

## Factors Influencing the Speaking Skills of Bachelor of Secondary Education Major in Mathematics Students

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### Abstract

This study aimed to determine the factors influencing the speaking skills of BSED Mathematics students. The study used a descriptive-correlational research design. The researchers used a quota sampling design. Out of 62 BSED Mathematics students, the researchers chose 40 BSED Mathematics students of Notre Dame of Midsayap College as the respondents. In this study, students are not confident in speaking English and are not fluent in English. Findings revealed that the fear of making mistakes, shyness, anxiety, and lack of confidence hindered them from speaking in English classes. However, most students believe that motivating them to be more confident in speaking English is worth considering, reading more scholarly books, putting more effort into learning, and giving more time to study. In conclusion, students' speaking skills have been affected by affective and cognitive factors such as shyness to speak the English language, the fear of making mistakes, the lack of self-confidence, and the anxiety students feel when speaking the English language. The students must surmount the factors that impede their speaking skills to learn and improve them.

**Keywords:** Coping Strategies, Mathematics Education, Speaking Skills, Mathematics Students

### Introduction

We often heard people saying that they are afraid to speak English language when they are not prepared, feel shy towards their classmates about their English and cannot fully express their ideas using the language. They are also afraid that they might be judge and mock because of their poor English. These people have speaking difficulties in using English language. He and Chen (2010) explain that students feel afraid of making mistakes as they worry that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English. Students' fear of making mistakes in speaking English has been a common issue, especially in an EFL context like Indonesia. As Middleton (2009) argued, most EFL students are afraid to try and speak in a foreign language they learn.

This research has been developed at Notre Dame of Midsayap College located in Poblacion 5, Quezon Avenue, Midsayap, Cotabato. It is developed with the BSED Mathematics students. The main objective is to analyze the factors influencing students' speaking skills inside the classroom to get a good quality education that can help society as a whole. As observed, students of Notre Dame of Midsayap College experience problems when they have to speak in class; they do not use grammatical structures to form sentences, their vocabulary is poor that they cannot find the right words to express their ideas, and the main problem is students use vernacular instead of

English. Some factors that can be influenced in that problem could be limited vocabulary, and the level of motivation students can perceive from the teacher because they do not know how important English can be.

The BSED Mathematics students in Notre Dame of Midsayap encountered difficulties in speaking. Speaking is one of the macro skills of the language, and this group presents a weak in this area; this research is to analyze the factors that are influencing the speaking skills of students inside the classroom where students have a deficiency in the interactive process of constructing meaning that involves producing, receiving, and processing information. With this study, the schools, students, and teachers teaching and learning English as a second language can implement strategies to be used inside the classroom so that students have better performance and can develop their speaking skills.

### Research Questions

This study aimed to analyze the factors influencing the speaking skills of BSED-Mathematics students at Notre Dame of Midsayap College. This study sought to answer the following questions:

1. What are the demographic profiles of the respondents in terms of:
  - 1.1. Sex
  - 1.2. Age
  - 1.3. Year level

2. What are the factors influencing speaking skills?
3. What are the coping strategies to overcome the lack of speaking skills of the BSED Mathematics students in Notre Dame of Midsayap College?
4. Is there a significant difference between the factors influencing the speaking skills and the selected socio-demographic of the respondents in terms of sex, age, and year level?

## Literature Review

### Concept of Speaking

Different experts give different opinions on the definition of speaking competency. Fauzan (2016) says that speaking refers to verbal language and is considered a challenging competency. It allows the speakers to communicate and express themselves with other people by using this verbal language. In contrast, speaking is not the only way to communicate with other people, but it has messages and intentions that the listener should discover, as explained by Saputra and Wargianto (2015). Lastly, Derakshan, Khalili, and Behesti (2016) define speaking as the second complex competency dealing with daily communication related to the social context. It can be summarized that speaking is not merely a way to communicate with other people, but it has intentions and messages that should be discovered to maintain daily communication in our social context.

### Factors Inhibiting Students in Speaking

It has been stated that students face complex problems in learning to speak. According to Hanifa (2018) and Humaera (2015), there are two main factors inhibiting students in speaking, namely, affective and cognitive factors. The factors inhibiting students from speaking are presented under its main factor.

The affective factor is the first prominent factor explained in the study. This factor appears as students get negative results from learning English in the classroom (Tuan & Mai, 2015). They add that students as individual learners will influence the development of this factor. Humaera (2015) states that shyness and lack of self-confidence are categorized as affective factors. These factors are described orderly by following the order given.

### Shyness

The first factor written by Humaera (2015) is shyness. It starts inhibiting students in speaking as they are

asked to perform speaking in front of the class in the form of dialogue, speech, and even presentation. The result makes students forget the words they have to say in speaking.

