

EXTEMPORANEOUS SPEECH TECHNIQUE: EXPLORING ITS IMPLEMENTATION AND STUDENTS' EXPERIENCES

Fauzi Miftakh^{1*}, Devina Rizfa Dilla², Yogi Setia Samsi³

fauzi.miftakh@unsika.ac.id, devina.rizfa@staff.unsika.ac.id, yogi.setiasamsi@staff.unsika.ac.id

UNIVERSITAS SINGAPERBANGSA KARAWANG

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ABSTRACT

Speech anxiety continues to be a prevalent issue in EFL learners' oral communication. The extemporaneous speech technique has been suggested as an effective method to enhance fluency and alleviate anxiety. Nevertheless, limited research has explored how this technique is applied in actual classroom settings and how students perceive its effectiveness. This study focuses on exploring the use of extemporaneous technique as well as students' experiences regarding the extemporaneous technique. Employing a qualitative approach with a case study design, the researcher employed participatory observation and semi-structured interview. The study included twenty students for class observation and six eleventh-grade students for interviews. The findings revealed that applying the extemporaneous speech technique through three stages such as preparation, delivery, and reflection. In addition, it was also revealed that students' experiences showed that this technique reduced their anxiety, enhanced engagement, and built self-confidence; however, they still faced challenges such as organizing ideas, outlining key points, and handling unfamiliar vocabulary. To overcome these difficulties, students applied strategies including thorough preparation, effective note-taking, and consistent practice, which helped them improve speech coherence and confidence. These results highlight the pedagogical value of integrating extemporaneous speaking into EFL instruction to foster students' oral confidence and lower speech anxiety.

Keywords: Anxiety in English Language Learning, Extemporaneous Speech Technique, Students' Anxiety

A. INTRODUCTION

English speech activities are widely recognized as a significant source of anxiety for many students, particularly when conducted in a foreign language. Such activities in educational settings often intensify this anxiety, which can hinder students' performance and overall learning experience. Mohammed (2022) found that anxiety plays a crucial role in determining the success or failure of second or foreign language learning. As noted by Horwitz et al. (1986), speaking in the target language can be perceived as intimidating, contributing significantly to the anxiety experienced by students in English as a Foreign

Language (EFL) classes. This aligns with McCroskey's (1977) Communication Apprehension (CA) theory, which defines anxiety as the fear or apprehension associated with real or anticipated communication with others. Within EFL speaking contexts, learners often experience CA when required to deliver speeches or participate in oral interactions, which can lead to avoidance behavior, reduced fluency, and lower communicative competence.

Several theoretical perspectives provide further insight into how anxiety manifests during English speech activities. Krashen's (1982) Affective Filter Hypothesis explains that emotional factors such as anxiety, motivation, and self-confidence directly influence the amount of language input learners can process. A heightened affective filter resulting from anxiety can block linguistic input and prevent effective participation in speaking activities. Similarly, Young (1991) emphasized that public speaking in foreign languages produces high levels of stress due to fear of negative evaluation and the pressure to maintain grammatical and pronunciation accuracy before peers and teachers. Furthermore, MacIntyre and Gardner (1991) demonstrated that anxiety negatively affects all stages of language learning input, processing, and output by reducing working memory capacity and cognitive efficiency during oral communication.

Building upon these foundations, Gregersen and Horwitz (2002) observed that anxious language learners tend to exhibit perfectionist tendencies, making them overly sensitive to mistakes and self-critical during speech tasks. This perfectionism often leads to excessive self-monitoring, resulting in disfluency, hesitation, and reduced speech coherence. Consistent with these findings, Liu (2006) reported that students experiencing higher communication apprehension and fear of negative evaluation tend to participate less in oral classroom activities, which limits opportunities for linguistic improvement. Together, these theories underscore that anxiety in English speech activities is both a psychological response and a pedagogical challenge, affecting learners' emotional readiness, classroom participation, and communicative performance. Recognizing these mechanisms establishes the rationale for examining instructional approaches such as the extemporaneous speech technique that may help reduce speech-related anxiety and foster spontaneous, confident communication in EFL contexts.

