FACTORS AFFECTING SPEAKING PROFICIENCY IN ENGLISH LANGUAGE LEARNING: A GENERAL OVERVIEW ON THE SPEAKING SKILL

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KEYWORDS	ABSTRACT
speech, significance, traits, issues, considerations,	For effective communication, speaking abilities must be developed and improved. One of the most complicated aspects of learning a new language is gaining speaking proficiency, which is commonly considered difficult. Many people learning a language encounter difficulties expressing their ideas and thoughts verbally. Individuals frequently need help with expressing themselves clearly in a foreign language. Individuals cease verbal communication when they encounter psychological obstacles or exhaust their repertoire of suitable linguistic formulations. Proficiency in spoken English is a vital requirement in today's modern communication and media landscape. This study aims to illustrate the significance of focusing on the factors that impact the speaking proficiency of those learning English as a second language. This review paper provides an overview of the existing body of research on speaking, its significance, the features of speaking performance, difficulties related to speaking, and factors that can influence speaking performance. The literature review indicated that learners priorities and require increased attention to effective instruction in speaking skills. The findings of this study have the potential to inform educators and researchers about the speaking demands that English language learners face within the domain of English language instruction and acquisition.

INTRODUCTION

The acquisition of English speaking proficiency is a common objective among many individuals studying English as a Foreign or Second Language (EFL/ESL). Language learners often assess their proficiency in language acquisition by gauging the extent of improvement in their oral communication skills. Educators and instructional materials employ either direct methodologies that focus on specific elements of oral communication, such as participation and topic management, or indirect methodologies that create opportunities for oral engagement through group work, task work, and other instructional tactics (Richards & Rodgers, 2014). Human communication is a multifaceted phenomenon, as suggested by (Harmer & KHAN, 1991) and Pourhosein (Nasiri & Gilakjani, 2016). Individuals require communication in order to express their thoughts and convey information. Speakers employ the act of communication in order to convey information to a recipient. Speakers utilize

language in accordance with their individual objectives. In order to facilitate efficient communication, it is imperative that speakers possess the ability to assume the roles of both listener and speaker simultaneously. The acquisition of speaking skills holds significant importance in the process of learning a second language. The value of oral communication has been disregarded in educational institutions, including as schools and colleges, for various reasons including an excessive focus on grammar and unsatisfactory teacher-student ratios. The inclusion of speech assessments in testing has been limited due to challenges in objectively evaluating speaking skills and the time-consuming nature of conducting speaking examinations (Clifford, 1987). The ability to speak well is a valuable skill that merits consideration in both primary and secondary language acquisition. The acquisition of speaking proficiency holds paramount significance in the process of acquiring a second or foreign language. The level of achievement in this skill is evaluated by one's capacity to engage in meaningful conversations in the target language (Nunan, 1991).

The skill of speaking is widely regarded as one of the most crucial abilities among the four language skills. This is due to the fact that individuals who acquire a language are commonly identified as the speakers of that particular language (Ur, 1996). The primary objective of English language instruction is to provide learners with the competence to effectively and accurately utilize the English language when interacting (Davies & Pearse, 2000). However, it appears that individuals who are acquiring a new language are unable to effectively and precisely communicate due to their insufficient understanding in this particular domain. When discussing the act of speaking, it is important to note that it encompasses more than simply vocalizing words through the mouth. It refers to the act of transmitting information or ideas orally, through spoken language. This particular talent is frequently overlooked in the instructional practices of certain educators. Lack of sufficient opportunities for English language learners to engage in spoken English is seen both within classroom settings and in extracurricular contexts. Regrettably, spoken communication does not hold significant weight in the evaluation of instructors' examinations. In order to acquire proficiency in speaking, learners necessitate a substantial amount of practice. One effective method for learners to enhance their speaking proficiency is by engaging in activities that include listening and repeating. Educators have the ability to provide their students with various frameworks and instruct them to replicate those structures. This intervention has the potential to alleviate the shyness experienced by students. Educators have the ability to enhance their students' speaking proficiency by employing concise questions and dialogues within the classroom setting (Bashir et al., 2011). One of the most challenging aspects encountered by language learners in the process of language acquisition is the development of speaking proficiency. The significance of speaking is often acknowledged as being paramount among the four language abilities. Numerous language learners express their prolonged investment of time in the study of the English language, yet lament their inability to effectively and comprehensibly communicate in it (Bueno, n.d.).