As previously stated, shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of the problem in students' learning activities in the classroom, especially in speaking class. Therefore, paying attention to this aspect is also crucial to help the students do their best in speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter, and feeling of shyness makes their minds go blank, or they will forget what to say. This theory is also supported by this research, in which most students fail to perform their speaking at their best. Students expressed that their inability to speak is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays a vital role in speaking performance by the students.

Concerning the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are reticent. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when they speak English in front of their friends and teacher. In addition, Saurik (2011) identifies that most English students feel shy when they speak the language because they are afraid to make mistakes when they talk.

### Lack of Self-Confidence

Lack of self-confidence is the second-factor inhibiting students from speaking. Limited knowledge possessed by students related to English certainly makes students have low self-confidence. This situation might worsen as they see some of their friends do not easily understand their speaking performance in the classroom (Humaera, 2015) and when they do not understand other speakers. In this situation, they would rather keep silent while others talk, showing that the students lack the confidence to communicate. Tsui, cited in Nursyams (2018), says that students who lack confidence in themselves and their English suffer from communication apprehension. To the explanation above, the teacher should give more attention to building students' confidence when they speak. Moreover, He and Chen (2010) state that the leading cause of students' confidence is their low ability to

speak English. In this case, as they add, many students think their English is bad and feel they cannot speak English well.

The cognitive factor becomes the other main factor inhibiting students from speaking. This factor might improve students' fear of mistakes and anxiety. Here are cognitive factors inhibiting students from speaking, as presented by Hanifa (2018) and Humaera (2015).

### **Fear of Mistake**

Many theorists suggest that fear of mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). Regarding the fear of making mistakes, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the student's fear of being laughed at by other students or criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, teachers must convince their students that making mistakes is not wrong or bad because students can learn from their mistakes.

Furthermore, the primary reason for fear of mistakes is that students are afraid of looking foolish in front of other people and are concerned about how others will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006), cited in He and Chen (2010), explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make a mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue, especially in an EFL context like Indonesia. As Middleton (2009) argued, most EFL students are afraid to try and speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound and are scared of sounding silly, and so on.

### **Anxiety**

Anxiety is a feeling of tension, apprehension, and nervousness associated with learning a foreign language (Horwitz et al. cited in Nascente, 2001; Juhana, 2012). Further, Nascente writes that, among other affective variables, anxiety is one of the central blocking factors for effective language learning. In other words, anxiety influences students in learning the language. Therefore, paying attention to this learning

factor should also be considered. Anxiety plays an essential role in students' learning and is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a particular language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent. This explanation suggests that teachers should attempt to create a learning atmosphere that gives students more comfortable situations in their learning activity.

In addition, it is the most common problem encountered by speakers, whether beginner or novice. As Raja (2017) elaborated, speaking anxiety is the state of uneasiness and apprehension of fear caused by the anticipation of something threatening. It is something felt by the speaker before and during speaking. According to the University of Pittsburgh (2021), some of the most common symptoms of speech anxiety are shaking, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and squeaky voice. These symptoms may not be present all at once, but they indicate that the person showing such symptoms may be experiencing speaking anxiety. As accentuated by Batiha et al. (2016), speaking anxiety is primarily caused by the fear of committing mistakes. Speakers tend to be hesitant to speak in public because of the fear of committing mistakes.

The University of Pittsburgh (2021) also added that speaking anxiety occurs when the speaker feels that the audience has high expectations. This implies that when the audience is of high educational attainment, has a deeper understanding of the subject matter, and knows the topic very well, the speaker becomes anxious and feels uncomfortable when speaking. This happens mostly to beginner speakers who think and feel the audience wants them to fail. Another cause of speaking anxiety is the feeling of nervousness. As Tsousides (2017) emphasized, nervousness is widespread in "first-time" speakers. It occurs when the speaker lacks experience when speaking in public. Speakers also experience speaking anxiety when there is no preparation done before speaking. As Batiha et al. (2017) stressed, unpreparedness is the factor responsible for speakers' anxiety, hindering the speaker's performance. This means that unprepared speakers experience panic when they are asked to speak in public unprepared. He also added that unprepared speakers generally encounter speaking anxiety more than prepared speakers.

### **The Ways to Cope with Speaking Problems**

According to Juhana (2012), as cited in Nursyams (2018), possible strategies to solve speaking problems are as follows:

#### **Coping strategy to solve the shyness**

In terms of a solution to overcome shyness, the teacher should create an excellent way to solve the students' shyness. Pesce (2011) says teachers must create a friendly and open classroom environment. By doing this, students' shyness is hoped to feel fine for making mistakes in their learning. This way, students will not worry about their bad pronunciation and grammar. As a result, they dare to speak in their speaking class. In solving the shyness problem, Chinmoy (2007) suggests that to help students be more confident in their speaking, they convince them to look upon shyness as a thing to overcome and not to fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance.