Anxiety in language learning environments not only affects performance but also influences students' confidence and participation. Miftakh et al. (2023) emphasized that learners' self-assurance in speaking is reflected in their willingness to ask questions, speak before the class, and overcome the fear of making mistakes. Complementing this view, Horwitz et al., (1986) proposed the Foreign Language Classroom Anxiety (FLCA) theory, explaining that language anxiety is a distinct and multifaceted construct comprising communication apprehension, fear of negative evaluation, and test anxiety—factors that collectively hinder learners' oral performance. Similarly, MacIntyre and Gardner's (1991) affective framework suggests that anxiety acts as an emotional barrier that interferes with input, processing, and output, thereby limiting fluency and willingness to communicate. These perspectives highlight that elevated anxiety disrupts cognitive functioning and reduces motivation, self-efficacy, and engagement. To address these issues, the present study explores innovative pedagogical strategies to reduce speech anxiety, focusing particularly on the implementation of the extemporaneous speech technique.

Extemporaneous speech is a delivery method that combines prior preparation with the flexibility to adapt spontaneously during delivery. It involves organizing and rehearsing ideas in advance, often with the aid of notecards for reference (Schwartzman, 2007). This approach prioritizes effective and spontaneous communication rather than memorization or flawless delivery. According to Salah and Kamariah (2021), mastering extemporaneous speaking requires both a solid understanding of the topic and the strategic use of concise notes as guidance. However, McCroskey (2006) notes that speakers may still face difficulties organizing their thoughts when balancing preparation and spontaneity.

From a cognitive-message production perspective, Greene's (1984) Action Assembly Theory (AAT) provides a deeper understanding of the mental processes involved in extemporaneous speaking. The theory posits that speakers activate procedural knowledge—previously learned speech patterns and linguistic structures—and dynamically assemble them into coherent messages during speech delivery. This means that extemporaneous delivery relies heavily on the retrieval and real-time organization of “speech units,” allowing adaptability and fluency without rigid memorization.

Moreover, from an information-processing standpoint, Sweller's (1988) Cognitive Load Theory (CLT) helps explain why the extemporaneous technique can be effective in reducing anxiety. By utilizing key-point notes and outlines instead of full manuscripts, speakers reduce extraneous cognitive load, freeing up mental capacity for message organization, audience interaction, and self-monitoring. This facilitates smoother delivery, improved engagement, and greater confidence. Together, these theories provide a comprehensive explanation of how extemporaneous speaking enhances performance: by reducing cognitive burden (CLT), supporting real-time message construction (AAT), and promoting flexible, natural communication (McCroskey, 2006; Salah & Kamariah, 2021; Schwartzman, 2007).

Previous studies have highlighted the potential benefits of extemporaneous speaking for reducing anxiety and improving performance. Pabro-Maquidato (2021) found that appropriate speaking strategies could help alleviate students' anxiety, while Nikitina (2011) reported that participation in extemporaneous speech activities enhances self-confidence, oral proficiency, and memory retention. In addition, Gustianing et al. (2024) observed that younger learners practising extemporaneous speech achieved better fluency, coherence and audience engagement than peers using traditional speaking methods. Similarly, Geduriagao and Vibal (2025) found that extemporaneous speaking skills are positively correlated with academic performance among Grade 11 students in the Philippines. Despite these findings, research remains limited regarding how the extemporaneous speech technique is applied in real EFL classroom contexts, particularly in Indonesia. Moreover, there is insufficient empirical evidence explaining how this technique specifically contributes to anxiety reduction among EFL learners. This study aims to address these gaps by investigating the implementation and perceived impact of extemporaneous speech in reducing students' speaking anxiety.

