practical recommendations for enhancing speaking skills instruction in Filipino.

Despite ongoing advancements in educational technology and growing research interest in enhancing speaking instruction, there remains a lack of systematic studies focused on innovative and interactive assessment strategies particularly within the Filipino educational context. Traditional assessments, such as written exams and oral recitations using rubrics, continue to dominate classrooms, but they are often inadequate in measuring authentic communication skills. Shrestha and Coffin (2012), assert that oral skill assessments become more meaningful when they are performance-based and grounded in real-life communicative contexts.

In the Philippine setting, these innovative strategies have not yet been fully adopted in classrooms, especially in public schools where access to technology and modern teacher training is limited (Librero et al., 2020). Furthermore, there is a scarcity of empirical evidence supporting the effectiveness of these new strategies across different educational levels. For example, in elementary education, age-appropriate assessments such as digital storytelling or peer conversations may be more effective. At the college level, virtual presentations and collaborative speaking tasks could better reflect real-world communication demands (Van Ginkel et al., 2015).

There is, therefore, a clear need for comprehensive and systematic research on the impact of technological, modern, and interactive strategies in assessing speaking proficiency. Identifying which strategies effectively support communication development will also strengthen teacher capacity in choosing appropriate assessment methods. This study is essential, as it responds to the increasing need for innovative, effective, and learner-centered assessment practices in speaking a core component of language proficiency.

Traditional methods often fail to assess communication abilities accurately and may even heighten students' anxiety during speaking tasks. By integrating technology and performance-based assessments, this research seeks to provide teachers with more accurate, engaging, and student-centered tools. The findings may contribute to curriculum development, improve instructional approaches, and support students in enhancing their spoken communication skills for both academic and real-life purposes.

The main output of this study is the Self-Learning Kit (SLK) titled MUGNA, accompanied by a Lesson Exemplar. The researcher believes this initiative will significantly benefit the District of Bontoc, particularly Divisoria National High School, by addressing challenges teachers face in developing students' speaking skills. This study aimed to enhance the speaking skills of Junior High School students through the use of an innovative strategy called MUGNA.

2.0 Conceptual Framework of the Study

This study is anchored on two theoretical foundations. The first is the assertion of Rizky and Dwiwana (2024), who emphasized that innovative and interactive strategies in teaching speaking skills enhance students' active participation in authentic communication situations. They further explained that digital tools and virtual platforms expand opportunities for learners to practice and refine their speaking abilities. The second foundation is based on the view of Rana (2015), who emphasized that effective speaking or communication relies on the essential components of oral macro skills. Speaking should be accompanied by correct pronunciation, fluency, vocabulary, grammar, and content to be truly effective.

In addition, Paz (2015) underscored in her thesis that speaking proficiency is a vital tool for social interaction. Communication fosters wider human connections; however, while it may be easy to communicate, influencing others through speech requires a more refined ability. Lopez (2021) also asserted that communication is both a skill and an ability to express one's ideas, beliefs, and emotions using a language understood by the listener. Furthermore, it includes the power to persuade or influence the listener's sentiments.

Speaking, as one of the macro skills, is a core component of 21st-century learning. It is recognized as one of the essential competencies that every individual must develop. Effective communication serves as a key instrument in achieving the goals of the K to 12 Program, as one's success or failure in life is often determined by one's ability to communicate.

This implies that teachers' strategies play a significant role in developing students' speaking abilities. Teachers serve not only as facilitators of knowledge but also as second parents especially within the learning environment. The researcher believes that teaching must be coupled with creativity. Creative use of teaching materials is essential in capturing students' attention and in recognizing their potentials and capabilities. Every teacher aspires to produce quality learners and, therefore, must design appropriate interventions to fulfill this goal.

