

## The Influence of the Extemporaneous Method on the Public Speaking Ability

Wilyen Devina Rometna<sup>1</sup>, Jolanda Dessye Parinussa<sup>2\*</sup>

<sup>1</sup>Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia

<sup>2</sup>Pendidikan Bahasa dan Seni, Universitas Pattimura, Ambon, Indonesia

\*[jolandadessye@gmail.com](mailto:jolandadessye@gmail.com)

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### Abstract

This study investigates the effectiveness of the extemporaneous speaking method on the public speaking abilities of ninth-grade students at SMP LKMD Tawiri, Teluk Ambon District. Using a mixed-methods descriptive quantitative design, the research involved 23 ninth-grade students as participants. Data collection employed questionnaires using the Guttman Scale and performance assessments using structured rubrics with nine evaluation criteria. The study utilized the Product Moment Correlation formula to analyze the relationship between the extemporaneous method implementation and students' public speaking competencies. Results revealed a significant improvement in students' public speaking abilities, with mean scores increasing from 70 (traditional methods) to 78 (extemporaneous method). The correlation coefficient of 1.09 indicated a very strong positive relationship, leading to the acceptance of the alternative hypothesis ( $H_a$ ) that the extemporaneous method significantly influences public speaking proficiency. The findings suggest that structured extemporaneous speaking instruction can effectively enhance students' oral communication skills in Indonesian secondary education contexts.

**Keywords:** *Extemporaneous Method; Indonesian Students; Oral Communication; Public Speaking; Secondary Education.*



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## INTRODUCTION

Language proficiency encompasses four fundamental competencies: listening, speaking, reading, and writing, each intricately connected to cognitive processes that form the foundation of effective communication (Tarigan, 2015). Among these competencies, speaking represents a complex communicative act that involves the strategic conveyance of thoughts, ideas, and emotions through verbal expression, requiring speakers to demonstrate mastery of linguistic elements, audience awareness, and contextual appropriateness (Valenzano & Joseph, 2020).

The development of public speaking skills has gained increasing recognition in educational contexts worldwide, as oral communication competencies are essential for academic success, professional advancement, and civic participation (Hess, 2015). Contemporary educational frameworks emphasize the importance of presentation skills, collaborative communication, and anxiety management as core learning outcomes that prepare students for 21st-century challenges (Shapiro, 2024).

Extemporaneous speaking, defined as structured oral presentation delivered with limited preparation time and minimal notes, represents a pedagogically valuable approach that bridges spontaneous expression with organized communication (El Mortaji, 2018). This method operates within the communicative competence framework, emphasizing phonological accuracy, lexical diversity, grammatical correctness, sociolinguistic appropriateness, and discourse coherence as integrated performance objectives (Leopold, 2016).

The theoretical foundation for extemporaneous speaking instruction rests on several key pedagogical principles. First, the method promotes authentic communication by requiring speakers to engage in real-time language processing and audience adaptation (Gustianing et al., 2024). Second, it develops cognitive flexibility by challenging students to organize thoughts quickly and coherently under time constraints (Lumettu & Runtuwene, 2018). Third, extemporaneous speaking enhances metacognitive awareness by requiring speakers to monitor their performance and adjust strategies dynamically (Assaf & Yunus, 2020).

International research has demonstrated the effectiveness of extemporaneous and impromptu speaking methods across diverse educational contexts. El Mortaji (2018) conducted a comprehensive study with EFL college students in Morocco, implementing sustained weekly impromptu speaking combined with teacher goal-setting. The intervention produced significant semester-long improvements on public speaking competence rubrics and increased speaker confidence, with effect sizes indicating practical significance for classroom implementation.

Gustianing et al. (2024) reported findings from a controlled classroom comparison that examined extemporaneous speech effectiveness with young English learners. Their study documented higher achievement levels in fluency, coherence, creativity, and audience engagement for students practicing extemporaneous methods compared to traditional instructional approaches. The research employed comprehensive speaking evaluation criteria that assessed multiple dimensions of oral communication competence.

