

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2025, Vol. 6, No. 5, 2226 – 2232

<http://dx.doi.org/10.11594/ijmaber.06.05.09>

Research Article

The Relationship between Extemporaneous Speaking Skills and Academic Performance among Grade 11 HUMSS Students: A Basis for Intervention

Rizalyn T. Geduriagao^{1*}, Jobell Cris T. Vibal²

¹English Department, DHSBNHS – Senior High School, 6130, Philippines

²College of Education, La Carlota City College, 6130, Philippines

Article history:

Submission 09 March 2025

Revised 30 April 2025

Accepted 23 May 2025

*Corresponding author:

E-mail:

rizalyn.geduriagao@gmail.com

ABSTRACT

This study examined the extent of extemporaneous speaking skills among Grade 11 HUMSS students and analyzed their relationship with academic performance during the 2023–2024 school year. Utilizing a descriptive-correlational research design, the researchers assessed 165 students using standardized rubrics, with evaluations conducted by three communication experts. Academic performance was determined based on the students' General Weighted Averages. The results indicated that the students demonstrated extemporaneous speaking skills to a great extent and achieved a very satisfactory level of academic performance. A statistically significant relationship was found between the two variables. These results support the need for targeted interventions to enhance students' speaking abilities, which may, in turn, contribute positively to their academic achievement.

Keywords: *Extemporaneous Skills, Students, Academic Performance, Intervention, Standardized Rubrics*

Introduction

Extemporaneous speaking involves delivering presentations without notes or memorization, relying on expertise and clear communication. While challenging, proficiency can be developed through practice. Assaf and Yunus (2020) highlight that extemporaneous speech is a natural form of public speaking, yet many EFL learners struggle due to a lack of speaking proficiency.

In the Philippines, the K–12 SHS curriculum emphasizes communication skills, particularly public speaking, but students still face

challenges in spontaneous speech due to confidence issues, limited practice, and a lack of classroom emphasis (Department of Education, 2019; Garcia, 2021). Since effective communication impacts academic success and real-life preparedness, addressing this gap is essential.

The researcher believes that extemporaneous speech enhances academic performance by improving public speaking, real-life engagement, and confidence.

Thus, this study investigates the relationship between extemporaneous speech and the academic performance of Grade 11 HUMSS

How to cite:

Geduriagao, R. T. & Vibal, J. C. T. (2025). The Relationship between Extemporaneous Speaking Skills and Academic Performance among Grade 11 HUMSS Students: A Basis for Intervention. *International Journal of Multidisciplinary: Applied Business and Education Research*. 6(5), 2226 – 2232. doi: 10.11594/ijmaber.06.05.09

students at Doña Hortencia Salas Benedicto National High School – Senior High School.

Literature Review

Extemporaneous Skills

Speaking is a fundamental skill for effective communication, especially for non-native speakers (Assaf & Yunus, 2020; Rao, 2019). Extemporaneous speaking, though prepared, allows for a spontaneous, natural delivery using minimal notes, enhancing engagement and audience interaction (Jeffery, 2019; Libretex, 2021; Mortaji, 2022). This method fosters confidence, critical thinking, and adaptability while improving articulation and eye contact (Afandi, 2023; Salah & Kamariah, 2021).

Effective extemporaneous speaking requires topic familiarity, structured delivery, and regular practice, enabling students to speak confidently in academic and social settings (Oratory CDC, 2023). However, challenges such as anxiety, limited vocabulary, and fear of public speaking can hinder performance (Wati & Fikni, 2018).

Academic Performance

Academic performance is measured through grades, GPA, standardized tests, and skill development (Thornton, 2022; Busalim et al., 2019; Garcia et al., 2023). It is influenced by factors such as learning abilities, motivation, and educational resources (Talib & Sansgiry, 2012; Top Hat, 2020). Beyond grades, academic success reflects critical thinking, knowledge application, and effective communication skills.

Challenges affecting performance include personal habits, school environment, and social influences. Access to quality textbooks and instructional materials also plays a significant role in students' learning experiences (Brew et al., 2021; Husaini & Shukor, 2023).

Extemporaneous Skills and Academic Performance

Studies show that extemporaneous speaking improves students' ability to articulate thoughts, boosting confidence and academic performance (Husna et al., 2022). Effective verbal communication is crucial for classroom

discussions, debates, and presentations, helping students engage more actively and express their ideas clearly (Cscadmin, 2019; Studocu, 2023).

