



**DOMINANT FACTORS TO IMPROVE SPEAKING  
ABILITIES: EFL STUDENTS' PERSPECTIVES**

*SKRIPSI*

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## ABSTRACT

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Speaking is one of the most valuable skills of the English language, because it is a basic tool for discussion. Therefore, speaking is recognized as integral part of language skills that requires students to become competent in that area through training and practice. Furthermore, students have perception in dominant factors to improve speaking ability, students' perception is the aspect of learning process, as it can affect their attitude towards learning and their understanding, to improve speaking ability there are several factors include daily exercise, listen to English music, Environment or community, and motivation to learn.

This study aims to find out the dominant factors to improve speaking skills from the students' perspectives. The research design in this study used qualitative method. The researcher took 4 samples from students who participated in the English speaking competition, for example, those who participated in the English Debate. The researcher took data by sending questions through WhatsApp and also face to face if there was anything unclear about the explanation from the participants.

The findings of this study showed there are several factors that can affect English speaking skills, when learners practice with friends or partners, learners can also practice alone, and learners are able to hone their brain and tongue when speaking in front of many people besides that they also become more confident, as well as by balancing input and output, learning and listening are balanced with speaking English. The most dominant factors in honing English speaking skills are by doing regular practice, joining an environment or community that motivates/supports learning English, and also the use of media. Participants said that these factors are very influential in honing their skills to be better than before.

The researcher gives two suggestions for future researchers. First, Since many prior researchers have discussed the topic using qualitative methods, it is preferable for future researchers to use methods other than qualitative research with narrative inquiry design. Secondly, when it comes to the study participants, it is best for researchers to use a large number of participants in order to obtain the desired amount of information.

## CHAPTER 1

### INTRODUCTION

In this chapter, the research examine the background of the study, research question, objectives of the study, significances of the study, scope and limitation of the study, and definition of key terms.

#### 1.1 Background of the Study

English is widely recognized as an essential tool for navigating both educational and professional opportunities. In today globalized world, proficiency in English has become a sought after skills that opens door to a wide range of schooling and job vacancies. Proficiency in English enables individuals to access a wealth of educational resources, research materials, and academic publication that are predominantly available in English. It also facilitates participation in international exchange programs, study abroad opportunities, and enrollment in prestigious educational institution that offer programs taught in English. Defining terms by Lee & Heinz (2016), that in Korea, English language skills are recognized as an essential skill that must be acquired in order to succeed in a globalized society. English is a central part of the high school curriculum, and college students learn English to find a good job after graduation.

Speaking is one of the most valuable skills of the English language because it is a basic tool for discussion, exchange of ideas and debates on various topics including current affairs. Therefore speaking is recognized as an integral part of language skills that requires students to become competent in that area through training and practice.

Speaking is essential to learning a second language. Despite its importance, speaking has

been neglected in schools and universities for various reasons, such as emphasis on grammar and unfavorable teacher- student relationships (Shakila,2018).

According to (Leong & Ahmadi, 2017) Speaking is the most important skill because it is one of the skills needed to have a conversation, speaking English is not an easy task because the speaker must know many important components such as pronunciation, grammar, vocabulary, fluency and comprehension, therefore we must know some factors that are able to hone our speaking skills, Some of the factors that are able to hone speaking skills include confidence, motivation, choosing teaching methods that involve speaking English, having friends to help practice English speaking communication, by using these factors students are able to hone their speaking skills, elements that make English speaking skills look good, as for looking at the clarity and articulation conveyed by the speaker to the listener, the right speech speed can help the listener in processing information better.

English proficiency refers to a person's ability to speak a certain language without significant barriers or difficulties. Includes the ability to pronounce words clearly, follow correct grammar and sentence structure, and speak with appropriate rhythm and intonation. Fluency also includes the ability to adapt to different communication contexts, both formal and informal, as well as the ability to communicate fluently in different situations. Sentence they do not often speaking in English moreover, it needs both cognitive and phonological aspects at the same time. It makes students speaking skills more fluent in English (Mulyani, 2014).

To be able to speak English fluently certainly requires factors that play an important role in perfecting and becoming fluent when speaking. According to Tuan &

Mai (2015), Learners' speaking performance is influenced by factors such as performance conditions, emotional factors, listening skills, and feedback during speaking tasks. It's important to note that these factors are interconnected, and addressing one can positively impact others. For instance, reducing anxiety through supportive conditions and providing constructive feedback can enhance overall speaking performance.

According to Shakila Visca (2018), there are several dominant factors such as motivation, confidence, feedback, listening, and practice as a key to improving speaking skills. The seeing about “practice”, it allows students to actively engage with the language also the fluency that involve a variety of speaking activities, such as role plays, discussion, presentation, and conversation with native speaker, Furthermore Shakila Visca (2018), emphasizes that the effectiveness of practice lies in its ability to foster not only linguistic fluency but also cultural understanding. Engaging in diverse speaking activities like role plays, discussions, presentations, and interactions with native speakers not only enhances language proficiency but also broadens learners' perspectives on different cultural nuances and communicative norms. This holistic approach not only improves speaking skills but also enriches overall language competence, enabling students to communicate confidently and effectively in various real-world settings.

Some research in investigating the factor of speaking skill in English language can be reported. According to Solang (2014), Speaking is one of the skills that should be tough for the students, therefore to encourage the effective learning, it's useful to know what are the factors contributing to the student speaking development. To induce compelling learning, it's valuable to know what are variables contributing to the

understudy talking improvement. This inquire about appeared that there are a few contributing variables to the students' talking advancement. Those components are Instructor, Day by day Hone, tuning in to English Music, Family Back, Observing English Video and Motion picture, Inspiration to Memorize, Classroom Environment, Learning Fabric. Such as a great educator would give great learning.

