

Communication Skills of Grade 11 TVL Students at Malvar Senior Highschool Through Interactive Oral Communication Activities

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Publication Date: May 29, 2026

DOI: 10.5281/zenodo.20439957

Abstract

This action research examined the communication skills of Grade 11 Technical-Vocational-Livelihood (TVL) students at Malvar Senior High School, focusing on the use of interactive oral communication activities to improve fluency, clarity, and confidence. Oral communication is a vital skill for both academic success and career readiness, yet many students continue to struggle with nervousness, limited vocabulary, disorganized ideas, and public speaking anxiety. These challenges are often intensified by peer pressure, unclear instructions, and lack of preparation.

The study employed a mixed-methods approach, combining quantitative data from surveys with qualitative insights from focus group discussions. Results revealed that a significant number of students performed below satisfactory levels in oral communication. Common barriers included fear of judgment, insufficient practice, and classroom dynamics that discouraged participation.

Despite these difficulties, findings highlighted the positive impact of interactive oral communication activities such as debates, role plays, peer interviews, and performance-based tasks. These activities not only improved students' confidence and fluency but also enhanced their ability to organize thoughts and engage meaningfully in real-life speaking situations. Quarterly assessments and experiential learning strategies further reinforced skill development and student engagement.

The research concludes that integrating communicative language teaching (CLT) and experiential learning into classroom instruction significantly enhances oral proficiency. It recommends that educators provide scaffolded, student-centered opportunities for oral practice, foster supportive environments to reduce anxiety, and encourage active participation. These insights offer practical guidance for teachers, administrators, and future researchers aiming to strengthen oral communication outcomes among senior high school students, particularly those in technical-vocational tracks.

Keywords: *Grade 11- TVL students, Oral Communication Skills, Interactive Oral Activities*



INTRODUCTION

Effective oral communication is a crucial skill for academic success and career readiness, emphasized in the Senior High School (SHS) curriculum under the K to 12 Basic Education Program. The Department of Education (DepEd) highlights communicative competence as a core outcome, particularly through the subject *Oral Communication in Context*, which develops students' ability to express ideas clearly, confidently, and critically in various situations.

Scholars such as Shteivi and Hamuda (2018) stress that speaking is a central component of language learning, requiring appropriate techniques to achieve fluency and accuracy. In practice, teachers increasingly use interactive and performance-based activities, role plays, speeches, and public speaking exercises to strengthen students' oral skills. These activities simulate real-life contexts, encouraging learners to move beyond grammatical competence toward communicative competence, while also fostering confidence, organization of ideas, and audience awareness.

Despite these efforts, many students continue to struggle with oral communication. Common challenges include stage fright, limited vocabulary, poor pronunciation, fluency issues, and lack of confidence. Classroom factors such as peer pressure, performance situations, and inadequate feedback further hinder participation. Studies also show that these difficulties negatively affect both classroom performance and formal assessments.

Interactive oral activities, however, provide meaningful opportunities for practice and reflection. Structured speaking tasks such as declamation, extemporaneous speaking, and oratory help students overcome communication apprehension, improve fluency, and develop leadership and civic engagement skills. These approaches align with experiential learning principles, where students learn through active participation, feedback, and real-world application.

Therefore, this research seeks to explore how the interactive communication skills activities in the classroom can significantly enhance the oral communication skills of Grade 11 TVL students. By assessing the effectiveness of these activities, this study hopes to provide educators with evidence-based strategies for improving students' speaking performance and overall communicative ability.

Review of Related Literature

Kaepfel (2021) stated that students' performance is highly positive with practice and participating in interactive communication activities. Good implementation of such activities may lead to good communication skills that help students prepare and deliver presentations more effectively. This ability is very useful in presenting the results of research or projects in every subject.

Dippold et al., (2021) stated that there are several reasons why oral communication activities are very important in improving one's student speaking ability skills that can lead to a good performance inside the classroom. Oratorical activities allow students to speak freely with no doubts about themselves. They can also be able to participate in various activities, such as interviews, surveys, or group discussions due to the improvement of their communication skills



(Chan, 2021; Li et al., 2022). With this ability, students can understand other people's points of view, develop better analytical skills and enhance their performance in school.

However, according to Tran & Dang (2019), interactive communication activities such as group discussions, role-playing, and interviews can be significantly impacted by affective difficulties such as fear of making mistakes, shyness, loss of self-confidence, and anxiety, all of which can hinder a speaker's ability to communicate effectively. This can lead to poor performance in school. Social, instructional, and linguistic difficulties ranging from audience interaction to language barriers also pose challenges that can affect a student's communication skills.

