



PSYCHOLOGICAL PROBLEMS THAT ARE ENCOUNTERED BY ENGLISH FOREIGN LANGUAGE LEARNERS

by

Nanda Astuti*

English Department, Universitas Syiah Kuala Aceh , Indonesia

nandaastuti23@gmail.com

Siti Sarah Fitriani

English Department, Universitas Syiah Kuala Aceh , Indonesia

ssfitriani@unsyiah.ac.id

Kismullah Kismullah

English Department, Universitas Syiah Kuala Aceh, Indonesia

kismullah@unsyiah.ac.id

*corresponding author

(Article History: Received: 2022-01-24.Revised1: 2022-05-29.Revised2: 2022-12-16.Accepted: 2023-04-30.Published:2023-10-31)

Abstract:

This study aims to investigate the psychological problems perceived by students in speaking English and to examine factors leading to the problems as well as the students' efforts to cope with the problems. A mixed-method design was used in conducting this study. Data collection was done by distributing a questionnaire to sixty-four participants and interviews conducted with ten students participants of MAS Ulumul Quran in Aceh. The data were analyzed using quantitative data analysis (frequency and percentage formula), and interactive models of qualitative data analysis (data condensation, data display, and conclusion drawings). The findings revealed that the most common psychological problems faced by the students were fear of making mistakes with followed by speaking anxiety, lack of confidence, shyness, and lack of motivation. Those problems were caused by their inability to speak English, an unsupportive learning atmosphere, less speaking practice, negative attitude towards English, afraid of being mocked and underestimated by friends, afraid of being misunderstood, and terrified of appearing foolish. To cope with the problems, the students did many efforts such as pretending not to be panicked, making jokes, asking friends' help, preparing before speaking, avoiding eye contact, inviting friends to practice English, motivating themselves to speak English by reading a motivational book or watching motivational videos, etc. In this regard, it was suggested that the teacher should encourage students to stop thinking that English is difficult to learn, stop worrying about friends' judgments, and stop thinking about mistakes they possibly made when speaking English in the classrooms. Besides, the teacher should encourage students to practice English with peers or their classmates. Finally, the researcher recommends for further researcher to investigate the teacher's perception of students' psychological problems and how they overcome the problems when teaching English.

Keywords: Psychological Problems, Speaking, EFL Learners.

Abstrak:

How to cite this article

Astuti, N., Fitriani, S. S., & Kismullah, K. (2023). psychological problems that are encountered by English foreign language learners. *Premise:Journal of English Education and Applied Linguistics*, 12(3), 1023–1044. <https://doi.org/10.24127/pj.v12i3.4804>

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Penelitian ini bertujuan untuk menyelidiki masalah psikologis yang dirasakan oleh siswa dalam berbicara bahasa Inggris dan untuk memeriksa faktor-faktor yang menyebabkan masalah serta upaya siswa untuk mengatasi masalah tersebut. Desain metode campuran digunakan dalam melakukan penelitian ini. Pengumpulan data dilakukan dengan menyebarkan kuesioner kepada enam puluh empat peserta dan wawancara dilakukan dengan sepuluh siswa peserta MAS Ulumul Quran di Aceh. Data dianalisis menggunakan analisis data kuantitatif (rumus frekuensi dan persentase), dan model interaktif analisis data kualitatif (kondensasi data, tampilan data, dan gambar kesimpulan). Temuan mengungkapkan bahwa masalah psikologis yang paling umum dihadapi oleh siswa adalah takut membuat kesalahan dengan diikuti oleh kecemasan berbicara, kurang percaya diri, rasa malu, dan kurangnya motivasi. Masalah-masalah itu disebabkan oleh ketidakmampuan mereka untuk berbicara bahasa Inggris, suasana belajar yang tidak mendukung, kurang latihan berbicara, sikap negatif terhadap bahasa Inggris, takut diejek dan diremehkan oleh teman-teman, takut disalahpahami, dan takut terlihat bodoh. Untuk mengatasi masalah tersebut, para siswa melakukan banyak upaya seperti berpura-pura tidak panik, membuat lelucon, meminta bantuan teman, mempersiapkan diri sebelum berbicara, menghindari kontak mata, mengajak teman berlatih bahasa Inggris, memotivasi diri untuk berbicara bahasa Inggris dengan membaca buku motivasi atau menonton video motivasi, dll. Dalam hal ini, disarankan bahwa guru harus mendorong siswa untuk berhenti berpikir bahwa bahasa Inggris sulit dipelajari, berhenti mengkhawatirkan penilaian teman, dan berhenti memikirkan kesalahan yang mungkin mereka buat ketika berbicara bahasa Inggris di kelas. Selain itu, guru harus mendorong siswa untuk berlatih bahasa Inggris dengan teman sebaya atau teman sekelas mereka. Akhirnya, peneliti merekomendasikan untuk peneliti lebih lanjut untuk menyelidiki persepsi guru tentang masalah psikologis siswa dan bagaimana mereka mengatasi masalah ketika mengajar bahasa Inggris.

Kata kunci: masalah psikologis, berbicara, pelajar EFL.