Extemporaneous speaking fosters quick thinking, logical organization, and persuasive communication (Jhangiani, 2023). Competitions in this skill enhance research abilities, analytical thinking, and confidence, all of which contribute to overall academic success.

Methods

This study utilized a descriptive research design to assess the extemporaneous speaking skills of Grade 11 HUMSS students at Doña Hortencia Salas Benedicto National High School-Senior High School for the School Year 2023-2024. Descriptive research systematically observes and measures variables without manipulation, providing an objective analysis of students' skills. To evaluate their performance, a standardized rubric from *Oral Communication in Context* (Sipacio & Balgos, 2016) was used, assessing content, organization, verbal, and non-verbal communication. Three expert jurors, all English teachers with master's degrees, served as evaluators. Academic performance was measured using students' General Weighted Average from the first semester.

Following approval from the Schools Division Superintendent and the school principal, a request letter was sent to jurors for evaluation. Students participated in an extemporaneous speech activity, selecting a question randomly from a set of 30, with one minute to prepare and another minute to deliver their response. Their performance was rated into five levels, from *Very Great Extent* (outstanding skills) to *Not at All* (minimal skills). Since the rubric used was standardized, validity and reliability tests were not conducted.

Limitations

This study is limited to one academic year and focuses only on Grade 11 students from the HUMSS strand. The scope does not include other strands or year levels. Future studies may consider multiple grade levels or a longitudinal approach to better understand the long-term impact of speaking interventions.

Results and Discussions

Distribution of Respondents per Section

Table 1. Distribution of Respondents per Section

Section	Population	Sample Size
A	46	27
B	49	28
C	50	29
D	51	30
E	39	23
F	48	28
Total	283	165

The table provides a detailed breakdown of the respondents' distribution across six sections (A to F) within the study. Each section is presented with two key figures: the total number of students available (Population) and the number of students selected from that section (Sample Size). For example, Section A consists of 46 students, of which 27 were chosen to participate in the study. Similarly, Sections B through F show populations ranging from 39 to 51 students, with sample sizes that reflect a carefully considered proportion of the total students in each section. This detailed segmentation helps illustrate the breadth of the study and the methodical approach taken in selecting a representative group from each section.

Overall, the cumulative population across all six sections amounts to 283 students, with 165 students being sampled, which translates to an average sampling rate of roughly 58%. This proportional representation—evidenced by ratios such as 27 out of 46 in Section A and 28 out of 49 in Section B—ensures that each section is adequately represented in the study. Such an approach is critical for maintaining the validity of the research findings, as it minimizes sampling bias and ensures that the diverse characteristics of the entire student body are captured. This careful distribution allows the researchers to draw more reliable and generalizable conclusions about the population under study.

Level of Extemporaneous Skills

Table 2. Level of Extemporaneous Skills of Grade 11 HUMSS Students

Extemporaneous Skills	f	Mean	Overall Mean	Interpretation
A Very Great Extent	68	99.03	86.11	A Great Extent
A Great Extent	72	84.69		
Some Extent	18	61.13		
A Little Extent	7	40.90		
Not at All	0	0		
Total	165			

The table reveals that out of 165 respondents, 72 students possess a great extent of extemporaneous skills with a mean of 84.69, while 68 have a very great extent of extemporaneous skills with a mean of 99.03. Additionally, 18 students have some extent of these skills with a mean of 61.13, and seven students have only a little extent of them with a mean of 40.90. Overall, Grade 11 students demonstrate high extemporaneous skills, with a mean score

of 86.11. This implies that Grade 11 HUMSS students have developed a solid extemporaneous skill, indicating a positive competency in spontaneous speaking or performance situations.

Skill levels were determined using a standardized rubric with a numerical scale ranging from 1 to 115. The rubric assessed extemporaneous speaking based on organization of thoughts, content richness, and use of verbal and non-verbal communication. Scores were

then categorized into five descriptive levels: Very Great Extent (93–115), Great Extent (70–92), Some Extent (47–69), Little Extent (24–46), and Not at All (1–23), providing a clear interpretation of each student's speaking proficiency.

