Factors that Influence Student Speaking Performance
(Study on Students Majoring in Accounting Faculty of Economics and Business UNMUH Jember)

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Abstract: In an increasingly globalized job market, English-speaking proficiency has become an essential skill, particularly for non-English major students such as those in Accounting. This study aims to identify and analyze the factors influencing the speaking performance of students in the Accounting Department, Faculty of Economics and Business, Universitas Muhammadiyah Jember. Utilizing a quantitative approach and survey method, data were collected from 218 students selected through stratified random sampling. Instruments included questionnaires measuring language anxiety, self-efficacy, learning motivation, learning environment, and exposure to English, as well as an English-speaking test. The findings reveal that internal factors such as language anxiety, self-efficacy, and learning motivation significantly influence speaking performance. Meanwhile, external factors—learning environment and exposure to English—also contribute, albeit to a lesser extent. The results suggest the need for a holistic approach in improving students' English-speaking abilities by addressing both psychological and environmental aspects of learning.

Keywords: accounting students, exposure to English, language anxiety, learning environment, learning motivation, self-efficacy, speaking performance.

1. INTRODUCTION

In the era of globalization and the rapid development of the business world, the ability to speak English has become one of the essential skills needed by college graduates, including students of the Accounting Department. The ability to speak (speaking performance) in English is considered very important to support the career and competitiveness of students in the world of work, especially in facing an increasingly competitive and global job market. Currently, multinational companies and international financial institutions make English language skills one of the main assessment criteria in the recruitment process of new employees.

Despite having learned English from elementary school to university level, many Indonesian students still experience difficulties in developing their English speaking skills. This phenomenon is also seen in students of the Accounting Department, Faculty of Economics and Business, Universitas Muhammadiyah Jember. Based on initial observations, many students still show hesitation, anxiety, and difficulty when asked to speak in English, both in academic and non-academic contexts.

Various factors can affect students' English speaking ability. Previous research identifies several factors, such as language anxiety (Horwitz et al., 1986), self-efficacy (Bandura, 1997), learning motivation (Dörnyei, 2005), learning environment, and linguistic factors such as vocabulary and grammar. However, research on factors that specifically affect speaking performance of students majoring in non-English majors, especially Accounting, is still relatively limited.

This research is important given the gap between the needs of the job market and the English language skills of Accounting graduates. While the world of work requires good English language skills, many Accounting graduates do not have adequate skills in this regard. By identifying the factors that affect the speaking performance of Accounting students, it is hoped that more effective and targeted learning strategies can be formulated to improve students' English competence.

Based on this background, this study aims to identify and analyze the factors that influence speaking performance of students of Accounting Department, Faculty of Economics and Business, Universitas Muhammadiyah Jember. Specifically, this study will examine the influence of internal factors, such as language anxiety, self-efficacy, and learning motivation, as well as external factors, such as learning environment and exposure to English, on students' English speaking ability.

2. LITERATURE REVIEW

Language Anxiety

Language anxiety refers to the fear or apprehension experienced when learning or using a second language. Horwitz et al. (1986) introduced the concept of Foreign Language Classroom Anxiety (FLCA), which consists of three interrelated performance anxieties: communication apprehension, test anxiety, and fear of negative evaluation. Language anxiety has been found to significantly inhibit students' oral communication, especially in speaking tasks, by affecting their confidence and willingness to participate in classroom discussions (MacIntyre & Gardner, 1994; Woodrow, 2006).

Self-Efficacy

Bandura (1997) defines self-efficacy as an individual's belief in their capability to organize and execute actions required to manage prospective situations. In the context of language learning, students with high self-efficacy are more likely to engage in communicative activities, persist through difficulties, and perform better in speaking tasks. Research shows

that self-efficacy directly correlates with learners' motivation, effort, and achievement in speaking English (Zulkifli, 2016; Parveen & Noor, 2021).

