



A Quantitative Study on Grammatical Competence and Public Speaking Skills Among Bsed-English of UM Panabo College

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ABSTRACT

This study employs a quantitative research design using numerical data and statistical analysis to examine the relationship between grammatical competence and public speaking skills among Bachelor of Secondary Education, Major in English students at the University of Mindanao Panabo College. It explores how grammatical proficiency relates to speaking skills, particularly in overcoming the fear of public speaking and enhancing stage presence. The results aim to offer meaningful insights that can inform language instruction and help build confident, competent speakers. The study involved 107 respondents selected through stratified random sampling and employed a non-experimental quantitative research design, specifically the descriptive correlational method. Data were gathered using two sets of adapted and validated Likert-scale questionnaires developed by Eslit and Bobier et al. Statistical results showed that grammatical competence had an overall mean of 3.81 and a standard deviation of 0.78, indicating a High level. Meanwhile, public speaking skills obtained an overall mean of 3.94 and a standard deviation of 0.87, also interpreted as High. Statistical analysis yielded an r -value of 0.653 and a p -value of 0.000. These findings led to the rejection of the null hypothesis and confirmed a strong, significant relationship between the variables. The study directly concludes that grammatical competence strongly and positively influences public speaking skills.

Keywords: grammatical competence, public speaking skills, overcoming fear, language proficiency, BSED-English students

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INTRODUCTION

Public speaking is an acquired skill for many language learners, but it can be difficult for some students, especially when speaking in front of an audience. One problem often encountered in this context is public speaking anxiety or communication apprehension, which may affect the students' confidence and performance during oral presentations (Lintner & Belovecová, 2024). When students lack grammatical competence, they may become hesitant to participate in classroom discussions and other speaking activities. Many students also find it difficult to express ideas clearly due to grammatical weaknesses, which leads to hesitation to speak and fear of judgment (Septiana, 2024). As a result, they often experience tension, nervousness, and a lack of confidence, which makes it difficult to speak fluently in public settings (Bylkova, 2020).

Students with sufficient grammatical knowledge can express their ideas clearly and confidently, thereby improving their overall speaking performance (Salada, 2024). Using grammar correctly improves speaking skills by allowing speakers to express their ideas more clearly and more easily understood by others (Hanafi, 2024). In general, many second-language learners from other countries also face speaking difficulties, such as anxiety and poor grammar. It shows that the difficulty of learning English is a widespread problem worldwide, not limited to a group of students, and that this problem must be resolved because both are important for students' academic success (Woodrow, 2023).

Public speaking skills are the most important skills for communicating with different people. It means people need to build confidence, think clearly, and communicate effectively to have a smooth conversation. Students



with strong public speaking skills are more confident and effective at communicating across various social contexts (Khoirunisa & Pratama, 2024). In addition, grammatical competence, supported by strong public speaking skills, made learners' messages clearer and more impactful (Abellana et al., 2025).

In a local study, Andog et al. (2025) found that BSED-English majors who are afraid to speak in front of large audiences or experience stage fright face a barrier that limits their ability to reach a high level of proficiency. It is well known that even skilled speakers tend to have apprehension about negative evaluation. McCroskey (2024) noted that communication apprehension is a common problem, and even capable students sometimes fear negative evaluation on a global scale. Taken as a whole, these studies support the conclusion that students generally have public speaking ability but that fear and anxiety remain areas for growth.

Another related study by Tuong (2022) surveyed non-English-major students. The study found that many students have difficulty presenting in English without preparation beforehand. This difficulty was compounded by the fact that students from countries where English is not the primary language often lack sufficient motivation to speak English (Gorbuz & Cabaroglu, 2021).

In this study, grammatical competence and public speaking skills are grounded in skill acquisition theory (Dekeyser & Suzuki, 2025), which describes how explicit grammatical knowledge becomes automatic or fluent through practice. When a learner is in the final stage, they engage in automatizing procedural knowledge through constant practice. The constant practice of grammar requires the full automation of the target skill. In this stage, speech is more flexible, with fewer mistakes, and the correct use of grammar is automatic (Kachinske, 2021).

Public speaking is an acquired skill for many language learners, but it can be difficult for some students, especially when speaking in front of an audience. One problem often encountered in this context is public speaking anxiety, or communication apprehension, which may affect the students' confidence and performance during oral presentations (Lintner & Belovecová, 2024). Many students also find it difficult to express ideas clearly due to grammatical weaknesses, which leads to hesitation to speak and fear of judgment. As a result, they often experience tension, nervousness, and lack of confidence, which make it difficult to speak fluently in public situations (Byllova, 2020).

