

**“ANALYSIS OF PSYCHOLOGICAL BARRIERS IN SPEAKING
ENGLISH AS A FOREIGN LANGUAGE AMONG
UNIVERSITY STUDENTS “**

THESIS

**This research is submitted to fulfill the requirement for ‘Sarjana’ degree in
English Study Program**



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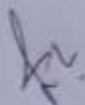
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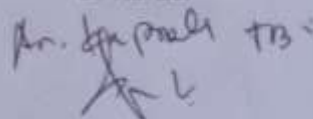
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PREFACE

All praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing her thesis entitled **“Analysis of Psychological Barriers In Speaking English As A Foreign Language Among University Students”**.

This thesis is submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore the researcher really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the Researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, Juni 2024
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The researcher finished this thesis entitled “**Analysis of Psychological Barriers in Speaking English as A Foreign Language Among University Students**” This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, suggestion and motivation from others. In this chance, the researcher would like to express his deepest gratitude to:

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Study programe. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Wassalammu'alaikum Wr. Wb.

Curup, June 2024

The Writer,

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MOTTO

*NOTHING,
JUST DO YOUR BEST OR DIE.*

ABSTRACT

Usi Prantika : Analysis Of Psychological Barriers In Speaking English As A Foreign Language Among University Students

Advisor : Jumatul Hidayah ,M.Pd

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This study aims to find out psychological speaking problems that mostly faced by students and the causes of the problems. Psychological speaking problems are the difficulties based on psychological factors that hinder students from practicing their speaking in English class. Some psychological speaking problems are anxiety, fear of mistakes, lack of confidence, lack of motivation and shyness. Based on the preliminary observation was conducted by the researcher, psychological speaking problems were also experienced by university students of IAIN Curup in English Study Program for the 4th and 6th semester. Which they still have a big fear for expressing their English skill through speaking. It was interesting to be learned and ascertained further regarding psychological speaking problems faced by students in the linguistic major because students in this major should already have a better communication skill (speaking) than the others and they have been studying English for a long time as well. This study was classified as descriptive quantitative. Data were obtained through questionnaire. Questionnaire was designed by giving 34 questions to 92 students. Based on the results, it shows that anxiety is the highest psychological factor that inhibits students in speaking English as a foreign language, the second psychological barrier is lack of confidence, the third psychological barrier is shyness, the fourth psychological barrier is fear of making mistakes, the last psychological barrier is lack of motivation.

Keywords: Psychological barriers, Anxiety, Speaking.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research which is formulated with the research objectives and followed by the research questions that answered through the discussion of the thesis. The research objectives formulated to answer the purpose of the research, the significance of the research provides the benefits of this research which is then followed by the scope and limitations of the research. The definition of important terms aims to prevent the reader from experiencing misunderstandings.

A. Background of the Research

Nowadays English has become the global language of connectivity. As a result, English is one of the languages that have been taught the most often, including in Indonesia. The development of the four skills of hearing, speaking, reading, and writing is generally the major objective of language training. Among these four abilities, speaking or conversing in the target language is frequently used to assess a language learner's success.

The majority of language learners evaluate their English language progress and success based on how much their speaking skills have improved.¹ This opinion is also supported by the emergence of the Communicative Language Teaching Method in 1980 which emphasizes

¹Jack C. Richard. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge Press University. 2008. P.32

fluency in speaking, according to this method the main function of language is to interact and communicate.² Therefore, language must be used actively such as the use of spoken language to connect with others.

However, speaking is often the most challenging skill for English as a Foreign Language (EFL) learners to develop. speaking is one of the most important language skills to support oral communication, especially in English but is the most difficult skill to develop.³ It was proven by many researchers that many students have the difficulty in mastering speaking whether in the language structure or the psychology.

Akhmatova et al argued, "the effectiveness of the foreign language acquisition process is associated with students' psychological readiness to learn and apply the foreign language in practice, overcoming language barriers and difficulties"⁴. This suggests that students have some barriers, especially psychological barriers, which prevent them from mastering the target language. EFL students' difficulties in speaking English may be caused by cognitive or psychological factors.⁵ There are many barriers in speaking English. The most common barriers in speaking English for

²Jack C. Richards, Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge, UK: Cambridge University Press. 2014 .p.24

³Munir. *Psychological Factors that Hinder Students in Speaking Skill in the Classroom (A Case Study of the Sevent Grade Students of SMP N 2 Banyubiru in the Academic Year of 2017/2018)*. 2018.p.42

⁴ Akhmetova, Dalbergenova, Menlibekova, et al. *Method To Overcome Psychological Barriers In Students Learning The German Language Utopia Y Praxis Latino American*, Vol. 25, No. Esp. 7, 2020 Doi: <https://doi.org/10.5281/zenodo.4009620> p122

⁵Belegdair, *The Main Psychological Factors Affecting Learners' Oral Performance. Case Study: Second Year LMD Students of English*. Mohamed Kheider University of Biskra. 2015.p28

university students are psychological barriers and linguistic barriers⁶ fluency is closely correlated with personality and is therefore affected by psychological traits such as anxiety, shyness, motivation, and so on.⁷ This is also in line with Gebhard who says that students' problems in speaking are mostly caused by shyness or anxiety.⁸ As one of the English study program student, the researcher experience the barriers in speaking English, such as feeling anxiety, lack of confidence, and shyness. This experience led the researcher to do the observation and research about the psychological barrier in speaking English.

Psychological barriers to speaking a foreign language are believed to be strong unless the classroom atmosphere melts these barriers with partnership tasks, teacher friendliness, and an understanding of the reasons for students' reluctance to start speaking a foreign language (especially English). According to a famous Russian psychotherapist and writer, Vladimir Levi, we should pay attention to the student's Field of Confidence, i.e. his successful background experiences that can help destroy the student's false self-image when speaking English.

Psychological is the number one key to success for most EFL students in their English performance. For EFL students who have been

⁶Sampelolo, Tandikombong, Pongsapan, dkk. a study of speaking common university learner barriers in indonesian context. *klasikal: journal of education, language teaching and science*, 3(3). 2021. p127-131.

⁷Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman Inc. 2001. p47-48

⁸Gebhard. *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press. 2000. p45

learning English for many years, most of them have difficulty using the language to speak, while observations show that most EFL students have psychological barriers such as anxiety, and shyness. Based on the concepts presented in the introduction, it can be concluded that there are many difficulties that students face when learning English, especially as a foreign language because the language is only used in certain conditions. This is due to various barriers, especially psychological barriers. Therefore, in this thesis, the researcher interested in digging deeper into the psychological barriers that most affect students' language skills, especially the speaking skills of EFL students in speaking classes at IAIN Curup. which is about **“Analysis of Psychological Barriers in Speaking English as A Foreign Language for University Students”**.

B. Research Questions

Based on the theory and the phenomenon, the researcher explained that there are problems to be studied these problems are formulated in the form of the following questions:

1. What are the types of psychological barriers for university students to speak English as a foreign language?
2. What strategies can overcome the psychological barrier to speaking English as a foreign language?

C. Objective Of the Research

Based on the background and the formulation of research problems

above, the purpose of the study can be formulated as follows:

1. This study aims to find out the types of psychological barriers for university students to speak English as a foreign language.
2. To find out what strategies can overcome the psychological barrier to speaking English as a foreign language.

D. Significance Of the Research

This study provides information about the types of psychological barriers for university students to speak English as a foreign language in the English Language Study Program at the Institut Agama Islam Negeri Curup.

1. Students

For students of the English Study Program, Institut Agama Islam Negeri Curup, this research will help students who experience psychological barriers in speaking to manage strategies for overcoming psychological barriers especially to improve English speaking skills.

2. Teachers

For teachers of speaking courses at IAIN Curup, this research can inform teachers about the psychological barriers in speaking. This study can inform teachers about students' barriers in speaking and is expected to create strategies to help students overcome the barriers experienced to further improve their speaking skills.

E. Operational Definition

1. Speaking English

Speaking is a productive language skill.⁹ It means that speaking is a person's skill to produce sounds that exists at the meaning and understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other. Speaking has an important function in our daily lives. That is why in learning a language speaking can be said to be the most important part.

Speaking English is an essential component of teaching and learning a foreign language.¹⁰ Speaking skills are one that students must master in English. speaking is a productive skill to share ideas and information to interact with others.¹¹ From these definitions we can conclude that speaking can occur in a variety of contexts and effective speaking requires not only knowledge but also mental and courageous behavior.

2. Psychological Barriers

Akhmetova defines the psychological speaking barrier is psychological uncertainty and fear of making a mistake. Students

⁹ Poppy Siahaan, did he break your heart or your liver? A contrastive study on metaphorical concepts from the source domain ORGAN in English and in Indonesian. *Culture, body, and language: Conceptualizations of internal body organs across cultures and languages*, 7. 2008. p45-74.

¹⁰ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. 2006. p33

¹¹ Berlinda Mandasari, and Dyah Aminatun, *Uncovering students' attitude toward vlogging activities in improving students' speaking ability*. *Premise Journal*, 8(2), 2019. p214-225.

are afraid of speaking a foreign language because they are afraid of speaking incorrectly, being misunderstood, Anxiety, and needing time to recall the necessary foreign words or grammatical rules or lack of vocabulary.¹² As a result, such students face psychological difficulties and language barriers that make it difficult for them to achieve success in learning a foreign language.

Psychological Barriers refer to a person's psychological conditions, such as emotions, attitudes, opinions, status awareness, etc. of a person which then affect the ability to communicate as defined¹³. Learners can easily understand foreign languages spoken in non-native contexts if they are aware of the language, including pronunciation, sound patterns, and sound units.

