

Factor Analysis Affecting English Speaking Proficiency Based Open Access Articles on *ScienceDirect* Database

Nanik Shobikah

Institut Agama Islam Negeri (IAIN) Pontianak, Jl. Letnan Jenderal Soeprapto No. 19,
Benua Melayu Darat, Pontianak Selatan, West Kalimantan 78122, Indonesia

*nanikshobikah@iainptk.ac.id

ABSTRACT: *This study explores the factors affecting the ability to speak English. The method used in this study is the systematic review with PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) model. This study used the ScienceDirect database. The article search process uses the process of identification, screening, eligibility, and inclusion. First, the identification was used with the keyword “English-speaking” as the filter, then it was continued by the latest 5-years of article publication. The screening process is performed with open access and archive criteria, while the eligibility process is performed with research objectives conformity. The inclusion is the final stage for the article chosen based on the research focus. This study revealed that the factors affecting the ability to speak English are; gender, native-speaker teachers, self-efficacy, peers, culture, motivation, and English as a lingua franca. The weakness of this study is that the data was taken from articles based on ScienceDirect and open-access databases only. Therefore, other researchers are suggested to conduct systematic reviews using multi-databases such as Web of Science, Emerald, Wiley, and Sage.*

Penelitian ini bertujuan mengeksplorasi faktor-faktor yang mempengaruhi kemampuan berbicara Bahasa Inggris. Metode yang digunakan adalah *systematic review* dengan model PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analysis*). Database yang digunakan adalah database *ScienceDirect*. Proses pencarian artikel menggunakan proses identifikasi, *screening*, *eligibility* dan *inclusion*. Identifikasi pertama digunakan filter dengan kata kunci *English speaking*, kemudian dilanjutkan dengan pembatasan pada artikel yang terbit dalam 5 tahun terakhir. Proses *screening* dilakukan dengan kriteria *open access* dan *open archive*, sedangkan proses *eligibility* dilakukan berdasarkan kesesuaian dengan tujuan penelitian. Proses *inclusion* adalah proses terakhir artikel terpilih yang sesuai dengan fokus penelitian. Hasil penelitian ini mengungkap bahwa faktor yang dapat mempengaruhi kemampuan berbicara Bahasa Inggris adalah gender, guru penutur asli, kemampuan diri sendiri, teman sejawat, budaya, motivasi, dan Bahasa Inggris sebagai lingua franca. Kelemahan penelitian ini adalah data diambil dari artikel berdasarkan pada database *ScienceDirect* dan *open access*. Oleh karena itu, peneliti lain disarankan melakukan *systematic review* menggunakan multi-database seperti Web of Science, Emerald, Wiley atau Sage.

Keywords: *Students Ability, English Speaking, Research, ScienceDirect.*

Received: April 6, 2023; Revised: May 16, 2023; Accepted: May 25, 2023

I. INTRODUCTION

English has an important role in international relations, as well as in corporations (Andersen & Rasmussen, 2004). It is because English is applied in more than 200 countries in the world as the international language used in any sector of life particularly in economic, politics, education, and social relationship. Research in Malaysia also shows the importance of English for students and workers because it has social implications (Zainuddin et al., 2019). *English* is an international social language that is very important to be mastered by students. Among the important abilities that students must master is the ability to speak English, which requires other abilities. English language learning is divided into native and non-native speakers, which has its differences. In terms of speaking, the non-native is inferior, but in terms of language literacy ability, there is no difference between the native and non-native speaker (Zhao et al., 2021).

Learning English conversation is very important because English is used as a worldwide international language to communicate in various situations. The reasons why students should learn English conversation are; 1) students can communicate with people from different countries, 2) It increases employment opportunities because the English language is used in the global and industrial business, and 3) Students can access information and resources because many important information and resources from various disciplines are only available in English, such as books, and journals. English conversation skills can be improved through regular practice, listening comprehension, dictionaries, and apps use, intonation practice, English courses, and self-independent speaking practice.

English speaking skill is the ability of an individual to communicate orally using English. This skill is including the ability to understand English conversations, express thoughts, ideas, and opinions in English, and any conversations in various social and professional situations. English speaking skill is particularly important in many situations, such as working in multinational companies or international business, studying abroad, or traveling to English-speaking countries. In addition, English speaking skill is also very important in improving interpersonal skills and building social relationships among speaking English people. English speaking skills can be improved through continuous practice and experience, such as joining an English study group or practicing speaking English with peers or native speakers. Many online resources such as video tutorials, podcasts, and online courses can help improve people's English speaking skills besides the interaction with teachers. It is also very important to encourage students to use the online resources available nowadays (Merdeka et al., 2020). Teachers must also pay attention to their teaching style because teaching style also affects students' speaking ability (Rahmat et al., 2018). Many students sometimes make their teacher's teaching style one of their motivations for learning English. Better speaking skills in English will open up more opportunities in people's careers, helping people to develop social relationships and confidence in international situations. Therefore, this study describes the factors that affect the students speaking ability.

