

## **Exploring Factors Enhancing English Speaking Proficiency**

A Qualitative Study of 4th Semester Students in the English Education Study Program  
at Subang University

**Laksmi Gasani<sup>1</sup>, Muhammad Anjar Nugraha<sup>2</sup>, Dody Wahyudi Purnama<sup>3</sup>**

English Education Study Program, Faculty of Education and Teacher Training, Universitas  
Subang<sup>1,2,3</sup>

laksmigasani@gmail.com<sup>1</sup>, anjarnugraha@unsub.ac.id<sup>2</sup>, dodywp@unsub.ac.id<sup>3</sup>

### **Abstract**

Despite increased exposure to English in Indonesia's digital era, speaking proficiency remains very limited among students. The 2024 EF English Proficiency Index highlights Indonesia's relatively low ranking compared to other Asian countries like the Philippines and Malaysia. Since English-speaking proficiency is essential for global communication, personal growth, careers, and educational opportunities, understanding the factors that enhance it is crucial. This qualitative study explores factors enhancing English-speaking proficiency and identifies the most influential ones that help students become more proficient. Participants included three college students who consistently achieved high scores in their English-speaking class and their lecturer at Subang University. Data were collected through semi-structured interviews and classroom observations. The findings reveal that age, positive attitudes, family support, personality, language exposure, teachers, and regular practice contribute to proficiency, with language exposure, personality, teachers, and regular practice being the most influential. This study provides insights to help students develop self-confidence, take risks, practice consistently, and openness to diverse language exposure, ultimately improving their English-speaking proficiency.

**Keywords:** *College Students; English Speaking Proficiency; Factors; Insights*

### **Abstrak**

*Meskipun paparan terhadap bahasa Inggris meningkat di era digital di Indonesia, kemampuan berbicara siswa tetap sangat terbatas. EF English Proficiency Index 2024 menunjukkan peringkat Indonesia yang relatif rendah dibandingkan dengan negara Asia lainnya seperti Filipina dan Malaysia. Karena kemahiran berbicara bahasa Inggris sangat penting untuk komunikasi global, pengembangan diri, karier, dan peluang pendidikan, memahami faktor-faktor yang mendukung peningkatannya menjadi hal yang krusial. Studi kualitatif ini mengeksplorasi faktor-faktor yang meningkatkan kemahiran berbicara bahasa Inggris serta mengidentifikasi faktor yang paling berpengaruh dalam membantu siswa menjadi lebih mahir. Partisipan penelitian ini terdiri dari tiga mahasiswa yang secara konsisten memperoleh nilai tinggi dalam kelas berbicara bahasa Inggris, serta dosen mereka di Universitas Subang. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas. Hasil penelitian menunjukkan bahwa usia, sikap positif, dukungan keluarga, kepribadian, paparan bahasa, guru, dan latihan rutin berkontribusi terhadap kemahiran berbicara, dengan paparan bahasa, kepribadian, guru, dan latihan rutin sebagai faktor yang paling berpengaruh. Studi ini memberikan wawasan untuk membantu siswa mengembangkan kepercayaan diri, berani mengambil risiko, berlatih secara konsisten, serta terbuka terhadap berbagai bentuk paparan bahasa, yang pada akhirnya dapat meningkatkan kemahiran berbicara bahasa Inggris mereka.*

**Kata Kunci:** *Faktor; Kemahiran Berbicara Bahasa Inggris; Mahasiswa; Wawasan*

## INTRODUCTION

Speaking involves producing systematic verbal utterances to convey meaning (Nunan,2003) whereas proficiency is the ability to do something well. English has now become an international language and the default in many fields. Speaking the language proficiently enables individuals to communicate globally and enhances their quality of life by creating opportunities for education, travel, and employment. As highlighted by Baker and Westrup (2003), strong English speakers are more likely to receive a better education, secure a decent job, and make advancements in their careers.