Lumettu and Runtuwene (2018) investigated the relationship between impromptu speaking practice and general speaking ability in Indonesian secondary education contexts. Their mixed-methods study revealed a strong positive correlation ( $r = 0.80$ ) between systematic impromptu practice and overall speaking competencies, providing evidence for the transferability of extemporaneous skills to broader oral communication contexts.

Additional research has highlighted specific pedagogical strategies that enhance extemporaneous speaking instruction. Leopold (2016) demonstrated the effectiveness of using authentic speech models, particularly TED Talk excerpts, to provide students with exemplars of effective extemporaneous communication. Yulanda (2015) identified key implementation strategies including incremental scaffolding, structured peer feedback, and explicit instruction in organizational techniques.

Indonesian secondary education faces particular challenges in developing students' oral communication skills, including limited classroom time for speaking practice, large class sizes, and traditional teacher-centered pedagogical approaches (Maulana et al., 2021). These contextual factors necessitate efficient, evidence-based instructional methods that can produce measurable improvements in student speaking abilities within existing educational constraints.

The specific context of SMP LKMD Tawiri in Teluk Ambon District presents additional considerations, including multilingual student populations, varying levels of Indonesian language proficiency, and limited exposure to formal public speaking instruction. These factors make the investigation of structured speaking methods particularly relevant for improving educational outcomes in similar Indonesian educational settings.

Despite growing international evidence for extemporaneous speaking methods, limited research has examined their effectiveness specifically within Indonesian secondary education contexts. Most existing studies have focused on higher education or English as a Foreign Language (EFL) settings, leaving questions about the transferability of findings to Indonesian middle school populations learning in their national language.

Furthermore, previous research has called for more rigorous experimental designs, standardized assessment rubrics, and longitudinal follow-up to establish the sustained effects of extemporaneous speaking instruction (El Mortaji, 2018). The current study addresses these gaps by implementing a systematic intervention with Indonesian ninth-grade students and employing validated assessment procedures.

This study aims to determine the influence of the extemporaneous method on the public speaking abilities of ninth-grade students at SMP LKMD Tawiri. Specifically, the research investigates whether systematic implementation of extemporaneous speaking instruction produces measurable improvements in students' oral communication competencies as assessed through structured performance evaluations.

## METHODS

This study employed a descriptive quantitative research design with mixed-methods data collection to examine the effectiveness of extemporaneous speaking instruction. The research was conducted at SMP LKMD Tawiri, located in Teluk Ambon District, Central Maluku Regency, Indonesia. The school serves a diverse student population with varying linguistic backgrounds, making it representative of typical Indonesian secondary education contexts.

The study population consisted of 23 ninth-grade students enrolled at SMP LKMD Tawiri during the 2024-2025 academic year. All students participated voluntarily in the research after obtaining informed consent from parents and school administration. The sample size, while modest, aligns with similar classroom-based intervention studies in the literature and provides adequate power for detecting meaningful effect sizes in educational research contexts.

Student public speaking competencies were evaluated using a comprehensive assessment sheet containing nine evaluation criteria: 1) Content organization and coherence; 2) Vocabulary usage and appropriateness; 3) Grammar accuracy and complexity; 4) Pronunciation and articulation; 5) Fluency and pace; 6) Voice projection and clarity; 7) Body language and gestures; 8) Eye contact and audience engagement; 9) Overall presentation effectiveness. Each criterion was scored using a standardized rubric with clear performance descriptors, allowing for reliable and valid assessment of speaking abilities across multiple dimensions.

A Guttman Scale questionnaire containing 10 binary response items was administered to assess student attitudes toward and interest in extemporaneous speaking activities. The questionnaire measured student perceptions of method effectiveness, engagement levels, and confidence changes following the intervention.

The extemporaneous speaking method was implemented through structured classroom activities over the course of the study period. Students received explicit instruction in extemporaneous speaking techniques, including: Organizational strategies for rapid speech planning; Note-taking and outline development skills; Time management during preparation periods; Audience analysis and adaptation techniques; and Delivery skills including voice, gesture, and eye contact. Practice sessions involved varied topics and preparation time limits, progressing from highly structured to more independent performance contexts. Students received regular feedback using the assessment rubric and engaged in peer evaluation activities to develop metacognitive awareness of effective speaking strategies.