Elsevier's ScienceDirect is a digital repository of journal articles, book chapters, and reference materials related to science, technology, and medicine. It offers access to a sizable library of academic works that have undergone peer review in many disciplines, including the life sciences, physical sciences, engineering, social sciences, and humanities. Researchers, scholars, and students can search, read, and download papers, book chapters, and other content online through ScienceDirect. Additionally, it gives users access to multimedia elements, including photographs, videos, and interactive parts of articles. Access to content on ScienceDirect, a subscription-based site, is typically made possible via institutional or academic subscriptions.

In other words, Scopus is a bibliographic database that offers citations and abstracts for academic literature. It includes various academic fields, such as science, technology, medicine, social sciences, arts, and humanities. The H-index and other citation metrics, including citation counts, are accessible through Scopus, which indexes articles from various journals, conference proceedings, and books.

In conclusion, ScienceDirect offers full-text access to scholarly publications, whereas Scopus offers bibliographic data and citation metrics for scholarly works. For researchers, professors, and students looking to access scientific publications, both platforms are valuable tools. This study focuses on the database in ScienceDirect because Scopus is a highly helpful bibliography of academic articles.

II. METHOD

The present study is categorized as qualitative research (Royadi, Susiana, & Khumaida, 2019), which tries to present research findings in the form of arguments and sentences rather than numbers or statistical information (Busetto, Wick, & Gumbinger, 2020). The research objectives were examining the relevant factors affecting English-speaking abilities. Hence qualitative research was chosen to address these issues. In order to accomplish the research objectives mentioned above, a literature review (Winchester & Salji, 2016), a research that gathers information from a variety of textual sources including books and officially published articles (Snyder, 2019), was used as the basic for this study. The seeds are thoroughly read and categorized following the research material. The present research uses a systematic review model from the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analysis*) model. The articles reviewed come from the *ScienceDirect* database. *ScienceDirect* is a database of articles and journals indexed by Scopus. Journal articles are selected based on the keyword "*English speaking*" as the first filter. Before filtering the articles, it was shown that there were 183,088 articles. The second filter was based on the last 5-years articles publications. It was found that there were 40477 articles. Based on the research focus, there were 30.504 articles. The number of articles based on open access and open archive criteria was 452 articles. Then, they are filtered again to be more specific for social science and psychology based on the scientific dashboard. It was obtained that there were 178 articles. There are 69 articles published in the *Journal of Social Science & Humanities*, and finally, 7 articles were chosen for review. Following the collection and

classification of the study data, the researcher compares the data by contrasting one source with another and one opinion with another. The researcher then decides where to place the research concerning other ideas. Therefore, the originality of this study lies in how researchers have strengthened and refuted previously held beliefs about English language proficiency.

