

Teaching Strategies and Learner's Academic Engagement

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DOI: <https://doi.org/10.47772/IJRISS.2026.10100046>

Received: 12 July 2026; Accepted: 17 July 2026; Published: 27 July 2026

ABSTRACT

This study investigated the frequency of teaching strategies and their relationship to academic engagement among grade 9 learners in the San Fernando I and II districts. A descriptive correlational design was employed, with 478 respondents selected from the populations of 757 learners. Five strategies -film viewing, brainstorming, role playing, debate, and think-pair-share- were examined. Findings revealed that teachers “often” used these strategies, with brainstorming most frequent and film viewing least. Learners reported being “highly engaged” particularly during debates, while film viewing showed the lowest engagement. Statistical analysis indicated no significant relationship between the frequency of strategy used and academic engagement, supporting the null hypothesis. Despite the absence of a significant correlation, the strategies remain valuable for fostering classroom participation and enhancing the teaching-learning process.

Keywords: Teaching Strategies, Academic Engagement, Film Viewing, Brainstorming, Role Playing, Debate, Think-Pair-Share

INTRODUCTION

Teachers play a vital role in delivering planned curriculum content and applying effective instructional strategies that address students' needs and interests. Because learning is cumulative, effective teaching enhances understanding, motivation, and achievement, ultimately shaping learners' lives.

Learning is most meaningful when concepts are fully understood and applied to daily activities. Thus, teachers and curriculum designers continually seek strategies that stimulate attention and improve performance. Araling Panlipunan, as a core subject, helps communities remain knowledgeable by connecting past events to present progress.

Teaching techniques strongly influence how students grasp concepts, making the choice of instructional style critical. Teachers ignite interest and engagement, particularly in subjects like social studies, where positive teacher-student interaction can determine learners' motivation and academic success.

For educators, inspiring learners is not new. Low levels of student motivation and lack of engagement in academic pursuits have been an issue of continuing concern to teachers for decades (Sing et al., 2002; Theobald, 2006). Lack of Motivation in the classroom has been an ongoing issue of concern to teachers for many years. A former secretary of education, Terrell Bell, once remarked, “there are three things to remember about education. The first is motivation. The second is motivation. The third is motivation.” (Raffini, 2001, p.9). Motivation is an internal process that arouses action, directs behavior, and results in a sustained effort over time (Howland et al., 1997; Wiseman & Hunt, 2001; Woolfork, 2001)

Strategies are described as particular approaches to a task or problem, operational modes for accomplishing a specific goal, and planned designs for managing and modifying particular data (Brown, 2007). In the same way, Chamot (2004) defines learning strategies as the ideas and methods people employ to achieve a learning objective. Lessard-Clouston (1997) assumed that learning strategies are integral to all forms of learning, regardless of the subject matter and environment, based on various researchers' definitions of learning strategies.

Every grading period, Junior High School learners in the Philippines take a formative test to assess their public and private education readiness. Junior High School student's knowledge and abilities are assessed using learning competencies in Science, Mathematics, English and Araling Panlipunan. The Department of Education uses the test results to improve the quality of the teaching-learning process in the classroom.

Moreover, teachers have attempted to raise learner's academic performance through their engagement using various teaching techniques and strategies. This study has been conceptualized within this context. The study examines how motivational teaching strategies impact learning engagement among learners in Junior High School in San Fernando I and II District, Division of Bukidnon.

Statement of the Problem

This study aims to characterize the instructional strategies employed by the teachers and how these strategies will impact the academic engagement of grade 9 students in the San Fernando I and II District.

It specifically aims to respond to the following questions:

1. What is the frequency of the use of teaching strategies in the context of film viewing, brainstorming, role-playing, debate, and think-pair-share?
2. What is the level of academic engagement of grade 9 learners in San Fernando I and II Districts?
3. Is there a significant relationship between the frequency in the use of teaching strategies by teachers in teaching, in the context of film viewing, brainstorming, role-playing, debate, and think-pair-share and the academic engagement of the Grade 9 students of Districts I and II of San Fernando, Bukidnon?

