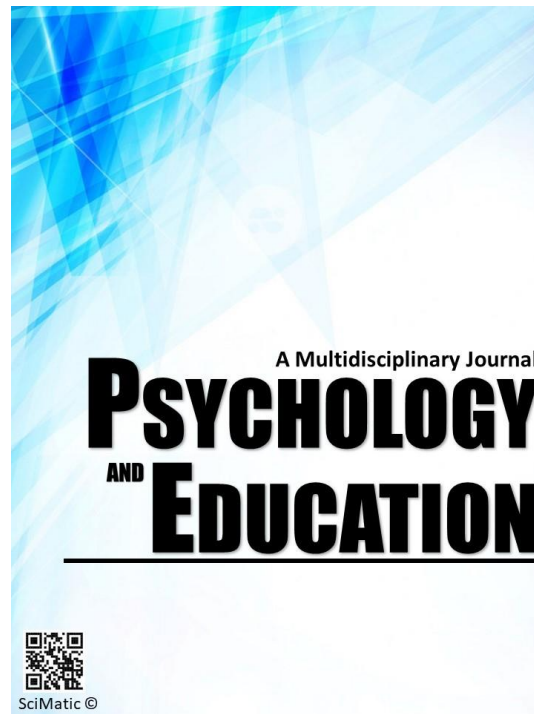


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Level of the Influence of the Factors Affecting the Speaking Performance in English

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Abstract

One of the essential skills that most students struggle with in the classroom is speaking, especially when they are asked to use the English language. The extent to which the factors impact the grade 12 HUMMSS students at the University of the Cordilleras' English-speaking performance was significant to the researchers. The study specifically attempted to uncover the perceived factors influencing the cognitive, emotive, and performative elements of grade 12 Senior High students' understanding of the English language. The findings demonstrated that the students valued all three aspects of speaking—cognitive, emotive, and performative—. As a result, Senior High teachers may continue to assign more performance responsibilities to the students. Teachers must also impart the required concepts, particularly grammar, vocabulary, and pronunciation, to improve their pupils' cognitive abilities

Keywords: *level of influence, speaking performance, factors, English*

Introduction

One of the essential skills that most students struggle with in the classroom is speaking, especially when requested to utilize English. Ur (2000) asserts that speaking is the most crucial of the four language skills—listening, speaking, reading, and writing—for effective communication. Brown and Yule (1983) add that "Spoken language production is often considered one of the most difficult aspects of language learning." A study recently conducted by Allen (2017) in Japan showed that the participants excelled at reading, followed by listening, while they were relatively much weaker in writing and speaking. There are still students in the Philippines who have difficulty speaking due to the nature of the English language and how it expresses itself, despite the English Proficiency Index (2018) stating that "Malaysia, the Philippines, and Singapore all rank in the upper quartile of this year's index, while Cambodia and Laos rank in the lowest 10%."

In 1898, the USA democratized the Philippine Educational system, and English was introduced as the new medium of instruction and replaced Spanish, which had prior been reserved for the Elite. In 1986, English returned to Spanish in the field of government, where it continues to be extremely important. However, because of the new possibilities of mass media, Filipinos no longer learn English through "first-hand tradition" and have a different exposure to it, which indeed has affected the nature of this English through the years. (Bugayong, 2011).

Even though English was introduced to the Filipinos in the late 1800s, it is still challenging to learn because it

is borrowed from various other languages, which adds to its complexity. As a result, English has sophisticated grammar rules. Mahripah (2014), referenced by Leong (2017), asserts that phonology, syntax, vocabulary, semantics, and psychological elements like motivation and personality impact EFL learners' speaking ability. English is not a phonetic language; words in English are not spoken similarly to how they are spelled. Due to the tenses and phonemes that come before and after words with similar spellings, they are occasionally pronounced differently.

In contrast to Ni's (2012) study, it was shown that affective characteristics determine the proportion of input and intake for language learners. The best pupils typically exhibit high drive, self-assurance, and reduced anxiety.

The foundation of the learners' affective barriers to successful learning is their negative prior experiences, anxiety about making mistakes in front of others, peer pressure, pressure to respond quickly without waiting time to construct the message, and, most importantly, low, or uneven participation in the class discourse where one person dominates. People with these experiences will refuse to talk because they do not like being in the same humiliating situation again. According to Leong (2017), "learners with a low sense of self-worth, higher anxiety, and low motivation have major challenges in speaking skills even though they have appropriate linguistic skills."

Swanson (2010) references MacIntyre (1999), who claims that performance is the critical, most crucial factor affecting S/FL learners' success. Additionally, Woodrow (2006) discovered that students felt the most

pressure when giving oral presentations in front of an instructor. Locally, Kim (2008) found that discussing novel subjects and choosing the appropriate words to explain thoughts are the two aspects that cause pupils to experience high anxiety levels, mainly when speaking.