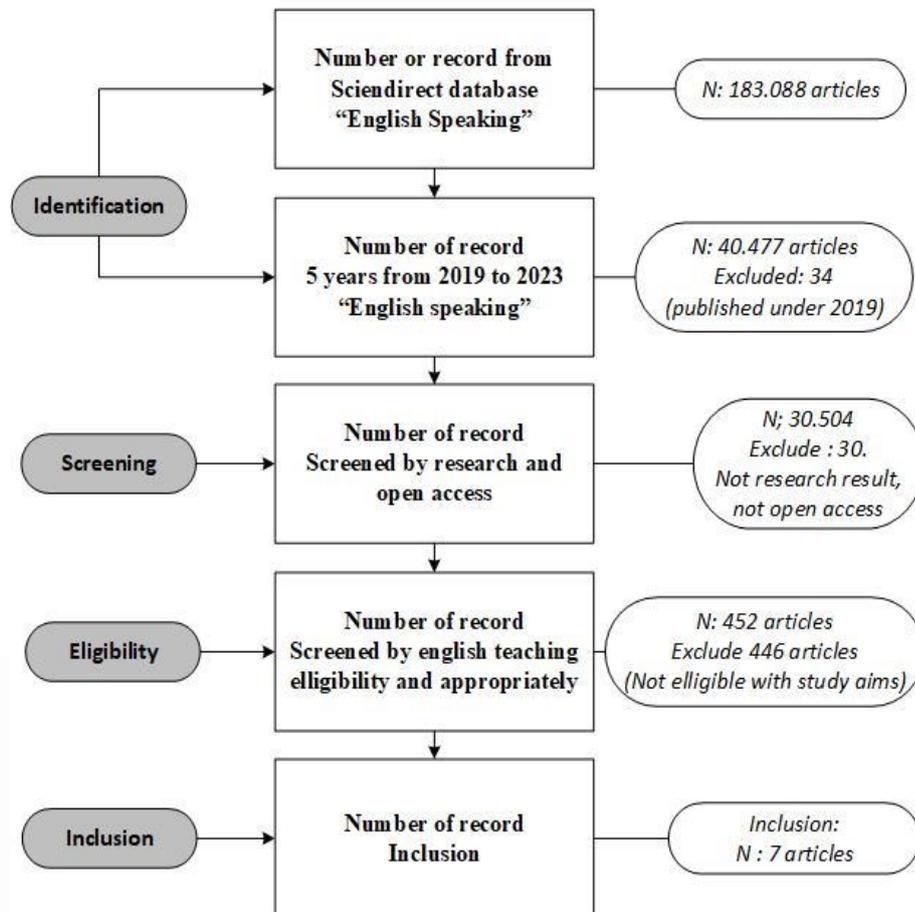


Figure 1. The Systematic Review Model

Based on the inclusion criteria, there were 7 articles selected because of their suitability with the objectives of this study described in Table 1:

Table 1. Articles Selected

No	Title	Year	Author/s	Journal
1.	Speaking Fundamental Frequencies of Adult Speakers of Australian English and Effects of Sex, Age, and Geographical Location	2022	Y. Leung, J. Oates, V. Papp and S.-P. Chan	Journal of Voice
2.	Native-English speaking teachers' experiences in East-Asian language programs	2020	M. Jeon	System

3.	Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions	2020	S.-Y. Chien, G.-J. Hwang and M. S.-Y. Jong	Computers & Education
4.	Self-efficacy and english public speaking performance: A mixed method approach	2020	X. Zhang, Y. Ardasheva and B. W. Austin	English for Specific Purposes
5.	Contributions of (de) motivation, engagement, and anxiety to English listening and speaking	2020	X. Zhang, S. Dai and Y. Ardasheva	Learning and Individual Differences
6.	Sources of college EFL learners' self-efficacy in the English public speaking domain	2019	X. Zhang and Y. Ardasheva	English for Specific Purposes
7.	Taking ELF off the shelf: Developing HE students' speaking skills through a focus on English as a lingua franca	2019	D. Dippold, S. Bridges, S. Eccles and E. Mullen	Linguistics and Education

III. RESULT AND DISCUSSION

Overview of Speaking Skill in English

Depending on the student's level of English at the primary level, there may be numerous stages to learning English conversation. To learn how to converse in English, people must consider the following general phases and advice; 1) basic grammar and vocabulary; at this stage, students will study the fundamentals of grammar, sentence structure, and vocabulary. Starting with simple expressions will allow students to increase student's vocabulary and grammar skills gradually; 2) reading picture books, viewing English-language films, and using language-learning applications are all excellent ways to improve English skills; and 3) speaking and listening; once students have a preliminary knowledge of English, students can concentrate on improving students speaking and listening abilities. Students can improve their speaking skill in English by practicing with native speakers, enrolling in English conversation classes, or joining English online discussion forums or seminars. In learning English, prioritizing speaking and listening are crucial.

Gender

The study sought to describe the normative Speaking Fundamental Frequency (FOS) characteristics of Australian English. Data was taken from 244 female and 135 male speakers aged between 18 to 60 years old. The findings revealed that location does not affect FOS, but gender has a positive effect on FOS. Females are higher than males. At every different age of 1 year, FOS decreases by 0.37 Hz (Leung et al., 2022). The results of this study show that female speakers have higher FOS than male speakers. This study was conducted in Australia. Researcher will need more in-depth research when this study is conducted in Indonesia. At least, the researcher got the preliminary information that gender factors affect FOS. A person's gender can affect the language used, as it often reflects values and social norms that exist in society. As a result, gender can influence language through word choice, pronunciation, body language, style, and dialect differences. It is important to recognize these differences and note that language often reflects society's values and social norms.