Despite prior studies on extemporaneous speaking, little empirical evidence exists regarding how it is implemented to reduce anxiety in Indonesian EFL classrooms. Observations in a public senior high school in Karawang showed that this speech technique is extensively utilized in schools within three stages, and the interview showed that many students felt anxious when asked to deliver a speech. Zhang and Zhong (2012) suggest that this anxiety stems from learners' unrealistic or incorrect beliefs about language learning, which affects their overall learning experience. Therefore, this study aims (1) to describe the stages of

implementing the extemporaneous speech technique, and (2) to explore students' experiences, including perceived benefits, challenges, and coping strategies. By examining various extemporaneous technique and their impact on students' confidence and overall performance, this study seeks to provide valuable insights for educators looking to create a more supportive and anxiety-free learning environment. Through a qualitative feedback, the research will assess the potential benefits of incorporating this technique into English language curricula. Therefore, the results of this study will contribute to a deeper understanding of how the extemporaneous technique is applied to reduce students' anxiety and students' experience on the application of extemporaneous technique.

B. METHOD

The study employed a qualitative approach with a case study design, to collect more extensive and comprehensive information from high school English students. The case study method was chosen because it can help establish a precise and in-depth grasp of the subject under study (Yin, 2018). The researcher employed participatory observation and semi-structured interview. This observation process was conducted in three stages involving 25 students and the researcher developed a set of planned questions for the semi-structured interview. To choose the study participant to be interviewed, the researcher asked for a recommendation from English teacher at a public high school in Karawang based on specific criteria: two students with advanced speech delivery skills, two with intermediate skills, and two with basic skills. In addition, ethical clearance was obtained from the school, and participants were informed about the study's purpose and confidentiality procedures before participating. The analysis followed the interactive model by Miles and Huberman (1994). This model comprises several steps: data collection, data reduction, data display, and drawing/verification of conclusions. This thorough method was selected to guarantee an exhaustive and systematic examination of the gathered data.

C. FINDINGS AND DISCUSSION

The study was conducted at a public high school in Karawang, West Java, using feedback collected from students. Based on observations and interviews, the researcher highlights and proposes the following two key themes: (A) How the extemporaneous speech technique is applied to reduce students' anxiety during English speech activities (B) Students' experience towards the use of extemporaneous speech technique to reduce students' anxiety during English speech activities. In the presentation and analysis of data, students were coded as "S1", "S2", and so forth.

1. The Extemporaneous Speech Technique Was Applied To Reduce Students' Anxiety During English Speech Activities

These observations were intended to investigate the use of the extemporaneous speech to reduce students' anxiety during English speech activities and to understand its stages throughout the teaching and learning process.

Preparation Of Extemporaneous Speech Technique

The teacher began the lesson by asking students to explain their knowledge of extemporaneous speech. Many students responded enthusiastically, and using their answers as a foundation, the teacher explained that extemporaneous speech involves some degree of preparation beforehand, yet allows for flexibility and adaptability during delivery. After the

teacher finished covering the material, they assigned students speech topics centered on health, the environment, and Independence Day. The teacher instructed the students to use their phones to find speeches on Google related to one of these topics, choose one, and study it while preparing notes on cards or small pieces of paper.

Additionally, the teacher demonstrated how to outline extemporaneous speeches. This process involved identifying the topic, creating an organized introduction, outlining the main ideas, and concluding effectively. Students were guided to start with a title, write introductory sentences, expand on the main ideas in the body of the speech, and then transfer this information onto a card note. After completing their outlines on card notes or small papers, the teacher had them practice delivering their speeches at their seats, focusing on refining their main points.

Delivery Of Extemporaneous Speech Technique

The teacher started by calling each student one after another, to present their speeches to the class. Each student was given a 5 minutes time frame to deliver their speech. They were permitted to use small note cards or pieces of paper with key points they had prepared beforehand. Rather than memorizing the entire speech verbatim, the students were encouraged to use their extemporaneous skills. This required them to show a thorough understanding of the topic and to present their ideas spontaneously, utilizing their knowledge and quick thinking.

