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TRANSMITTING ACCURATE LANGUAGE KNOWLEDGE (T.A.L.K.) TO ADDRESS ORAL COMMUNICATION DIFFICULTIES AMONG GRADE 6 LEARNERS

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ABSTRACT

This study, conducted at Clementa F. Royo Elementary School in Villa Clementa Subdivision Maniki, Kapalong, Davao del Norte, Philippines, investigated the effectiveness of T.A.L.K intervention in improving the oral communication of Grade 6 students. The intervention was introduced in response to persistent oral communication difficulties identified among the learners. The primary objectives of the research were to assess students' oral communication skills before and after the implementation of the T.A.L.K. intervention and to evaluate the overall impact of the intervention on their oral communication skills. Also, the study aimed to gather student feedback regarding their experiences with the T.A.L.K. intervention and how these influenced their learning. A quantitative-descriptive research design was employed, complemented by qualitative insights through interviews, to provide a well-rounded analysis of the learners' oral communication challenges and the effectiveness of the intervention. A total of 30 Grade 6-Lapu-Lapu students participated in the pre-test, the oral communication activities, and the post-test. Descriptive statistics revealed that the students' oral communication skills improved considerably after the implementation of the T.A.L.K. intervention, with the average score increasing from 50.21% in the pre-test to 69.38% in the post-test. This indicates a noticeable enhancement in their performance. Further analysis using a paired sample t-test confirmed that the difference in scores was statistically significant, with $t(29) = 14.7$, $p < .001$, and a large effect size (Cohen's $d = 2.68$). In addition, qualitative data from student interviews supported these findings, revealing that the T.A.L.K. intervention not only improved oral communication skills but also reduced speaking anxiety, increased student engagement, and boosted learner confidence. These outcomes suggest that the intervention helped cultivate effective oral communication practices that extended beyond the classroom environment.

KEYWORDS: *T.A.L.K. Intervention, Irubric, Quantitative-Descriptive, Oral Communication Skills, Philippines*

INTRODUCTION

Oral communication is the ability to convey messages clearly and effectively through speech and it is crucial in the fields of education, business, and social interactions (Bhatti & Shaikh, 2021). Also, proficiency in oral communication is essential for career development as it underpins activities like public speaking, interviews, debates, group discussions and presentations (Chan, 2021). In addition, mastering this skill enables individuals to interact confidently in various context (Dompu et al., 2023). However, for non-native English speakers or those with limited exposure to the language, developing strong English oral communication skills can be challenging.

In Kenya, teachers face challenges in fostering oral communication during classroom interactions due to students' struggles with pronunciation, limited practice opportunities, and lack of confidence. These difficulties lead to uneven participation in class discussions, making it hard for teachers to gauge students' overall understanding (Barasa et al., 2020). Similarly, in Bhutan, students are rarely given time to practice oral communication, leading to poor language education and a lack of motivation to speak in class, further hampered by fear of making mistakes and low confidence (Singay, 2020). In addition, (Hassan & Elenein, 2020) in Gaza, pupils have minimal exposure to spoken English and rely heavily on Arabic, while teachers prioritize exam performance over developing students' oral communication skills.

In the Philippines, particularly in Manila, there is a reported decline in English communication skills among Filipino learners, which has negatively impacted industries that require such proficiency. A survey by Hopkins International Partners

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confirmed this trend, highlighting challenges in developing oral communication skills despite exposure to English (Pangket, 2020). Similarly, in General Santos City, students at Ramon Magsaysay Memorial Integrated School struggle with expressing themselves orally in English, preferring low scores over participation in oral activities, even among high-performing students who fear making mistakes and being judged (Smith & Robinson, 2021). In addition, in Bukidnon, students often possess bright ideas but choose to remain silent during discussions due to anxiety about using a language that is not their mother tongue (Rayla & Sonsona, 2021). Furthermore, (Ariffin et al., 2020) teachers' questions typically demand brief answers, limiting students' opportunities to expand on their ideas and develop critical thinking and speaking skills.

