THE PSYCHOLOGICAL FACTORS IN LEARNING SPEAKING

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Abstract

Speaking skill is one of the essential skills in learning English. Effective communication is one of the criteria for measuring speaking success. It is important to speak fluently both inside and outside the classroom. Various factors influence the success of the practice of speaking English. One of them is psychological factors. Psychological factors are those factors that often interfere with emotional and physical health, relationships, work productivity, or life adjustment. Psychological factors as the leading root cause of students' antipathy to speaking. Students' speaking abilities are influenced by a variety of psychological factors, including anxiety, shyness, lack of self-confidence, and lack of motivation. So students in learning need to understand their psychological conditions to control them. Additionally, in teaching, teachers must consider the condition of students by looking at their psychological factors. It means that the success of students in speaking English needs to pay attention to psychological factors.

Keywords: Psychological factors, speaking skill, speaking performance.

A. INTRODUCTION

Language is the most effective mechanism used by humans to interact in life. People would find it easy to interact and link via language with others. It ensures that people can share their opinions and emotions, and get details from others.[1] Language is essential as a medium for contact and relationships with others.

English is a language that is used in many countries. It is a language that serves as a link language that connects people all over the world. It makes us easy to communicate with people from any country. Since it is the worldwide language, language ability should be taught and developed along with other skills to improve communication. Therefore, it is crucial to get an English Education because English is an international language. English is one of the courses taught in Indonesia from elementary school to university.[2] Since English has been taught for many years, students in Indonesia should be familiar with it.

English has four skills, namely reading, writing, listening, and speaking. Those skills are interrelated. Reading is a person's skill in capturing meaning in a text. Writing is a person's skill in expressing ideas in a text. Listening is a person's skill in capturing the meaning conveyed orally. Speaking is a person's skill in expressing ideas orally.

Speaking skill is one of the primary skills in learning English. One of the successes in speaking is measured by the ability to communicate effectively. It is crucial to speak fluently both inside and outside the classroom. Various factors influence the success of the practice of speaking English. Sociological, linguistic, psychological, and economic factors can affect students' speaking practice.[3] Nevertheless, this research only focused on the psychological factors.

Xinghua in Najdatul, stated that psychological factors are those factors that often interfere with emotional and physical health, relationships, work productivity, or life adjustment, such as nervousness, lack of self-confidence, and being afraid to speak.[4] Brown in Nazifullah, has stated that there are several psychological factors such as shyness and anxiety that are considered as the leading root cause of students' antipathetic to speak.[5] This emphasizes that psychological factors affect students' performance in speaking.

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[1] Najdatul Auliyah, "Psychological Problems in Learning Speaking Faced by the English Department Students at University of Muhammadiyah Makassar" (Thesis, Muhammadiyah University of Makassar, 2019), 1.

[2] Ariyanti, "Psychological Factors Affecting EFL Students' Speaking Performance," *ASIAN TEFL*, Vol. 1, No. 1 (2016): 92.

[3] Youssouf Haidara, "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia," *Proceeding International Conference on Educational Research and Evaluation* (2014): 514.

[4] Najdatul Auliyah, "Psychological Problems…, p.16.

[5] Nazifullah Nijat, "Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils," *American International Journal of Education and Linguistics Research*, Vol. 2, No. 2 (2019): 56.

B. SPEAKING SKILL

Speaking skill is one the essential skills because it is the basis for communication. The researcher presented some theories that are related to speaking skills.

1. Concept of Speaking Skill

Speaking is the way to use a language with various meanings for vocal communication. Chaney in Ira states that speaking is a process construct and shares meaning through verbal and nonverbal symbols in multiple contexts.[6] Speaking is a language process that builds meaning in which producing, receiving, and processing are involved.[7] Speaking is not merely opening a mouth and saying words and sentences, but it includes a cultural background of a target language to get meaningful interaction.[8]

Speaking is used in everyday life by all to express everything. Individuals may convey the message, details, ideas, thoughts, and feelings orally through the practice of speaking. When others can grasp what has been said, the speaker successfully conveys their message. Cameron in Ira defines speaking as the active use of language to articulate meaning so that others can make sense of it.[9]

The language is used to express oneself to be understood by others. Therefore speaking is a skill of transferring ideas to others in spoken language. The achievement measurement for English mastery is seen through speaking competence.[10] Speaking in English for EFL students is not an easy task. It needs much effort to produce acceptable words and utterances in English. Speaking in a foreign language to share understanding with others necessitates paying close attention to the language's finer points. A speaker must use the most relevant words and syntax to express meaning clearly and precisely, as well as order the discourse so that the audience understands it.[11]

The above descriptions indicate that speaking is an ability to create specific words, and as such, it needs to be mastered and practiced. As the most critical aspect of language skill in terms of communication, speaking is precisely often the one in that students cannot gain enough competence in the English classroom. Speaking poses a real challenge for most language learners to communicate in the target

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[6] Ira Pratiwi, "Improving the Speaking Skill Through Communicative Activies of the Eight Grade Students of MTsN 1 Milati in the Academic Year of 2012/2013" (Thesis, Yogyakarta State University, 2013), 10.