Limitation of the Study

This study has several limitations that should be considered when interpreting its findings. First, the use of descriptive-correlational and cross sectional research design limits the ability to establish casual relationships between teaching strategies and academic engagement. Second, the data relied solely on learner's self-reported perceptions, which may be influenced by response bias and personal preferences. Third, the study focused only on five teaching strategies and Grade 9 learners from two districts; thus, the findings cannot be readily generalized to other grade levels, subject areas, or educational settings. Finally, other potential influencing factors—such as teacher competence, classroom climate, learner motivation, and socioeconomic background—were not examined in this study, though they may have significant effects on student's academic engagement.

METHODOLOGY

Research Design

This study utilized descriptive and correlation methods of research. It made use of the survey method of investigation. The respondents were surveyed using an instrument called a survey questionnaire. The said questionnaire was subjected to validation and reliability from the panel of experts. It was pre-tested from a try-out of respondents who were no longer included as a sample during the actual gathering of data. The observation was also utilized to countercheck the data that were gathered.

Locale of the Study

This study was conducted in Districts I and II of San Fernando, Bukidnon during S.Y. 2023–2024. San Fernando lies in the southeastern part of Bukidnon, bordered by Malaybalay City and Cabanglasan to the north, Talaingod (Davao del Norte) to the east, Davao City and North Cotabato to the south, and Quezon and Valencia City to the west.

District I hosts three secondary schools: Halapitan National High School, the largest with over 2,500 learners and 100 faculty members led by Mrs. Elecia M. Rivera; Little Baguio National High School, serving 800

learners with 27 teachers under Mr. Renato M. Gagarani; and Halapitan National High School–Kalagangan Extension, with 12 faculty members under Mr. Ariel L. Amahoy.

District II comprises Namnam Integrated High School, offering JHS and SHS with 19 faculty members led by Mr. Richmond L. Sumagang, and Cayaga National High School, with six teachers under Mrs. Myra Jane C. Pantojas.

Respondents of the Study

The respondents of this research were Grade 9 learners from the San Fernando I and II districts. The respondents are coming from Halapitan National High School with a total subject-respondent of 206 out of 423, Little Baguio National High School is 90 out of 116, Halapitan National High School-Kalagangan Extension is 67 out of 80, Namnam Integrated School is 79 out of 98, and Kayaga National High School is 36 out of 40.

To summarize, 478 of 757 individuals will be selected for the study. The sample size was based on Slovin's Formula sampling procedure. These learners are taken as respondents of this study and in collecting valid and reliable data sources.

Research Instrument

The instrument used in gathering information was adopted from Laure's research instrument (2015). A few variables were slightly modified to suit the required information for the present study. The materials and instruments used include non-academic assessments, such as evaluating the teaching strategies used by teachers and determining learners' academic engagement.

The instruments of this study are of two kinds. The first instrument was intended to ascertain teachers' teaching strategies. The second instrument is academic engagement. The respondents were asked to check the column corresponding to the best answer applicable to them as learners who received instruction from the teachers and employed the abovementioned strategies. In the second part, they were tasked to determine their level of engagement in the mentioned teaching strategies. The items/indicators in every variable were based on the validity test results by the panel of experts who were tapped for the refinement of the content of this paper.

Scoring Procedure

A rating scale was developed, which was a modified version of the scoring procedure indicated in the instrument. In determining the general level of the frequency in the use of teaching strategies in teaching and the academic engagement of learners, the following scale was used:

Always (4.20-5.0). Often (3.40-4.19), Sometimes (2.60-3.39), Seldom (1.81-2.59), and Never (1.0-1.79).

Raw score	Weighted mean	Qualitative description	Qualifying statement
5	4.20-5.0	always	When the action is done 5-5 times out of 5 occasions.
4	3.40-4.19	often	When the action is done 4-5 times out of 5 occasions.
3	2.60-3.39	sometimes	When the action is done 3-5 times out of 5 occasions.
2	1.80-2.59	seldom	When the action is done 1-3 times out of 5 occasions.
1	1.0-1.79	never	When the action is never done at all.

In the second part of the survey questionnaire, the respondents were asked to rate their level of engagement in each teaching strategy as listed using the following scale: Very Highly Engaged (5), Highly Engaged (4), Moderately Engaged (3), Less Engaged (2), and Not Engaged at All (1)

Raw Score	Weighted Mean	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Very Highly Engaged	When the action is done 5-5 times out of 5 occasions.
4	3.40 – 4.19	Highly Engaged	When the action is done 4-5 times out of 5 occasions.