INTRODUCTION

For many second and foreign language learners, speaking in the target language in the classroom is difficult. One of the common influential factors that may hinder the students to speak English in the classroom is the psychological problems. Most of the students feel nervous, afraid of making errors, not being confident to speak in front of the classroom, etc. (Suadnyana & Nova, 2021). In this regard, the researcher has conducted interviews with several English teachers at Madrasah Aliyah Swasta (MAS) Ulumul Quran Banda Aceh to find out the problems that were faced by students when learning English, especially on speaking skills. Some English teachers convey about their student's problems when learning English speaking skills, such as students avoided coming forward to speak English orally in front of the classroom. The students prefer to note all the teacher's explanations and answer the questions in the worksheet provided by the English teachers rather than practice their English directly in front of the classroom. It indicates that the students are reluctant to speak in front of their classmates and their teacher. Furthermore, another teacher adds that their students often have no ideas about what to say, so they tend to keep silent. They are also shy and uncomfortable if they make mistakes. The problems explained by the teachers above indicated that their students experience psychological issues in speaking English. Those

problems are believed can hinder students from speaking English, especially in the classroom context.

In line with this issue, there have been some relevant studies conducted by Burns and Joyce (1997, as cited in (Nunan, 1999); Brown, 2001; Gebhard, 2006; Schwartz, 2005; Thornbury, 2005; and Juhana, 2012) revealed that psychological factors such as anxiety, shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. The same finding is also shared by (Nijat et al., 2019) who then noticed that majority of students were the victims of common psychological factors such as fear in the class, shyness, and anxiety. Since the psychological problems greatly affected the students' speaking performance, the research on this topic is important to be investigated to find out the solution to the problems. The researcher focus on finding out the factors leading to students' speaking problems and the efforts of the students to cope with the problems.

A number of studies related to the psychological problems in speaking have been conducted by researchers in Indonesian contexts and other countries at university levels show that most EFL students faced some psychological problems such as lack of self-confidence, lack of self-esteem, fear of making mistakes, shyness, anxiety, and lack of motivation which inhibited them to speak English fluently in English class. A study conducted by (Juhana, 2012) revealed that psychological factors such as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in English class. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. To help students overcome thir problems, most students believed that motivating them to be more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students' hindrance to speaking in English class.

Another study which has similar results conducted by (Haidara, 2016) revealed that psychological factor such as fear of making mistakes, feeling shy, feeling hesitant, and lack of confidence truly affects negatively the students' English speaking performance. He further stated that Although most of the students think that they have a good level of English vocabulary and grammar, they are insecure while speaking English.

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Listyaningrum Arifin (2017) also takes accounts of some psychological problems of students and teachers in English-speaking classrooms and some guidelines to overcome the problems. He claims that psychological problems are not only faced by the students but also by the teachers. Less confidence, speech anxiety, and low self-esteem are almost common problems in the classroom. Both psychological problems impact on dis-effectiveness of classroom activities.

In addition, (Qureshi et al., 2020) attempt to identify the psychological factors that affect the speaking performance of students enrolled in Postgraduate English Language Teaching programs in Pakistan. The findings revealed that many students are difficult to speak English in foreign language classrooms due to psychological factors such as lack of self-confidence, lack of self-esteem, fear of making mistakes, shyness, anxiety, and motivation mainly. The findings also revealed that almost all the psychological factors are interlinked with each other and have a direct effect on the speaking performance of the students.

Finally, another equally important study was carried out by Dalem (2017) about the speaking difficulties encountered by English language students at Al Margeb University, as well as the causes of such difficulties. He highlighted that speaking difficulties encountered by the students are considered to be the most urgent for every teacher, such as fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention.

According to (Brown, 2004) points out that “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information”. It means that in speaking, students learn how to organize their thoughts, compose sentences, and communicate language in a spoken manner with appropriate pronunciation and comprehensible language. They must also learn how to convey the language's meaning in the context in which they are speaking. Furthermore, Heriansyah (2012) added that paralinguistic elements such as pitch, stress, and intonation, as well as verbal communication, may be required to convey messages directly. Besides, non-linguistic aspects such as gestures and body language/posture, facial expression, and so on may also be required to express messages directly.

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In speaking English, it has been found in the literature that there are two kinds of difficulties that are often encountered by the EFL learners in speaking namely linguistic and nonlinguistic problems. Linguistically, the problem faced by the learners according to (Brown, 2001) is clustering, reduced forms, performance variables, and colloquial language matters. Moreover, Spolsky and Hult (2008) mentioned that the details of vocabulary, grammar, and pronunciation as linguistics problems generally faced by students. On the other hand, the difficulty of students in learning English is also affected by psychological factors such as nervousness, afraid of making errors, not being confident to perform in front of the classroom, etc. Among those several factors which affect foreign language learners especially in learning speaking, psychological problems appear to be the crucial factor that has a debilitating effect on the oral performance of students. This statement is supported by a research finding conducted by Taiqin (1995 as cited in Heriansyah, 2012) about non-language factors, which showed that ninety-five percent of students said that they had difficulty in speaking because they were afraid of making errors in class, they had no idea what to say, they were not confident and comfortable if they made mistakes, and they were not interested with the topics that are given by the lecturers. It shows that psychological problems are the most dominant problem faced by English language learners in speaking skills. In this regard, Burns and Joyce (1997, as cited in Nunan, 1999); Brown (2001); Gebhard (2006); Schwartz (2005); Thornbury (2013); and Juhana (2012) mentioned some psychological factors that may hinder the students to speak English, such as anxiety, shyness, lack of confidence, lack of motivation, and fear of mistakes.