[7] Yuliana, "The Effect of Psychological Factors on English Speaking Performance" (Thesis, Ar-Raniry State Islamic University of Banda Aceh, 2021), 8.

[8] Ariyanti, "Psychological Factors Affecting…, p.92.

[9] Ira Pratiwi, "Improving the Speaking…, p.9.

[10] Win Listyaningrum Arifin, "Psychological Problems and Challenge In EFL Speaking Classroom," *Register Journal*, Vol. 10, No. 1 (2017): 30.

[11] Ira Pratiwi, "Improving the Speaking…, p. 9.

language.[12] In many cases, teachers are aware that speaking is the most difficult and often becomes the most significant failure in an English classroom.

As stated above, the researcher concluded that speaking is a way of communicating by expressing thoughts, ideas, opinions, comments, questions, or anything that comes out of the mouth.

2. Components of Speaking

Speaking is a challenging activity, according to Nunan in Ira, because it involves at least the components of fluency, grammar, vocabulary, and pronunciation.[13]

a. Fluency

To assess speaking competence, fluency is also a criterion. Fluency is the ability to speak in a foreign language efficiently and accurately.[14] Fluency refers to how rapidly and confidently speakers utilize the tongue, with few pauses, false starts, or word searches.[15] It is defined as the ability to successfully and smoothly communicate in a professional situation. To put it another way, being fluent means maintaining a continuous flow of speech. From the statements, the researcher concluded that fluency is the pronunciation of words or sentences that are spoken smoothly without a hitch and delay.

b. Grammar

Students must arrange the correct sentences in conversation by manipulating the structure and distinguishing the proper grammatical form inappropriately. Grammar is a study in which sentences are structured and formatted.[16] According to Chomsky in Rita, grammar is the particular analysis of the system or the structure of a language in specific or languages in general.[17] From the statements, the researcher concluded that grammar is a rule in preparing sentences to become excellent and correct sentences.

c. Vocabulary

Vocabulary is an individual word or a set of words that have a specific meaning.[18] According to Linse in Rita, vocabulary is the collection of words that an individual knows.[19] Without providing a proper vocabulary, people cannot communicate effectively or communicate their ideas in spoken and written form. Learners who

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[12] Win Listyaningrum Arifin, "Psychological…, p.30.

[13] Ira Pratiwi, "Improving the Speaking…, p.11.

[14] Rita Herlina, Asriani Hasibuan, and Aprida Irmayana, "The Effect of Impromptu Speaking Method on Students' Speaking Ability," *Jurnal Liner*, Vol. 3, No. 1 (2020): 127.

[15] Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill ESL/ELT, 2005), 55.

[16] Mar'atul Jannah, "Psychological Problems Faced by the Year – Eleven Students of MA Nuhad Demak in Speaking English," *EEJ*, Vol. 6, No. 1 (2016): 68.

[17] Rita Herlina, Asriani Hasibuan, and Aprida Irmayana, "The Effect…, p.128.

[18] Mar'atul Jannah, "Psychological Problems…, p.67.

[19] Rita Herlina, Asriani Hasibuan, and Aprida Irmayana, "The Effect…, p. 127.

have a restricted vocabulary have another challenge in acquiring a language. Little can be conveyed without grammar, and nothing can be communicated without vocabulary. From the statements, the researcher concluded that vocabulary is a person's wealth of words.

d. Pronunciation

The act or style of pronouncing a word is known as pronunciation.[20] When people communicate, they use pronunciation to develop more precise language. Foreign language students need to master the individual characteristic of the sound of a new language.[21] Pronunciation is a vital in communication since it helps people understand what we are saying. From this statement, the researcher concluded that pronunciation is about how words in a particular language are formed when individuals speak.

