

FACTORS CONTRIBUTING TO EFL LEARNERS' SPEAKING PERFORMANCE

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Article Info	Abstract
<p>Received: 22 March 2021 Accepted: 05 April 2021 Published: 30 April 2021</p> <hr/> <p>Keywords:</p> <p>contributing factors; speaking performance; EFL learners</p>	<p>This research investigated the factors contributing to learners' speaking performance and exploring the reasons why those factors are perceived by learners to contribute to their speaking performance. This was descriptive research that used both quantitative and qualitative approaches. The participants of this research were 28 EFL learners who were selected by using cluster random sampling. Closed-ended questionnaires, open-ended questionnaires, and interviews were used to collect the data. The data from closed-ended questionnaires were analyzed quantitatively using the descriptive statistics of frequencies and percentages, while the data from open-ended questionnaires and interviews were analyzed qualitatively. Data from all sources were triangulated to validate the data. The result of the closed-ended questionnaire showed that the factors which contribute the most to learners' speaking performance were the time for preparation and topical knowledge with the same percentages (97.4%). The least factor that contributes to learners' speaking performance was the pressure to perform well (60.5%). Those factors contribute to learners' speaking performance in both positive and negative ways. These influences can either help motivate learners to speak English or even discourage them from doing so. It all depends on how learners' value, respond to, and behave towards those factors. Furthermore, this research also gives contributions on factors that contribute to learners' speaking performance; those are vocabulary and interaction with native speakers.</p>

INTRODUCTION

Speaking has long been recognized as one of the most critical language skills in language learning, where the skill of a language learner is measured by their ability to use the

language in oral communication. Abedini and Chalak (2017) stated that many academics believe that speaking is a way for English as foreign language (EFL) learners to engage with one another in order to achieve their goals, convey their interests, objectives, and points of view. To communicate in any language, one must first learn how to speak in that language. Speaking is also considered as an essential and challenging skill to be mastered by EFL learners. It is more complicated since it involves more than just pronouncing words (Bashir et al., 2016). It is because in speaking people will concern with many different and complex things, such as pronunciation, intonation, grammar, vocabulary, fluency, accuracy, and many more.

Speaking skills are crucial not only in education but also in the workplace. This is in line with what Baker and Westrup (2003) stated that learners who are fluent in English have a better chance of having a better education, landing a good career, and getting promoted. Moreover, in this age of globalization, English has become a precious asset for everyone looking for work in business, industry, and technology. It not only assists someone in obtaining the job he/she wants, but it also supports him/her in being more successful in their current position. But in fact, years of learning English have not yet proven to be very successful in encouraging learners' ability to communicate effectively orally. Some previous research found that many learners still have low performance when they have to communicate or speak up in front of others. As a result, this problem has been one of the most talked-about topics in language learning in recent years.

Some research related to factors contributing to EFL learners' speaking performance have been carried out, those are Kondo (2018) who conducted a study to know what factors contributed to the English-speaking performance of students at Universitas Klabat, Manado, Indonesia. The study discovered that the environment, peers, teacher, and related technology all played a role in students' English-speaking performance. The most significant factor that contributed to their speaking performance was the environment, while the technology used was described as the least factor. Meanwhile, Jindathai (2015) examined the effect of a variety of factors on engineering students' oral performance. The participants were 154 Thai-Nichi Institute of Technology (TNI) engineering students in their first and second years. The findings found that three major obstacles to learners' speaking development were management in teaching and learning English, exposure to English, and personality. Motivational and attitude factors, on the other hand, had no significant impact on learners' speaking performance. In addition, Tuan and Mei (2015) investigated problems encountered by learners at Le Thanh Hien High School Vietnam and factors influencing their spoken language performance. They found that many factors can affect or influence learners speaking performance such as knowledge of the topics, ability of listening, speaking motivation, teacher's comment or feedback during speaking activities, listeners' support, anxiety, self-confidence, the pressure to perform well, time provided for preparation, and time allowed to perform speaking.