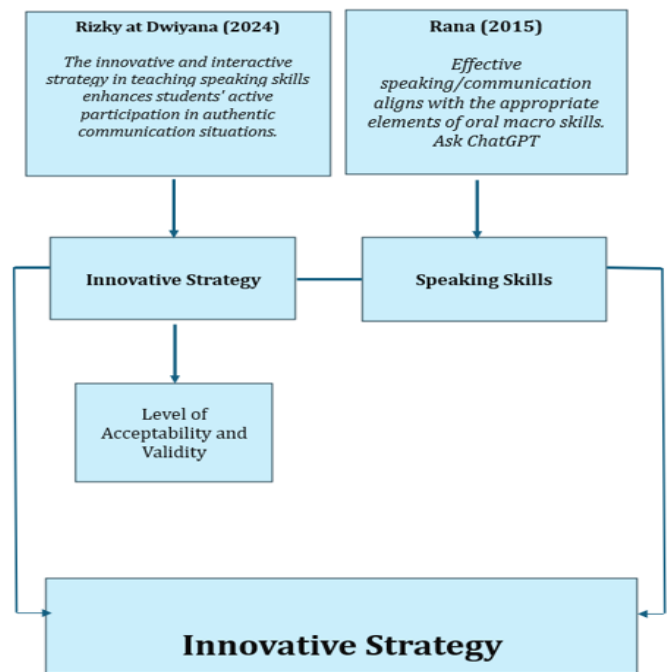


Figure 1: Schematic Diagram of the Study

Having taught in high school for several years, the researcher affirms that the strategies employed by teachers greatly influence students' skill development. Teacher interventions are critical to enhancing students' communicative competence. Whether in oral or written forms, teachers are instrumental in shaping students' language abilities and guiding them toward academic and personal success. They are faced with the challenge of continuously improving their teaching practices to achieve instructional objectives. This mission calls for collaboration between educators and the government to implement meaningful improvements in the education system.

Developing students' speaking abilities is a shared responsibility among teachers, particularly for learners preparing to enter college. As facilitators and drivers of knowledge, teachers must nurture creativity in their teaching approaches to produce quality graduates. They guide the youth toward a brighter academic path and play a central role in shaping students' character. A teacher is deemed excellent when their students graduate equipped with the knowledge and skills needed to thrive.

In this study, the researcher developed an innovative strategy specifically designed to enhance students' speaking skills. To ensure its effectiveness and relevance, the strategy was carefully evaluated for its level of acceptability and validity.

3.0 MATERIALS AND METHODS

This study employed a sequential explanatory mixed-method design, integrating both quantitative and qualitative approaches. It is considered quantitative-qualitative because it involved both an evaluation process and an in-depth exploration of the developed strategy. The quantitative phase consisted of a formal, objective, and systematic process wherein numerical data were gathered to assess the effectiveness of the developed teaching guide aimed at enhancing students' speaking skills. The qualitative phase, on the other hand, involved a detailed examination of each component and activity within the innovative strategy to evaluate its acceptability.

The participants of this study were from Divisoria National High School, located in the municipality of Bontoc. The student participants were Junior High School learners, selected through Stratified Random Sampling. The total student population was divided into four strata based on grade levels (Grades 7, 8,

9, and 10), from which a proportional number of participants was selected. This resulted in a total of sixty (60) student respondents.

In addition, three (3) Master Teachers also participated in the study. These teachers held either a Master of Arts in Teaching (MAT) or a Master of Arts in Education (MAEd) degree and had more than five years of teaching experience at the Junior High School level. They evaluated the developed innovative strategy for enhancing speaking skills and shared their insights, opinions, and experiences regarding its implementation.

The instruments used included a researcher-made interview guide and evaluation rubrics. The interview guide consisted of open-ended questions designed to elicit participants' insights, views, and experiences related to the developed strategy. The evaluation rubrics, aligned with the standards of the Department of Education (DepEd), were used by the Master Teachers to assess the effectiveness of the strategy in enhancing students' speaking skills.

