

University Learners' Perspective towards Factors Affecting the Speaking Skill

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Abstract—This study is an attempt to explore the essential factors that affect the speaking skill of English language learners (ELLs). Its primary objective is to give an analysis of the perspective of the participants in respect of the central factors influencing the speaking skill. The knowledge of the participants concerning the issues pertinent to the speaking skill is presented. The study adopts a mixed-methods research approach: A combination of quantitative and qualitative methods. A structured questionnaire and interviews are instruments of data collection which are analyzed statistically and descriptively. The study lays emphasis on the significance of the speaking skill. After presenting the literature review, it sheds light on factors that affect the speaking skill. Following this, features of the speaking skill are highlighted. The findings of the study signals that there are methodological, linguistic-related, and psychological factors influencing the speaking skill of ELLs. Moreover, the most influential factors are oral practice, range of vocabulary, and self-confidence.

Keywords—Factors, Features of speaking skill, Speaking skill.

I. INTRODUCTION

The notion of the speaking skill consists of two independent words: “Speaking” and “skill.” Speaking is the ability to deliver linguistic expressions “words, phrases or sentences” orally. It can be defined as meaning construction process through employing verbal and non-verbal symbols in various situations (Chaney, 1998). Speaking is thus the systematic combination of sounds to form linguistic expressions. Accordingly, speaking is pertinent to encoding. Speakers are unable to transmit their thoughts directly to someone else’s brain unless they translate them into words or symbols. The thoughts reach hearers’ brain through the sound waves of the speakers’ voice. Hearers infer meaning from the linguistic forms used so that they can break the code. That is, they turn words into thoughts to make sense of them. That is why it is widely claimed, language is a means of communication or exchange of ideas. And skill is the capability to carry out activities competently. This ability “skill” may stem from training or practice. That is, skill is an acquired ability to undertake an activity capably, usually one composed of several coordinated processes and actions (Richards, 2002). Hence, the speaking skill is the ability to convey knowledge in an effective and thoughtful manner.

The speaking skill is a way of communication and transmission of messages in different and appropriate situations. That means, speaking is an important skill that requires more and more attention in first and second language because it is a reflection of people’s thoughts.

The speaking skill is the skill that gives the speakers the ability to communicate effectively and allows them to convey messages in a convincing way. According to Brown (1994), one of the responsibilities of a language teacher is to motivate learners to use English not only in the classroom but also in their daily conversations and interact with their partners and classmates as much as possible. This can be done through many activities such as watching films that can model conversation skills, using technology, reinforcing active listening, and offering group presentations.

The speaking skill may be one of the most difficult dimensions of second language learning. There are many L2 learners who are incapable of expressing their ideas in spoken language. There are various factors behind the fact that L2 learners find it hard to express their thoughts in spoken language which will be discussed later. According to Clifford (1987), this skill has been neglected in schools and

universities, there is even no speaking tests due to the time it takes when carrying out the test.

The difficulties of ELLs should be understood and various techniques can be implemented to improve learners' speaking skill. This is possible if appropriate teaching methods and strategies are used. One of the methods that lay emphasis on improving the speaking skill is communicative language teaching (CLT). It has a great effect on speaking. Different from audio-lingual method, CLT helps the students use so many phrases instead of focusing on grammar rules. CLT develops the speaking skill and increases interaction among second language learners (Larsen-Freeman, 2000). It makes learners use the language in many aspects of their lives successfully.