Being proficient in spoken English is a valuable skill for personal growth and development. As Valencia (2018) suggests, enhancing English speaking proficiency can positively impact economic measures of development, including higher per capita income and an improved quality of life. In Indonesia, more public figures, politicians, and influencers now speak English, both in real life and on social media. However, the country still ranks lower in English-speaking proficiency than other ASEAN countries, such as the Philippines and Malaysia. According to the 2024 EF English Proficiency Index, Indonesia's score remains relatively low.

**Figure 1. Annual English Proficiency Index by EF 2024 Rankings**



Many factors influence students' proficiency in speaking English effectively. A study by Irwan, Asrida, and Fadli (2017) at SMAN 3 Batusangkar revealed that contributing factors to students' speaking ability include teachers, daily practice, listening to English music, family support, English videos and movies, motivation, classroom environment, and learning materials. Another study conducted by Selvia L. (2018) suggested that affective factors, such as students' enjoyment of speaking, motivation to master English, support from people around them, and willingness to study abroad, also influence their English-speaking fluency.

While many recent studies have examined the factors influencing English-speaking skills among high school students, few have explored in depth the elements that enhance English-speaking proficiency among college students, particularly those who have studied in an English department and actively practice the language. Therefore, this study explores the factors that enhance English-speaking proficiency and identifies the most influential ones that help students become more proficient, based on insights from college students and their lecturer at Universitas Subang.

The results of this study will provide insights for learners who still struggle with speaking English, offering information and solutions to help them overcome challenges and improve their language proficiency. Additionally, the findings will help teachers and educators enhance their teaching methods to better support students in developing their speaking skills.

A study by Triwittayayon and Sarobol (2019) identified several factors that enhance English-speaking ability, including learning style, age, attitude, family support, personality, language exposure, and the role of English teachers. Additionally, regular practice, positive attitudes, cultural awareness, and a supportive environment also contribute to speaking proficiency. As a result, these factors play a crucial role in enhancing students' English-speaking proficiency and can be further elaborated as follows:

### **Learning style**

Learning styles refer to the idea that individuals learn best through different methods (Pashler, 2008). This suggests that recognizing one's preferred learning style can enhance learning experience. Common types include visual, auditory, and kinesthetic learners.

### **Age**

A critical review by Liu (2024) shows that younger learners acquire second languages more easily due to their brain's plasticity, especially in pronunciation, grammar, and vocabulary.

### **Positive attitudes**

Bui and Intaraprasert (2015) found that learners with a positive attitude toward speaking English are more likely to use diverse communication strategies, which, in turn, enhance their proficiency. This suggests that maintaining a positive attitude toward the language can help students build confidence and actively engage in conversations, ultimately improving their speaking skills.

### **Family support**

Family support plays a vital role in the learning process (Latha & Ramesh, 2012). It offers learners with encouragement and motivation to pursue English learning. When family members express interest, provide positive feedback, and show belief in the learner's abilities, it boosts students' confidence and motivation to continue learning.

### **Personality**

Lightbown and Spada (2013) highlighted that learners' personalities influence their second language acquisition. Personality traits such as resilience, determination, confidence, low anxiety, and risk-taking contribute to improved English-speaking proficiency.

### **Language exposure**

Cohen et al. (2024) conducted a five-year longitudinal case study examining French-English bilingual adolescents, revealing that increased exposure to English significantly bolstered their language proficiency. Exposure to authentic English through interactions with native speakers, real-life environments, and media such as movies, TV shows, the internet, podcasts, and music help students become more familiar with the language and improve their speaking proficiency.

### **Teachers**

The teacher's role is considered a key contributor to students' language development. Harmer (2007) highlighted multiple roles that teachers play in language education, including prompter, participant, feedback provider, assessor, observer, and organizer. Teachers who encourage active participation and create meaningful communication opportunities help students develop stronger speaking skills.

### **Regular practice**

Regular practice is listed as one of the factors influencing a student's ability to speak. It refers to the constant and daily use of the language in order to develop speaking proficiency (Irwan et al, 2018) the more a student practices speaking in English, the better their speaking proficiency will become.