Cheryl Watkins (2024) stated that the development of oral communication skills requires hard work and practices of students. This includes acquiring skills in terms activities provided by teachers inside the classroom such as role-playing, peer interviews, debates, and others. This is intended to improve the skills of students in their way of communication as well as their performance and grades in school.

Effective communication, particularly speaking proficiency, is closely linked to academic success. Manire, et al., (2023) argue that students who possess strong oral communication skills are better equipped to participate actively in classroom discussions, articulate complex ideas, and comprehend academic content due to exploiting interactive communication activities. Furthermore, the ability to express oneself verbally is crucial for success in presentations, debates, and other academic activities

Aside from the benefits of using activities that are connected to oral communication, there are several challenges associated with this. When presenting in front of the classes as per activity inside the classroom, students often struggle with a lack of confidence, lack of knowledge, low motivation, nervousness, and shyness, among other things. According to Thao & Nguyet (2019), students struggle to speak in classroom because they lack confidence. The issues with public speaking skills include shyness, anxiety, and fear of making mistakes which lead to unsatisfied performance of the students. Addition to that, one of the challenges of public speaking for students is their lack of grammatical understanding.

Sugiyati & Indriani (2021) highlight that communication apprehension, fear of negative evaluation, test anxiety, and discomfort in speaking English can significantly affect a student's ability to perform effectively in such communication activities. Ly (2021) suggests that such activities are influenced by internal factors such as overuse of the first language, weak listening and pronunciation skills, lack of topic knowledge, shyness, and fear of mistakes or criticism.

Brubatcher et al., (2023) emphasized that students who are not used to public speaking or lack confidence in communicating may feel uncomfortable doing so in the presence of friends or teachers. Some students may feel anxious or nervous when they must speak in public, hindering their ability to communicate well.

According to Aben et.al., (2022), students have difficulties in terms of communicating due to lack of practice and attending oral communication activities that lead to poor performance. The teacher becomes the main focus of learning while employing conventional methods to facilitate learning.



Students barely participate in learning activities and only listen. Due to the infrequent training they receive to speak in front of the class, this naturally contributes to students' poor communication skills.

Statement of the Problem

The purpose of the study is to explore how interactive oral communication activities can significantly enhance the speaking skills of Grade 11 TVL students, therefore it seeks to answer the following:

1. What is the performance of Grade 11 TVL students in oral communication activities?
2. What is the current level of communication skills among Grade 11 TVL students prior to the implementation of interactive oral communication activities in terms of:
 - 2.1 Verbal Fluency
 - 2.2 Clarity and Conciseness
 - 2.3 Level of Confidence
3. How do interactive oral communication activities improve the oral communication skills of Grade 11 TVL students in terms of:
 - 3.1 Performance-based task
 - 3.2 Quarterly Assessment
4. What are the difficulties encountered by learners in participating in interactive oral communication activities?
5. Based on the analysis, what enhancement activities may be proposed?

Objectives of the Study

The purpose of the study is to explore how interactive oral communication activities can significantly enhance the speaking skills of Grade 11 TVL students. By assessing their effectiveness, the study seeks to generate new insights into underexplored strategies for improving oral proficiency. Ultimately, it hopes to provide educators with evidence-based methods to strengthen students' communicative competence, preparing them for academic success and future career opportunities.



METHODOLOGY

Research Design

In this study, the researcher utilized the mixed methods of research, incorporating both quantitative and qualitative approaches. As stated by Creswell and Plano Clark (2021), a mixed-methods research design is a research design that has its own methods of inquiry. Mixed methods research combines both quantitative and qualitative methods in a single study to offer a comprehensive understanding of a problem. It aims to overcome the limitations of individual methodologies by providing rich information that cannot be obtained through quantitative or qualitative methods alone. For the quantitative approach, the researcher will utilize survey questionnaires to determine the communication skills of Grade 11 TVL students through interactive oral communication activities. On the other hand, for the qualitative approach, the researcher will employ interviews to gather data.

Participants

The study involved 60 Grade 11 TVL students of Malvar Senior Highschool during the school year 2025-2026. The researcher will conduct the study from Grade 11 TVL students that are chosen as participants since they are at a critical stage in their academic journey, where developing effective oral communication skills is essential for success. At this level, students are refining their communication skills and preparing for future endeavors, such as higher education, careers, or public speaking engagements.

Instruments

The researcher will employ researcher-made questionnaire and focused group discussion to gather the necessary data for the study.

Construction of the Questionnaire. The researcher's questionnaire will be created using the problem statement and ideas discovered while reading relevant literature about how communication skills of Grade 11 TVL students improved through interactive oral communication activities.