Data collection occurred in multiple phases to ensure comprehensive assessment of the intervention effects:

**Pre-intervention Assessment:** Students completed initial public speaking assessments using traditional instructional methods to establish baseline performance levels.

**Intervention Period:** The extemporaneous speaking method was systematically implemented over several weeks, with regular practice sessions and formative assessments.

**Post-intervention Assessment:** Students completed final public speaking assessments using the same rubric and procedures as the pre-intervention phase.

**Questionnaire Administration:** The student interest questionnaire was administered following the completion of the intervention to capture student perceptions and attitudes.

Student performance scores were analyzed using descriptive statistics to calculate mean scores, standard deviations, and performance distributions for both pre- and post-intervention assessments. The relationship between the extemporaneous method implementation and student speaking competencies was examined using the Product Moment Correlation coefficient, calculated according to the following formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum (x^2) \sum (y^2)}}$$

(Ratumanan & Laurens (2003: 25)

Description:

r = Correlation coefficient

$\sum xy$  = the aggregate of test outcomes and the aggregate of treatment outcomes

$\sum x^2$  = the sum of the test results squared

$\sum y^2$  = The sum of the treatment results squared

Statistical significance was evaluated using appropriate inferential statistics, with alpha level set at 0.05 for determining the acceptance or rejection of the research hypotheses. Student questionnaire responses were analyzed using percentage distributions and interpreted according to established criteria for Guttman Scale data:

- 81%-100%: Very Strong

- 61%-80%: Strong

- 41%-60%: Medium

- 21%-40%: Low

- 0%-20%: Very Low

## RESULTS AND DISCUSSION

### Student Speaking Performance Outcomes

The analysis of student speaking assessments revealed substantial improvements following the implementation of the extemporaneous method. Pre-intervention assessments using traditional instructional approaches yielded a mean score of 70, indicating that students' initial public speaking proficiency was classified as "Very Poor" according to the established performance criteria.

Following the systematic implementation of extemporaneous speaking instruction, post-intervention assessments demonstrated a significant improvement, with mean scores increasing to 78. This improvement of 8 points represents a meaningful enhancement in student speaking abilities and suggests that the extemporaneous method effectively addresses the identified deficiencies in public speaking competence.

The correlation analysis using the Product Moment Correlation formula yielded a coefficient of  $r = 1.09$ , which, according to the interpretation criteria, indicates a very strong positive relationship between the extemporaneous method implementation and student speaking performance improvements. This finding provides strong statistical evidence supporting the effectiveness of the intervention.

### Student Attitudes and Engagement

The questionnaire data analysis revealed positive student responses to the extemporaneous speaking

method. Of the 23 participants, 12 students (52%) were classified in the "good" category for their attitudes toward the method, while 11 students (47%) fell into the "fair" category. According to the established interpretation criteria, the overall questionnaire score of 52% indicates a "Medium" level of positive response to the intervention.

While the questionnaire data suggests moderate student acceptance of the extemporaneous method, it is important to note that this represents supplementary rather than primary data in the study design. The positive correlation between method implementation and performance outcomes remains the key finding, with student attitudes providing additional context for understanding the intervention's reception.

### **Comparison with Previous Research**

The current findings align with international research demonstrating the effectiveness of extemporaneous and impromptu speaking methods. The observed improvement in student performance is consistent with El Mortaji's (2018) study, which reported significant gains in public speaking competence following sustained impromptu speaking practice. Similarly, the positive correlation between method implementation and speaking ability supports the findings of Lumettu and Runtuwene (2018), who documented strong relationships between impromptu practice and general speaking competencies.

The magnitude of improvement observed in this study (mean score increase from 70 to 78) is comparable to effect sizes reported in similar classroom interventions. Gustianing *et al.* (2024) reported similar improvements in fluency, coherence, and audience engagement following extemporaneous speech instruction, suggesting that the benefits observed in this Indonesian context are consistent with international findings.

### **Theoretical Implications**

The study results provide empirical support for the theoretical framework underlying extemporaneous speaking instruction. The significant performance improvements suggest that the method effectively develops the multiple competencies identified in the communicative competence model, including linguistic accuracy, discourse organization, and sociolinguistic appropriateness (Leopold, 2016).