Grammatical competence is the ability of learners to use grammar correctly in language skills such as reading, writing, speaking, listening, and comprehension, enabling them to acquire and produce meaningful communication (Nation, 2022). Reading is the ability to understand written texts and to identify correct grammatical structures. Writing is the ability to generate correct sentences and to organize ideas based on correct grammar rules (Graham & Santos, 2021; Hyland, 2022).

Speaking is the ability to use grammar correctly, while listening is the ability to understand spoken language by recognizing correct grammatical forms in speech (Field, 2022). Comprehension, however, is the general understanding of spoken and written messages with correct grammar. At the same time, students' ability to present their ideas clearly and confidently to an audience is a sign of their public speaking skills. The indicators are the increasing willingness to speak in public and the ability to overcome fear or anxiety in oral presentations (Woodrow, 2023; Tsang, 2022).

Most research on public speaking has focused on communication skills, confidence-building, and speech delivery techniques such as tone of voice, gestures, and audience interaction. Vocabulary and accurate pronunciation have also been identified as the most important features of good speaking, whereas grammar has been generally perceived as a minor aspect of language proficiency (Gürbüz & Cabaroglu, 2021). However, there is little research on the impact of grammatical competence on the speaker's ability to organize ideas, communicate information accurately, and sustain credibility with the audience. This gap highlights the lack of research on grammar's role as a primary linguistic variable that can facilitate or hinder a person's ability to speak effectively to an audience (Shi et al., 2024).

Most of the studies reviewed do not clarify or measure the contribution of grammar-related problems to the feelings of anxiety or fear in speaking. This gap is particularly important because many students acknowledge that grammatical errors are among the main causes of their embarrassment and lack of confidence (Zengin &



Toptas, 2023), and this often-overlooked relationship is examined. The purpose of this study is to provide insight into the relationship between grammatical proficiency and students' public speaking skills.

The findings of this study will benefit educators, language researchers, curriculum planners, and students by helping improve students' grammatical competence and public speaking skills. English public speaking is important in many contexts because it is a key communication tool in many international platforms. Moreover, English is widely regarded as a universal language, and the ability to speak in public settings increases opportunities for people to communicate with global audiences in academic, professional, or diplomatic contexts.

The study aligned with Goal No. 4 of the Sustainable Development Goals by emphasizing the role of language fluency in ensuring high-quality education. Strengthen grammatical competence and improve speaking skills for learners to complete globally, contributing to academic success and readiness. This research examines the correlation between grammar competence and public speaking competence in addressing social problems. People who lack exceptional grammar skills often avoid speaking opportunities, which greatly affects their learning and their contributions to society. This research helps build a more confident and articulate generation by improving students' public speaking skills through stronger grammar foundations.

The results will directly benefit students by boosting their confidence in public speaking and grammar. Teachers and school leaders will learn effective teaching strategies that account for accuracy and proficiency. DepEd can also use the results on public speaking skills and grammatical competence.

This study aims to determine the level of grammatical competence. To determine the level of public speaking skills. To determine the relationship between grammatical competence and public speaking skills.

METHOD

Respondents

The respondents in this study were Bachelor of Secondary Education (BSED) majors in English at UM Panabo College. The actual respondents were 107 students, out of a total population of 147. The participants had already completed their General Education (GE2) subject and were enrolled in courses on public speaking, grammar, and communication. A stratified random sampling design was used, in which the population was divided into subgroups (strata), and samples were randomly drawn from each stratum (Wu & Thompson, 2020).

The respondents were involved because of their academic qualifications, which are closely related to English language learning, grammatical competence, and speaking skills, all of which are essential to the study's objectives. Students who did not participate in these courses were excluded because their learning experiences were not directly relevant to the research. Participation was voluntary, and the respondents were informed that they could withdraw at any time without penalty. However, there were no withdrawals from the study, and all 107 selected respondents completed it.

Materials and Instruments

In this study, two instruments were used. The first instrument measures grammatical competence. The second instrument measures the students' public speaking skills. The researchers use a 50-item, five-point Likert-scale questionnaire, adapted from Eslit (2023), to measure grammar competence as the independent variable in this study. The questionnaire was adapted from St. Michael's College and included the following indicators: reading, writing, speaking, listening, and comprehension. The dependent variable was the students' public speaking skills, measured using a five-point Likert-scale questionnaire with 20 items, adapted from Bobier et al. (2025), with the following indicators: overcoming fear and increased presence.