Validation of the Questionnaire. To make sure that the main instrument for data collection is precise, suitable, and trustworthy for the context and objectives of the study, the instrument will undergo content validation by three experts in English education and educational research.

Administration of the Questionnaire. A few days following the conclusion of the school day, the questionnaire will be distributed. A survey questionnaire will be distributed through face-to-face meetings. Students who are absent will be reminded to complete the questionnaire by their parents.

Retrieval of the Questionnaire. After every participant has completed the questionnaire, the responses will be retrieved. Statisticians will total, compute, analyze, and interpret the responses. To portray the facts more understandably, the researcher will employ tables. The responses will be measured using the statistical method mentioned.

Scoring the Questionnaire. The items in the questionnaire were scored based on the Likert Scale with 4 as the highest score and 1 as the lowest score. Equivalent verbal descriptions were also provided

Options	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

: Ranges and Interpretation (Levels of Communication Skills)

Options	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

Ranges and Interpretation (Interactive oral communication activities)

Focus Group Discussions. Focus Group Discussion (FGD) is a qualitative research method of gathering data in which a small group of individuals debate a topic or issue in depth with the help of an outside moderator. This method aims to elicit participants' attitudes, perceptions, experiences, and practices related to a specific topic or issue through interactive dialogue (Eeuwijk & Angehrn, 2018). The researcher used FGD agenda to elicit answers and stimulate discussion among participants by asking questions on the difficulties encountered by learners in participating in oratorical activities.

Procedure

In order to answer the problem statement, the researcher will request permission on a written letter from the school principal office at Malvar Senior High School from which the study will be conducted. After the application being approved, the investigator will tell the subjects the purpose of the research and some key information. Furthermore, the researcher will prepare a parent's consent letter for permission to participate in the study. In addition, an assent form will be available to take consent from the respondents agreeing to participate in the study. Upon informed consent, the researcher will administer the survey and focus group questions. The answers responded will be tallied and processed for statistical purposes. This form provided parents' permission to participate in the study. In addition, an assent form will be available to take consent from the respondents agreeing to participate in the study. Upon informed consent, the researcher will administer the survey and focus group questions. The answers responded will be tallied and processed for statistical purposes. A statistician will be involved in achieving accuracy in statistical decision-making, calculation and tabulation.



To ensure data privacy, the researcher will see to it that all the study's data will be kept confidential in accordance to the Republic Act No. 10173 or the Data Privacy Act – a law to protect all personal information either private, or sensitive and will be used only for the purpose of research that can help to enhance the teaching and learning process.

Data Analysis

Plan the following statistical tools were used to quantify the data gathered in the study:

Composite Mean. It will be used to determine the overall mean findings in the questionnaire that the oral communication skills of Grade 11 TVL students through interactive oral communication activities will be weighted in.

Frequency. Frequency distribution is a table that displays the counts of some classification of the number of occurrences in a data set. It also indicated how many students completed the questionnaire.

Percentage. One kind of frequency distribution is the percentage distribution, where the frequencies of each distinct class are expressed as a percentage of the total frequency, which is 100. The percentage of pupils who responded to the questionnaire is also ascertained using it.

Weighted Mean. This will be utilized to calculate the weight of the students' mean responses.

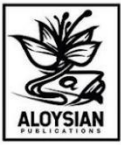
RESULTS AND DISCUSSION

This study aimed the communication skills of Grade 11 TVL students through interactive oral communication activities. Based on the data gathered, the following significant findings were revealed in the study.

Table 1
Performance of Grade 11 TVL students in Oral Communication

Score Range	Level of Performance	Frequency	Percentage	Rank
90-100	<i>Outstanding</i>	4	9.20%	5
85-89	Very Satisfactory	6	14.94%	4
80-84	Satisfactory	15	22.99%	2
75-79	Fair	10	20.69%	3
Below 75	Poor Performance	25	31.18%	1
Total		60	100	

It can be seen from table 1 that 25 out of 60 students or 31.18 percent were poor performance, which ranked first. It was followed by 15 or 22.99 percent that were satisfactory. The table also shows that 10 or 20.69 percent of the students were satisfactory, 6 or 14.94 percent were very satisfactory and 4 or 9.20 percent were outstanding, which ranked fourth and



fifth, respectively.

The results of this study show that many Grade 11 TVL students had low scores in oral communication, with 31.18 % performing below the satisfactory level. While some students spoke well, many had trouble with fluency, organizing their ideas, and speaking with confidence. This means schools should give more support, like fun and interactive speaking activities, to help students improve. Adding clear and engaging speaking tasks to the lessons can help TVL students become better and more confident communicators.