A lot of factors have caused students to face psychological problems in speaking skills. The factors are interrelated to each other. For instance, students feel insecure, afraid to make mistakes when talking, the ridiculed of peers, the pressure from the teacher who wants their students always active, inefficient allocation of time, as well as the materials and inputs that are not appropriate (Tsui, 1996, as cited in Nunan, 1999). Furthermore, teachers, interlocutors, and peers can also create a great effect in constructing difficulties in speaking. The factors such as being called by the teachers to respond orally or having to present something in front of the class let the students feel anxious and fearful.

Based on the previous studies and the problems explained by the teacher in English speaking classes which shown how greatly psychological problems affect the students' speaking ability, the researcher is interested to conduct a research with a similar topic to know

whether or not the students of MAS Ulumul Qur'an Banda Aceh faced the same problems in English speaking class. As a distinction to the previous studies, the researcher in this study was investigated the students' coping mechanism to face the psychological problems since it had not been investigated yet by previous researchers. In this regard, the researcher formulated three research questions, namely:

1. What are the psychological problems faced by EFL learners in speaking English?
2. What are the factors leading to psychological problems faced by EFL learners in speaking English?
3. What have the EFL learners done so far to reduce their psychological problems in speaking English?

METHOD

Design

This research was categorized into a mixed-method study in which researchers collect and analyze both quantitative and qualitative data. In this regard, the explanatory sequential design was used to collect and analyzes the data. In this study, the researcher focus on finding out the psychological problems faced by the EFL learners in speaking at MAS Ulumul Qur'an Banda Aceh, factors leading to the problems, and the learners' efforts to cope with the problems.

Participant

The subject of this research is the eleventh-grade students of Islamic Boarding School, MAS Ulumul Qur'an Banda Aceh. The students at this grade have learned English for a half four years and have achieved the English proficiency at the intermediate level. In determining the number of participants used in the study, the researcher used the purposive sampling technique in which the researcher choose and determines the sample of the research based on the purpose, necessity, and relevance of the research itself (Gray et al., 2007). In this case, the researcher chose the eleventh-grade students because they had a learning experience with the English language much longer than the lower grades below them, especially in terms of the experience of learning and practicing their English speaking skills. Since they have more experience in learning English, it is expected they can provide more information related to the psychological problems. Besides, the result of the interview with the English teacher who

taught English subjects in the eleventh-grade classes showed that the students faced some psychological problems in learning speaking in the classroom.

The eleventh-grade students consisted of two classes, they are XI-MIPA Putri and XI-MIPA Putra classes. The researcher takes both classes of XI-MIPA Putri and XI-MIPA Putra in the academic year 2021/2022 as the research participants. The amount of students in the XI-MIPA Putri class is 31 students, while XI-MIPA Putra consisted of 33 students. Overall, 64 students participated as participants in this research which all of them will fill out the questionnaire, and 10 of them which consisted of 5 male students and 5 female students will participate in the interview. The students who are participated in the interview session are those who had the related issue of psychological problems in English-speaking classrooms. This information was obtained from the questionnaire results.

Instrument and data source

The data obtained from this research is primary data. According to Salkind (2010), the primary data source is an original data source, that is, one in which the data are collected firsthand by the researcher for a specific research purpose or project. The data in this study were the students' opinions obtained from the questionnaire containing five psychological problems in speaking English (lack of confidence, lack of motivation, shyness, fear of making mistakes, and speaking anxiety); and students' statements obtained from the interview about the factors leading to the psychological problems and the students' efforts to cope with the problems. The data were divided into non-numerical and numerical forms. Non-numerical data was revealed in which the data are in form of words, descriptions, and classification. This kind of data was obtained from the interview questions. On the other hand, the data have also resulted in forms of numerical values in form of ordinal numbers consisting of the frequency of the Likert-Scale and the percentage of the score obtained from the questionnaire results. Meanwhile, the source of data is the students who are selected as the informants or the subject of this research. The students are in the eleventh grade of secondary school.

To obtain the data, the researcher used two instruments; a questionnaire and an interview guide. The researcher used a close-ended questionnaire to answer the first research questions about the psychological problems faced by the EFL Learners at MAS Ulumul Qur'an Banda Aceh in speaking English. The questionnaires are adapted from Ur (2009) and Juhana (2012) which consisted of 15 statements. The distribution of each psychological problem is as follow:

Table 1. Test Item Distribution

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No.	Type of Psychological Problems	Test Items
1.	Lack of Confidence	1, 2, 3
2.	Lack of Motivation	4, 5, 6
3.	Shyness	7, 8, 9
4.	Fear of Making Mistakes	10, 11, 12
5.	Anxiety	13, 14, 15

There are 15 statements contained in the questionnaire that is divided into 5 psychological problems faced by English language learners in speaking; lack of confidence, lack of motivation, shyness, fear of making mistakes, and anxiety as mentioned by Ur (2009) and Juhana (2012).