Native-Speaker Teachers

Students will be more excited and interested when they learn English speaking from native speakers. Experienced native-speaker teachers in Asia get different policies and institutional structures, such as aims, eligibility requirements, policies, salary, and benefits (Jeon, 2020). Native-speaker teachers have significant implications for this program, such as Hong Kong's Native Speaking English Teachers Scheme (NET) in Hong Kong, the Japan Exchange and Teaching Program (JET) in Japan, the English Program in Korea (EPIK) and Teach and Learn in Korea (TaLK). For the institutions that have no this program, they can create their program by inviting native-speaker teachers.

Self-Efficacy

X. Zhang, Y. Ardasheva, and B. W. Austin conducted a study in China. The result of the study revealed that self-efficacy is closely related to the ability to speak (Zhang et al., 2020). Self-efficacy is the perception of someone who considers that he/she can do something to achieve his/her goals. Foolfolk (2004) revealed that self-efficacy is a specific person's assessment of a person's competence in doing a specific activity on purpose. This competence will affect a person's ability to respond specific situations and conditions from his/her experiences. Many studies show the influence of self-efficacy on students' speaking skills, such as Khatib and Maarof's research which examines the perceived self-efficacy of speaking ability using the constructs of ability, activity, and aspiration (Khatib & Maarof, 2015). Self-efficacy plays an important role in a student's English-speaking ability.

Peer Assessment

Realizing that English as a Foreign Language (EFL), students generally have few opportunities to communicate with people in English. Chien finally assumed that peer assessment could improve student language skills (Chien et al., 2020). Peers have an important role in student learning including learning English conversations. Students should have a peer in learning. Good peer assessment can motivate and support the student's learning process. Peers can assess the student's English skills including pronunciation, intonation, fluency in speaking ability, listening ability, and reading ability. Peers can also provide motivation and constructive and positive feedback. Support and motivation from peers can help students in improving their English skills.

Culture

The research results in China show that culture can also affect speaking ability, self-efficacy, and desire to master and speak English (Turner et al., 2021). To learn English well, especially English conversation, it is also necessary to learn the culture of English speakers (McKay, 2004). It will help students understand the meaning of conversation explicitly and implicitly. Culture and language are closely related to each other. Language is one of the main aspects of culture. It is because language is used as a means of communication and expression in society. Language also plays an important role in building a person's identity and character based on a person's culture.

Language is used to describe experiences, express ideas, the worldview, and values espoused by society. In this case, language can be a mirror of culture because language reflects the way of view, beliefs, and values held by society. Conversely, culture also influences the use of language. Each language has a unique grammar and vocabulary, reflected in the way of life, environment, and values held by the society where the

language is spoken. Therefore, an excellent cultural understanding can help a person to understand and use language more effectively.

Motivation

Other studies in Vietnam are also strengthened that motivation is one of factor affecting English Language Proficiency and prior learning experience (Ngoc Truong & Wang, 2019). Motivation is important in any learning, including learning to speak English. The research results in Indonesia show that motivation affects English achievement (Aminah, 2012; Hafisah et al., 2016). Therefore, English teachers or lecturers need to maintain the high motivation of their students to learn English. In order to increase this learning motivation, teachers need to carry out interpersonal communication and give reward for students (Melalui et al., 2016). Otherwise, teachers can also use appropriate teaching styles (Rahmat et al., 2018). Teachers can also increase students' learning motivation through social support, learning expression, anxiety, future orientation, provide hope and praise (Taufiqurrochman & Karyani, 2019). Motivation affects a person's ability to speak English. People who have high motivation will be more motivated and improve their ability in English speaking skill. Therefore, a person needs to maintain high motivation in learning English in order to improve their ability in English speaking skill. Motivation is a critical factor that affects a person's ability to speak English. Leong and Ahmadi's research also states that students with high motivation have higher speaking skill in English than students with low motivation (Leong & Ahmadi, 2017).

English as a Lingua-Franca

Focusing on English as a lingua franca (Dippold et al., 2019), it is stated that the ability to use English as a medium of instruction in daily communication and academic lectures greatly determines student abilities. English as a lingua franca is preferred in ASEAN (Kirkpatrick, 2003). In subsequent studies, Kirkpatrick mentioned that a combination of English and local languages as lingua franca could also be applied (Kirkpatrick, 2012). The prospective schools, such as China's Business English Program, also use English (Si, 2019). So, among the factors that contribute the ability to speak English is the habit of using English language as the medium of instruction both in daily communication and academic lectures. In terms of using English as a lingua franca, McNamara stated that it is a challenge for language tests (McNamara, 2012), in Further, Hult mentioned that English is not only a lingua franca but also a language of globalization (Hult, 2017), both in education and business (Wu, 2013). Research in Thailand mentioned about the era of English (Kongkerd, 2013), and China also mentioned that English as a lingua franca is a new approach to learning (Si, 2019). English as the language as a medium of instruction provides many advantages for students, including global resource access, English language skills improvement, international study or career preparation, ease of communication, and increasing educational and employment opportunities.