A total of 20 students took part in giving speeches, each concentrating on a unique subject. Of these, 10 students opted to discuss Indonesian Independence Day, another 6 students tackled various health-related topics, and the remaining 4 students addressed environmental issues. Throughout the activity, the classroom environment was supportive, with students attentively listening and sometimes offering applause and encouragement to their classmates. It is clear that among the 20 students who delivered speeches, only 6 had trouble adapting to the technique. These students found it especially challenging to elaborate on their points when they lost track of their prepared speeches. Their quick-thinking abilities were constrained in these instances, leading them to occasionally hesitate or lose their train of thought.

Conversely, the other 14 students enjoyed delivering their speeches and did so with confidence. Their assurance came from the small notes they carried, which acted as helpful reminders if they forgot sections of their speech. This implies that using extemporaneous speech might have helped lower their anxiety during English speech tasks. Additionally, it is plausible to conclude that the use of extemporaneous methods positively affected the students' comfort and performance in English speech activities.

Reflection After Deliver Speech Using Extemporaneous Technique

The teacher led a reflection stage in which students were prompted to share and discuss the obstacles they faced while delivering speeches using the extemporaneous method. They spoke about issues like quickly organizing their thoughts, identifying key points, handling nervousness, keeping eye contact, and making sure their arguments were logical and convincing. They also pointed out parts they liked, such as the unexpected nature of the process, the chance to speak in a more relaxed manner, the ability to refer to their notes as necessary, and the satisfaction of effectively sharing their ideas spontaneously. This shared review helped students learn from each other's experiences and created a supportive atmosphere to recognize areas where they could all improve together. After every student

had their chance to speak, the teacher gave thorough feedback on how well they did. This feedback included aspects like how clear and organized their speech was, their confidence, body language, and how effective their extemporaneous speaking was overall.

Based on the description above, it can be concluded that applying the extemporaneous speech in English speech activities can significantly reduce students' anxiety. This technique fosters a calm environment that promotes natural and effortless communication. It motivates students to express themselves spontaneously and confidently, boosting their self-confidence. By removing the expectation of perfection, students can concentrate on conveying their ideas effectively, thus enhancing the enjoyment and effectiveness of learning English. Based on observations in a public high school in Karawang, the teacher applied a sequence of 3 stages to teach extemporaneous speech. These stages encompass preparation, delivery, and reflection. This corresponds with earlier findings from Yulanda (2021), emphasizing the careful planning and extensive preparation required for extemporaneous speeches. Yet, it also underscores that speakers favor the extemporaneous speech because of its adaptability and capacity to lessen the mental strain of memorization, thereby easing performance anxiety. Furthermore, this finding reinforces Daly (1991) assertions that speaking extemporaneously provides flexibility, reducing the cognitive load of memorization and alleviating performance anxiety. Speaking extemporaneously highlights communication of ideas rather than rote memorization of a prepared text. This diminishes the stress associated with recalling precise wording, a frequent cause of anxiety.

2. Students' Experience Towards Use of Extemporaneous Speech Technique

This section explores how students at a public senior high school in Karawang perceived the use of extemporaneous speech techniques in reducing anxiety during English-speaking activities. The findings are organized into subthemes that highlight the perceived benefits of this technique, difficulties in delivering speech, and how student tackle the difficulties.

a. Benefits of Using Extemporaneous Speech

In general, students indicated that using the extemporaneous approach helped reduce their anxiety, enhancing engagement, and boost self-confidence during English speech activities. These conclusions stem from the feedback gathered in the interviews:

Extemporaneous Speech Assisted Students in Reducing Anxiety

Many students reported that the extemporaneous speech technique effectively reduced their anxiety by allowing them to focus on main ideas rather than memorizing entire speeches.

S1 stated:

"I completely support the notion of carrying a small paper with key points, as it can help reduce anxiety by allowing us to focus only on remembering the main ideas."