In addition, a semi-structured interview was used to answer the second research question about the factors leading to psychological problems faced by EFL learners, and the third research question about the learners' efforts to cope with the psychological problems in speaking. The interview guide consists of ten questions in which five questions asking the factors leading to five psychological problems (lack of motivations, lack of confidence, shyness, fear of making mistakes, and anxiety); other five questions to examine the students' efforts to cope with the problems.

Data collecting technique

The data collection was done in two steps. In the first step, the data were collected using a questionnaire distributed to sixty-four targeted participants to examine students' psychological problems in speaking English. The questionnaire was in the form of close-ended questions adapted from Ur (2009) and Juhana (2012, as cited in Krismanti & Siregar, 2017) with four Likert Scale options (*strongly agree, agree, disagree, and strongly disagree*). The participants' answers in the questionnaire were then used as the basic information to select the interviewee. Following the questionnaire, the second step in data collection was the interview adapted from Juhana (2012) which was conducted three days after analyzing the questionnaires. It was conducted to know the factors leading to psychological problems and the students' efforts to cope with the problems. The semi-structured interview was done with ten participants who had been dealing with a certain psychological issue. During the interview session, the researcher recorded all the processes using a voice recorder

Data analysis technique

In this research, the process of analyzing the data are classified into two categories; quantitative data analysis to analyze the questionnaire results, and qualitative data analysis to

analyze the interview results. In analyzing the questionnaire results quantitatively, the researcher grouped the participants' answers into two groups of answers. The first group was the group of participants with the choice answers 'agree' and 'strongly agree', the second group was the group of participants with the choice of answers 'disagree' and 'strongly disagree'. After grouping the participants' answers, the researcher calculate the Mean score by using descriptive statistical formula. After calculating the Mean score, the researcher used the percentages formula proposed by Brown and Rodgers (2002) to clarify the data. On the other hand, the researcher analyzes qualitatively the interview results by using the interactive models of data analysis based on the theory proposed by Miles, Huberman, and Saldana (2014) which involves data condensation, data display, and conclusion drawing/ verification. While citing resources for the current study, the authors employs model of “ . Offline automatic system by using Mendeley Desktop (MD) as previously proposed by a scholar (Turmudi, 2020,p.59).

RESULT AND DISCUSSION

Result

The results of the study will be presented in three sections. The first section is about the psychological problems EFL learners face in speaking, which were obtained from the questionnaire results. In contrast, The second and third sections are obtained from the interview results, answering the factors leading to psychological problems and the students' coping mechanisms for dealing with the problems.

Psychological problems faced by EFL learners in speaking

The entire findings of the five psychological problems, including lack of confidence, lack of motivation, shyness, fear of making mistakes, and anxiety in English-speaking classrooms, were summarized in the following table in the form of percentages.

Table 1: The psychological problems faced by EFL students

No.	Psychological Problem	Total Participants	Percentage of Having Psychological Problems
1	Lack of Confidence	64	55%
2	Lack of Motivation	64	25%
3	Shyness	64	46%
4	Fear of Making Mistakes	64	72%
5	Anxiety	64	59%

Table 1 above recapitulates the final results from each psychological problem the eleventh-grade students of MAS Ulumul Qur'an Banda Aceh faced when speaking English. With a percentage average of 72%, fear of making mistakes ranked first among the factors that dominated students' psychological problems in English-speaking classrooms. It means that more than half of the participants feared making mistakes when speaking English. Meanwhile, anxiety to speak in English was the second most common psychological problem among students in speaking classrooms, with an average percentage of 59%. Then, lack of confidence and shyness were the third and the fourth psychological issues the students commonly faced during speaking activity in English classrooms, with an average of 53% for lack of confidence and 46% for shyness. The last position was the lack of motivation issue, with an average percentage of 25%. It indicates that most students are fine with their motivation to learn and speak English.

The percentage average differences of each psychological problem from sixty-four students were presented clearly through the bar graph below.