In the Division of Davao del Norte, particularly in Clementa F. Royo Elementary School, Grade 6 students faced widespread challenges in developing oral communication skills. These difficulties were a major academic concern, as many students struggled to speak and express their ideas in front of the class. The absence of effective interventions and adequate support further worsened the problem, making it harder for students to grasp more advanced oral communication concepts. As a result, their ability to participate in group discussions was limited, which negatively affected their overall academic performance and could have led to future learning gaps.

This study sought to address the oral communication difficulties faced by Grade 6 students by implementing a targeted intervention plan to improve their skills. It detailed various activities designed to assess these skills and evaluate their impact on student development. The researchers identified a gap in the need for enhanced oral communication abilities among Grade 6 students and aimed to establish a foundation for school initiatives that would strengthen oral communication programs for the benefit of both students and the school.

In relation to the study conducted by David (2020) entitled, "The Role of Oral Communication in Early Literacy Development" emphasizes the essential role of oral language as a precursor to literacy development in children, highlighting the importance of classroom interactions, particularly the verbal exchanges between teachers and students, in developing literacy skills. Similarly, Wells (1999) in his study, "The Impact of Classroom Discourse on Oral Communication Skills," investigates how classroom discourse, including teacher-student interactions and peer discussions, influences the development of oral communication skills, noting that the type of discourse promoted by teachers shapes children's engagement with language. Both studies highlight a gap in the literature regarding the improvement of oral communication skills specifically for Grade 6 students. Addressing this gap is critical, especially given the ongoing concerns about elementary students' oral communication abilities. This study aims to contribute to the existing literature by advocating for targeted interventions designed to enhance oral communication skills among Grade 6 learners, ultimately supporting their overall academic success.

RESEARCH QUESTIONS/OBJECTIVES

The research questions below were intended to investigate the reasons behind oral communication difficulties among Elementary learners and how these issues could be addressed. iRubric: Grading Criteria for English Speaking Fluency Tool was an intervention for the learners to address this problem. The research questions that guided this study were the following:

1. What is the level of students' oral communication skills before the implementation of T.A.L.K. intervention?
2. What is the level of students' oral communication skills after the implementation of T.A.L.K. intervention?
3. Is there a significant difference in the oral communication skills of students before and after the implementation of the T.A.L.K intervention?
4. What are the key insights regarding students' oral communication skills after the implementation of the T.A.L.K. intervention, and what specific challenges did they face in expressing themselves effectively?

PROPOSED INTERVENTION/ACTION PLAN

To kick off the assessment process, students were given various activities per week. The **3-weeks intervention plan** for improving Grade 6 students' oral communication skills involved two activities per week, allowing students to progressively develop and refine their speaking abilities through a variety of engaging tasks.

In week 1, the intervention began with Poetry Recitation, where students memorized and performed a poem in front of the class, focusing on voice modulation, emotion, and clarity. This helped build their confidence in speaking in front of others. The second activity for the week was Story Sequencing, students were provided with scrambled events from a story and have them rearrange the sequence and tell the story aloud. This exercise enhanced their ability to structure their ideas logically and communicate them clearly.

In week 2, the first activity was Role Playing, where students act out various scenarios such as a job interview or a customer service situation. This helped them practice appropriate language, body language, and tone for different social contexts. The second activity, Impromptu Speeches, gave students the opportunity to think on their feet. They drew random topics and have a few minutes to prepare a short speech, improving their ability to express ideas quickly and fluently.

In week 3, students engage in Debates, where they defended a position on a given topic, helping them improve their argumentative skills and ability to speak persuasively. The second activity of the week, News Reports, involved students preparing and presenting a news report on a current event. This developed their skills in delivering information in a concise, clear, and engaging manner.

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Phase	Time Frame	Objective	Activities/Details
Introduction phase	**Week 1**	To determine students' oral communication performance on cohesion and coherence.	**Day 1**: Pre-Test
Implementation Phase	**Week 2**	To improve oral communication cohesion and coherence through T.A.L.K intervention.	**Day 2**: Poetry Recitation **Day 3**: Story Sequencing **Day 4**: Role Playing **Day 5**: Impromptu Speeches **Day 6**: Debates **Day 7**: News Report
Assessment Phase	**Week 3**	To assess students' improvement in oral communication and reflect on learning outcomes.	**Day 8**: Post-Test

This intervention program was assessed through iRubric: Grading Criteria for English Speaking Fluency, which evaluated students' performance in key areas such as fluency, pronunciation, grammar, and vocabulary.