Regular practice can include speaking with classmates, teachers, friends, native speakers or even by recording themselves speaking and listening back to it.

### **Cultural awareness**

Cultural awareness as "the ability to interpret and relate," which involves understanding one's own culture, recognizing cultural differences, and developing empathy towards other cultures (Byram et al., 2002). As language and culture are closely intertwined, learners who are aware of cultural nuances and conventions such as understanding idioms, slang and social norms can enhance their proficiency to communicate effectively in English.

### **Supportive environment**

A supportive environment fosters language learning by providing suitable educational facilities, high-quality language laboratories, extracurricular activities, and language clubs. Alfadley (2020) highlights that schools and universities should equip language learners with the necessary facilities and tools to enhance their English-speaking skills.

## **METHODS**

This study employs a qualitative approach to explore participants' experiences, emotions, thoughts, and perceptions, which cannot be measured numerically (Sugiyono, 2016). Since qualitative research is effective for small sample sizes, purposive sampling is used to select participants who can provide relevant and valuable insights (Creswell, 2014). Therefore, this study includes three students and their lecturer from the English Study Program at Subang University.

Given that this research aims to investigate the factors enhancing students' English-speaking proficiency, the student participants were purposively selected based on their high scores and strong performance in the speaking class, as well as their lecturer's recommendation. They were in the 4th semester of the 2023/2024 academic year.

A semi-structured interview served as the primary research instrument to collect data from both student and lecturer participants. The interview questions were adapted from previous research by Triwittayayon and Sarobol (2019) and were validated to ensure their applicability. Interviews were scheduled in May 2024 for students and June 2024 for the lecturer. To facilitate open responses, interviews were conducted in both English and Bahasa Indonesia, allowing participants to express their thoughts comfortably, enhancing the quality of data collected.

All interviews were audio-recorded and transcribed, with a descriptive analysis approach focusing on content and context. Additionally, classroom observations were conducted twice between May and June 2024 as supplementary data to ensure consistency and support interview findings. A structured observation checklist, adapted from previous study by Selvia L. (2018), guided these sessions. Observations were also recorded and analyzed qualitatively using detailed descriptive analysis. The integration of interview and observation data provided a holistic perspective on the factors enhancing English-speaking proficiency, allowing for deeper insights and cross-validation between the two methods.

**Table 1. Demographic data of research participants**

<b>Participants</b>	<b>Gender</b>	<b>Occupation</b>
S1	Female	College Students
S2	Female	College Students
S3	Female	College Students
L1	Male	Lecturer

S1 =Student 1 S2=Student 2 S3=Student 3 L1= Lecturer in Speaking Class

## FINDINGS AND DISCUSSION

### Findings

#### Interviews results

According to the data collected from both the students and the lecturer, who were interviewed on May 8 and June 13, 2024, the factors enhancing English-speaking proficiency are as follows: age, positive attitudes, family support, personality, language exposure, teacher influence, and regular practice.

**Table 2. Factors enhancing English speaking proficiency**

Factor Enhancing English Speaking Proficiency	S1	S2	S3	L1
Learning style	-	-	-	-
Age	-	✓	-	-
Positive attitudes	✓	✓	✓	✓
Family support	✓	✓	✓	✓
Personality	✓	✓	✓	✓
Language Exposure	✓	✓	✓	✓
Teachers	✓	✓	✓	✓
Regular practice	✓	✓	✓	✓
Cultural awareness	-	-	-	-
Supportive environment	-	-	-	-

In terms of **age**, only one student participant agreed and stated that it plays an important role in enhancing English-speaking skills. She found it easier to master English since she had started learning it at a very young age. She also believed that the younger a person is, the better their cognitive abilities are for memorizing and acquiring English vocabulary and becoming accustomed to it

*“Yes. Since I was little I took English lessons. I think age can be a factor because when we’re young, our memory is still strong” (S2)*

Regarding the **positive attitudes factor**, all student participants demonstrated positive attitudes toward English and agreed that such attitudes can significantly enhance their English-speaking proficiency. Two of them chose English as their favorite subject, while another one said they actually prefer Japanese and Korean over English. However, all of them enjoy learning English in general. This is supported by their lecturer’s statement that all three have a more positive attitude toward learning English compared to their other classmates, particularly in speaking class.