According to Assaf & Yunus (2020), students enthusiastically and positively embraced extemporaneous speech, demonstrating active participation and a willingness to share their perspectives. Their engagement reflected their belief in the benefits of this activity. The findings indicated that students perceived improvements in their speaking abilities through their experiences with extemporaneous speech. They reported speaking more fluently, expanding and refining their expressions, and

feeling more comfortable speaking in front of their peers and instructors. Additionally, their self-confidence was bolstered due to these experiences and beliefs.

Salah and Kamariah (2021) state that extemporaneous speaking necessitates a thorough grasp of the speech content. Speakers should be acquainted with the topic in advance and utilize brief notes to guide them. These notes aid in delivering well-prepared and rehearsed speeches. Through regular practice, students can improve their extemporaneous speaking abilities, allowing them to speak confidently, maintain good eye contact, and effectively engage their audience inside and outside the classroom.

Level of Academic Performance

Table 3. Level of Academic Performance of Grade 11 HUMSS Students

Academic Performance	f	Mean	Overall Mean	Interpretation
Outstanding	63	92.21	89.02	Very Satisfactory
Very Satisfactory	82	88.59		
Satisfactory	15	81.13		
Fairly Satisfactory	5	78.40		
Did Not Meet Expectations	0			
Total	165			

Table 3 indicates that 82 out of 165 respondents achieved a very satisfactory academic performance with a mean of 88.59. Sixty-three respondents achieved an outstanding level with 92.21 as the mean, 15 achieved a very satisfactory level with a mean of 81.13, and 5 achieved a fairly satisfactory level with a mean of 78.40. Overall, the academic performance of Grade 11 HUMSS students is very satisfactory, with a mean of 89.02. This implies that Grade 11 HUMSS students excel in their educational tasks and clearly understand their lessons.

To interpret these performance levels, the study used the Department of Education's (DepEd) standard grading scale from Form 138. According to this scale, a General Weighted Average (GWA) of 91–100 is rated as Outstanding, 85–90 as Very Satisfactory, 80–84 as Satisfactory, 75–79 as Fairly Satisfactory, and below 75

as Did Not Meet Expectations. The majority of the students scored within the 85–90 range, thus falling under the Very Satisfactory category.

Academic performance, as defined by Busalim et al. (2019), refers to a student's ability to complete academic tasks successfully. This assessment evaluates performance across subjects using objective measures like grade point averages and final grades. It is influenced by factors such as the student's aptitude, motivation, and quality of instruction. External factors like family, friends, and personal life also impact academic success (Garcia et al., 2023). Moreover, academic success reflects the extent to which students fulfill their academic responsibilities and actively engage in their education, demonstrating their potential through various learning experiences (Albarico et al., 2023).

Relationship Between the Extent of Extemporaneous Skills and the Level of Academic Performance**Table 4. Relationship Between the Extent of Extemporaneous Skills and the Level of Academic Performance of Grade 11 HUMSS Students**

Extemporaneous Skill	Academic Performance					Total
	Outstanding	Very Satisfactory	Satisfactory	Fairly Satisfactory	Did Not Meet Expectations	
Very Great Extent	48	20	0	0	0	68
Great Extent	14	54	4	0	0	72
Some Extent	1	6	10	1	0	18
A Little Extent	0	2	1	4	0	7
Not at all	0	0	0	0	0	0
Total	63	82	15	5	0	168

Computed Value (G) : 0.867

P-value : <0.001

Decision : Reject Ho

Interpretation : Significant Relationship at 0.05 level of significance

The data indicates that among 82 students with a very satisfactory academic performance, 54 demonstrated a great extent of extemporaneous skill, 20 exhibited a very great extent, six showed some extent, and two had a little extent of this skill. Similarly, out of 63 students with outstanding academic performance, 48 displayed a great extent of extemporaneous skill, 14 had a very great extent, and one had some extent. Among 15 students with satisfactory academic performance, 10 showed some extent, while four had a great extent of extemporaneous skill. Lastly, out of five students with a fairly satisfactory academic performance, four exhibited a little extent, and one had some extent of extemporaneous skill.