3. Types of Classroom Speaking Performance

Brown identified six types of speaking performance in the classroom.[22] Including the following:

a. Imitative

The ability to repeat a word, phrase, or sentence is all required for imitation speaking. Imitation is the activity of listening to a story or the like, then repeating it in own words but with the same meaning. Imitative speaking is similar to practicing intonation or attempting to isolate a specific vowel sound.[23] It is done to focus on a particular aspect of language form rather than on meaningful interaction.[24] In the future, imitators will undoubtedly be able to replicate native speakers' speeches. From the statements, the researcher concluded that imitative speaking is the ability to imitate a word or a phrase or a sentence.

b. Intensive

Intensive speaking is the speaker must be aware of semantic properties to be able to respond but interact with an interlocutor.[25] Intensive speaking is a step beyond imitative speaking in that it includes any speaking performance that is intended to practice a grammatical and phonological component of the language.[26] It may be referred to as a speaking instructional approach which emphasizes engaging the students in oral activities in an intensive way with the guidance and help from the

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[20] Rita Herlina, Asriani Hasibuan, and Aprida Irmayana, "The Effect…, p. 128.

[21] Mar'atul Jannah, "Psychological Problems.., p.68.

[22] H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, 2007), 141.

[23] Yuliana, "The Effect of Psychological Factors…, p.10.

[24] Ria Indah Pratiwi, "Psychological Factors Affecting English Speaking Performance at Eleventh Grade Students in SMK Al-Inayah Tebo" (Thesis, Sulthan Thaha Saifuddin Jambi, 2021), 18.

[25] Ria Indah Pratiwi, "Psychological Factors…, p.19.

[26] Yuliana, "The Effect of Psychological Factors…, p.10.

teacher.[27] The main aim is to develop students' accuracy in speaking the target language. For example, reading a passage aloud or giving an apparent response to a fundamental question. From the statements, the researcher concluded that intensive speaking is a limited amount of word production, for example, reading a passage aloud or giving an apparent response to a fundamental question.

c. Responsive

Ability to respond to questions or comments on a somewhat limited, simple, and light level.[28] Responsive speaking is short replies to questions or comments.[29] Responsive assessment tasks include test comprehension. Response speaking comprises interaction at a deficient level from extremely brief talks, small talk, and the like. The responsive activity makes students give their real though or opinions about something. It makes them more sensitive to their environment. From the statements, the researcher concluded that responsive speaking involves brief interactions with an interlocutor.

d. Transactional (dialogue)

The term transactional refers to students' ability to convey or exchange specific information in a more extended or responsive form. [30] Transactional communication, according to Richards in Risda, is when people achieve goals with relatively little personal connection between speakers, such as ordering meals or purchasing a ticket.[31] Transactional speaking is the communication we employ with other people to obtain our goals. It is a collaborative process of giving and receiving messages continuously. From the statements, the researcher concluded that transactional speaking is one in which the main focus is on the exchange of goods, services, or information.

e. Interpersonal (dialogue)

Interpersonal is the process of exchanging ideas or personal opinions. Interpersonal communication is more about maintaining social relationships than transmitting facts about information.[32] Learners may find the dialogue more challenging since it may include slang, ellipsis/sarcasm, a casual register, and other elements. Interpersonal speaking entails more personal and social interactions between speakers, such as complimenting and sympathizing.[33] In a broader meaning, interpersonal communication refers to sharing information, thoughts, feelings, and opinions with another person who is present about personal, family,

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[27] Chairil Anwar Korompot, "Intensive and Extensive Speaking: Approaches to Systematizing The Speaking Skills Courses for Undergraduate ELE Students," *Lingua*, Vol. 10, No. 1 (2019): 21.

[28] Ria Indah Pratiwi, "Psychological Factors…, p.19.

[29] Yuliana, "The Effect of Psychological Factors…, p.10.

[30] Yuliana, "The Effect of Psychological Factors…, p.11.

[31] Risda Asfina, "English Movie as an Input Model for Students' Speaking Ability in Transactional and Interpersonal Conversation," *National Seminar Proceeding*, p. 478.

[32] Yuliana, "The Effect of Psychological Factors…, p.11.

[33] Risda Asfina, "English Movie…, p. 478.

organizational, societal, national, and international issues. From the statements, the researcher conclude that interpersonal speaking is a type of communication that focuses on the developing of personal and social relationships.

f. Extensive (monologue)

Extensive speaking is speaking a person does without an interlocutor. Extensive speaking is generally in the form of a monologue, but in practice, the advanced levels are relied upon to offer extended monologue in the form of oral reports, presentations, story-telling, interaction with the listener, summaries, or possibly brief speeches.[34] The language style is often more deliberate and formal, although we cannot rule out some informal monologues, such as casually delivered speech.[35] It is the ability to speak fluently and process detailed information to achieve a goal. In conclusion, extensive speaking is oral production of a broader discourse.