*“I like studying English because I feel that English is not as difficult as I used to think. I have strong desire [to master it]” (S1)*

*“Even since elementary school, my favorite subject has been English. It’s enjoyable. I like listening to people speaking English. It’s cool.” (S2)*

*“I like learning English, even though I actually prefer Japanese or Korean. But I think English benefits us more in many aspects” (S3)*

*“They are interested in continuing to develop their potential, especially S2. From their excitement emerged a positive attitude to continue to get used in speaking English” (L1).*

The congruence found in their statements indicates that having a positive attitude toward learning English can enhance speaking proficiency, as a positive mindset increases learners' motivation to practice regularly, participate actively in classroom activities, and seek opportunities to

use the language in real-life contexts.

Referring to **family support**, both the students and the lecturer revealed that it plays a significant role in enhancing English-speaking skills. For instance, the families of the three student participants encouraged them to take English courses and supported their decision to pursue English studies in college. Furthermore, one participant even shared that she sometimes uses English in conversations at home with her mother and cousin. This type of real-world practice highlights how familial involvement can create an immersive environment conducive to language development.

*“They [my parent] have allowed me to study English in college. They have supported me financially” (S1)*

*“Since I was little my parents told me to take English lessons or courses. And now I am studying English in college” (S2)*

*“My mother encourages me to speak English. Sometimes at home, my mother and cousin often speak and tell me to use English” (S3)*

*“I think the influence of family members, is very important in their learning because learning a language does not always happen in the classroom” (L1).*

Their statements highlighted that family support, both emotional and financial, along with encouragement from family members, was identified as a key contributor to the students’ success in learning and practicing English.

In terms of **personality** factor, diligence, consistency, risk-taking, and self-confidence are some traits that can help students develop their English-speaking proficiency. The lecturer agreed that all selected student participants are confident, take risks when speaking English, and consistently attend classes. However, one student participant (S3) mentioned that she lacks confidence when speaking in front of large groups or in public due to a fear of criticism but feels confident when speaking with her close friends.

*“I am confident. I have a mindset of not worrying too much about grammar when speaking English. Just say it straight away” (S1)*

*“I feel confident, even though I need to make sure first whether the grammar is correct or not [when speaking English]” (S2)*

*“Sometimes I lack confidence, for example, in front of many people. But, when I’m with my close friends, I feel confident. ” (S3)*

*“I think they are risk takers [confidence in speaking English]” (L1)*

*“They are good and consistent in attending lessons. They always present in both online and offline classes. [They are] diligent in doing assignments and all of them have been consistent in speaking English “(L1).*

The student participants' statements suggest that confidence levels vary among them, but confidence remains a key personality trait that plays an important role in enhancing English-speaking skills, as supported by their lecturer's statement.

In terms of **language exposure**, the lecturer emphasized that this is the most important factor, as exposure to English provides practical practice that is often more effective than classroom learning alone. The student participants have also been exposing themselves to diverse sources of language input, such as English-learning applications, online games, and interactions with native speakers on the internet.

*“I think the [most important] factor is exposure to the language. Because they need to learn from multiple sources. This includes not just teachers, but also their environment and the exposure to the language they gain from different sources.” (L1)*

*“I like learning English by listening to foreign music and reading foreign comics, like Webtoons.*

*I am a K-Pop fan, and I usually interact with fellow fans abroad using English.” (S1)*

*“I often use AI apps in English. We use many applications like Duolingo, HelloTalk, Elsa and others.” (S2)*

*“I like foreign films and pay attention to how people speak in English films. I also often interact in English when playing online games with my foreign friends. I think language exposure is the most[influential factor]” (S3)*

Those statements of the participants suggest that language exposure is a key factor in enhancing English-speaking proficiency, as they agreed that the more a learner is exposed to English, the faster they can process and respond in real-time conversations, improving their ability to think and speak in the language.