On the other hand, Park and Lee (2005) explore the correlations between second language learners' anxiety, self-confidence, and speaking performance. The results showed that the level of learners' anxiety was negatively interrelated to their speaking performance. It means that the higher anxiety the learners have about speaking English, the lower the scores they got on their oral performance. Meanwhile, self-confidence has a positive relationship with their oral performance. The more confident they were, the higher the oral performance they showed. Besides, Bozorgian (2012) investigated the relationship between listening skills and other language skills. The result indicates a close relationship between listening comprehension and language proficiency that is the higher the listening score, the better the speaking score. Moreover, Leong and Ahmadi (2017) conducted a library study on the term of speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. They claimed that despite having appropriate linguistic skills, learners with low self-esteem, anxiety, and motivation have serious problems with speaking skills. Students with higher motivation and lower anxiety will speak more quickly and efficiently. In addition, Menggo (2018) conducted a study to examine the correlation between English learning motivation and speaking ability towards students of XI grade of science program of senior high schools at Saint Ignasius Loyola Labuan Bajo, West Flores, Indonesia. The result of the study found that there is a significant effect of motivation in learning English on the learners' speaking ability.

English speaking skills are essential for EFL learners. Especially, EFL learners who are going to be the future English teachers. They must use English orally every day as a role model for their learners as an English teacher. They must be fluent in English in order to communicate with learners throughout the teaching and learning process. Second, they must create classroom exercises that will help learners improve their speaking abilities. As a result, the learners of English Education must be able to communicate in English fluently and accurately.

This study was conducted at English Education, at one of the universities in Riau Province, Indonesia. The majority of the learners have been studying English for over seven years. According to previous research conducted in this department by Balqisa et al., (2020), it found that some of the learners still have poor English-speaking capacity and have some problems in speaking performance. Learners were less confident, shy, and fearful of committing errors and being ridiculed by their peers while speaking in front of the class. Likewise, they sometimes mispronounced some words. Additionally, learners also have low participation in class. In light of these concerns, the aim of this study was to investigate the factors contributing to learners' speaking performance, so that learners and lecturers can deal with these factors to help learners develop their speaking skills. However, the previous studies have not been conclusive to draw conclusions; maybe in the future research there will be found the other factors contributing to learners' speaking performance. Thus, this research aims to add or fill the existing gaps in the research on factors contributing to EFL learners' speaking performance. This research further aimed at exploring the reasons why

those factors are perceived by learners to contribute to their speaking performance, as well as how they impact on the learners' performance.

METHODOLOGY

This was a descriptive study that used both quantitative and qualitative approaches. Quantitative in this study was a descriptive statistic using numbers and percentages that were used to investigate factors contributing to learners' speaking performance. Meanwhile, the qualitative approach was used to describe the phenomena happening in greater depth. This study was conducted at one of the universities in Riau Province, Indonesia. The participants of this study were 28 learners majoring in English Education. They were the second-semester learners who were selected using cluster random sampling technique. Cluster random sampling, according to Gay et al., (2011), is a sampling method for selecting a sample of participants or units in which the population consists of certain groups (clusters). Cluster random sampling selects intact groups rather than individuals at random.

To collect the data, this study used questionnaires and interviews. The questionnaires were divided into two categories that were closed-ended and open-ended questionnaires. The questionnaires were delivered to learners by using Google form. The questionnaire was adapted from Tuan and Mai (2015) and modified by the researcher. In the questionnaires, learners were asked to select the factors that contribute to their speaking performance by selecting "yes" or "no" from a set of options. Then, the learners were asked to write their reasons for those answers. Furthermore, to strengthen the data gained from questionnaires, seven learners were invited to have a semi-structured interview that was administered via telephone. Some learners gave their answers in Bahasa Indonesia. The interview guidelines that have been constructed by the researcher were used as the instrument to gain the data. The answers of learners' interviews and their opinions were recorded using an audio recorder.

There were three parts of the data analysis in this research. The quantitative data collected through closed-ended questionnaires were analyzed using the descriptive statistics of frequencies and percentages. To answer the research questions, the frequencies and percentages were described. Meanwhile, the qualitative data from open-ended questionnaires were analyzed in two steps: (1) classifying the learners' answers for each question based on similar answers, (2) reviewing the data and presenting it in the form of paragraphs. Furthermore, the data from interviews were also analyzed qualitatively. Firstly, the researcher did the transcription based on the recording file of the interview process. After that, the researcher presented the data and then reviewed and interpreted them in the form of paragraphs. The data from all sources were triangulated to validate the data. According to Denzin (2010), triangulation is a method of enhancing the study and

understanding of results from different types of studies. In other words, it evaluates the validity of data from a variety of sources or collection methods.