The computed Gamma Coefficient (G) of 0.867, with a p-value of less than 0.001 at a significance level of 0.05, disproves the null hypothesis, confirming a strong correlation between academic performance and extemporaneous skills. This suggests that students who excel academically tend to have stronger impromptu speaking abilities, reinforcing the idea that communication skills play a crucial role in academic success. Cscadmin (2019) highlights that verbal communication is essential in classroom discussions, where students must articulate responses clearly for accurate assessment. Studocu (2023) further emphasizes that developing extemporaneous speaking skills enhances students' ability to express their

thoughts, engage in discussions, and present ideas confidently, all of which contribute to improved academic performance.

Conclusions

Based on the foregoing findings of this study, it can be concluded that the Grade 11 HUMSS students possess a great extent of extemporaneous skill, demonstrating their ability to engage effectively in spontaneous speaking and performance situations. Their academic performance is at a very satisfactory level, reflecting their excellence in academic tasks and a strong understanding of their lessons. Furthermore, the study revealed a significant correlation between extemporaneous skills and academic performance, emphasizing the importance of developing these skills to enhance overall academic success.

Based on the findings, the following recommendations are proposed: (1) Integrate extemporaneous speech drills into classroom activities; (2) Provide regular feedback through collaboration with trained speech coaches; and (3) Incorporate structured speaking modules into the HUMSS curriculum to reinforce students' communication skills.

Acknowledgment

The authors extend their heartfelt gratitude to the DHSBNHS – Senior High School's administration for their unwavering moral support.

They also express their deep appreciation to the students, teachers, and colleagues whose valuable contributions made this study possible. Special thanks go to their families for their continuous encouragement and support throughout this journey. Above all, the authors give the highest praise and gratitude to our Lord Jesus Christ for His divine wisdom, strength, and guidance, through whom all things are made possible.

References

- Afandi, R. (2023). The Effect of Extemporaneous Speaking Method on SMAN 93 Students' Speaking of Describing Things. Retrieved https://repository.uinjkt.ac.id/dspace/bitstream/123456789/75603/1/1118014000044_Rahmat%20Afandi_%20Watermark.pdf
- Albarico, A. G., Blas, R. P., Cruz, A. P., & Enriquez, G. M. (2023). Factors affecting senior high school students' poor academic performance. *International Research Journal of Modernization in Engineering, Technology and Science*, 1(1), 1-10. DOI: [10.56726/IRJMETS37089](https://doi.org/10.56726/IRJMETS37089)
- Assaf, S., & Yunus, K. (2020). Extemporaneous Speech Engagement among English Language Major Undergraduates at Al-Quds Open University in Palestine. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 1(1), 1-10. DOI: [10.32996/ijllt](https://doi.org/10.32996/ijllt)
- Bailey, J. (2018). Extemporaneous Speaking: Engaging with Current Events. National Speech & Debate Association. <https://www.speechanddebate.org/wp-content/uploads/Extemporaneous-Speaking-Textbook.pdf>
- Barruansyah, T. R. (2018). The Correlation between Learning Styles, Language Learning Strategies, and English Learning Motivation of the Sixth Semester Students of STIBA Persada Bunda. *Journal of English for Academic*, 5(1), 1-10.
- Brew, E. A., Nketiah, B., & Koranteng, R. (2021). A Literature Review of Academic Performance, an Insight into Factors and their Influences on Academic Outcomes of Students at Senior High Schools. *OALib*, 08(06), 1-14. <https://doi.org/10.4236/oalib.1107423>
- Busalim, A. H., Masrom, M., Normeza, W., & Wan, B. (2019). The impact of Facebook addiction and self-esteem on students' academic performance: A multi-group analysis. *Computers & Education*, 142(August), 103651. <https://doi.org/10.1016/j.compedu.2019.103651>
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1-47.
- Cscadmin. (2019) The Importance of Communication Skills for Academic Success | Child Success Center. Child Success Center. <https://childsuccesscenter.com/blog/importance-of-communication-skills-for-academic-success/>
- Department of Education (DepEd). (2019). Policy Guidelines on the K to 12 Basic Education Program. Retrieved from DepEd <https://www.deped.gov.ph/2019/08/22/august-22-2019-do-021-s-2019-policy-guidelines-on-the-k-to-12-basic-education-program/>
- Garcia, A. (2021). Impacts of Public Speaking Competency on Student Performance. *Education Journal*, 8(4), 200-215.
- Garcia, G. L., Moral, M., Rocete, A. R., Ilagan, M., Cabido, J. C., Escueta, H. G., Novilla, K. J., & Retone, L. (2023). Influence of social pressures on the academic performance of HUMSS students at NU-Nazareth. *Edukasiana*, 3(1), 57-87. <https://doi.org/10.56916/ejip.v3i1.496>
- Husaini, Y. A., & Shukor, N. S. A. (2023). Factors Affecting Students' Academic Performance: A review. ResearchGate. https://www.researchgate.net/publication/367360842_Factors_Affecting_Students'_Academic_Performance_A_review
- Husna, L., Astria, W. J., & Shelinda, P. (2022). A Study Of Students' Skill In Performing Impromptu Speech In English Department At The Third Semester Of Fkip Universitas Ekasakti Padang. *Jurnal Pendidikan Tambusai*, 6(2), 11630-11635.