Learning Motivation

Motivation plays a central role in language learning success. Dörnyei (2005) differentiates between integrative motivation (desire to integrate with the target language culture) and instrumental motivation (practical benefits such as career advancement). Both types influence students' engagement in speaking activities. Motivated learners are more willing to take risks, communicate in English, and develop fluency over time (Ur, 2012; Mahmoudi & Mahmoudi, 2015).

Learning Environment

The learning environment includes physical, psychological, and social elements that influence students' learning experiences. A positive, interactive, and supportive classroom environment promotes student engagement and reduces language anxiety (Oxford, 2016). Access to learning materials, peer collaboration, and teacher support are also key factors that shape students' opportunities to practice and improve their speaking skills (Tsiplakides & Keramida, 2010).

Exposure to English

Exposure to English outside the classroom—through media, technology, and social interactions—can significantly impact language acquisition. Passive exposure, such as watching movies or listening to English music, enhances vocabulary and pronunciation, while active use (e.g., speaking in online forums or making presentations) strengthens fluency and confidence (Lightbown & Spada, 2013; Riasati, 2018). However, passive exposure must be complemented with active speaking practice to yield substantial improvements.

3. RESEARCH METHODS

Research Design

This research uses a quantitative approach with a survey method. This research design was chosen to identify and analyze the factors that influence speaking performance of Accounting Department students. The quantitative approach allows researchers to measure research variables objectively and analyze the relationship between these variables using statistical methods.

Population and Sample

The population in this study were all active students of the Accounting Department, Faculty of Economics and Business, Universitas Muhammadiyah Jember, which amounted to around 480 students. The sampling technique used is proportionate stratified random sampling with stratification based on class year. Determination of sample size using the Slovin formula with an error rate of 5%, so as to obtain a sample size of 218 students.

Research Variables

The variables in this study consist of dependent variables and independent variables. The dependent variable in this study is students' speaking performance, while the independent variables include:

- Language anxiety
- Self-efficacy
- Learning motivation
- Learning environment
- Exposure to English

Research Instruments

The instruments used in this study were a questionnaire and an English speaking test.
The questionnaire is used to measure the independent variables, which consist of

- The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) to measure language anxiety
- English Self-Efficacy Scale adapted from Bandura (1997) to measure self-efficacy
- Language Learning Motivation Questionnaire adapted from Dörnyei (2005) to measure learning motivation.
- Language Learning Environment Questionnaire to measure the leaming environinent
- English Exposure Questionnaire to measure exposure to English.

The English speaking test was used to measure students' speaking performance. The test consisted of three parts: (1) self-introduction, (2) description of accounting pictures or charts, and (3) discussion of accounting-related topics. The speaking performance assessment used a rubric that included aspects of fluency, grammatical accuracy, vocabulary, prominciation, and comprehension.

Data Collection Technique

Data collection was done through several stages:

- Distribution of questionnaires to sample students to measure independent variables
- Implementation of the English speaking test to measure speaking performance
- Documentation of student demographic data and educational background

Data Analysis Technique

The collected data were analyzed using descriptive and inferential statistical methods. Descriptive statistical analysis was used to describe the sample characteristics and data distribution of each variable. Inferential statistical analysis uses multiple linear regression to test the effect of the independent variable on the dependent variable

Before regression analysis, a classical assumption test is first camed out which includes nonnality test, multicollinearity test, heteroscedasticity test, and linearity test. Statistical data processing using SPSS version 25 software

Research Stages

This research was conducted in several stages:

- Preparation stage: preparation of research instruments, validity and reliability testing of instruments
- Data collection staer distributing ouestionnaires and conducting sneakine tests
- Data analysis stage: statistical data processing and interpretation of results
- The conclusion stage: formulation of research findings and implications

4. RESULTS AND DISCUSSION

This study aims to identify and analyze the factors that influence speaking performance of students of Accounting Department, Faculty of Economics and Business, Universitas Muhammadiyah Jember. Based on the results of data processing using multiple linear regression analysis, it is found that there are several factors that significantly affect students' speaking performance in English. In general, the results show that the variables of language anxiety, self-efficacy, and learning motivation have a significant influence on students' speaking performance. Meanwhile, the variables of learning environment and exposure to English also showed contribution, although the influence was not as big as the three internal variables.