Speaking English is an excellent method to expand student communication abilities. Speaking is a productive skill in English because it is pronounced and spoken, so people can communicate well by speaking in any language especially in English as the international language. Some pointers for enhancing students' spoken English are; 1) regular practice; this technique will improve students: the more students practice, the better students become. 2) speak with native speakers; students may enhance students vocabulary, grammar, and pronunciation by conversing with native speakers. Partners for language exchange might be found locally or online. 3) listening to native English

speakers as much as students can, whether through music, movies, TV shows, podcasts, or other media. Listening will make it easier for students to understand the language sounds and intonation.

IV. CONCLUSION

Factors that affect the ability to speak English are gender, native-speaker teacher, self-efficacy, peers, motivation in learning English, and English as a lingua franca. This conclusion shows that English Language Education Institutions or universities need to prioritize those factors mentioned so that students can increase their ability in English speaking maximally. Many factors still have not been revealed yet and need to be explored in more detail in this study. It is because of the limited time for the researcher to conduct more comprehensive research and involve more databases.

The limitation of this article is that it only discusses articles from the ScienceDirect database. Other researchers can continue this research by adding databases such as Web of Science, Emerald, Willey, and Sage. In addition, this article only discusses the ability to speak English, so future researchers can continue with the ability to listen, read, and write English. The result of this study does not mean to exclude the previous techniques and methods carried out by many university researchers. Some methods can be used to improve English speaking skill, such as the intensity of speaking English regularly, listening to English conversations through watching movies, and other methods done by universities. Universities' use of language specialists also affects students' ability, as the results of F. Aish and J. Tomlinson's research on using language specialists to improve the ability of lecturers, teachers, and students in English speaking. This study recommends to improve teaching skills.

V. REFERENCES

- [1] Aish, F., & Tomlinson, J. (2022). Using the knowledge and expertise of English language specialists to enhance L1 English speaking lecturers' lectures: A professional development project. *Journal of English for Academic Purposes*, 59, 101145. <https://doi.org/https://doi.org/10.1016/j.jeap.2022.101145>
- [2] Aminah, E. (2012). Kontribusi Motivasi Belajar Dan Aktivitas Siswa Dalam Pembelajaran Terhadap Prestasi Belajar Bahasa Inggris Siswa Kelas Viii Di Smp Negeri 1 Kota Salatiga 2012. <https://digilib.uns.ac.id/dokumen/detail/29277>
- [3] Andersen, H., & Rasmussen, E. S. (2004). The role of language skills in corporate communication. *Corporate Communications: An International Journal*, 9(3), 231-242. <https://doi.org/10.1108/13563280410551150>
- [4] Chien, S.-Y., Hwang, G.-J., & Jong, M. S.-Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers & Education*, 146, 103751. <https://doi.org/https://doi.org/10.1016/j.compedu.2019.103751>
- [5] Dippold, D., Bridges, S., Eccles, S., & Mullen, E. (2019). Taking ELF off the shelf: Developing HE students' speaking skills through a focus on English as a

