

**AN ANALYSIS OF THE CAUSES OF PSYCHOLOGICAL
PROBLEMS IN THE FOURTH SEMESTER ENGLISH
SPEAKING CLASS AT UNIVERSITAS MUHAMMADIYAH
MAKASSAR**



A THESIS

*Submitted to the Faculty Training and Education Universitas Muhammadiyah
Makassar in Part Fulfillment of the requirements for the Degree of Education in
English Education Departement*

**ISMUL INAYAH SYAM
105351105720**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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LEMBAR PENGESAHAN

Skripsi atas nama **Ismul Inayah Syam** NIM **105351105720**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 261 Tahun 1446 H/2024 M, tanggal 22 Safar 1446 H/27 Agustus 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu **31 Agustus 2024**.

Makassar, 26 Safar 1446 H
 31 Agustus 2024 M

Panitia Ujian:

- | | | |
|------------------|---|---------|
| 1. Pengawas Umum | : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU | (.....) |
| 2. Ketua | : Erwin Akib, S.Pd., M.Pd., Ph.D. | (.....) |
| 3. Sekretaris | : Dr. H. Baharullah, M.Pd. | (.....) |
| 4. Dosen Penguji | 1. Dr. Nurdevi Bte Abduk, S.Pd., M.Pd. | (.....) |
| | 2. Dr. Hj. Ilmiah, S.Pd., M.Pd. | (.....) |
| | 3. Dr. Siti Maryam Hamid, S.Pd., M.Pd. | (.....) |
| | 4. Dr. Andi Bulkis Maghfirah Mannong, M.Pd. | (.....) |

Disahkan Oleh:
 Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
 NBM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : An Analysis of The Causes of Psychological Problems in The
Fourth Semester English Speaking Class at Universitas
Muhammadiyah Makassar

Name : Ismul Inayah Syam

Reg. Number : 105351105720

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 31 Agustus 2024

Approved By

Consultant I

Consultant II

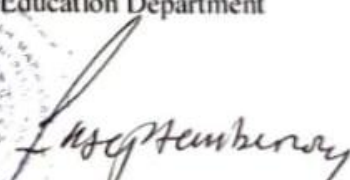
Dr. Nurdevi Bte Abdul, S. Pd., M. Pd
NIDN. 0910048402

Hijrah, S. Pd., M. Pd.
NIDN. 0916018404

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

iii

COUNSELING SHEET FOR PROPOSAL CONSULTATION



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 299 Makassar
Telp : 0811 1732101 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Ismul Inayah Syam
NIM : 105351105720
Department : English Education Department
Title : An Analysis of The Causes of Psychological Problems in
The Fourth Semester English Speaking Class at Universitas
Muhammadiyah Makassar
Consultant I : Dr. Nurdevi Bte Abdul, S. Pd., M. Pd.

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Makassar, 13 Agustus 2024

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp 0811 1782171 (Secretary)
Email prodi@umh.ac.id
Web bg.fkip.umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Ismul Inayah Syam
NIM : 105351105720
Department : English Education Department
Title : An Analysis of The Causes of Psychological Problems in
The Fourth Semester English Speaking Class at Universitas
Muhammadiyah Makassar
Consultant II : Hijrah, S. Pd., M. Pd.

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Tue/13/8/24	V	→ where's your CV?	H
Wed/14/8/24		→ prepare yourself & study hard / See	H

Makassar, 13 Agustus 2024

Approved by:
Head of English Education Department


Dr. Ummi Khadrati Syam, S.Pd., M.Pd.
NBM. 977 807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Ismul Inayah Syam

NIM : 105351105720

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis of the Causes of Psychological Problems in the Fourt Semester English Speaking Class at Universitas Muhammadiyah Makassar

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Makassar, 13 Agustus 2024

Yang membuat pernyataan

Ismul Inayah Syam



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SURAT PERJANJIAN

Saya yang bertandatangan dibawah ini:

Nama : Ismul Inayah Syam
NIM : 105351105720
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

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Ismul Inayah Syam



MOTTO

“Barani patalasa’ barani pattasa’, be clean, be healthy, be happy”

DEDICATION

This thesis is dedicated to myself, my beloved parents, and my little sister who have always been an encouragement in my life.

