



Psychological Factors of EFL Students on Speaking Performance

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Article Info	Abstract
Article History Received: 2021-05-12 Revised: 2021-08-15 Published: 2021-08-20 Keywords: <i>Psychological factor; Anxiety; Speaking Skill.</i>	<p>This research aimed to explore the psychological factors that caused college learners felt hard in delivering speaking performance. This study was conducted to the fifth semester English program students at IKIP PGRI Pontianak. The 37 students were chosen as the participant of this study which was obtained by doing purposive sampling. It was chosen since the problem occurred in IKIP PGRI Pontianak specifically at the fifth semester students. The research design used in this research was descriptive qualitative and quantitative design. The data were taken from online questionnaire and semi structured interview of students. The questionnaire was employed to find out the dominant factor. The other tool of collecting data was students' semi structured-interview. It was used to support the questionnaire data. The researcher revealed that the psychological factor including anxiety, shyness, lack of confident, lack of motivation, and fear of making mistake were some factors that influenced students' speaking performance. The researcher investigated that between five aspects, the dominant factors influenced the students' speaking performance was anxiety with the mean score (2,06). They worried to do speaking performance. Another factor were shyness, lack of confident, lack of motivation, and fear of making mistake, those factors hindered learners to practice their speaking ability in front of the class. The conclusions of this research were students feel anxious and afraid of making a mistake when they did speaking performance. This study suggested that the lecture should aware those factors affected students' speaking performance in the class.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2021-05-12 Direvisi: 2021-08-15 Dipublikasi: 2021-08-20 Kata kunci: <i>Faktor Psikologi; Kecemasan; Keterampilan Berbicara.</i>	<p>Tujuan penelitian ini adalah untuk mengetahui factor psikologis yang paling banyak menjadi penyebab kesulitan mahasiswa dalam berbicara. Penelitian ini dilakukan pada mahasiswa program studi Bahasa Inggris semester lima di IKIP PGRI Pontianak. Sebanyak 37 mahasiswa dipilih sebagai subjek fokus penelitian. Subjek penelitian diperoleh dengan melakukan purposive sampling. Pemilihan dilakukan karena permasalahan terjadi di IKIP PGRI Pontianak khususnya pada mahasiswa semester lima. Deskriptif kualitatif dan kuantitatif digunakan dalam penelitian ini untuk menganalisa angket online dan wawancara semi terstruktur siswa. Kuesioner digunakan untuk mengetahui faktor dominan. Alat pengumpulan data lainnya adalah wawancara semi terstruktur siswa. Ini digunakan untuk mendukung data kuesioner. Peneliti mengungkapkan bahwa faktor psikologis seperti kecemasan, rasa malu, kurang percaya diri, kurang motivasi, dan takut membuat kesalahan merupakan faktor-faktor yang mempengaruhi kemampuan berbicara siswa. Peneliti menemukan bahwa dari kelima aspek tersebut, faktor yang paling mempengaruhi kinerja berbicara siswa adalah kecemasan dengan skor rata-rata (2,06). Mereka khawatir untuk melakukan pertunjukan berbicara. Faktor lainnya adalah rasa malu, kurang percaya diri, kurang motivasi, dan takut melakukan kesalahan, hal tersebut menjadikan siswa untuk berbicara bahasa Inggris di kelas. Kesimpulan dari penelitian ini adalah siswa merasa cemas dan takut melakukan kesalahan saat melakukan pertunjukan berbicara. Temuan ini menyarankan bahwa dosen harus menyadari faktor-faktor yang mempengaruhi kinerja berbicara siswa.</p>

I. INTRODUCTION

Speaking is one of language skills that the students should learn as productive skill in daily conversation. Fultcher (2003:23) stated