Numerous definitions of the term "speaking" have been proposed by scholars in the field of language acquisition. According to (Nunan, 1991), the act of speaking, as defined in the Webster New World Dictionary, refers to the oral expression of words, the process of communication through verbal interaction, the act of making a request, and the act of

delivering a formal speech. (Chaney & Burk, 1998) posits that speaking is the act of generating and exchanging significance through the utilization of verbal and non-verbal symbols within diverse contextual settings. According to (Brown, 2001) and (Burns & Joyce, 1997), the concept of speaking can be defined as a dynamic and interactive activity that involves the creation, reception, and interpretation of information. According to (Bygate, 1987), speaking can be defined as the act of generating auditory signals with the intention of eliciting various verbal reactions from listeners. The process of deliberately blending sounds to create meaningful phrases is widely recognized. Speaking has been characterized by several scholars. (Eckard & Kearny, 1981), (Florez, 1999), (Howarth, 2001), and (Torky, 2006) all agree that speaking is a two-way procedure that involves the genuine exchange of thoughts, facts, or emotions. The perspective presented here adopts a top-down approach in understanding spoken texts as a collaborative effort involving multiple individuals within a shared temporal and contextual framework.

METHOD RESEARCH

This research uses qualitative methods in analysis in English language learning along with the steps:

The first step is to plan a review. This was done to determine the need for judicial review and to establish a review protocol. I proceed to the next stage, which is to conduct a review identifying relevant studies that investigate English speaking challenges among ESL learners, as well as effective strategies for addressing learner speaking challenges. To extract and synthesize data, the main study is selected. The third stage is to report on the review by communicating its findings.

RESULTS AND DISCUSSION

The Significance of Verbal Communication

It is a common phenomenon for humans to develop the ability to talk prior to acquiring literacy skills in reading and writing. In many contexts, individuals tend to engage in oral communication more frequently than written communication. The talent of speaking holds significant importance as it is a fundamental ability required for engaging in conversations. The act of speaking English is a challenging endeavor since it requires individuals to possess a comprehensive understanding of various essential elements, including pronunciation, grammar, vocabulary, fluency, and comprehension. In order to provide seamless and efficient communication with individuals, it is imperative for learners to possess a sufficient level of proficiency in spoken English. In a study conducted by (Rivers, 2018), the investigation focused on language usage in non-classroom settings, revealing that speaking is utilized at a rate that is twice as frequent as the combined usage of reading and writing. Listening and speaking are considered essential language skills for learners, as stated by (Brown, 2001).

According to (Efrizal, 2012), and (Nasiri & Gilakjani, 2016), the act of speaking holds substantial importance in facilitating interpersonal communication, as individuals engage in verbal exchanges in various settings on a daily basis. Oral communication, sometimes referred to as speaking, serves as a means of conveying thoughts and messages through verbal means. In order to promote English language proficiency among students, it is imperative to engage them in authentic communication experiences and encourage active participation in the

language. In line with (Richards & Rodgers, 2014), the conventional instructional approaches neglected the development of speaking proficiency in educational settings, where the primary focus was placed on the cultivation of reading and writing abilities. In the Grammar-Translation technique, there was a notable emphasis on the development of reading and writing abilities, but the importance placed on speaking and listening skills was comparatively diminished. According to Ur (2000), among the four language abilities, namely hearing, speaking, reading, and writing, speaking is considered the most crucial skill for effective interpersonal relationships.