4. Functions of Speaking

Richards expanded the speaking functions, namely talk as interaction, talk as a transaction, and talk as performance. Talk as interaction means social mainly interaction. The emphasis is on the speaker and how they want to convey themselves to the audience. When people meet, they exchange greetings, engage in small talk and chit-chat, and relate recent events to be cordial and establish a comfortable zone of interaction.[36] These abilities, on the other hand, are necessary for students to show a positive self-image. Talk as a transaction is a form of talk in which the focus is on what is said or done.[37]

Talk as a transaction describes a circumstance in which the attention is on the message to ensure that people are appropriately understood and precisely. Accuracy may not be a goal as long as the information is successfully transmitted or understood. Talk as performance, also known as public speaking, is a form of communication that conveys knowledge to an audience, such as in a school setting, public announcements, or speeches.[38] Speaking as performance is more like a monologue than a dialogue, has a predictable format, and is more like written language than conversational language.

Based on the statements above, it indicated that talk as interaction is a casual or more formal speech carried out as the primary social function, depending on the conditions. Talk as a transaction is a situation where the focus is on giving and receiving information, focusing primarily on the information, not the participants. Talk as performance is focused on the message and audience and presents

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[34] Yuliana, "The Effect of Psychological Factors…, p.11.

[35] Ria Indah Pratiwi, "Psychological Factors…, p.19.

[36] Jack C Richard, *Teaching Listening and Speaking from Theory to Practice*. (New York: Cambridge University Press, 2008), 21.

[37] Jack C Richard, *Teaching Listening and Speaking…*, p.24.

[38] Jack C Richard, *Teaching Listening and Speaking…*, p.27.

information in the appropriate order.

5. Problems in Speaking

The students face challenges in acquiring the language. There are four problems in speaking skills, namely inhabitation, nothing to say, low or uneven participation, and mother tongue use.[39] Inhabitation is when students are frequently obsessed in the classroom with no attempt to communicate in a foreign language, either out of fear of making mistakes or out of fear of attracting too much attention.[40] Unlike reading, writing, or listening, speaking necessitates some level of real-time audience participation. Nothing to say is when students have no reason to express themselves other than the shame of not speaking.[41] Students frequently complain that they are unable to come up with anything to say.

Low or uneven participation is if one participant is to be heard, only one can speak at a time. In a big group, each person will have very little time to speak.[42] This difficulty is exacerbated by the fact that certain students dominate, while others say very little or not. Mother tongue use is because it appears natural. Students find it simpler to utilize their mother tongue in class because it has been familiar since they were children.[43] As a result, the majority of students lack discipline in their use of the target language during the learning process.

As stated above, the researcher concluded that difficulties in speaking refer to a student's lack of fluency and a lack of vocabulary when speaking English. They are less confident while speaking English and frequently employ their mother tongue.

C. PSYCHOLOGICAL FACTORS IN LEARNING SPEAKING

Psychological factors affect the students' speaking performance. The researcher presents some theories that are related to psychological factors.

1. Concept of Psychological Factors

Psychology is a study about how humans think and feel toward something.[44] Psychology is the study of the process of thinking and human or animal behavior in their interactions with the living environment.[45] It is a person's behavior and experiences that reveal how they feel, works and behaves. Psychological behaviors such as evaluating performance effectively, setting realistic goals, and strengthening oneself are significant to enable players to develop to overcome the

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[39] Ira Pratiwi, "Improving the Speaking…, p. 14.
[40] Ira Pratiwi, "Improving the Speaking…, p. 14.
[41] Ira Pratiwi, "Improving the Speaking…, .p. 14.
[42] Ira Pratiwi, "Improving the Speaking…, .p. 14.
[43] Ira Pratiwi, "Improving the Speaking…, p. 15.
[44] Yuliana, "The Effect of Psychological Factors…, p.7.
[45] Najdatul Auliyah, "Psychological Problems…, p.4.

unstable periods they will face. Psychological behavior is a transition mechanism that can guide a person to a more effective and stable level of performance and consequently supports the potential of individuals to be successful and consistent.[46]

Psychology is the number one key to success for most EFL students in their English speaking performance.[47] Psychological factor includes the cognitive process that can produce meaningful and grammatically correct sentences from grammatical structures, including a process that makes expressions, words, and writings.[48] Psychological factors deal with the way someone thinks and behave that affect their decision.[49] The psychological relate to human behavior and experience. Psychological factors refer to problems that often involve emotional or physical health. [50] Based on the statements above, the researcher concluded that psychological factors are factors in students' minds, perceptions, emotions, and behavior in speaking English.

