

## **PSYCHOLOGICAL FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE AT ELEVENTH GRADE STUDENTS' IN SMK AL-INAYAH TEBO**

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### **ABSTRACT**

This research is about students who have some problems in speaking English. This research was conducted at the Vocational High School Al-inayah Tebo. The purpose of this study was to determine the factors that influence students' difficulties in learning English skills. The design of this research used qualitative descriptive method. The subjects of this research were students and teachers of eleventh grade at the Vocational High School Al-inayah Tebo. The research data were collected using observation and interviews. The result showed that students experienced several problems that were influenced by their psychological factors in speaking English, such as : Lack of motivation, Anxiety, Lack of confidence, Shyness, Fear of making mistake, Learning environment Factors, Performance condition factors. From these problems, the most dominant factor was fear of making mistakes. Most of the students stated that they were afraid to speak because they could not pronounce it. Most of them are afraid if they make mistake so they better not speak English.

*Keywords:* Eleventh Grade, Psychological Factors, Speaking Performance

### **A. INTRODUCTION**

Knowing about facts on how a language is used orally by a certain person, it is true that producing a good speaking performance in English is not easy for students. In addition, acquiring English speaking is not as easy as first language for the Indonesian students especially students' of vocational high school Al-Inayah Tebo where English as a foreign language for them. Brown (2004:140) stated that it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. English becomes one of compulsory subjects taught in Indonesia from elementary to university levels where it indicates that students' of vocational high school Al-Inayah Tebo have studied English for many years. Based on this phenomenon, it is very interesting to highlight why students still regard as low achievers in spoken English.

In Vocational High School Al-Inayah Tebo, the process of learning a foreign language, especially English, has been a constant headache to the teachers. In spite of the great efforts, energy, and money for changing the syllabus and teachers' training that have been spent still some learners fail to speak the language because of many reasons. That is the reason the researcher chose Vocational High School Al-Inayah Tebo as the research site.

Difficulties of students on performing English speaking probably caused by cognitive ability or psychology factor. Harmer (2007:345) stated that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Fauzan, et.al (2014) there is the feeling of being afraid in making mistakes, shyness, lack of confidence, lack of aptitude and motivation, and also anxiety instance which exist when the students have speak in front of the class. For the instance, the behavior of being too shy, anxious, and fear of making mistakes are caused by opportunity that the students seldom to get speak as well as corrections which are given by the teacher directly when the students are performing their speaking.

Furthermore, many experts point out that factor of psycholinguistics give the most negative influence to the students' speaking activities. Ellis (2000) stated that learners sometimes talk about their own practice, identifying problems with it and discussing ways in which they can be put right. Haidra, et.al (2014) also stated that not only presents the negative influence, the psychological factors can make the students' English speaking performance difficult. As an example Putri, et.al (2014) said that has conducted a research on the correlation between anxiety as one of the psycholinguistics factors and students' speaking performance. In addition, there is a significant positive correlation between low anxiety score got by the students and their speaking performance. Psycholinguistic factors which affect the students' oral performance and which psycholinguistic barriers the students from speaking

### **1. Psychological Factors**

Psychological factor includes cognitive process that can produce meaningful and grammatically correct sentences from grammatical structures including process that make expressions, words, and writings. Ellis (2003) stated that psycholinguistic is the study of mental

structure and process involved in the acquisition and use of language. In addition, psycholinguistic is science that discusses the process of acquiring and using language.

It has been mentioned that there are some psychological factors that affect students speaking performance when practicing their speaking and they are interrelated to each other. Each of them is explained below.

## **2. Internal Factor**

Internal factor that come from learner it's-self. Internal factor imply cognitive and affective factors such as lack of motivation, fear of making mistake, lack of confidence, anxiety, and shyness.

### **Lack of Motivation**

Motivation is regarded as the desire of students in learning a language. Ellis (2000) stated that motivation is important to notice the students that it can affect students' reluctant to speak in English. It is mentioned that motivation is a key to students learning success. It is not enough when the students just have the desire to learn the language, the students also need to provide a great effort to reach their goal.