The importance of oral communication is demonstrated through its interaction with other language abilities. Oral communication facilitates the enhancement of learners' vocabulary and grammar proficiency, therefore leading to an improvement in their writing abilities. Students have the ability to articulate their feelings, convey their thoughts, narrate stories, make requests, engage in conversations, explore topics, and demonstrate the diverse functions of language. Oral communication holds significant significance beyond the confines of the educational setting. Consequently, individuals proficient in many languages possess a greater range of employment prospects within various organizations and corporations. According to (Baker, 2003), individuals who possess a high level of English proficiency are more likely to experience enhanced educational opportunities, secure desirable employment, and achieve career advancement. Prior studies have corroborated the notion that individuals are unable to acquire a language in the absence of ample opportunities for meaningful repetition. The practice of spoken language conversations and engaging in meaningful tasks offers a crucial opportunity for individuals to internalize the language. According to (Asher, 2003), there is evidence to suggest that learners demonstrate a tendency to imitate language shortly after teachers provide a model of the target language. In his study conducted in 1988, (Krashen, 1981) investigated the correlation between listening and speaking abilities. According to his statement, the act of kids engaging in verbal communication serves as a substantiating indication of their language acquisition. This concept prompted certain educators to swiftly transition from oral instruction to the instruction of reading and writing.

The development of speaking skills is crucial for pupils learning English as it enhances their capacity to effectively utilize the language. The acquisition of proficient speaking skills has proven to be of paramount significance in the achievement of success for individuals. The importance of speaking skills is seen in the everyday actions of individuals. Oral communication is a dynamic and participatory process that takes place within the confines of real-time limitations. In other words, individuals possess the ability to employ language effortlessly and without significant cognitive effort. The ability to speak allows individuals to generate sentences for the purpose of engaging in authentic communication, wherein they actively want to communicate in a language in order to achieve specific goals (Shaw & Mcdonough, 1993).

Qualities that Constitute Competence in Public Speaking

(Mazouzi, 2013) argues that the design of learners' activities should be predicated upon establishing a correlation between the attainment of fluency and accuracy. Both proficiency and precision are key components of the communicative method. Engaging in classroom activities can facilitate the acquisition and enhancement of communicative competence

among learners. It is vital for individuals to possess a comprehensive understanding of the functioning of the language system in a suitable manner. Fluency is regarded as the primary objective of educators while instructing the speaking skill, constituting the initial attribute of speaking performance. Fluency, as described by (Hughes & Reed, 2016), pertains to the capacity of learners to articulate their thoughts in a coherent and comprehensible manner, hence ensuring the continuity of communication and preventing the potential loss of interest on the part of listeners. According to (Hedge, 2001), fluency can be defined as the capacity to respond coherently by establishing connections between words and phrases, articulating sounds with clarity, and employing appropriate stress and intonation. Accuracy is identified as the second aspect of speaking performance. It is vital for learners to possess a high level of proficiency in acquiring a foreign language. Hence, it is imperative for educators to prioritize precision in their instructional methodologies. According to (Mazouzi, 2013), it is imperative for learners to allocate sufficient attention to the precision and comprehensiveness of language form during oral communication. This entails emphasizing grammatical patterns, terms, and articulation. (Thornbury, 2005) believes that the accurate utilization of grammatical structures by learners is contingent upon the extent and intricacy of their utterances, as well as the presence of well-organized clauses. Achieving lexical precision involves the deliberate choice of appropriate terminology within appropriate linguistic situations. Learners occasionally employ comparable words or phrases in different settings that do not possess similar meanings. It is vital for learners to possess the ability to accurately employ words and expressions. According to (Thornbury, 2005), pronunciation is often seen as the least prioritized aspect of language learning, receiving minimal attention from learners. To achieve proficiency in English language, learners must acquire a comprehensive understanding of phonological rules and develop awareness of the diverse sounds and their corresponding pronunciations. It is imperative for learners to possess knowledge of tension, pitch, and tone. These several components contribute to the facilitation of learners' ability to communicate in English proficiently and efficiently.

Difficulties with Verbal Communication

Teachers may encounter several challenges when assisting students in developing their speaking skills within the school environment. The factors identified in the study conducted by (Vietnam, 2015) include inhibition, limited thematic knowledge, reduced engagement, and reliance on the mother language.