Regarding **the teachers** factor, all student participants agreed that teachers play an essential role in enhancing their English-speaking proficiency. This perspective was reinforced by their lecturer, who mentioned that he consistently encourages his students to speak English by implementing strict rules both inside and outside the classroom. One of the rules he sets is that if students do not use English to communicate, he will not respond to them. This creates an environment where students are compelled to use English, fostering a good habit of consistent practice.

*“The English teacher at my high school made me feel comfortable and was always willing to help and explain things from scratch or from the beginning.” (S1)*

*“My teacher motivates me to speak English. He encourages us.” (S2)*

*“If we study alone, we sometimes get confused. With a teacher, we can be guided when there’s something we don’t understand” (S3)*

*“There must be pressure, for example, with compensation: that I will not reply to their chats or questions if they don’t use English, then from there comes their good habit of writing and speaking English in my class” (L1)*

Referring to **regular practice**, all student participants explicitly stated that it is one of the factors that can enhance English-speaking proficiency. The lecturer also emphasized the importance of consistency in using English, adding that frequent practice helps create a habit of thinking and communicating in English.

*“I think regular practice is a factor. Even it gives me headache, I still practice speaking English.” (S1)*

*“Practice a lot. That’s how to improve English speaking proficiency” (S2)*

*“During the pandemic, I spent six months practicing alone at home. I practiced for enjoyment and also learned from reading” (S3)*

*“I emphasized that they should consistently use English for both direct communication (speaking & texts) inside and outside the classroom.” (L1)*

**Classroom observation results**

The observations took place on Thursday, May 16, 2024, and May 30, 2024. All three selected students and the lecturer were present in class. Using a structured observation table, the author examined various classroom activities, focusing on key aspects such as student participation, students' speaking skills, and the lecturer's instructional approach. These elements were assessed to help the author determine whether the interactions of the selected students, which reveal their personalities and attitudes, along with their teacher's contributions, are significant factors in enhancing English-speaking proficiency. A four-level grading system was used, ranging from the best (A) to the least effective (D). Here is the complete description based on the classroom observations:

**Table 3. Observation Classroom Result**

No	Date	Classroom Activities	Grade Level
1	16-May-2024	Students Participations	B
		Students Speaking Skill	B
		Lecturer Instructional Approach	A
2	30-May-2024	Students Participations	A
		Students Speaking Skill	A
		Lecturer Instructional Approach	B

According to the findings, particularly from the semi-structured interview data supplemented by classroom observations, the most influential factors that help students become more proficient in speaking English, as demonstrated by the selected participants in this study, are personality, exposure to the language, teachers, and regular practice.

**Table 4. The most influential factors helping students enhance English speaking proficiency**

Factor Enhancing English Speaking Proficiency	S1	S2	S3	L1
Learning style	-	-	-	-
Age	-	-	-	-
Positive attitudes	-	✓	-	✓
Family support	-	✓	✓	✓
Personality	✓	✓	✓	✓
Language exposure	✓	✓	✓	✓
Teachers	✓	✓	✓	✓
Regular practice	✓	✓	✓	✓
Cultural awareness	-	-	-	-
Supportive environment	-	-	-	-

**Discussion**

This study aims to explore the factors that enhance students' English-speaking proficiency and identify the most influential ones that help students become more proficient. The findings are primarily drawn from interview data, supported by classroom observations, highlighting several key factors, including age, positive attitudes, family support, personality, language exposure, teachers, and regular practice. Each of these factors plays a critical role in shaping students' ability to develop and improve

their English-speaking proficiency.