"speaking is the verbal use of language to communicate with others". By speaking, speaker can convey the message about a topic to the listener orally and listener gives feedback. In

other words, speaking as social interaction which happens in our daily life. In speaking practice, several problems students faced in daily learning activity. Horwitz cited in Asman (2011), explained that there are linguistic and nonlinguistic factor. In linguistic factors grammar, pronunciation and vocabulary were indicated as linguistic factors. In addition, lack of confident, fear of making mistake and anxiety were indicated as nonlinguistic factors. The difficulty of EFL students on speaking ability may be caused by psychological factors or cognitive. It is supported by Aouatef (2015) stated if the students with a good ability to plan, solve problem, comprehend the idea still have a problems on speaking ability which is in correlation with psychological factors including motivation, self-esteem, and anxiety are very potential aspects in affecting the students' speaking practice. Based on pre-interview the researcher found out that there is problem in speaking caused by some factors but one the most of influence factor that effect of students' unwilling to speak is psychological factor. The result of pre- interview conducted to some of fifth semester students who have involved in this study show they are afraid of making mistakes, some are shy, some are hesitate just because they feel insecure while using the English language to communicate. However this is just pre-interview with small scale participants. So the result of pre-interview is not enough to conclude that this problem occurs in all students that involved in this study. This study was addressed to prove that the psychological factors influence students' speaking performance.

In addition, research review also supported valuable reference, for example Ninuk (2017) conducted a research entitled "Students Psychological Problems in Speaking: a Case Study on Speaking Second Class of STKIP PGRI Banjarmasin" the research indicated that the psychological factors encounter by learners in Speaking class there were unconfidence, afraid of making mistakes, bashfulness, and restlessness.

Based on some statements above, the researcher concluded that it will potentially effect the students speaking ability by psychological factors. To assist the students to solve the problem in speaking performance, it was very important for teachers to analyse and investigate the factors affecting students' speaking performance as reference and issues deal with these factors. Hence, the researcher is interestingly to carry on a topic under the

title:"Psychological Factor of EFL Students on Speaking Performance".

II. METHOD

In this research, the researcher used quantitative and qualitative design, Creswell (2008:48) states that "mixed method focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a study". Qualitative research is a type of research that aimed to examine relationships, activities, situations, or materials (Frankael and Wallen, 1990), The researcher chose to do research at IKIP PGRI Pontianak. The researcher used purposive sampling to select the participant in this study. consequently the participant in this study were some college students from fifth semester who already have taken all speaking subjects such as speaking for presentation. The researcher chose them, because they are still fresh from last subject that focus in speaking skill. the criteria of this sample is the class with the students who got less score in speaking class and have the most problem than the other. So, the sample of this thesis is the students of A afternoon class.

The semi- interview, researcher used random convenience to collect the data. The researcher chose 5 students as the participants from the population. The researcher chose 5 students because they already represent to the sample., The researcher used two tools which is online questionnaire and semi structured interview. The researcher applied online questionnaire as tool for collecting data, consist of close-ended questionnaire. Online questionnaire facilitated students to complete the instruments on line by accessing through google form. Semi-structured interview design to support data aim to answer one research question. This interview used to gather qualitative information, the data also collected by having personal interview with choose participant. Interview can help the researcher to seek general information which cannot be covered by written response in questionnaire and also support the result of quantitative data.

III. RESEARCH FINDINGS AND DISCUSSION

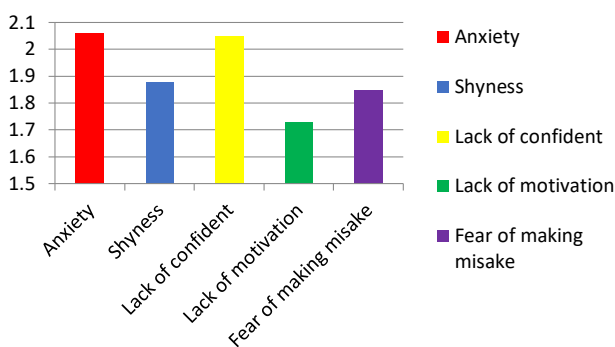
A. Research Findings

The data were analyzed as the questions that researcher would like to find out. The researcher interpreted the results based on quantitative and qualitative design. Throughout the report, the researcher

concerned with identifying psychological factors influencing the performance of learners speaking skill of the fifth semester students who were unable to perform in front of the class using English. After conducting the researcher showed the findings related to the analysis. The researcher used students' questionnaire and students' interview to see the most influential factor that causes their difficulties on speaking performance.