¹² Akhmetova, Dalbergenova, Menlibekova, et al. Method to Overcome Psychological Barriers in Students Learning the German Language. *Utopía y Praxis Latinoamericana*, 25(7), 2020. p121-129.

¹³Manuel London, Overcoming career barriers: A model of cognitive and emotional processes for realistic appraisal and constructive coping. *Journal of career development*, 24(1), 1997. p25-38.

CHAPTER II

LITERATURE REVIEW

A. Speaking English

1. Definition of Speaking English

The Oxford Dictionary defines "speaking" as the act of saying anything; this can include using language, giving a speech, expressing thoughts and emotions, etc.¹⁴ Speaking English is one of the important skills to be mastered by second language learners such as English. To improve the quality of speaking, students can practice using English by communicating with people around them such as classmates.

Speaking is a productive skill because it involves the production process of thought. Matsumoto defines that in speaking there are components such as social units, participants, and interactions.¹⁵ This theory explains that when a person speaks, it means that he will perform social interaction and the interaction is a communication process.

Furthermore, Mandasari and Aminatun define speaking as oral communication in a two-way process involving productive speaking skills and receptive understanding.¹⁶ Speaking is the process of creating oral utterances, meaning that it is the process of exchanging ideas and

¹⁴Manser, *Oxford Learner's Pocket Dictionary*: iNew iYork: Oxford University Press. 1995, p247

¹⁵Mayang Sari, *An Analysis of Students' Speaking Skill in Daily Activity at Darul Azhar Islamic Boarding School* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara Medan). 2021, p210

¹⁶Mandasari, B., & Aminatun, D. op. cit. p.214-225.

information through spoken language communication. Producing, receiving, and digesting information are part of an interactive process in producing meaning which is generally referred to as speaking.¹⁷

From the above definition, it can be concluded that speaking English is saying or sharing ideas and information from the mind orally to create effective communication in the English language.

2. The Importance of Speaking

Speaking is essential to communicate effectively. Speaking is the process of expressing thoughts, ideas, views, and opinions to someone with a purpose. Everyone has a part in various types of conversations in both formal and informal situations. Humans are programmed to speak before they learn to read and write. Humans spend more time interacting orally than in written form. Speaking can be said to be the most important skill because in having a conversation the ability needed is speaking.¹⁸ Learners' English language skills must be sufficient to communicate effectively with others.

To understand each other requires communication skills, and in communication, speaking skills are the most important aspect. In communication, a person must know and understand what others are saying in order to give the right response. Conversely, if the intent and purpose are not conveyed correctly by the speaker, then in the

¹⁷ Susanti, Galuh, Nafisah Nur Aini, and Evi Puspitasari. "University EFL students' problem in speaking skill and what teacher suggest." *Prosiding UMY Grace* 1.1 (2020), p47–52.

¹⁸ Rivers, Wilga, *Teaching Foreign Language Skills (2nd edition)*. Chicago: University of Chicago Press. (1981), p48

communication process there will be misunderstandings. therefore, speaking skills are very important¹⁹ of the four language skills of listening, speaking, reading, and writing, speaking is the most important because it is needed in effective communication.²⁰

The integration of other language skills shows how important speaking is. Speaking helps learners develop their vocabulary and grammar skills which can improve their writing skills. by speaking learners can express emotions, and ideas, tell stories, request, discuss, and demonstrate other language functions. outside the classroom, Speaking is very important. Therefore, language speakers have more opportunities to get jobs in various organizations and companies. This statement is supported by Baker and Westrup who say that learners who can speak English very well have a greater chance of getting a good education and job.²¹

When students learn English, speaking is essential to support their ability to apply the language. The ability to speak is very important for human success. The importance of speaking skills can be seen in people's daily activities. Speaking is an interactive activity that occurs under real-time constraints. This means that a person can use words and phrases fluently without much conscious thought.

¹⁹Supramaniam, Kaarthiyainy, and Muh Azhar Kholidi. "TEACHERS'AND STUDENTS' PERSPECTIVES OF FACTORS AFFECTING STUDENTS'SPEAKING PERFORMANCE IN LEARNING ENGLISH." *Jurnal Tatsqif* 20.1 (2022): 68-86.

²⁰Ur, Penny. *A course in language teaching: Practice and theory*. Cambridge Cambridge University Press, 1999.

²¹Baker, Joanna, and Heather Westrup. *Essential speaking skills*. A&C Black, 2003.

Speaking skills allow individuals to produce sentences for communication that have a specific purpose.²²

3. Speaking Problem

The meaning of speaking difficulties is the factors that cause students to lack speaking skills. Speaking is the most challenging task for the language learners especially in second or foreign language classes. It requires the various sub skills along with the language aspects such as grammar, vocabulary, and pronunciation. Students encounter number of problems i.e. they feel uncomfortable and hesitation in speaking. Some students seem reluctant in speaking class whereas others view that they have nothing to say. Regarding this, Parrot observes that students face several problems such as inhibition/lack of confidence, fear of making mistakes, lack of appropriate language, and lack of practice²³.

Ur stated that one of the most important factors causing speech difficulties is psychology. They are scared of making mistakes (low self-confidence). They sometimes have nothing to say (poor ideas)²⁴ These kinds of psychological and physical problems constantly hinder the speaking performance of the students.

²² Shaw, Cristopher, and Jo Mcdonough. "Materials and Methods in ELT." *A Teacher's Guide* (1993), p. 134.

²³ Parrott, Martin. *Tasks for language teachers: A resource book for training and development*. Cambridge University Press, 1993. p78-80

²⁴ Ur, Penny, *A course in language teaching: Practice and theory*. Cambridge: CUP. (199p). p59-61

B. Psychological Barriers

The psychological barrier is one of the important things that often being ignored by teachers, lecturers, and students. According to this, Ahmed stated in his research that psychological impediments referring to inner complexity to express words in the foreign language context are the most dominant causes in the way of foreign language acquisition. In addition, some affective factors like anxiety or social bias, self-belief, motivation, low intrinsic and extrinsic forces, attitudinal patterns to language learning, and social disposition are visible barriers to claiming mastery over a foreign language.²⁵ It is universally acknowledged that reception is the prior condition for production which broadly details that listening is the first case to speaking words.

If learners perceive language including pronunciation, sound patterns, and sound units, they can easily comprehend foreign language spoken in non-native contexts.

1. Definition of Psychological Barriers

As mentioned in the literature, naturally, speaking means to produce some words representing one's ideas. Chaney stated that it is a process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts.²⁶ In the psychological barriers of speaking, Akhmatova defines the psychological speaking barrier as

²⁵ Ahmed Ramadhan, PSYCHOLOGICAL BARRIERS IN THE ACQUISITION OF SECOND LANGUAGE: A NON-NATIVE PERSPECTIVE. *e-BANGI Journal*, 16(7). 2019.

²⁶ Kayi, Hayriye. "Teaching speaking: Activities to promote speaking in a second language." *The internet TESL journal* 12.11 (2006): 1-6.

psychological uncertainty and fear of making a mistake. Students are afraid of speaking a foreign language because they are afraid of speaking incorrectly, being misunderstood, Anxious, and needing time to recall the necessary foreign words or grammatical rules or lack of vocabulary.²⁷ students face psychological difficulties and language barriers that make it difficult for them to achieve success in learning a foreign language.

In line with this issue, there has been some relevant research conducted. The first research was conducted by Burnes and Joyce in 1996, where they mentioned based on the result of the research that The *Spoken Discourse Project* data provides numerous in which native speakers overcome verbal barriers to obtaining goods and services or information. Text analyses show critical points in dialogues where opportunities for shifting the balance of power exist. In the *Spoken Discourse Project* data, it was noted that receptionists and information officers:²⁸

- a. Have considerable gate-keeping status in that they often control access to services and levels of information,
- b. Can easily categorize their interlocutor as a *wrong* or *difficult* enquirer and make communication difficult,
- c. Can exclude their interlocutor from services withhold information or cut them short.

²⁷ Akhmetova, loc.cit. 124-125

²⁸ Burns, Anne, Helen Joyce, and Sandra Gollin. "I see what you mean." *Using spoken discourse in the classroom: A handbook for teachers* (1996).

Those data show that the speaking barrier (verbal barrier) Speaking barriers occur because of the status gap between one speaker and another. then students often think English is a difficult language, so they are afraid to say it wrong, and finally, students often shorten information because they are afraid to speak too long.

The second research was conducted by Schwartz in 2005, Robin L. Schwarz is an educational researcher and practitioner, especially in the field of foreign languages, he found in his class that many students are afraid to speak because of their literacy of first language. Learners from countries that were colonized or people who may have moved often will not necessarily be literate in their first language. Do not ask if the learner is literate in the first language. They will simply say no. Ask what the home language is and if it is a written language. If it is, then ask if the learner can read and write in that or any other language. If the language of literacy is one, they do not know about, find out the basics of how its phonological and syntactical structures differ from those of English, and what cultural and pragmatic differences there may be in its language. ²⁹ in this research, his students' psychological barriers are one of the obstacles, so they often shut their mouths because are afraid of mistakes and lack confidence due to the lack of literacy knowledge even in their first language.

²⁹ Schwartz, R. L. "Taking a closer look at struggling ESOL learners." *The Annual Review of Adult Learning and Literacy* 8.1 (2005). p29-32.

The third research was conducted by Thornbury in 2005 that the non-native students often ignore the speaking class and do not want to come forward and perform in front of the class because of hesitation in delivering the word to communicate, terms they have never heard before in different context, false starts, incomplete utterances, repeats, and lack of vocabulary.³⁰ These psychological situations caused the fear of making mistakes in speaking so they would rather keep in silent than practice their speaking.