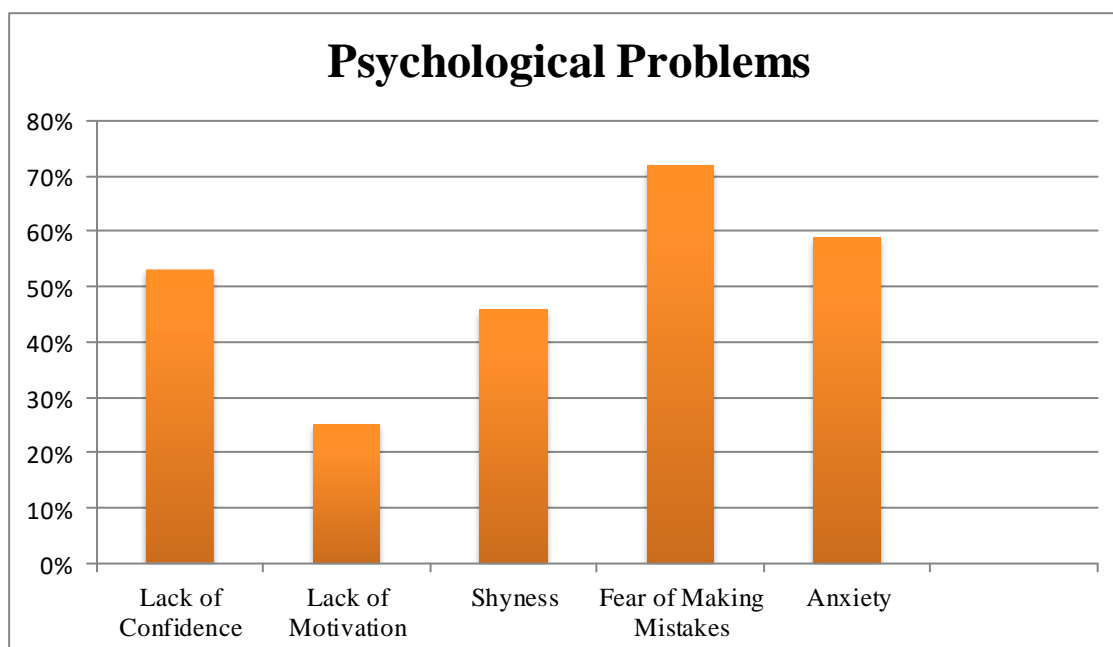


Figure 1: Five psychological problems

Factors leading to psychological problems in speaking

The researcher interviewed ten out of sixty-four students at MAS Ulumul Qur'an Banda Aceh who had related issues of psychological problems in English-speaking classrooms. A semi-structured interview was conducted to answer the second research question about the factors that cause the students' psychological problems. The researcher wanted to investigate what makes the students unconfident when speaking English, why they feel unmotivated to speak, why they are shy and anxious to speak, and what makes them afraid to make mistakes such as using incorrect grammar and inappropriate pronunciation.

The questions used to interview the participants were adapted from Juhana (2012), which consists of five psychological problems commonly faced by students in English classrooms. Five questions (questions 1, 1,3,5,7, and 9) were formulated as the interview guide to answer the factors that cause the students' psychological problems. The research findings revealed many factors caused the students' psychological problems in speaking English. Each factor of psychological problems in speaking English will be presented below:

Table 2: factors leading to students' psychological problems

No.	Psychological Problems	Factors of Psychological Problems
1.	Lack of Confidence	<ul style="list-style-type: none"> a. Inability to Speak English b. Negative Attitude towards English c. Afraid to Make Mistakes and Being Laughed by Friends d. Feeling Anxious and being Underestimated by Friends
2.	Lack of Motivation	<ul style="list-style-type: none"> a. Unsupportive Learning Atmosphere b. English is Difficult and Dislike English c. Less Practice
3.	Shyness	<ul style="list-style-type: none"> a. Afraid of Making Mistakes and Being Mocked at by Friends b. Lack of Ability to Speak English c. Shy by Nature
4.	Fear of Making Mistakes	<ul style="list-style-type: none"> a. Afraid of being Laugh at by Friends b. Afraid of Forgetting Vocabulary and Mispronounce the Words c. Terrified, Appearing Foolish, and Judge Negatively
5.	Anxiety	<ul style="list-style-type: none"> a. Afraid of being Misunderstood by Peers and Teacher b. Communication Apprehension c. Inability to Speak English d. Fear of Negative Evaluation

Students coping mechanism of psychological problems in speaking

The semi-structured interview was also conducted to answer the research question about the efforts of the students to overcome their psychological problems. The researcher

wanted to investigate what efforts the students have made so far to overcome their lack of confidence when speaking English, how they deal with feeling unmotivated to speak, what they did when they felt shy and anxious to speak, and what they have done so far to overcome their feeling afraid of making mistakes. The research findings revealed that the students have different strategies to overcome their psychological problems in speaking English. Each strategy of the student to cope with their psychological problems in speaking English will be explained and presented in the following table:

Table 3: The Students’ Efforts to Cope With The Psychological Problems

No.	Psychological Problems	Students Coping Mechanism
1.	Lack of Confidence	<ul style="list-style-type: none"> a. Keep Learning and Practicing b. Preparing before Speaking c. Keep Trying, Praying, and Avoiding Eye Contact d. Code Mixing
2.	Lack of Motivation	<ul style="list-style-type: none"> a. Inviting Friends to Learn and Speak English b. Building Self Motivation
3.	Shyness	<ul style="list-style-type: none"> a. Keep Trying, Practicing, and Learning b. Positive Thinking, Making Jokes, and Ignoring Friends c. Preparing
4.	Fear of Making Mistakes	<ul style="list-style-type: none"> a. Keep Trying, Practicing, and Repeating Vocabulary b. Asking for a Friend's Help or a Teacher's Help c. Building Self-Confidence and Making Jokes
5.	Anxiety	<ul style="list-style-type: none"> a. Try to be Relaxed and Confidence b. Positive Thinking and Asking Friend’s Help c. Repeating and Memorizing Vocabulary d. Code Mixing and Pretending Not to be Panicked

Discussion

This study has displayed the data about the psychological problems faced by the eleventh-grade students of MAS Ulumul Qur’an Banda Aceh in speaking, factors leading to the problems, and students’ coping mechanism of the psychological problems in speaking. The researcher will first discuss about the psychological problems faced by the students in speaking English in the classrooms. Based on the research findings, it was found five psychological problems commonly faced by the students in which fear of making mistakes is the highest psychological problem faced by EFL students in English-speaking classrooms with the percentage average of 72% from sixty-four students who experienced it. The second psychological problem experienced by students when speaking English is anxiety with the