S2 stated:

"I believe the extemporaneous technique helped me reduce my anxiety during my English speech."

S3 stated:

"I support the use of extemporaneous speech to reduce speech anxiety. For instance, jotting down key points on a small note ensures a central focus. This allows us to explain without fear, knowing we can refer to it if needed."

These statements indicate that students consistently reported that the extemporaneous speech technique provided significant benefits in their English-speaking experiences. They expressed that this method helped them manage their anxiety more effectively, allowing them to speak with greater comfort and spontaneity. Most participants mentioned that being able to rely on cue cards containing only key points reduced the fear of forgetting lines, which often occurs during fully memorized speeches. This finding supports Tsang's (2020) conclusion that extemporaneous speaking lowers students' anxiety levels by giving them a sense of control and flexibility during performance. Similarly, Young (1991) found that students prefer extemporaneous delivery because it minimizes anxiety associated with rote memorization and reduces the fear of making mistakes in front of an audience. Thus, it can be inferred that by using appropriate speaking strategies can lessen language learning anxiety (Pabro-Maquidato, 2021) and extemporaneous speaking is one of speaking strategies that can enhance learners' confidence by reducing the pressure to deliver a memorized script. (Nikitina, 2011).

Extemporaneous Speech Enhanced Engagement

Students also noted that the extemporaneous technique enhanced their engagement during speeches by allowing better interaction with the audience.

S4 stated:

"Using the extemporaneous technique allows us to avoid reading the full text, enabling us to maintain eye contact with the audience."

This statement suggests that extemporaneous speaking encourages a more interactive and dynamic communication style. By not relying on a full script, students were able to establish stronger connections with their audience, which helped them feel more relaxed and confident. This suggests that extemporaneous speaking enhanced their engagement and interaction with the audience. Because they were not reading directly from a script, they could make eye contact, use gestures naturally, and adjust their speech flow according to audience reactions. This finding confirms Assaf and Yunus's (2020) assertion that extemporaneous speaking fosters a more dynamic and interactive communication environment, helping students become active participants rather than passive presenters. In addition, this supports Salah and Kamariah (2021), who emphasized that extemporaneous speaking encourages spontaneous interaction and active engagement, both of which contribute to reducing learners' anxiety in public speaking. Thus, it can be concluded that learners who regularly practice this technique demonstrate improvements in linguistic precision and confidence over time, a result that aligns closely with the present study's findings (Bygate, 1987).

Extemporaneous Speech Boosts Students' Self-Confidence

Another recurring theme was that the extemporaneous technique increased students' self-confidence in speaking English.

S1 stated:

"Absolutely, it can boost self-confidence since, if we forget, we can refer to a small paper and construct our speech using our own words."

S5 stated:

"Yes, definitely. If we rely on memorization and forget, we might panic. However, using the extemporaneous technique makes us more confident when we forget."

S6 stated:

"I believe that consistently practicing the extemporaneous technique can boost our confidence."

The data showed that the students viewed the extemporaneous method as a confidence-building tool because it allowed flexibility and reduced the fear of failure. Unlike memorization-based approaches, which often trigger panic when lines are forgotten, the extemporaneous method provided psychological security and encouraged spontaneous expression. These findings are consistent with McCroskey (2006), who highlighted that flexibility in speech delivery promotes speaker confidence, and with Nikitina (2011), who observed that extemporaneous speaking activities foster self-assurance and oral proficiency.

b. Difficulties of Deliver Speeches Using Extemporaneous Speech

While students recognized the benefits of the extemporaneous technique, they also reported several challenges when adapting to this speaking approach. The difficulties they faced included identifying and recording essential points, comprehending unfamiliar vocabulary, and organizing their outlines effectively.

Difficulty in quickly identifying and jotting down essential points

Several students found it challenging to quickly identify and note the most important points when preparing for an extemporaneous speech.

S2 stated:

"Yes, sometimes I miss essentials points that aren't written down. When it's time to deliver the speech, I can't see or remember them."