RESULT AND DISCUSSION

1. Factors Contributing to Learners' Speaking Performance

The first goal of the study is to investigate the factors contributing to learners' speaking performance. From the closed-ended questionnaires, it was found that the factors which contribute the most to learners' speaking performance were time for preparation (97.4%) and topical knowledge (97.4%). Those factors have the same percentage (97.4%), which means the majority of learners agreed that time for preparation and topical knowledge as the main factors that have a big contribution and influence on their speaking performance. Meanwhile, the data also show that the pressure to perform well as the least factors that contribute to learners speaking performance, that means, only (60.5%) of learners thought that pressure to perform well has a contribution to their speaking performance. Furthermore, listeners' support, confidence in speaking, feedback during speaking activity, listening ability, anxiety, motivation to speak, and time allowed to perform a speaking task were other factors that contribute to learners speaking performance. In addition, this research also found something new that learners mentioned vocabulary and interaction with a native speaker as other factors that contribute to their speaking performance.

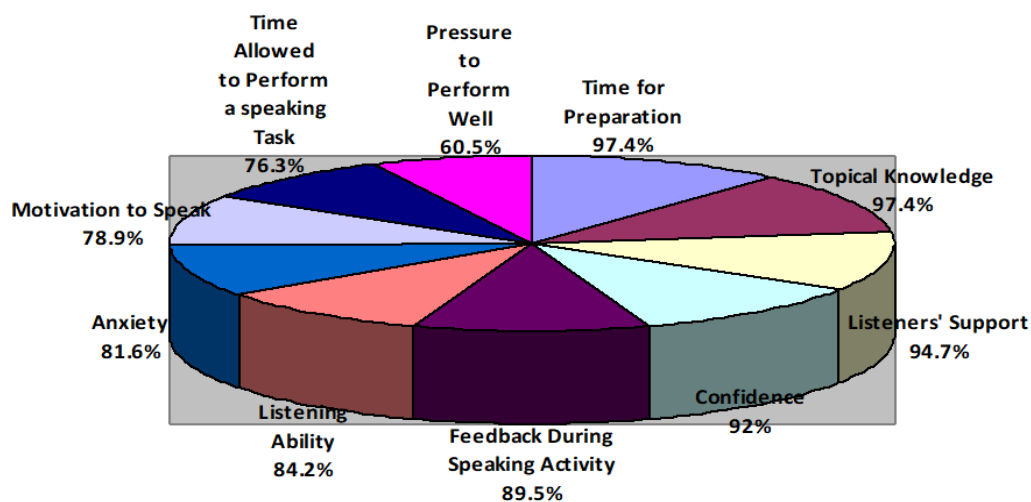


Figure 1. Factors Contributing to Learners' Speaking Performance

Other factors:
 -Vocabulary
 -Interaction with native speaker

2. The Reasons Why Those Factors Are Perceived by the Learners to Contribute to Their Speaking Performance and How It Impacts Them

The second part of the study is to explore the reasons why those 10 factors are perceived by the learners to contribute to their speaking performance and how it impacts them. After the learners answered the closed-ended questionnaires, they were asked to write their reasons for those answers. Then, seven learners were invited to have the interview sections. The following represent the result from open-ended questionnaires along with the result of the interviews.

1) Time for Preparation (*the length of time given to prepare the presentation or speaking task in the class*)

There are some reasons mentioned by the learners about why time for preparation can contribute to their speaking performance and how it impacts them. From the data, it was found out that the majority of learners said that time for preparation is needed and essential in speaking performance since they need to prepare for maximum performance. Learners need to prepare everything for their performance and to practice. If learners are given enough time to prepare their performance, they will feel ready to perform and can perform maximum performance as expected. The more time that learners have to prepare the performance, the better performance they could present. As mentioned by one student in the written form,

“The time given for preparation is very important to prepare for maximum performance. If the task is given suddenly and the time for preparation is too short, of course the performance will not be maximal because I am not used to speaking English.” (S29)

Meanwhile, other student also revealed the similar statement in the interview,

“The time given for preparation is around 15-30 minutes. For me personally, it is not enough. It makes me cannot perform maximally. Because my English is still not good, so I need more time to search the material then to memorize it and master it. It takes time, cannot be spontaneous.” (S7)

The level of learners’ mastery in speaking is at the intermediate level due to the fact that

they are still in the second semester in English Education, so that the learners are not yet accustomed to speaking English in their daily life. Likewise, before performing a speaking performance or presentation, the learners need sufficient time for maximum preparation to memorize, understand, and master the material. This result confirmed the statement by O'Grady (2018), he states that planning for a longer period of time increased the number of ideas learners produced in speaking tasks.