In the classroom observations, it was noted that students' positive attitudes and personalities contributed to their proficiency in speaking English. According to Rubin and Thompson (1994), attitude plays a crucial role in effective learning, as it encourages students to practice more. Additionally, the teacher's role in fostering a positive relationship with students and encouraging them to express themselves in English, as supported by Latha and Ramesh (2012), can make foreign language learning more effective. When both students and teachers are actively engaged and enjoy the process, it ultimately boosts students' ability to speak English. This is in line with the study by Imsa-Ard (2020), which suggests pedagogical adjustments to better support students' motivation and attitudes, benefiting both teachers and learners.

Regarding age, one participant shared her experience of studying English from a young age, emphasizing that the earlier someone learns English, the more successfully they can master it. This aligns with previous research suggesting that younger learners are more likely to achieve proficiency in speaking a second language than adults, as they tend to be less concerned about making mistakes (Shumin, 1997). Similarly, Xia et al. (2024) argued that the starting age plays a crucial role in language learning outcomes.

In terms of family support, all student participants agreed that their families' support and encouragement were crucial in their pursuit of English proficiency. Their lecturer also emphasized that encouragement from family members enhances their speaking skills, complementing the teacher's role in the classroom. This aligns with the findings of Mahripah (2013), which highlight the importance of family support in students' acquisition of a foreign language, particularly in speaking. Triwittayayon and Sarobol (2019) also found that family encouragement fosters a positive learning environment, motivating students to practice and eventually improve their speaking proficiency.

Regarding personality, the lecturer agreed that all student participants exhibited traits such as confidence, openness, and a willingness to take risks, which encouraged them to speak more and enhanced their speaking ability. Personality is also regarded as one of the most influential factors in helping students become more proficient in speaking English. This is supported by previous research that identifies the traits of a good language learner as high self-esteem, low anxiety, and risk-taking (Lightbown & Spada, 2013).

Regarding language exposure, all participants and their lecturer agreed that it is one of the most influential factors in helping students become more proficient in speaking English. Exposure to the language enhances students' English-speaking proficiency because it helps them learn naturally and practice regularly. All student participants admitted they often use AI applications in English, listen to English music, read comics and novels in English, and even regularly communicate with other online gamers and K-Pop fans on the internet using English. Their lecturer also emphasized that students need to learn from multiple sources. This aligns with previous research indicating that the amount of exposure to the target language, both in formal and informal contexts, can enhance learners' speaking proficiency (Nillo, 2014).

The next most influential factors that help student participants enhance their English-speaking proficiency are their teachers and regular practice. These factors are closely correlated, as students perceive that the encouragement, guidance, and classroom activities provided by their teacher motivate them to speak and practice more, both in and outside the classroom. The lecturer emphasized that all student participants need a role model in their learning journey and still view their teacher as an essential model. The teacher's role as a prompter, participant, feedback provider, assessor, and organizer in classroom activities encourages students to speak more (Harmer, 2007). Moreover, positivity, effective strategies, and constructive feedback from teachers encourage students to practice regularly, significantly enhancing their speaking proficiency (Ghafar et al., 2023).

On the other hand, the results showed that no participants identified cultural awareness or a supportive environment as factors that enhance their English-speaking proficiency. This suggests that cultural awareness does not strongly affect English proficiency, as language learning primarily focuses on pronunciation, vocabulary, and communication skills. While understanding culture can enhance deeper comprehension and context (Byram et al., 2002), it is not essential for basic proficiency. The student participants acquired English effectively without fully engaging with cultural aspects, especially when their goal was functional communication rather than cultural immersion. Regarding the supportive environment factor, the results indicated that for many schools and colleges, developing a conducive learning environment with advanced technology, such as modern language laboratories, remains a challenge.