S3 stated:

"I'm worried that the points we've discussed or researched might not be written, or that essentials ideas might be forgotten while drafting the speech outline."

S4 stated:

"Frequently, essentials information is not documented."

S5 stated:

"I faced a dilemma as I struggled to decide which key points to jot down."

Students expressed that selecting and recording crucial points was one of the most difficult aspects of extemporaneous preparation. Their anxiety often stemmed from the fear of forgetting important information or omitting critical content during delivery. This uncertainty reduced their confidence and affected their ability to deliver coherent and well-structured speeches. This difficulty resonates with McCroskey's (2006) observation that speakers using the extemporaneous method often struggle to organize their ideas effectively under pressure. It also supports Salah and Kamariah's (2021) note that insufficient preparation can hinder the clarity and flow of extemporaneous speeches.

Difficulty in Comprehending Unfamiliar Vocabulary

Another challenge student encountered was understanding and using unfamiliar vocabulary during speech preparation and delivery. As stated by S1:

"If there are unfamiliar vocabularies, we might need to first understand their meanings."

Students noted that the presence of unfamiliar words often disrupted their fluency and confidence. Before incorporating these words into their notes or speeches, they needed extra time to research meanings and usage. This slowed down their preparation process and increased their anxiety about making mistakes when using new vocabulary.

Difficulty in Structuring The Outline

Students also reported difficulties in organizing their ideas and creating a clear outline to support their extemporaneous speech. As argued by S6 :

"... Well, structuring the outline to write was difficult."

This statement revealed that many students struggled to arrange their ideas logically within a short preparation time. This lack of structural clarity affected the coherence of their delivery and made them more anxious about forgetting key transitions or arguments during their speech. The challenge indicates that while extemporaneous speech encourages spontaneity, it also requires strong organizational and planning skills. This challenge corresponds with Schwartzman's (2007) explanation that extemporaneous speaking demands careful organization to balance preparation and spontaneity. It also reflects McCroskey's (2006) view that inexperienced speakers may find it difficult to manage both content planning and real-time delivery simultaneously. Thus, this finding suggests that the need for immediate mental preparation and recall can heighten anxiety levels, particularly for novice speakers who have not yet developed strategic planning skills (Simonds & Cooper, 2011). The current findings extend this argument by showing that such difficulties are not limited to cognitive load but are also connected to emotional pressure and fear of negative evaluation—two factors deeply rooted in EFL learners' communication anxiety.

c. The Strategies used by Students to Tackle These Difficulties

Despite the challenges they encountered, students demonstrated adaptability by employing various strategies to manage their difficulties in delivering extemporaneous speeches. The data revealed three main coping approaches: skipping forgotten parts, consulting dictionaries for unfamiliar vocabulary, and rereading the speech text to strengthen understanding and organization.:

Skipping Over Forgotten Parts

When students forgot certain points during speech delivery, they managed the situation by skipping the missing parts and continuing smoothly with the remaining content As reflected in the following excerpt stated by S1:

"If I accidentally forgot to write down some points for the speech, I'll just skip the part I forgot and continue from what I do remember."

This strategy reflects students' ability to maintain composure and fluency despite momentary lapses in memory. By focusing on the flow rather than perfection, students were able to

sustain communication and minimize anxiety. This behavior also indicates growing confidence and flexibility—key characteristics in extemporaneous speaking. This aligns with McCroskey (2006), who emphasized that effective speakers adapt dynamically during delivery, and with Nikitina (2011), who observed that spontaneous adaptation during extemporaneous speaking reduces anxiety by shifting focus from error avoidance to message clarity.

Consult the Cambridge Dictionary

To handle unfamiliar vocabulary, students actively sought clarification by using reliable linguistic resources, such as the Cambridge Dictionary. As claimed by S2:

“To deal with this, when I come across new words I want to emphasize but don't know the meaning of, I check the Cambridge dictionary to understand them and then translate them later. The important thing is to grasp the main idea.”