From the three pieces of research above can conclude that Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.³¹ Another study conducted by Koichi Sato in 20023 finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard in 2007 who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they must perform something using English. The

³⁰ Thornbury, Scott. *How to teach speaking*. Longman, 2005.p90-92

³¹ Juhana, "Psychological factors that hinder students from speaking in English class (A case study in a senior high school in South Tangerang, Banten, Indonesia)." *Journal of Education and Practice* 3.12 (2012): p100-110.

finding above confirms the results of this study as will be explained in part of the result findings.

Parygin in Akhmetova also defines a psychological barrier as a state or property of an individual that hinders the realization of spiritual and mental potential in the process of his/her life. Shakurov gives the following definition: "The psychological barrier is external and internal obstacles that resist the manifestations of the subject's life activity, functioning".³² Psychological barriers are recognized as one of the most significant issues that hinder English as a Foreign Language students' speaking performance.

Even though EFL students in Indonesia have been studying English since high school, they still face difficulties when it comes to speaking the language. This problem is not only due to a lack of grammar or vocabulary but also due to psychological factors. This section aims to explore the psychological barriers that face EFL learners and their underlying causes.

Psychological factors are important elements that affect how students acquire a second and foreign language, especially in speaking. Therefore, it is important to know these psychological factors.

2. Types of psychological barriers

Related to the previous theory some relevant research was

³² Shakurov, "Barrier as a category and its role in activity." *Voprosy psikhologii* 1 (2001): 3-18.

conducted by Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) who argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

In this research, the writer will explain some psychological factors that hinder students from practicing their speaking in English class. Each of them is explained below.

a. Anxiety

Some researchers as Spielberger defined anxiety as: “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”.³³ Other researchers claimed that “anxiety” is a feeling of tension, apprehension, and nervousness associated with the process of learning a foreign language.³⁴ Anxiety is considered one of the most common psychological factors that affect negatively students learning a foreign language, particularly when speaking. In addition, Horwitz, and Cope, believe that learners' anxiety in the classroom may hinder their ability to act successfully in the foreign language and it becomes an obstacle

³³ Spielberger, Charles D. "Stress and anxiety in sports." *Anxiety in sports*. Taylor & Francis, 2021. p3-17.

³⁴ Lisboa-Filho, P. N., et al. "Crystallographic, microstructural and magnetic properties of polycrystalline PrBa₂Cu₃O_{7-δ}." *Superconductor Science and Technology* 14.8 (2001): p522.

for them to speak.³⁵ Horwitz also sees that anxiety affects learners' performance and makes them appear less fluent than they are as they lose words or become tongue-tied.

Similarly, Phillips claimed that there is a correlation between language anxiety and oral performance.³⁶ To illustrate, the more anxious the students were, the lower performance they displayed in oral tests. However, adults are different from children and they tend to feel anxious whenever they make mistakes, especially in public situations because it is related to an image and judgment from many people about their ability in their speaking performance.³⁷ In addition, “the sensitivity of adult learners to making mistakes of, or fear of “losing face” has been the explanation for their inability to speak English without hesitation”.³⁸ In other words, the possibility of losing face and accepting ignorance from people who speak a second/foreign language if their speaking cannot be understood or is not acceptable.³⁹

It seems that anxiety is one of the most influential psychological factors that prevent students from successfully

³⁵ Horwitz, E. op. cit. 112-126.

³⁶ Phillips, Elaine M. "The effects of language anxiety on students' oral test performance and attitudes." *The modern language journal* 76.1 (1992): p14-26.

³⁷ Latha, V. G., and Premalatha Rajan. "Non-Native Student's Communication Is Affected Due to the Lack of Pragmatic Competence." *English Language Teaching* 5.2 (2012): p50-57.

³⁸ Wang, Li Kai, Christopher D. Lima, and Stewart Shuman. "Structure and mechanism of T4 polynucleotide kinase: an RNA repair enzyme." *The EMBO journal* 21.14 (2002): 3873-3880.

³⁹ Latha, V. G., and Premalatha Rajan, P. loc. cit. 50-57.

speaking a foreign language. Regarding the causes of anxiety, Horwitz, and Cope in Zhao Na, based on the findings of their study, found three main causes of students' anxiety-communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the student's ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feelings among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause is related to the other students' evaluation. In this case, very often other students' evaluation causes anxiety among students themselves. In addition, fear of their teachers' evaluation is also another factor affecting students' anxiety.⁴⁰

All these show that understanding students better and being skillful in managing the classroom should be part of the teachers' concern. As suggested by Harmer, to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method that accommodates all students in the classroom. Therefore, anxiety can be a result of a lack of self-confidence is one of the important psychological factors that affect students' oral performance.⁴¹

b. Lack of confidence

⁴⁰ Na, Zhao. "A study of high school students' English learning anxiety." *The Asian EFL Journal* 9.3 (2007): 22-34.

According to Dornyei, “confidence” is closely related to concepts like “self-esteem”, “self-efficacy” and “anxiety”. Several researchers state the main cause of students’ lack of confidence is their low ability in speaking English. In other words, Students’ lack of confidence occurs when students realize that they are not understood by their partners or when they do not understand other speakers in a conversation.⁴² In the same line, Tsui cited in Nunan says that student who lack confidence about themselves and their English necessarily suffer from communication apprehension.⁴³

In addition, students’ lack of confidence also deals with the lack of encouragement from the teacher. In this context, many teachers do not think that convincing students that they can speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating.⁴⁴ This shows that building students’ confidence is an important part of a teacher’s focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students’ confidence. To illustrate, Lee in his research conclusion suggested that teachers should pay more effective domains.⁴⁵

⁴² Wu, I-Cheng, et al. "The Effect of Aural Authentic Materials on the Motivation of Language Learners: A Process-Oriented Conceptualization." *The Journal of Human Resource and Adult Learning* 7.2 (2011): 86.

⁴³ Bendt, Lori, and Jan Nunan. "Enhancing Academic Achievement through Direct Instruction of Social Skills." (1999).

⁴⁴ Penelope Brown, "Learning to talk about motion UP and DOWN in Tzeltal: is there a language-specific bias for verb learning?" *Language acquisition and conceptual development*. Cambridge University Press, 2001. 512-543.

⁴⁵ Lee, Kwan Min. "Presence, explicated." *Communication theory* 14.1 (2004): 27-50.

Technically, the teacher should raise students' sense of belief in themselves.

He and Chen stated that the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well.⁴⁶ The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher. In other words, lack of confidence is since, students' thinking about his/her low competency in oral tasks since they feel that they cannot use the language at all in addition to the teachers' poor motivation.

In this context, many teachers do not think that convincing students that they can speak English is important. As a result, Brown adds, students find learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing to build the students' confidence.⁴⁷ Consequently, encouraging students and showing that they will be able to communicate well in English plays a role in students' success in learning.

c. Shyness

⁴⁶ He, Agnes Weiyun. "The heart of heritage: Sociocultural dimensions of heritage language learning." *Annual Review of Applied Linguistics* 30 (2010): 66-82.

⁴⁷ Brown, Penelope. "Learning to talk about motion UP and DOWN in Tzeltal: is there a language-specific bias for verb learning?" *Language acquisition and conceptual development*. Cambridge University Press, 2001. 512-543.

Shyness is a psychological state that many students suffer from especially when they are asked to speak in English class; it also could be a source of problems in their speaking activities. Speaking in front of people is considered as one of the most common phobias that students face, and the feeling of shyness makes their minds go blank or they will forget what to say.

Students are afraid to speak in front of people or their classmates because they have nothing to say. In addition, Saurik in Nakhlahah identified that most English students feel shy when they speak the language because they think they will make mistakes when they talk.⁴⁸ They are also afraid of being laughed at by their peers. As a result, their feeling of shyness influences their speaking performance.

On the other hand, fear of making mistakes is one of the main factors causing students' hesitation to speak in English in the classroom. Aftat added that this fear is linked to the issue of correction and negative evaluation.⁴⁹ In addition, it is also influenced by the student's fear of being laughed at by other students or being criticized by the teacher. As a result, students

⁴⁸ Al Nakhalah, Ahmed Maher Mahmoud. "Problems and difficulties of speaking that encounter English language students at Al Quds Open University." *International Journal of Humanities and Social Science Invention* 5.12 (2016): 96-101.

⁴⁹ Aftat, Mokhtar. "Motivation and Genuine learning." *Retrieved March 15 (2024): 2008.*

commonly stop participating in the speaking activity.⁵⁰ Therefore, teachers need to convince their students that making mistakes is not a wrong thing because students can learn from their mistakes.

Concerning the cause of shyness, Bowen and Robby argue that some shy learners their nature that they are very quiet.⁵¹ In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teachers. In addition, Saurik identifies that most English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception of their ability. In the Psychological Barriers and Oral Fluency context study sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

d. Lack of motivation

Motivation plays a crucial role in students' learning success, as highlighted in the literature.⁵² Nunan stresses its significance in language learning, as it impacts students' willingness to speak

⁵⁰ Hoang, Duc Doan. "Motivation in the development of English-speaking skills by second year tourism major students at Sao Do University." *VNU Journal of Foreign Studies* 27.3 (2011).

⁵¹ Bowen, Stephen. "Engaged learning: Are we all on the same page?" *Peer review* 7.2 (2005) 5-7.

⁵² Songsiri, Montha. *An action research study of promoting students' confidence in speaking English*. Diss. Victoria University, 2007.