II. THE SIGNIFICANCE OF THE SPEAKING SKILL

In the worldwide world, communication plays a crucial part in getting victory in almost all areas. Language is utilized as a device for communication. Communication without employing a language may not be conceivable. That is, it requires language to communicate with others. Nowadays, English is considered the lingua franca of the world. It serves the reason of communicating with individuals who live in different parts of the world. It is in this regard, placing importance on the speaking skill in English learning comes to light. Speaking aptitude can be the foremost important aptitude to procure the second language. According to Brown and Yule (1983), "Speaking is the skill that the students will be judged on most in real life situations." Yet, this significant skill has been devalued. That is, regardless of its significance, teaching the speaking skill has been underestimated and most of the EFL/ESL teachers have been continuing their teaching of the speaking skill just as memorization of dialogues. Therefore, in educational environments, the speaking skill should be focused on. According to Rao, 2019, the speaking skill, comparing to the other skills, is more difficult, for learners should express their ideas on the spur of the moment.

In the world of work, the speaking skill is valuable and has a positive influence on the learners' future. A great number of those who find jobs in today's competitive world are due to their speaking abilities. That is, the speaking skill can be the basis on which the candidates of a given job are chosen. A great speaker can grasp the attention of the audience. The audience thinks of what the speaker says and neglects the real world and that proves the significance of the speaking skill. Thus, speaking should be practiced. It may help learners fulfill their ambitions. It can be claimed that it is the skill that most students want to be good at. Hence, teachers, through employing various strategies, can assist learners in developing their speaking skill.

III. LITERATURE REVIEW OF THE STUDY

This section is devoted to presenting previous studies concerning the speaking skill. Rama et al. (2007) conducted an investigation into the effect of game activities on

the development of speaking. The sample size of their investigation was 78 learners of a primary school. The learners were divided into two groups and two different methods were used. The researchers realized that the group in which the communicative method was used made progress with their speaking skill. The reason behind this progress was the use of activities like games which is used in the communicative method. That is, activities can enhance the speaking skill of ELLs. The current study explores the belief of the participants in this regard.

Urrutia and Vega (2010) carried out a study regarding the speaking skill. The sample of their study was tenth grade students (20 girls and 20 boys) of a public school. They noticed that they were good at writing and listening exercises, but they did not participate in speaking activities because they were afraid of being criticized and humiliated. They came to the conclusion that through activities such as games, learners could overcome fear of speaking and regain confidence. The current study, examines whether the participants believe, fear of being criticized and humiliated influences their speaking.

The emergence of some teaching methods is associated with the improvement of the speaking skill. For instance, Communicative Language Teaching is designed to encourage learners to communicate with one another. Ghafur (2009) carried out a study to evaluate Sunrise Programme which has been established based on CLT. The participants of his study were Kurdish learners of the seventh basic grade in 40 Hawler city schools. The sample size of the study was 40 teachers and 375 learners. The findings of this study signals that although this method has its advantages, it is inappropriate to be implemented in Kurdistan region's education system. The study indicates that the speaking skill is the most important skill, yet it cannot be improved due to large class sizes which cause learners not to have equal opportunity to participate in conversations. In brief, this study claims, the implementation of a given method may positively impacts speaking proficiency, yet the unsuitable teaching and learning environment can cause problems to the fulfillment of this potential.

Another study, relevant to the speaking skill, was conducted by Hamza and Ting (2009) in Malaysia. The participants of their study were 33 students and three English teachers. The students, through a questionnaire, were asked to express their ideas on group work activities and its role in developing the speaking skill. The three teachers were interviewed as well. Based on the findings of this study, the students enjoyed group work activities and made progress with their speaking skill. The three teachers were of the opinion that team work could be considerably beneficial. This might be due to the fact that learners have more confidence and less worried in small group discussions. Thus, the researchers claim that group work activities which are interesting and appropriate to the level of learners, can improve the speaking skill. The recent study also examines the knowledge of the participants in this respect.