RESEARCH METHODOLOGY

Research Design

This chapter presents the method used in this quantitative descriptive research design. According to Creswell (2020), quantitative descriptive research is a type of research that describes the characteristics of a population or phenomenon being studied. Also, it collects numerical data to depict a situation, individuals, or groups using tools such as surveys, tests, or other numeric instruments. This study was conducted at Clementa F. Royo Elementary School, located in Villa Clementa Subdivision, Maniki, Kapalong Davao del Norte. The population consisted of Grade 6 students, with samples randomly selected from the existing classes. The data were gathered through oral tasks on descriptive and narrative texts assigned to the participants. Accordingly, the students' oral communication skills. The data were analyzed using a descriptive quantitative model of analysis in light of percentage and counted scores.

Respondents

This action research involved 30 Grade 6 students from Clementa F. Royo Elementary School. These 30 students were chosen because they showed a need for improvement in their oral communication skills. They were also selected because they often face difficulties with oral communication and may struggle to keep up with more demanding communication activities in their next grade level. This study involved children aged 11-12 from Clementa F. Royo Elementary School. The program focused specifically on improving oral communication skills, which were suitable for their age level. The researchers aimed that, by the end of the study, students who were having trouble with oral communication would be able to speak in English fluently using a special program called, "Transmitting Accurate Language Knowledge to Address Oral Communication Difficulties Among Grade 6 Learners (T.A.L.K.)"

Instruments of the Study

The study utilized the iRubric: Grading Criteria for English Speaking Fluency adapted from Walaaziad, (1988) as the primary instrument for assessing the oral communication skills of the students. This rubric was focused on key areas such as fluency, pronunciation, grammar, and vocabulary. Each area was evaluated using a four-point scale: 1 point for "Need Improvement," 2 points for "Satisfactory," 3 points for "Good," and 4 points for "Excellent." The use of this rubric was allowed for a comprehensive evaluation of the students' speaking abilities, providing clear and objective feedback on their performance in each of the identified areas. The results from this assessment helped measure the effectiveness of (T.A.L.K.) intervention and identify areas where students may need further improvement.

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Range of Mean	Descriptive Level	Interpretation
90-100	Very High	Students demonstrate an exceptional understanding of oral communication skills through structured activities, organizing their thoughts clearly and using precise speaking fluency, pronunciation, grammar and vocabulary. Their work is highly organized and reflects an advanced grasp of oral communication skills, mirroring the clarity and sophistication seen in exemplary communication.
85-89	High	Students show a thorough understanding of oral communication skills by following a clear and structured approach, effectively staying organized in their work. They are able to communicate orally and complete task with confidence, demonstrating high-level skills.
67-84	Average	Students demonstrate a clear understanding of oral communication concepts, presenting their ideas in a well-organized manner. While they use a varied but adequate speaking fluency, pronunciation, grammar and vocabulary and show some precision, their work may contain minor errors, and they may use basic transitions in their explanations.
46-66	Low	Students show satisfactory understanding of oral communication, but their work lacks some organization, and they use moderately varied fluency, pronunciation, grammar and vocabulary with occasional misuse. While communication remains clear, there are noticeable issues with leading to some confusion in their explanations.
45 below	Very Low	Students demonstrate basic oral communication skills but struggle with understanding and organizing their thoughts clearly. Their work is often unclear or incoherent, marked by numerous errors in fluency, pronunciation, grammar and vocabulary, which significantly hinder their ability to effectively communicate orally.