2. Psychological Factors that Negatively Affect Students' Speaking Performance

The psychological factors that negatively affect students' speaking performance presented in this research include anxiety, shyness, lack of self-confidence, and lack of motivation.

a. Anxiety

Anxiety is the sense of panic attacks. It is an emotional response that occurs while speaking. According to Collins Cobuild in Zsuzsa, anxiety is a sensation of nervousness and worries about something.[51] According to Suleimenova in Sulfiani, anxiety is described as mental discomfort or disquiet brought on by a fear of danger or catastrophe.[52] Anxiety is a negative manner of expressing human emotions. Anxiety is an unpleasant or affective state that individuals desire to avoid or get rid of it. It is approximately a synonym for a variety of fear.[53] Physiological reactions, such as blushing or beating a pulse, and behavioral reactions, such as stammering and fidgeting, relate to emotionality. According to Brown in Fitriah, foreign

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[46] Lupita Nor Alifia, "An Analysis of psychological Factors Affecting English Speaking Performance at the Tenth Grades of SMKN 1 Metro." (Thesis, State Institute for Islamic Studies of Metro, 2020), 19.

[47] Threesje R. Souisa, "Study on Speaking Problems and Psychological Factors Encountered by Students in Developing Their Speaking Skill at SMA Kristen Dobo, Aru District," *MATAI International Journal of Language Education*, Vol. 1, No. 1 (2020): 10.

[48] Ria Indah Pratiwi, "Psychological Factors…, p.6.

[49] Yuliana, "The Effect of Psychological Factors…, p.7.

[50] Mar'atul Jannah, "Psychological Problems…, p.68.

[51] Zsuzsa Toth, *Foreign Language Anxiety and the Advanced Language Learner: A Study of Hungarian Students of English as a Foreign Language* (Cambridge: Cambridge Schoolars Publishing, 2010), 5.

[52] Sulfiani, "An Analysis on the English Speaking Anxiety of the Third Semester Students of English Department in Muhammadiyah University of Makassar" (Muhammadiyah University of Makassar, 2020), 15.

[53] Zsuzsa Toth, *Foreign Language…*, p. 5.

language anxiety is a feeling of apprehension and inadequacy over the possibility of learning a foreign language.[54] Foreign language anxiety is an essential variable in the learning process that hinders foreign language students' performance.

According to Horwitz in Vera, there are three kinds of foreign language anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation.[55] Communication apprehension is a kind of anxiety concerned about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said.[56] Communication apprehension is the difficulties in conveying a message through speaking. Test anxiety is the fear of failure in tests and a disagreeable experience in many circumstances that learners keep either consciously or unconsciously.[57] Test anxiety refers to the worry of failing tests, quizzes, or other language assignments that are used to assess a student's performance. Fear of negative evaluation is anxiety about the judgments of others, anxiety about their negative assessments, and the expectation that others would judge themselves skeptically. Fear of negative evaluation involves concern about others' evaluations, avoidance of evaluative circumstances, and the assumption that others would negatively judge oneself, according to Watson in Maria.[58]

Students who are suspected of experiencing anxiety will show the following symptoms:[59]

1) Shaking body

2) Sweat profusely

3) Hands begin to feel moist

4) The heart rate begins to quicken

5) Mouths become parched

6) The mind starts to race

7) Thoughts become jumbled

8) Stammering

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[54] Fitriah and Hayatul Muna, "Foreign Language Speaking Anxiety: A Case Study At English Department Students Of IAIN Lhokseumawe and Al Muslim University," *Jurnal Ilmiah DIDAKTIKA* Vol. 19, no. 2 (2019): 155.

[55] Vera Abdillah, "Students' Anxiety Factors in Speaking English (A Case Study at the 8th Grade of SMP N 16 Semarang) in the Academic Year of 2016/2017" (Thesis, Walisongo State Islamic University, Semarang, 2018), 12.

[56] Fitriah and Hayatul Muna, "Foreign…, p. 145.

[57] Sulfiani, "An Analysis…, p. 21.

[58] Maria Eva Damayanti, "An Analysis of Students' Speaking Anxiety in Academic Speaking Class," *ELTR Journal*, Vol. 4, No. 2 (2020): 155.

[59] Win Listyaningrum Arifin, "Psychological…, p.37.