Studies conducted in the Philippines show a loss in Filipinos' ability to speak English. A country whose spoken English formerly ranked as an official language has seen its collective proficiency drop over the years, even as the economic relevance of the lingua franca has expanded. The government is attempting to reverse the drop, partially caused by nationalist drives to favor Filipinos and a lack of school focus.

Makasinag (2011) also states in her article, "Graduating college students, particularly those taking up business/education courses, must take note of a recent study that revealed their English language proficiency at only the level of basic working proficiency. This level of proficiency indicates that "the person hardly understands native English speakers or speakers of English vis a vis international meeting, or could they sustain fluency & accuracy, plus discuss topics of general interest using non-elaborate structures."

The government boosted the use of Filipino as a language of instruction while abandoning English to build a stronger sense of national identity. Another factor is the abundance of television programs in Tagalog and Filipino Makasinag (2011).

English cannot be taken for granted because it is the universal language of communication and diplomacy. Tumapon (2015) asserts that "English is the official language of the ASEAN and that speaking is as important as the other three communication skills in teaching language." Additionally, "English is a significant aspect that boosts a person's confidence and enhances their capacity to engage with people at a professional level. Therefore, learning English is not a choice but a requirement.

The researcher would therefore wish to explore the variables further influencing their degree of English-speaking performance based on the assertions and facts provided.

Speaking is an essential skill everyone needs, personally and professionally; thus, this study will offer fresh perspectives on addressing the issues that can hinder a person's communication ability. Curriculum designers, teachers, students, and researchers will all gain from this study, and the

researcher will be happy with the results.

It is critical for those responsible for curriculum planning to be aware of the variables that affect students' speaking abilities and to use their research to identify the topics, activities, tests, and other curriculum elements that will deal with these problems and, ultimately, help students' speaking abilities.

The teachers must comprehend why sure of their students struggle during speaking exercises to find solutions to mitigate these issues and improve speaking performance. The instructor will also devise a strategy to encourage speaking in class from everyone.

To other researchers, adapt the questionnaires/materials used by the researcher to come up with another study. They will also gain knowledge on how to research speaking. Further, they will use this study to support or contradict their findings.

To the researchers, to gain knowledge on how to do research intensively. The study findings will also guide the researchers in handling their future students and use these as bases in teaching public speaking. They will also use the findings as bases for conducting future research with the same respondents or with different respondents.

Research Questions

This study aimed to determine the degree to which the factors affecting English-speaking performance were in operation. Specifically, more depth on the following questions:

1. What are perceived factors affecting the speaking performance of the grade 12 Senior High students in English, along with the cognitive factors?
2. What are the perceived factors affecting the speaking performance of the grade 12 Senior High students in English, along with affective factors?
3. What are the perceived factors affecting the speaking performance of the grade 12 Senior High students in English, along with performative elements?

Literature Review

This section presents related concepts and theories related to the level of influence of the factors affecting speaking performance in English.

Factors Affecting Speaking Performance

Learner's cognitive capacity, Finocchiaro (1989) puts it; L2 learning is a long, arduous process that depends on cognitive and affective factors and on stimulating practical teaching. When the learner has acquired cognitive control of the phonological, grammatical, and lexical patterns, he will develop the habit of using them in future communication.

Cognitive factors

These are internal to learners and concern the nature of their conceptual strategies (Carrasquillo & Rodrigues, 2002). Cognitive factors include the following aspects: First, familiarity with the subject: the speaking work, the more significant the knowledge. Second, familiarity with the genre: delivering a speech or presenting a lecture will be more challenging if you are not familiar with the genre. Third, familiarity with the interjector: Generally speaking, the easier it will be to communicate, the better you know the individuals you are conversing with, and the more common information you can presume. Fourth, processing demands: It will be more challenging if the speech event requires complex mental processing, such as that needed to explain a problematic method without using illustrations.

The cognitive factors above explain that having enough knowledge and the capability to use that knowledge is essential in communication.

Linguistic universals

Linguistic universals refer to those standard features among different languages, and the abstract principles that include universal grammar constrain the form of the grammar of any specific language. Research in L2 acquisition indicates that the linguistic nature of the L2 structure may influence both the ease and the order of their purchase, which is shown by the studies of negation, preposition stranding, and so on.

Language transfer vs. negative transfer. Positive transfer refers to the positive influence of cognate vocabulary or other similarities between the native and target languages. Negative transfer is no more than the term interference, in which L1 interferes with L2 learning, where differences exist between the first and second languages.