- lingua franca. *Linguistics and Education*, 54, 100761.
<https://doi.org/https://doi.org/10.1016/j.linged.2019.100761>
- [6] Hafisah, H., Tri, A., & Pekanbaru, D. (2016). Pengaruh Minat Dan Motivasi Belajar Terhadap Prestasi Belajar Bahasa Inggris (Survei pada SMK Negeri di Jakarta Selatan). *jurnal.umsb.ac.id*, 63.
<https://www.jurnal.umsb.ac.id/index.php/menarailmu/article/view/1508>
- [7] Hult, F. M. (2017). More than a lingua franca: Functions of English in a globalised educational language policy. *Language, Culture and Curriculum*, 30(3), 265-282.
- [8] Jeon, M. (2020). Native-English speaking teachers' experiences in East-Asian language programs. *System*, 88, 102178.
<https://doi.org/https://doi.org/10.1016/j.system.2019.102178>
- [9] <https://www.sciencedirect.com/> accessed on January, 2023
- [10] Khatib, F. M. M., & Maarof, N. (2015). Self-efficacy Perception of Oral Communication Ability among English as a Second Language (ESL) Technical Students. *Procedia - Social and Behavioral Sciences*, 204, 98-104.
<https://doi.org/https://doi.org/10.1016/j.sbspro.2015.08.121>
- [11] Kirkpatrick, A. (2003). English as an ASEAN lingua franca: Implications for research and language teaching. *Asian Englishes*, 6(2), 82-91.
<https://doi.org/10.1080/13488678.2003.10801120>
- [12] Kirkpatrick, A. (2012). English as an Asian Lingua Franca: the 'Lingua Franca Approach' and implications for language education policy. *jelf*, 1(1), 121-139.
<https://doi.org/10.1515/JELF-2012-0006/HTML>
- [13] Kongkerd, W. (2013). Teaching English in the era of English used as a lingua franca in Thailand. *Executive Journal*, 33(4), 3-12.
- [14] Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill.
- [15] Leung, Y., Oates, J., Papp, V., & Chan, S.-P. (2022). Speaking Fundamental Frequencies of Adult Speakers of Australian English and Effects of Sex, Age, and Geographical Location. *Journal of Voice*, 36(3), 434.e431-434.e415.
<https://doi.org/https://doi.org/10.1016/j.jvoice.2020.06.014>
- [16] McKay, S. L. (2004). Teaching English as an international language: The role of culture in Asian contexts. *Journal of Asia TEFL*, 1(1).
- [17] McNamara, T. (2012). English as a lingua franca: The challenge for language testing. *Journal of English as a Lingua Franca*, 1(1), 199-202.
- [18] Melalui, M. B., Belajar, M., Kelas, S., Dalam, V. I., Bahasa, P., Sd, I. D., Petra, K., & Dewi, S. K. (2016). komunikasi interpersonal dan pemberian reward terhadap minat belajar melalui motivasi belajar siswa kelas vi dalam pembelajaran bahasa inggris di sd kristen *publication.petra.ac.id*, 2(1).
<http://publication.petra.ac.id/index.php/breview/article/view/9185>
- [19] Merdeka, I., Berdasarkan, B., Tamansiswa, A., & Sudaningsih, I. V. (2020). Interaksi edukatif antara pendidik dan peserta didik untuk meningkatkan motivasi belajar bahasa inggris.
<https://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7544>

- [20] Ngoc Truong, T. N., & Wang, C. (2019). Understanding Vietnamese college students' self-efficacy beliefs in learning English as a foreign language. *System*, 84, 123-132. <https://doi.org/https://doi.org/10.1016/j.system.2019.06.007>
- [21] Rahmat, H., Midad, M. J. E., & undefined. (2018). Hubungan Gaya Mengajar Guru Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Inggris. *journal.uinmataram.ac.id*, 10(2), 98-111. <https://journal.uinmataram.ac.id/index.php/elmidad/article/download/775/436>
- [22] Si, J. (2019). English as a Lingua Franca: A New Approach for English Language Teaching in China? *Chinese Journal of Applied Linguistics*, 42(1), 113-135. <https://doi.org/10.1515/CJAL-2019-0007/HTML>
- [23] Taufiqurrochman, I., & Karyani, U. (2019). Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris. <http://eprints.ums.ac.id/id/eprint/71341>
- [24] Turner, J. E., Li, B., & Wei, M. (2021). Exploring effects of culture on students' achievement motives and goals, self-efficacy, and willingness for public performances: The case of Chinese students' speaking English in class. *Learning and Individual Differences*, 85, 101943. <https://doi.org/https://doi.org/10.1016/j.lindif.2020.101943>
- [25] Wu, Y. (2013). Business English as a Lingua Franca (BELF). *International Education Studies*, 6(10), 130-138.
- [26] Zainuddin, S. Z. B., Pillai, S., Dumanig, F. P., & Phillip, A. (2019). English language and graduate employability. *Education + Training*, 61(1), 79-93. <https://doi.org/10.1108/ET-06-2017-0089>
- [27] Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and english public speaking performance: A mixed method approach. *English for Specific Purposes*, 59, 1-16. <https://doi.org/https://doi.org/10.1016/j.esp.2020.02.001>
- [28] Zhao, S., Zhou, G., Fallis, J., Pillon, K., & Luo, R. (2021). Information literacy skills: Investigating differences between native and non-native English-speaking students. *The Journal of Academic Librarianship*, 47(5), 102424. <https://doi.org/https://doi.org/10.1016/j.acalib.2021.102424>