ABSTRACT

Ismul Inayah Syam, 2024. “An Analysis of the Causes of Psychological Problems in the Fourth Semester English Speaking Class in Universitas Muhammadiyah Makassar”. Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Hijrah.

This study aims to find out the kinds of students' psychological problems are faced by students in speaking and the causes of students' psychological problems in speaking. This research method is qualitative research with phenomena experienced by the research subjects, namely psychological problems. Research data were collected through observation and interviews. This research was conducted in the fourth semester speaking class of Universitas Muhammadiyah Makassar using 7 students as the main subjects. Data analysis techniques used data reduction, data display, and drawing conclusions/verification.

The results of this study indicate that psychological problems that affect students' speaking abilities, with a focus on anxiety, shyness, fear of making mistakes, and lack of self-confidence. Anxiety is caused by fear of speaking incorrectly and lack of vocabulary, which is overcome by practicing and preparing oneself. Most students do not show any signs of shyness when speaking in front of the class. Regarding to the fear of making mistakes, many students often confused when speaking, in terms of lack of self-confidence, most students do not show closed body language, but some often rely on visuals or notes when speaking. Lack of self-confidence is mainly caused by deficiencies in grammar, vocabulary, and pronunciation, as well as difficulty understanding instructions in English, making them feel left behind compared to their peers. Therefore, it can be concluded that anxiety has a significant impact on students' speaking ability, especially related to the fear of making mistakes and lack of vocabulary. Although most students do not show signs of embarrassment or awkwardness, they experience anxiety in varying degrees when speaking in English. Lack of self-confidence is also a major factor, especially due to deficiencies in grammar, vocabulary, and pronunciation.

Keywords: Speaking, English Class, Psychological Problems

ABSTRAK

Ismul Inayah Syam, 2024. “An Analysis of the Causes of Psychological Problem in the Fourt Semester English Speaking Class in Universitas Muhammadiyah Makassar”. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul dan Hijrah.

Penelitian ini bertujuan untuk mengetahui the kinds of students' psychological problems are faced by students in speaking dan the causes of students' psychological problems in speaking. Metode penelitian ini adalah penelitian kualitatif dengan fenomena yang dialami oleh subjek penelitian, yaitu masalah psikologi. Data penelitian dikumpulkan melalui observasi dan wawancara. Penelitian ini dilakukan di kelas speaking semester empat Universitas Muhammadiyah Makassar yang menggunakan 7 orang siswa sebagai subjek utama. Teknik analisis data menggunakan reduksi data, display data, dan penarikan kesimpulan/verifikasi.

Hasil penelitian ini menunjukkan bahwa masalah psikologis yang mempengaruhi kemampuan berbicara siswa, dengan fokus pada kecemasan, rasa malu, takut melakukan kesalahan, dan kurangnya rasa percaya diri. Kecemasan disebabkan oleh ketakutan berbicara salah dan kekurangan kosa kata, yang diatasi dengan berlatih dan mempersiapkan diri. Sebagian besar siswa tidak menunjukkan tanda-tanda rasa malu saat berbicara di depan kelas. Mengenai takut melakukan kesalahan, banyak siswa sering bingung saat berbicara, dalam aspek kurangnya rasa percaya diri, sebagian besar siswa tidak menunjukkan bahasa tubuh tertutup, namun beberapa sering mengandalkan visual atau catatan saat berbicara. Rasa kurang percaya diri terutama disebabkan oleh kekurangan dalam tata bahasa, kosa kata, dan pengucapan, serta kesulitan memahami instruksi dalam bahasa Inggris, membuat mereka merasa tertinggal dibandingkan teman-temannya. Oleh karena itu, dapat disimpulkan bahwa kecemasan berdampak signifikan pada kemampuan berbicara siswa, terutama terkait ketakutan membuat kesalahan dan kurangnya kosakata. Meskipun sebagian besar siswa tidak menunjukkan tanda-tanda malu atau kecanggungan, mereka mengalami kecemasan berbeda-beda saat berbicara dalam bahasa Inggris. Kurangnya rasa percaya diri juga menjadi faktor utama, terutama karena kekurangan dalam tata bahasa, kosakata, dan pengucapan.