There are studies attempting to explore form (grammar rules or linguistic features) versus meaning and their relations

to the speaking skill. According to some educationalists who state that learners lack mastery when they speak, yet linguistic features (form) are intensively studied, therefore focusing on forms may not leave a significant impact on the speaking skill. That means, the focus should be on meaning and linguistic features can be taught implicitly. Other researchers believe that language is a system of rules and words cannot be combined in a random order. Thus, learners should be taught linguistic features explicitly which can cause them to be accurate while speaking. Raddwan's (2005) research investigates this phenomenon. 42 learners, enrolled in low-intermediate level in two Universities in Washington DC, engaged in his study. They were graduate and undergraduate students with an average of 23 years. The participants, whose linguistic background was different, participated in a pre-test and two post-tests. According to Radwan, if grammar is taught implicitly, it negatively influences learners' accuracy. That is, "there might be English language learners exposed to a natural learning atmosphere but lack of accuracy of language." Thus, the more L2 learners are aware of linguistic features (primarily grammar and vocabulary) of the target language, the more accurate they are. The current study aims also at representing the thoughts of the participants on grammatical knowledge through the questionnaire and interview questions.

IV. FACTORS AFFECTING THE SPEAKING SKILL

There are a number of factors that can influence the speaking skill. Second language learners can be familiarized with those factors that play a role in the development of their speaking skill. To help learners surmount difficulties in the speaking skill, it is necessary for teachers to discover the reasons effecting speaking. From Tuan and Mai's (2015) viewpoints, the speaking skill is influenced by factors that derive from performance conditions (time pressure, planning, the standard of performance, and amount of support), affective factors (motivation, confidence, and anxiety), listening ability, and feedback during speaking exercises.

From the perspective of Doff (1998), listening can have a profound influence on speaking. Shumin (1997) also states, students must understand what they hear to communicate effectively, they have the role of both speaker and listener. If a student does not understand what has been spoken to them then they will be unable to interact, speaking is therefore closely linked to listening. The perception of the current study's participants in this regard is presented through the questionnaire.

Bachman and Palmer (1996) believe that topical knowledge has a great effect on a student's speaking skill. Topical knowledge is knowledge structures in long-term memory, in other words, learners' knowledge of various topics. This topic-related knowledge enables L2 learners to express themselves within the context of the world they live in. In this study, world knowledge and its impact on the speaking skill is explored.

Another important factor affecting students' ability to develop their speaking skill is feedback from their teachers. Harmer (1991) states that if teachers interrupt students to

correct them, they will interrupt the flow of their interaction and the whole purpose of the speaking task will be destroyed. Baker and Westrup (2003) have a similar view and state, if students are continually corrected, the result will be the loss of motivation and confidence to speak. Harmer (1991) asserts that the interaction of teachers with their students during speaking practice greatly depends on what part or stage of the lesson they are at and the nature of the mistakes they have made.

Phonology can be a challenging aspect of language learning. As English is not a phonetic language, that is, the pronunciation of English words is not similar to their spelling; words with similar spelling are sometimes pronounced differently and therefore can cause confusion for non-native students. According to Mahriyah (2014), despite psychological factors, the speaking skill of students studying English as a foreign language can be affected by the sound system of the English language.

Clearly, native speakers can express themselves without problem, because they are familiar with their language and if they have difficulty expressing some ideas, they will use other words to explain instead. That is, another factor affecting the speaking skill is associated with the range of vocabulary. A learner with a limited vocabulary range may not be able to express their thoughts. It is essential, therefore, that English learners try to expand and improve their vocabulary.

Lukitasari (2003), in a study of students' strategies in overcoming their speaking difficulties, indicates that shyness, low class participation, and speaking in learners native language in class can have an adverse effect on the speaking skill of ELLs.

According to Woodrow (2006), anxiety can have a negative effect on students speaking skill. Extreme anxiety can cause despondency and a sense of failure in learners (Bashir et al., 2011). Anxiety and confidence are interrelated, less confident students are less likely to interact in class and often remain silent. Brown (1994) and Mahriyah (2014) indicate that lack of confidence can result in students having low self-esteem and they remain silent as opposed to risking criticism in front of the rest of their fellow classmates. Krashen (1982) claims, student's motivation, self-confidence, and anxiety are the three main factors that can influence the speaking skill of foreign language learners.