The first challenge that pupils face in the classroom is inhibition. In the classroom setting, individuals may experience inhibitions when attempting to express their thoughts or ideas. The individuals exhibit concerns over the potential occurrence of errors and harbor apprehension towards receiving critical feedback. The individual has a sense of shame in response to the attention they receive from their peers. According to (Littlewood, 2007), the language classroom has the potential to generate inhibitions and trepidation among pupils.

The second issue pertains to learners expressing dissatisfaction with their inability to retain information for verbal expression, as well as lacking the necessary drive to engage in self-expression (Hyland, 1997). This assertion is corroborated by (Rivers, 2018), who posits that learners frequently find themselves lacking in ideas or opinions, potentially due to their instructors selecting topics that are ill-suited to their interests or their limited knowledge on

the subject matter. (Baker, 2003) further corroborate the aforementioned notion, asserting that learners encounter significant challenges when prompted by their instructors to express themselves in a foreign language. This difficulty arises from their limited ability to formulate opinions, select appropriate terminology, and employ grammar with precision.

The third issue related to speaking class's poor participation in the class. Each student in a class with a big number of pupils will have very limited opportunity to speak since only one student speaks at a time while the other students struggle to hear him or her. Some students in the speaking class speak the most during class, while others rarely or never speak at all.

The last issue pertaining to speaking proficiency is that learners who share the same native language often resort to using it during speaking classes due to its convenience (Vietnam, 2015). (Harmer & KHAN, 1991) posits that there are several rationales behind learners' utilization of their home tongue during speaking sessions. One primary rationale for teachers instructing their students to engage in discussions on topics with which they possess limited familiarity is to encourage the utilization of language skills. One further factor is the inherent ease with which learners can employ their mother tongue in the learning process. In the absence of encouragement from teachers to engage in English conversation, learners will naturally resort to their native language when attempting to convey information to their peers.

The ultimate argument pertains to the notion that when teachers consistently incorporate their pupils' native language, it fosters a sense of ease and encourages learners to employ their mother tongue during speaking classes.

There are various factors that can influence an individual's speaking skill.

In order to facilitate learners in overcoming challenges related to the acquisition of speaking skills, educators should endeavor to identify and analyze various aspects that exert an influence on their speaking performance. The speaking performance of learners is subject to various influences, such as performance conditions, affective aspects, listening competence, and feedback received throughout speaking activities (Vietnam, 2015).

The initial factor pertains to performance circumstances. Learners engage in a speaking task within varying circumstances. Speaking performance is influenced by several performance conditions, which encompass factors such as time constraint, organizing, the standard of efficiency, and the level of support provided (Newton & Nation, 2020).

The second element is associated with emotive aspects. According to (Oxford, 1990), the emotive aspect of students plays a significant role in language acquisition. (Krashen, 1981) posited that numerous affective characteristics have been linked to the process of acquiring a second language. Among these variables, motivation, self-confidence, and fear have emerged as the primary types that have garnered significant attention from studies.

The third factor is the ability to listen. According to (Doff, 1998), the enhancement of learners' speaking proficiency is contingent upon the cultivation of their listening skills. In order to facilitate effective communication, it is important for learners to possess a comprehensive understanding of the spoken content directed towards them.

According to (Shumin, 2002), it has been observed that in classroom settings, when students engage in verbal communication, their peers respond by actively engaging in the process of listening and providing appropriate answers. Speakers fulfill the dual task of both engaging in active listening and delivering spoken communication. It can be inferred that

students are unable to respond if they lack understanding of the information presented. It might be argued that speaking and listening are intricately interconnected.

The fourth factor pertains to topical knowledge. According to (Bachman & Palmer, 1996), it can be described as the cognitive frameworks stored in the long-term memory. Topical knowledge refers to the knowledge possessed by speakers regarding relevant information pertaining to a specific issue. This facilitates the application of language skills in relation to the pupils' surrounding environment. According to (Bachman & Palmer, 1996), the acquisition of topical information significantly influences the speaking proficiency of learners.