The Effect of Language Anxiety on Speaking Performance

The analysis shows that language anxiety has a negative and significant effect on students' speaking performance. The higher the level of language anxiety felt by students, the lower their ability to speak English. This finding is in line with the theory of Horwitz et al. (1986) which states that anxiety in foreign language classes can inhibit cognitive processes and oral performance. Students who experience anxiety usually show symptoms of nervousness, fear of making mistakes, and tend to avoid speaking situations in English. In the context of accounting students, who generally do not come from a language education background, low self-confidence and fear of negative judgment further worsen their performance. Therefore, teaching strategies that create a supportive and pressure-free environment are needed to reduce this language anxiety.

The Effect of Self-Efficacy on Speaking Performance

Self-efficacy variable has a positive and significant influence on students' speaking ability. Students who have high confidence in their ability to use English tend to perform better. This result supports Bandura's theory (1997) which emphasizes that an individual's perception of his or her own ability determines performance achievement.

Students with high self-efficacy tend to be more willing to try, more persistent in facing difficulties, and more motivated to improve their abilities. In practice, they are more active in participating in discussions, not afraid of making mistakes, and taking linguistic risks. Therefore, strengthening self-efficacy through providing positive feedback, small success experiences, and creating an inclusive classroom atmosphere is very important.

The Effect of Learning Motivation on Speaking Performance

Learning motivation was also found to have a positive and significant relationship with speaking performance. Students who have high intrinsic motivation to master English will be more encouraged to practice speaking, both inside and outside the classroom. This result supports Dörnyei's (2005) idea that motivation is the main driving force in second language learning.

In the context of this study, Accounting students' motivation to learn English is often triggered by an awareness of the demands of the world of work that require mastery of foreign languages. However, extrinsic motivation such as the desire to get high grades or fulfill academic requirements is not enough if it is not accompanied by encouragement from within. Therefore, lecturers or teachers need to design learning strategies that are relevant, meaningful, and contextual to the world of accounting in order to build strong and sustainable learning motivation.

Effect of Learning Environment on Speaking Performance

The results show that the learning environment has a positive, but not statistically significant effect on students' speaking performance. This may be due to the limitations of the learning environment that is less supportive of speaking practice, such as the lack of opportunities to use English in class discussions, limited supporting technology facilities, and lack of interaction with native speakers.

In fact, according to Oxford (2016), a conducive learning environment can increase students' engagement in the learning process and give them more opportunities to develop speaking skills. Thus, it is necessary to improve the learning environment, for example through the use of interactive digital media, project-based learning, or collaboration with students from other majors to increase exposure and interaction in English.

Effect of Exposure to English on Speaking Performance

The variable of exposure to English also shows a positive influence on students' speaking ability, although the influence is not as great as other internal variables. Students who have a high level of exposure to English, such as watching English movies, listening to podcasts, or interacting through English social media, tend to have better speaking skills. This exposure provides opportunities for students to absorb new vocabulary, understand sentence structures, and imitate correct pronunciation and intonation.

However, passive exposure is not enough if it is not followed by active practice. Therefore, it is important to encourage students not only to be passive consumers of English content, but also to be active users, such as making video presentations, speaking in online discussion forums, or writing and reading texts in English.

5. CONCLUSIONS

Based on the results, it can be concluded that speaking performance of Accounting students is significantly influenced by internal factors such as language anxiety, self-efficacy, and learning motivation. Meanwhile, external factors such as learning environment and exposure to English also contribute although to a lesser extent. Therefore, the development of students' speaking ability requires a holistic approach that takes into account both individual psychological factors and supportive learning environment conditions.

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