1. The Analysis of Students' Questionnaire Response

The researcher counted the mean score to know which factor that mostly causes their difficulties on speaking performance.



Graphic 1. Mean score of the aspects of psychological factors.

Based on this chart it showed the highest mean was anxiety aspect ($M=2,06$). It can be concluded the most student have anxiety in speaking performance from the various aspects of psychological factors. This finding was also supported by the students' interview the most student admitted that anxiety affected them in speaking performance. Meanwhile lack of confident aspect was the next difficulty that the students felt due to speak English ($M=2,05$), it followed by shyness aspect ($M=1,88$). Then, the next difficulty felt by students was fear of making mistake aspect ($M=1,85$) and lack of motivation aspect ($M=1,73$) was the lowest difficulty felt by the students.

2. The Analysis of Students' Interview

Bellow were the output of qualitative data reached from students' opinion in interview section.

a) Anxiety

Regarding psychological factor in term anxiety, it can be identified some students felt anxious to speak because they tends to

be less concentrated, forgetful, heart beating, and having negative though

"I feel worry and nervous when a lot of people see me and I always feel shaky" (Interviewee 3)

"In presentation I always think about many things and maybe I think about others opinion about me.."(Interviewee 4)

Horwitz et al cited in Nascente (2001) explains that feeling of tension, worry and nervousness associated with the situation of learning a foreign language was called anxiety. Therefore learners felt nervous when they wanted to deliver speaking English.

Some other learners noticed that leaded of anxiety was because of poor in pronunciation and they did not understand the material

"I feel nervous because I worry about my pronunciation"(Interviewee 1)

"I feel nervous when I do the presentation in front of the class and usually it's because I'm not understand what the material I will deliver so it make it difficult for me to explain about the material."(Interviewee 5)

These responses above it can be supported by (Gebhard, 2000) that student feel anxious because they did not understand the meaning of words or sentence. The students found it hard to deliver what they wanted to say because they have problem in pronunciation. This phenomenon will be affecting students' nervouse as a result their repugnance to speak English.

b) Shyness

Shyness was caused by some students whose answered that they felt shy due to their nature as timid people.

"Yes, I feel shy because I am not confident. I am introvert person and I cannot mingle with a lot of people..." (Interviewee 1)

"I easy to get shy because I am shy person" (Interviewee 3)

The statements are in accordance with Bowen (2005) and Robby (2010) some shyness students are affected by their natural situation which needs teachers' creativity to keep motivated the students building their self-confidence.

c) Lack of confident

There was a student feel lack of confident because he low self esteem in speaking.

"I am not confident enough to speak English in front of the class because I feel my speaking still bad. I learn English rarely and I have no partner to practice with" (Interviewee 1)

He and Chen (2010) stated the main cause of students' confidence is their low capacity in speaking English. In this case many students felt that they cannot speak English well.

d) Lack of motivation

The researcher asked about the students desire to speak fluently. The students answered they have desire to speak English but they have some difficulties with their speaking such worry about pronunciation, grammar and vocabulary.