Cross-linguistic similarities can result in positive transfer in several ways, according to Odlin (1989). Firstly, similarities between the native and target language vocabulary can reduce the time needed to develop good reading comprehension. Secondly, similarities between vowel systems can make

identifying vowel sounds easier. Thirdly, similarities between writing systems can give learners a head start in reading and writing in L2. Fourthly, similarities in syntactic structures can facilitate the acquisition of grammar. The negative transfer involves overt divergences from norms in the target language.

Linguistic universals and language transfer state that the more similarities between the L1 and the L2, the more positive transfer. These likewise explain why some respondents could not pronounce the L2 vowel and consonant sounds because these were not found in the L1.

Input

This refers to the kind of written or spoken language the learner receives in L2 learning. Input may come from a native speaker, a teacher, or a learner. It happens amid conversation, listening, or reading. The input language must contain structures that are a little beyond their current level of proficiency, according to Krashen's Input Hypothesis (1985). Input becomes comprehensible due to simplification and with the help of contextual and extralinguistic clues.

Interaction

How each learner acquires L2 varies. The relationship between the various factors and L2 learning is highly complex. The success of L2 education is dependent not on age, sex, social class, or ethnic identity alone but rather on the interaction of these factors with attitudes towards these factors. Furthermore, different learners have different cognitive styles, learning strategies, personalities, IQs, language aptitudes, affective states, and so on.

Performance conditions

Under various circumstances, learners participate in a speaking activity. Speaking performance is affected by performance conditions, which include time constraints, planning, performance quality, and level of assistance (Nation & Newton, 2009). They also think that the environment can impact speaking performance.

According also to Wilga and Mackay (2005), performance factors are categorized as follows:

1. Mode: face-to-face communication so you can hear each other using gestures, eye contact, and listening to your interlocutor's comments is usually easier than speaking on the phone.
2. Collaboration level: delivering a presentation on

your own is generally more complicated than doing it with colleagues because, in the former case, you cannot count on peer support.

3. Controlling the conversation can frequently make it easier to handle. Rather than being under the authority of another person, you can direct the course of events.

4. Time for preparation and rehearsal: Typically, the more time you have to plan, the simpler the work will be.

5. There is a time limit if there is a sense of urgency.

Input, interaction, and performance conditions state that society contributes significantly to a person's speaking performance, implying that how we were taught, corrected, and interacted with impacted our language learning. This is likely going to make it more difficult for the speaker.

Affective factors

The emotive side of students is one of the critical variables in language learning, according to Oxford (1990). Many academics have investigated the three main types of motivation, self-confidence, and anxiety, according to Krashen (1982), who claims that many affective variables have been linked to second language acquisition.

Social factors

These factors include age, sex, socioeconomic class, environment, ethnic identity, the separation between cultures, motivation, etc. Younger learners succeed more often than older learners, according to Ellis (1994), since the target-language norms pose less of a danger to their sense of self. In a language classroom, female students typically do better than male students and have more optimistic attitudes. Learners close to the target language's culture will likely perform better than those further away.

Learner attitude

The context will almost certainly impact the direction and dynamic nature of the interaction between attitudes and L2 learning. Different learners have different attitudes towards L2, L2 speakers, L2 culture, the social value of learning the L2, uses of L2, and themselves as members of their own culture. Learners with positive attitudes towards their ethnic identity and the target culture can be expected to develop strong motivation and high levels of L2 proficiency while maintaining their L1.

The level of language proficiency attained by individual learners is influenced by learner attitudes.

As a result, motivated learners with a good mindset will succeed. Like this, demotivated students with negative attitudes will not succeed but rather fail (Ellis, 1994).

Language Teaching

Sharpe (1992) identified the "four Cs" of successful modern language instruction. These include context (which is comparable to providing comprehensible input), culture (which entails learning about the culture of the language's speakers and downplaying direct translation), communication (since aural communication is the primary goal of language learning) and boosting learners' confidence. The responders' speaking skills must be improved using the four c's.

He was teaching a communicative language. It is "an approach to language teaching methodology that promotes authenticity, engagement, student-centered learning, task-based activities, and communication for the real world, meaningful objectives," according to Brown's definition of CLT from 2007. He also lists four related characteristics of CLT:

1. Classroom objectives go beyond grammatical and verbal proficiency to include all aspects of CC (communicative competence).
2. Language teaching techniques aim to expose pupils to language's practical, everyday application. The key focus is the linguistic qualities that assist the learner in achieving those goals rather than organizational language forms.
3. Communication approaches are said to be underpinned by complementary ideas of accuracy and fluency. Sometimes it may be necessary to prioritize fluency above accuracy to maintain meaningful language use among students.
4. In a communicative setting, students must use the language effectively and receptively in everyday contexts.