3	2.60 – 3.39	Moderately Engaged	When the action is done 3-5 times out of 5 occasions.
2	1.80 – 2.59	Less Engaged	When the action is done 1-3 times out of 5 occasions.
1	1:00 – 1:79	Not Engaged at All	When the action is never done at all.

Data Gathering Procedure

The samples were taken from the 757 grade 9 student of San Fernando 1 & II districts. In determining the study's sample size, the researcher used the Sloven Formula, which was set at 0.05 error tolerance. Four hundred seventy-eight respondents will be responding to the researcher's survey questionnaire. Systematic random sampling was applied to identify the respondents from each school as indicated in the list of students in the class DepEd Form 1 student profile.

Analysis of Data

The data were summarized using frequency counts, percentages, means, standard deviation, and Pearsson's Product Moment correlation. Mean values and standard deviation were used to identify the mentioned teaching strategies. In determining the academic engagement of the learners, the statistical treatment and analysis were done using descriptive statistics involving the mean and standard deviation. For the significant relationship between the two variables, R-value and p-value were used.

Ethical Considerations

The researcher meticulously adhered to ethical protocols throughout the study, prioritizing the well-being and rights of all individuals involved. To ensure the highest standards of ethical conduct, the researcher obtained explicit permission from the relevant authorities, including the School's Division Superintendent and school heads, before commencing the study. Moreover, they sought informed consent from all participants, providing them with comprehensive information regarding the study's objectives and potential risks. The researcher emphasized that participation was voluntary, without coercion, for those who declined involvement. Throughout this inquiry, the researcher provided correct credit to all research authors for their contributions while keeping complete openness throughout the ethical research procedure.

RESULT AND DISCUSSION

The next presents the data gathered from the respondents, who were treated statistically using the appropriate statistical tools to elicit accurate, valid, and reliable answers to the problems. The primary purpose of this study was to determine the frequency of use of teaching strategies by grade 9 teachers in the context of film viewing, brainstorming, role-playing, debate, and think-pair-share and the level of academic engagement of the grade 9 learners in San Fernando 1 & II.

The study was specifically designed to address several key questions. Firstly, it examines how teachers employ various teaching strategies such as film viewing, brainstorming, role-playing, debate, and think-pair-share in their instructional practices. Secondly, it seeks to evaluate the level of academic engagement among grade 9th-grade learners in San Fernando 1 and II districts. Finally, it endeavors to investigate whether it exist a significant correlation between the utilization of teaching strategies by teachers – specifically in the contexts of film viewing, brainstorming, role-playing, debate, and think-pair-share– and the academic engagement of Grade 9 learners within Districts 1 & II of San Fernando, Bukidnon.

Table 1 Descriptive Analysis on Frequency of The Use of Teaching Strategies in Film Viewing, Brainstorming, Role-Playing, Debate, And Think-Pair-Share.

Strategy	Overall Mean	SD	Interpretation
Film Viewing	3.95	0.506	Often
Brainstorming	4.05	0.495	Often
Role-Playing	4.03	0.481	Often

Debate	4.00	0.501	Often
Think-Pair-Share	3.96	0.470	Often
Total Overall Mean	4.00	—	Often

Table 1 presents the descriptive analysis of teaching strategies employed by teachers in San Fernando, Bukidnon. All five strategies—film viewing, brainstorming, role-playing, debate, and think-pair-share—were rated as “Often” used, with a total overall mean of 4.00. Brainstorming ($M = 4.05$) emerged as the most frequently applied, followed by role-playing ($M = 4.03$), debate ($M = 4.00$), think-pair-share ($M = 3.96$), and film viewing ($M = 3.95$). These results confirm that teachers consistently integrate diverse, student-centered approaches into classroom instruction.

The frequent use of brainstorming supports Almutairi (2015), Obro et al. (2021), and Filgona & Sakiyo (2020), who emphasized its effectiveness in promoting equitable participation, creativity, and improved academic performance. While simulation-game pedagogy may outperform brainstorming in some contexts (Obro et al., 2021), the consistent application of brainstorming in this study highlights its practicality and accessibility for teachers.

Role-playing also ranked highly, aligning with Nazarov (2022) and Lutfi et al. (2018), who found it effective in fostering communication, confidence, and creativity. Its success lies in simulating real-world situations, which enhances motivation and collaborative learning.