Meanwhile, some learners also mentioned another reason. They said that they need preparation time to prepare their mentality to perform. As mentioned by one student in the written form,

“For me, it is because I tend to be nervous whenever I want to do a presentation so I need time to calm myself before it.” (S23)

Moreover, the other student stated the similar statement in the interview,

“The time is around 30 minutes. Of course, it is not enough for me, because I am still in semester 2 and I am not used to speaking English, so it takes more preparation time to master the material, and prepare mentally” (S4)

Some learners said that they suddenly got nervous if they had to present their speaking performance in front of people. So, they need enough time to prepare and settle down their mind in order to not feel anxious and nervous so that they can perform well.

2) Topical Knowledge

The data gained from the open-ended questionnaires also showed that the learners agreed that topical knowledge has a big contribution to their speaking performance because topical knowledge is a foundation if someone wants to talk about something. It is because topical knowledge gives the fundamental information that can be used as the sources to speak. If learners do not know about the topic, they will be confused about what to speak of, especially in speaking English, in which English is a foreign language for us. In order to speak well, the learners must have enough related vocabulary about the topic they want to talk about. Furthermore, before they speak, especially in front of people, learners must know and master the topic first, so that they can deliver positive and meaningful things. Meanwhile, some other learners revealed that, if they have background knowledge about the topic being discussed, it can make it easier for them to formulate their ideas and to speak. As mentioned by one of the learners in the written form,

“If we perform in public or do presentations, it will be easier for us to develop ideas if the material is familiar to us and we know a lot about it.” (S10)

Furthermore, the other student revealed the similar statement in the interview,

“Hmm.. of course it has an important role. If we know about the topic that is going to be talked about, it could be easier to arrange the words and set the material. If it's spontaneous, and we don't have any knowledge about it, so we just go blank, like, we don't know what to say” (S2)

Learners will be better able to explore the material if they are familiar with the topic. Since the speaker will talk more effectively if he or she has a deeper understanding and knowledge of the topic. This result is similar to what Shabani (2013) discovered in his previous research. He discovered that topical knowledge has a huge impact on someone's ability to communicate. The more background information learners have about a subject, or the more familiar they are with it, the more they can talk about it and the better their speaking ability becomes.

3) Listeners' Support

Support from the listeners also contributes to learners' speaking performance. Those kinds of support such as paying attention, being sympathetic, allowing plenty of time for the speaker to prepare what to say, and providing needed phrases and vocabulary if the speaker is struggling. There were some reasons mentioned by the learners about why listeners' support can contribute to their speaking performance.

The majority of learners said it was because listeners' support can increase their confidence when performing speaking. Performing speaking in front of people needs a strong mentality, so support from the audience means a lot for learners. When learners feel nervous, they easily forget what to talk about, so that support from audiences is very important for them to increase their confidence and make them braver to perform their speech. The other learners revealed that support from listeners would help to create a supportive environment for their success. If the audience is welcoming, the speaker will feel heard and cared for, which will make the performance more relaxed and can run well. As mentioned by one student in the written form,

“If our listeners are supportive and pay attention to our performance, it makes us feel more comfortable when performing, because we feel heard and cared for.” (S28)

Meanwhile, the student also stated the similar statement in the interview,

“Usually they listen and pay attention. Listeners' support is very influential. If the audiences give good attention to my performance, I become enthusiastic in presenting the material and to bring the audiences into what I'm talking about. If they don't pay attention and don't listen to my performance, that's what makes me nervous and then I lose my concentration.”(S1)

Learners will feel comfortable when performing speaking if the audience gives a positive reaction to their performance. It can make them more relaxed and enjoy performing their speech. Moreover, learners said that if the audiences pay attention to their performance, they will feel appreciated and encourage them to perform their best performance. Learners feel valued when listeners pay attention to them, which increases their spirit to perform well. Student 4 (S4) believes that when people listen to her whenever she speaks, it already means that her speaking ability catches their attention. It motivated her to perform her best performance. In contrast, other learners give different opinions. They claimed that attention from listeners can make them feel uncomfortable. When the audiences give much attention to their performance, some learners feel like being under pressure. Sometimes the attention from the audience makes them feel nervous and even forgets the words. Furthermore, two learners reported that when the audience makes noise or laughs around them when they are performing, it can disrupt their focus. Briefly, listener support can contribute to learners' speaking performance in different ways. It can have a positive or negative impact on learners' speaking performance, depending on how they perceive it.

