

The Influence of Reading on Students' Speaking Skills

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In language teaching and learning, priority and an equal amount of emphasis are given to ⁵the four language skills; listening, speaking, reading, and writing. These four major English language learning skills can be categorized into two groups; receptive and productive skills. Both speaking and reading skills belong to these two groups respectively. This paper focuses on the influence of reading on students' speaking abilities. Speaking is considered one of the essential skills in any language teaching and learning and it needs more practice for mastering. It involves certain key aspects to be able to speak both accurately and fluently. In other words, the correct use of grammar, vocabulary, pronunciation, and the ability to speak spontaneously is essential to be able to speak fluently in English. Regard, this comprehensible review research article focuses on how reading allows students to enhance all of these aspects through consistent reading practices. Students' speaking abilities include pronunciation, grammar, vocabulary, fluency, and comprehension. Reading enables students to master these five skills in order to speak confidently. Moreover, good language fluency enables students to produce and engage with language in a smooth and effortless way allowing them to easily converse their thoughts and ideas in spoken form. This paper discusses that it is imputable that reading develops students' speaking skills because it improves and enhances their fluency in speaking over time. Reading requires comprehension and comprehension is regarded as an essential step to fluency. In order to acquire both fluency and comprehension, it is essential to master pronunciation, vocabulary, and grammar skills. Therefore, reading allows students to enhance and reinforce these three skills and allow them to ²apply the information they have read into authentic speaking practice. Hence, in this paper, the influence of reading on students' speaking abilities has been discussed.

In language teaching and learning, priority and an equal amount of emphasis are given to ⁵the four language skills; listening, speaking, reading, and writing. These four major English language learning skills can be categorized into two groups; receptive and productive skills. Both speaking and reading skills belong to these two groups respectively. Referring to Xolmurodova (2021) focusing and mastering one language skill at a time improves and enhances the other gradually. Syakur and Azis (2020) supported these four skills are interrelated with one another and cannot be separated. This paper focuses on the influence of reading on students' speaking abilities.

Speaking is considered one of the essential skills in any language teaching and learning and it needs more practice for mastering. It involves certain key aspects to be able to speak both accurately and fluently. Referring to Harris (1974) as cited in Rahayu et al (2021), there are

five parts of speaking skills; pronunciation, grammar, vocabulary, fluency, and comprehension. In other words, the correct use of grammar, vocabulary, pronunciation, and the ability to speak spontaneously is essential to be able to speak fluently in English. In regard, this comprehensible review research article focuses on how reading allows students to enhance all of these aspects through consistent reading practices.

Students' speaking abilities include pronunciation, grammar, vocabulary, fluency, and comprehension. Reading enables students to master these five skills in order to speak confidently. Wati and Afrida (2022) supported students with good reading habits are able to speak confidently in front of an audience. Moreover, good language fluency enables students to produce and engage with language in a smooth and effortless way allowing them to easily converse their thoughts and ideas in spoken form. This paper discusses that it is imputable that reading develops students' speaking skills because it improves their five main speaking abilities which are pronunciation, grammar, vocabulary, fluency, and comprehension. It also enhances their fluency in speaking over time (Purwaningsih, 2022).

Reading requires comprehension and comprehension is regarded as an essential step to fluency. In order to acquire both fluency and comprehension, it is essential to master pronunciation, vocabulary, and grammar skills. Therefore, reading allows students to enhance and reinforce these three skills and allow them to ² apply the information they have read into authentic speaking practice. In this paper, the influence of reading on students' speaking abilities has been discussed. Therefore, this study aims to find out the influence of reading on students' speaking abilities. It is to find out how reading enhances students' pronunciation, grammar, and vocabulary skills enabling them to be fluent and have a good language comprehension.

Reading involves the understanding of the sentences and structures of a written text (Panggabean, 2022). Students who have good reading skills develop successful speaking skills (Norbaevna & Yuldashevna, 2019). This is supported by Kenjali and Abduramanova (2022) ¹⁰ that reading is the key to successful language learning and ² students develop both fluency and accuracy in their speaking through reading.

