



FACTORS AFFECTING THE ENGLISH SPEAKING SKILL OF NON-ENGLISH MAJOR STUDENTS

LOUIE B. VILLANUEVA, Ph. D. Instructor I, College of Teacher Education Cagayan State University Sanchez Mira, Cagayan, PHILIPPINES

ABSTRACT: This study focused on the factors that affect the English speaking skill of the non-English major teacher education students and made-use of the descriptive research design. Mean, percentage distribution and frequency count were used as statistical tools. Likewise, a 4-point Likert Scale was used to rate the factors affecting the English speaking skill of the respondents with the use of a questionnaire. Specifically, it resolved three major problems such as: what is the profile of the respondents in terms of: age; sex; estimated monthly family income; highest educational attainment of parents ;type of school graduated from high school; and municipality, what are the factors affecting the English speaking skill of non-English major students; and what is the greatest factor affecting the English speaking skill of non-English major students.

Based from the findings of this study, it can be concluded that family and peer- related are the greatest factors that affect the English speaking skill of the respondents since they are the first social members that every child meets at early stage of their age. Attitudes, talents and even the speaking skill of a child depend on how the parents treat their child. Thus, it is highly recommended that parents and guardians should be exposing their children in educational technology in the mode of English language at early age to master basic words, concepts and how to speak and pronounce these words correctly. Also, teachers in the elementary, secondary and even in the tertiary levels should create a better and more relevant atmosphere for learning by providing constructivist approach such as oral activities that could enhance the speaking skill of students. Teachers should not bluff students when committing erroneous statements; instead motivate them to express their ideas.

KEYWORDS: English speaking skill, factors, non-English Major Students

INTRODUCTION

It is undeniable that the universal language is English. As the world gets into globalization, the English language continuously becomes a powerful vehicle for communication. Thus, if one wants to be globally competitive, he or she has to be



competent with the language, (Villanueva and Lasaten, 2019). Nowadays, many people are using the English language as a means of communication and mode of instruction not only the English speaking countries such as United Kingdom and United States of America. The Philippines in particular is not an exemption in this aspect. English is already part of the educational curricula in the primary, secondary, tertiary specifically in the graduate levels, which are fact, should be an indicator that Filipinos are proficient in the language. However, the proficiency of Filipinos has slowly deteriorated because of some factors. Students are the top on the list that will be affected for they might pass the defects in speaking the language to the next generation.

Encouragement starts at home. At young age, parents should talk to their child using the English as a medium even a little bit to master the basic words and to enhance their vocabulary. According to Smenyak (2015), children learn language by listening to speech in the world around them. Talk to your child about what you are seeing, what you are doing, and how things feel by talking with your child and interacting with your child, you are building language and social skills. Let the child exposed to educational movies. Read your child a story. Let him/her read explore the words. Sing with your child English nursery rhymes if you have to, in this case, as the child gets older he/she has already gained a bountiful of English words that he/she can use in communicating.

If encouragement begins at home, then motivation stars at school. There are many heard stories why students are not confident in expressing their ideas inside the classroom because of some factors regarding with the school and teacher. Many English language students have never had a native English-speaking teacher. Because of this, their previous English training may have focused primarily on memorizing vocabulary words and standard grammatical forms. It is inevitable that students commit mistakes when speaking the English language but a good motivation will aid the students gain self-confidence to enhance their speaking skill using English as a medium.

Another factor is environment and culture background. A students' cultural background can impact many aspects of their English language acquisition. Some students may find that the language they speak at home is not the same language they use at school. Due of this, they may not have sufficient time to improve their listening comprehension skills or to practice speaking outside of the school setting. In order to increase exposure to



English, it's important to provide students with ample opportunities to share their cultural backgrounds, differences and similarities with each other. Hence, this study.

If every Filipino student is competent with the English language they will apply their speaking in the future as a globally competent when it comes to foreign trade, communication and the like. In this case, Filipinos will be recognized as the best speakers of English in Asia and in the whole world

STATEMENT OF THE PROBLEM

Generally, this study aimed to determine the factors affecting the English speaking skill of non-English Major students.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. age;
 - b. sex;
 - c. estimated monthly family income;
 - d. highest educational attainment of parents;
 - e. type of school graduated from high school;
 - f. municipality?
2. What are the factors affecting the English speaking skill of non-English major students?
3. What is the greatest factor affecting the English speaking skill of non-English major students?

SCOPE AND DELIMITATION

This study focused on the English speaking skill of non-English major students at Cagayan State University- Sanchez Mira Campus particularly the College of Teacher Education.