4) Confidence (*self-confidence when performing speaking*)

Self-confidence has a key characteristic to begin any action. Self-confidence is one of the factors that can contribute to learners' speaking performance. There are some reasons mentioned by the learners about why confidence can contribute to their speaking performance.

The majority of learners believed that confidence could provide an attractive performance. If they are confident, learners can give a good performance and can deliver their speech smoothly. It is because they can be flexible and enthusiastic in conveying their speaking and enable them to present a satisfying and pleasing performance to the audience. This result corroborated the findings of a previous study by Park and Lee (2005), who discovered that the higher the confidence learners have, the better the oral performance they showed.

Furthermore, ten learners revealed that confidence can help to minimize nervousness. When learners perform speaking tasks or presentations in front of many people, they often feel nervous. So, confidence is something important that learners must have in order they can perform at ease and reduce their nervousness. Also, we should do everything with confidence, so that we can enjoy what we are doing. As mentioned by one student in the written form,

“I am a very insecure person. This greatly affects the quality of my speaking or presentation. I always feel not confident, so the way I speak becomes unclear and tends to not want to talk much.” (S12)

From the interview S4 expressed almost the same statement,

“I’m not confident. Because I can understand what people are talking about in English, but I cannot speak English well, because I am not yet accustomed to speaking English and lack of practice, so I am still doubtful and lack confidence when speaking English. I’m afraid that my grammar is wrong and my vocabulary is still lacking” (S4)

Moreover, some learners stated that low confidence can disrupt speaking. It is because without self-confidence, even though you have mastered the material, it will definitely make your mind scatter and make your brain feel blank. When learners are not confident in performing their speaking or presentation, it makes the way they speak become unclear and tends to not want to talk much. In brief, learners believed that confidence has a contribution to their speaking performance since confidence can give a positive impact to their speaking performance.

5) Feedback During Speaking Activity

Feedback is one of the factors that contribute to learners’ speaking performance. Feedback can be the appreciation or correction given to the learners in speaking activity. There are some reasons mentioned by the learners about why feedback during speaking activity can contribute to their speaking performance. The majority of learners stated that feedback would help them identify and correct their mistakes.

“It is important because we can know where our faults are. If we already know our fault, we can try to fix it and learn from the mistakes.” (S8)

A similar statement was also stated by the other student (S2) in the interview,

“Yes, the lecturer usually gives feedback. It influenced my speaking performance. If there is something wrong, the lecturer correct it, so I know where is my fault so I can correct it in the next performance. The lecturer usually gives appreciation and correction after the performance is finished.” (S2)

It is because learners probably do have a lot of shortcomings in the learning process. So, feedback in the form of correction can explain the learners' mistakes or weaknesses so that they can fix their faults and correct their mistakes. Briefly, feedback and corrections from the lecturer are very useful for learners to correct their mistakes. Other learners, on the other hand, revealed that appreciation can raise their spirits and motivation to perform better. When learners get appreciation or good feedback from the lecturer, they feel happy and increase their spirit in order to perform better. As mentioned by one of the learners in the written form,

“Feeling relieved and happy if I get praise or good feedback from the lecturer when performing, it can increase my spirit and motivation for my next performance.” (S25)

Likewise, another student (S4) revealed a similar response in the interview,

“I often get good feedback from lecturers. It influences my performance, I become so happy and more excited to perform well for the next performance.” (S4)

Furthermore, other learners said that feedback would help them to know about their progress in speaking. Feedback will indicate learners' progress in learning in addition to pointing out errors. Learners receive feedback to assess whether their performance is still bad or good. As a result, learners can improve their performance to be better and inspire them to learn speaking more. One should take as a note is, of course, that feedback should be given in a positive way in order not to make learners afraid of making any mistakes. Briefly, feedback from speaking activity can contribute to learners' speaking performance because it gives some positive impacts to the learners speaking performance.

6) Listening Ability

The data from open ended questionnaire also indicate that listening ability also has a contribution to learners' speaking performance. There are some reasons mentioned by the learners about how listening ability can contribute to learners' speaking performance.