In (Wahyuni, 2022) study, it was shown that the speaking proficiency of English as a Foreign Language (EFL) learners is influenced by several linguistic components, including phonology, syntax, vocabulary, and semantics. Additionally, psychological elements such as motivation and personality were identified as having an impact on the development of speaking skills in EFL learners.

The acquisition of phonology poses challenges for English as a Foreign Language (EFL) learners. It is widely acknowledged that English is a non-phonetic language.

In English, the pronunciation of words often diverges significantly from their orthographic representations. Phrases that have comparable spellings may exhibit varied pronunciations due to several contextual factors, such as the tense in which they are used and the phonemes that follow them. This phenomenon can give rise to numerous challenges for individuals who are not natural speakers of the English language, leading to occasional difficulties in accurately generating English vocabulary.

Restriction refers to a psychological state characterized by apprehension or concern that hinders individuals from expressing or engaging in desired actions or behaviors (Cambridge A. L. Dictionary, 2008). All individuals engage in a range of defensive mechanisms in order to safeguard their ego. The occurrence of errors in language acquisition is an inherent aspect of the learning process, which can indeed pose significant challenges to an individual's self-esteem. According to (Brown, 2001), the presence of these dangers leads to a sense of disappointment among learners, discouraging them from engaging in English conversation. As a result, they may choose to remain silent rather than risk being reprimanded in the presence of a large audience. The act of engaging in risk-taking behavior is closely associated with the concepts of inhibition and self-respect. According to (Wahyuni, 2022), English as a Foreign Language (EFL) learners with poor self-esteem often refrain from taking risks and making mistakes during speaking activities. This inhibition ultimately hinders their progress in improving their speaking skills.

The apprehension associated with verbalizing in the English language is relevant to certain personality traits such as anxiety, inhibition, and propensity for risk.

The act of using a language can occasionally lead to feelings of uneasiness. According to (Bashir et al., 2011), learners may experience feelings of despondence and a perception of failure as a result of high anxiety. (Woodrow, 2006) posits that worry exerts a detrimental impact on the oral proficiency of individuals who speak English. Adults exhibit a high degree of caution when it comes to avoiding errors in their verbal communication. According to their perspective, faults in language usage demonstrate a lack of awareness that can impede their

ability to communicate in English in social settings. The occurrence of speaking anxiety can be attributed to the diverse language proficiency levels among learners in a classroom setting. Learners can be categorized into two distinct groups based on their academic abilities: those who have excellent aptitude and those who exhibit weaker performance. In many educational settings, individuals who possess a higher level of learning aptitude often exert a significant influence over those who exhibit slower or weaker learning capabilities. Weak learners sometimes exhibit reticence in speaking up in the presence of their more proficient peers, resulting in their prolonged silence during the entirety of classroom activities.

Prior research has been conducted to investigate the various factors that influence an individual's speaking abilities.

This part provides an overview of several researches that are relevant to the examination of factors that influence speaking skill. The study conducted by (Park & Lee, 2005) examined the correlation between nervousness, a sense of self and speaking performance among second language learners. A total of 132 individuals who were learning Korean took part in this study. The findings derived from this study the study demonstrated a negative correlation between students' anxiety levels and their oral performance.

In a study conducted by (Boonkit, 2010), an investigation was undertaken to examine the many aspects that contribute to the enhancement of learners' speaking proficiency. The findings indicate that employing suitable activities to enhance speaking skills can serve as an effective approach in reducing speakers' nervousness. The findings of the study also indicated that allowing participants the flexibility to choose their own topics resulted in a heightened sense of comfort, higher motivation to communicate in English, and enhanced speaking confidence among learners of English as a foreign language.