It can be argued that learners with low confidence, anxiety, and low motivation will find it difficult to achieve a good level of speaking performance despite having acceptable linguistic skills, while confident students with good motivation will speak easily and effectively. A friendly and cooperative environment is therefore central in second language learning which may help learners overcome their difficulties when interacting in conversations. Teachers should try to be sensitive to their learners' feelings, discover their interests and do their best to improve learners' confidence.

V. FEATURES OF THE SPEAKING SKILL

In the above sections (literature review and factors affecting speaking), it becomes obvious that the speaking

skill has several features. The features are essential in second language learning. One of the features is accuracy which is the quality of correctness when speaking. It is the capacity that helps L2 learners produce correct linguistic expressions (Mazouzi, 2013). This is, it is linked to language structure. For learners to be accurate, grammatical patterns have to be mastered. Learners should also concentrate on the use of words in contexts, for words may have different meanings in different contexts.

Another feature of the speaking skill is pronunciation which is pertinent to the sound system of language. Clarity in speech is essential for L2 learners, as poor pronunciation can cause misunderstanding. Therefore, English language learners should be familiarized with suprasegmental features (stress, rhythm, and intonation), since their correct usage may enhance the speaking skill.

Pronunciation is linked to another feature of speaking which is comprehension. Comprehension is a significant factor in speaking. Its relation with speaking lies in how well second language learners comprehend the spoken language.

Fluency is another feature of speaking which can be influenced by the above-mentioned features. Fluency is the ability to communicate smoothly and reasonably quickly. It can give second language learners the potential to speak as natural as possible without hesitation and frequent pause (Hughes, 2002).

The views of the current study's participants in respect of the above-mentioned factors and features will be discussed via the questionnaire and interviews.

VI. RESEARCH METHODOLOGY

A. Rational for the Choice of Research Methodology

The research method adopted in the current study is "mixed methods" approach which can be defined as the analysis of both quantitative and qualitative data in a single study. The reason behind the choice of this method is the amalgamation of the strengths of both quantitative and qualitative research which can lead to an increase of validity (Dornyei, 2007). The research questions of the study are:

1. What are the most influential factors that influence the speaking skill of English learners?
2. Do the factors have an impact on one another? In other words, are the factors interrelated?

B. Hypothesis of the Study

The current study hypothesizes that the factors that affect the speaking skill of English language learners are associated with different categories. There are linguistic and non-linguistic factors influencing the phenomenon. The factors are intertwined and should be concentrated on together in the process of teaching.

C. The Tool of the Study

A questionnaire was designed to collect the quantitative data. The aim was to achieve the views of the participants over the theoretical and pedagogical angles of the study. The

questionnaire was arranged in the form of counting ratio and analyzed through percentages using SPSS.

To obtain the qualitative data, some questions were prepared. This method (qualitative) was incorporated into the study with the intend to get a deeper understanding of the responses of the questionnaire. The responses of the interviews, along with the questionnaire ones, are analyzed.

The questionnaire and interview questions were sent to two assistant professors of applied linguistics to revise the questionnaire items. Their feedback was positive.

D. Ethical Considerations

The primary aim of the study was explained to the participants. They were informed that the study would guarantee anonymity and confidentiality.

E. Sample Size and Data Collection Process

Fifty-two students from two colleges, college of Education, and Basic Education of English Department at Salahaddin University were the population of the study. That is, 52 students (28 female and 24 male) of English major currently studying in the department of English in their 2nd year of study in 2019–2020 were the sample size of the study.

In terms of data collection, some questionnaires were completed with the researcher's presence, the other questionnaires were sent to the participants' email.

Interviewing is a method relevant to the qualitative study, thus, one to one interviewing was conducted to collect the qualitative data. Four of the participants were randomly chosen and interviewed. A digital recorder was used when interviewing the participants of the study.