This study aimed to determine the factors affecting the English speaking skill of the respondents in terms of demographic factors such as age, sex, estimated monthly family income, educational attainment of parents, type of school graduated from high school and municipality and major factors such as family and peer-related, school and teacher-related and environment and culture background. Also, it aimed to determine what greatest factors affect the English speaking skill of the student respondents.



RESEARCH DESIGN

The study used the descriptive research design since it described the respondents' profile and the factors that affect the English speaking skill of non-English Major students of the College of Teacher Education, Cagayan State University, Sanchez Mira Campus.

Research Instrument and Sampling Procedure

The researcher made-use of a questionnaire in gathering information needed in the study. The said questionnaire has been examined, validated and approved by a language expert from the College of Teacher Education. The questionnaire has two parts; the first part was a checklist about the profile of the respondents in terms of age, sex, estimated monthly family income, highest educational attainment of parents, type of school graduated and municipality. The second part contained the factors by ranking them using the 4-point Likert Scale as of the following; 4- Always Observed, 3 Often Observed, 2 Sometimes Observed and 1 Never Observed. The researcher made-use of Stratified Random Sampling in selecting the respondents. He selected a number of sixty students in the College of Teacher Education at CSU-SM.

Statistical Treatment

In this study, the data that were gathered was recorded, tabulated, analysed and interpreted in the light of the problems of the study using mean, percentage distribution and frequency count as statistical tools. Also, a 4-point Likert Scale was used to rate the factors affecting the English speaking skill of the respondents.

The scale below was used to describe the feedbacks of the respondents:

| Point | Range of Scores | Descriptive Value |
|-------|-----------------|--------------------|
| 4 | 3.26-4.00 | Always Observed |
| 3 | 2.51-3.25 | Often observed |
| 2 | 1.76-2.5 | Sometimes Observed |
| 1 | 1-1.75 | Never Observed |

The findings were presented in forms of tables.



RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1 shows the age of the respondents of the study. Most of the respondents are 18-20 years old (56.7%), followed by 21-23 years old (36.7%), then 24 years old and above (6.7%).

The age mean simply states that majority of the respondents are 21-23 years old meaning, they already have the knowledge in mastering the basic English concepts such as grammar, pronunciation, spelling and vocabulary since they have finished the course subject Grammar and Composition, Functional English and the like.

Table 1. Profile of the Respondents in terms of Age

| AGE | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| 18-20 | 34 | 56.7% |
| 21-23 | 22 | 36.7% |
| 24 and above | 4 | 6.7% |
| TOTAL | 60 | 100% |

MEAN: 20

Table 2. Profile of the Respondents in terms of Sex

Table 2 indicates the sex of the respondents. There are 32 females (53.3%) and 28 males (46.7%) which means most of the respondents are females. Females dominated the study because of their college which is Teacher education. Also, it is a known fact that the academe is composed of more female teachers.

| SEX | FREQUENCY | PERCENTAGE |
|--------|-----------|------------|
| MALE | 28 | 46.7% |
| FEMALE | 32 | 53.3% |
| TOTAL | 60 | 100% |

Table 3. Profile of the Respondents in terms of Family Monthly Income

Table 3 specifies the estimated monthly family income wherein 19 (31.7%) respondents earn 5,000-10,000 monthly, 17 (29.3%) earn 5,000 and below monthly, 16 (27.7%) earn 10,000-15,000 monthly and 8 (13.3%) earn 15,000 and above monthly. The family monthly income mean implies that some families still need to work hard and spend



the money wisely to afford the basic needs they need and education for their children. Educational materials are likewise important in the learning process of students.

| MONTHLY INCOME | FREQUENCY | PERCENTAGE |
|------------------|-----------|------------|
| 5,000 and below | 17 | 28.3% |
| 5,001-10,000 | 19 | 31.7% |
| 10,000-15,000 | 16 | 27.7% |
| 15,001 and above | 8 | 13.3% |
| TOTAL | 60 | 100% |

MEAN: 15

Table 4. Profile of the Respondents in terms of Educational Attainment of Parents

Table 4.1 Educational Attainment of Father

Table 4.1 infers the educational attainment of parents. There are 5 (8.3%) whose father's educational attainment is elementary, 24 (56.7%) whose father's educational attainment is high school and 21 (35.0%) whose father attains the tertiary level of education. The table has 16.67 mean which shows that majority of the respondents' fathers have luckily graduated in higher level of education which also indicates that they have a higher level of intelligence in the English language.

| EDUCATIONAL ATTAINMENT OF FATHER | FREQUENCY | PERCENTAGE |
|----------------------------------|-----------|------------|
| Elementary | 5 | 8.3% |
| High School | 24 | 56.7% |
| College | 21 | 35.0% |
| TOTAL | 60 | 100% |