The majority of learners believed that communication needs a combination between speaking and listening together. It is because if someone speaks English, he/she needs to know and learn to listen in English as well. And if he/she does not understand what people are saying, he/she will not be able to react. As mentioned by one of the learners in the written form,

“To be able to speak English, of course we need to be able to listen and understand words in English too.” (S13)

This result confirmed Sadiku's (2015) claim that "listening and speaking are two skills that are strongly interrelated and function together in real-life situations. The combination of these two is intended to promote efficient oral communication." Furthermore, if listening skills are still low, speaking will be disrupted. For example, if learners are presenting their presentation, and there are audiences asking questions in English and learners do not understand what they asked because of their poor listening skills. So it will disrupt their speaking performance.

The other learners reported that through listening, they can follow native speakers' pronunciation and use it in their speaking performance. As mentioned by one of the learners in the written form,

“By listening we can follow the pronunciation of native speakers and can be used in the presentations.” (S16)

In addition, another student (S1) stated similar explanation in the interview,

“Umm.. almost every day I listen to western songs and watch videos in English. For western movies it's maybe 3 times a week. I could say I understand 70% generally what I listen to, even though I don't fully understand, but I understand its contents. And I think my listening skills are better than speaking. Those listening activities are useful. Because while listening to them, I paid attention to the pronunciation, the meaning of the words, the way they speak formal or informal in English, and usually I apply it and practice it in my speaking.” (S1)

Through listening, learners can learn to improve their speaking skills, for example, they can listen about how to pronounce the words in English correctly and naturally.

Moreover, other learners discovered that listening would help them enrich their knowledge about something. Listening will help them broaden their knowledge so that they can communicate more effectively. For example, when learner's listening skills are good, there is a lot of vocabulary that he/she can get from those listening activities. So, when he/she speaks with many people and when doing a conversation, it will go well.

Learners usually do some practices to improve their speaking ability, such as listening to English songs, watching English videos, or watching western movies. These listening exercises are beneficial to their speaking performance because they can use them as a model for speaking, for example, they can speak in the style of a native speaker, they can learn how to pronounce those words correctly, they can broaden their knowledge and vocabularies, and they can be more creative and expressive in their speaking. This result supports Bozorgian's (2012) previous research, which found that the higher the listening score, the better the speaking score. Briefly, listening ability can contribute to learners' speaking performance because listening activities can provide many advantages that are beneficial to the learners' speaking performance.

7. Anxiety

Anxiety is a feeling of fear, worry, and nervousness when performing speaking. Anxiety is one of the factors that contribute to the learners' speaking performance and their attitude

toward language learning. There are some reasons mentioned by the learners about why anxiety can contribute to their speaking performance.

A higher number of learners reported that anxiety can break focus and reduce their confidence when doing public speaking. As mentioned by one of the learners in the written form,

"If we are nervous or anxious when performing, it can make us lose our confidence and concentration." (S25)

It was because the anxiety would cause learners to overthink things and be afraid of the worst-case scenario. If learners feel anxious when performing speaking, they will be restless and cannot focus on their performance, which will make them lose their concentration. Meanwhile, the other learners stated that anxiety would interfere with their prior planning. Everything could be worse if learners are nervous when performing speaking. They would forget what they have memorized previously, interrupt their planning, and result in having little to say to the public.

In addition, some other learners reported that their anxiety prevents them from speaking. As mentioned by one of the learners in the written form,

"Sometimes I feel anxious because I'm afraid that I say the wrong words in English, so it's better if I just keep quiet and talk in Indonesian." (S8)

Anxiety could make learners fearful of making mistakes in their pronunciation or other aspects of their speaking, causing them to avoid speaking. Finally, anxiety may have a negative impact on learners' speaking performance. To be able to perform well in speaking, learners must train their minds to be calm, relax, and manage their anxiety. Park and Lee (2005) found the same thing in their previous research, which was similar to this one. They found that learners' anxiety levels were found to be negatively linked to their oral results. The more anxiety learners have about speaking English, the lower their oral performance scores are. In brief, anxiety has a contribution to learners' speaking performance because it can negatively impact learners' speaking performance.

