

FACTORS INFLUENCING THE STUDENTS' SPEAKING ABILITY

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Abstract: *This research was carried out through Quantitative research particularly survey method. The survey aims at examining the factors that influence the students' speaking ability, to know the most significant factor that affects the students' speaking ability, and to describe how the factors influence the students' speaking ability in English Intensive Language Program UIN SYAHADA Padangsidempuan. The findings were presented in mix method analysis, both qualitatively and quantitatively. The instrument used to collect the data was questionnaire and observation. Multiple linear regression was used to analyze the data from questionnaires, then ANOVA was applied to decide the most significant factor. The data from observation was examined by applying descriptive analysis. The results show that the 1. factors that influence the students' speaking ability are students' factors, campus environmental factor and parental involvement, 2. the most significant influencing factor on students' speaking ability is campus environmental which is 52%. It is evident from the ANOVA results that the model reached statistical significance [$F(3, 112) = 18.912$, Adjusted $R^2 = .516$, sig. $< .05$], and 3. Campus environmental greatly influences the students' speaking ability which include the materials, the interactions, and the learning methods.*

Keywords: *factors, speaking ability, students' factors, campus environmental factor and parental involvement.*

INTRODUCTION

The mastery of speaking skill in English is a priority for many second-language or foreign language learners. It is stated that "speaking is a primary basic skill to tell and share ideas in communication". In the other words, it can be inferred that the main tool people use to deliver opinion, idea or feeling is speaking. Therefore, speaking becomes the main



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language skill which is very crucial to be learned by the students.

UIN Sheikh Ali Hasan Ahmad Addary Padangsidempuan (UIN Syahada) is one of Islamic Universities in Indonesia. This campus has run an intensive language program since 2015. The Program focuses on improving students' competency in English and Arabic. It is expected that the students can communicate not only Bahasa Indonesia and local language but also international language. So that, the students can compete globally to achieve better education. This program is a well-organized bilingual system. Students study English and Arabic for two semesters and study effectively five days a week. All students are required to speak English or Arabic. both languages are spoken throughout the campus. This program has been running for approximately 7 years.

Accordingly, students' language skills, especially in English, must be good because in this program students study intensively in class and also in dormitories. English is studied in class for six meetings a week with a duration of one hundred minutes. then learning in class is strengthened with additional English in the dormitory. Those languages are learnt every day in class. The language is spoken not only in class but also in the entire campus environment. The students are taught by C-CELT certified teachers. The teachers are professional that have licensed-teacher certificate from IALF Bali together with Cambridge University.

The effectiveness of intensive English program has been investigated through an experimental research (De Prada Creo 2023). The aim of this study was to determine the effectiveness of the intensive English program in increasing vocabulary among Stikes Hafshwaty students. The results of the study indicated that there is a significant effect between the Intensive English Program on English speaking ability. The result suggests that intensive language program gives the students more spaces to practice their communications, interactions and emotionally favorable learning environment. Regarding learning outcomes, students experienced it was successful from the language acquisition perspective and they performed improvement from overall communication skills.

Moreover, in an Islamic boarding school Makassar was found that Intensive language program significantly affect the students' Arabic communication in which it was only 1 out of 10 students got C while other got A or B (Mustofa, Febriani, and Ibrahim 2021). It means that the low score about 10% of the learners. Thus, intensive language program is proven has a good capability in improving students' language ability.

However, the students' abilities were not as expected. Many students cannot master English, especially communicating. Most of the students were reluctant to speak, their grammar was poor and the vocabulary was limited and used repetition multiple times. Many students' speaking scores are low. It is confirmed by the students' speaking test scores for a single semester. there are 32% of students who fall into the category of weak in speaking from around 1500 students. Many students cannot speak English well even though they have learnt the language every day intensively. After they pass the semester 2, most of them do not speak English anymore.

As regard to the preliminary observation done by the researcher before this research started to be investigated at semester two in intensive language program class UIN Syahada Padangsidempuan, the researcher came across to a fact that the students' ability in speaking are low. There were a lot of weak students who had low achievement in speaking. These failures affected by some factors such as, first, students were lack of self-confidence when they were speaking. Second, the students were lack of braveness to speak up because of the grammar so that they restrictedly do oral performance. Third, the students had problems in pronunciation, and vocabulary. Moreover, the researcher collected the students' speaking test scores from mid-term test and final test of intensive language program classes. It was discovered that there were so many weak students who got 5 to 8 in scale of 20 for speaking.