In a study conducted by (Dincer & Yeşilyurt, 2013), the focus was on investigating instructors' perceptions regarding speaking skills, specifically in relation to motivational orientations. The findings of the study revealed that the teachers held unfavorable views on speaking teaching, despite acknowledging its importance in developing speaking skills. The findings of the study also indicated that the teachers expressed a lack of proficiency in oral communication, despite having different motivating orientations towards the use of spoken English. The researchers have demonstrated that learners hold varying perspectives on the importance of speaking skills in the English language. This divergence is associated with the learners' motivational backgrounds and their perceived level of competence in speaking. The findings indicated that learners had a negative self-assessment on their speaking proficiency, expressing a lack of confidence in their ability to communicate effectively in English. A subset of individuals conveyed that they held a favorable stance in engaging in verbal activities.

In a study carried out by (Tanveer, 2007), an investigation was carried out to explore the various elements that contribute to anxiety among learners in the acquisition of speaking skills. Additionally, the study aimed to assess the influence of anxiety on the ability to effectively communicate in the target language. The results gained from the study suggest that learners' experience of stress mnd anxiety negatively impacts their language learning and performance capabilities. The researcher placed emphasis on the negative impact of high levels of anxiety on the speaking performance of trainees.

According to (Urrutia Leó & Vega Cely, 2010), learners' oral performance was impacted by their limited vocabulary, reticence, and fear of ridicule. Additionally, it was discovered that learners' cooperation, self-assurance, vocabulary mastery, and the classroom atmosphere all encouraged them to develop their speaking abilities. In 2007, (Prieto Castillo, 2007) conducted research on cooperative learning activities. The results of her study demonstrated that interacting with others, picking themes based on the learners' interests in order to motivate them, and learning from others are all ways to increase speaking ability.

In the study performed by (Bozorgian, 2012), an examination was undertaken to explore the correlation between the aptitude for listening and the many other language skills. The findings of the study indicated a strong association between listening comprehension and linguistic proficiency. In other words, there exists a positive correlation between the listening score and the speaking score, such that an increase in the former is associated with an improvement in the latter. In a study conducted by (LUKITASARI, 2008), the focus was on examining the tactics employed by learners to address their difficulties in speaking. The findings derived from this research indicate that learners encounter numerous challenges in their speaking endeavors, including inhibition, lack of content, limited engagement, and reliance on their native language during speaking sessions. The findings of this study indicate that learners did not exhibit improvement in their speaking proficiency due to a lack of acquisition in three fundamental components of speaking, namely vocabulary, grammar, and pronunciation.

CONCLUSION

This study examined the various elements that influence the English-speaking proficiency of pupils. The factors discussed in this paper significantly impact the development of learners' speaking skills. Several reasons contribute to a decrease in learners' self-confidence and comfort levels in their speaking sessions. The results of this study revealed that individuals with a diminished sense of self-worth, heightened levels of worry, and limited motivation encounter significant challenges in developing their speaking abilities while possessing adequate linguistic proficiency. The study demonstrated that pupils with elevated levels of motivation and reduced levels of fear exhibit enhanced proficiency in verbal communication. Therefore, students must be provided with a supportive and collaborative atmosphere that facilitates their ability to overcome challenges in oral communication. In light of a comprehensive evaluation of the existing literature, it is recommended that educators possess a thorough understanding of their student's interests and emotions. Additionally, they should strive to enhance their learners' self-assurance and carefully select the most effective instructional approach to ensure sustained engagement in speaking activities. It is recommended that educators provide positive reinforcement to encourage their pupils to engage in English language communication. Educators ought to cultivate a positive rapport with their pupils, fostering an environment that promotes contentment and a strong inclination towards studying English as a whole, explicitly emphasizing spoken English. The literature review of this study indicated that teachers should allocate sufficient time for developing speaking skills among their students. Additionally, teachers should employ friendly behaviors to assist students in overcoming their shyness, thereby creating a comfortable environment

for speaking. Teachers should also remind students not to be overly concerned about making mistakes and provide them with accurate instructions and adequate guidance. Educators should provide their students with increased opportunities to engage in English conversation by incorporating speaking assignments that facilitate oral communication and encourage active participation in speaking activities. Furthermore, educators must possess the knowledge and skills necessary to identify and rectify the errors made by their students appropriately, hence fostering an environment in which learners feel comfortable and unafraid of committing blunders.

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