8. Motivation to Speak

There are some reasons mentioned by the learners about why the motivation to speak can contribute to their speaking performance. The majority of learners viewed that motivation stimulated them to constantly learn and practice their speaking skills. Learners saw motivation as vital to their desire to learn at all times. They said that the higher the motivation makes their speaking better. As mentioned by one of the learners in the written form,

“Motivation is very important. We must have the motivation to speak English. Because it will encourage us to continue to learn and practice to speak English.” (S15)

Furthermore, the other student (S4) responded similarly in the interview,

“Of course I want to speak English fluently. First, because I am an English education student, I feel embarrassed if I cannot speak English. Secondly, because in my opinion English skills are important to master in this modern era so that we can always move forward and not left behind by the development of the times, especially those that must be mastered are speaking English skills because it is an international language and communication tool that applies anywhere in this modern era. That motivation is very influential, because it arises a strong desire to learn and practice speaking English, and makes me feel I should be able to be fluent in speaking.”(S4)

Because the more learners want a good score, or the more they want to master speaking, the more they learn how to speak English well, which of course, will affect their speaking performance. Seven learners, on the other hand, assumed that motivation is the foundation of the willingness to speak. Motivation is the driving force behind learners' desire to develop their speaking abilities; without it, learning to speak becomes more difficult. It is because motivation can control learners' behavior. For example, when learners have the motivation to be fluent in speaking, they will try to get used to speaking English in their daily life.

Furthermore, the other learners reported that they need strong encouragement to reach their speaking goals. Because in learning, someone must have goals and motivation as a guideline and benchmark so that there is no misdirection and no wrong intention of everything that he/she does. So sometimes, when he/she is tired of studying, motivation is a reminder that he/she still has goals to achieve, so that he/she will continue to be enthusiastic and keep trying and learning. The “internal force that drives someone to do something” is referred to as motivation (Harmer, 1991). Motivation is important in language learning because it influences learners' attitudes and behaviors. In his research, Menggo (2018) discovered that there is a significant effect of motivation on the learners' speaking ability. Briefly, many learners agreed that motivation has a contribution to their speaking performance because motivation gives some positive impacts on their speaking performance.

9. Time Allowed to Perform A Speaking Task (*the length of time given to perform the presentation or speaking task in front of the class*)

Another factor that contributes to learners' speaking performance is the time allowed to perform speaking. Time pressure is the psychological stress that results from having to get things done in less time than is needed or desired. There are some reasons mentioned by learners about why they felt that time allowed to perform a speaking task can contribute to their speaking performance.

The majority of learners stated that it is due to the fact that it takes time to deliver the speaking material maximally. Because of their inability to speak fluently, learners need enough time to deliver their speech or clarify their presentation to the public so that the material can be delivered clearly. Meanwhile, other learners mentioned that limited time makes them feel hurried, anxious, panicked, and even forget the material they have prepared. If learners are given limited time to perform their speaking, it can make them in a hurry to deliver their speech or presentation, so that they cannot deliver it optimally. As mentioned by one of the learners in the written form,

“If the time given to perform is too limited, it can make me rushed, nervous, panic, and can even forget the material that I want to present.” (S27)

In addition, the other student provided a similar response in the interview,

“I think it is influential. If we are not pressured in our presentation, surely we will enjoy and relax in delivering the material to our audience, and we can perform well. But if the time is short, surely it will be rushed and there will be material that is missing or not delivered. It can caused the performance cannot be optimal.” (S1)

It may happen because limited time can make learners get nervous and end up with some point in their speech that cannot be delivered to the audience. It also has the potential to allow them to make some errors or mistakes. Furthermore, the other learners believed that the time allowed to perform speaking is critical in adjusting the speaking material to the time allotted. It has an effect on how much material is going to be delivered. As mentioned by one of the learners in the written form,

“The time given to perform influences what will be conveyed. How to adjust the material with the time provided. If you have a lot of time, you can explore it more. If the time is short, only the core can be conveyed. (S28)”

In addition, the other student (S3) responded similarly in the interview,

“Ummm I think the time allowed to perform speaking task or presentation influences the content of the material that going to be conveyed. If the time is short it means the contents of the material must be dense, weighted, and only present the important things. If there is a lot of time available, the material can be more explored, and I have to find and master more material to be conveyed.” (S3)

Learners can limit what things need to be conveyed when speaking, so that the things that should be important are not missed to be conveyed, in other words, learners are not wordy in delivering their speech. Furthermore, if learners have a lot of time to perform speaking, they can explore the material more. If the time is short, only the main point can be conveyed.