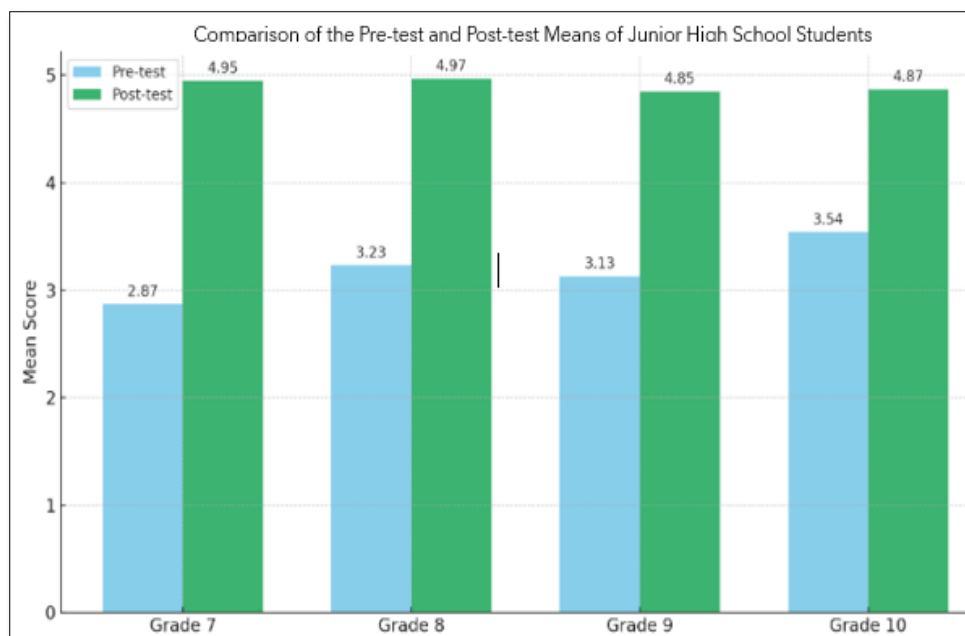
Descriptive statistics, including mean and standard deviation, were used to interpret the quantitative data based on the following categories: low, moderate, good, and very good, in evaluating the effectiveness of the strategy. For validity assessment, the following categories were employed: not valid, less valid, valid, more valid, and highly valid. A t-test was conducted to compare the pre-test and post-test mean scores, determining the statistical significance of the improvement in students' speaking skills.

For the qualitative data, responses from interviews were organized and analyzed using thematic analysis. The researcher carefully examined the responses of both teachers and students to extract recurring themes reflecting their insights, opinions, and experiences. This analysis enabled the researcher to determine the perceived impact of the various strategies integrated into the Speaking Learning Kit (SLK) entitled MUGNA.

4.0 RESULTS

4.1 Level of Speaking Skills in the Pre-test and Post-test

The bar graph presents the Level of Speaking Skills in the Pre-test and Post-test using the developed innovative strategy.



Level of Speaking Skills in the Pre-test and Post-test

4.2 Significant Difference in Students' Speaking Skills

Table 1 presents the significant difference in students' speaking skills after the implementation of the innovative strategy

Table 1: Significant Difference in Students' Speaking Skills

variables	mean	std dev	df	p-value	interpretation
grade 7 pre	27.8462	1.51911	12	.000	significant

grade 7 post	45.3077	0.63043			
grade 8 pre	38.2308	1.5359	12	.000	significant
grade 8 post	57.1538	0.37553			
grade 9 pre	21.8462	1.21423	12	.000	significant
grade 9 post	36.1538	0.37553			
grade 10 pre	50.5385	0.87706	12	.000	significant
grade 10 post	82.0769	0.75955			

Indicator: Significant at p-value ≤ 0.05

4.3 Level of Validity of the Innovative Strategy in Speaking Skills

Table 2 presents the results regarding the validity of the innovative strategy in enhancing speaking skills.

Table 2: Validity of the Innovative Strategy in Speaking Skills

Indicator	Mean	Description
Most Essential Learning Competencies 40%	4.58	Highly Valid
Instruction Design and Organization 20%	4.85	Highly Valid
Instructional Quality of Text and Visuals (20%)	5.00	Highly Valid
Assessment 10%	4.75	Highly Valid
Readability 5%	5.00	Highly Valid
Referencing and Source Citation 5%	4.83	Highly Valid
Scale of Validity		
4.21-5.00		Highly Valid
3.41-4.20		Very Valid
2.61-3.40		Valid
1.81-2.60		Less Valid
1.00-1.80		Not Valid

5.0 DISCUSSION

The Speaking Learning Kit (SLK) developed by the researcher includes a range of strategies. For Grade 7, the strategies used in the topic on creative speaking were as follows: first, the use of the TikTok app for monologue performance; second, storytelling using self-written narratives supported by images or music; and third, the use of the CapCut app for creative storytelling based on a literary piece. These strategies were used to assess students' speaking skills and were found to be engaging, as students actively participated in the tasks.