VII. ANALYSIS OF RESULTS AND DISCUSSION

This section is devoted to data analysis and discussion of the study. The results of the questionnaire are illustrated through Table I. The analysis of the interview questions is integrated with questionnaire responses. The responses of the interviewees are italicized. The perspective of the participants is discussed in relation to the information presented in the literature review.

As can be seen from Table I, participants are aware that listening can improve the speaking skill, the majority of the participants, three strongly agree and 37 agree that listening has a positive influence on speaking. Only 12 out of 52 disagree in this regard. The participants' beliefs are in line with Doff (1998) and Shumins' (1997) perspective in that listening plays a major role in speaking enhancement.

Apart from listening, participants all agree that (41 strongly agree and 11 agree) oral practice can improve the speaking skill and build confidence in learners.

Regarding the relation between games and improving the speaking skill, 45 out of 52 participants are of the opinion that games can positively influence the speaking skill which is in line with the belief of Rama et al. (2007) study mentioned in the literature review. Participants also agree

TABLE I
FREQUENCY DISTRIBUTION TABLE WITH REGARD TO RESPONSES OF THE PARTICIPANTS

| Questions | Strangle agree | % | Agree | % | Disagree | % | Not sure | % |
|---|----------------|----|-------|----|----------|----|----------|----|
| 1. Without listening speaking may not be improved. | 3 | 6 | 37 | 71 | 12 | 23 | 0 | 0 |
| 2. Oral practice can lead to being more confident in speaking. | 41 | 79 | 11 | 21 | 0 | 0 | 0 | 0 |
| 3. Classroom activities, for example games, motivate learners to make conversations and develop their speaking skill. | 32 | 62 | 13 | 25 | 0 | 0 | 7 | 13 |
| 4. The use of group work activities help learners develop their speaking skill. | 8 | 15 | 44 | 85 | 0 | 0 | 0 | 0 |
| 5. Through classroom activities, we are provided with the opportunities to express our thoughts. | 0 | 0 | 7 | 13 | 45 | 87 | 0 | 0 |
| 6. Background knowledge affects learners' speaking performance. | 13 | 25 | 28 | 54 | 11 | 21 | 0 | 0 |
| 7. Knowledge of grammar is necessary for speaking accurately and fluently. | 0 | 0 | 14 | 27 | 38 | 73 | 0 | 0 |
| 8. The more words a learner has, the easier it is for them to express his/her thoughts. | 24 | 46 | 28 | 54 | 0 | 0 | 0 | 0 |
| 9. The difference between pronunciation and spelling of English words affects speaking. | 13 | 25 | 32 | 62 | 7 | 13 | 0 | 0 |
| 10. If a teacher corrects learners, they will be reluctant to speak. | 13 | 25 | 39 | 75 | 0 | 0 | 0 | 0 |
| 11. There is a relationship between the method of teaching and improving speaking skill. | 11 | 21 | 41 | 79 | 0 | 0 | 0 | 0 |
| 12. Anxiety negatively affects speaking performance of learners. | 8 | 15 | 36 | 69 | 0 | 0 | 8 | 1 |
| 13. The fear of being criticized and humiliated cause learners not to express their ideas. | 14 | 27 | 26 | 50 | 12 | 23 | 0 | 0 |
| 14. Self-confidence can have a positive effect on speaking skill. | 33 | 63 | 19 | 37 | 0 | 0 | 0 | 0 |
| 15. Shyness has a negative impact on speaking skill. | 13 | 25 | 39 | 75 | 0 | 0 | 0 | 0 |

that group work activities can enhance the speaking skill. This is in line with Hamza and Ting's (2009) study. Thus, the participants' responses and research findings presented in the literature review indicate that classroom activities can have a critical influence on the speaking skill, yet the participants disagree that through classroom activities they are given the chance so that they can practice their speaking skill. This is the belief of 45 (87%) of the participants.

The data collected from the interviews support the views of the participants in regard to the impact of positive impact of group work activities. The interviewees claim, group work discussion gives them the chance to practice their speaking skill.