## CONCLUSION

The journey to English-speaking proficiency is shaped by various factors, including age, positive attitudes, family support, personality, language exposure, teachers, and regular practice, all of which significantly contribute to students' speaking abilities. Among these, personality, language exposure, teachers, and regular practice are the most influential. Traits such as resilience, self-confidence, and risk-taking encourage learners to engage more in conversations. Additionally, consistent practice, exposure to English through the internet, social media, and learning applications, along with effective educators who provide guidance and positive feedback, play a crucial role in helping students achieve language mastery.

## REFERENCES

- Alfadley, A. (2020). Factors affecting technology integration in EFL classrooms: The case of Kuwaiti government primary schools. *International Journal of Education and Practice*, 8(4), 759-773.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum
- Bui, T. T. N., & Intaraprasert, C. (2015). The impacts of attitude towards speaking English on the use of communication strategies by English majors in Vietnam. *Theory and Practice in Language Studies*, 5(6), 1151-1158
- Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: A practical introduction for teachers*. Strasbourg: Council of Europe.
- Cohen, C., Demazel, R., & Witko, A. (2024). Exploring the Interplay of Language Exposure, Language Skills and Language and Cultural Identity Construction in French-English Bilingual Adolescents: A Longitudinal Case Study. *Languages*, 9(7), 253
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates
- Gardner, Robert C. (2004). *Attitude / Motivation Test Battery : International AMTB Research Project*. The University of Western Ontario.
- Ghafar, Zanyar & Raad, Bareq. (2023). *Factors Affecting Speaking Proficiency in English Language Learning: A general overview of the speaking skill*. 10.57185/joss.v2i6.107.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.
- Irwan, I., Asrida, D., & Fadli, N. (2019). *Contributing factors to the students' speaking ability*. *Jurnal Ilmiah Profesi Pendidikan*, 4(2), 156-160.
- Imsa-Ard, P. (2020). Motivation and attitudes towards english language learning in thailand: A large-scale survey of secondary school students. *REFlections*, 27(2), 140–161.

- Latha, B. M., & Ramesh, P. (2012). Teaching English as a second language: Factors affecting learning Speaking Skills. *International Journal of Engineering Research & Technology (IJERT)*, 1(7), 1-6
- Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned 4th edition-Oxford Handbooks for Language Teachers* (4th ed.). Oxford: Oxford University Press.
- Liu, W. (2024). Influence of age on second language acquisition: A big data analysis in English teaching. *International Journal of Language and Linguistics*, 10(1), 12-19.
- Mahripah, S. (2013). *EFL Learners' attitudes towards the improvement of their English speaking performance*. *LITERA*, 12(2), 287-299.
- Nillo, J. (2014). Factors Affecting Speaking Skills. Retrieved from <http://slideshare.net/joalexnillo/facots-affecting-speaking-skills>
- Nunan, D. (2003). *Practical English Language Teaching*. New York, NY: McGraw Hill.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105–119.
- Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner: Toward learner autonomy* (2nd ed.). Heinle & Heinle.
- Selvia L. (2018). *The Factors Affecting Students' English Speaking Fluency*. Skripsi Thesis. Fakultas Tarbiyah & Keguruan. Arraniry State Islamic University. Banda Aceh.
- Shumin, K. (1997). Factors to consider: Developing adult EFL students' speaking abilities. *English Teaching Forum*, 35(3), 8. Retrieved from <http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol35/no3/p8.htm>
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta Bandung.
- Triwittayayon, T., & Sarobol, N. (2019). Factors Enhancing English Speaking Ability : Perspectives from Thai High School Students and Their Teachers. *THAITESOL Journal*, 31(1), 49-64.
- Valencia, F. (2018). *The Effects of English in the Development of a Country* (Undergraduate honors thesis). New York University, Stern School of Business.
- Xia, L., Sorace, A., Vega-Mendoza, M., & Bak, T. H. (2024). How language proficiency and age of acquisition affect executive control in bilinguals: Continuous vs. dichotomous analysis approaches. *Bilingualism: Language and Cognition*. <https://doi.org/10.1017/S1366728924001019>