This study aligns with the study of Orboc (2025) showed that planned speaking tasks and group work helped students feel less shy and more involved. Sunogan and Ong (2024) found that giving students guided speaking practice and feedback made their speech clearer and more fluent. Hafundar and Germina (2025) also proved that interactive learning helps students improve, especially in oral communication.

Moreover, student performance in oral communication is shaped by multiple factors including language proficiency, instructional strategies, and personal attitudes. In the book *Oral Communication in Context* by Sipacio and Balgos (2019), the authors emphasize that oral communication is not just about speaking fluently, it involves understanding context, audience, and purpose. They highlight that students perform better when they are taught using interactive methods such as role-playing, interviews, and group discussions, which help build confidence and clarity in speech. These strategies are especially effective in senior high school settings, where learners are preparing for both academic and real-world communication tasks.

Soreño and Valle (2024) published in the *International Journal of Multidisciplinary Research and Analysis* explores the relationship between students' attitudes and their oral communication performance. The researchers found that students who have a positive attitude toward speaking tasks—such as being open to feedback and willing to participate—tend to perform better in oral assessments. The study also notes that anxiety, fear of judgment, and lack of preparation are common barriers that lower performance. These findings suggest that emotional readiness and classroom environment play a key role in shaping oral communication outcomes.

2. Level of Communication Skills in terms of:

1.1. Verbal Fluency

Table 2 presents the mean and its verbal interpretation of the level of communication skills of Grade 11 TVL students in terms of Verbal Fluency.

Table 2
Mean of Level of Communication Skills of Grade 11 TVL students in terms of Verbal Fluency

Component 1: Verbal Fluency	Mean	Verbal Interpretation	Rank
1. I can speak smoothly without long pauses or fillers.	2.63	Agree	5
2. I can sustain a conversation without losing my train of thought.	2.87	Agree	1
3. I use appropriate vocabulary in oral communication.	2.73	Agree	3
4. I can express my ideas continuously without much hesitation.	2.75	Agree	2
5. I adjust my speaking speed depending on the situation.	2.72	Agree	4
6. I avoid repeating the same words unnecessarily.	2.38	Disagree	7
7. I can think of the right words quickly when speaking.	2.40	Disagree	6
Composite Mean	2.64	Agree	

The statement “I can sustain a conversation without losing my train of thought” gained the highest mean of 2.87 with the verbal interpretation Agree. This revealed that most of the respondents agree that they can sustain a conversation with other people without losing their train of thought. On the other hand, the statement “I avoid repeating the same words unnecessarily” got the lowest mean of 2.38, with a verbal interpretation of Disagree.

In the results, it's clear that students generally agree with statements about their levels of communication skills in terms of Verbal Fluency with a composite mean of 2.64 with the verbal interpretation Agree. Interactive oral communication activities such as role-playing, group discussions and situational dialogues have been shown to significantly enhance students' verbal fluency and overall speaking proficiency. According to Zuo (2024), these activities allow learners to practice language in authentic contexts, which not only improves their fluency but also boosts their confidence and engagement in communication.

The study emphasizes the effectiveness of Communicative Language Teaching (CLT) and cooperative learning strategies in developing verbal skills, noting that students respond positively to activity-based learning environments that simulate real-life communication scenarios.

Addition to that, verbal fluency is widely recognized in international literature as a key element of effective oral communication, especially in second language learning. López-Angulo et.,al (2023) conducted a study on preservice teachers in Chile, revealing that students' ability to speak fluently in English was closely tied to their capacity to organize coherent discourse and

express ideas smoothly.

Their findings emphasized that fluency is not merely about speaking quickly, but about maintaining clarity, logical flow, and confidence during oral tasks. Similarly, Abdikarimova et al. (2021) explored verbal communication development in Central Asian classrooms, highlighting that students' fluency improves when they are exposed to real-life speaking situations and guided by teachers who model effective verbal behavior. The study concluded that interactive, student-centered approaches such as role-playing, open discussions, and spontaneous speech exercises are essential for nurturing fluence.

Table 4
Mean of Level of Communication Skills of Grade 11 TVL students in terms of Clarity and Conciseness

Component 2: Clarity and Conciseness	Weighted Mean	Verbal Interpretation	Rank
1. I can explain my ideas in a way that is easy to understand.	2.72	Agree	2.5
2. I organize my thoughts logically when I speak.	2.50	Agree	5
3. I avoid adding irrelevant details in conversations.	2.48	Disagree	6
4. I can summarize information effectively when needed.	2.45	Disagree	7
5. I provide clear and direct responses during discussions.	2.52	Agree	4
6. I can stay focused on the topic of conversation.	2.77	Agree	1
7. I make sure my words match my intended message.	2.72	Agree	2.5
Composite Mean	2.59	Agree	

Table 4 presents the mean and its verbal interpretation of the level of communication skills of Grade 11 TVL students in terms of Clarity and Conciseness. The statement "I can stay focused on the topic of conversation" gained the highest mean of 2.77 with the verbal interpretation Agree. This revealed that most of the respondents agree that they can stay focused on the topic of conversation. On the other hand, the statement "I can summarize information effectively when needed." got the lowest mean of 2.45, with a verbal interpretation of Disagree.