#### **Coping strategy to solve lack of confidence**

To solve the students' lack of confidence, Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence in speaking English, teachers can provide regular opportunities to practice proper pronunciation and intonation and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore the teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

#### **Coping strategy to solve fear of mistake**

To overcome the fear of mistakes in speaking, teachers and students should have chemistry, and the teacher should build the students' concentration and create a good atmosphere in the class, so the students will feel comfortable speaking English. Like the suggestion from Zua (2008) to overcome the students' fear of mistakes. First, she suggests that emotional bonds between students and teachers should be built. This way, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make a mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supportive learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness.

#### **Coping strategy to solve the anxiety**

Students' anxiety when they are speaking can be solved by giving motivation to the students and creating an accessible environment. According to Keramida (2009), motivating the students, providing them with positive reinforcement, and creating an accessible environment in class is essential to be noticed by the teacher since they can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

Moreover, speakers can overcome speaking anxiety with constant practice and persistence (Sawchuk, 2017). There are many ways to deal with speaking anxiety and manage the fear of speaking in public. The University of Hawaii (2002) suggested that preparing before the speech helps reduce anxiety in speaking. This includes using backup materials such as note cards and an outline. Additionally, the University of Nevada (2021) asserted that familiarizing the content of the speech helps the natural flow of words and makes the speaker look more confident. It also reduces the chances of committing mistakes. Aside from preparation, practicing one's speech is also essential. The University of Hawaii (2002) supported this notion by stating that the more practice you do before speaking, the more confident you become. This means that practicing a lot helps boost self-confidence and eases anxiety when speaking in public. Another technique that can be used to cope with speaking anxiety is boosting one's self-confidence. This ultimately helps lessen the fear of speaking in public. According to Tridinanti (2018), the relationship between speaking anxiety and self-confidence is inversely proportional. It means that speakers with higher self-confidence have lower speaking anxiety, making them more confident when speaking in public. This is supported by Van Den Bergh (2021), who emphasized that building confidence is essential in alleviating the fear of speaking in public.

#### **Of the four macro skills, speaking is considered the most important**

As English is the Philippines' second language, the curriculum gives enough chances for students to communicate effectively and efficiently, but the students must improve their skills. It was mentioned that factors influence and impede the students' ability to learn the second language efficiently.

In the Philippines, most topics were taught in English, and it also became the second official language. Unfortunately, despite its widespread use, it still has issues and drawbacks encountered by pupils. Although the English language has become the Philippines'

second language, students still have difficulties using it. Learners become uncomfortable using the English language and use colloquial language instead. Students need to find motivation from their friends and teachers to overcome difficulties in learning to speak.

Moreover, it is very significant for the learners to figure out the factors that affect their speaking performance. Students speaking performance can be affected by affective and cognitive factors. Meanwhile, learners, particularly those at the college level, are still apprehensive and fearful of conversing or expressing themselves. The first problem that the students often encounter is inhibition. Students are often inhibited when they try to say things in a foreign language in the classroom. They are worried about making mistakes, fearing criticism, or losing face. They are shy of the attention that their speech attracts. Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. When many learners share the same mother tongue, they tend to use it because it is easier for them. When the students are asked to discuss a topic they are incapable of, if they want to say anything about it, they will use their language.

Language plays a vital role in humans' lives because it allows them to communicate with others and express their wants. English is one of the world's most widespread languages and plays a vital role in communication (Mantra, Handayani, & Suwandi, 2019). Nowadays, English is taught from primary to senior high school. In learning English, four skills should be mastered. They are listening, reading, writing, and speaking skills (Yuliantari, 2020).

Al Nakhalah (2016) studied the difficulties of using English encountered by English language students at Al Quds Open University. The results of this study indicated some difficulties in the speaking of the students due to some reasons such as fear of mistakes, shyness, anxiety, and lack of confidence. The researcher adopted some recommendations. The most important one is to establish environmental support and encourage the students to speak English frequently. On the other hand, he suggested conducting more research and studies regarding the speaking difficulties encountered by English language students.

However, it is not easy for beginners to speak English, particularly the EFL learners, including the Indonesian undergraduate English Language Education Department students at the State Islamic Institute of Kudus. They find problems speaking English that

seems more complex than their first language. It follows Gan (2012) as cited in the study of Wahyuningsih (2020), revealing that the students may commonly encounter inadequate vocabulary, complicated structure, inappropriate intonation and pronunciation, and lack of exposure to speaking English, lack of language curriculum development.