Task-Based Language Teaching (TBLT). "This refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching." (Richards and Rogers, 2001). Task-based language learning, sometimes called Task-Based Instruction, 'makes the performance of meaningful tasks central to the learning process (Harmer, 2007). Some say it has derived from Communicative Language Teaching since it upholds several of the principles that this 1980s movement proposed. For example, Richard and Rogers summarize such parallels in this way:

- Activities that involve honest communication are

essential for language learning.

- Tasks that need the use of language to accomplish them encourage learning.
- Language that is meaningful to the learner supports the learning process.

In her book, *A Framework for Task-Based Learning*, Willis (1996), a TBLT proponent, suggests a model for using TBLT in the classroom.

Methodology

A descriptive methodology was used in this study to determine the perceived factors influencing the speaking performance of the grade 12 HUMMS students. Gay (1976), cited by Erorita (2010), describes descriptive research as collecting data to test the hypotheses or answering questions concerning the study subjects.

Population and Locale of the Study

The respondents were HUMMS students from the University of the Cordilleras. Four hundred students—149 men and 251 women—were enrolled in the HUMMS program. The researchers used purposive sampling to choose the respondents. They employed inclusive criteria, and the students are University of the Cordilleras grade 12 HUMMS students who will be enrolled in the College of Arts and Sciences for the academic year 2018–2019. From the researcher's pre-survey, 102 students fell under these categories; the 30% is 19.2; however, they opted to have 20 respondents (10 males and ten females).

Because this track is for kids who will pursue journalism, communication arts, liberal arts, education, and other social science-related courses in college, this particular set of students was picked. Speaking will always be a requirement of these children's employment. Thus, they should talk more effectively.

Data Gathering Tool

The researchers used an interview guide and a questionnaire in the study. The researchers formulated five interview questions considering Cummins' two kinds of language proficiency: Basic International Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The researchers next asked the panelists for their approval. Aside from the interview guide, the researchers formulated a questionnaire regarding the factors influencing the students' speaking performance, sought their panel member's approval, and incorporated their

suggestions. The panel members and the adviser approved these tools.

Data Gathering Procedure

After the tools' approval and reliability testing, the researchers wrote a letter to the Academic Director of the Senior High School. After the approval, the advisers were contacted, shown the request letter, and requested that the identified students be in the designated room (U102) at 3 pm. When everyone was in room U102, the researchers explained the study's objectives, how the questionnaire would be filled out, how the interview would go, and how the conversation would be filmed (agreed audio recording). The interview took place over the course of two hours and thirty minutes after the respondents had completed the questionnaire.

Following the interview, they updated the ACTFL criteria from earlier research and picked three language teachers in the senior high to evaluate the student's speaking performance.

After the results were computed, the researchers again asked permission from the director and the teachers in charge of the chosen ten respondents for an interview. A one-hour consultation transpired at U301. Due to differences, however, in terms of availability, the three evaluators were interviewed individually.

Treatment of data

The researcher utilized a four-point scale to respond to a question about the factors that were thought to affect the grade 12 HUMMS students' English-speaking performance: 3. 1.76 - 2.50 disagree, slightly influential; 26 - 4.00 strongly agree, highly influential; 2.51 - 3.25 agree, influential; Strongly disagree 00 to 1.75; significant.

Results

This section presents the data gathered on the topic and the level of influence of the factors affecting speaking performance in English.

Table 1. *Level of the Influence of the Factors Affecting the Speaking Performance in English along Cognitive*

<i>Cognitive Indicators</i>	<i>Mean</i>	<i>Influence Level</i>
1. I can quickly identify a complex academic discourse's primary and minor ideas.	2.80	Influential
2. I can connect previous knowledge to new ones.	3.30	Very Influential
3. I am conscious of how I learn new words and concepts.	3.20	Influential
4. I can distinguish between and among segments and suprasegmentals in English.	2.15	Slightly Influential
5. I am knowledgeable about the grammar rules of the English language.	3.05	Influential
General Weighted Mean	2.90	Influential

The cognitive factor's total mean is 2.90, which is significant. This indicates that the respondents concur that cognitive factors mainly affect their talking ability. This further means that if someone is aware of how they learn a topic or a language and has prior knowledge or experiences regarding a particular sub, etc., it will be easier to understand and explain that topic accurately.

Table 2. *Influence of the factors affecting English speaking ability coupled with Affective*

<i>Affective</i>	<i>Mean</i>	<i>Level of influence</i>
1. I have no fear of speaking in English in front of people.	2.65	Influential
2. I am comfortable communicating with others in person and with general interests.	2.90	Influential
3. I am highly motivated to learn new vocabulary to express my thoughts.	3.50	Very Influential
4. I am confident in the way I articulate sounds and pronounce words.	2.85	Influential
5. I have the confidence to construct grammatically correct sentences in English.	2.60	Influential
General Weighted Mean	2.90	Influential

The overall mean of the affective factor is 2.90, influential. This proves that affective factors influence respondents' speaking abilities. This further means that if one is confident, motivated, and has a low level of anxiety, they will be competent to deliver any speech; however, if one is not motivated, not confident, and has low self-esteem, then he will experience fear and nervousness during speaking activities. Oxford (1990) states that one of the critical factors in learning a language is the affective side of students. Krashen (1982) also adds that many affective variables have been connected to second language acquisition.