English, ultimately determining their readiness to communicate.⁵³ Zua further emphasizes that motivation is an internal drive. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.⁵⁴ It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have the weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

According to Gardner in Nunan, lack of motivation in students can be attributed to uninspiring teaching, boredom, a perceived lack of relevance in materials, and a lack of knowledge about the goals of the instructional program. These factors can harm students' motivation. For example, uninspiring teaching can significantly affect students' motivation to learn.

To prevent students from feeling bored and losing motivation, it is crucial to pay attention to four key factors: objectivity, comprehensibility and logical structure, conventional structure, and clear, objective language. Babu asserts that students' lack of motivation to learn can lead to reluctance to speak English in the classroom, which is often caused by teachers failing to

⁵³ Nunan, David. *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978, 1999.

⁵⁴ Zua, Li. "Exploring the affective factors influencing teaching of spoken English." *The Asian EFL Journal Quarterly* (2008), p26.

motivate their students to communicate in English.⁵⁵ In line with what Babu says, Siegel in Aftat believes that motivation is a product of good teaching.⁵⁶ In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English.

e. Afraid of Making Mistakes.

Tsui in Nunan; Yi Htwe in Juhana stated that as argued by many theorists, fear of mistakes becomes one factor of students' reluctance to speak in English in the classroom.⁵⁷ Moreover, Aftat in Juhana also stated that Fear is linked to the issue of correction and negative evaluation. This is much influenced by the students' fear of being laughed at by the other students or being criticized by the teacher.

In addition, Aydin defined that fear of negative evaluation is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluation by others and avoidance of evaluative situations.⁵⁸ It can be concluded that fear of mistakes is correlated

⁵⁵ Babu, Ramesh. "Teaching spoken English for non-native students: Problems," *Solutions and Techniques* (2010).

⁵⁶ Aftat, Mokhtar. "Motivation and Genuine learning." *Retrieved March 15, 2024.*

⁵⁷ Juhana, Juhana. "Psychological factors that hinder students from speaking in English class (A case study in a senior high school in South Tangerang, Banten, Indonesia)." *Journal of Education and Practice* 3.12 (2012): 100-110.

⁵⁸ Aydin, Selami. "An Investigation on the Language Anxiety and Fear of Negative Evolution among Turkist EFL Learners", *Asian EFL Journal*. 2008.

to fear of negative evaluation escaping evaluative conditions by others and feeling incompetent in making good social impress.

Afraid of speaking incorrectly is a psychological state that many students suffer from especially when they are asked to speak in English class; it also could be a source of problems in their speaking activities. Speaking in front of people is considered as one of the most common phobias that students face, and the feeling of shyness makes their minds go blank or they will forget what to say.

Students are afraid to speak in front of people or their classmates because they have nothing to say. In addition, Saurik in Nakhlahah identified that most English students feel afraid when they speak the language because they think they will make mistakes when they talk.⁵⁹ They are also afraid of being laughed at by their peers. As a result, their feeling of shyness influences their speaking performance.

On the other hand, fear of making mistakes is one of the main factors causing students' hesitation to speak in English in the classroom. Aftat added that this fear is linked to the issue of correction and negative evaluation.⁶⁰ In addition, it is also influenced by the student's fear of being laughed at by other

⁵⁹ Al Nakhalah, Ahmed Maher Mahmoud. "Problems and difficulties of speaking that encounter English language students at Al Quds Open University." *International Journal of Humanities and Social Science Invention* 5.12 (2016): 96-101.

⁶⁰ Aftat, Mokhtar. "Motivation and Genuine learning." *Retrieved March 15, 2024.*

students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity.⁶¹ Therefore, teachers need to convince their students that making mistakes is not a wrong thing because students can learn from their mistakes. In the Psychological Barriers and Oral Fluency context study sense, they are afraid of being laughed at by their friends due to their low ability to speak English.

3. Strategies to overcome psychological barriers.

After recognizing the psychological barriers in speaking, there are some reasons existed why university students face these barriers. To overcome this, not only do teachers have to find a suitable learning strategy but students also have the role to overcome these speaking barriers as well. It is of significant importance for students to be able to identify their relative strengths and weaknesses in the context of language learning, particularly in the case of a second language. The capacity to select and utilize efficacious learning strategies in the acquisition of English will facilitate the development of English proficiency more expeditiously and straightforwardly.

The success of learning to speak English, particularly for those learning English as a foreign language, is influenced by some factors. Two of these factors are the students' knowledge of learning

⁶¹ Hoang, Duc Doan. "Motivation in the development of English-speaking skills by second year tourism major students at Sao Do University." *VNU Journal of Foreign Studies* 27.3 (2011).

strategies and their ability to select the most appropriate strategies for themselves. The successful acquisition of these two skills will result in students becoming proficient language learners.

Based on the research done by Lestari in 2019, there are some solutions to overcome the speaking barriers in English, they are⁶²:

a. More practice.

Speaking is always about practicing. According to Thornbury, Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation.⁶³ To get used to this, students must force themselves to practice their speaking whenever they have spare time. More practice will help the students to reduce the speaking barriers.

Building habituation to do more practice in speaking English was proven in Lia Afifah's research in 2015, she found that the student's ability in speaking through conversational routines improved after 3 months of the implementation.⁶⁴ Related to her research, here are the process of building a

⁶² Hardianti Lestari, *Problems in speaking English encountered by the students at Islamic boarding school of Darul Aman Gombara Makassar*. Diss. Pascasarjana, 2019.

⁶³ Scott Thornbury, "Speaking instruction." *The Cambridge guide to pedagogy and practice in second language teaching* (2012): 198-206.

⁶⁴ Lia Afifah, *The implementation of English conversation routines in Arrahmah Islamic Boarding School*, a thesis of STAIN Curup. 2015. p67

conversational routines habit based on Jack C. Richard:⁶⁵

1. Classify a conversation theme before practicing.
2. Practice spontaneously, it may be a planned or unplanned conversation.
3. Produce more spoken words than written language.
4. Produce a thematic conversation with colleagues.
5. Classify formal and casual speech variations, reflecting speaker roles, and speaking purpose on the context.

Through these features and activities, students will make their habit of practicing the conversation routines.

b. Increase vocabulary mastery.

Vocabulary mastery becomes one of the determiners of students' English productive skill quality. This is related to how many English words they can remember when they want to speak. It cannot be separated from their first language or mother tongue development.

There are a lot of vocabulary-building methods to use in increasing vocabulary mastery, One of the methods that could be used was Personal Vocabulary Note (PVN). Harmer describes that Personal Vocabulary Notes are elements that are present in a language classroom to help students to learn effectively and not

⁶⁵ Jack Croft Richards, *teaching listening and speaking*. Vol. 35. Cambridge, England: Cambridge university press, 2008. p90-98

make students boring and scare.⁶⁶ Awalia, S. also stated that PVN Technique is one of the alternatives from communicative learning technique. Personal Vocabulary Notes are element which are present in a language classroom to help students to learn effectively and not make students bored and scared.⁶⁷ Research conducted by Hasanah and Ali found that with the use of PVN (Personal Vocabulary Notebook), students mastered 500 words in a month and pronounced the words correctly. The steps of the implementation of PVN are stated as follows:⁶⁸

1. Find unfamiliar words of vocabulary,
2. Write the unfamiliar word in the Personal Vocabulary Notebook (PVN),
3. Find the meaning in the dictionary,
4. Find out how to pronounce the word correctly.

Based on the results of this study indicated that the use of PVN in learning has a positive effect on students. The results found that the students' vocabulary rose from the diagnostic test until 2 cycles were run. Therefore, they were not able to communicate in English. Then, the vocabulary master is one of the crucial components in overcoming the speaking barrier.

⁶⁶ Jeremy Harmer, *The practice of English language teaching (With DVD)*. Pearson, 2015.

⁶⁷ Awalia, Awalia. "Using Personal Vocabulary Notes (PVN) Technique to Develop the Students Vocabulary." *MAJESTY JOURNAL* 3.2 (2021): p20-27.

⁶⁸ Hasanah, Nurul, and Syahban Mada Ali. "Personal Vocabulary Notes (PVN) Method Affects the Students' Vocabulary Mastery at IAIN Parepare." *Jurnal Ilmiah Multidisiplin Amsir* 1.1 (2022): p67-74.

c. Increase the motivation.

Brown in Kafryawan stated that one of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in speaking.⁶⁹ Before learning more strategies to master speaking, students must find their motivation in speaking English since every student has their own motivation. Students can find their motivation by figuring out what they will be in the future, or any specific reason they want to learn. Motivation has a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition⁷⁰ The interest in motivation in the last few decades has generated a large body of knowledge. This is noticed in the different types into which motivation was classified, intrinsic and extrinsic motivation.

According to Harmer, "Intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better".⁷¹ Intrinsic motivation arises from a desire

⁶⁹ Kafryawan, Wira. "The Influence of Motivation on EFL Learners' Speaking Skills." *Parenting* 85 (2019): 5.

⁷⁰ Oroujlou, Nasser, and Majid Vahedi. "Motivation, attitude, and language learning." *Procedia-Social and Behavioral Sciences* 29 (2011): 994-1000.

⁷¹ Harmer, Jeremy, and Sophia Khan. "The Practice of English Language Teaching with DVD." *A TESOL Publication of English Australia Pty Ltd* 24.1 (2015): 85.

to learn a topic due to its permanent features of interest. Psychologists have proved the fact that human beings have a natural curiosity drive that pushes them to explore things surrounding them.