In the Philippines, even though Filipinos are exposed to the English language, learners of the English language may still have difficulty developing their English language proficiency, especially in their oral proficiency. This could affect their performance when they enter the higher levels of learning and even when they apply for jobs. Cabigon (2015) mentioned, in his article in the *Philippine Daily Inquirer*, that there is a "decline of the quality of English in the Philippines and the growing number of unfilled jobs in various industries that require certain levels of English communication skills." A similar report by Tima (2018) in the *24 Oras*, GMA News that Filipino students' and teachers' English proficiency is lagging according to a survey conducted by the Hopkins International Partners, the official representative of the group called Test of English for International Communication (TOEIC). He also reported that it is not only the level of English proficiency of college graduates that is lagging but also the teachers. One of the reasons could be that teachers have been using Filipino as a medium of instruction, even in Math and Science subjects. According to Leonen (2018) in his news article in the *Inquirer*, the results of the two-year study of Hopkins International Partners on the English proficiency of Filipino graduates have called the attention of the senate, where in Senate Resolution No. 622, Senator Grace Poe called for an assessment of the present curricula in the elementary and high school due to reports of narrowing advantage of Filipino graduates in the global language.

Since this is the status quo of the English language in Philippine education, it is then necessary to consider the factors affecting the oral English proficiency of the learners as early as they enter the elementary level. It is important to identify these factors at this stage as this will provide insights into the problems that learners face in acquiring oral communicative skills in English. This, in turn, will help the teachers make necessary adjustments in their teaching strategies and choose the appropriate activities and teaching materials for their learners. This may also assist the curriculum planners in reviewing the curriculum on what needs to be emphasized to improve the learners' oral proficiency or language competence (Pangket, 2019).

Panabo Region XI, Orbeta, and San Jose (2013), cited in Genelza (2022), conducted a study at the University of Mindanao, Panabo Campus on Language Learning Anxiety and Oral Performance in English. Results showed that most of the respondents felt shy toward their peers and teachers, directly affecting their speaking performance. Furthermore, they have found out that the insecurity the respondents feel when speaking English creates language anxiety which blocks their ability to communicate using English.

Similarly, at Tagum City National High School (TCNHS), English Cooperating Teachers mentioned that students struggle to use the language proficiently in front of the class. Students tend to stutter, tremble, and make unnecessary gestures. Moreover, they often use mother-tongue and code-switch whenever they are asked to speak in front. These are driving them not to participate. In the same context, the Pre-service teachers have observed those problems.

In summary, the students' speaking skills are greatly affected by various factors. Therefore, much emphasis must be put on ensuring higher levels of proficiency are achieved among the learners in terms of communicative ability. However, no research has been conducted to show the factors influencing the lack of speaking skills of College of Education students in Notre Dame of Midsayap College. This study is unique among other research because it was developed during the COVID-19 pandemic as NDMC transitioned to an online learning modality. Thus, it was done online.

## Methodology

This study used the descriptive-correlational research design. It is descriptive because it describes the factors that influence speaking skills. This study is also correlational, for it determined the relationship between the selected profile of the respondents and the factors influencing their speaking skills.

### Participants

The study was conducted at Notre Dame of Midsayap College, Quezon Avenue, Poblacion 5, Midsayap, Cotabato. The researchers chose 40 respondents from the BSED-Mathematics enrolled in the second semester of the academic year 2021-2022.

### Instruments of the Study

This study made use of a researcher-made

questionnaire. The questionnaire was composed of three parts. The first part of the questionnaire contained the sex, age, and year level of the respondents. These were answered by having the respondents check the applicable information. The second part of the questionnaire contains the factors influencing speaking skills. This consisted of 20 items which were answered by checking the factors Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The third part of the questionnaire contains the coping strategies to overcome the lack of speaking skills. This consisted of 20 items which were answered by checking the strategies as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

### Procedure

Before data gathering, the researchers sent a letter to the Dean of the College of Education to ask permission to conduct the study on the Factors Influencing the Speaking Skills of the BSED-Mathematics Students. Upon approval, the researchers asked for lists of students and then sent the link of our Google forms for our pilot testing in our group chat with the respondents. After getting the responses, we went to our statistician to analyze the result. The result was .90, which is highly reliable. Afterward, we conducted our final survey through Google forms.

### Ethical Considerations

The instrument developed was subjected to content validity. The adviser and subject teacher determined the content and face validity. After which, it was pilot tested in the College of Education students of Notre Dame of Midsayap College.

## Results

This section presents and discusses the results of the statistical treatment of data gathered. The data were discussed systematically based on the research problem perceived as to the factors influencing the speaking skills of BSED-Mathematics students in Notre Dame of Midsayap College.

### Profile of the Respondents

Table 1 presents the profile of the BSED-Mathematics students in terms of age, sex, and year level. Pertinent data are presented below.



Table 1. Profile of the Respondents

Profile of the Respondents		F	%
<b>Sex</b>			
Female		23	57.5
Male		17	42.5
	Total	40	100.0
<b>Age</b>			
18 – 19		5	12.5
20 – 21		22	55.0
22 and above		13	32.5
	Total	40	100.0
<b>Year Level</b>			
First		8	20.0
Second		13	32.5
Third		15	37.5
Fourth		4	10.0
	Total	40	100.0

**Sex**

The female respondents comprised 23 or 57.5 percent, greater than the male population of 17 or 42.5 percent. Most of the respondents were females.