Debate was likewise rated “Often,” supporting Kennedy (as cited in Brown, 2015), Oros (2007), Jackson (2009), and Cinganotto (2019), who argued that debate develops analytical skills, language proficiency, and active engagement. This confirms its value as a complementary strategy in higher education and language learning.

Film viewing, though slightly less frequent, remains a valuable tool. The findings support Bagila et al. (2019), Jian (2019), and Allen (2015), who demonstrated that audio-visual strategies stimulate interest, critical thinking, and social awareness. Teachers’ use of guide questions, pauses, and introductions reflects efforts to maximize its pedagogical potential despite challenges in full exploitation (Sánchez-Auñón et al., 2023).

Think-Pair-Share (TPS) was also consistently applied, corroborating Ismail et al. (2023) and Kombat et al. (2023), who found TPS effective in improving participation, performance, collaboration, and confidence. While challenges such as unclear questions and limited preparation time were noted, TPS remains a powerful cooperative learning strategy that encourages creativity, active engagement, and peer-to-peer learning.

Table II Descriptive Analysis On The Level Of Academic Engagement Of Grade 9 Learners In San Fernando I And II District.

Strategy	Overall Mean	SD	Interpretation
Film Viewing	3.51	0.877	Highly Engaged
Brainstorming	3.59	0.811	Highly Engaged
Role-Playing	3.58	0.806	Somewhat Engaged
Debate	3.68	1.012	Highly Engaged
Think-Pair-Share	3.61	0.758	Highly Engaged
Total Overall Mean	3.59	—	Highly Engaged

Table II shows that students were generally highly engaged (Total Overall Mean = 3.59) when exposed to active teaching strategies. Debate ($M = 3.68$) produced the highest engagement, followed by think-pair-share ($M = 3.61$), brainstorming ($M = 3.59$), role-playing ($M = 3.58$), and film viewing ($M = 3.51$). While all strategies were effective, role-playing was rated “Somewhat Engaged,” suggesting minor challenges in preparation and facilitation.

The high engagement in brainstorming supports Almutairi (2015), who emphasized its role in developing critical thinking, and Tsai et al. (2020), who demonstrated that the flipped classroom combined with brainstorming enhances motivation, creativity, and civic participation. These findings confirm that brainstorming fosters democratic exchange of ideas and sustained learner involvement.

For role-playing, the mean of 3.58 aligns with Nazarov (2022), who highlighted its ability to foster group belonging and communication, and Hidayati & Pardjono (2018), who found it improves creativity, independence, and responsibility. Although rated slightly lower, role-play remains a flexible and engaging method that promotes experiential learning and motivation.

Debate yielded the highest engagement ($M = 3.68$), consistent with Kennedy (Brown, 2015), Oros (2007), Jackson (2009), and Cinganotto (2019), who argued that debate develops analysis, practice, and language proficiency. Its integration into course design and assessment keeps students actively engaged and complements other strategies.

Film viewing ($M = 3.51$) still achieved high engagement, supporting Bagila et al. (2019), Jian (2019), and Allen (2015), who showed that audio-visual strategies stimulate interest, critical thinking, and social awareness. Although slightly lower than other strategies, film viewing remains a valuable tool for arousing curiosity and contextualizing learning.

Think-Pair-Share (TPS) ($M = 3.61$) was highly effective, corroborating Ismail et al. (2023), Kombat et al. (2023), and Syafii (2018). These studies demonstrated that TPS enhances participation, collaboration, confidence, and communication skills. Despite challenges such as limited preparation time and language barriers, TPS remains a powerful cooperative learning strategy that sustains engagement and peer learning.

TABLE III Test Of The Significant Relationship Between The Frequency In The Use Of Teaching Strategies By Teachers In Teaching In The Context Of Film Viewing, Brainstorming, Role-Playing, Debate, And Think-Pair-Share And The Academic Engagement Of The Grade 9 Students Of Districts I And II Of San Fernando, Bukidnon.