Interpretation of the scales for assessing grammatical competence was as follows: 4.20-5.00 Very High: The respondents strongly agree that grammatical competence is consistently demonstrated; 3.40-4.19 High: The respondents agree that grammar competence is often demonstrated; 2.60-3.39 Moderate: The respondents are neutral, and grammar competence is sometimes demonstrated; 1.80-2.59 Low: The respondents disagree, and



grammar competence is rarely demonstrated; and 1.00-1.79 Very Low: The respondents strongly disagree, and grammar competence is not demonstrated.

The scales for the public speaking skills are interpreted as follows: 4.20-5.00 Very High: The respondents strongly agree that public speaking skills are consistently demonstrated; 3.40-4.19 High, meaning respondents agree that public speaking skills are often demonstrated; 2.60-3.39 Moderate, meaning respondents are neutral and public speaking skills are sometimes demonstrated; 1.80-2.59 Low, meaning respondents disagree and public speaking skills are rarely demonstrated; and 1.00-1.79 Very Low, meaning respondents strongly disagree and public speaking skills are not demonstrated.

The research instrument was validated for content by expert validators in English education. Content validation was followed by a pilot test to assess the instruments' reliability. Pilot testing results showed that the instrument of grammatical competence had excellent internal consistency, with a Cronbach's alpha of 0.960 across 50 items. Moreover, the instrument for public speaking skills has a Cronbach's alpha of 0.886 across 20 items, indicating good internal consistency and reliability. Both coefficients exceeded the acceptable value of 0.70; therefore, the instruments were deemed reliable and appropriate for use in the present study.

Design and Procedure

The study employed a non-experimental quantitative research design that observes social patterns without directly manipulating the conditions subjects experience (Salmon, 2023). Surveys are systematic tools for collecting structured data from individuals or groups to gain deeper insights into their thoughts, attitudes, perceptions, behaviors, or experiences on a given subject (Mills, 2024). Descriptive statistics were used in this study to investigate the relationship between grammatical competence and public speaking skills. Pearson's correlation coefficient was used to show whether grammatical competence and public speaking skills move together positively or negatively (Green et al., 2023). The study was conducted after receiving approval from the school administration, and students served as respondents. Responses were systematically collected, verified for accuracy, coded, and tabulated for analysis. Data collection was conducted in accordance with the academic schedules and the respondents' availability. Informed consent and clear instructions were given before the test and survey were administered. Researchers ensure confidentiality, anonymity, voluntary participation, and the right to withdraw at any time. Ensure fairness and integrity, and obtain approval from the institution's authorities to meet ethical standards. The data was available only to authorized individuals, and the researchers guaranteed its safe handling. The responses were used only for academic purposes and presented in aggregate to ensure respondent anonymity. The research was conducted in accordance with the implementing rules and regulations of the Republic Act. No. 10173, or the Data Privacy Act of 2012, to ensure the confidentiality and security of the respondent's identity and personal information (Republic Act 10173 - Data Privacy Act of 2012, 2024).

RESULTS AND DISCUSSIONS

Grammatical Competence

Table 1 presents the results of the level of grammatical competence of BSED-English students. The results showed that the overall mean score for grammatical competence was 3.81 (SD = 0.78), indicating High competence. It means that students strongly agree that grammatical competence is often demonstrated.

Table 1. Level of grammatical competence

Indicators	Standard Deviation		Mean	Descriptive Equivalent
Reading	0.78		3.97	High
Writing	0.75		3.68	High
Speaking	0.78		3.71	High
Listening	0.80		3.78	High



Comprehension	0.76		3.90	High
Overall	0.78		3.81	High

Rodriguez (2023) stated that BSED-English students have strong grammar skills in syntax and word formation, but they lack these skills in spelling and vocabulary. Students encountered challenges with different grammatical structures (nouns, verbs, adjectives). However, students demonstrated functional competence in grammar in listening, speaking, reading, and writing (Abendan et al., 2024).