**Age**

The BSED-Mathematics students aged 18-19 years old are 5 or 12.5 percent, 20-21 years old are 22 or 55.0 percent, and 22 years old and above are 13 or 32.5 percent. Results show that most BSED Mathematics students are 20-21 years old.

**Year level**

Eight (8) or 20.0 percent of respondents came from the first year, 13 or 32.5 percent were from the second year, 15 or 37.5 percent from the third year, and 4 or 10.0 percent were from the fourth year.

**Factors Influencing the Speaking Skills**

Table 2. Factors Influencing the Speaking Skills of the Respondents

Item	Mean	Sd	Description
AFFECTIVE FACTORS			
<i>Shyness</i>			
1. I feel too shy to speak English.	3.66	0.83	Agree
2. I am shy when meeting someone who has good speaking skills.	3.75	0.80	Agree
3. I feel uncomfortable speaking English in front of people.	3.85	0.86	Agree
4. I find intimidating in speaking English language in front of my friends and teachers.	3.68	0.89	Agree
5. I am shy to express my ideas in English.	3.72	0.78	Agree
	<i>Overall</i>	3.74	0.84 Agree
<i>Lack of Self-Confidence</i>			
1. I lose my confidence when I made a mistake.	3.70	0.91	Agree
2. I don't feel confident to speak in English.	3.60	0.78	Agree
3. I lose my self-confidence when someone corrects my English.	3.35	0.98	Agree
4. I am not confident with my speaking skills	3.65	0.95	Agree
5. I am afraid in speaking English because I am fear of other people's opinion.	3.70	0.72	Agree
	<i>Overall</i>	3.60	0.87 Agree

(continuation)

COGNITIVE FACTORS			
<i>Fear of Mistake</i>			
1. I am fear of criticism from others while speaking.	3.48	0.99	Agree
2. I am afraid that people will laugh at me if I make mistakes while speaking in English.	3.85	0.86	Agree
3. I worry about being teased when I speak in English.	3.78	0.86	Agree
4. I am afraid to participate in English class because I am afraid of making mistakes.	3.65	0.70	Agree
5. I am afraid of looking foolish in front of other people.	3.65	0.86	Agree
	<i>Overall</i>	3.68	0.86 Agree
<i>Anxiety</i>			
1. I feel pressure in giving a speech.	3.80	0.72	Agree
2. I feel anxious before performing the speaking task.	3.70	0.85	Agree
3. I feel nervous when the teacher asks me to speak in English.	3.70	0.72	Agree
4. I feel tense when I am with people who are fluent in English.	3.88	0.69	Agree
5. I always get nervous when speaking English in public, it seems like I lose all the ideas I have before.	3.75	0.98	Agree
	<i>Overall</i>	3.77	0.79 Agree
<i>Grand Mean and Standard Deviation</i>			
		3.70	0.84 Agree

The data on the factors influencing the speaking skills of the respondents categorized into Affective and Cognitive factors are presented in Table 2. Under affective factors are shyness and lack of self-confidence, while cognitive factors are fear of mistakes and anxiety.

Table 2 shows the grand mean of 3.70 with the description of Agree and a grand standard deviation of 0.84.

**Affective Factors**

**Shyness**

The statement, I feel uncomfortable speaking English in front of people has the highest mean of 3.85, described as Agree, and has a standard deviation of 0.86. I am shy when meeting someone who has good speaking skills got the second highest mean of 3.75, described as Agree with a standard deviation of 0.80. The statement, I feel too shy to speak English has the lowest mean of 3.66, described as Agree, and has a standard deviation of 0.83.

**Lack of Self-Confidence**

The statement, I lose my confidence when I made a mistake and I am afraid in speaking English because I am fear of other people's opinion has the highest mean of 3.70, described as Agree, and has a standard deviation of 0.91 and 0.72. In addition, the statement I am not confident with my speaking skills is the second highest mean of 3.65, described as Agree with a standard deviation of 0.95. I lose my self-confidence when someone corrects my English with the lowest mean of 3.35, described as Agree with a standard deviation of 0.98.

**Cognitive Factors**

**Fear of Mistake**

The statement, I am afraid that people will laugh at me

if I make mistakes while speaking in English has the highest mean of 3.85, described as Agree, and has a standard deviation of 0.86. I worry about being teased when I speak in English and got the second-highest mean of 3.78, described as Agree with a standard deviation of 0.86. On the other hand, the statement I am fear of criticism from others while speaking has the lowest mean of 3.48, described as Agree, and has a standard deviation of 0.99.

### Anxiety

The statement, I feel tense when I'm with people who are fluent in English has the highest mean of 3.88, described as Agree, and has a standard deviation of 0.69. I feel pressure in giving a speech got the second highest mean of 3.80, described as Agree with a standard deviation of 0.72. I feel anxious before performing the speaking task, and I feel nervous when the teacher asks me to speak in English has the lowest mean of 3.70, described as Agree, and has a standard deviation of 0.85 and 0.72.