- <https://doi.org/10.31004/jptam.v6i2.4302>
- Hymes, D. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected Readings*. Harmondsworth: Penguin.
- Jeffery Afandi, A. (2019). The Art of Extemporaneous Speaking. *Communication Studies Journal*, 34(2), 123-145.
- Jhangiani, S. (2023). What is Extemporaneous Speaking? <https://yoodli.ai/blog/what-is-extemporaneous-speaking>
- Libretexts. (2021). 11.2: Methods of Speech Delivery. Social Sci LibreTexts. [https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_3e_\(Bar-ton_and_Tucker\)/11%3A_Delivery/11.02%3A_Methods_of_Speech_Delivery](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_3e_(Bar-ton_and_Tucker)/11%3A_Delivery/11.02%3A_Methods_of_Speech_Delivery)
- McCombes, S. (2023). Descriptive Research Design | Definition, Methods & Examples. Scribbr. Retrieved from <https://www.scribbr.com/methodology/descriptive-research/>
- Mortaji, L. E. (2022). Public Speaking and Online Peer Feedback in a Blended Learning EFL Course Environment: Students' Perceptions. *English Language Teaching*, 15(2), 31. <https://doi.org/10.5539/elt.v15n2p31>
- Niegłos, K. (2024). What's the definition of content? Landi. <https://landi.com/blog/what-is-content-definition/>
- Nordquist, R. (2019). Understanding organization in composition and speech. ThoughtCo. <https://www.thoughtco.com/organization-composition-and-speech-1691460>
- Nordquist, R. (2024). What is nonverbal communication? ThoughtCo. <https://www.thoughtco.com/what-is-nonverbal-communication-1691351>
- Oratory CDC. (2023). What are the Skills For An Extemporaneous Speaker? - Oratory Club. My Blog. <https://oratoryclub.com/skills-for-an-extemporaneous-speaker/>
- Pavlovic, J. (2023). What Is Verbal Communication? Definition, Types & Examples. Pumble Blog. Retrieved from Pumble Blog <https://pumble.com/blog/verbal-communication/>
- Quist, G. (2019). Revisiting Communicative Competence. *Language Teaching*, 52(2), 212-227.
- Rao, P. S. (2019). THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS. ResearchGate. https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS
- Rickheit, G., & Strohner, H. (2010). *Handbook of Communication Competence*. Walter de Gruyter.
- Salah, A., & Kamariah, Y. (2021). The influence of extemporaneous speech on EFL students' speaking skill. <https://www.researchgate.net/publication/353901521>
- Studocu. (2023). Public Speaking Skills and its Impact to Academic Performance- Studocu. <https://www.studocu.com/ph/document/mindoro-state-college-of-agriculture-and-technology/research/public-speaking-skills-and-its-impact-to-academic-performance/71322320>
- Tadese, M., Yeshaneh, A. & Mulu, G.B. (2022) Determinants of good academic performance among university students in Ethiopia: a cross-sectional study. *BMC Med Educ* 22,395. <https://doi.org/10.1186/s12909-022-03461-0>
- Thornton, T. (2022). What means academic performance? CLJ. <https://communityliteracy.org/what-means-academic-performance/>
- Top Hat. (2020). Academic Achievement Definition and Meaning | Top hat. <https://tophat.com/glossary/a/academic-achievement/>
- Wati, L., & Fikni, Z. (2018). Improving EFL Learners' Speaking Ability through Storytelling Using Puppets. *Voices of English Language Education Society*, 2(1). <https://doi.org/10.29408/veles.v2i1.609>