MEAN: 16.67

Table 4.2 Educational Attainment of Mother

Table 4.2 shows the educational attainment of respondents' mother. There are 8 (13.3%) respondents' mother who attain the elementary level of education, 35 (58.3%) attain high school and 17 (28.3%) studied in college. It has a mean of 20 which entails that respondents' mothers undoubtedly learn the English language and they have a schema on the standard spelling and grammar. In this case, they have taught their child how to communicate using the English as a medium.



| EDUCATIONAL ATTAINMENT OF MOTHER | FREQUENCY | PERCENTAGE |
|----------------------------------|-----------|------------|
| Elementary | 8 | 13.3% |
| High School | 35 | 58.3% |
| College | 17 | 28.3% |
| TOTAL | 60 | 100% |

MEAN: 20

Table 5.Profile of the Respondents in terms of Type of School Graduated from High School

Table 5 denotes the type of school graduated from high school. There are 44 (73.3%) respondents who graduated in public and 16 (26.7%) who graduated in private. The table implies that most of the respondents cannot afford to study in private school due to high tuition and miscellaneous fees, textbooks and projects.

| TYPE OF SCHOOL GRADUATED FROM HIGH SCHOOL | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
| Public | 44 | 73.3% |
| Private | 16 | 26.7% |
| TOTAL | 60 | 100% |

Table 6.Profile of the Respondents in terms of Municipality

Table 6 shows that there are 18 (30%) respondents who from Pamplona, 15 (25%) coming from Apayao, 13 (21.7%) from Claveria, 9 (15%) come from Abulug, 4 (6.7%) from Sanchez Mira and 1 (1.7%) respondent comes from Allacapan.

In the table, it shows that more students from Apayao are enrolled in Cagayan State University- Sanchez Mira Campus despite the fact that there is a college in their place. Most people who reside in Apayao are Isnags, some are Iloko and others, meaning they have two languages that they have learnt; Isnag and Tagalog. Despite of it, the respondents who come from Apayao are willing to learn the English language.

| MUNICIPALITY | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| ABULUG | 9 | 15.0% |
| APAYAO | 18 | 25.0% |
| CLAVERIA | 13 | 21.7% |
| PAMPLONA | 15 | 30.0% |
| SANCHEZ MIRA | 4 | 6.7% |
| TOTAL | 60 | 100% |



Factors affecting the English speaking skill of non-English major students

Table 7.Family and Peer-related Factors

Family and Peer-related is one of the factors affecting the English speaking skill of college students. It has a total weighted mean of 2.288 with a descriptive value of Sometimes. Since the indicators are stated in negative, the descriptive value shows that sometimes the family and peer of the respondents show a little encouragement in letting the respondents learn the English language that enhances their speaking skill.

| INDICATORS | WEIGHTED MEAN | DESCRIPTIVE VALUE |
|---|---------------|-------------------|
| 1. My parents never exposed me to educational technology (educational movies, educational app., etc.) that would help me gain deepen knowledge in English. | 2.42 | Sometimes |
| 2. My parents never talk to me in English even a little bit when I was young. | 2.37 | Sometimes |
| 3. My parents cannot afford to buy me educational books and educational trips because of financial problem. | 2.38 | Sometimes |
| 4. My parents never corrected my phonemic pronunciation, spelling and grammar in English because they were not able to learn the language. | 2.38 | Sometimes |
| 5. My parents never encouraged me to learn the English language. | 2.10 | Sometimes |
| 6. I am shy in speaking the English language because my friends or classmates might laugh at me whenever I commit mistakes. | 2.51 | Often |
| 7. I am shy in speaking the English language because my friends or classmates might laugh at me whenever I commit mistakes. | 2.12 | Sometimes |
| 8. Whenever communicating with my friends with the use of technology (cell phones, website, etc.) we commonly used shortcut words that is why I was not able to learn the correct spelling and pronunciation of the language. | 2.30 | Sometimes |
| 9. My friends are not inclined in reading books. | 2.13 | Sometimes |
| 10. Whenever I ask the meaning of a certain word that is new to me, my friends do not tell the right meaning that is why my English vocabulary never enhanced. | 2.18 | Sometimes |
| TOTAL WEIGHTED MEAN | 2.288 | Sometimes |



Table 8.School and Teacher-related Factors

Table 8 shows the school and teacher- related factors which are other factors that affect the English speaking skill of the students. It has a total weighted mean of 2.287 with a descriptive value of Sometimes. It has a .001 difference to family and peer-related which is considered also to be a great impact in the speaking skill of students. The teachers of the respondents in their previous education and present education indicate that some of their teachers didnot provide oral activities which are very essential in the teaching-learning process. In addition, some of the respondents lack in confidence in speaking the English language because their teacher might interrupt them when they commit erroneous statements.