In this case, motivation is consider as an important factor to successful communication. Students with a strong motivation to succeed can persist in learning and gain better than those who have weaker motivation of success show that building student motivation to learn is urgent for every teacher. Zua et.al, (2008) stated that no matter what kinds of motivation the learners process it will enhance their study interest.

Nunan (1999) stated that the causes of students' lack of motivation as example uninspired teaching, bored, lack of perceived relevance of materials an lack of knowledge about the goals of the instructional program. Uninspired teaching, for example, affects students' motivations to learn. In this study, a monotonous teaching reduces the students motivation due to their feeling of bored. This shows that paying attention to those three factors is vital.

### **Anxiety**

Anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled. Foreign Language Anxiety (FLA) seems to be occurred very often in the process of the language learning. The students cannot neglect the existence of being afraid and have a great tension when they think of foreign languages. In addition, there is also a possibility of losing face and accepting ignorance from people who speak the foreign language if their speaking can't be understood or not acceptable.

Horwitz et.al, (2001) stated that among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In addition, paying attention to this factor of learning should also be taken into consideration. Anxiety about speaking certain language can affect students' performance. It can influence that the quality of oral language production and make individuals appear less fluent than they really are. The definition above suggested that the teacher should make attempt to create a learning atmosphere which gives students more comfortable situations in their learning activities. Anxiety appears from the students inner feeling spontaneously when they are speaking English. For the instance, the students believe that others students are smarter than their classmate. This phenomenon would be disturbed their psychology, as a result, students' willingness in speaking will be down. Attitude in speaking activities is very important, based on context students have choose the appropriate attitude in order to get the good speaking situation. This attitude involves evaluation by which to attack good or bad quality to some topics, an organization or a person. Attitude contains the way expressing the feeling. For the example, the students give information about bad news but the information without expressiveness of sad, in these cases, the information is not convincing.

Juhana et.al, (2012) stated that found out three main causes of students' anxiety they are communication apprehension, test anxiety and fear of negative evaluation. Communication apprehension refers to the students' ability to communicate the target language. Students low ability in this aspect in many causes of anxious feeling among many students. The next causes which are test anxiety deal with students' fear of being tested. The last causes is has to do with other students' evaluation. In this study, often happen that the other students' evaluation causes anxiety among students themselves. Liu et.al, (2007) stated that fear of being evaluated by their teachers is also another factor affecting students anxiety.

### Lack of Confidence

Lack of confidence is commonly understood that students' lack of confidence usually occurs when students realize that their partners of conversation have not understood them or when they do not understand other speaker. In this case, the students would rather keep silent while others do talking and showing that the students are lack of confidence to communicate. Tsui (1999) stated that the students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This is show that building students' confidence is an important part of teachers' focus of attention. It is that mean the teacher should also learn from both theories and practical experience of how to build the students' confidence. In this case, many students think that their English is bad and feel that they can't speak English well. Chen et.al, (2010) stated that main cause of students' confidence is their ability in speaking English. Brown (2001) stated that in other cause of students' lack of motivation also deals with the lack of encouragement from the teacher. In this context, teachers do not think this convincing students' that they are able to speak English is important. As a result Brown (2001) stated that students find the learning demotivating rather than motivating. That is suggest encouragement becomes a vital thing in order to build students' confidence.

### Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak. This is indicates that shyness could be a source of problem in students learning activities in the class especially in a class of speaking. Gebhard et.al, (2000) stated that paying attention on this aspect is also quite important in order to help the students do their speaking performance in the classroom. In addition, speaking in front of people is one of more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forgot what to say. Therefore, students inability in speaking is also influenced much by their feeling of shyness. In another words, it can be said that shyness plays an important role in speaking performance will be done by the students.

Robby et.al, (2010) stated that shyness of the student caused by their nature that they are very- quite. In this study, students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of the class. In addition, most of

English students feel shy when they speak the language because they think they will make mistake when they talk in front of the class. The students also afraid of being laugh of their friends. Students' shyness is their perception on their own ability. In this case, they are afraid of being laugh of their friends due to their low ability in speaking English.

Being shy would be influence students confidence in speaking performance. Students who lack of confidence will get difficulty to delivered a sentence. It might cause, the students afraid to make mistake. Students' mockery also influence student confident in talking. One example, a student master in linguistic knowledge in speaking, but the students shy to speak in English because they get mockery from their classmate.