Kata kunci: Berbicara, Kelas Bahasa Inggris, Masalah Psikologi

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This thesis was written to fulfill the requirement for obtaining an Undergraduate Degree in English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

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CHAPTER I

INTRODUCTION

A. Background

In learning English, there are four skills, namely listening, speaking, reading and writing. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. They also say that when trying to speak, students must mobilize their thinking and encode these ideas in the vocabulary and syntactic structure of the target language. Therefore, speaking is the ability to produce language and convey ideas. Based on the experience, one way to measure speaking success is effective communication, which means people can understand what is being said. Speaking is the ability to speak fluently and does not only assume knowledge of the characteristics of language. Learning to speak is an important part of learning English because good speaking ability is measured by fluency in the language. To establish an effective interaction, speaking is not just opening your mouth and saying words, it also involves the cultural background of the language used.

Therefore, improving speaking skills is important for students. Speaking has a major role in human interaction and communication, as highlighted by many theories. The four language skills (listening, speaking, reading, and writing), speaking seems to have the most significant role instinctively. Besides, the ability to speak has important value in everyday life because through speaking, we can

interact with other people and understand what they are talking about. Moreover, Thornbury in Fauzan (2014) stated that speaking is a natural part of everyday life, although it is often ignored. Every individual utters thousands of words every day because speaking is an activity that is carried out routinely.

The importance of speaking ability is in line with the level of difficulty it has. In this context, speaking is considered the most challenging skill compared to reading, listening, and writing. This is because speaking involves direct interaction when communicating. Many people feel that speaking a new language is more difficult than reading, writing, or listening because in speaking, we have to respond directly without the opportunity to edit or revise what we want to convey, as we can when writing. Therefore, many students in various countries experience difficulties in speaking, especially when using English as a foreign language.

Regarding speaking problems, many students still experience these problems, especially at the Universitas Muhammadiyah Makassar majoring in English education. In terms of Universitas Muhammadiyah Makassar, this university is located in a city that has excellent quality as evidenced by the accreditation score of "Unggul". Apart from that, in terms of the English language education department, this department has also been recognized for its excellent standards and quality as evidenced by the accreditation score of "Unggul". Furthermore, the Merdeka Curriculum as a new curriculum is implemented here, where students are encouraged to be more active in practicing the material and

become the center of the learning process so that they meet the appropriate Graduate Competency Standards as criteria regarding the qualifications of graduate abilities which include religious attitudes, knowledge, and skills.

Therefore, it is hoped that students majoring in English education can achieve the set graduation standards, both in each course and when completing their studies at university, so that they can become superior graduates and in demand in the world of work, especially in terms of English speaking skills. However, there are still many students who experience difficulties in developing speaking skills. This fact is supported by students' personal experiences and also findings from several studies, including research by Aras et al (2022) who found that the problems students face include fear of making mistakes, lack of self-confidence, anxiety in interacting with new people, and causal factors such as poor pronunciation, limited vocabulary, worry about other people's opinions, and a sense of afraid of judgment. In this context, research shows that non-linguistic factors, especially psychological factors, have a significant impact on hindering students' progress in practicing speaking. Many lecturers have tried various methods, such as group presentations, discussions with colleagues, and providing opportunities for students to speak English, but there are still difficulties in improving their speaking skills. Success in speaking English is influenced by many factors, including psychological factors. As a result, even though students have learned aspects of English such as vocabulary, grammar, and pronunciation,

they still experience difficulties in practicing speaking, which is largely due to a lack of self-confidence and low motivation.

The main factors causing students' discomfort in speaking are psychological factors, which often interfere with emotional and physical health, interpersonal relationships, work productivity, and adjustment in daily life. Various psychological factors such as anxiety, shyness, lack of self-confidence, limited vocabulary, and lack of motivation have a significant impact on students' speaking abilities. To overcome this problem, students need to learn to understand their psychological conditions. Based on this background, researcher are interested in conducting research entitled "Analysis of the Causes of Psychological Problems in the Fourt Semester English Speaking Class Universitas Muhammadiyah Makassar". In various studies that researcher have read previously, the differences between this research with the other researchers are the subject of this research focus only on students which study in English speaking class of Universitas Muhammadiyah Makassar. This research also focus only four internal psychological speaking problems, that are lack of confidence, shyness, fear of mistakes, and anxiety.

B. Problem Statements

Based on the background of the problem, the researcher formulates the problem statement as follows:

1. What kinds of students' psychological problems are faced by students in speaking?
2. What are the causes of students' psychological problems in speaking?