By group work discussion we practice speaking. As you know practice improves speaking.

By group work discussion the teacher gives us chance to speak. And of course if we discuss a lot our speaking will be better.

With regard to background knowledge and its impact on the speaking skill, the majority of the participants agree (13 strongly agree and 28 agree) background knowledge affects speaking performance. These responses are in agreement with Bachman and Palmers' (1996) perspective in that having knowledge can have a positive effect on the speaking skill.

Thirty-eight out of 52 participants believe that knowledge of grammar is not essential for being accurate in speaking. Moreover, 14 of them held opposite viewpoints. As mentioned in the literature review, different researches have different opinions regarding the influence of grammatical knowledge on the speaking skill. It is obvious from the responses that most of the participants disagree with Raddwan's (2005) research that lack of grammatical knowledge negatively influences learners' accuracy.

The findings gained from the qualitative data signals that learners should not be taught grammar explicitly. The interviewees do not believe that they should be good at grammar to speak accurately and fluently.

No I do not think we should study grammar to improve our speaking. In the past, we studied grammar a lot but we cannot speak very well.

Another one claims,

Some students are not good with grammar but they can speak very well. In my view, there is no need to focus on grammar to speak well.

Another linguistic factor affecting the speaking skill is pertinent to the range of vocabulary a learner has. The participants all agree (24 strongly agree and 28 agree) that learners with rich vocabulary can express their ideas easily. The majority of the participants (45 out of 52) also believe that the difference between pronunciation and spelling of English words affects speaking. This is in line with Mahripah's (2014) belief when claiming ELLs' speaking can be affected by the English sound system.

Corrective feedback, as mentioned earlier, influences speaking performance. Harmer (1991) and Baker and Westrup (2003) are of the opinion that corrective feedback can have a negative impact on the speaking skill of English learners. All participants of the recent study also agree (13 agree and 39 strongly agree) that they will be reluctant to speak if their errors are corrected.

The data collected from the interviews also reaffirm the belief of the researchers. One of the interviewees claims:

I do not want the teacher to correct me; I would like to say what is in my mind. I mean the message is important not grammatical correct sentences.

Another one believes:

Correcting make me stop from thinking. I cannot focus on the message if I am corrected.

Below is another interviewee's claim:

I cannot continue from speaking because of correcting. So, yes it has a negative influence on speaking. I think we have time to improve grammar; we need to have confidence, if teachers keep correcting us we do not have confidence and less speak.

All participants are aware (they all agree) that there is a relationship between the method of teaching and the

TABLE II
THE MOST INFLUENTIAL FACTORS

| Category | Factors | Strongly agree (%) | Agree (%) | Disagree (%) | Not sure (%) |
|------------------------|--------------------------|--------------------|-----------|--------------|--------------|
| Methodological factors | Listening | 6 | 71 | 23 | 0 |
| | Oral practice | 79 | 21 | 0 | 0 |
| | Game activities | 62 | 25 | 0 | 13 |
| | Group work activities | 15 | 85 | 0 | 0 |
| | Practice opportunities | 0 | 13 | 87 | 0 |
| Linguistic factors | Grammatical knowledge | 0 | 27 | 73 | 0 |
| | Range of vocabulary | 46 | 54 | 0 | 0 |
| | Phonology | 25 | 62 | 13 | 0 |
| Psychological factors | Anxiety | 15 | 69 | 0 | 15 |
| | Fear of being humiliated | 27 | 50 | 23 | 0 |
| | Self-confidence | 63 | 37 | 0 | 0 |
| | Shyness | 25 | 75 | 0 | 0 |

development of the speaking skill. Moreover, the findings gained from the interviews represent that according to the perspective of the participants, there is a close relationship between the speaking skill improvement and the method of teaching. They claim, appropriate methods can greatly improve speaking.

We have a teacher, who focuses on speaking a lot, I am confident in his class because I keep speaking.