Based on the statements above, the researcher concluded that anxiety is an affective state, an unpleasant emotional state, in which, in the face of an anticipated threat, one discerns danger, feels helpless, and experiences stress.

b. Shyness

Elia and Irianti in Nazifullah, define the meaning of shyness by saying that it is an emotional thing that often becomes apparent to the feeling of agitation, uneasiness, or awkwardness experienced when a person is doing something, engaging in conversation, or been approached by other people, especially in new situations or with unfamiliar or unknown people.[60] Robby in Ria, stated that the shyness of the student caused by the nature that they are quiet.[61] Shyness is identified as an emotional issue that many students experience when they are required to speak English at some moment.[62] It indicates that shyness could be a source of the problem in students learning activities. Saurik in Ninuk mentioned that most English students feel shy when they speak the language.[63] Thus, instead of trying to speak, shy people tend to keep silent than embarrass themselves.

Students who are suspected of experiencing shyness will show the following symptoms:[64]

1) Blushing

2) Difficulty thinking of things to say to people

3) Absence of outgoing mannerisms such as good eye contact or an easy smile

Based on the statements above, the researcher concluded that shyness is a feeling of uncomfortable, bashfulness, or insecurity that affects how a person feels and behaves around others.

c. Lack of Self-Confidence

Self-confidence can be interpreted as something that everyone has in their life and how the person views himself as a whole concerning self-concept.[65] Self-confidence is one of the most influential factors in learning. Dornyei in Najdatul stated the concept of self-confidence is closely related to self-esteem, both share a common emphasis on the individual's perception of his or her abilities as a person.[66] Lack of confidence occurs among the students is when they are aware that their conversation partners failed to perceive the intended meaning of their message or

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[60] Nazifullah Nijat, "Psychological Factors…, p.57.

[61] Ria Indah Pratiwi, "Psychological Factors…, p.13.

[62] Mar'atul Jannah, "Psychological Problems, .p.69.

[63] Ninuk Krismanti, "Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin." *Lentera*, Vol 12, No. 2 (2017): 25.

[64] Win Listyaningrum Arifin, "Psychological…, p.37.

[65] Ria Indah Pratiwi, "Psychological Factors…, p.12.

[66] Najdatul Auliyah, "Psychological Problems…, p.19.

when they wrongly interpret the message delivered by other speakers.[67] Chen in Ninuk, stated that low ability in speaking English is the leading cause of students' low confidence.[68] Many students believe that their English is poor and that they are unable to communicate effectively in English. Therefore they prefer to remain silent while others speak.

Students who are suspected of experiencing lack of self-confidence will show the following symptoms:[69]

1) Governing behavior based on what people think

2) Staying in the comfort zone

3) Avoid taking risk

4) Working up to cover up mistakes and fix the problem before anyone notices

5) Too much-extolling others

6) Dismissing compliments offhandedly

Based on the statements above, the researcher concluded that lack of confidence is feelings of incompetence or inability to make things happen properly, which is why students do not want to speak in front of the class.

d. Lack of Motivation

In the process of learning a language, motivation is essential. Wagiyo said that motivation is the combination between energy and willingness to reach the goal.[70] Motivation is a psychological condition that initiates, guides, and maintains behavior.[71] Students with high motivation can persist in learning and achieve good results compared to those who lack the motivation to succeed. Nunan in Nazifullah stated that motivation quickly affects students' reluctance to speak English.[72] Babu in Nazifullah, argues that lack of motivation in learning can hinder the students' speaking performance.[73] If students have low motivation, they will lose their attention. On the other hand, the students will participate actively in the learning process if they have high motivation and pay much attention to the learning activity process. Students who are suspected of experiencing lack of motivation will show the following symptoms:[74]

1) Feel bored in completing work quickly

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[67] Nazifullah Nijat, "Psychological Factors…, p.57.
[68] Ninuk Krismanti, "Students' Psychological Problems in Speaking…, p.64.
[69] Win Listyaningrum Arifin, "Psychological…..p.34.
[70] Yuliana, "The Effect of Psychological Factors, .p.14.
[71] Najdatul Auliyah, "Psychological Problems…, p.19.
[72] Nazifullah Nijat, "Psychological Factors…, p.57.
[73] Nazifullah Nijat, "Psychological Factors…, p.57.
[74] Tri Nengsi Puspita Sari, "An Analysis of English Students' Motivation in Speaking Class During New Normal Era" (Thesis, State Islamic University of Fatmawati Sukarno, Bengkulu, 2021), 29.