In Grade 8, under the topic of radio broadcasting, the strategies included: (1) using an application to record a radio drama; (2) creating a radio program segment called "DJ Mo Ko"; and (3) developing advocacy-based radio content using audio recording tools. For Grade 9, the topic focused on choral recitation. The strategies used were: (1) performing a choral piece with musical accompaniment; (2) using the TikTok app to recite original poetry; and (3) composing and reciting poems incorporating modern technology. In Grade 10, the focus was on drama. Strategies used included: (1) "script-to-stage" performances that incorporated music and video; (2) the use of the TikTok app to capture clips of the performances; and (3) the integration of modern applications for digital dramatization. Across all grade levels, the strategies applied were aligned with modern methods, particularly through the use of contemporary applications such as TikTok, audio recorders, and CapCut. The study found that although students were initially unfamiliar with these approaches, they eventually became comfortable due to their existing knowledge and use of these digital tools. This indicates that embracing modern methods can help address students' learning gaps. Teachers play a critical role in guiding students to explore appropriate and engaging strategies that match their capabilities and make learning more enjoyable and accessible.

According to Marzano (2003), differentiated instruction is an effective strategy that accommodates various learning styles and ability levels. In today's educational context, this can be facilitated through Learning Management Systems (LMS) such as Google Classroom, Edmodo, and Moodle, which allow teachers to design diverse activities suited to students' levels.

In conclusion, the strategies developed by the researcher that incorporate modern applications increased student interest and engagement. These innovative strategies not only facilitated learning but also boosted students' confidence, making it easier for them to complete the tasks.

Level of Speaking Skills in the Pre- and Post-Test

An analysis of the innovation's impact on students' speaking skills from Grades 7 to 10 shows a significant increase in mean scores from the pre-test to the post-test across all grade levels. As seen in the bar graph, the Grade 7 mean increased from 2.87 (Moderate) to 4.95 (Excellent).

This indicates substantial improvement in knowledge or skill after the intervention. For Grade 8, the pre-test mean score of 3.23 (Moderate) rose to 4.97 (Excellent), signifying a significant improvement in performance. Similarly, Grade 9 students improved from a pre-test mean of 3.13 (Moderate) to 4.85 (Excellent). Grade 10 students, who started with a pre-test mean of 3.54 (Good), also showed an increase to 4.87 (Excellent), indicating continued progress.

The consistent increase in post-test scores across all grade levels suggests that the strategies or interventions implemented were effective in enhancing students' speaking skills. This improvement may be attributed to more active student participation, clearer teacher instructions, and meaningful speaking activities such as speeches, debates, and interactive discussions.

Overall, the results demonstrate significant development in students' speaking skills, indicating the effectiveness of the teaching strategies used. These findings also highlight the importance of incorporating engaging and technology-based methods in language teaching. Furthermore, the data shows that meaningful tasks like speeches, debates, and interactive discussions not only captured students' interest but also helped develop their self-confidence and speaking proficiency. This underscores the vital role of the teacher in delivering clear instructions and selecting appropriate teaching strategies. The data confirms the intervention's effectiveness in improving students' speaking abilities. As Bernardo (2018) and Cruz (2020) point out, active participation in oral activities has a positive impact on students' communicative competence. This study supports that claim, demonstrating that focused speaking instruction has a direct effect on performance improvement.

In sum, the findings have important implications for language education. They confirm that well-designed interventions can bring about significant improvement in students' communication skills. It is recommended that such strategies be sustained, refined, and adapted to further enhance the quality of language instruction in the future.

Ultimately, the dedication of teachers plays a key role in addressing students' learning challenges. Teachers' innovation in developing interventions greatly contributes to improving students' skills and may be recommended for use by other educators in their own classrooms.

Significant Difference in Students' Speaking Skills

Based on the conducted analysis, the differences in students' speaking skills between their pre-test and post-test scores across each grade level (Grades 7 to 10) were examined to determine whether there was a significant improvement following the implementation of the intervention.

According to the data presented in Table 1, for Grade 7, the mean score in the pre-test was 27.8462 (SD = 1.51911), while the post-test mean score increased to 45.3077 (SD = 0.63043). With a p-value of .000 and degrees of freedom (df) = 12, the results indicate a statistically significant improvement in the speaking skills of students in this grade. In Grade 8, the pre-test mean score of 38.2308 (SD = 1.5359) rose to 57.1538 (SD = 0.37553) in the post-test. The p-value of .000 also reflects a significant difference in the results. Meanwhile, in Grade 9, the mean pre-test score was 21.8462 (SD = 1.21423), which increased to 36.1538 (SD = 0.37553) in the post-test. Again, the p-value of .000 indicates a meaningful improvement in students' speaking performance. For Grade 10, students recorded a pre-test mean of 50.5385 (SD = 0.87706) and a post-test mean of 82.0769 (SD = 0.75955). With a p-value of .000, this clearly shows a statistically significant increase in their speaking skills.