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percentage average of 59% from sixty-four students facing the problems. While, the third and fourth psychological problems commonly faced by EFL students are lack of confidence with an average percentage of 53%, and shyness to speak English with an average percentage of 46%. Furthermore, the last psychological issue that may hinder students from speaking English in the classrooms is lack of motivation with an average percentage of 25%. All of those problems assumes may hinder the students to speak English in the classroom. Joyce (1997, as cited in Nunan, 1999); Brown (2001); Gebhard (2006); Schwartz (2005); Thornbury (2005); and Juhana (2012) revealed that psychological factors such as anxiety, shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Moreover, There were many factors leading to psychological problems faced by the learners in speaking English. In this regard, the researcher's finding was in line with the result findings of the previous researchers, such as Taiqin (1995), Juhana (2012), and Nijat et al. (2019) which revealed that fear of making mistakes was the most common psychological problems faced by EFL students when speaking English. Most of the students were afraid of forgetting their vocabulary and mispronouncing the words. In this regard, the students were afraid to make mistakes because of being laughed at by their friends and being judged negatively by their friends. Those findings are in line with Zang (2006, as cited in Chen et al., 2012) and Juhana (2012), which claims that students are terrified of making mistakes because they are concerned that their peers would laugh at them and give them negative feedback if they make an English error. Gardner and Davies (2014) claim that, in most cases, the fear of making mistakes is linked to negative assessment and correction by teachers. Where as in this research, it was found that terrified of appearing foolish as one of the factor that make the student afraid of making errors when speaking English. Consequently, students gradually become unable to talk in English class as a result of this condition.

Concerning the factors leading to anxiety issue in the English-speaking classrooms, communication apprehension can make students feel anxious to speak. The students felt shy in communicating with people since they were felt that someone was observing them. Besides, students were also afraid of being misunderstood by peers and teachers as they felt that they could not speak English well. Another factor was fear of negative evaluation in which the students were afraid of the negative judgment from other students. These research findings are in line with the theories proposed by Horwitz, Horwitz, and Cope (1986) who divide three factors that influenced students' performance anxieties. Among them were

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communication apprehension, test anxiety, and fear of negative evaluation. Juhana (2012) added that the students felt anxious to speak because they got nervous and fear what they said was wrong. Besides, researcher in this study found another factors that make the students become anxious while speaking English which was the feeling that they could not perform as well as their friend's performances.

In addition, the factors that lead to students' lack of confidence in speaking English were their inability to speak English. The students were unable to pronounce the word correctly and it make them feel unconfident to speak. This research finding is in line with Juhana (2012) and Chen et al. (2010) who stated that the cause of feeling lack of confidence was their inability to speak English. Besides, the students' negative attitude towards English also affected their confidence in speaking English. Furthermore, they felt a lack of confidence because they were afraid to make mistakes and be laughed at by friends. Feeling anxious and being underestimated by friends also reduce their confidence in speaking English. Furthermore, Brown (2001) added that another factor contributing to students' lack of confidence was the lack of encouragement from the teacher.

Moreover, shyness as another psychological problem faced by students also was affected by lack of ability to speak English, similar to lack of confidence and anxiety factors. Furthermore, being afraid of making mistakes and being mocked by friends also make the students feel shy to speak English. Besides, the students felt shy because they were naturally shy people. This finding was in line with Bowen (2005; Robby, 2010, as cited in Juhana, 2012) arguing that some shy learners are caused by their nature.

Based on the research finding, most of the students were not have problems regarding motivation to learn English. It was only 25% of students who feel unmotivated to learn English which affected by an unsupportive learning situation in which their environment was not accommodating them to speak English. Besides, students were felt unmotivated to learn because they perceived that English is difficult to learn and they also disliked English subjects. They prefer to use Bahasa than English in English speaking classroom. Some of them shared that they more likely to learn Bahasa Indonesia than English since English is difficult for them. This negative attitude toward English makes them passive in the classrooms. In addition, the student's lack of motivation to speak English was also affected by lack of opportunity to speak in the classroom, which is the same as what has been found in prior study, i.e. students with high levels of anxiety are often quite easily stressed and anxious, which lead them to talk less (Saputra, 2018). They rarely speak English either with

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their classmates or their teacher. It reduces their enthusiasm to speak English. In relevance to the previous study, Babu (2010, as cited in Dalem, 2017) claims that students' reluctance to speak English in the classroom is due to a lack of enthusiasm in studying. Furthermore, Juhana (2012) argued that students' lack of motivation is caused by the teacher's way of teaching. In addition, Gardner (1993, as cited in Nunan, 1999) added that the students were unmotivated to speak because of uninspired teaching, boredom, a lack of perceived relevance of materials, and a lack of awareness about the instructional program's purposes. In this case, the teacher should select an interesting teaching technique to boost the students' motivation. Besides, the teacher also might provide a constant encouragement for the students, such as frequently asking them about the speaking barriers they faced in the classrooms, as teaching strategies could also influence the students' speaking anxiety (Al-Esaifer & Alshareef, 2018).