2) Giving up easily and always saying "I can't"

3) Not paying attention to teacher instructions

4) Do not ask anyone for help when needs it

5) Often daydreaming and not actively studying

6) Nothing responds to teacher advice to try

7) Do not want to answer the teacher's questions voluntarily

8) More silent

9) It's easy to get discouraged

Based on the statements above, the researcher concluded that lack of motivation is related to the students' lack of willingness and low interest in achieving success.

3. Possible Solutions to Reduce the Psychological Factors that Negatively Affect Students' Speaking Performance

Several possible solutions can help students reduce the negative influence of psychological factors that affect their speaking English performance.

a. Possible Solutions to Reduce Anxiety

There are several ways to reduce language anxiety, including preparation, relaxation, positive thinking, and peer seeking.[75] Preparation is learners' efforts to prevent danger in the classroom by enhancing their learning and study skills. There are a variety of strategies to prepare, including reviewing the materials before class, enrolling in in-school or out-of-school second language classes, enlisting the support of friends and teachers, and focusing on specific areas that create anxiety. Preparations like rehearsals should be carefully organized to prevent students from feeling anxious or bewildered when they have to speak.[76]

Relaxation includes taking a deep breath and attempting to relax. Many students become nervous when the teacher assigns them to answer a question. Relaxation is one way that can help. Anxiety was effectively decreased by relaxation training.[77] Positive thinking implies that students should think optimistically about their classroom performance and that they are not lesser than others. That redirects students' attention away from potentially stressful classroom situations. Some anxious students cope by pretending to be confident, visualizing themselves giving great performances, thinking of something enjoyable, or ignoring the

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[75] Serly Ariska, "Students' Strategies to Overcome Anxiety in Speaking English at the Tenth Grade Students of SMK Negeri 4 Bulukumba" (Thesis, Muhammadiyah University of Makassar, 2019), 24.

[76] Rio Pratama, "A Students' Strategies to Overcome Speaking Anxiety in Public Speaking Class." (Thesis, Tanjungpura University of Pontianak, 2018), 5.

[77] Rio Pratama, "A Students'…, p.5.

consequences. Peer seeking is learners' willingness to seek out students in the language classroom who appear to be experiencing anxiety the same way they do. Realizing that others are struggling with the same issue can help anxious students regulate their emotions through social comparison. This technique works well, especially if students can share their experiences and strategies with classmates. As stated above, the researcher concluded that possible solutions to reduce anxiety are preparation, relaxation, positive thinking, and peer seeking.

b. Possible Solutions to Reduce Shyness

There are possible solutions for helping students reduce shyness in speaking, including a pleasant environment, participating in many activities, and embracing a positive mindset.[78] First, establishing a welcoming and open classroom environment reduces students' shyness.[79] Furthermore, the teacher-student interaction has a significant role in lessening students' shyness. The students should foster an environment in which they can relax and enjoy. As a result, their willingness to talk will grow, as will their participation.

Second, students must also participate in group discussions. They need to practice more in the classroom by sharing their thoughts and debating their friends' arguments. Students' shyness can be reduced by participating in a speech community and organizing a debate among classmates, even though they still make mistakes. Third, students must embrace a positive mindset to recognize that everyone makes mistakes as part of the learning process. To reduce their shyness, the student must connect with the other students. The better they participate in discussions, the less bashful they become, and the more experience and confidence they gain. As stated above, the researcher concluded that possible solutions to reduce shyness are a pleasant environment, participating in many activities, and embracing a positive mindset.

c. Possible Solutions to Reduce Lack of Self-Confidence

There are four ways for students to reduce their lack of self-confidence.[80] The first method is role-playing. Students choose a character and practice dialogue with their classmates. It can potentially encourage students to speak more and enhance their vocabulary. The second is a small-group discussion. Students were needed to communicate and interact with other students in a group setting for this activity. As a result, the students became more interactive in class, and helped them with their pronunciation. Role-playing is an efficient way to give students the chance to practice their English.[81] Telling a story is the third way. For example, students write about their vacation memories or share a short story about their imagination. Then,

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[78] Khadidja Attir, "Investigating..., p.29.

[79] Nazifullah Nijat, "Psychological Factors..., p.58.