⁷ Speaking is a productive skill and it belongs to one of the four main skills in language learning. It is the ability to present speech, and express thoughts and ideas verbally using language. Referring to Norbaevna and Yuldashevna (2019), speaking involves various aspects such as ⁹ accuracy and fluency. Accuracy consists of Pronunciation, grammar, and vocabulary,

meanwhile, fluency is regarded as ⁷ the ability to keep going when speaking spontaneously (Rospinah et al., 2021). Thus, fluency also goes along with comprehension.

According to Harris (1974), there are five components of speaking abilities; pronunciation, grammar, vocabulary, fluency, and comprehension.

Pronunciation is an important component that should be mastered by every language user. Referring to Fauzi et al (2021), pronunciation is a path for students to produce clearer language when they speak. It can be mastered over time and practice. Senawati et al. (2021) stated that students reading; reading aloud can be the best reading practice to expose students to the model of correct pronunciation. Parmawati (2018), supported that students' reading habit has an effective impact on their pronunciation mastery. The use of proper pronunciation will help in avoiding misunderstanding and miscommunication (Senawati et al., 2021 cited Haycraft, 1978; Kelly, 2000). Thus, pronunciation is a serious component of speaking abilities to be addressed in language learning.

In developing speaking skills, grammar is one of the essential language components students need to master (Asysyfa et al., 2019). It is undeniable that grammar is a base for all language learning processes. Reading in contexts helps students to grasp grammatical concepts more accurately and deeply (Aka, 2019). Moreover, students' knowledge of grammar gradually enhances as they encounter ³ grammar items repeatedly in their reading and in a variety of contexts (Aka, 2020). This has been supported by Deepa and Illankumaran (2018) that students' knowledge and especially their speaking skills enhance and improve through repeated reading of the text.

Vocabulary knowledge offers students fluency in speaking and enables them to convey a message with the appropriate use of words (Asrifan & Ghofur, 2021). Huettig and Pickering (2019) supported proficient readers are able to converse well in the targeted language due to their larger vocabulary knowledge, thus, it is very important to enhance students' reading skills. Reading provides them the ability to enhance or broaden their vocabulary knowledge (Maharsi et al., 2019). Hence, the more they read, the more vocabulary they acquire, thus, the clearer and more efficient their speaking skills become.

The ability to engage in effective and fluent communication using a language is referred to as fluency (Purwaningsih, 2022 cited Brown, 1997). A student with fluent English will be able to communicate without facing any difficulties. Meanwhile, students who lack language fluency are prone to use gap-fillers while speaking in the target language (Aguilar et al., 2019). Good

command of English is when a language user has good pronunciation, grammar, and vocabulary skills. The lack of these skills will reflect poor language command. Thus, fluency can be achieved when students gradually enhance these skills. Balan et al., (2019), stated reading influences students' English speaking and writing skills. Moreover, reading habits develop students' verbal fluency regardless of the type of reading materials; academic and non-academic materials read (Balan et al., 2019). Therefore, fluency is an essential speaking ability to be studied and it can be achieved through reading.

Reading assists students in increasing their knowledge and wisdom as far as academic context is concerned and it is found that reading influence their knowledge acquisition and English-speaking skill (Balan et al., 2019). Effective reading habits allow students' comprehension to expand (Balan et al., 2019 cited Okwilagwe, 1998). Referring to Chis and Guta (2019), one of the characteristics of a successful speaking activity is to be able to express themselves in utterances that are relevant and easily comprehensible to both speaker and the listeners. Purwaningsih (2022) stated that students with good pronunciation, grammar, and vocabulary knowledge will be able to communicate swiftly and readily, without facing any language difficulties. Elnadeef and Abdala (2019) supported students will be able to speak confidently and will be able to keep the conversation going if they have good comprehension skills.

The present study was conducted through online databases, such as Google Scholar and Research Gate. This study has collected and summarized data from relevant and related studies from the year 2018 until the year 2022. The study has utilized 30 research journal articles sourced from the two online databases for the data collection of the study. The keywords used to retrieve the articles were: the influence of reading on students' speaking abilities, benefits of students' reading habits, reading in improving speaking, reading in improving pronunciation, grammar, vocabulary, fluency, and comprehension. The data collected were analyzed and summarized in the findings and discussion section of this paper. The study focuses on the influence of reading on students' speaking abilities, thus, the study has presented its findings and discussion mainly focusing on the three speaking abilities proposed by Harris (1974) which are pronunciation, grammar, and vocabulary.