The overall analysis reveals that in all grade levels, there is a significant difference between the students' pre-test and post-test scores. The consistently low p-value ($p = .000$) signifies the positive impact of the implemented intervention in enhancing the students' speaking abilities.

The findings suggest that the implemented intervention was effective in improving students' speaking proficiency across all levels. The increase in mean scores implies that students became more competent in oral communication after the instructional program. As noted by Alamri (2020), training in oral communication using interactive strategies positively affects students' ability to speak clearly and

confidently. This aligns with the observations of Espiritu and Acenit (2024), who stated that explicit and direct instruction in speaking skills has a direct influence on students' oral communication development. Furthermore, the study of Abudaat Sultan (2024) emphasizes that continuous practice, feedback, and real-life application of speaking skills positively influence students' fluency and comprehensibility. Despite the challenges faced by many teachers today, they continue to strive in finding effective strategies and innovations to ensure meaningful learning among students.

Based on the results of this study, it can be concluded that there was a significant improvement in students' speaking skills before and after the intervention. The results suggest that the researcher's strategy, MUGNA, was successful as a learning approach.

Level of Validity of the Innovative Strategy in Speaking Skills

Table 2 presents the results of the validation process for the innovative strategy on speaking skills. The developed Self-Learning Kit (SLK), evaluated using the MUGNA strategy, was rated as highly valid by expert evaluators. Each rubric indicator, based on the criteria outlined in DepEd Order No. 001, s. 2021, received high mean scores ranging from 4.58 to 5.00. Notably, the quality of text and visuals and readability both received perfect mean scores of 5.00, indicating very high validity and reflecting exceptional quality in both design and presentation.

These results support the findings of Ortiguera (2024), who emphasized the importance of visually appealing and readable content in enhancing student learning outcomes. Meanwhile, the indicators for Competency (4.58) and Assessment (4.75) also received strong ratings, demonstrating alignment with the Most Essential Learning Competencies (MELCs) and the presence of effective evaluation tools. The score for Referencing and Source Citation (4.83) indicates the use of appropriate and sufficient references, an essential element of academic integrity.

According to the validation scale, all components fall within the 4.21–5.00 range, qualifying them as very valid. This suggests that the developed innovation is of high quality and is suitable for instructional use in the District of Bontoc, Southern Leyte. The SLK demonstrates curriculum alignment, engaging visuals, meaningful assessment, clear content delivery, and proper sourcing—making it a valuable teaching tool.

Opinions, Insights, and Experiences of Experts and Students

Evaluators' or Master Teachers' Opinions

Master Teachers provided positive feedback on the SLK, particularly commending its well-structured content, organized lessons, and appropriateness for the target grade level. This supports the study by Yamson at Borong (2023), which concluded that self-learning materials are most effective when they are clear, organized, interactive, and responsive to learners' unique needs. Such materials foster learner autonomy and promote self-regulated learning, especially important in contexts with limited face-to-face instruction.

The evaluators noted that the SLK promotes independent learning due to its clarity, interactivity, and student-friendly format. They also praised the creativity and innovation of the SLK, especially its engaging presentation of content, which is not commonly found in traditional learning resources. Overall, they agreed that the SLK is an effective and meaningful instructional material that holds significant potential for enhancing Filipino education.

These observations align with the findings of Bernardo et al. (2020), who highlighted the importance of contextualized and culturally sensitive instructional materials in making lessons more relatable and impactful for learners.

Students' Opinions

Student feedback revealed a generally positive experience with the SLK. First, students found the activities easy to complete, indicating that the task structure and flow were clear and manageable. Second, they reported that the SLK offered a new and engaging learning experience, distinct from previous methods. Third, students described the activities as enjoyable, which increased their satisfaction and interest in learning.

In addition, students appreciated the integration of new digital applications, which sparked enthusiasm and added novelty to their learning process. Overall, students expressed feeling comfortable with the innovation, suggesting that it provided not only academic engagement but also a supportive and enjoyable learning environment.