Often contrasted with intrinsic motivation, extrinsic motivation concerns behaviors done for reasons other than their inherent satisfaction. Accordingly, Ryan and Deci have long specified four major subtypes of extrinsic motivation, they are *External regulation* concerns behaviors driven by externally imposed rewards and punishments and is a form of motivation typically experienced as controlled and non-autonomous.⁷² Students can develop their own intrinsic and extrinsic motivation in speaking English, such as:⁷³

1. Set a clear goal (reasons to practice speaking English)
2. Use authentic materials for speaking.
3. Create a timeline for speaking practice.
4. Ask colleagues or partners to give feedback on your speaking performance.
5. Give yourself a reward whenever you succeed in practicing based on the timeline.

Through this, students can collaborate and increase their

⁷² Ryan, Richard M., and Edward L. Deci. "Intrinsic and extrinsic motivations: Classic definitions and new directions." *Contemporary educational psychology* 25.1 (2000): 54-67.

⁷³ Lia Afifah, the Improvement of Students' Self-efficacy in Foreign Language Acquisition. A paper for FDAI program: Indiana University of Pennsylvania. 2022. p21

motivation as one of the methods to overcome speaking barriers.

d. Use an interesting strategy.

Every language learner has different types of learning. A benchmark definition of “learning styles” is “characteristic cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.”⁷⁴ Learning style is a popular concept in psychology and education that can identify how a person learns best. Four learning styles can indicate how you like to learn, they are:⁷⁵

1. Visual learners (learn from pictures, films and diagrams)
2. Auditory learners (learn from music, discussions and lectures)
3. Reading/writing learners (learn from making lists, reading books, and taking notes)
4. Kinesthetic learners (learn from movement, experiments, and hands-on activities).

To find out the learning styles, we can investigate ourselves through the checklist, and if the students think that they have a visual learning style, they should try to watch some movies and then story tells it to decrease their psychological barriers in speaking. If the students think they have a kinesthetic learning

⁷⁴ Laurent Curry, "Learning preferences and continuing medical education." *Canadian Medical Association Journal* 124.5 (1981): 535.

⁷⁵ Razawi, Nurul Amilin, et al. "Students' diverse learning styles in learning English as a second language." *International Journal of Business and Social Science* 2.19 (2011).

style, they should go out and find a partner to practice. Therefore, a suitable strategy can be found by the college students themselves.

C. Review of Related Finding

Before going to further research, the researcher would like to expand this research with the previous research that had been conducted with similar topics and themes. Some research has been found below:

1. The first research was conducted in 2022 by Aisyah Sunarwan, Ahmad Madkur, and Bima Dimas Ade Putra in Institut Agama Islam Negeri (IAIN) Metro under the title: *An Exploration of Barriers in Learning to Speak English in Online Setting Amidst Covid-19 Pandemic: A Case of Sophomore Students in An Indonesian Islamic University*.⁷⁶ This research aimed to investigate EFL learners' barriers in learning speaking in online classrooms and how they cope with the barriers. The data were generated through open-ended questionnaires and then analyzed using Miles and Huberman Model. The findings of the study classified three types of barriers, namely technical barriers such as bad internet connection and running out of data quota, linguistic barriers such as lack of vocabulary, grammar, and pronunciation, and personal emotional barriers such as lack of confidence and afraid of making mistakes. Meanwhile, the coping strategies with these obstacles were using more providers and finding

⁷⁶ Sunarwan, Aisyah, Ahmad Madkur, and Bima Dimas Ade Putra. "An exploration of barriers in learning to speak English in online setting amidst COVID-19 pandemic: a case of sophomore students in an Indonesian Islamic University." *Jurnal Visi Ilmu Pendidikan* 14.2 (2022): 155-163.

areas with good signals for technical strategies. For linguistics Strategies, learners listened to the conversation and the song, memorized more vocabulary, comprehended more grammar, read a lot, and highlighted the unknown words, found the meaning of unknown words from the dictionary, watched more videos and films, discussed everything in English with more friends, practice speaking in front of the mirror and recorded it. While Emotional, learners increased their confidence by forcing and convincing themselves to speak and always keep trying, everything they felt was a challenge, ignored being afraid of making mistakes, did not panic, and took a deep breath to make them relax and enjoy every situation.

2. The second research was conducted in 2021 by Rigel Sampelolo, Matius Tandikombong, Nehru Pasoloran Pongsapan, and Hans Lura from Universitas Toraja with the title: *A Study of Speaking Common University Learner Barriers in the Indonesian Context*.⁷⁷ This research was conducted to find out the learners' barriers to speaking English. This research applied a descriptive qualitative method in analyzing the data collected. The subjects of this research were sixth-semester learners from five different study programs at the University of Toraja. The researchers used a snowball sampling technique and elected 20 students as participants. To collect the data, the researchers used semi-structured interviews. The result of the data analysis showed that the sixth-semester

⁷⁷ Sampelolo, Rigel, et al. "A STUDY OF SPEAKING COMMON UNIVERSITY LEARNER BARRIERS IN INDONESIAN CONTEXT." *Klasikal: Journal of Education, Language Teaching and Science* 3.3 (2021): 127-131.

learners found barriers in speaking English. Those barriers are: 1) psychological barriers (anxiety, shyness, nervousness, lack of confidence, fear of making mistakes), and 2) linguistic barriers (lack of vocabulary, lack of grammar).

3. The third research in 2020, with the title: *Language Barrier, is The Cause of Stress Among International Students of Universitas Airlangga*, conducted by Shahzad Ali, Nono Hery Yoenanto, and Duta Nurdibyanandaru.⁷⁸ There are some students joining Universitas Airlangga for higher education in different programs. The current investigation defines the problem of the language barrier as causing stress in regard of academics among international students. 70 international students contributed to the current study. The study finds that 68% of participants suffer from the stress of the language barrier in academics for international students. The findings of the current study indicated that mainstream international students experiencing in adopting the language barrier which is becoming a cause of stress for them. This study also suggested to the administrative stakeholders of Universitas Airlangga to pay attention to this issue and need to overcome this major problem by organizing some events within the campus with local students.
4. The fourth research with titled: *Exploring challenges and strategies in English speaking among Indonesian university students: A case study of AKM University*. Conducted in 2023 by Asna Robah and Nur Fitria

⁷⁸ Ali, Shahzad, Nono Hery Yoenanto, and Duta Nurdibyanandaru. "Language Barrier is the cause of Stress among International Students of Universitas Airlangga." *PRASASTI: Journal of Linguistics* 5.2 (2020): 242-256.

Anggrisia.⁷⁹ This study aimed to investigate the problems faced by these students in speaking English and describe their efforts to overcome this deficiency. The research utilized a descriptive qualitative method, employing questionnaires and interviews as instruments. The study participants consisted of 45 second-semester students from the English Education Department at AKM University (pseudonym). The findings revealed that students encountered both linguistic and psychological challenges when speaking English. Linguistic problems included confusion in tense usage, a lack of grammar understanding, and difficulty in selecting appropriate vocabulary. Psychological issues encompassed feelings of nervousness, lack of confidence, fear of making mistakes, and the fear of being laughed at. Furthermore, insufficient practice emerged as an environmental factor contributing to speaking difficulties. To address these challenges, students adopted various learning strategies proposed by Oxford (1990), including memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies.

⁷⁹ Robah, Asna, and Nur Fitria Anggrisia. "Exploring challenges and strategies in English speaking among Indonesian university students: A case study of AKM university." *Englisia: Journal of Language, Education, and Humanities* 11.1 (2023): 55-74. <https://doi.org/10.22373/ej.v11i1.19156>

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses quantitative descriptive research methods. Quantitative research seeks to explain why something happened or to identify issues based on field conditions.⁸⁰ Quantitative research is research that investigates social problems and provides an explanation of an event or phenomenon through the collection and statistical analysis of numerical data.⁸¹

Descriptive methods are used to study or investigate and provide information about actual events the descriptive method is a method that involves collecting information to test hypotheses or to answer questions about the current state of the research subject.⁸²

Descriptive quantitative research provides a description or description of the research subject as it is by using data either in the form of numbers or numerical, and descriptive is one type of research method used to describe an event or phenomenon in depth and breadth. This research uses this method because it aims to describe systematically the facts and characteristics of the objects and subjects of research precisely.

⁸⁰Jhon W Cresswell, *Educational Research: planning, conducting and evaluating quantitative and qualitative research*. 4th united states of America: Pearson Education, 2012

⁸¹Gunderson. Research Methodology and Approaches. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(3), (2018). 48-51.

⁸²Gay, Lorraine R., Geoffrey E. Mills, and Peter W. Airasian. *Educational research: Competencies for analysis and applications*. Pearson, 2012.

This study uses descriptive research that has only one variable. In this study, the variable is the psychological barriers experienced by students in speaking. In this study, the researcher wants to analyze the psychological barriers experienced by fifth-semester English language study program students at IAIN CURUP in speaking.

B. Population and Sample

1. Population

A population is a group of people who are of concern to researchers, and the results of their research will be generalized.⁸³ The population is a generalization area consisting of objects/subjects that have certain quantities and characteristics set by researchers to be studied and then draw conclusions.⁸⁴ Population is people who have characteristics to be studied and become the focus of research. The criteria for participant selection in this research are:

- Must be enrolled as a university student. In this research, they are the students of English study program in IAIN Curup.
- Must have experienced psychological barriers when speaking English as a foreign language.

By the characteristics of this study, the student's population are students who have completed the basic speaking courses up to the fourth and sixth semester.

⁸³ Gay, Lorraine R., Geoffrey E. Mills, and Peter W, op. cit. p.280

⁸⁴ Rosadi Ruslan, SH, MM., Metode Pendidikan Penelitian Public Relation Dan Komunikasi, (Jakarta: PT.Raja Grafindo Persada, 2004), p.133

The population in this study were the students of the fourth and sixth-semester English study program at Iain Curup. The population is 5 classes with 92 students.