This research findings also revealed the students' coping mechanism to overcome their psychological problems. The researcher found that to reduce their fear of making mistakes, the students tried to build their self-confidence by reading a motivational book or watching motivational videos, creating more relaxed conditions such as making jokes before speaking and asking friends' help or teacher's help. It is in line with prior study which also revealed that the students tend to reduce their anxiety by having preparation, positive thinking, relaxation, and peer seeking (Rizkiya & Pratolo, 2023). Besides they were also tried to minimize their mistakes by increasing their speaking ability such as practicing and repeating the vocabulary so the mistakes can be avoided. To help students in overcoming their fear of mistakes, the teacher needs to support the students by frequently asked their obstacles in speaking and provide a relaxed condition in learning English. In this regard, Zua (2008, as cited in Nijat et al., 2019) stated that the teacher should build emotional bonds with her/ his students. By building emotional bonds, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make mistakes. Though, it is also a highlighted point that has been found in prior study which mentioned that English class did not cause students to feel pressure (Gatcho & Hajan, 2019).

In addition, it was found in the result findings that to overcome their speaking anxieties, the students tried to be relaxed and confident. They tried not to be panic by taking a deep breath, avoiding eye contact with the audience, and looking around the classrooms, which could be taken into account as non-verbal cues (Susanti & Nova, 2023). Besides, they were also thinking positively and asking their friend's help to assure themselves whether the way they talked was good enough or not. Then, other efforts such as repeating and

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memorizing vocabulary, and code-mixing also could be the solution for students to overcome their anxiety. In addition, Sato (2003) stated that to overcome anxiety among students, teachers should be more aware of apprehension in students and create strategies that allow students to participate more in oral activities. Furthermore, positive reinforcement (Tsiplakides & Keramida, 2009) and motivating students (Juhana, 2012) are important to be noticed by the teacher because they can reduce students' anxiety.

The researcher also found that to overcome their lack of confidence, the students were doing preparation before speaking, such as memorizing or repeating vocabulary. Besides, the students were kept trying to speak whenever the teacher asked them to speak, praying, avoiding eye contact, and doing code-mixing. In this regard, Yi Htwe (2007, as cited in Juhana, 2012) shares the strategy to build students' confidence. He believes that increasing students' exposure to English is an effective strategy to boost their confidence. In line with this, Kubo (2009) suggests that teachers might provide regular opportunities for students to practice accurate pronunciation and intonation, as well as to speak freely to boost their confidence in speaking English.

Moreover, based on the research findings, the student did some efforts to overcome their shyness. They keep trying to speak as well as possible, practicing and learning more English vocabulary and how to pronounce it properly, being positive thinking in which they tried to believe in their speaking capability, even though they might feel uncomfortable situation, such as heartpounding or confusion (Nirwana, Rosayanti, & Mahrus, 2023). Whatever will happen to them after speaking, they just kept smiling and pretending that they did not make any mistakes. They were also making jokes, ignoring friends, and preparing before speaking in front of the classroom, so it helped them to overcome the shyness they were feeling. In this regard, it was important for a teacher to create emotional rapport and encourage the student to speak. As suggested by Zua (2008, as cited in Nijat et al., 2019) to eliminate shyness, students and teachers should establish an emotional rapport. This creates a comfort zone between the teacher and the students. The students will have more faith in the teacher because of the pleasant environment, and they will not be afraid to speak English. Leong and Ahmadi (2017) suggested that a welcoming and cooperative setting will assist students in overcoming their challenges with oral performance.

Regarding the students' coping mechanism to overcome their lack of motivation, most of the students claimed that they are trying to motivate themselves by building self-motivation by reading English articles, listening to English music, watching English movies, and

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listening to people who talked in English. Besides, they also motivated themselves by inviting their friends to learn and speak English. Furthermore, one of the participants was also expected that their teacher also encourages them to speak English in the classroom so it made them did not feel bored. This finding was in line with Juhana (2012) which revealed that some students tried to motivate themselves by keeping studying English. Furthermore, according to Aftat (2008, as cited in Nijat et al., 2019), teachers should constantly encourage and support students, as well as encourage discussion that reveals the cause of their problems. This is important because encouragement gives students a sense of belonging and security in their studies.

The students efforts in overcoming their psychological problems above indicated that they faced a serious psychological problems in English speaking classroom. This research findings about the psychological issues are expected to be a consideration for the teachers, schools and stakeholders to provide a solution and support students in learning English

CONCLUSION AND SUGGESTION

This study revealed that the eleventh-grade students of MAS Ulumul Qur'an Banda Aceh were experienced the psychological problems in speaking English in the classrooms. They were fearing of making mistakes during conversation in the classroom, anxiety, lack of confidence, lack of motivation and feeling shy with teacher and their classmates. Among them, the most common problem they faced was afraid to make mistakes.

Moreover, the result finding from the interview also showed that there were many factors may lead the students face the psychological problems, such as afraid of being laughed at and mocked by friends, afraid of being misunderstood by peers and teachers, lack of ability to speak English, being shy by nature, communication apprehension, fear of negative evaluation, feeling anxious, afraid of making mistakes, being underestimated by friends, unsupportive learning atmosphere, dislike English or having negative attitude towards English, and less speaking practice.

Furthermore, the researcher also found the efforts that the students done to overcome their psychological problems. Based on the findings, it shows that the students overcame their psychological problems by trying to practice English, repeating the vocabulary, asking friends' help or teacher's help, making jokes, try to be relaxed and confident, positive thinking, code-mixing, pretend not to be panicked while speaking English, tried to keep learning and practicing, preparing before speaking, keep trying and praying, avoiding eye

contact, prepared material before speaking, inviting friends to learn and speak English, and building self-motivation.