Procedure

The researchers used rubrics before and after the implementation to track the students' progress. This study began with the implementation of a structured oral communication intervention, starting with different activities per week. In the first week, students participated in Poetry Recitation and Story Sequencing, which were designed to assess their fluency, organization, and expression. In the second week, the activities focused on Role Playing and Impromptu Speeches, allowing students to practice their spontaneity, confidence, and ability to communicate effectively in various scenarios. The third week involved Debates and News Reports, helping students enhance their argumentation, clarity, and presentation skills. All activities were measured using the iRubric: Grading Criteria for English Speaking Fluency, which evaluated the students' fluency, pronunciation, grammar, and vocabulary, with scores ranging from Need Improvement (1 point), Satisfactory (2 points), Good (3 points), and Excellent (4 points).

Following the initial assessment of students' performance in these activities, the T.A.L.K. intervention was implemented over the course of the next three weeks. This intervention was focused on targeted improvements in oral communication skills through continuous practice and feedback. At the conclusion of the intervention, the same iRubric was administered to measure any changes in the participants' oral communication skills. The data collected from both the initial and final assessments were compiled, analyzed, and compared to determine the effectiveness of the intervention in enhancing the students' oral communication abilities.

Data Analysis

The analysis of data in this study involved the use of statistical tools to ensure accurate interpretation of students' oral communication performance before and after the intervention.

Mean. The mean, or average, was calculated by dividing the total score of students in the pre-test and post-test by the number of participants. This was used to determine the level of oral communication performance of Grade 6 learners before and after the implementation of T.A.L.K. as an intervention to enhance oral communication skills.

Standard Deviation. Standard deviation measures the variability or dispersion in a set of values. A low standard deviation indicates that scores are closely clustered around the mean, whereas a high standard deviation suggests a wide spread of scores (Field, 2013). In this study, standard deviation was

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used to examine the consistency of students' oral communication improvements. A decrease in standard deviation from pre-test to post-test would indicate that the intervention not only enhanced oral communication skills but also reduced differences in oral communication performance among students, ensuring more uniform improvement in students' performance.

Paired T-Test. Also known as a dependent or correlated t-test, this statistical method evaluates the difference in means and standard deviations between two related groups (Gleichmann, 2020).

In this study, the paired t-test was used to analyze whether there was a statistically significant difference in students' oral communication scores before and after the intervention. By comparing pre-test and post-test scores, this test helped determine whether any observed improvement in oral communication was due to the intervention or merely a result of random variation.

Cohen's d. This measure quantifies the effect size between two groups in terms of standard deviation units, providing a standardized measure of the intervention's impact (Cohen, 1988). This measured how strong the effect of the intervention was on students' oral communication skills in terms of cohesion and coherence.

Coding. The researchers used an open coding process to examine student responses and written outputs. Initial codes were assigned to meaningful units of data that reflected aspects of writing performance such as organization, coherence, and clarity. Codes were derived directly from the data and grouped into broader categories.

Data Reduction. After coding, the data were reduced by grouping similar codes together, allowing for clearer patterns and categories to emerge. This step facilitated the identification of the most relevant and recurring elements in students' writing that demonstrated improvement or challenges.

Thematic analysis. A thematic analysis was conducted to identify emerging themes from the clustered codes. Responses that shared similar thoughts and ideas were grouped under the same category, and a theme was assigned to each category. For credibility, these themes were reviewed and validated by experts in writing pedagogy to ensure accuracy and relevance.

Ethical Considerations

Research ethics were a fundamental set of guidelines that shaped how research was conducted. These principles ensured that researchers acted responsibly when gathering information from individuals. It was crucial for scientists and researchers to uphold a high standard of conduct during data collection. Ethical research practices were essential for maintaining the trustworthiness of scientific findings, safeguarding the well-being and respect of participants, and fostering a harmonious relationship between the scientific community and the public. These principles ensured that individuals chose to participate in studies freely, with full understanding of the research, and without any risk to their safety (Bhandari, 2021).

RESULTS AND DISCUSSIONS

This chapter presented the findings gathered from the study. It included data on students' level of oral communication skills as measured in the pre-test, their performance in the post-test, and the statistical significance of the differences between the pre-test and post-test scores.

Research Objective No.1: What is the level of students' oral communication skills before the implementation of T.A.L.K. intervention?