As a result, it's clear that students generally agree with statements about their level of communication skills in terms of Clarity and Conciseness with a composite mean of 2.64 with the verbal interpretation Agree. According to Mahdi (2022), students who engaged in multimedia-supported interactive presentations demonstrated enhanced verbal organization and clearer articulation of ideas. The study revealed that students in the experimental group, who used interactive tools and participated in structured oral tasks, outperformed the control group in

terms of clarity, coherence, and delivery. These findings suggest that interactive environments not only boost verbal fluency but also help students structure their thoughts more effectively, leading to clearer and more concise communication.

Furthermore, students consistently recognize clarity and conciseness as essential traits of effective oral communication. In a study by Al-Mutairi (2021), university students agreed that being clear and brief in speech helped them avoid misunderstandings and improved their confidence during presentations. The research emphasized that clarity allows speakers to organize thoughts logically, while conciseness prevents unnecessary repetition both contributing to stronger communication outcomes. Students also noted that these skills were especially important in academic settings where time and attention are limited.

Similarly, in the book Burns (2019) stated that learners often associate clarity and conciseness with professionalism and credibility. He explains that students who are trained to focus on message structure, audience awareness, and purposeful language tend to perform better in oral tasks. He also discusses how classroom activities such as summarizing, elevator pitches, and structured debates help students develop these skills. Learners reported that practicing concise speech made them more confident and helped them express ideas more effectively in both formal and informal settings.

Table 5
Mean of Level of Communication Skills of Grade 11 TVL students in terms of Level of Confidence

Component 3: Level of Confidence	Mean	Verbal Interpretation	Rank
1. I feel comfortable starting a conversation with others.	2.82	Agree	2
2. I am confident when speaking in group settings.	2.62	Agree	5
3. I can handle disagreements or misunderstandings calmly.	3.50	Strongly Agree	1
4. I do not get easily nervous when speaking in front of others.	2.42	Disagree	6
5. I am willing to share my thoughts and ideas openly.	2.80	Agree	3.5
6. I believe in my ability to communicate effectively.	2.80	Agree	3.5
Composite Mean	2.83	Agree	

Table 5 presents the mean and its verbal interpretation of the level of communication skills of Grade 11 TVL students in terms of Clarity and Conciseness. The statement “I can handle disagreements or misunderstandings calmly.” gained the highest mean of 3.50 with the verbal interpretation Strongly Agree. This revealed that most of the respondents agree that they can handle disagreements or misunderstandings calmly. On the other hand, the statement “I do

not get easily nervous when speaking in front of others” got the lowest mean of 2.42, with a verbal interpretation of Disagree.

Overall result, it's clear that students generally agree with statements about their level of communication skills in terms of Level of Confidence with a composite mean of 2.83 with the verbal interpretation Agree. According to Bastida et al. (2024), students who participated in multimodal instructional workshops including interactive games, presentations, and cooperative learning—showed a marked improvement in their oral communication confidence. The study used Kirkpatrick’s Four Levels of Evaluation and found that students’ oral apprehension decreased from high to low levels after engaging in these activities. The researchers concluded that integrating ICT-based and multi-sensory speaking activities can effectively enhance students’ confidence and engagement in oral communication.

Additionally, Ikhrom et.,al (2019) examined students’ self-confidence in public speaking at Walisongo State Islamic University in Indonesia. Their study revealed that students who believed in their abilities and received positive reinforcement were more likely to perform well in oral presentations. Using Lauster’s theory of self-confidence, the researchers showed that confidence is closely tied to self-assessment and emotional readiness. Students agreed that preparation, practice, and encouragement helped them feel more secure and expressive during speaking tasks.