Table 3. *Level of the Influence of the Factors affecting speaking performance in English along Performative*

<i>Performative</i>	<i>Mean</i>	<i>Level of influence</i>
1. I express differences and similarities between and among concepts in simple and academic discourse.	2.95	Influential
2. I communicate in the language without difficulty and with accuracy.	2.65	Influential
3. A variety of vocabulary should be used in any conversation and public speaking activity.	2.60	Influential
4. I produce clear speech coupled with appropriate stress, intonation, and phrasing.	2.45	Slightly Influential
5. I can demonstrate mastery in subject-verb agreement and sentence order.	2.65	Influential
General Weighted Mean	2.66	Influential

The performative factor's total mean is 2.66, which is significant. This indicates that the performative features impact the respondents' speaking performances. According to Nation and Newton (2009), "Performance conditions affect speaking performances, and these performances encompass time constraints, planning, the quantity of support provided, and the quality of performance."

Table 4. *Level of the Influence of the Factors Affecting the Speaking Performance in English of the HUMMS Students*

<i>Indicators</i>	<i>Mean</i>	<i>Level of influence</i>
Cognitive	2.90	Influential
Affective	2.90	Influential
Performative	2.66	Influential
Overall Weighted Mean	2.82	Influential

Table 4 shows that performative skills have a mean score of 2.66, whereas cognitive and emotional skills have a standard score of 2.90. Despite having different criteria, each of these parts is affected by the impact.

Discussion

Level of the Influence of the Factors Affecting the Speaking Performance in English along Cognitive

The table shows that the item "I can connect previous knowledge to new ones." is the first in rank and the

only very influential, which has a mean of 3.30; second in class is the item "I am conscious of how I learn new words and concepts." which has the standard of 3.20, influential; third in rank is the item "I am knowledgeable about grammatical rules of the English language" which has an average of 3.05, significant; fourth in class is the item "I can easily identify both the main and minor ideas of a complex academic discourse." which has the mean of 2.80, influential; fifth in rank is the item "I can distinguish between and among segments and suprasegmentals in English." which has the standard of 2.15, slightly influential. Thus, there is only one item under obvious: three things under influential, and only one under somewhat significant.

Danili and Reid (2006) posit that Cognitive factors refer to a person's characteristics that affect performance and learning. These factors serve to modulate performance such that it may improve or decline. These factors involve cognitive functions like attention, memory, and reasoning."

Cognitive factors are internal to learners and concern the nature of their conceptual strategies (Carrasquillo & Rodrigues, 2002). Cognitive factors include the following aspects:

- Topic familiarity: the more manageable the speaking work will be, the more crucial the topic familiarity.
- Genre familiarity: If you are unfamiliar with a particular genre, giving a lecture or speech will be more difficult.
- Familiarity with the interjector: Generally speaking, the easier it will be, the better you know the individuals you are talking to, and the more common ground you may assume.
- Processing requirements: If the speech event requires complex mental processing, such as that needed to describe a challenging method without using examples, it will be more difficult.

The first highest cognitive aspect, "I can relate prior information to new ones," has a score of 3.30 and a considerable impact. This further indicates that the respondents firmly concur that having a prior understanding of a topic's substance and the English language makes it simple for them to connect the two, which improves speaking performance. This explains why they responded to the question, "What is your favorite subject? Why?" since it called for an experiential or prior response. Singer (1994), cited by Tagupa (2015), claims that "prior information influences comprehension," which supports the assertion made above.

Piaget (1954), Bartlett (1992), and Anderson (1995) explain below how the respondents' schemata worked during the interview and which would further support why the respondents strongly agreed that "They can connect previous knowledge to new ones."

According to Piaget (1954), children have psychological structures (schema or schemata) that allow the processing of information and events. Early cognitive development involves a process by which children construct a representation of the verbal and nonverbal events around them.

Schema is a critical concept in cognitive psychology, according to Bartlett (1992). It implies that knowledge is kept in the brain's layers of structured frames. These frames are frequently created with extensive subject knowledge. The assimilation of newly acquired knowledge into the preexisting schemata—the process of restructuring—is where information is preserved.

According to cognitive schemata theory, "extending activities" in memory networks can also describe the psychological process of learning a foreign language (brain frames). With the new information input, the network's edges will engage in interaction. These edges and networks will go through complex processing to be identified, analyzed, and connected as intended. Continuous information addition and improvement will eventually create new knowledge networks using the prior schemas or networks (Anderson, 1995).