These results support the findings of Cedro and Marbella (2022), who noted that while some students initially resisted SLKs, most eventually recognized their effectiveness in boosting engagement and interest through innovative, teacher-created materials.

Master Teachers' Perspectives

Master Teachers affirmed that the SLK aligns with the MELCs and effectively focuses on enhancing speaking skills, a critical component of language education. They observed that the SLK helped broaden students' communication skills and self-expression, leading to improved fluency and confidence.

This supports the work of Magno and Sipacio (2015), who emphasized that developing speaking skills contributes not only to academic performance but also to personal and social growth. Master Teachers also described the SLK as creative, noting its use of modern, interactive applications that resonate with students' interests.

They highlighted the MUGNA strategy as a unique and effective approach that significantly improved student engagement. Additionally, the evaluators recommended incorporating more creative activities to further stimulate critical and creative thinking, in line with Corpuz (2019), who emphasized the importance of higher-order thinking in improving cognitive flexibility.

Students' Perspectives

Students shared that the SLK gave them increased opportunities to speak and express themselves. They reported greater participation in class discussions and presentations, citing improved self-confidence due to guided speaking tasks and clear instructions.

Shy students especially benefited, as the structure allowed them to interact more comfortably with peers. The activities matched their skill levels, ensuring that anxiety and hesitation did not hinder participation. Interactive tasks such as role-playing, storytelling, and discussions were particularly motivating. These findings are consistent with Bonilla and Cruz (2018), who found that such activities positively influence student engagement and learning outcomes.

Students also noted that the tasks became easier to understand and execute, thanks to the organized lesson flow and clear directions. Overall, students viewed the SLK as helpful not only in enhancing their speaking abilities but also in fostering personal development through confidence-building and active participation.

This supports Mayer's (2009) Cognitive Theory of Multimedia Learning, which states that effective learning depends on clear structure and well-designed materials—especially for young learners.

Master Teachers' Experiences

Master Teachers shared that the SLK had a positive impact on Junior High School students' learning. They observed that the material was clear, well-organized, and used modern strategies and tools aligned with student interests, particularly digital technology.

They reported that the SLK effectively developed students' abilities in expressing ideas, engaging in conversations, and building confidence in speaking. The use of technology played a significant role in enhancing engagement and participation.

Students were also able to showcase their talents, becoming more open and expressive during oral activities. The SLK inspired not only students but also teachers, encouraging the creation of new, innovative strategies to address students' learning needs.

Students' Experiences

During post-test interviews, students initially expressed confusion and hesitation, especially with tasks involving unfamiliar technology. One student shared, "At first, we were puzzled why the task involved modern technology," reflecting the natural anxiety that accompanies change.

However, with continuous exposure, students developed confidence and skills in using these tools. One student said, "I became more comfortable with new technologies because we used them every day."

They appreciated the ability to revise their work, something they found lacking in traditional classroom settings. One participant shared, "Our task became more perfect because, unlike before, we could revise it without classmates laughing."

Students also felt less self-conscious, with one commenting, "I wasn't as shy because my classmates couldn't see me." The innovation provided a safe and supportive space for experimentation and learning. Finally, students found the learning flow more systematic and easier to follow, as summarized by one student: "Everything became easier for us." These experiences demonstrate that the innovation supported both academic learning and social-emotional development.

General Summary of Opinions, Perspectives, and Experiences

The combined insights of Master Teachers and students affirm that teacher-led innovations such as the SLK contribute significantly to enhancing the quality of education, student engagement, motivation, and academic performance. Master Teachers played a vital role not only in validating the innovation but also in facilitating its implementation. As noted by Fullan and Hargreaves (2016), educational innovations thrive through the active involvement of teacher-leaders. Their expertise and commitment are essential to enacting meaningful and sustainable change in classroom instruction. Through their participation, mentoring, and advocacy, Master Teachers help ensure that innovations like the SLK are effectively utilized to improve student learning outcomes.

6.0 CONCLUSION

Based on the conducted study, it was proven that the use of an innovative strategy in assessing speaking skills contributes significantly to the development of oral communication proficiency. The MUGNA strategy, innovatively developed by the researcher, was found to be more engaging, modern, and interactive compared to traditional methods of assessment. This innovative strategy is recommended as an intervention for enhancing students' speaking skills.

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