2. Interactive Activities in terms of:

2.1. Performance-Based Task

Table 6
Mean of Interactive Activities in terms of Performance- Based Task

Component 1: Level of Confidence	Mean	Verbal Interpretation	Rank
1. I am able to express my ideas more clearly during performance-based tasks.	2.48	Disagree	5.5
2. I feel more confident when speaking in front of the class.	2.48	Disagree	5.5
3. I can organize my thoughts better when presenting orally.	2.43	Disagree	7
4. I have improved my fluency and pronunciation in oral activities.	2.62	Agree	2
5. I actively participate and collaborate with others during performance-based tasks.	2.70	Agree	1
6. I can adjust my speaking style depending on the activity.	2.53	Agree	4
7. I receive constructive feedback that helps me improve in performance-based activities	2.57	Agree	3
Composite Mean	2.54	Agree	

The statement “I actively participate and collaborate with others during performance-based tasks.” gained the highest mean of 2.70 with the verbal interpretation Agree. This revealed

that most of the respondents agree that they can actively participate and collaborate with others during performance-based task. On the other hand, the statement “I can organize my thoughts better when presenting orally” got the lowest mean of 2.43, with a verbal interpretation of Disagree.

As a result, it's clear that students generally agree with statements about the interactive activities in terms of Performance-Based Task with a composite mean of 2.54 with the verbal interpretation Agree. Performance-based tasks, such as role-playing, presentations, and task-based speaking activities, have been shown to significantly enhance students' oral communication skills. According to Cruz (2023), the use of task-based strategies in senior high school classrooms led to a noticeable improvement in students' speaking performance.

The study, conducted among Grade 11 General Academic Strand (GAS) students, revealed that learners performed better after engaging in structured speaking tasks that required them to use target language expressions in real-life scenarios. The results showed a significant difference in oral communication skills before and after the implementation of these activities, highlighting the effectiveness of performance-based learning in promoting verbal competence and confidence.

Table 7
Mean of Interactive Activities in terms of Quarterly Assessment

Component 2: Quarterly Assessment	Mean	Verbal Interpretation	Rank
1. I perform better in graded oral communication assessments.	2.65	Agree	4
2. I can answer oral test questions with more confidence.	2.60	Agree	5
3. I demonstrate improved fluency and clarity during quarterly oral exams.	2.45	Disagree	7
4. I can manage nervousness or stage fright better during oral assessments.	2.55	Agree	6
5. I feel more prepared for quarterly assessments because of interactive activities.	2.20	Agree	8
6. I can present ideas more logically and coherently in assessments.	2.93	Agree	3
7. I show consistency in applying oral communication skills during quarterly assessments.	3.15	Agree	2
8. I achieve higher scores in quarterly assessments as a result of interactive oral activities.	3.27	Agree	1
Composite Mean	2.54	Agree	

Table 7 presents the mean and its verbal interpretation of the interactive activities in terms of quarterly assessment. The statement “I achieve higher scores in quarterly assessments as

a result of interactive oral activities.” gained the highest mean of 3.27 with the verbal interpretation Agree. This revealed that most of the respondents agree that they can achieve higher scores in quarterly assessment as a result of interactive oral activities. On the other hand, the statement “I demonstrate improved fluency and clarity during quarterly oral exams.” got the lowest mean of 2.45, with a verbal interpretation of Disagree.

As a result, it's clear that students generally agree with statements about the interactive activities in terms of Quarterly Assessment with a composite mean of 2.54 with the verbal interpretation Agree. Interactive oratorical activities have been shown to significantly enhance student performance in quarterly assessments by promoting active engagement, critical thinking, and communication skills. Hafundar and Germina (2018) demonstrated that interactive learning strategies improved academic outcomes in secondary schools. Similarly, Sardena (2021) found that such activities increased language proficiency and learner confidence.

4. Difficulties of Grade 11 TVL students in participating in interactive oral communication activities

Theme 1. Lack of Confidence and Speaking Anxiety

Thematic Chart A

Participant	Responses
A, B, C, D, E, F, G, H, I, J, K	<i>Feeling nervous when speaking in front of others</i>
A, C, D, E, H, J, K	<i>Fear of being judged or laughed at</i>

As seen from Thematic Chart A, the majority of the participants encountered difficulties related to participating in interactive oral communication activities. All participants struggled presenting in front of others since they are too nervous to speak. This is reflected in the response that follows:

“...kinakabahan po ako Maam kapag nagsasalita sa harap po” (Student D)

“...di po ako masyadong makafocus Maam kasi nanlalambot po ako pag magsasalita na ako” (Student E)

“...kabado po ako lagi lalo na kapag papunta ng unahan para magpresent” (Student I)

Similarly, most of the participants reported challenges in presenting themselves due to fear of being judged or laughed at. This is reflected in the response that follows:

“...natatakot po Maam kasi andami pong tao tapos baka di nila magustuhan yung ginawa ko” (Student A)

“...hirap po talaga pag isa pagpresent lalo na po madaming estudyante eh baka po pagtawanan ako” (Student H)

Students’ fear of speaking in front of others is a well-documented barrier to oral communication. Andik, Lumapenet, and Cabilo (2025) found that public speaking anxiety



significantly affects senior high school students' performance, often leading to hesitation, avoidance, and reduced clarity. Their study emphasized that emotional discomfort, especially among Maguindanaon students, was linked to fear of judgment and lack of self-confidence. Similarly, Bastida and Yapó (2019) identified oral communication apprehension as a major factor that hinders student participation. They noted that both internal fears and external classroom dynamics such as peer reactions contribute to students' reluctance to speak.