During the focused group discussion, the respondents mentioned that having previous knowledge about a topic is very important because of the following reasons: it can serve as a bridge to understanding the new concepts being talked about, can make them powerful during arguments, and can help them to understand the audience, particularly the indigenous people. These imply that previous knowledge is essential because it can help someone become a better speaker.

The following authors further support the importance of previous knowledge about a discussed topic and the language used. Nunan (1989) states, "We do not simply take language in like a tape-recorder but interpret what we hear according to our purpose in listening and our background knowledge." Lightbown and Spada (2006) further maintain that this prior knowledge can be advantageous because learners know how languages work.

"I am cognizant of how I learn new words and concepts," with a score of 3.20, is the second-highest

cognitive element. The respondents concur that they know their method for picking up new terminology and ideas. The Language Acquisition Device (LAD), an innate mechanism that enables children to process the language spoken in their environment, is supported by Chomsky's Innateness Theory (1957, 1959, 1965), which asserts that every child possesses it. The LAD contains universal information that enables children to form rules and hypotheses about language output.

"I am aware of English grammatical rules," which means 3.05, is the third cognitive aspect and is significant. The respondents agree that they are aware of grammar rules in other words. Most interviewees were mindful of their subject-verb agreement, pronoun agreement, and verb tense, but there were some gaps during the interview. However, they were less knowledgeable about parallel structure, etc. They don't have enough knowledge of grammatical rules, which is another reason they selected "influential" as their response.

The average score for the fourth cognitive element, "I can easily distinguish both the main and minor concepts of a complicated academic discourse," is 2.80. In other words, the respondents concur that they can pick out specifics in any discourse. According to Piaget, cognition is the mental capacity to adapt to the environment, draw abstractions, generalize experiences, think about things and events at different times, compare items and events, infer conclusions, use symbols (words) to represent things and events, learn the language, and store information for later retrieval.

The least significant cognitive element has a mean of 2.20 and is "I can discriminate between and among segments and suprasegmental in English." As a result, it can be deduced that the respondents disagree that they are sufficiently knowledgeable about segments and suprasegmental and that they believe they can still effectively communicate their ideas even if they are not fully conversant with the specifics of components and suprasegmental.

According to the respondents, they had mentioned during the focused group discussion that different cultures, focus, languages, and individual preferences were some of the reasons why they said that even if they didn't know segments and suprasegmental, they could still communicate their ideas. Some of their comments were:

Interviewee: "...it also talks about the influence of culture, and when it comes to delivering, we don't bother much about stress and grammar for as long as

we deliver it"

Interviewee: "we focused on the content of our thought, and we don't bother about the pronunciation...."

Interviewee: "Since our language is very different from one another, the intonation, stress, and everything is different; for example, the French and the English of the Filipinos are different from the English of the Americans because they always use the English language...."

Davis and Cho (2005) posit that culture tremendously impacts how people think, perceive, and communicate. Culture is communication, and communication is culture, and cultural differences constitute obstacles in intercultural communication. According to Novinger (2001), culture gives people their identity because it encompasses all forms of communication, including words, acts, body language, gestures, and facial expressions.

Table 4, which is composed of the affective factors, reflects that the first in rank and also very influential is the item "I am highly motivated to learn new vocabulary to express my ideas," which has a mean of 3.50, is ranked second; "I am comfortable communicating both of personal and general interest to others," which has a standard of 2.90 and is influential; "I am confident in the way I articulate sounds and pronounce words," which is ranked third; and fourth place goes to "I have no fear to talk in English in front of people.". Thus, there is only one item under very clear, and all four are under significant.

Level of the Influence of the Factors affecting speaking performance in English along Affective

The studies that followed, which were conducted in different years, also concluded that the affective factors influenced the speaking performance of their respondents. Leong's (2017) paper indicated that "learners with low self-esteem, higher anxiety, and low motivation have severe difficulties in speaking skills despite having good linguistic skills. The study of Ni (2012) revealed that affective factors decide the proportion of language learners' input and intake. Excellent students usually have high motivation, self-confidence, and a low level of anxiety.

With a mean of 3.55, the most significant emotional component is "I am tremendously compelled to learn new terminology to communicate my thoughts." This indicates that the respondents firmly believe that motivation aids in the acquisition of new words that they will use to express their ideas. These were their

answers during the focused group discussion: they are motivated because having a good vocabulary smoothen the conversation, leads one to know more and even excites the learner.

...we stop talking or say, you know, if they don't know what they say...

....if you are motivated, you will feel better, and your speaking will be apparent because words can smoothen the conversation...

...you heard a new comment and thought you want to know more, just like Manny Pacquiao...."