### Coping Strategies to Overcome the Lack of Speaking Skills

Table 3. *The Coping Strategies to Overcome the Lack of Speaking Skills of the Respondents*

Item	Mean	Sd	Description
AFFECTIVE FACTORS			
<i>Shyness</i>			
1. I practice speaking in English out loud.	3.70	0.65	Agree
2. I join an English conversation class.	3.55	0.75	Agree
3. I watch English movies and news.	4.17	0.64	Agree
4. I do (write/listen) something in English whenever I feel ashamed about a situation to make me feel good and capable of learning the English language.	3.75	0.63	Agree
5. I practice talking to a friend in English.	3.65	0.83	Agree
<i>Overall</i>	<i>3.77</i>	<i>0.70</i>	<i>Agree</i>
<i>Lack of Self-Confidence</i>			
1. I have to believe in myself that I can speak in English.	4.38	0.63	Agree
2. I bear in mind that I have to be clam while speaking in English.	4.30	0.61	Agree
3. I should not panic while delivering a speech in public.	4.15	0.70	Agree
4. I think positively that I am the one who is leading the crowd because I am the one who speak and in that way I feel confident and can really speak out.	3.95	0.71	Agree
5. I bear in mind that if other people can do it, why not myself?	4.35	0.62	Agree
<i>Overall</i>	<i>4.23</i>	<i>0.65</i>	<i>Agree</i>
COGNITIVE FACTORS			
<i>Fear of Mistake</i>			
1. I learn to value the mistakes I make in speaking English and see to it as part of English learning journey.	4.40	0.63	Agree
2. I listen to podcasts to help me speak in English better.	3.63	0.77	Agree
3. I challenge my negative thoughts and remind myself that everyone makes mistakes.	4.23	0.66	Agree
4. I have tried performing in front of the mirror to help me master the way how my speech should go.	3.70	0.85	Agree
5. I embrace my mistakes in speaking.	4.18	0.71	Agree
<i>Overall</i>	<i>4.03</i>	<i>0.73</i>	<i>Agree</i>
<i>Anxiety</i>			
1. I take some steps in planning before giving a speech to control my feelings of anxiety.	4.00	0.56	Agree
2. Before speaking, I do an outline of the things I need to say.	4.13	0.56	Agree
3. I usually familiarize myself of what I am going to say so that I would not go out of track.	4.15	0.53	Agree
4. I have some constant practice before speaking.	3.95	0.68	Agree
5. I do the breathing exercise to release the tension and nervousness I feel.	3.95	0.75	Agree
<i>Overall</i>	<i>4.04</i>	<i>0.62</i>	<i>Agree</i>
<i>Grand Mean and Standard Deviation</i>			
	<i>4.01</i>	<i>0.67</i>	<i>Agree</i>

The data on coping strategies to overcome the lack of speaking skills of the respondents as Affective and Cognitive factors are presented in Table 3. Under Affective factors are shyness and lack of self-confidence, while cognitive factors are fear of mistakes and anxiety. Table 3 shows the grand mean of 4.01 with the description Agree and a grand standard deviation of 0.67.

### Affective Factors

#### Shyness

In shyness, the highest mean of 4.17 is the statement I watch English movies and news with a standard deviation of 0.64. I do (write/listen) something in English whenever I feel ashamed about a situation to make me feel good and capable of learning the English language got the second highest mean of 3.75, described as Agree with a standard deviation of 0.63. However, I join an English conversation class with the lowest mean of 3.55, described as Agree, and a standard deviation of 0.75.

#### Lack of Self-Confidence

The statement, I have to believe in myself that I can speak in English has the highest mean of 4.38, described as Agree, and has a standard deviation of 0.63. I bear in mind that if other people can do it, why not myself? got the second highest mean of 4.35, described as Agree with a standard deviation of 0.62. In the statement, I think positively that I am the one who is leading the crowd because I am the one who speaks and in that way, I feel confident and can really speak out has the lowest mean of 3.95 described as Agree and has a standard deviation of 0.71.

### Cognitive Factors

#### Fear of Mistake

The statement, I learn to value the mistakes I make in speaking English and see to it as part of English learning journey has the highest mean of 4.40, described as Agree, and has a standard deviation of 0.63. I challenge my negatives thoughts and remind myself that everyone makes mistakes got the second highest mean of 4.23, described as Agree with a standard deviation of 0.66. The statement, I listen to podcasts to help me speak in English better has the lowest mean of 3.63, described as Agree, and has a standard deviation of 0.77.

#### Anxiety

The statement, I usually familiarize myself of what I am going to say so that I would not go out of track has the highest mean of 4.15, described as Agree, and has



a standard deviation of 0.53. Before speaking, I do an outline of the things I need to say got the second highest mean of 4.13, described as Agree with a standard deviation of 0.56. The statements, I have some constant practice before speaking with a mean of 3.95 described as Agree and a standard deviation of 0.68, and I do the breathing exercise to release the tension and nervousness I feel with a mean of 3.95 described as Agree and has a standard deviation of 0.75 are the items with the lowest mean.