This is certainly a problem because this is an intensive program which aims to shape the students to have good English competencies academically and communicatively. And also it is hard to reach the vision of the campus if the support program is problematic. There are some reasons for these problems. The issue that frequently takes place is that the students are lack of speaking performance, well that's because they are not accustomed to speak English, secondly, students often seem to think hard, the third is the lack of vocabulary they have. The failure in speaking must be influenced by same factors either it comes from the students themselves or from out of the students for instance the environment, learning pattern, learning style, and so on.

In general, the factors that affect the ability to speak English are internal factors and external factors.(Dube and Mlotshwa 2018) If the source of the factors are from the students themselves it is internal factor, while the factors source are from outside of the students it is regarded as external factor. Internal factors consist of physiological and psychological factors, while external factors consist of family, school and community factors.(Dube and Mlotshwa 2018) Thus, it is hoped that internal and external factors must support each other and can increase students' internal and external factors in order to achieve maximum economic learning achievement.

The results of a study indicate that the factors that affect the ability to speak in children are Internal Factors consisting of health conditions and independence, where healthy children will be able to recognize the environment and be able to express in full in the form of language and speech and independent children will be able to take advantage of their environment to learning to speak. While External Factors consisting of environment and economy are very influential on the development of children's speaking skills, where the quality of children's interactions with their peers can encourage and hinder the development of children's speech and economic conditions and the fulfillment of nutritious food will be able to affect the development of the brain. So that it is these brain cells that will

digest the response from the environment for the development of children's speaking abilities.

Confirming to this explanation, the researcher highlights that such factors also influence the ability of students in intensive language program in speaking. The researcher aims to see the factors that affect the students' ability in speaking. to conduct a study on the factors that affect students' speaking ability in a language intensive program.

The factors that influence the students' speaking ability is categorized into two main aspects. They are internal and external factor. The internal factors are health, disability, the intelligence, motivation, interest, talent, and attitude. The external factors include from the family and School. The family factors are related to how the parents educate them at home, the relationship among the family member, the family economic background, and the family's cultural background. The School or campus factors are about the curriculum used in the campus, the teacher-student relationship, school discipline, the condition of school buildings, learning facilities, labs, libraries, the learning methods, learning tools, subject matter adapted to student development, study time, homework, greatly influence student learning processes and outcomes,

A conducive campus environment can affect student learning achievement. Because with a supportive campus environment, students will be more enthusiastic in the learning process so that their achievements will also increase. In contrast to the campus environment which is less conducive, which does not support students in their learning process, students will feel stressed and will decrease their motivation to learn which ultimately affects their learning achievement.

The environment on the other hand can also influence individual behavior patterns.(Ali and Hayat 2019) The environment is everything that is different outside the individual where in his overall behavior the individual can interact with his environment, both consciously and unconsciously, directly or indirectly. The environment is divided into two groups, namely the physical environment and the social environment.

Some researchers have completed some investigations on the impact of some factors on students' academic performance. It is proven that learners are greatly influenced by factors that come out of themselves but also from outsider.

A research did by Jayanthi, at.al. about factors affecting to academic achievement of students in a tertiary institution in Singapore (Valli Jayanthi et al. 2014). This research aims at investigating three factors namely gender, age, nationality of the students, part-time employment, extracurricular activities, and interest in pursuing higher studies affected academic success and also to know what kind of learning methods that the students use and how they affect the students' academic performance. The results showed that those factors affected the students' academic achievement.

Ashiq Hussain Dogar Marriam Bashir, Azeem Muhammad (2011), conducted a study that aims to determine the factors that affect the ability of English speaking ability.(Marriam Bashir, Azeem Muhammad 2011) The

results of this study indicate that in the students do not have enough exposure to speak in class. The speaking practices were rarely found in the instruction process. The demand of practices and awareness is really high in learning language.

Farooq, et.al. (2011) investigated about factors affecting the quality of students' achievement: a case study of secondary school level.(Farooq et al. 2011) This study aimed at examining the academic performance of secondary school students in a metropolitan city of Pakistan which influenced by various factors. The results showed that socio- economic status (SES) and parents' education significantly effect on students' whole academic acquirement as well as Maths and English.