"Yes, I want to improve my speaking. My lecture always give me motivation to be better in speaking but it hard to practice by myself I do not what should I do to improve my speaking" (Interviewee 1)

"Yes, I always have desire to learn English especially in speaking and I always practice my speaking with my friend." (Interviewee 2)

"I have desire to improve my speaking. My lecture also give me a tips to handle my nervousness...." (Interviewee 4)

Juhana (2012:102) argued that student's hesitation to speak English in the classroom was caused lack of motivation in learning. As the results they are not good in doing speaking performance.

e) Fear of making mistake

The students answered that they are afraid being wrong because of they are lack of grammar, pronunciation and vocabulary. They are afraid that they will get low score

"Yes, I am afraid if my pronunciation bad my friends they cannot understand the material that I try to explain it" (Interviewee 1)

"yes, I feel fear to make a mistake. I am afraid people will not understand when I speak with them." (Interviewee 5)

Aftat (2008) stated that feeling fear was in relation with the idea of negative evaluation and correction. Additionally, it

can be caused by the learners' feeling about afraid of being insulted and degraded by their friends or criticized by English teacher which was caused the students stop being active to participate in English class

B. Discussion

In this section, the researcher discussed about the research. It showed that anxiety had the highest score (M=2,06) as the dominant factors that influenced students' speaking performance. Besides that, the researcher also gave dept information related the factor from doing interview. The result showed that the most students feel anxious. The anxious student tends to be less concentrated, forgetful, heart beating, and having negative though. The students got anxiety because they are not ready to accept other people's evaluation and they are afraid being laughed by the other when they have presentation in front of the class. They felt nervousness whenever having no idea to speak in front of the classroom. learners did not know what to deliver in presentation because of their comprehension about the topic, the lack of vocabulary, pronunciation, and grammar. It means the linguistic factor such as pronunciation, vocabulary and grammar also affect their speaking performance.

Most of student also feel afraid of making a mistake since they were suppose to get negative feedback by lecturer. They are fear of getting bad evaluation from lecturer will be effect of scoring the value of theirs. They are afraid of the consequences of failing the speaking class and feared about forgetting things while perform. They feel that the lecturer ask their performance supposed to be perfect performance. As result they feel anxious whenever they cannot realize that. After that, they fear of negative feedback by lecturer that will effect to failing of speaking class. It is supported by Juhana (2012:101) "students feel afraid of the idea of making mistakes as they are worried if their friends laugh and receive negative evaluation or being criticized by the teacher when doing speaking performance". As a results learners felt that either they make a lot of mistake in spite of having a very good knowledge in area or totally keeping.

In accordance with result of this study, the researcher concluded that the anxiety became the dominant factor that influences students' speaking performance. It supported by some other researcher reported that students in learning language especially in speaking ability was affected by anxiety. Students' limited ability in speaking aspect also caused anxious feeling among many students (Juhana, 2012:102). Therefore, pointed out of this factor of learning, it was very significance to be considered that anxiety in speaking skill in English language can be affecting students' performance in the classroom. Anxiety disorder is not only one action, but also many action, such as feel fear with something, panic attack, financial depression, feel worry when to do something, like do speaking performance or having presentation in front of the class, traumatic disorder, specific phobia, etc. anxiety in speaking skill makes students stay quiet in all condition and situations, however they were having quality to deliver their capacity and knowledge in the class.

Although, anxiety was dominant factor that influenced students' speaking performance. Another factor including fear of making mistake, shyness, lack of confident, and lack of motivation also giving significance influence in learning English because of factors existed on the students. All the factors related to the student emotions and feeling during learning process.

IV. CONCLUSION

In relation with research finding and discussion, the researcher discovered psychological factors that influenced students' speaking performance had been discussed namely anxiety, shyness, unmotivation, unconfident, and afraid of making a mistake. From all of those factors were had in each students not each of students had different psychological factors between the other students, In the analysis of overall items, it was found that anxiety as the dominant influential psychological factor that influenced students in speaking performance. Then shyness, unconfidence, unmotivated and afraid of making a mistake were also affected students' speaking performance. Those factors hindered students when they do speaking performance. The researcher concluded that psychological factors had a

significance influence on learners' progress in speaking performance and from those factors can bring the students in determining their success or failure.

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