Variable	r	p-value	Interpretation
Film Viewing	-.022	.634	Not Significant
Brainstorming	.020	.664	Not Significant
Role Playing	-.044	.332	Not Significant
Debate	.032	.481	Not Significant
Think-Pair-Share	-.042	.355	Not Significant
Overall	-.014	.759	Not Significant

Table III reveals the results of a test examining the significant relationship between the frequency of teaching strategies used by teachers and the academic engagement of Grade 9 students in Districts I and II of San Fernando, Bukidnon. The variables include film viewing, brainstorming, role-playing, debate, and think-pair-share. Each variable is assessed regarding its correlation coefficient (r) and corresponding p-value.

The variables: Film Viewing with r -.022 and p-value of .634, Brainstorming with r .020 and p-value of .664, Role Playing with r -.044 and p-value of .332, Debate with r .032 and p-value of .481, Think-Pair-Share with r -.042 and p-value of .355 indicate that there is no statistically significant relationship between the frequency of using teaching strategies in any of the contexts and the academic engagement of Grade 9 students.

In summary, there is insufficient evidence to reject the null hypothesis, which claims that there is no meaningful correlation between the frequency with which teachers employ instructional strategies—such as brainstorming, role-playing, film viewing, debate, and think-pair-share—and the academic engagement of Grade 9 students in San Fernando, Bukidnon's Districts I and II.

The result opposes the findings of Aliabadi et al. (2023). These strategies encourage various aspects of student engagement in the class.

Also contrary to the study with Hayati, A. R., Afriani, Z. L., & Akbarjono, A. (2021) studied the teachers' different instructional strategies/techniques, including role-playing, small group practice, direct instruction, and discussion. The teachers used those techniques because they encouraged students to actively participate in the learning process and let them share their knowledge.

Thus, the study negates Kennedy, as cited by Brown (2015), states that students learn in diverse ways and that there is a need for Higher Education to provide a variety of instructional strategies and forms of assessment.

CONCLUSION

Regarding the frequency of teaching strategies, the summary result revealed that brainstorming has the highest general mean. It ranked first among the five (5) mentioned teaching strategies. This implied that teachers frequently used brainstorming as their best strategy for teaching. On the other hand, the teaching strategy with the lowest general mean is film viewing, which implies that teachers utilize this strategy less frequently than others. This suggests that learners might miss out on a deeper understanding of the film's lesson. However, they have a high chance to get involved in brainstorming activities in their class.

The academic engagement of learners falls under the “highly engaged level.” The strategy that scored the highest engagement was the debate, while the strategy that scored the lowest was the film viewing. It can be stated that learners are highly involved when tasked to give relevant information or ideas about a certain topic in a debate, requiring active participation. On the other hand, learning seemed passive when learners were not actively involved, and the key concepts from a lesson are shown only in a film.

The test of the significant relationship between the frequency of use of teaching strategies was not significantly related to the academic engagement of learners. It is now revealed that the decision to use the null hypothesis was not rejected. The data collected in the study fails to reject the null hypothesis since they do not provide enough evidence to disprove it.

In other words, the academic engagement of grade 9 was not influenced by how teachers frequently used the teaching strategies.

In summary, the data did not yield significant results to reject the null hypothesis. Therefore, it is necessary to re-evaluate some of the approaches used in this research.

RECOMMENDATION

Since the study found insufficient evidence to reject null hypothesis, DepEd officials, supervisors, and principals may guide teachers to use diverse, culturally responsive strategies that boost learner engagement. Teachers, parents, and school leaders should monitor engagement and adopt innovative approaches to improve academic performance.

Future researchers may expand the scope, use experimental or longitudinal designs examine confounding factors, and incorporate qualitative methods for deeper insights. Continuous professional development is recommended to strengthen active learning implementation while addressing learner diversity. Further studies are encourage to address limitations and yield more meaningful results.

ACKNOWLEDGEMENT

I extend my deepest gratitude to the SDS Bukidnon Division for granting permission to conduct this study, and to the school principals, teachers, and students of San Fernando I and II Districts for their cooperation and support. I am sincerely thankful to the student respondents whose participation made this research possible, as well as to the Dean of the Graduate School, the Panel of Examiners, and my adviser, Dr. Leo Jade B.

Matalubos, for their guidance and expertise. My heartfelt appreciation also goes to my family for their unwavering encouragement, and to my husband, Janryl Niño P. Limocon, for his steadfast emotional and financial support. Above all, I acknowledge the boundless grace of Almighty God, whose providence has sustained me throughout this academic journey.

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