In addressing the first objective, the study made use of the iRubric: Grading Criteria for English Speaking Fluency Tool to measure students' oral communication skills before the T.A.L.K. intervention was implemented. The pre-test results indicate that participants demonstrated a generally very low level of ability in oral communication, with an overall mean percentage score of 50.21%, classified as "Very Low." The scores ranged from 4 to 14, showing some variation in performance. Most participants scored between 6 and 12, with each score representing 3.3% to 10.0% of the group, suggesting that a majority have a low grasp of organizing ideas logically in their oral communication. Also, the presence of a lower scorer highlights the need to provide additional support for some learners in effectively linking ideas and maintaining flow in their oral communication skills. The students' average scores prior to the intervention are shown in Table 1.

This finding aligns with the study Purwati et al., (2023), who identified three salient factors cause teaching speaking becomes challenging and those factors are linguistic, psychological, and external factors. The lack of vocabulary and improper pronunciation shown by the students are two components that make up linguistic competence, the lack of self-assurance and motivation among the students is one of psychological issues, and also the external factors due to lack of available technological assistance for learning. These factors hinder young learners from developing strong and effective oral communication skills and impede their overall oral communication development.

In addition, Hilimiyati and Kheryadi (2021) indicate that students face difficulties in oral presentation, particularly in the aspects of explanation and self-control because they often lack of preparation, feel nervous, and lack of confidence during their presentations in class. Also, grammar and pronunciation pose challenges for some students. This lack of preparation when it comes to oral communication contributes to ongoing difficulties faced by young learners.

Furthermore, Arshad et al., (2021) point out that there were some significant difficulties in the process of designing and implementing assessments. These difficulties included the assumptions made about students' existing knowledge and abilities, which could lead to inaccurate or unfair evaluations if those assumptions did not hold true. Additionally, they highlighted issues related to the accessibility relevant textbooks and materials, which could create inequities in students'

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preparation and performance. Also, they emphasized the impact of technology on the accuracy of assessments, noting that technological tools and platforms could both help and hinder the assessment process, depending on how they were used and integrated.

Table 1. ***Frequency of the Pre-test Scores***

Pre-Test		
Score	**Frequency**	**Percentage**
4	4	13.3%
5	4	13.3%
6	4	13.3%
7	2	6.7%
8	4	13.3%
9	3	10.0%
10	3	10.0%
11	1	3.3%
12	1	3.3%
13	1	3.3%
14	3	10.0%
Overall Percentage Score		**50.21%**
Standard Deviation (SD)		**3.17**
Description		**Very Low**

Research Objective No.2: What is the level of students' oral communication skills after the implementation of T.A.L.K. intervention?

To address the second objective, the researcher administered a post-test adapted from the iRubric: Grading Criteria for English Speaking Fluency Tool. Table 2 presents the average scores of the students, following the implementation of the T.A.L.K. intervention, there was a notable improvement in the level of oral communication skills of Grade 6 students. The post-test results reveal a significant increase in performance, with an overall mean percentage score of 69.38%, which falls under the "Average" category based on the oral communication rubric. Scores ranged from 8 to 16, indicating an average overall grasp of organizing ideas in oral communication effectively. The most frequently occurring scores were 3 and 4, each representing 10.0 to 13.3% of the group, showing that a substantial number of learners produced well-structured and logically connected oral communication performance. The students' average scores after the intervention are shown in Table 2.

This finding aligns with the research of Hernandez et al., (2021), stated that when it comes to learning and enhancing language skills, motivation is a key factor. To support the development of oral communication, teachers should design engaging activities that align with students' social interests and goals. Interactive formats like group work, pair activities, role-playing, discussions, and games were particularly effective. These approaches create an enjoyable and dynamic learning environment, making students more motivated to participate and providing valuable opportunities to participate and improve their oral language skills.

In addition, Meena's (2020) study emphasizes the value of cooperative learning groups activities in improving students' communication skills, especially in addressing language barriers when Interacting with teachers. Through collaborative activities, students were given meaningful opportunities to actively practice their English speaking and listening skills. These interactive tasks play a crucial role in strengthening oral communication, making it easier for learners to express themselves and engage effectively with their instructors.