Among the five indicators, reading obtained the highest mean of 3.97, high, indicating that respondents agree that grammar competence is often demonstrated. In general, the students had a good understanding of grammar while reading. Evidence for this is found in the responses that they can read English text with ease (mean=4.30, SD=0.70) and read and understand academic texts in English (mean=4.15, SD=0.71), both of which received the highest mean scores among the reading skills items. These results align with Sola's (2026) findings that awareness of grammar is important for reading, as it helps learners understand meaning more efficiently. Grammar needs to be strengthened to improve reading proficiency through strategy-based instruction.

The writing is the lowest of the five indicators. Writing obtained an overall mean of 3.68 (SD=0.75), classified as high, indicating that respondents agree that grammar competence is often demonstrated. Evidence of this is found in the responses, which indicate that they can express their ideas and thoughts clearly in written English, with a mean of 3.97 (SD=0.72). They can write clear and concise emails, reports, and other professional documents in English, with a mean of 3.84 (SD=0.75), the highest among the writing skills items. It is consistent with Andleeb et al. (2025), who argue that good writing requires planning, drafting, revising, and editing, and that grammatical competence aids in these processes. They emphasize that students who have learned grammatical structures well will likely have an edge in making their writing more readable and effective.

For comprehension, the average score is 3.90 (SD=0.76), which falls in the high range. This indicates that the respondents agree that grammar competence is often demonstrated. This is evidenced by their responses that they can understand English media such as news articles, TV series, and movies with a mean score of 4.20 (SD=0.76). They can understand English materials related to the professional field, with a mean score of 4.04 (SD=0.70), the highest among the comprehension skills. This shows that students can generally understand and read meaning in context, as supported by Sola (2026), who found that grammar awareness helps recognize meaning and tone, and by Pelayre & Napil (2025), who found that grammar, along with reading strategies, improves comprehension.

The total mean in listening is 3.78 (SD=0.80), which is classified as high. It shows that the respondents agree that grammar competence is often demonstrated. This means that students are generally competent at understanding the language and its grammar during listening. Evidence of this is found in the responses that they can effectively listen for specific details and main ideas in English with a mean of 3.96 (SD=0.79), and they can listen and comprehend different genres of English speech with a mean of 3.91 (SD=0.78), which both received the top mean score among the listening skill items. The results show that most students are generally competent at understanding spoken language and grammatical structures during listening. Based on Quines's study, knowledge of learners' grammatical competence and its correlation with their listening and speaking proficiency could inform ideas for improving the teaching-learning and communication process (Quines, 2023).

In terms of speaking, the overall mean is 3.71 (SD=0.78), indicating that respondents agree grammar competence is often demonstrated. This indicates that students are generally proficient in speaking with good grammatical correctness. Evidence of this is found in the responses that they can use appropriate gestures and facial expressions when speaking English with a mean of 3.84 (SD=0.76), and they can participate effectively in English discussions and conversations with a mean of 3.82 (SD=0.75), which both received the top mean score among the speaking skills items. Salada's research suggests that improving grammatical instruction in educational settings could enhance students' general communication skills, especially oral expression (Salada, 2024). Thus, focusing on extensive grammar instruction in language programs can contribute to the development of grammatical proficiency and public speaking skills, which are crucial for students' effective communication in real-life situations.



Public Speaking Skills

Table 2 presents the results on public speaking skills. The overall computed mean for public speaking skills was 3.94 (SD=0.87), indicating that respondents agree that public speaking skills are often demonstrated.

Table 2. Level of Public Speaking Skills

Indicators	Standard Deviation	Mean	Descriptive Equivalent
OVERCOMING	0.88	3.92	High
FEAR	0.87	3.96	High
INCREASED PRESENCE			
Overall	0.87	3.94	High

Stage fright limits the public speaking potential of BSED-English majors (Andog et al., 2025). Similarly, the study by Lansang (2026) found that even when students are well equipped with skills, a lack of confidence can pull down their performance. These two studies explain why students' scores in this study are limited to the high range rather than the extremely high range.

The increased presence obtained the highest mean of 3.96 (SD=0.87), classified as High, meaning respondents agree that public speaking skills are often demonstrated. This shows that students are generally confident and comfortable when speaking in front of an audience. Evidence for this is found in the responses of those who think that having confidence is vital for delivering an impactful speech, with a mean of 4.16 (SD=0.85). They think body language is crucial for successful public speaking, with a mean of 4.15 (SD=0.77), which received the top mean score among the increased presence.

This means that students are usually able to connect with their audience and establish a strong presence naturally. This evidence was supported by KroczeK & Mühlberger (2026), who stated that the impression of performing well, as indicated by positive audience feedback, might increase self-efficacy and actual performance.