[80] Lavani Satya Christie and Listyani. "Teachers' Strategies to Improve Students' Self-Confidence in Speaking." *Register Journal*, Vol. 11, No. 2 (2018): 150

[81] Khadidja Attir, "Investigating the Main Psychological..., .p.14.

one by one, students retold their stories in front of the class. The final strategy is to utilize song. This strategy to help students improve their speaking and pronunciation abilities while creating a positive classroom atmosphere. As stated above, the researcher concluded that possible solutions to reducing lack of self-confidence are applying various learning methods.

d. Possible Solution to Reduce Lack of Motivation

The tasks should be presented clearly and straightforwardly to make learning in the classroom more engaging. The teacher can encourage students by utilizing genuine activities and resources that will motivate students with low language ability to speak in class.[82] Build a positive rapport with the students. Teachers need to encourage students to take charge of their education with familiarize students with the target language's culture.[83] As stated above, the researcher concluded that possible solutions to reducing lack of motivation are the tasks should be presented clearly, build a positive rapport, and encourage students.

4. Research on the Psychological Factors in Speaking Skill
Many researchers have investigated negative psychological factors affecting students' speaking performance related to this research. An article written by Rio Pratama entitled "A Student's Strategies to Overcome Speaking Anxiety in Public Speaking Class". He found that rehearsal, relaxation, visualization, gestures, and note-card are some methods for overcoming speaking anxiety in public speaking class.[84] A thesis written by Lupita Nor Alifia entitled *"An Analysis of Psychological Factors Affecting English Speaking Performance at the Tenth - Grades of SMKN 1 Metro."* This research aimed to analyze whether psychological factors play a role in the speaking ability of tenth-grade students of SMK N 1 Metro, Metro City. She discovered that psychological factors influence students' speaking abilities. Students who have a fear of making mistakes, shame, anxiety, have low self-confidence, have low motivation will be hesitant to talk in English because they believe they are unable to communicate effectively in the language.[85]

A thesis written by Ria Indah Pratiwi entitled "Psychological Factors Affecting English Speaking Performance at Eleventh Grade Students in SMK Al-Inayah Tebo". The findings indicated that psychological factors that impact students' performance include low motivation, a lack of self-confidence, a fear of making mistakes, anxiety, shyness, and the learning environment.[86] A thesis was written by Najdatul Auliyah entitled *"Psychological Problems in Learning Speaking Faced by the English Department Students at the University of Muhammadiyah Makassar."* This research aimed to describe and analyze the psychological problems that English Department students experience when speaking. The

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[82] Nazifullah Nijat, "Psychological Factors…, p.58.
[83] Khadidja Attir, "Investigating the Main Psychological…, .p.32.
[84] Rio Pratama, "A Students' Strategies…, p.7.
[85] Lupita Nor Alifia, "An Analysis of psychological Factors…, p.61.
[86] Ria Indah Pratiwi, "Psychological Factors…, p.56.

findings revealed that some students had psychological problems in learning English speaking. Lack of confidence and anxiousness were the most common psychological problems that the students faced.[87]

An article written by Mar'atul Jannah entitled "Psychological Problems Faced by the Year Eleven Students of MA Nuhad Demak in Speaking English". She found that Most students' psychological problems with speaking English were fear of making mistakes, embarrassment, anxiety, lack of confidence, and lack of motivation.[88] An article written by Nazifullah Nijat entitled "Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils". He found that main psychological factors that hinder students' speaking in the classroom are fear, shyness, and worry.[89]

An article journal is written by Ninuk Krismanti entitled *"Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin."* This research is intended to describe psychological problems faced by the students taking Speaking II class at STKIP PGRI Banjarmasin. She found that the main psychological problems faced by students in Speaking II class at the English Department of STKIP PGRI Banjarmasin are lack of confidence, fear of mistakes, shyness, and anxiety.[90] A dissertation was written by Khadidja Attir entitled *"Investigating the Main Psychological Factors Affecting Learners' Speaking Performance."* This research aimed to identify the main psychological factors that hinder students from speaking in the oral course and determine the causes and possible solutions to overcome the factors. The finding indicated that most learners' poor speaking performance is due to psychological factors such as anxiety, shyness, lack of self-confidence, and lack of motivation, which resulted in many problems such as nothing to say, fear of making mistakes, and inhibition.[91]

D. CONCLUSION

Several psychological factors affect students' speaking performance, namely anxiety, shyness, lack of self-confidence, and lack of motivation. So that students in learning need to understand their psychological conditions to control it. In addition, in teaching, teachers also need to pay attention to the condition of students by looking at their psychological factors. It means that the success of students in speaking English needs to pay attention to psychological factors.

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[87] Najdatul Auliyah, "Psychological Problems…, p.57.
[88] Mar'atul Jannah, "Psychological Problems…, p. 76.
[89] Nazifullah Nijat, "Psychological Factors…, p.65.
[90] Ninuk Krismanti, "Students' Psychological Problems in Speaking…, .p.72.
[91] Khadidja Attir, "Investigating the Main Psychological…, p.59.

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