C. Objectives of the Research

Based on the problem statements, the researcher formulates the objectives of the research as follows:

1. To find out the kinds of students' psychological problems are faced by students in speaking.
2. To find out the causes of students' psychological problems in speaking.

D. Significances of the Research

The significance of this research lies in its potential to contribute to the understanding of psychological problems in speaking as follows:

1. Theoretically, the research hopefully can increase, and provides knowledge and insight for the researcher, the readers, and the students. Moreover, this research is expected to be able to develop the existing knowledge related to speaking in general, psychological speaking problems in particular, and the kinds of psychological speaking problems.
2. Practically, this research is expected to give some benefits:
 - a) For Students

- 1) Students are expected to know and realize the importance of speaking skill.
- 2) Students are expected to know the kinds of psychological speaking problems that they have and attempt to decrease it.
- 3) Students are expected to know the causes of psychological speaking problems and can control their speaking ability.

b) For Readers

Readers is expected to be able to help themselves in developing their speaking skill and overcome their psychological problems in English lesson by considering psychological speaking problems.

c) For the Researcher

Through this research, the researcher expects to gain new knowledge, insight and experience regarding English education in general as well as psychological speaking problems in particular. Thus, it can be a provision when the researcher works in the future later.

E. Scope of the Research

The scope of this research focused on psychological problems faced by fourth semester students at Universitas Muhammadiyah Makassar in the context of speaking English class. These psychological problems include anxiety, shyness, fear of mistakes, and lack of self-confidence. This research focused on these four types of psychological problems, as well as efforts to identify the causes behind each of these problems.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

Many research related to this research that is used as a theoretical foundation and reference for the researcher. The first research is written by Anam and Tantri (2020), Their research is conducted at SMKN 1 Lamongan in the OTKP department and is qualitative research. Data collection techniques include observation and semi-structured interviews. The research results showed that students felt anxious, shyness, afraid of making mistakes, and lacked confidence when speaking in front of the class. To overcome this psychological problem, students need to increase their self-confidence, master more vocabulary, and practice speaking in English. Apart from that, teachers need to provide motivation and encourage students to get used to using English.

The second research, conducted by Abdul (2016) identified that Psychological barriers experienced by children in acquiring language include various things such as aphasia, difficulty in reading (dyslexia), slow word processing, lack of experience, memory problems, language disorders which include difficulties in receiving and expressing language, hearing problems, and language-related anxiety. Therefore, it is important for policy makers, planners, curriculum designers, educators, and administrators to consider these barriers to

learning. This will help in accurately diagnosing the problems encountered so that appropriate steps can be taken to reduce or eliminate these obstacles.

The third research, compiled by Krismanti and Siregar (2017) in an article revealed that the most striking psychological problems faced by students in the Speaking II class in the English Department STKIP PGRI Banjarmasin are: (1) lack of self-confidence, (2) fear of making mistakes, (3) feelings of shame, and (4) anxiety. However, Speaking II class students do not experience the problem of lack of motivation because based on the results of questionnaires and interviews, most of them are still motivated when learning English, and they continue to try to improve their English language skills. They are also motivated by the belief that one day they will be able to master English well.

The fourth research, compiled by Rahmadani and Astutik (2023). Their research uses a qualitative descriptive method, by collecting data through observation and interviews with several grade 7 students at private junior high schools who take part in the International class program. The research results show that there are four factors that can hinder students from developing and mastering speaking skills, namely feelings of anxiety or embarrassment, lack of self-confidence, lack of motivation, and fear of making mistakes. These four psychological factors have a negative impact on students during the speaking learning process.

Thus, the differences between this research and previous researches are that the subjects of this research only focused on students studying in English

speaking classes at the Universitas Muhammadiyah Makassar. This research also only focused on four internal psychological problems of speaking, namely lack of self-confidence, shyness, fear of making mistakes, and anxiety. The results of the research showed that of the four psychological problems, only shyness was never shown by the students in the observation results. while in the interview results, the students experienced all four psychological problems.