According to Mistar (2014) There are many learning strategies that students can use to improve their speaking skills, such as listening to English songs, watching English movies, practicing with friends, etc. The success of learning to speak obviously depends on the strategies that students use. Which investigated the speech learning strategies of Indonesian high school EFL students. The study found that the two groups of students reported using each of the 11 strategy categories with significantly different intensities, with successful students reporting higher intensities. Students can choose strategies according to their needs. The strategies that students use in learning are designed to help them especially in learning to speak.

Consequently, the proses in developing speaking ability cannot be achieved automatically. As stated in Solang (2014) that daily practice and motivation are essential for improving speaking skills, as students who practice speaking frequently tend to have better speaking abilities than those who do not because it can attract students' willingness to learn and improve their speaking skills.

Based on the background above, the researcher carries out this study to identify the dominant factor to improve speaking skills in English language learning by student of University of Islam Malang. The activity is constructed to explore the dominant factor, particularly, the perception of the factors that improve students



speaking skill by students itself.

## 1.2 Research Questions

According to the background of the study above, the problem of the research can be formulated as follows:

1. What is the dominant factor that significantly influence the students' speaking abilities?
2. How do English students perceive the impact of dominant factor on the enhancement of their speaking abilities?

## 1.3 Objectives of the Study

According to the research question above, this study intended to find out the objectives:

1. This study was conducted to find out what dominant factor that really influence to improving speaking ability.
2. This study also conducted how English students' perspective in the dominant factor that impact of their speaking abilities.

## 1.4 Significances of the Study

The researcher anticipates that the following theoretical and practical advantages will come from the study's outcome:

From a theoretical perspective, this study offers a theory regarding how English language learners perceive the factors that contribute to their ability to speak English more fluently. Furthermore, the study's outcome is helpful for reference in research, instruction, or learning.

Practically speaking, it is anticipated that this research will help students learn

English, particularly with speaking. Additionally, as anticipated, this research will assist students in honing their English speaking abilities.

### 1.5 Definition of Key Terms

To avoid reader misunderstandings, researchers provide key terms use in writing this scientific study.

#### 1. Speaking ability

The capacity of an individual to effectively communicate orally in a given language that English students have in speaking English.

#### 2. Successful factors

The elements that contribute to the achievement of desired outcomes or goals in improving speaking skills.

#### 3. Students Perspective

Refers to the views, opinions, or perspectives that students have about the factors that influence English speaking.

#### 4. EFL Students

Refers to individuals who learn English as a foreign language. This means that English is not the primary language they use in their daily lives.



## CHAPTER V CONCLUSION AND SUGGESTION

This chapter explains about conclusions and suggestion. They will be elaborated as follow.

### 5.1 Conclusions

This study succeeded in identifying dominant factors that affect speaking English according to the views of students. The findings show that the factors that are often used by students are regular practice, environmental factors and also the use of online media, these factors are often used by them to hone their speaking skills.

The theory that support these findings is contributing factors to improve speaking skill proposed by Ud & Sakti (2014), here are the factors: teacher influence, daily practice, listening to English music, family support, watching English videos and movies, motivation to learn, classroom environment, and learning materials. Several factors to improve speaking skills, such as regular practice, support from environment or community and the use of online media, from the four participants revealed that these factors have a great influence on improving English speaking skills and also these factors collectively contribute to a holistic learning experience that not only enhances linguistic proficiency but also builds the confidence needed for effective communication.

Incorporating these key elements, is essential for optimizing speaking skill development among students.

Furthermore, perception is the way individuals or groups understand, interpret, and give meaning to certain factors that influence or dominate their situation or environment. Students' perceptions refer to the thoughts, beliefs and feelings they have about people, situations and events, especially in the classroom. In their view, the factors they use are very influential in honing their speaking skills, so they often use these factors to sharpen their abilities. In the meantime, enhancing speaking abilities can be achieved through consistent practice, listening to music and watch movies or use online media, and also encouragement from community, personal drive to learn, a supportive classroom setting, and educational resources. Additionally, online platforms play a significant role in honing speaking skills by engaging with content that resonates with us.

Based on this study, it can be concluded that students need to practice speaking on a regular basis and use social media to improve their English speaking skills. The environment is also important because it reminds students how to speak by communicating with friends so learner can build up their vocabulary and be more spontaneously when speaking in front of a big crowd

## 5.2 Suggestion

In this part, the present study provides several suggestions concerning with educational field for future research, teacher, and English students.

### 5.2.1 Suggestion for Future Researchers

Regarding the results of this study, because there is still a limited number of studies on the factors that dominate to develop speaking skills with a qualitative background, it is recommended that the next researcher present other qualitative research from various

perspectives and involve many participants. Thus, it is hoped that more comprehensive and in-depth research results can be obtained, which can provide new and richer insights into the development of speaking skills.

### **5.2.2 Suggestion for Teachers**

To improve the quality of students in learning to speak English, teachers are advised to use and apply many methods to achieve teaching targets for the improvement of students in the learning process. The factors that can be used by teachers are by teaching practice independently, teaching students to make friends with the environment that can hone their speaking skills, and also using online media such as YouTube or TikTok. As for these factors, they can create good activities or methods to make students interesting and fun in learning to speak English.

### **5.2.3 Suggestion for Students**

It is suggested that students can be more active in conducting learning related to speaking skills. Given the importance of this ability in various aspects of life, both academic and professional, a deep understanding through diverse and participatory research can significantly improve their competence. To improve students' speaking skills there are several factors that students can use to hone language skills, namely by practicing speaking independently, finding friends to hone speaking by communicating, and utilizing online media to improve English speaking skills. In addition, students are also expected not only to be consumers of knowledge but also as producers of knowledge in this field.

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