"...it makes your speech more powerful...so instead of saying "I am tired.", you are going to say, "I am exhausted." ...

Motivation consists of three components: effort, a desire to learn the language, and satisfaction (Tremblay and Gardner (1995).

Nunan (1999) stresses that motivation affects the learner's reluctance to speak English. According to Ellis (1994), younger learners are generally more successful than older learners because target-language norms less threaten their identity. In a language classroom, female students typically do better than male students and have more optimistic attitudes. Learning outcomes are more likely to be superior for speakers who are close to the culture of the target language. The learner's desire to be accepted by and identified with the speakers of the second language is better explained by integrative motivation.

Williams and Burden (1997) identified two key elements that dominate motivation for performance: the need for achievement (the want or urge that propels pupils to succeed) and the fear of failure (the desire to avoid approaching a task fearing of failing). Early theorists defined the demand for achievement as accessible to conscious awareness of implicit and explicit motives. According to Babu (2010), the absence of learning motivation prevents students from speaking English well.

The second highest affective factor is "I am comfortable communicating both personal and general interest to other people." which has a mean of 2.90 influential. This means that the respondents agree that they are at ease when they are asked to discuss any topic with different audiences. Even if it was the first time the respondents saw the interviewer, they were not hesitant to discuss their worst experiences at the University. This contrasts with Kim's study (2008) when he discovered that discussing novel subjects and finding the appropriate words to describe concepts are the two aspects that cause pupils to experience

significant anxiety levels while speaking explicitly. Additionally, Woodrow (2006) discovered that the face-to-face oral presentations with the teacher were the ones that caused students the most stress.

The third emotional component, with an effective mean of 2.85, is confidence in one's ability to articulate sounds and say words. Participants in the survey agree that they can pronounce the terms. Bandura (1995) defines self-efficacy as "the belief in one's capacities to organize and execute the courses of action required to manage foreseeable situations." In other words, self-efficacy is a person's confidence in their ability to succeed in a particular situation.

Psychological obstacles can also be seen during class discussions, as some students remain mute out of anxiety about making mistakes, low self-esteem, and lack of drive.

The fourth influential factor is "I have no fear of speaking in English in front of people." which has a mean of 2.65 influential. This means that the respondents agree that they are calm when speaking English in front of people.

According to Brown (2007), self-esteem is possibly the most pervasive aspect of human conduct. One could argue that self-worth, confidence, or self-efficacy—belief in one's ability to complete a task successfully—are necessary for every successful cognitive or affective action.

According to Krashen's active filter hypothesis, attitude and emotional factors play a significant role in second language acquisition. They are primarily responsible for the seeming disparity between the ease with which adults and children may pick up a second language. Performance anxiety is one of the best predictors of S/FL learning progress, claim MacIntyre (1999) and Swanson (2010). Horwitz, Horwitz, and Cope (1986) confirmed that Foreign Language anxiety had been almost exclusively connected with the oral components of language use in their landmark study, which was supported by numerous other researchers in the fields of language education and psychology.

The sixth and most important component, "I have the confidence to construct grammatically accurate phrases in English," with a mean of 2.60. This indicates that they are sure they have no syntax-related issues. When the researcher asked the respondents why they were influential, they responded that they could speak even if their grammar was not perfect and understood how speaking differed from writing.

Mazouzi (2014) argues that students with poor self-esteem, excessive anxiety, and low motivation struggle to speak a foreign language well despite having solid linguistic skills. More motivated students have higher self-esteem and experience less stress; on the other hand, they achieve a good level of spoken language production.

Level of the Influence of the Factors affecting speaking performance in English along Performative

Table 3, which consists of the performative factors, reflects that the highest rank is “I express differences and similarities between and among concepts both in simple and academic discourse.” which has a mean of 2.95, influential; the second in rank is: “I can demonstrate mastery in subject-verb agreement and sentence order.” and “I communicate in the language without difficulty and with accuracy.” which have both the mean of 2.65, influential; and the next in rank at the same time the only slightly significant is the item “I produce clear speech coupled with appropriate stress, intonation, and phrasing.” which has the mean of 2.45. Thus, the findings above show four items under influential and one under slightly significant.

According also to Wilga and Mackay (2005), performance factors are categorized as follows:

- Chatting in person is usually simpler than speaking on the phone since you can observe your interlocutor's reactions and employ gestures and eye contact.
- Level of collaboration: delivering a presentation by yourself is typically more difficult than doing it with colleagues because you cannot rely on peer assistance in the former situation.
- Discourse control: Being in control of the course of events instead than being under someone else's control frequently makes things easier. Planning and rehearsal time: generally, the more time there is to prepare, the easier the task will be.
- Time pressure: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.