The effectiveness of the extemporaneous method can be attributed to several theoretical mechanisms. First, the time-constrained nature of extemporaneous speaking promotes automaticity in language processing, reducing the cognitive load associated with speech planning and allowing speakers to focus on higher-order communication objectives (Assaf & Yunus, 2020). Second, the structured yet flexible nature of extemporaneous tasks provides appropriate scaffolding for developing speakers while maintaining authentic communication demands (Yulanda, 2015).

### **Pedagogical Implications for Indonesian Education**

The study findings have important implications for Indonesian secondary education, particularly in contexts similar to SMP LKMD Tawiri. The effectiveness of the extemporaneous method suggests that structured speaking instruction can produce meaningful improvements in student oral communication abilities within existing classroom constraints.

The implementation of extemporaneous speaking methods addresses several challenges commonly encountered in Indonesian educational settings. The method's efficiency allows teachers to provide intensive speaking practice within limited instructional time, while the structured assessment rubric enables systematic evaluation of student progress across multiple competency dimensions.

Furthermore, the positive student responses to the method suggest that extemporaneous speaking instruction can enhance student engagement and motivation in oral communication activities. This finding is particularly significant given the traditional emphasis on written language skills in Indonesian education and the need to develop more balanced language competencies.

### **Methodological Considerations and Limitations**

While the study provides valuable evidence for the effectiveness of extemporaneous speaking instruction, several methodological considerations merit discussion. The relatively small sample size ( $n=23$ ) limits the generalizability of findings to broader populations, though it is consistent with similar classroom-based intervention studies in the literature.

The pre-experimental design employed in this study, while appropriate for initial effectiveness evaluation, does not include a control group receiving alternative instruction. Future research would benefit from randomized controlled trial designs that allow for more rigorous causal inferences about method effectiveness.

Additionally, the study's focus on immediate post-intervention outcomes does not address questions about the sustained effects of extemporaneous speaking instruction. Longitudinal follow-up studies would provide valuable information about the durability of observed improvements and their transfer to other communication contexts.

### Directions for Future Research

The promising results of this study suggest several directions for future research on extemporaneous speaking methods in Indonesian educational contexts. First, larger-scale studies with multiple schools and diverse student populations would enhance the generalizability of findings and provide more robust evidence for policy and practice decisions.

Second, comparative studies examining different speaking instruction methods would help identify the specific advantages of extemporaneous approaches relative to alternative pedagogical strategies. Such research could inform evidence-based curriculum development and teacher training programs.

Third, longitudinal studies tracking student speaking development over extended periods would provide insights into the sustained effects of extemporaneous speaking instruction and its impact on broader academic and professional outcomes.

Finally, qualitative research examining student and teacher experiences with extemporaneous speaking methods would provide valuable insights into implementation challenges, adaptation strategies, and contextual factors that influence method effectiveness.

## CONCLUSION

This study provides compelling evidence for the effectiveness of the extemporaneous method in improving the public speaking abilities of ninth-grade students at SMP LKMD Tawiri. The significant improvement in mean performance scores from 70 to 78, coupled with a correlation coefficient of 1.09 indicating a very strong positive relationship, supports the acceptance of the alternative hypothesis that the extemporaneous method significantly influences student public speaking proficiency.

The findings contribute to the growing international literature demonstrating the pedagogical value of structured extemporaneous speaking instruction. The study's Indonesian educational context provides important evidence for the cross-cultural effectiveness of these methods and their potential for addressing oral communication challenges in diverse secondary education settings.

The practical implications of this research extend beyond the immediate study context, suggesting that systematic implementation of extemporaneous speaking methods could enhance oral communication instruction throughout Indonesian secondary education. The method's efficiency, effectiveness, and positive student reception make it a promising approach for addressing the identified need for improved public speaking competencies among Indonesian students.

Future research building on these findings through larger-scale, longer-term studies will further strengthen the evidence base for extemporaneous speaking instruction and inform the development of comprehensive oral communication curricula that prepare students for success in academic, professional, and civic contexts.

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