Table 3.1

The population of the research

| NO | Semester | Class | Students |
|--------------------------|--------------------------------|--------------|--------------------|
| 1 | 4th (Fourth) | A | 19 |
| | | B | 18 |
| | | C | 18 |
| 2 | 6th (Sixth) | A | 21 |
| | | B | 16 |
| Total Populations | | | 92 students |

2. Sample

A sample is a subgroup of the target population selected for study to collect data about the target population.⁸⁵ The sample is the group that is the source of information.⁸⁶ In this study, the researcher uses a total sampling.

According to Sugiyono, the sample is a part of the characteristics possessed by the population. A part of the characteristics possessed by the population. Thus, as an element of the

⁸⁵ Jhon W Cresswell, Loc.cit

⁸⁶ Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012)

population is total sampling. By taking samples, researchers want to draw conclusions that will be generalized to the population to the population. Sugiyono also stated, census or total sampling is a sampling technique where all members of the population are sampled all.⁸⁷ The sample in this study were students of 4th and 6th semester English Study Program in IAIN Curup. Because the research population is less than 100, the This research was conducted by census. All as subjects studied or as respondents providing information. The students as the Sample of this study are students who have completed the basic speaking courses up to the fourth and sixth semester.

C. Research Instruments

Instruments are tools used by researchers to collect data. Instrument is a general term used by researchers for measurement tools (surveys, tests, questionnaires, etc.).⁸⁸ The instrument in this study was a questionnaire. Questionnaires are the most common data collection technique used by researchers/program reviewers because they are considered effective and efficient. Questionnaires are suitable for research where the respondents and the area are large and broad. In this study, researchers used an open-ended questionnaire.

⁸⁷ Sugiyono, P. Dr. "Metode Penelitian Kuantitatif Kualitatif dan R&D (M. Dr. Ir. Sutopo. S. Pd." *ALFABETA, cv* (2019). P.28

The researcher designed the questionnaire based on the indicators in the main theories. This research adopted the theories of Akhmatova who stated that the effectiveness of the foreign language acquisition process is associated with students' psychological readiness to learn and apply the foreign language in practice, overcoming language barriers and difficulties.⁸⁹

Researchers used a questionnaire as an instrument by looking at 5 indicators of components in psychological barriers, namely lack of confidence, shyness, and fear of making mistakes. and apply it as an assessment indicator. To find out whether students experience psychological barriers in speaking, researchers distributed questionnaires to students in the form of - with a total of - questions, namely questions about whether during the process of speaking in English students experience several psychological barriers and what kind of psychological barriers are experienced.

D. Data Collection Technique

Before collecting the data, the researcher discussed to the advisor about the list questions needed in the questionnaire. After the discussion, the researcher started to create a blueprint and the questionnaire so that the validated questionnaire could be spread out to the students. The researcher

⁸⁹ Akhmetova, A.Zh.; Dalbergenova, L.E.; Menlibekova, G.Zh.; Dujsenbina, A.T.; Tleuberdina, G.T. Method to Overcome Psychological Barriers In Students Learning The German Language Utopia Y Praxis Latino American, Vol. 25, No. Esp. 7, 2020 Doi: p122

also put the questionnaire on the google form and shared the link to the 4th and 6th semester students.

The data collected through questionnaires. A questionnaire is a tool to obtain answers to questions. In a questionnaire, the user enters information into a form that has been created by the respondent to get answers to the questions asked. The questionnaire contains several sequential questions that have been printed or typed.⁹⁰ That means a questionnaire is a list of questions that must be answered by respondents. The aim is to assist the reader in answering the questions systematically.

1. Blueprint of Questionnaire

The researcher thrilled to present the questionnaires; the questionnaires distributed to the subjects by using an electronic questionnaire that was Google Forms or a piece of paper. A blueprint of the questionnaires was created as a guideline to create the questions. The detailed information on the blueprint can be seen in Table 3.2.

Table 3.2

Questionnaire Blueprint of the Types of Psychological Barriers for university students to Speak English as a Foreign Language

| No | Aspect | Indicators | Statements | Responses | | | |
|----|--|------------|--|-----------|--------|-------|--------|
| | | | | Never | Seldom | Often | Always |
| 1 | Types of psychological barriers | 1. Anxiety | 1. I feel tense and worried about speaking English in front of others. | | | | |

⁹⁰Dilip Chandra. What is “Schedule” and Questionnaire” in Research Methodology. Updated on March 18, 2017. Accessed on June 03, 2024

| No | Aspect | Indicators | Statements | Responses | | | |
|----|--------|-----------------------|--|-----------|--|--|--|
| | | | 2. The thought of speaking English in class makes me feel uneasy. | | | | |
| | | | 3. I lose words or get tongue-tied when I try to speak English. | | | | |
| | | | 4. I am anxious about speaking English because I fear negative evaluation from my peers. | | | | |
| | | 2. Lack of confidence | 5. I feel that my English is not good enough compared to my classmates. | | | | |
| | | | 6. Lack of feedback from teachers makes me doubt my ability in English. | | | | |
| | | | 7. I avoid initiating conversations in English due to low self-esteem. | | | | |
| | | 3. Shyness | 8. I am reluctant to speak English due to fear of being laughed at. | | | | |
| | | | 9. I prefer to remain quiet in class discussions to avoid attention. | | | | |
| | | | 10. I feel uncomfortable speaking English in group settings. | | | | |
| | | | 11. I feel uncomfortable to participate in English role-plays or presentations. | | | | |
| | | 4. Lack of motivation | 12. I see no personal benefit in learning to speak English fluently. | | | | |
| | | | 13. I often feel bored during English speaking activities. | | | | |
| | | | 14. I do not feel inspired by the way English is taught in my | | | | |

| No | Aspect | Indicators | Statements | Responses | | | |
|----|--------|------------------------------|---|-----------|--|--|--|
| | | | | | | | |
| | | | class. | | | | |
| | | | 15. I lack enthusiasm for learning English because I do not see its practical use in my future. | | | | |
| | | | 16. My interest in English lessons declines when the activities are repetitive. | | | | |
| | | 5. Afraid of making mistakes | 17. I stop myself from speaking because I fear making mistakes. | | | | |
| | | | 18. I am worried about receiving negative feedback on my English speaking. | | | | |
| | | | 19. The possibility of being corrected in front of others prevents me from speaking. | | | | |
| | | | 20. The fear of not being able to express myself clearly holds me back in English discussions. | | | | |

Table 3.3

Questionnaire Blueprint of the Strategies to Overcome Psychological Barriers to Speak English as a Foreign Language.

| No | Aspect | Indicators | Statements | Responses | | | |
|----|--|------------------|---|-----------|--------|-------|--------|
| | | | | Never | Seldom | Often | Always |
| 1 | Strategies to overcome psychological barriers | 6. More practice | 21. I regularly practice speaking English outside of class. | | | | |
| | | | 22. I engage in spontaneous conversations on varied topics with my peers to improve my speaking skills. | | | | |

| No | Aspect | Indicators | Statements | Responses | | | |
|----|--------|--------------------------------|--|-----------|--------|-------|--------|
| | | | | Never | Seldom | Often | Always |
| | | | 23. I classify conversation themes (e.g., casual, formal) before practicing. | | | | |
| | | | 24. I make an effort to speak more than I write during my practice sessions. | | | | |
| | | 7. Increase vocabulary mastery | 25. I maintain a personal vocabulary notebook to learn new words. | | | | |
| | | | 26. I actively find and note unfamiliar words in a Personal Vocabulary Notebook (PVN). | | | | |
| | | | 27. I look up the meanings and pronunciations of new words I encounter. | | | | |
| | | 8. Increase the motivation | 28. I set specific goals for my English speaking practice. | | | | |
| | | | 29. I use authentic materials like movies or articles to practice speaking. | | | | |
| | | | 30. I reward myself when I reach milestones in my speaking practice. | | | | |
| | | 9. Use an interesting strategy | 31. I identify my learning style (visual, auditory, reading/writing, kinesthetic) to enhance my speaking skills. | | | | |
| | | | 32. I employ learning strategies that best suit my personal learning style. | | | | |
| | | | 33. I use learning resources that match my identified learning style (e.g., films for visual learners). | | | | |
| | | | 34. I participate in group | | | | |

| No | Aspect | Indicators | Statements | Responses | | | |
|----|--------|------------|--|-----------|--------|-------|--------|
| | | | | Never | Seldom | Often | Always |
| | | | activities that encourage speaking in English. | | | | |

2. The questionnaire

The questionnaire included 34 questions used by the subjects. The questionnaire was used to obtain data about the psychological barriers in speaking English.

E. Data Analysis Technique

After collecting data from the student questionnaire form, the data tabulated and then the researcher analyze the data using analyze factor with index Likert scale formulas to determine the average value and percentage of each inhibiting factor of students in speaking English. Based on this analysis, the most dominant inhibiting factor will be known which is the finding in this study.

To find out the presentation of responder answers from the questionnaire, the researcher using the Microsoft excel to find out the percentage of psychological barriers and the strategy to overcome it. the formula presented below.

$$\frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and a discussion of the Psychological Barriers to Speaking English for University Students. The first part discusses the findings of the questionnaires, In the second part presents the discussion. In this chapter, the researcher presents the result of the data to answer the research questions addressed in the present study.

A. Findings

In this study, the researcher analyses the types of psychological barriers for students in speaking English as a foreign language and the strategies that can overcome psychological barriers in speaking English as a foreign language. The data obtained in this study came from questionnaires distributed to fourth and sixth semester students of IAIN Curup's English Department who have some barriers in speaking English. There were 92 students who answered the questionnaire. The results of the questionnaire were analyzed using statistics with simple formulas. The questionnaire consisted of 34 items including two main factors equipped with several indicators. The questionnaire data can be seen in the following table and description.