Expectancy components are “beliefs about one's ability to regulate, perform, or achieve a task,” according to Pintrich (2003). This means that learners are motivated to start, control, and maintain a particular pattern of behavior based on what they believe they can achieve, how much power they think they have over their performance, and how well they believe they can perform.

Leong M (2017) mentioned Mahripah (2014) in his

article. Accordingly, linguistic elements of language, like phonology, syntax, vocabulary semantics, psychological aspects, motivation, and personality, impact how well EFL learners speak.

The highest rank performative factor is “I express differences and similarities between and among concepts both in simple and academic discourse.” It has a 2.95 influential. This indicates that the respondents concur that they can use comparison and contrast to present any topic effectively. According to Skehan's (1989) theory on attributing causes to events, people may give events one of four main explanations: “ability, task complexity, effort, and luck.”

The second rank performative factors are: “I communicate in the language without difficulty and with accuracy.” It has a mean of 2.65, influential, and “I can demonstrate mastery in subject-verb agreement and sentence order.” of 2.65, significant. This means that the respondents agree that they are fluent in speaking and well-versed in subject-verb agreement and sentence order; likewise, they manifested these when speaking. The study by Haidara (2016), in contrast, found that the respondents' primary concerns were: (1) Fear of making mistakes; (2) Shyness; (3) Hesitation; and (4) Lack of Confidence When Speaking English. Tipay (2010) contradicts the finding above because it found that Filipinos' shyness inhibits them from noticing their proficiency's blind spots. Filipino students are deterred from using the English language because they fear being laughed at by other listeners, especially if they make grammatical errors.

Cross-linguistic similarities can result in positive transfer in several ways, according to Odlin (1989). Firstly, similarities between native and target language vocabulary can reduce the time needed to develop good reading comprehension. Secondly, similarities between vowel systems can make identifying vowel sounds easier. Thirdly, similarities between writing systems can give learners a head start in reading and writing in L2. Fourthly, similarities in syntactic structures can facilitate the acquisition of grammar. The negative transfer involves overt divergences from norms in the target language.

The fourth performative factor is “I use a wide range of vocabulary in any conversation and public speaking activity.” It has a mean of 2.60, influential. This means that the respondents agree that their knowledge of words is fully developed; thus, they use these in any communication activity. The study of Urrutia and Vega (2010) supports the study above because in their research, they found out also that the oral performance

of their respondents was affected by their vocabulary, dissidence, and fear of being despised.

The fifth factor is “I produce clear speech coupled with appropriate stress, intonation, and phrasing.” Which has a 2.45, slightly influential. This means that the respondents disagree that they can deliver a speech accurately. The research about the English skills performance of fourth-year high school students in Christian Private schools, as cited by Tipay (2010), contradicts the findings above because it shows that the pupils cannot communicate effectively.

Level of the Influence of the Factors Affecting the Speaking Performance in English of the HUMMS Students

The overall level of the influence of the factors on than speaking performance in English of the HUMMS students is influential, with a mean of 2.82. This means that the cognitive, affective, and performance factors influence the students’ speaking performance levels.

The findings of Tuan and Mai (2015) are consistent with the study mentioned above since they also discovered the following elements influencing the speaking performance of their respondents: nearly half of them (47%) considered the pressure to perform well as the most influential factor. 40% of the students believed that their ability to talk could be impacted by anxiousness. 38% of respondents felt that the amount of speaking time allotted could influence the outcomes. 81% of the students believed that topical expertise was a determining factor. 41% believed their motivation to talk might affect how well they communicated. According to 62% of the pupils’, speaking performance was impacted by confidence.

Finocchiaro (1989) also states that L2 learning is a long, arduous process that depends on cognitive and affective factors and on stimulating practical teaching. She adds that if a learner has acquired cognitive control of the phonological, grammatical, and lexical patterns, he will develop the habit of using them in future communication.

Additionally, Burns and Joyce (1997) proposed three aspects—linguistic, affective, and cultural factors—that can influence a person’s speaking performance. Affective factors include personality traits, a lack of motivation, individual differences, timidity or anxiety in the classroom, negative social experiences, and culture shock. Linguistic aspects cover issues with the phonetics and phonology of the target language, a lack of familiarity with grammatical

structures, or a lack of understanding of the cultural context and social mores required for processing meaning in the target language.

The data above demonstrate that various cognitive, emotive, and performative factors impact the respondents’ speaking abilities.

Conclusion

All these factors are considered necessary in speaking by the students, and senior high teachers may continue assigning more performance tasks to the students. Still, they must also impart the knowledge needed to improve their student’s cognitive abilities, particularly in grammar, vocabulary, and pronunciation. A study on the communication techniques or mistakes made by the students when giving an impromptu speech may be considered. A follow-up study with the same respondents may also be conducted to determine if purposeful communication in college helped enhance the bottom three performance characteristics.

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