#### Fear of Making Mistake

Fear of mistake becomes one of the main factors of students' reluctant to speak English in the classroom. Lestari et.al, (2008) stated that this fear is linked to the issue of correction and negative evaluation. In other words, this is also get much influenced by the students' fear being laughed at by other students or being criticized by the teacher. The result, students common stop participating in the speaking activity. That is important for teacher to convince their students that making mistake is not a wrong or bad thing because the students can learn from their mistake.

In this case, the students feel afraid of the idea of making mistake as they are worried that their friend will lough of them and receive negative evaluation from their friends if they make mistake in speaking English. Kurtus et.al, (2001) stated that the primary reason for fear of making mistake is that student afraid of looking foolish in front of class and they are concerned about how others people will see them. the students' who fear of making mistake in speaking English has been a common issue especially in English foreign language context like in Indonesia. Middleton et.al, (2009) suggested that most of students EFL are afraid to try and to speak in a foreign language they learn. In this study, students do not want to look foolish in front of the class. In other case, they also worry about how they will sound and scare of talking silly and so on.

### 3. External Factors

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There are some external factors that affecting students speaking perform:

#### Performance Condition

Performance condition is condition and situation when perform. Zinio (2017) stated that performance condition can affect speaking performance. Including the types of performance condition, namely suggest include time pressure, planning, the standard of performance and the amount of supports. According to Tuan & Mai (2015), students perform a speaking task under a variety of condition. They believe that performance conditions can affect speaking performance. In addition, performance condition has important part to success speaking performace.

#### Learning Environment

Minghe & Yuan (2013) said that another external factor that affect students speaking performance is the lacking of good language learning environment. English as a language to communication, so have a good language environment can effectively promote learning. For most of Indonesian students, English as a foreign language they learn at school, and most of the students communicate use their native language and too lazy to practice their English outside the classroom activity.

## **B. METHOD**

This study is a qualitative study since the researcher analysis detail information from participants to capture the whole pictures of phenomenon happened in natural condition. The phrase qualitative methodology refers in the broadest sense to research that produces descriptive data people's own written or spoken words and observable behavior (Wiley, 2016:8). Observation is used as technical data of data gathering, in qualitative approach observation is defined as a process of fieldwork. The researchers analyzed the students' activity, watched, listened and wrote why they made some problems when they do speaking performance. The researcher used audio recorder and written from in as a tools to get valid data or representative data. In this case the researcher filed the observation based on class situation by use field note. Field note was done in 4 meeting until the researchers get saturation of the data. The researcher choose the field note since the researcher act as participant observer which only observers the event without involved being a participant and field note will be the shadow



of the things the researcher will do. Moreover, this research the researcher used unstructure interview. During the interview the researcher also asked another question which focus on a goal of research. Interview was conducted in the form of Indonesian language it is done to avoid misunderstanding during the interview.

## **C. FINDINGS AND DISCUSSION (12 pt)**

### **1. Findings**

According to the observation and interview with the students, the researchers got the point that most of them did not like English so much and also hate English. The students feeling of English was changeable, it was depend on the material, the teacher, the method used by the teacher and also the time. When they learn English during the day their face looks very lazy to study, their face look sluggish, if the teacher ask them, they answer it limply in a low voice. When the material was so difficult, they would be do not like English. But if the material was easy and it was would like English. Then, another condition the students would like English if the teacher was kind and the method was interesting. But if the teachers was not kind according to the students rating and the process was not interesting, they would hate English. However, the students of eleventh grade of vocational high school were just teenager that everything could be changed them.

To turn the cause of anxiety, students said that they felt anxious to speak English because they got nervous and fear what that said was wrong. According to interview with almost of the respondents, most of them were felt nervous when they tried to speak English. It's also could be seeing when the researcher made the observation class and the speaking test before. The student were nervous when they practice their speaking in front of the class because of they are forgot about what they want to say in front of the class. But if, they remember about their material they were not felt nervous.