This response shows that students take initiative to deepen their vocabulary knowledge and comprehension before incorporating new words into their speeches. Their emphasis on understanding meaning over rote translation demonstrates an awareness of communicative competence rather than linguistic perfection. This finding is supported by Zhang and Zhong (2012), who noted that proactive vocabulary learning strategies can mitigate language anxiety. It also corresponds with Salah and Kamariah (2021), who emphasized the importance of adequate preparation and vocabulary mastery for successful extemporaneous speaking.

Rereading the Speech Text and Delving Deeper into The Material

Another common strategy student used to overcome difficulties in structuring their outlines was rereading and thoroughly understanding the speech material. As presented in the following excerpt:

It's tough to create an outline. The way I handle it is by rereading the speech text and diving deeper into the material to understand it better.” (S6)

This approach allowed students to reinforce their comprehension and improve their ability to organize ideas coherently. By engaging more deeply with the content, they could construct better outlines and deliver speeches with greater confidence and logical flow. This strategy aligns with Schwartzman (2007), who emphasized that effective extemporaneous delivery depends on a solid grasp of the material. It also echoes Nikitina (2011), who suggested that repeated engagement with speech content enhances retention and reduces performance-related anxiety.

Based on the description above, it can be inferred that one major strategy was comprehensive preparation and deeper engagement with the speech content. Students explained that rereading their speech texts and researching their topics thoroughly helped them understand and internalize key ideas, which improved their ability to speak confidently without heavy reliance on notes. This finding confirms Sweller's (1988) cognitive load theory, which emphasizes that well-internalized content reduces intrinsic cognitive load, allowing speakers to allocate more mental resources to effective delivery.

Another commonly reported strategy was effective note-taking. Students created concise outlines highlighting only the most important points and keywords, which served as cognitive cues during delivery. This approach not only minimized memory lapses but also encouraged spontaneous language use. Such strategies extend Pabro-Maquidato's (2021) argument that appropriate planning and adaptive techniques can substantially reduce speech anxiety by helping students manage both linguistic and psychological demands. Furthermore, students recognized the importance of consistent practice and familiarization with the speech material. Repeated rehearsal improved their fluency, strengthened memory recall, and lessened performance-related nervousness. This finding supports Nikitina's (2011) assertion that repeated engagement with extemporaneous speaking tasks builds both confidence and competence over time. It also confirms Salah and Kamariah's (2021) perspective that mastering extemporaneous speech involves continuous exposure and gradual improvement in balancing spontaneity with structured delivery.

D. CONCLUSION

This study explored the implementation of the extemporaneous speech technique in English speech activities, focusing on its stages and learners' experiences during the process. The findings revealed that applying the technique through three stages including preparation, delivery, and reflection. This stages significantly helped reduce students' anxiety by enhancing their confidence, engagement, and adaptability. Students appreciated the opportunity to use cue cards as a supportive aid, allowing flexibility when recalling key points and interacting naturally with the audience. Despite the anxiety-reducing benefits of the extemporaneous approach in English speeches, students still encounter difficulties such as difficulty in outlining or highlighting key points on their small notes, forgetting memorized content, and encountering unfamiliar words. Through conversations with students, researchers have identified effective strategies to address these challenges when utilizing the extemporaneous speech technique: thorough preparation and research, effective note-taking methods, and regular practice with the speech content. These strategies can significantly enhance students' performance in English speech engagements. However, this study is not without limitations. The research involved a relatively small number of participants and was conducted in a single institutional context, which may limit the generalizability of the findings. Moreover, the data were primarily derived from self-reported interviews, which may be influenced by students' subjective perceptions. For future research, studies could involve a larger and more diverse sample to enhance generalizability and include quantitative measures, such as speech performance rubrics or anxiety scales, to complement qualitative insights. It would also be useful to explore teachers' perspectives on implementing the extemporaneous technique to provide a more holistic understanding of its classroom application.

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