This research is distinguished with others in which the theory used in this research focus on three aspects such as students' factors, campus environment and parental involvement while other researchers examined on the economic background. Furthermore, this research is investigated upon the students in intensive language program in UIN Syahada Padangsidempuan who continuously learn English and Arabic for two semesters. English becomes their daily communication in dormitory and throughout campus. So that, the result of this research is expected becomes an overview as enrichment for people who involved in this program to run this program better.

The goals of the research are:

1. To know the factors that influence the Students' Speaking ability in English Intensive Language Program UIN SYAHADA Padangsidempuan.
2. To know the most significant factor that affects the students' ability in English Intensive Language Program UIN Syahada Padangsidempuan.
3. To describe how the factors, influence the Students' Speaking ability in English Intensive Language Program UIN SYAHADA Padangsidempuan.

METHOD

This research was examined by applying quantitative research particularly through survey method. The population of this research is the students of intensive language program in language development centre UIN SYAHADA Padangsidempuan. The samples were randomly chosen because the questionnaires were distributed in dormitory in which there were more than 1.500 students and also to have a representative sample, the researcher used random sampling. The data was gained by using questionnaire and observation in order to be able to triangulate the data sources so that the researcher had more comprehensive and deep analysis. The questionnaire used to know the factors that influence the Students' Speaking ability and to know what factors should be need to be strengthened to improve the students' speaking ability in English Intensive

Language Program. The observation used to describe how the factors influence the Students' Speaking.

The questionnaires were distributed to the students in the class. The researcher made clear to students what to do with the questionnaire. The students did it for about 15 minutes to answer the questionnaire. After the completion, it was submitted to the teacher in the class. The questionnaires were about to find out the factors that influence the students and to know what factor need to be strengthened to enhance the students' speaking performance.

The observations were carried out in the classes and other campus environment such as dormitory, faculties, libraries, and other campus places. This observation aimed to know how the factor influence the students' speaking ability. The researcher directly did the monitoring as regard to some arranged points.

To validate the questionnaire, Cronbach's alpha was conducted. It was confirmed that the internal consistency coefficient was 0.89. This value means that the questionnaire is consistently measures the relationship among the students' factor, campus environment, and parental involvement. This statistical measurement is necessary to be applied because it comes up with information about the the relationship among the items in the scale (Oso & Onen, 2009). A five-point rating from Likert's scale was used to determine the score of the items. They are 5 = very high influence, 4 = high influence, 3 = moderate influence, 2 = low influence, and 1 = very low influence. Each item was rated based on these points and totaled. The mean then clarified in agreement with Cheruiyot & Simatwa (2016) classification, using intervals as follows: 1.00-1.44 = very low, 1.45 – 2.44 = low, 2.45 – 3.44 = moderate, 3.45 – 4.44 = high and 4.45 – 5.00 = very high.

Each of the items in questionnaire was analyzed as follows to compute numeric values: First, the students' factors, such as physical factors like health and disability; and psychological aspects such as intelligence of students/ motivation, interest, talent and attitude. The Second aspect is family factors which include how parents educate, relationship between family members, family economy and cultural background. And last, campus factors involved curriculum, teacher-student relationship, school discipline, instrumental factors, gender differences and learning pattern.

To ascertain the analysis, multiple linear regression was conducted on measuring the influence of the dependent variable. And to know whether those factors significantly influence the students' speaking ability, the researcher used ANOVA. It was also important in interpreting the relative contribution of each of the variables and in establishing how much unique variance in the dependent variable was occasioned by the independent variables. The $\alpha = 0.05$ was used to compute all tests.

RESULTS

Before the analysis go further, it is compulsory to examine the pre requirement tests. The researcher tested the normality of the data. To

examined the data, Kolmogorov-Smirnov and Shapiro-Wilk tests were applied, as shown in Table 4.1.