| INDICATORS | WEIGHTED MEAN | DESCRIPTIVE VALUE |
|--|---------------|-------------------|
| 1. I lack in speaking the English language because my teacher might interrupt me if I have erroneous statement. | 2.48 | Sometimes |
| 2. Our teacher failed to execute the lesson excitingly especially when the mode of instruction is English. | 2.35 | Sometimes |
| 3. Our English class lacks in providing activities that require us to speak the language. | 2.35 | Sometimes |
| 4. There were no motivations coming from the teacher. He/she lacks in strategy that would make his/her students understand the lesson. | 2.17 | Sometimes |
| 5. Our English class is very boring. Our teacher is the one who speaks from beginning to end without asking what we have learned from the lesson. | 2.13 | Sometimes |
| 6. The school doesn't have programs, seminars and trainings that allow the students participate in oral activities. | 2.05 | Sometimes |
| 7. English teachers are still in need in our school. My Math or Filipino teacher teaches the English subject and mastery of the lesson is not observed. | 2.28 | Sometimes |
| 8. The school chooses intelligent students only without giving opportunity to other students to burst out their speaking skill during battle of oral speech, reciting a poem and debate. | 2.27 | Sometimes |
| 9. There are few English books in the library. The school distributed the books, three(3) students in one(1) book. We cannot review well the given assignment because only one is | 2.45 | Sometimes |



| | | |
|--|--------------|------------------|
| allowed to take home the book. | | |
| 10. The school heads never have a meeting with the teachers to discuss the improvements and the room for improvements of students. | 2.33 | Sometimes |
| TOTAL WEIGHTED MEAN | 2.287 | Sometimes |

Table 9.Environment and Culture Background Factors

Table 9 shows Environment and Culture Background which is the third factor of this study. It has a total weighted mean of 2.160 with a descriptive value of Sometimes. The table entails that only few individuals in the community learned the English language. Some of the respondents have a problem with their phonemic pronunciation and are afraid to speak the English language in school because of the mind-set that they will commit mistakes in speaking the language.

| INDICATORS | WEIGHTED MEAN | DESCRIPTIVE VALUE |
|---|---------------|-------------------|
| 1. I grew in an uncivilized community wherein the advancement of technology is not present. | 2.05 | Sometimes |
| 2. School is far distant away from home and I rarely go to school. | 2.18 | Sometimes |
| 3. There were no programs that links community to school that could train the speaking ability of every individual in our community. | 2.22 | Sometimes |
| 4. I lack confidence in speaking the English language because of phonemic pronunciation such as "/o/" to "/u/" and "/e/" to "/i/". | 2.18 | Sometimes |
| 5. I am confused of what word to use in speaking English because I translated the sentence from mother tongue to English language that changes the meaning. | 2.10 | Sometimes |
| 6. I am confused of what word to use in speaking English because I translated the sentence from mother tongue to English language that changes the meaning. | 2.20 | Sometimes |
| 7. I was not able to learn well the English language because the language we used in our community is different. | 2.18 | Sometimes |



| | | |
|---|--------------|------------------|
| 8. There are no available bookstores in our community. I can't find grammar books, dictionary and other reading books that could help enhance my knowledge in English. | 2.17 | Sometimes |
| 9. Directions, announcements and cautions in our community are written in mother tongue. | 2.27 | Sometimes |
| 10. School in our community (primary, secondary, tertiary) has been damaged by some calamities (typhoon, flood, earthquake, fire, etc.) that is why students are not comfortable and safe to study due to lack of educational materials and rooms. | 2.05 | Sometimes |
| TOTAL WEIGHTED MEAN | 2.160 | Sometimes |

Table 10. Greatest Factors Affecting the English Speaking Skill of respondents

Below are factors that affect the English speaking skill of college students. Table 10 shows that family and peer- related garnered first ranked and is the greatest factor that affects the skill of students in speaking the English language with a weighted mean of 2.888. Socio-economic status is one of the factors that influenced the teaching of parents and learning of every child. Economically speaking, parents who earned a small amount of income cannot afford to buy educational materials for their children that could help them enhance their vocabulary and speaking ability.

Furthermore, in educational status, parents who attained only the primary level of education has a tendency that they cannot correct the standard grammar and spelling of their children. In this case, students in tertiary level of education are not yet ready to face the oral activities in school and in the community because of lack of basic knowledge in English language that the parents and peer should have been taught.