Moreover, a related study by Dawood (2024) also supports this finding, that providing students with purposeful speaking tasks and practical activities could significantly boost their engagement in oral communication. These activities were essential in helping learners overcome challenges like limited vocabulary and weak pronunciation, as they offer consistent opportunities to practice and improve their speaking skills in meaningful and interactive ways.

Table 2. ***Frequency of the Post-test Scores***

Post-Test		
Score	**Frequency**	**Percentage**
8	4	13.3%
9	7	23.3%
10	5	16.7%
11	2	6.7%
12	2	6.7%
13	5	16.7%
14	1	3.3%
15	1	3.3%
16	3	10.0%
Overall Percentage Score		**69.38%**
Standard Deviation (SD)		**2.56**
Description		**Average**

In general, the post-test results demonstrate a marked improvement compared to the pre-test. The comparison between the two sets of scores shows that the T.A.L.K. intervention was effective in enhancing students' ability in oral communication. Particularly noteworthy improvements were seen in areas such as the articulation, appropriate intonation, and clear organization of spoken ideas, confirming the success of the T.A.L.K. intervention in enhancing students' oral communication skills. Additionally, students showed increased confidence in expressing their thoughts during oral activities. These results suggest that sustained use of the T.A.L.K. strategy could lead to even greater progress in communication competence over time.

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In addition, Meena's (2020) study emphasizes the value of cooperative learning groups activities in improving students' communication skills, especially in addressing language

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Moreover, a related study by Dawood (2024) also supports this finding, that providing students with purposeful speaking tasks and practical activities can significantly boost their engagement in oral communication. These activities are essential in helping learners overcome challenges like limited vocabulary and weak pronunciation, as they offer consistent opportunities to practice and improve their speaking skills in meaningful and interactive ways.

Research Objective No.3: How does the implementation of the T.A.L.K. intervention create a significant difference in students' oral communication skills compared to their performance before the intervention?

A total of 30 students took part in the study, in which their oral communication skills was measured before and after the introduction of the T.A.L.K. intervention. As illustrated in Table 3, a comparison between pre-test and post-test scores was carried out to determine the intervention's effectiveness. The pre-test results showed an overall mean percentage score of 50.21% suggesting very low variation in the students' initial oral communication skills. After the T.A.L.K. intervention was implemented, the mean score rose significantly to 69.38%. This indicates not only a substantial improvement in overall oral communication performance but also greater consistency in the students' scores.

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

Type of Test	*N*	*Mean*	*SD*	*t- value*	*P-value*	*Mean difference*	*SE difference*	*Cohen's d*	*Decision α = 0.05*
Pre-Test	30	8.03	3.17	14.70	<0.001	3.07	2.209	2.68	Significant
Post-Test	30	11.10	2.56						

Table 3 presents the significant difference in the cohesion and coherence of Grade 6 students' oral communication before and after the implementation of the T.A.L.K. intervention. A paired samples t test indicated a statistically significant improvement in scores, with a mean difference of 3.07 (SE = 2.209), $t(29) = 14.70$, $p < .001$. The effect size, measured by Cohen's $d = 2.68$, indicates a meaningful improvement in learners' oral communication performance.

In addition, the research titled "The Influence of Oral Communication on the Learning Engagement of Students" by Apat et al. (2023), seeks to explore how oral communication impacts students' engagement in learning. The findings revealed that students demonstrated a good level of oral communication skills. Additionally, the results showed a significant positive impact of oral communication on their learning engagement. It was also emphasized that making oral communication more interactive can further enhance students' involvement in the learning process. Therefore, incorporating dynamic and participative speaking activities in classes is highly encouraged.

Also, the study of Saeid (2024) further supports the idea that classroom interaction, which involves students working together through activities like debates, discussions, giving feedback, and reflecting, plays a crucial role in oral development. These interactive tasks are especially important for strengthening oral communication, as they provide real-life opportunities to practice listening and speaking. This study seeks to explore how engaging in such classroom-based activities can effectively enhance students' oral language skills.