**Table 4.1 Questionnaire Result
Psychological Barriers for University Students to Speak English as A
Foreign Language**

| Psychological Factor Barriers | | | | | | | |
|--------------------------------------|------------------|---------------|--------------|---------------|--------------------|------------------|-------------------|
| | RESPONSES | | | | TOTAL SCORE | MAX SCORE | PERCENTAGE |
| | NEVER | SELDOM | OFTEN | ALWAYS | | | |
| Q1 | 22 | 26 | 126 | 60 | 234 | 368 | 64% |
| Q2 | 22 | 40 | 129 | 28 | 219 | 368 | 60% |
| Q3 | 20 | 30 | 129 | 56 | 235 | 368 | 64% |
| Q4 | 26 | 38 | 117 | 32 | 213 | 368 | 58% |
| Q5 | 23 | 60 | 69 | 64 | 216 | 368 | 59% |
| Q6 | 29 | 76 | 57 | 24 | 186 | 368 | 51% |
| Q7 | 17 | 50 | 126 | 32 | 225 | 368 | 61% |
| Q8 | 24 | 62 | 84 | 36 | 206 | 368 | 56% |
| Q9 | 24 | 58 | 93 | 32 | 207 | 368 | 56% |
| Q10 | 21 | 64 | 105 | 16 | 206 | 368 | 56% |
| Q11 | 28 | 64 | 75 | 28 | 195 | 368 | 53% |
| Q12 | 58 | 26 | 51 | 16 | 151 | 368 | 41% |
| Q13 | 24 | 106 | 39 | 8 | 177 | 368 | 48% |
| Q14 | 20 | 86 | 69 | 24 | 199 | 368 | 54% |
| Q15 | 57 | 44 | 30 | 12 | 143 | 368 | 39% |
| Q16 | 32 | 54 | 81 | 24 | 191 | 368 | 52% |
| Q17 | 26 | 48 | 102 | 32 | 208 | 368 | 57% |
| Q18 | 28 | 60 | 93 | 12 | 193 | 368 | 52% |
| Q19 | 31 | 68 | 66 | 20 | 185 | 368 | 50% |
| Q20 | 28 | 46 | 96 | 36 | 206 | 368 | 56% |

| Strategies to overcome psychological barriers | | | | | | | |
|--|------------------|---------------|--------------|---------------|--------------------|------------------|-------------------|
| | RESPONSES | | | | TOTAL SCORE | MAX SCORE | PERCENTAGE |
| | NEVER | SELDOM | OFTEN | ALWAYS | | | |
| Q21 | 20 | 66 | 75 | 56 | 217 | 368 | 59% |
| Q22 | 35 | 64 | 69 | 8 | 176 | 368 | 48% |
| Q23 | 20 | 50 | 123 | 24 | 217 | 368 | 59% |
| Q24 | 17 | 80 | 87 | 24 | 208 | 368 | 57% |
| Q25 | 23 | 44 | 63 | 104 | 234 | 368 | 64% |
| Q26 | 25 | 50 | 90 | 48 | 213 | 368 | 58% |
| Q27 | 16 | 36 | 99 | 100 | 251 | 368 | 68% |
| Q28 | 29 | 58 | 60 | 56 | 203 | 368 | 55% |

| | | | | | | | |
|---|----|----|-----|----|------------|------------|------------|
| Q29 | 19 | 36 | 135 | 40 | 230 | 368 | 63% |
| Q30 | 36 | 42 | 72 | 44 | 194 | 368 | 53% |
| Q31 | 20 | 52 | 114 | 32 | 218 | 368 | 59% |
| Q32 | 22 | 36 | 117 | 52 | 227 | 368 | 62% |
| Q33 | 18 | 34 | 117 | 72 | 241 | 368 | 65% |
| Q34 | 18 | 90 | 63 | 32 | 203 | 368 | 55% |
| <p>Indicator Range:</p> <p>40% or Less = Low category</p> <p>41% - 60% = Medium category</p> <p>61% - 80% = High category</p> <p>81% -100% = Very High category</p> | | | | | | | |

Based on Table 4.1 above, there is a difference in the percentage of each question. The lowest percentage of both indicators was 41% where students responded to the question "I see no personal benefit in learning to speak English fluently," with only a few students considering English as not so important. The rest, however, considered English to be an important language even though they faced psychological barriers. The highest percentage is in the psychological barriers section of question number 2.

The most dominant inhibiting factor experienced by students in speaking English as a foreign language is psychological factors in questions 2, with the question "The thought of speaking English in class makes me feel uneasy," with 129 responds from the population. Moreover, the question number 3 also has 129 responds result with the question "I lose words or get tongue-tied when I try to speak English". both questions are part of the Anxiety indicator. It can be concluded that the students have the most problem in psychological barrier for anxiety. Furthermore, the indicator of psychological barriers consists of Anxiety,

lack of confidence, shyness, lack of motivation and afraid of making mistakes presented in the results of the analysis of psychological factors can be seen in Table 4.2 below.

**Table 4.2 Percentage of Psychological Barrier Factors
Indicator of Psychological Barriers**

| INDICATORS | STATEMENTS | RESPONSES | | | | TOTAL SCORE | PERCENTAGE |
|---------------------------|------------|-----------|--------|-------|--------|-------------|------------|
| | | NEVER | SELDOM | OFTEN | ALWAYS | | |
| Anxiety | Q1 | 22 | 26 | 126 | 60 | 234 | 64% |
| | Q2 | 22 | 40 | 129 | 28 | 219 | 60% |
| | Q3 | 20 | 30 | 129 | 56 | 235 | 64% |
| | Q4 | 26 | 38 | 117 | 32 | 213 | 58% |
| Lack of Confidence | Q5 | 23 | 60 | 69 | 64 | 216 | 59% |
| | Q6 | 29 | 76 | 57 | 24 | 186 | 51% |
| | Q7 | 17 | 50 | 126 | 32 | 225 | 61% |
| Shyness | Q8 | 24 | 62 | 84 | 36 | 206 | 56% |
| | Q9 | 24 | 58 | 93 | 32 | 207 | 56% |
| | Q10 | 21 | 64 | 105 | 16 | 206 | 56% |
| | Q11 | 28 | 64 | 75 | 28 | 195 | 53% |
| Lack of Motivation | Q12 | 58 | 26 | 51 | 16 | 151 | 41% |
| | Q13 | 24 | 106 | 39 | 8 | 177 | 48% |
| | Q14 | 20 | 86 | 69 | 24 | 199 | 54% |
| | Q15 | 57 | 44 | 30 | 12 | 143 | 39% |
| | Q16 | 32 | 54 | 81 | 24 | 191 | 52% |
| Afraid of Making Mistakes | Q17 | 26 | 48 | 102 | 32 | 208 | 57% |
| | Q18 | 28 | 60 | 93 | 12 | 193 | 52% |
| | Q19 | 31 | 68 | 66 | 20 | 185 | 50% |
| | Q20 | 28 | 46 | 96 | 36 | 206 | 56% |

Based on Table 4.2, there are five indicators in the psychological barriers faced by students in speaking English as a foreign language. The anxiety indicator is the highest obstacle at 58% - 64% followed by the lack of confidence indicator at 59% - 61%. The next obstacle is students feeling shy at 53% - 56%. Students' obstacles due to fear of making mistakes amounted to 50% - 56% and the lowest

obstacle was due to lack of motivation which amounted to 39% - 52%. Furthermore, the students also have the strategy to overcome with the percentage below.

In conclusion, Anxiety has the highest percentage with 64% and categorized High. The second is lack of confidence categorized as High with 61% where students are still afraid to speak English in public and students feel nervous to perform in front of their peers. Followed by students feeling shy at 56% and categorized as medium category. Students' obstacles due to fear of making mistakes amounted to 56% which categorized as medium category, and the lowest obstacle was due to lack of motivation which amounted to 52% categorized as medium category as well.

Table 4.3 Percentage of Strategy to overcome the psychological barriers.
Indicator of Psychological Barriers

| INDICATORS | STATEMENTS | RESPONSES | | | | TOTAL SCORE | PERCENTAGE |
|-----------------------------|------------|-----------|--------|-------|--------|-------------|------------|
| | | NEVER | SELDOM | OFTEN | ALWAYS | | |
| More practice | Q21 | 20 | 66 | 75 | 56 | 217 | 59% |
| | Q22 | 35 | 64 | 69 | 8 | 176 | 48% |
| | Q23 | 20 | 50 | 123 | 24 | 217 | 59% |
| | Q24 | 17 | 80 | 87 | 24 | 208 | 57% |
| Increase Vocabulary Mastery | Q25 | 23 | 44 | 63 | 104 | 234 | 64% |
| | Q26 | 25 | 50 | 90 | 48 | 213 | 58% |
| | Q27 | 16 | 36 | 99 | 100 | 251 | 68% |
| Increase Motivation | Q28 | 29 | 58 | 60 | 56 | 203 | 55% |
| | Q29 | 19 | 36 | 135 | 40 | 230 | 63% |
| | Q30 | 36 | 42 | 72 | 44 | 194 | 53% |
| Use Interesting Strategy | Q31 | 20 | 52 | 114 | 32 | 218 | 59% |
| | Q32 | 22 | 36 | 117 | 52 | 227 | 62% |
| | Q33 | 18 | 34 | 117 | 72 | 241 | 65% |
| | Q34 | 18 | 90 | 63 | 32 | 203 | 55% |

In table 4.3, the percentage of strategy to overcome the psychological barriers presented with 5 indicators of questionnaire. The highest percentage is increasing vocabulary where students always find out the meaning of the new words with 57% - 68% percentage. The second one is Use interesting strategy where students understood the lesson by using specific strategy depends on their learning style, this percentage around 55% - 65%. The third is increase motivation, where students need to find a reason to motivate themselves to learn English more. This percentage is 53% - 63%. The lowest percentage is more practice, where students still have a very little time to practice their speaking, although speaking needs more practice. The percentage showed only 48% - 59%.