Moreover, in a study by Liu and Jackson (2018), Chinese university students reported high levels of anxiety when speaking English in class, especially during presentations and spontaneous discussions. The researchers found that fear of negative evaluation, limited vocabulary, and lack of practice contributed to low confidence and increased anxiety. Students who experienced speaking anxiety were less likely to participate actively, which affected their overall language development. The study emphasized the importance of creating supportive classroom environments and using low-pressure speaking tasks to help students build confidence gradually.

Tsegaye and Tadesse (2020) explored speaking anxiety among Ethiopian EFL learners and found that students often avoided oral tasks due to fear of making mistakes and being judged. Their research revealed that anxiety was linked to poor self-image and lack of exposure to communicative activities. Students agreed that when teachers provided encouragement and structured speaking opportunities, their confidence improved. The study recommended integrating confidence-building strategies such as peer collaboration, rehearsal, and positive feedback to reduce anxiety and enhance oral performance.

Theme 2. Lack of Preparation and Practice

Thematic Chart B

Participant	Responses
B, C, E, F, G,	Feeling unprepared due to limited rehearsal time.
A, B, C, D, E, F, G, H, I, J, K	Unclear instructions make it hard to perform well.

As seen from Thematic Chart B, some of the participants felt unprepared because of limited time. Additionally, all the participants said to have difficulties with the performance because of unclear instructions. This is reflected in the response that follows:

"...isang beses lang po kami nakakapag-practice bago ang activity at nakulangan din po ng oras" (Student F)

"...di po cooperative yung iba kaya nakulangan po kami sa time kanina Maam" (Student F)

Furthermore, certain participants admitted that it is hard for them to perform well due to unclear instructions since they couldn't understand what to do. This is reflected in the response that follows:

“...Maam di po naming magets yung instructions kaya po nahirapan kami kanina” (Student A)
 “...hindi po naming maintindihan yung sinasabi ng naglelead samin kanina kaya di po naging maayos performance naming kanina” (Student C)

Insufficient preparation time and lack of structured speaking practice negatively impact students’ oral performance. Rayla and Sonsona (2021) emphasized that students who were not given enough rehearsal opportunities often delivered disorganized and hesitant responses. They recommended more guided practice to build fluency and confidence. Eslit and Valderama (2023) echoed this in their study, noting that limited exposure to oral communication activities led to weak grammar, pronunciation, and interaction skills. Their findings suggest that consistent, scaffolded practice is essential for developing oral proficiency.

In the study by Zhang and Liu (2020), published in the *Asian EFL Journal*, Chinese university students reported that their poor performance in speaking tasks was often due to lack of rehearsal and unfamiliarity with real-life speaking situations. The authors emphasized that students who did not regularly engage in structured oral activities such as debates, interviews, or role-playing struggled with fluency, coherence, and confidence. Learners agreed that preparation helped reduce anxiety and improve clarity, but many felt their curriculum lacked enough opportunities for meaningful practice.

Theme 3. Peer Pressure and Classroom Environment

Thematic Chart C

Participant	Responses
A, D, F, G	Feeling discouraged by teasing or lack of support.
A, C, D, E, J, K	Noisy or inattentive classmates affect focus.

The responses from thematic chart C show that some of the students experienced discouragement or lack of support. Some of them also experienced a noisy environment and inattentive classmates. These challenges are reflected in the response that follows:

“...inaasar po kasi ako ni ano eh kaya ang hirap magfocus kanina Maam” (Student D)
 “...hindi ko po nakikita na interested sila kanina kaya naaano Narin po ako magpresent” (Student F)

It can also be seen from the chart that some students encountered problems when it comes to their environment. These challenges were evident as affirmed by the following statements:

“...ang ingay Maam sa classroom kanina di po sila nakikinig ganon” (Student J)
 “...yung mga kaklase ko po di ko sila nakikitang nag aano Maam nakikinig sakin” (Student K)

The classroom environment plays a crucial role in shaping students’ willingness to speak. Bahmir (2018) reported that peer pressure and fear of ridicule discouraged students from



participating in oral tasks. Their study highlighted that a supportive classroom culture is necessary to reduce anxiety and promote engagement. Bhujbal and Verma (2024) further explored how peer influence affects academic behavior and communication. They found that students often hold back from speaking due to fear of negative reactions from classmates, reinforcing the need for respectful and inclusive classroom norms.