Table 4.1 Tests of Normality

	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistics	df	Sig.	Statistic	Df	Sig.
Students' Factors	.093	115	.076*	.977	117	.071
Campus Environmental Factors	.118	115	.087*	.982	117	.093*
Parental Involvement	.122	115	.066*	.930	117	.079*
Students' Speaking ability	.118	115	.040	.954	117	.048

* This is a lower bound of the true significance Lillfors significance correction

The table above is the result of both Kolmogorov-Smirnov (K-S) and Shapiro-Wilk calculation. It was found that ($p < .05$) smaller W than 1 means that the data is normally distributed. If Shapiro-Wilk (W) is higher than 0.05, the data is normal. It is proven from Table that $P > 0.05$ in which $P = 1.0$. Then, Durbin Watson test was conducted to find if observations were independent as one of the assumptions of multiple regression as shown in Table 4.2.

Table 4.2 Test of Independence: Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.586 ^a	.343	.319		1.37746	1.643

a. **Predictors:** (Constant), Students' Factors, Campus Environmental Factors, Parental involvement b. **Dependent Variable:** Students' Speaking Ability

According to Marquardt (2012), The factors are correlate each other if the if the Durbin-Watson statistic should be between 1.5 and 2.5. The table clarifies that the Durbin-Watson statistic was 1.643 which is between 1.5 and 2.5, denoting that the data was not auto-correlated, meaning the assumption of independence was not violated.

A multiple regression analysis was used to examine a linear model that could be used to interpret the students' speaking ability with the dependent variables. This analysis is important to explain how the students' factor, campus environment and parental involvement are able to predict the level of students' speaking ability. Thus, every independent variable was analyzed in terms of its predictive power. So that the researcher was able to know how much unique variance. Table 4.3 presents the regression analysis model summary output.

Table 4.3 Regression Analysis Model summary output: Campus Environmental Factors on Students' Speaking Ability.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.780 ^a	.536	.516	1.37633	.536	18.912	3	113	.000

a. **Predictors:** (Constant), Students' Factor, Campus Environmental Factor, Parental Involvement.

The findings indicate that adjusted R=.516 means that the dependent variable-students' speaking ability has a good measure of level prediction. R=.516 in percentage is accounted to 51.6% which is described Campus environmental factor becomes the most predictive variable among others. Moreover, to value the statistical significance of the result it was necessary to look at the ANOVA results shown in table 4.4

Table 4.4: ANOVA-Campus Environmental Factors on Students' Speaking Ability.

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	107.474	3	35.825	18.910	.000 ^b
Residual	212.158	112	1.894		
Total	319.632	116			

a. **Dependent Variable:** Students' Speaking Ability

b. **Predictors:** (Constant), Students' Factor, Campus Environmental Factors, Parental Involvement

Through ANOVA, it is confirmed that the value F (3,112) = 18.910 with Adjusted R² = .516 at the level significant alpha = 0.05, means that the variable is very significant and adequate to determine the variance in students' speaking ability. It implies that Campus environmental factor is strongly influence the ability of speaking among students in semester II.

This research attempted to examine the level of contribution of each factor on students' speaking ability. This is shown by coefficients values in Table 4.5.

Table 4.5: Coefficient Output: Campus Environmental Factor on Students' Speaking Ability

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2.632	1.164		-2.271	.025
Student Factors	.304	.159	.195	1.510	.019
Campus Environmental Factors	.673	.261	.424	2.646	.026
Parental Involvement	.391	.156	.191	1.365	.020

a. **Dependent Variable:** Students' Speaking Ability

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon.$$

$$-2.621units + .304x_1units + .673x_2units + .391x_3units + \text{error term}$$

As regard to the analysis, all factors have different value contributing on students' speaking ability. The most significant factor among others is Campus environmental factor and the least impacted is parental involvement. The coefficient of campus environmental factor is 0.424 at the level of alpha = 0.05 means that it strongly impacts the students' performance in speaking.

In contrast, the lowest value is parental involvement in which 0.191, conveying that the influence does not contribute significantly on students' ability in speaking. The moderate factor influencing the dependent variable is the students' themselves factor, indicating 0.195 which actually almost has similar contribution with parental involvement. From the analysis, it is confirmed that all factors come up with contribution on students' performance in speaking.

A regression model for the relationship between these independent variables and the dependent variable is shown below.

$$\text{In this model: } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon.$$

Where: Y is Students' Speaking Ability

X ₁	Students' Factors
X ₂	Campus Environmental
X ₃	Parental Involvement

The students' academic performance level was interpreted by:
 $-2.621units + .304x_1units + .673x_2units + 391x_3units + \text{error term}$

From the model, the coefficients indicate those independent variables do influence the students' speaking proficiency although the impacts are different. It can be seen that the value of X₂, campus environmental factor is about 0.782 which clarifies that there is a strong corresponding on students' speaking performance in semester II. Indeed, all the factors have distinctive values to the speaking. So that, it can be summarized that all predictors have contributed on this skill.