Moreover, Dewan & Sharma (2025) noted that oral communication is a fundamental aspect of English as a Second Language (ESL) education, essential for helping learners express themselves clearly and navigate real-life interactions. This study investigates creative approaches to teaching oral communication, highlighting the significance of engaging activities such as task-based learning, role-plays, technology integration, the Audio-Lingual Method (ALM), and collaborative exercises like presentations and group work. The T.A.L.K. intervention, provides various activities that could addresses this need by offering a more interactive methods in developing students' speaking and listening skills in meaningful and practical contexts.

Research Objective No.4: What are the key insights regarding students' oral communication skills after the implementation of the T.A.L.K. intervention, and what specific challenges did they face in expressing themselves effectively?

To answer this question, in-depth interviews were conducted with the participants. Probing questions were asked to elicit their response regarding their experiences with the impact of the T.A.L.K. intervention in improving oral communication skill among grade 6 students. The major themes and sample statement for research question number 4 are presented in Table 5. Participants shared their responses about their own experiences and observation of the intervention. From the answers of the participants, four major themes emerged: (1) confidence in speaking; (2) motivation and enjoyment in speaking activities; (3) improved language use and delivery; (4) clear self-expression and thought organization; and (5) collaboration and peer support.

Table 5. Themes And Sample Statements on What Key Insights Can Be Drawn regarding students' oral communication skills after the implementation of the T.A.L.K. intervention, and what specific challenges did they face in expressing themselves effectively?

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Emerging Themes	Supporting Statements
Confidence in Speaking	✓ "Before, I found it very difficult to talk, but now I'm more confident speaking in class." (IDI-01) ✓ "Before, I was really shy to speak in front of the class… but now I no longer hold myself back." (IDI-03) ✓ "I become less shy when speaking to others and I am not afraid to share my ideas." (IDI-06) ✓ "Before, I used to be quiet all the time, but now I'm more confident in sharing my thoughts." (IDI-07)
Motivation and Enjoyment in Speaking Activities	✓ "I now enjoy participating in class more because there are so many activities that help us practice speaking." (IDI-01) ✓ "I became more motivated to learn oral communication because of T.A.L.K." (IDI-03) ✓ "I used to stay quiet, but now I volunteer and enjoy participating." (IDI-05) ✓ "It made me want to keep going, and I know that the more I practice speaking, the more confident I become." (IDI-06)
Improved Language Use and Delivery	✓ "We were taught how to use correct grammar, proper word choice, and appropriate voice tone." (IDI-01) ✓ "Helps me to use the right words that make it easier for people to understand me." (IDI-04) ✓ "It helped me improve my pronunciation and how to organize my thoughts before speaking." (IDI-05) ✓ "I learned how to use correct grammar, pronunciation, and confidence when speaking." (IDI-01)
Clear Self-Expression and Thought Organization	✓ "It helps me express my ideas and feelings in the right way." (IDI-01) ✓ "It helps us explain our ideas clearly and respect others' opinions." (IDI-07) ✓ "It taught me how to organize my thoughts or ideas before I speak." (IDI-05) ✓ "I want to improve myself more." (IDI-03)
Collaboration and Peer Support	✓ "It's easier to speak up when I know my classmates are supportive." (IDI-02) ✓ "We learn from each other and give suggestions to improve." (IDI-04) ✓ "My confidence grew because we often work in pairs or groups where I feel more comfortable." (IDI-06) ✓ "Practicing with friends makes speaking less scary and more fun." (IDI-03)

This study found that the intervention effectively improved students' oral communication skills, with increased confidence in speaking as a key outcome. Dunham (2022) notes that while many students feel anxious about public speaking, building strong oral skills is a valuable opportunity. Clear and confident communication is essential for career success and helps students excel in both academic and real-life settings. Public speaking is key in class activities like discussions and presentations. Alim & Renda (2025) add that these skills also boost personal growth, self-confidence, and the ability to inspire others.

Another emerging theme was students' motivation and enjoyment in speaking activities. This aligns with Frymier et al. (2020) found that oral participation reflects student engagement and is linked to motivation and learning. Participation increases when graded and when instructors are approachable. Activities like group discussions, debates, and peer interviews improve fluency, confidence, and collaboration. Sanjay & Narayana (2020) add that a supportive environment encourages learners to speak more and stay motivated.