**Difference Between the Factors Influencing the Speaking Skills when Grouped by Sex, Age, and Year Level.**

The data about the significant difference between the factors influencing the speaking skills of the respondents when grouped by sex, age, and year level are presented in Tables 4, 5, and 6.

Table 4. *The Significant Difference Between the Factors Influencing the Speaking Skills and the Respondents when Grouped by Sex*

Sex	N	Mean	SD	P-value	Indication	Decision
Male	17	3.78	0.66	0.43	NS	Do not reject H01
Female	23	3.63	0.54			

NS = Not significant at .05 level (2 – tailed)  
S = Significant at .05 level (2– tailed)

Table 4 shows no significant difference between the factors influencing the speaking skills and the respondents when grouped by sex. Since the p-value is 0.43, which is greater than the level of significance of 0.05, this result implied that the H01 or null hypothesis was not rejected. The test utilized here is the t-test.

Table 5. *The Significant Difference between the Factors Influencing the Speaking Skills and the Respondents when Grouped by Age*

Age Group	N	Mean	SD	P-value	Indication	Decision
18 – 19	5	3.80	0.70	0.25	NS	Do not reject H01
20 -21	22	3.81	0.61			
22 and above	13	3.47	0.49			

Table 5 shows that there is no significant difference between the factors influencing the speaking skills and the respondents when grouped by age since the p-value is 0.25, which is greater than the level of significance of 0.05; this result implied that the H02 or null hypothesis was not rejected. The test utilized here is One-Way ANOVA or analysis of variance.

Table 6. *The Significant Difference between the Factors Influencing the Speaking Skills and the Respondents when Grouped by Year Level.*

Year Level	N	Mean	SD	P-value	Indication	Decision
First	8	3.65	.58	0.95	NS	Do not reject H01
Second	13	3.68	.42			
Third	15	3.69	.72			
Fourth	4	3.86	.80			

Table 6 shows that there is no significant difference between the factors influencing the speaking skills and the respondents when grouped by year level since the p-value is 0.95, which is greater than the level of significance of 0.05; this result implied that the H03 or null hypothesis was not rejected. The test utilized here is One-Way ANOVA or analysis of variance.

**Discussion**

**Profile of the Respondents**

The majority of the respondents are between 20-21 years old. This implies that most of the students belong to young adults. In terms of sex, most of the respondents are female. Regarding the year level of the respondents, most are on the third-year level. The result indicates that the students Agree with the factors influencing their speaking skills and the coping strategies used.

**Factors Influencing the Speaking Skills**

**Affective Factors**

**Shyness**

The respondents agreed that they feel uncomfortable speaking English in front of people. This means that they are ashamed to speak in front of a crowd. In addition, the students were also shy when meeting someone who had good speaking skills. This means that they are ashamed to speak English when they are with people who are fluent in English. This result agrees with the study of Harmer (2007), which states that students are often reluctant to speak because they are shy and are not predisposed to express themselves in front of other people, especially those who are good at speaking. Further, students feel too shy to speak English, so they are too shy to express their ideas and opinions using English. These results agree with the study of Emma (2010) posited that students feel shy about talking in front of other students, peers, and teachers. Further, some students dominate and are

almost intimidated.

### **Lack of Self-Confidence**

Regarding the factors for the lack of self-confidence, the respondents agreed that they lost confidence when they made mistakes and were afraid to speak English because they feared other people's opinions. It means that students do not believe in themselves when they speak using the English language because they do not want to hear some critiques from other people, and at the same time, they lose their self-confidence when someone corrects their English. These results agree with the study of Ur (1996), stating that one of the factors that cause difficulty in speaking is that students are worried about making mistakes and fearful of criticisms.

Additionally, they are not confident with their speaking skills. This means that the respondents found it hard to express their ideas because they do not have enough confidence to speak. According to Ni (2012), students who lack confidence are usually highly fearful and timid, reluctant to express their opinions, and even unable to utter a complete meaningful sentence in class. Less confident learners feel uncomfortable when asked for speaking activities, they are unable to take oral tasks as challenges, and these are like threats to them. They lack faith in their capabilities and are more concerned about being criticized or rejected by others.

### **Cognitive Factors**

#### **Fear of Mistakes**

The respondents also agreed that they are afraid that people will laugh at them when they make mistakes while speaking English. This means that students are afraid of judgments when they speak using the English language. This is supported by the study of He and Cheng (2010) that students feel afraid of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English. In addition, respondents are also worried about being teased when they speak in English. This means they are afraid of being mocked by others when they speak English. This is in line with the study of Middleton (2009), which states that students do not want to look foolish in front of the class. In other cases, they also worry about how they will sound and are scared of sounding silly and getting teased by someone.