Next to it is school and teacher- related which is second rank with a weighted mean of 2.887. There is only a .001 difference compared to family and peer-related factors which means that it is also a big deal in the speaking skill of students. Teachers who served the "fountain of knowledge" in the classroom cannot motivate his/her students to speak the English language. Oral activities are of big help and a constructivist approach that could train the students in expressing their ideas and thoughts through speaking.

Environment and culture background factors that garnered third rank is the least in the table which means that these factors did not really defect the ability of the



students to talk the English language. Thus, these factors are still need to be observed to help every individual in the community to enhance their speaking skill because every individual lived in different places, and diction, accent, pronunciation, juncture, and intonation varies. There are students that adapted such indicators wherein students hardly speak the language because the language they used in their community is different to the mode of instruction they used at school.

| FACTORS | WEIGHTED MEAN | RANK |
|---------------------------------------|---------------|------|
| 1. Family and Peer- related | 2.288 | 1 |
| 2. School and Teacher- related | 2.287 | 2 |
| 3. Environment and Culture Background | 2.160 | 3 |

SUMMARY

The research was conducted at Cagayan State university- Sanchez Mira Campus, College of Teacher Education with 60 respondents. Specifically it described the profile of the respondents as to age, sex, estimated monthly family income, educational attainment of parents, type of school graduated from high school and municipality. Almost all of the respondents are 18-20 years old with a 56.7%. There are 32 females and 28 males. Most of the respondents' father finished their secondary level of education with a percentage of 56.7% while respondents' mother also finished high school level with an average of 58.3%. Some of the respondents' family income earned 5,000-10,000 monthly. There are 44 respondents who graduated from public school and 16 who graduated from private. There are 13 respondents come from Claveria, 9 from Abulug, 4 from Sanchez Mira, 18 from Pamplona, 15 from Apayao and 1 from Allacapan.

The researcher made-use of descriptive research design wherein it described the age, sex, educational attainment of parents, estimated monthly family income, type of school graduated from high school and municipality. It also described the factors affecting the English speaking skill of college students and determined which among the factors affect the English speaking skill of college students. The descriptive method of research was employed with the questionnaire as the main instrument in gathering data. The said questionnaire has been examined, validated and approved by a language expert. The data gathered were tallied, tabulated and analysed with the use of frequency counts



and percentage distributions. A 4-point Likert Scale was also used to determine what factor affects the English speaking skill of college students.

The endeavor has found out that Family and Peer- related is the top on list that affect the skill of college students in speaking with a total weighted mean of 2.888. Second is school and teacher- related with a total weighted mean of 2.887 and third is the Environment and Culture Background with a total weighted mean of 2.160.

CONCLUSIONS

Based from the findings of this research study, it can be concluded that family and peer- related are the greatest factors that affect the English speaking skill of the respondents since they are the first social members that every child meets at early stage of their age. Attitudes, talents and even the speaking skill of a child depend on how the parents treat their child.

RECOMMENDATIONS

1. Parents and guardians should be exposing their children in educational technology in the mode of English language at early age to master basic words, concepts and how to speak and pronounce these words correctly.
2. Teachers in the elementary, secondary and even in the tertiary levels should create a better and more relevant atmosphere for learning by providing constructivist approach such as oral activities that could enhance the speaking skill of students. Teachers should not bluff students when committing erroneous statements; instead motivate them to express their ideas.
3. There should be a program in every locality that links community to school that has something to do with ESL to train the youth and every individual in the community to learn the language for foreign trade, business purposes, communications and among others.

REFERENCES

Hernandez, A. (1998). The Teaching of Speaking and Listening. *Journal of Asian English Studies*. Vol 1, Issue No. 1, 24.

Smenyak, S. (2017). The Role of Parents in the Language Development of Their Children.



Villanueva, L.B., Lasaten RC.S. (2019) Needs of the Thai Teachers in the English Language. International Journal of Advanced Research in Management and Social Sciences. Vol 8. Issue No. 2.

Websites:

- <http://www.studymode.com/essays/Factors-Affecting-The-Second-Language-Learners%27-706606.html>
- <http://www.studymode.com/essays/Factors-Affecting-The-Second-Language-Learners%27-706606.html>
- <http://www.studymode.com/subjects/thesis-about-factors-affecting-the-english-proficiency-level-of-students-page1.html>
- http://www.academia.edu/8761470/Factors_Affecting_the_English_Proficiency_of_the_Elementary_Pupils_at_Central_Philippine_University
- <http://www.studymode.com/essays/Factors-Affecting-The-Second-Language-Learners%27-706606.html>
- <https://healthfully.com/75751-role-parents-language-development-children.html>