From the observations made by the researcher during the meeting, it was found that the learning process was engaging, interactive and interesting. The classroom activities promote the students to talk more in English and do more in class such as doing games and doing tasks. The students were interested in learning process. The lecturers were guided by a lesson plan to run the lesson. It is real and clear plan to be conducted. Students attending in class feel a bubbly excitement of success and improvement and have clarity on what is expected of them or areas of improvement needed. The lecturers empower students and make them feel great about themselves and tap on their strengths and weaknesses alike with a clear view on how to improve.

Students have a clear guidance, direction and the opportunity to practice in order to improve themselves. There is not just one method of teaching English found the lesson plan, but also various learning media were applying in the class such as, role play, guessing, task-based learning, simulation, information gap, and so on.

Furthermore, the researcher also found that the lecturers set realistic expectations for their students. Every student learns at a different pace. The lecturers tried to make the learning fun. Although learning a language can be challenging, but it can also be enjoyable. Incorporate games, songs, and other fun activities into the lessons. The lecturers were frequent to provide regular feedback such as correcting the students' mistakes in pronunciation, grammar, vocabulary and so on. Students need feedback on their progress to know how they are doing and where they need to improve. Regular feedback can help keep students motivated and engaged. It was also found that the learning is interactive in which the learning accommodates the students to practice speaking and listening in class as much as possible. And also it fits the students' real experiences. The material incorporates real-life situations. The material brings English in context by incorporating real-life situations into the lessons which can help students learn how to use English in practical, everyday situations.

DISCUSSION

The results confirm that the campus climate becomes the most powerful factors among the others influencing the students' ability in speaking. Many other findings have reinforced these results. Campus environment becomes the most influencing factor on students' emotional behavior to speak (Brand et al., 2008). It contributes a great affect toward students' adaptive psychosocial adjustment and self-esteem (Way et al., 2007). Bernstein (2006) had investigated that students in a well-maintained school with more supportive facilities for learning will perform better than those who are in poorly maintained school. It makes sense that campus environment is significant on the students' improvement on speaking. This evidence concurs with other earlier studies in various ways. It can be clarified that low academic achievement strongly created by failed school management (Kalagbor, 2016). Accordingly, the present of technical, interpersonal, conceptual and administrative skills is essential in students' academic performance (Akinola & Obafemi, 2013).

The findings of this research count that there are three main predictors which affect the students' behavior in speaking. They are students' factor, campus environment factor and parental involvement factor. In line with the analysis, it is confirmed that more than 50% of the students' ability in speaking influenced by the exposures that they get from the campus environment including the class, the facility, the people, and also the learning process. While the two other factors both are totaled to 48%. Studies have revealed that school with satisfying facilities, qualifies teachers and friendly learning environment will have better students than those school with poor learning facilities (Mudasir & Norsuhaily, 2015; Ilomo

& Mlavi, 2016). Moreover, there is a remarkable difference between the students in an exemplary school with inadequate center of learning (Ado, 2015). Environment factor plays a great role in determining the students' achievement in learning. Regarding to students and parental factor, both are completely contributive on students' academic performance in which those factors shape the students' character and behavior in learning (Ralphand & McNeal, 2014). It is also strengthened by Gitome et al., (2013) confirmed that students' various levels of learning achievement are based on the attitude formed by the students on the subject.

CONCLUSION

After analyzing the data, this research comes to the conclusion about investigation. The conclusions of the research are:

1. The factors that influence the students' speaking ability in English Intensive Language Program UIN Syahada Padangsidempuan are students' factors, campus environmental factor and parental involvement.
2. The most significant influencing factor on students' speaking ability is campus environmental which is campus environmental factor which is 52%.
3. Campus environmental greatly influences the students' speaking ability which include the materials, the interactions, and the learning methods. It is recommended for the stakeholder to facilitate the students with more relevant materials, books, or other learning sources. The campus stakeholders also need to regulate the use of English in campus such as facilitate the all lecturers and administrators to learn English especially speaking for daily communication, so that students can interact with them by using English.

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