Furthermore, students fear being criticized by others when speaking. This statement means that students are afraid to be criticized when they speak. This is in line

with the study by Koichi Sato (2003), which finds that English students are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996) Yan-hua (2007), who finds that students fail to join in the English discussion because of their fear of making mistakes resulting in their inability to speak English well. The primary reason for fear of mistakes is that students are afraid of looking foolish in front of other people and are concerned about how others will see them (Kurtus, 2001).

#### **Anxiety**

The respondents agreed that they feel tense when they are with people who are fluent in English. This means that students feel tense when they speak the English language with people who are good at speaking. They also feel pressure to give a speech. This means that when they deliver a speech in front of people, they feel discomfort using the English language. This result agrees with the study of Lucas (2011) as cited in Berger et. al (2021), "Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech."

Moreover, they feel anxious before performing the speaking task and nervous when the teacher asks them to speak in English. It means that the students feel anxious and nervous whenever they speak English. Students' anxiety will result in feeling embarrassed, inferior, blank, and confused. It is in line with the previous study by Awan et al. (2010) that speaking in front of others is rated as the most significant cause of anxiety, followed by worries about grammatical mistakes, pronunciation, and inability to talk spontaneously.

### **Coping Strategies to Overcome the Lack of Speaking Skills**

#### **Affective Factors**

##### **Shyness**

The respondents agreed that they watch English movies and news. This means that the students cope with the factors that affect their lack of speaking skills by watching movies and the news. Additionally, they also write or listen to something when they feel ashamed about a situation to make them feel good and capable of learning English. This means that they can improve their English speaking skills by writing and listening. Additionally, they join an English conversation class. The students join an English conversation class to improve their speaking skills. As

noted by Uzzaman & Roy (2015), memorizing and learning new words is easier for students by watching English movies. Furthermore, Uzzaman & Roy (2015) state that watching English movies helps students with their listening skills, but it also helps with their speaking skills, encouraging them to speak English and eradicating the fear and shyness one might have felt. All these through watching English movies.

### Lack of Self-Confidence

The respondents agreed that they must believe that they can speak English. It means that the students tried to be optimistic and believed they could speak English. They also consider that if other people can do it, they too. This means that they think positively and are also capable of speaking English. Moreover, the students are optimistic that they are leading the crowd when they speak; in that way, they feel confident and can speak out. This means that the students who lacked speaking skills barely believed they were leading the crowd. According to Jonas (2010), to overcome the speaking problem, students must believe that they can do it. They can speak more confidently, learn English and become a better speaker.

### Cognitive Factors

#### Fear of Mistakes

The respondents agreed that they learn to value their mistakes in speaking English and see it as part of their learning journey. The students accept corrections and take this as an opportunity to improve their speaking skills. This result was supported by Kondo and Youngs (2004) state that positive thinking is very influential, like encouraging learners that it is acceptable to commit mistakes in learning English. Moreover, they challenge their negative thoughts and remind their selves that everyone makes mistakes. This means they bear in mind that everyone makes mistakes, which is part of learning. Further, they listen to podcasts to help them speak English better. It means that students barely used this strategy to improve their speaking skills. Some researchers have investigated the effectiveness of podcasts in developing English proficiency. They found out that using podcasts is more beneficial and more helpful than using the traditional chalk and talk method. Moreover, Ramli (2018) stated that integrating podcasts into learning can promote learning.

#### Anxiety

The respondents agreed that they usually familiarize themselves with what they are going to say so that they would not go out of track. This means that students contemplate their thoughts first before speaking in

class. In addition, they outline speaking. This means that outlining helps them to speak better using the English language. This is in line with the study of Kondo and Young (2004), which states that preparation gives the students ample time to prepare for oral tasks. This gives the students the leisure to compose their outline of what to say and how they deliver their message (Pabro-Maquidato, 2021).

Moreover, they have some constant practice before speaking and do breathing exercises to release the tension and nervousness they feel. It means that the students calm themselves before speaking and undergo practices to ensure they can speak well. According to Darwanto (2014), student have their English conversation practices in daily activities to improve their speaking skills.

### Conclusion

Based on the findings, it can be concluded that the respondents agreed with the factors influencing their speaking skills: shyness, lack of self-confidence, fear of mistakes, and anxiety. The students feel uncomfortable speaking English in front of people, they lose their self-confidence, and at the same time, they are not confident with their speaking skills.

Moreover, students are afraid that people will laugh at them if they make mistakes in speaking English and also feel pressure to give a speech. On the other hand, students also agreed with the coping strategies to overcome their lack of speaking skills. They watch English movies and news to improve their speaking skills and believe they can speak English. In addition, students learn to value the mistakes they make in speaking English and see it as part of the English learning journey, and they usually familiarize themselves with what they are going to say to avoid going out of track when speaking. Finally, no significant difference was yielded between the factors influencing the speaking skills and the socio-demographic profile of the respondents.

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