In the observations process when the researcher observing the students when they speak in front of the class, the students who lack of confidence they will lower their volume of their sounds than usual when they speaking in front of their classmate. Most of the stduents that lack of confidence prefer not to be noticed by their friend when they speaking English in front of their friends, because the lack of facus of the audience will reduce the nervouseness they feel.



Things students do because they lack confidence in what they say. They are afraid that their friends will hear their mistakes so they reduce the volume so that their friends do not know their mistakes.

According to the researcher observation during the learning and teaching process, almost of the student when they were shy during the perform their speaking in front of the class they will reflexively cover their face with the books, hand, or other objects that can cover parts of their face. This is done to reduce their shyness when they perform English speaking in front of their friends. Another things or reflexive action that students do when they are embarrassed to speak in front of the class they will smile a lot.

During the observations, the researcher finally thought that one of basic effect that made low in speaking when they speak English it was about their practice. During observation also, the researcher know that the teacher gave so many kinds of speaking materials and was so varieties. The teachers gave the many kinds of material in speaking. But in the process, she just asked them to read it without made a practice in front of the class. So, the students rarely practice their speaking in front of the class. From this fact the researcher take conclusion that why students afraid to speaking in front of the class because of they seldom to practice their speaking. Another problem according to the students was about the environment and their habitual. It was right that the environment was not support the students to be good in English speaking. There was not their habitual to speak English there.

According to performance condition has important part to success in speaking performance, with maximum opportunities to perform their speaking made the student performance condition being effectively. Sometimes the students have to give the opportunities as much as possible. Because another factor that may be influence in learning English about the maximum the opportunities

## **2. Discussion**

according to Gebhard (2000) most of the problem in psychological factors that affect students in English speaking performance is fear of making mistake, feeling shy, lack of confidence, lack of motivation, and anxiety, learning environment and performance condition. So, the student English problem is the student psychology conditions still affect their own confidence

so that there are many psychological factors that affect them in their own speaking performance.

Brown (2007) stated that no successful cognitive or affective activities can be carried out without some degree of self-confidence, knowledge yourself, and believed in your capabilities for that activity. Based on the data gained during the observation regarding with above speaking activities, the researcher found that psychological factors that affecting the students speaking activities in group o individual activities are kind same. The researcher has explained about the ability of Vocational High School Al-Inayah Tebo which in low level in the previous chapter. Most of them have trouble to speak English. So the researcher has been known from the previous finding that there some problems among the students. There are some factors that affect student's English speaking performance from this research there are : Internal factor that include ( Lack of motivation, Anxiety, Lack confidence, Shyness, Fear of making mistake), and External factor include (Performance condition, Learning environment).

Concerning with the research finding above, the result shows that most of the students are lack of motivation factors beside the anxiety and lack of confidence, becomes the psychological factors which affect the student decision when they will speak English. Ellis (2000) stated that motivation is important to notice the students that it can affect students reluctant to speak in English. In addition, it is important for the teacher to be aware that motivation has significant impact to the student's achievement in English language learned as it is considered to be one of the dominant factors to determine whether the students succeed or failed in acquiring an English language.

Zua et.al, (2008) stated that no matter what kinds of motivation the learners process it will enhance their study interest. It is mentioned that motivation is the key to students' learning success. The students' motivation was low. Although, they were told the researchers that they were thought that learning English is important, but the fact showed that their ways and their motivation to learn it especially learning English speaking was need to be increase. It has been proven in many studies that student with a strong maotivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher inspired teaching, boredom, lack of

perceive relevance of materials and lack of knowledge about the goals of the instructional program. That is as the further says, very often become source of student's motivation uninspired teaching, for example, affect student's motivation to learn.

#### **D. CONCLUSION**

The result showed that students have some factors psychology that affect them such as : low of motivation, lack of confidence, fear of making mistake, anxiety, shyness, performance condition, and learning environment. From the problem has explained above the dominantly psychological factors that affect students in English speaking performance is fear of making mistake. Most of them stated that they did not want to speak English, they afraid to make some mistake because they not used to speaking using English. Most of the students were afraid pronouncing the words. All of the students were of confidence, shy and afraid to pronounce the words. The students said that speaking English is very difficult because how to write and how to pronounce the words are so different and made them confused.

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