Moreover, the third theme identified was improved language use and delivery. Biswa (2023) emphasizes that strong communication skills enhance language proficiency, highlighting the importance of verbal practice, supportive classrooms, and open dialogue. Key areas for growth include grammar, pronunciation, and fluency. In the DCS context, more speaking activities and attention to individual needs are recommended. Suardika et al. (2023) add that strong oral skills help students express ideas, engage in discussions, and understand others better.

The fourth theme was clear self-expression and thought organization. Monsalve & Correal (2018) emphasize that regular oral tasks like group work and presentations help students improve speaking skills and express ideas clearly. These activities build confidence in a supportive setting. In a globalized world, strong oral skills are vital. Abri (2024) adds that effective communication fosters understanding and meaningful connections.

The fifth theme was collaboration and peer support. An & Hien (2024) found that peer collaboration through role-plays,

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discussions, and projects boosts speaking skills by improving confidence, fluency, and communication. Similarly, Saeid (2024) noted that peer interaction supports listening and speaking development, encouraging participation and proficiency.

These findings demonstrate that the T.A.L.K. intervention can be an effective instructional strategy for enhancing oral communication skills. It fosters learner-centered experiences that not only build confidence and engagement but also support the development of language proficiency and thoughtful self-expression.

CONCLUSION

This study aimed to address the oral communication difficulties among Grade 6 learners. through the use of T.A.L.K. intervention. Prior to the intervention, the students displayed very low oral communication skills, with pre-test scores ranging from 4 to 14 and an overall mean of 50.21%. They particularly struggled with fluency, pronunciation, and grammar when speaking.

In addition, after the implementation of the T.A.L.K. intervention, there was a significant improvement in their oral communication skills. Post-test scores ranged from 8 to 16, with an overall mean of 69.38%, indicating average proficiency. A paired t-test statistical analysis revealed a significant difference between the pre-test and post-test scores, ($t = 14.7$, $p < 0.001$), emphasizing the effectiveness of the T.A.L.K. intervention in improving oral communication skills.

Moreover, classroom observations and test results highlighted significant improvements following the T.A.L.K intervention. The intervention enhanced student's perception towards the importance of confidence in speaking, motivation and enjoyment in speaking activities, improved language use and delivery, and clear self-expression and thought organization which contributed to improved overall oral communication skills. Over the course of one month, students demonstrated significant progress in enhancing oral communication skills, including fluency, pronunciation and grammar. Students demonstrated stronger engagement and confidence, with each T.A.L.K activities such as poetry recitation, story sequencing, role playing, impromptu speeches, debates and news report contributing to a clearer grasp of oral communication skills.

Furthermore, based on the study's findings, it is recommended that educators consider incorporating oral communication activities to enhance speaking proficiency among Grade 6 students. The significant improvement in oral communication scores after the strategy was implemented highlights its effectiveness in addressing specific challenges such as fluency, pronunciation, and grammar. The approach not only helped students recognize oral communication but also boosted their self-confidence. Teachers are encouraged to include oral games in their teaching methods to create a more engaging and effective environment for oral communication development.

RECOMMENDATION

Considering the research findings, all the oral communication strategies used were found to be effective. These strategies significantly contributed to improving elementary students' speaking skills. The researchers observed marked progress in students' oral communication through developmental pre-tests and post-tests. We recommend that strong oral communication instruction should not only involve direct teaching but also be integrated with reading and writing activities. When speaking opportunities are embedded across the curriculum, students are more likely to practice and apply their communication skills in meaningful contexts.

We strongly recommend that teachers incorporate engaging speaking activities into daily instruction. Activities such as role-playing, storytelling, dialogue games, "talk tokens," interview simulations, and oral presentations not only enhanced speaking proficiency but also increased students' motivation and self-confidence. Data from the study showed that incorporating fun and interactive oral tasks helped students communicate more effectively. When these strategies were applied across different subjects, students became more comfortable expressing their thoughts aloud. Other educators are encouraged to adopt these same strategies to help their students become more confident and competent speakers.

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