On the other hand, there are some learners who give different opinions about this issue. They felt that the time to perform a speaking task does not influence their speaking performance. More important for them is the time given for preparation. Finally, the time allowed to perform a presentation or speaking task has a contribution to learners' speaking performance in a number of contexts. It has the potential to affect how learners perform as well as the quality of the material delivered.

10. Pressure to Perform Well (*the burden or mental distress that learners feel to perform well in every presentation or speaking task in front of the class*)

The last, the smaller number of learners agreed that pressure to perform well also contributed to their speaking performance. The standard of performance is one of the performance conditions affecting speaking. It involves the standard of the output expected. The pressure to perform well is often addressed to the learners in public speaking or when they are aware that their performance is going to be judged. It can influence learners' speaking performance.

There are some reasons why learners viewed that pressure to perform well can contribute to their speaking performance. Some learners said it is due to the fact that it can be a challenge for them to evoke their spirit to show the best performance. Their willingness to perform well motivates learners and encourages them to show their best in every performance, and it will positively impact their performance. As mentioned by one student in the written form,

“For me, it can be a challenge that evokes my spirit to show the best.” (S17)
In addition, a similar response from the other student (S2) in the interview can be seen as in the following,

“Pressure to perform well is not a burden for me. Every time I perform speaking, I will definitely want to show the best, but that's not a burden, I just always thinking about it. It become my motivation, so I could be serious in my performance, and could practice and prepare well for my performance. So that my friends can

understand what I have delivered, and in order to get good feedback from lecturers.” (S2)

Seven learners, on the other hand, discovered that pressure to perform well would lead them to overthink and cannot enjoy the performance. It may bring mental distress that allows learners to perform in unpleasant conditions. As mentioned by one of the learners in the written form,

“That feeling always makes me overthink, makes me feel under pressure, and not enjoying my performance. (S20)

Moreover, the other student stated a similar statement in the interview. She said that sometimes she feels that pressure to perform well as a burden for her that makes her overthink and afraid to make mistakes.

“Sometimes I feel it is a burden, sometimes not. The burden is to be afraid of making mistakes in my performance. If I feel that it is a burden, it is not good for my performance, makes me overthink and make my performance cannot be optimal.” (S3)

The pressure to perform well makes learners feel that they are not ready to perform, makes them think about what will happen if they make mistakes, and makes them afraid to get a bad score. Furthermore, the other learners stated that the pressure to perform well is a source of anxiety for them. Since performing in front of an audience is difficult for them, it would be much more difficult if they believe they must do well in that show. As a result, this problem can have a negative effect on learners' speaking performance. This finding is close to that of Hickman and Metz (2015), who found that psychological pressure can have a negative impact on performance when the result of an action is important. Briefly, the pressure to perform well may have a positive or negative contribution to learners' speaking performance, it depends on how the learners view it.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the data provided it can be concluded that the factors which contributed the most to learners' speaking performance were the time for preparation and topical knowledge with the same percentages (97.4%). While the least factor that contributes to learners speaking performance was the pressure to perform well (60.5%). Furthermore, this research also found something new that learners mentioned vocabulary and interaction with a native speaker as other factors that contribute to their speaking performance.

The data from open-ended questionnaires showed that time for preparation and topical knowledge are the higher factors that have a big contribution to learners' speaking performance because they provide an important role in the success of learners' speaking performance and give positive influence to learners' speaking performance. The more preparation time and topical knowledge learners' have, the more they can perform well in their speaking performance.

The pressure to perform well is the least factor that contributes to learners' speaking performance because it can positively and negatively influence learners' speaking performance. Some learners viewed it as a positive impact on their speaking performance; meanwhile, the other learners viewed it as a negative impact on their speaking performance. It depends on the learners' perception towards it.

In addition, those ten factors can contribute to learners' speaking performance in both positive and negative ways. These influences can either help motivate learners to speak English or even discourage them from doing so. It all depends on how learners' value, respond to, and behave towards those factors.

Recommendations

In light of the preceding data, it is suggested for lecturers or teachers to provide adequate time for learners to organize their speaking activity or presentation, as well as include specific guidance and clarification regarding the topic being studied. Learners are supposed to be more confident in speaking English and not fearful of making any mistakes so they will learn from them in order to speak fluently. Further study into factors contributing to learners' speaking performance is also proposed for other researchers. It is recommended to concentrate on investigating and exploring each factor separately and thoroughly. In addition, more techniques and instruments are suggested to use in order to achieve better results.

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