Dar and Bhat (2024) explored the impact of classroom environment on student learning and engagement. Their research highlights that the physical, psychological, and social aspects of the classroom such as teacher-student relationships, seating arrangements, and classroom culture directly affect students' comfort and confidence in speaking. A positive, inclusive environment encourages participation and reduces communication apprehension, while a tense or overly competitive atmosphere can suppress students' voices.

Additionally, Khattak et al. (2021) stated that Pakistani students learning English as a foreign language reported that peer judgment and fear of embarrassment were major sources of anxiety during speaking activities. The authors found that students often avoided participation when they felt their classmates were more fluent or critical. This pressure to "perform well" in front of peers led to hesitation, reduced self-confidence, and limited oral practice. The study concluded that peer pressure can either motivate or discourage learners depending on the classroom culture and teacher intervention.

5. Proposed Learning Activities

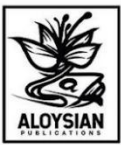
Based on the result, it is evident that Grade 11 TVL students face difficulties as well as poor performance when it comes to their oral communication skills. Therefore, the researcher devised a plan of action that aims to enhance the oral communication skills of students through interactive oral communication activities.

Program: Say It with Confidence: An Interactive Communication Program for TVL students

Objectives:

1. Express ideas clearly and confidently in structured speaking tasks.
2. Use appropriate vocabulary and sentence structures in oral communication.
3. Demonstrate improved fluency, coherence, and pronunciation.
4. Participate actively in collaborative and impromptu speaking activities.

Table 8
Weekly Plan of Activities



Week	Theme	Activities	Focus Skills
Week 1	Building-Confidence	Icebreaker interviews, "Two Truths and a Lie," Voice projection drills	Confidence, Fluency
Week 2	Real-Life Communication	Role plays (e.g., job interview, customer inquiry), Dialogue building	Vocabulary, Clarity
Week 3	Expressing Opinions	Structured debates, "Agree or Disagree" games	Organization, Persuasion
Week 4	Spontaneous Speaking	Impromptu speech challenge, Story circle, Peer feedback	Spontaneity, Coherence

CONCLUSION AND RECOMMENDATIONS

Based on the findings the following conclusions are:

1. Many students experience difficulty in oral communication, particularly in expressing their thoughts fluently, clearly, and confidently.
2. Emotional barriers such as nervousness, fear of judgment, and low self-esteem hinder students from participating actively in speaking tasks.
3. Practical challenges like limited preparation time and unclear instructions further affect students' performance in oral communication activities.
4. The classroom environment, including peer pressure and lack of attentiveness, contributes to students' hesitation and reduced focus during oral tasks.
5. Despite these challenges, students respond positively to interactive oral communication activities that allow them to practice speaking in real-life, collaborative settings.
6. Structured and engaging speaking tasks help students improve their fluency, clarity, and confidence over time.
7. Creating a supportive, student-centered learning environment with consistent opportunities for oral practice can significantly enhance students' communication skills.

RECOMMENDATIONS

Based on the summary and conclusion, the researcher has offered the following recommendations.

1. For students, it is recommended that they actively participate in interactive speaking tasks to build fluency and confidence. Regular practice, both inside and outside the classroom,



can help improve vocabulary, clarity, and spontaneity. Students should also reflect on their speaking habits and seek constructive feedback to identify areas for growth.

2. For teachers, the study recommends integrating structured, real-life speaking tasks into lessons that align with students' TVL strands. Providing clear instructions, scaffolding, and rehearsal time will help students prepare and perform more effectively. Teachers are also encouraged to foster a respectful and inclusive classroom environment that promotes active listening, peer collaboration, and confidence-building.

3. For the school, it is important to support professional development programs that train teachers in communicative language teaching and interactive strategies. Schools should allocate time and resources for oral communication enhancement programs, including workshops, contests, and speaking clubs. Additionally, ensuring that classrooms are conducive to oral tasks by minimizing distractions and promoting inclusive participation will further support student growth.

4. For future researchers, the study suggests exploring the long-term impact of interactive oral communication programs on students' academic and professional readiness. Investigating strand-specific speaking challenges and designing targeted interventions for different TVL tracks can provide deeper insights. Moreover, examining the role of digital tools and multimedia in enhancing verbal fluency and engagement among senior high school students can contribute to the development of more effective instruction.

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