Another one claimed:

Yes there is a teacher who wants us to speak, in his lecture we practice so much. But some teachers do not care about speaking.

Thus, if a lecturer, through a given method, places importance on speaking, learners recognize it and are comfortable with expressing their ideas.

The majority of the participants (8 strongly agree and 36 agree) believe that anxiety has a negative influence on speaking performance. This is in line with the belief of Woodrow (2006). Fear of being criticized and humiliated also affects the speaking skill. Only a small number of the participants (12 participants) disagree that fear of being criticized and humiliated can have a negative impact on speaking, the others (40 participants) think oppositely. Self-confidence, which is another psychological factor, can have a profound impact on the speaking skill. Confident students can speak and express themselves in an effective way (Krashen, 1982; Mahripah, 2014). The whole participants (33 strongly agree, 19 agree) think the same way and claim self-confidence positively affects the speaking skill. All the participants also agree that shyness has a negative influence on the speaking skill.

From the above analysis, it becomes clear that the factors affecting the speaking skill can be categorized into methodological, linguistic-related, and psychological factors. That is, there are three categories that affect the speaking skill. Each category includes a number of factors; there is also the most influential factor in each category as illustrated in Table II.

From the perspective of the participants, among the methodological factors oral practice is the most influential factor that positively affects the speaking skill. In respect of linguistic-related factors, being rich in vocabulary is more

significant than being good at grammar or the English sound system. The most influential factor in the psychological category is associated with self-confidence. According to the belief of the participants which is in line with some researchers' perspectives, self-confidence has the most profound influence on the speaking skill. These three factors are interrelated and affect one another. Learners with a wide range vocabulary may practice and speak more compared to those with a limited range of vocabulary. Moreover, practice can make learners more confident to speak.

VIII. CONCLUSION

The speaking skill is one of the essential skills in learning a foreign language which has its own features and significance. This skill is affected by a wide range of factors. The factors can be divided into three categories: Methodology, linguistic, and psychology. Methods of teaching can enhance the speaking skill of English language learners. That is, lecturers can use various strategies to help learners improve their speaking skill. The more the lecturer gives them the opportunity to practice the language, the better their speaking will be. Lecturers should motivate learners to participate in discussions and should not interrupt them through corrective feedback. There are also linguistic factors affecting the speaking skill. Learners with a wide range of vocabulary can convey their meanings more smoothly. A learner with a restricted range of vocabulary may not be able to express their ideas in effect despite being good at grammar or confident. Thus, the more vocabulary a learner has the easier it is for them to utter their thoughts. Psychological factors also have a huge impact on the speaking skill. Criticizing or humiliating learners have a negative influence on the speaking skill of English learners. Shy learners should be encouraged to participate in classroom activities, since shyness negatively affects their speaking performance. More importantly, an atmosphere should be created in which learners feel confident when practicing their language. The more confident learners become the more they will be able to express their messages. Among the factors, oral practice, range of vocabulary, and self-confidence are regarded as the most influential factors. They are interrelated and affect one

another. A learner's speaking skill is negatively affected if he/she lacks confidence, that is, speaking proficiency needs not only practice and a wide range of vocabulary but it also requires the confidence that helps the learner express his/her thoughts. Lack of adequate vocabulary has also a negative influence on a learner's speaking skill even if he/she is confident and practices the target language. Moreover, adequate vocabulary is not solely that helpful, learners need to practice their speaking, indeed, and it is through practice that they build confidence. Hence, there is a close relationship among these three factors.

In light of the findings of the study, it can be proposed that the different interrelated factors should be taken into consideration in the teaching process, that is, linguistic and non-linguistic factors should be jointly focused on.

Obviously, this phenomenon deserves a wider and more in depth study. Another study can be conducted with a larger sample size in a different context. This clarifies that whether learners in different contexts have different or similar views toward the factors that affect the speaking skill.

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