Overcoming fear had the lowest overall mean of 3.92 (SD=0.88), which is classified as high, indicating that respondents agree that public speaking skills are often demonstrated. Evidence for this is found in their responses, which indicate that practicing in front of the mirror helps lessen their fear of public speaking, with a mean of 4.17 (SD=0.78).

They find that receiving feedback from teachers and peers alleviates their anxiety about public speaking, with a mean of 4.14 (SD=0.75), the highest among the overcoming fear. This suggests that students are generally able to cope with fear effectively and face stage fright. Liza et al. (2022) examined communication apprehension in public speaking and found that fear of negative evaluation and anxiety are common barriers for university students and second-language learners.

Significant Relationship between Grammatical Competence and Public Speaking Skills

The Pearson correlation coefficient between grammatical competence and public speaking skills is 0.653 (p -value = 0.000), which is less than the 0.05 level of significance. The results of this study demonstrate a strong positive relationship between the two variables.

Table 3. Relationship between Grammatical Competence and Public Speaking Skills

Variables	Standard Deviation	Mean	Description	r-value	p-value	Decision on Ho
GRAMMATICAL	0.78	3.81	High	0.653	0.000	REJECTED



COMPETENCE PUBLIC SPEAKING SKILLS	0.87	3.94	High			
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The findings are in line with existing theory that having grammatical competence would significantly enhance students' public speaking skills. The present study is grounded in the skill acquisition theory, which explains how explicit grammatical knowledge, that is, knowing what, becomes fluent application, that is, knowing how, through consistent practice (Dekeyser & Suzuki, 2025).

To produce coherent, accurate messages, express oneself clearly, and communicate ideas effectively to an audience, reading, writing, speaking, listening, and comprehension must be developed (Samson, 2024). Grammar provides the necessary structure for the speaker to order his thoughts logically and select the appropriate words (Brain, 2026). This is the foundation that learners are building on. As they build this foundation, they can gradually express themselves more confidently and without fear.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the study findings, the following conclusions were drawn: the level of grammatical competence among BSED-English students is High across the indicators of reading, writing, speaking, listening, and comprehension. The level of public speaking skills is High, as indicated by overcoming fear and increased presence. The correlation results indicate a significant relationship between the grammatical competence and public speaking skills of BSED-English students.

Recommendation

Based on the study's findings, the researchers offer several recommendations to improve the grammatical competence and public speaking skills of BSED-English students. First, the teachers, the head of the BSED-ENGLISH program, and the Language Department of UM Panabo College should improve academic writing by conducting specialized writing workshops, research-writing seminars, and other training activities on academic writing standards. The department may also include additional activities related to academic writing in the curriculum, such as reviewing journal articles, writing research papers, and peer-editing exercises. These activities can help students improve their grammar, organization, and the conventions of academic writing needed to produce quality papers.

Second, the institution is encouraged to organize or sponsor public speaking workshops, communication seminars, and speech-training programs to expose students to professional speaking environments. Students may benefit from training sessions led by communication instructors, educators, and public speakers to learn effective speaking strategies, overcome anxiety, and build confidence when addressing an audience.

Third, encourage English language teachers to continue conducting writing- and speaking-intensive classroom activities. To develop writing skills, teachers may assign continuous writing tasks such as research papers, academic essays, reflection papers, and other academic outputs, and provide constructive feedback on grammar, coherence, and academic style. Teachers may conduct oral presentations, debates, speech delivery activities, and impromptu speaking to gradually build students' confidence and strengthen their public speaking communication skills.

Fourth, students are encouraged to be active participants in improving their academic writing and public speaking skills. They can write independently, participate in writing competitions, read journals and research papers, and seek feedback from their teachers and fellow students. Students are also encouraged to attend seminars, workshops, and training programs on public speaking when available. Consistent practice through class presentations, group discussions, and participation in school organizations can further help them to overcome fear and strengthen their confidence in speaking in front of an audience.

Lastly, it is suggested that future researchers conduct similar studies with students from other programs and universities to determine whether the findings apply to other populations. Future research may also investigate



other factors affecting grammatical competence and public speaking, including self-confidence, communication anxiety, exposure to English, academic achievement, and participation in extracurricular activities. Furthermore, the effectiveness of writing enhancement programs and public speaking skills can be evaluated through experimental studies.

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