The data analysis was conducted separately for each of the three speaking abilities; pronunciation, grammar, and vocabulary proposed by Harris (1974).

Based on the analysis and findings of this study, students will be able to improve their pronunciation in the target language through reading. This has been supported by Parmawati

(2018) that students' reading influences their pronunciation mastery. They acquire correct intonations and pronunciation by reading, especially through repeated reading of the reading materials (Vanqiesta, 2022). Speaking requires clarity in order for the message to be received by the listener. According to Senawati et al (2021), reading aloud is one of the excellent reading practices to improve and enhance students' pronunciation enabling them to speak and convey messages with clarity. Supraba et al (2020) also supported reading aloud as one of the best ways to practice pronunciation. Besides, in a study conducted by Nursyam (2021), the findings concluded that the choral reading technique proved to enhance students' pronunciation skills allowing them to be more aware of how words are pronounced. Last but not least, according to a study conducted by Putri et al (2019), the tongue twister reading technique has resulted in significant improvement in students' pronunciation skills. Hence, this shows there are various reading techniques that help students to improve their pronunciations in a target language. Therefore, reading does improve students' speaking ability; pronunciation.

Grammar is one of the sub-skills that can be taught through reading (Attiyat, 2019). Reading builds students' grammar skills and introduces them to a greater degree of language and contexts (Kenjali and Abduramanova, 2022). This is supported by Asrifan Ghofur (2021) where the researchers stated good reading skills build students' grammar and develop more sophisticated speaking skills among students. According to a study conducted by Aka (2020), extensive reading allows students to reinforce a specific grammatical item, and repeated encounters with the same target grammar gradually enhanced learners' grammatical knowledge. Aka (2019) also supported that students' grammar has gradually been enhanced through extensive reading. Besides, referring to the researcher, students grasp grammatical concepts more accurately and deeply from reading them in context. Ponniah (2018) stated reading allows readers to acquire some aspects of language and in certain cases, the acquisition takes place involuntarily resulting in incidental grammar acquisition. Moreover, repeated exposure results in the acquisition of complex grammatical structures (Ponniah, 2018). Therefore, this shows that students will be able to enhance and improve their grammar through the reading. Hence, reading does improve students' speaking ability; grammar.

Last but not least, reading provides a wide range of vocabulary (Kenjali & Abduramanova 2022). This is supported by (Maharsi et al, 2019), reading broadens students' vocabulary

knowledge. Students will be able to convey a message with clarity through the use of appropriate and suitable vocabulary. Therefore, Asrifan and Ghofur (2021) stated reading provides students with a wide range of vocabulary knowledge that can be put to use in conveying a message clearly. Kenjali and Abduramanova (2022) supported that reading allows continual improvement in students' vocabulary knowledge and their intonation during speaking. Besides, students gradually acquire target vocabulary when they repeatedly encounter ¹ the same vocabulary in reading passages (Aka, 2020). Referring to Aka (2020), ¹ learning grammatical rules incidentally through reading is more challenging than learning ⁴ vocabulary. Furthermore, a study conducted by Aka (2019) stated ⁴ that a one-year extensive reading program helped the students improve their grammar and vocabulary knowledge, as well as their reading proficiency. Therefore, reading develops students' vocabulary knowledge and Extensive Reading provides opportunities for incidental learning to occur (Boutorwick et al, 2019). Thus, reading does improve students' speaking ability; vocabulary.

As for future research, the three speaking abilities can be looked at in detail through experimental research. Moreover, there is a need to carry out more research on how reading influences speaking and how reading motivates students in speaking.

⁸ As learners develop stronger reading skills, they develop more sophisticated speaking skills. Thus, ⁸ this study has found that reading does influence students speaking abilities where it influences in a way which enhances students' pronunciation, grammar, and vocabulary skills allowing them to be fluent and have good language comprehension. The importance of reading can also be recognized through this study. Hence, pronunciation, grammar, and vocabulary skills are enhanced through reading making students to have good speaking skills (Asrifan & Ghofur, 2021).

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