In this regard, English teachers are suggested to give the opportunity for all of their students to practice English in the classroom. The teacher is expected to be more aware of the student's psychological problems. In this case, the teacher should understand that each student has a different character, different level of ability in English subject, and have different problems in learning or speaking English in the classrooms. Therefore, the teacher should facilitate learning based on their needs. Furthermore, the teacher should utilize an appropriate strategy in speaking class to encourage students to actively participate in speaking English in the classroom. The teacher needs to create an encouraging and comfortable learning situation and use authentic activities or materials to motivate students in learning or speaking English. Moreover, it is critical to establish an emotional bond between students and teachers to create a comfortable zone between the teacher and the students. The students will have more faith in the teacher because of the pleasant environment, and they will not be afraid to talk in English.

For students, it is suggested from the data of this study that overcome their anxiety, lack of confidence, and shyness while speaking English, the students are suggested to invite their friends to practice English in the classroom. If they were accustomed to practice English, it may help them to reduce their lack of confidence, their shyness and anxiety. Besides, pretending not to be panicked and making jokes also can help them to deal with their anxiety, lack of confidence, and shyness. Being prepared before speaking also suggested to reduce their shyness in speaking performance. In addition, to reduce they fear of making mistakes, the researcher suggested the students to regularly memorizing vocabulary and practice how to pronounce it well. Asking friend's or teacher help while making mistakes also could reduce their fear. While to motivate themselves, it was important for the students to build self awareness that English is an important language to be acquired. Some participants were influenced by the Acehnese people's stigma in which Arabic language is more important to be acquired than English. This stigmatization affected the students attitude toward English language which considered English was not important as Arabic. The students could watch any motivation videos or reading motivational books to motivate themselves.

Limitation

There may be some limitations in this study. This study was limited by only using a semi-structured interview to obtain the qualitative data. Applying more research instruments

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would help the following researchers obtain more informational-rich data. Besides, selecting different interviewees for different psychological problems would be better to obtain more specific information.

Implication

The researcher suggested that the school and stakeholders should be aware that psychological problems could hinder students from mastering English language skills, especially speaking skills. Thus, the school should support the students in speaking English by applying the immersion English programs. So, it allows students to speak English in the school environment. Besides, the school should also support the teacher in applying exciting teaching materials and activities in teaching English by accommodating the facilities, such as providing the LCD/ Infocus in the classroom. Furthermore, to make the students have a positive attitude toward English, the school should invite native speakers to visit the school and practice English with the students. Then, the school should also engage in a study tour between the schools in the city or have an English debate. Thus, the students could share their opinions, knowledge about English, etc. The students are expected to like to learn English by conducting these activities. The researcher also recommends further investigating the teacher's perception of students' psychological problems and how they overcome them when teaching English.

ACKNOWLEDGMENT

In the name of Allah SWT, the Most Gracious, the Most Merciful. We want to thank the Almighty Allah, who has given us health, strength, and the ability to accomplish this paper. Blessing and peace are also sent upon our beloved prophet Muhammad SAW, who has directed us to the right path. We are grateful to all the lecturers, staff, and librarians of the Graduate Study Program of English Education Faculty of Teacher Training and Education, Syiah Kuala University, who have helped us during the research completion process. We also thank the headmaster of MAS Ulumul Qur'an Banda Aceh, Djameluddin Husita, S.Pd., MSi, for allowing us to conduct the research at the school. We also direct our special thanks to the students of XI MIPA Putra and XI MIPA Putri for their kindness in participating in our research.

BIO-PROFILE

Nanda Astuti holds her Bachelor of Education (in English Education) from Universitas Syiah Kuala in 2014. She also finished her Master's Degree program in English Language Education at Universitas Syiah Kuala, Banda Aceh, Indonesia.

Corresponding email: nandaastuti23@gmail.com

Siti Sarah Fitriani is a lecturer at the English Language Education Department of Universitas Syiah Kuala, Banda Aceh – Indonesia. She completed her Bachelor's degree in English Education at Universitas Syiah Kuala in 2006. She finished her PhD at the University of New England (UNE), Armidale – Australia. Before taking her PhD candidacy at UNE, she completed her Master's in Applied Linguistics at Macquarie University, Sydney - Australia. She is now a reviewer for SiELE and EEJ journal publications. She is also the editor-in-chief of the English Education Journal. Her research interest is in literacy, language teaching methods, and approaches, including genre approach for teaching English as a Foreign Language (EFL), especially metacognition and communicative language teaching.

Corresponding email: ssfitriani@unsyiah.ac.id

Kismullah is a lecturer at the English Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Syiah Kuala. Majoring in TESOL for his graduate diploma, Applied Linguistics for his Master's degree at La Trobe University, and Sociolinguistics for his Ph.D. at Deakin University, Australia, Kismullah now teaches at both the postgraduate and undergraduate programs. His research interests include English teaching, classroom pedagogy, language change, dialectology, literacy and education, English literature, and studies in applied linguistics.

Corresponding email: kismullah@unsyiah.ac.id

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