Furthermore, the most used strategy to overcome the barriers is increase vocabulary mastery with 64% which categorized high, use interesting strategy percentage around 65% and categorized as high. The third is increase motivation is 63% categorized as high, more practice become the lowest category with only 59% students practice their English outside the class.

B. Discussions

The purpose of this study is to find out the types of psychological barriers for students in speaking English as a foreign language and to find out what strategies can overcome psychological barriers in speaking English as a foreign language. Based on the results of the study, there are various types of psychological barriers faced by students in speaking English. Each psychological barrier has different presentation. In addition, based on the results of the study,

there are various strategies that can be used to overcome psychological problems in speaking English.

1. Psychological Barriers

The results indicated that anxiety is the most significant psychological factor inhibiting students in speaking English as a foreign language, with a total score of 213 - 234 with the highest percentage 64%. Students may experience a range of emotions, including panic, fear of a worsening situation, shyness, and speechlessness, in class or in public. These emotions can have a significant impact on students' ability to communicate effectively. Anxiety is then identified as a state of nervousness or worry about something to come.⁹¹ This is in line with Krismanti & Siregar's research which identified that students' fear of worry, lack of experience or inadequate information as significant challenges experienced by students when learning to speak.⁹² This is also in line with Hermaniar & Azkiya's research which shows that anxiety is a significant challenge for advanced and non-advanced English language learners.⁹³

The second psychological barrier is a lack of confidence, as indicated by a total score of 213 – 225 with the maximum percentage 61%. This is consistent

⁹¹ Youssouf Haidara, "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia," *Universal Journal of Educational Research* 4, no. 7 (2016): 1501–5, <https://doi.org/10.13189/ujer.2016.040701>.

⁹² N Krismanti and M.M Siregar, "Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin.," *Lentera: Jurnal Jurnal Ilmiah Kependidikan* 12, no. 2 (2017): 62–73.

⁹³ Y Hermaniar and N Azkiya, "Anxiety Issues on English Speaking Class; the Analysis of Students' Problems of English Language Education Study Program," in *Prosiding Seminar Nasional Bahasa, Sastra, Seni, Dan Pendidikan Dasar (SENSASEDA)*, 2021, 169–76.

with the findings of Ari Prasetyaningrum et al, who identified a number of common issues associated with students' lack of confidence, including poor English language skills, a fear of being laughed at, a preference for silence, and a reluctance to be the first to answer questions.⁹⁴ Furthermore, this study is also in line with Fadhillah's research which found that students' low confidence in learning a foreign language is often caused by their experience of mistakes when interpreting and interacting with others. Because of this problem, many students in the class are silent.⁹⁵ To overcome this problem teachers can provide continuous motivation and encouragement to students, emphasizing that speaking English is more important than perfect grammar and vocabulary. Maximizing exposure to English, including regular opportunities for free conversation and pronunciation practice can improve vocabulary acquisition so that students can build their confidence.⁹⁶

The third psychological barrier is shyness with a total score of 195 - 206 with the maximum percentage 56%. The results of this study are in line with the research of Putri Utami and Welas, who found that shyness is one of the psychological barriers faced by students in speaking English. Shyness is

⁹⁴ Ari Prasetyaningrum et al., "A Study on Students' Psychological Problems of Speaking," *English Language in Focus (ELIF)* 6, no. 1 (2023): 55–66.

⁹⁵ Ridha Fadillah, "THE EFFECTIVENESS OF ENGLISH LEARNING MODEL BASED ON NEGATIVE ANXIETY REDUCTION ON ISLAMIC SENIOR HIGH SCHOOL IN BANJARBARU" (Antasari State Institute For Islamic Studies This, 2015).

⁹⁶ Imelda Tahalele, Felicia Miranda Lekatompessy, and Wensy Steva Nussy, "The Analysis of Students' Psychological Problems and Its Solutions in Speaking English at One of the Junior High Schools in Aru Islands," *MATAI: International Journal of Language Education* 3, no. 2 (2023): 67–79, <https://doi.org/10.30598/matail.v3i2.9140>.

caused, among others, by feelings of embarrassment, fear of being laughed at, perceptions of their abilities, and their nature.⁹⁷

The fourth psychological barrier is fear of making mistakes with a total score of 185 – 208 with the highest percentage 57%. The results of this study are in line with the research of Putri Utami and Welas who found that the reason why students find it difficult to speak English is because they are afraid of being judged by teachers and laughed at if they make mistakes. Based on research conducted by Imelda Tahalele et al, shows that students who take English courses argue that practicing extensively can improve their English skills. Practicing a lot can be a solution to overcome the fear of making mistakes in speaking English.

The last psychological barrier is lack of motivation 143-151 with the highest percentage 54%. This issue affects students' ability to graduate or find job opportunities, their opinion on the importance of English, their ability to communicate with others and their confidence in speaking classes. However, lack of motivation can lead to a lack of goal-orientated desire. To overcome this obstacle Hidayati explains that sharing personal experiences and providing positive affirmations can also motivate students to stay motivated in learning English.

2. Strategy to Overcome the Psychological Barriers

⁹⁷ Putri Utami and Welas, "Psychological Factors Affecting English Speaking Skills Winda," *U-JET* 12, no. 1 (2023): 89–95.

In this study, various strategies were used by students to overcome barriers in speaking English as a foreign language. One important strategy is to practice a lot. Speaking is one of the four skills in English after writing, reading and listening. Speaking is essentially a talent or knowledge-based activity. Students who want to master English must be persistent and diligent in their practice. Conversely, it will be difficult for students to master English if they lack practice.⁹⁸ Based on research conducted by Imelda Tahalele et al, shows that students who take English courses argue that practising extensively can improve their English skills.⁹⁹ Lots of practice can be a solution to overcome the fear of making mistakes in speaking English.

The next strategy is to improve vocabulary acquisition. Vocabulary knowledge is arguably the most important factor that determines how well students understand speaking. Generally, knowledge of the use of words in a foreign language of language learning is very important. This is in line with the research of Laila Nurizmi, et al, which states that without any vocabulary, students will not be able to speak English well.¹⁰⁰

Another strategy highlighted in this research is increasing motivation. The majority of students agreed that learning English is challenging and affects their motivation. This is in line with the affective speaking strategies

⁹⁸ Laila Nurizmi, "Teacher's Strategies To Overcome The Students Mental Block In Speaking English," *Jurnal Pendidikan Berkarakter* 1, no. 4 (2023): 356–66.

⁹⁹ Tahalele, Lekatompessy, and Nussy, "The Analysis of Students' Psychological Problems and Its Solutions in Speaking English at One of the Junior High Schools in Aru Islands."

¹⁰⁰ Laila Nurizmi, "Teacher's Strategies To Overcome The Students Mental Block In Speaking English," *Jurnal Pendidikan Berkarakter* 1, no. 4 (2023): 356–66.

proposed by Zhou and Fang, which emphasize managing emotions and motivation during speaking, including anxiety reduction and confidence building. This underscores the importance of emotional regulation in improving the overall effectiveness of oral communication, contributing to a more positive and confident language learning experience. In addition, personal experiences and providing positive affirmations can also motivate students to stay motivated in learning English.

Based on the research above, the researcher found that there are some differences to this research, they are:

1. This research discussed more about the most affected psychological barrier in speaking English for university students.
2. This research discussed about the strategy used by the university students to overcome the psychological barriers in speaking English.
3. This research presented the data percentage of psychological barriers and strategy to overcome by the university students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research and discussion conducted at IAIN Curup, it can be concluded that psychological barriers such as anxiety, shyness, lack of motivation, lack of confidence, and fear of making mistakes can affect students' ability to speak English. However, with the implementation of appropriate strategies, these barriers can be overcome, and students' English proficiency can improve significantly.

Based on the results of the author's research, it shows that anxiety is the highest psychological factor that inhibits students in speaking English as a foreign language with a total score of 901 (22.35%). The second psychological barrier is lack of confidence with a total score of 627 (20.74%). The third psychological barrier is shyness with a total score of 814 (20.19%). The fourth psychological barrier is fear of making mistakes with a total score of 792 (19.64%). The last psychological barrier is lack of motivation 861 (17.08%). The most frequent causes of linguistic factors involved lack of vocabulary, lack of grammar mastery, and low pronunciation ability, while non-linguistic factors included anxiety (nervousness), fear of mistakes, fear of negative evaluation, lack of interest and shyness.

B. Suggestion

Suggestions that can be given based on the findings of this study are as follows:

1. Educational institutions, such as IAIN Curup, need to provide support and guidance to students in overcoming the psychological barriers they experience. This can be done through special coaching and training programs that focus on increasing students' self-confidence and motivation.
2. Lecturers and teachers also need to pay attention to students' psychological factors in the English learning process. They can create a supportive learning environment, provide praise and positive support, and provide opportunities for students to practice speaking English without fear of making mistakes.
3. Students also need to raise awareness of the psychological barriers they experience and seek appropriate strategies to overcome them. They can attend social skills training, take additional English courses, or join English study groups to improve their speaking ability.

With the joint efforts of educational institutions, lecturers, and students, it is hoped that psychological barriers in speaking English can be overcome, and students' English proficiency can improve significantly.

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