B. Some Partinents Ideas

1. Speaking

a. Definition of Speaking

Speaking in the context of learning English is the ability to use the voice, which is often referred to as "mouth", to convey opinions, answer questions, and carry out other communication activities. According to Khapsoh (2020), speaking is an oral communication process in which meaning is conveyed through the use of pronunciation of words and sounds to produce, receive, and process information between the speaker and listener. While it is acknowledged that speaking is one of the most challenging aspects of learning English, Khapsoh states that students can still learn, teach, and improve these speaking skills. When English learners have speaking skills, they gain many advantages, especially in communication and business. Speaking skills are one of the productive abilities that occur in oral form. As with any skill, this aspect is more complex than it may initially seem and involves more elements than simply saying the words (Abda and Kediri, 2017).

In conclusion, speaking in the context of learning English involves utilizing one's voice, often referred to as "the mouth," to express opinions, respond to inquiries, and engage in various communication tasks. Speaking as a process of oral communication where meaning is conveyed through the pronunciation of words and sounds, facilitating the exchange and processing of information between speakers and listeners. Despite the widely acknowledged challenge of speaking in English learning, students can still learn, teach, and enhance their speaking skills.

Possessing proficient speaking skills offers numerous advantages for English learners, particularly in communication and business settings. Speaking is considered one of the productive abilities manifested in oral expression. However, mastering speaking involves a complexity beyond mere verbalization, encompassing various elements beyond the act of articulating words.

b. Importance of Speaking

Brown in Rao (2019) states that speaking skills are the most important aspect for students in the context of everyday life situations because they are the main assessment. As stated by Anami and Tantri (2020), learning speaking skills is a key element that students must master in the process of learning a second language, because good speaking skills are considered the main indicator of mastery of that language. However, Krismanti and Siregar (2017) admit that good speaking skills can be an advantage for some people but can also be a challenge for others. They highlight that a second language is not only about linguistic

knowledge but also requires courage. Heriansyah, as stated in Khapsoh (2020), believes that students' difficulties in speaking can be categorized into two types, namely linguistic and non-linguistic problems. Although linguistic factors are more common, non-linguistic factors also play an important role in speech difficulties.

One of the non-linguistic factors identified is the psychological aspect. In agreement with Abda and Kedir (2017), state that speaking has significance because it is often overlooked as a language skill in many English language learning programs. Although students may have a good understanding of grammar and vocabulary, which helps them in exams, they often face difficulties in speaking English in situations outside the classroom. That is why speaking is said to be an important thing.

In conclusion, mastering speaking skills is crucial for students in the process of learning a second language, as it serves as a primary indicator of language proficiency. While possessing good speaking abilities can be advantageous for some, it can pose challenges for others. It's noted that proficiency in a second language goes beyond linguistic knowledge and also demands courage. The difficulties students encounter in speaking can be classified into linguistic and non-linguistic categories. While linguistic issues are more prevalent, non-linguistic factors, such as psychological aspects, also significantly influence speech difficulties. Speaking is often underestimated as a language skill in many English language learning programs. Despite having a strong grasp of

grammar and vocabulary, students frequently struggle to speak English outside the classroom. Hence, the importance of speaking skills cannot be overstated.

c. Speaking Problems

Speaking English is often a challenge for most students in Indonesia, especially when it comes to overcoming the fear of communicating with their English teachers or native English speakers. Although they feel proud when they can speak the language fluently, many of them also feel anxious when using the target language to interact with other people. This fear especially arises when asked by the teacher to make a presentation in front of the class or respond to questions orally in English. Students worry that their English skills are inadequate or are afraid of making mistakes. All of this is caused by speaking problems.

According to Fitriati et al (2016) state that Speaking Problems Refer to several problems that hinder a person from developing speaking skills. Language issues are an important factor contributing to low academic achievement. This kind of obstacle can be a barrier for students in improving their speaking skills. The reasons behind students' difficulties in speaking are often related to weaknesses in grammar, comprehension, and pronunciation.

In their research, Fitriani et al (2016) found four common problems in speaking skills. The first problem is "inhibition," which differ from reading, writing, and listening skills because they require direct interaction with an audience. Students often experience difficulties when trying to speak a foreign language in class. The second problem is an "nothing to say", where students may

not feel blocked but have difficulty finding content to convey and lack the motivation to speak. It is difficult for them to respond when asked by teachers to speak in a foreign language due to a lack of ideas, vocabulary, and understanding of grammar. The third problem is "low or uneven participation", where in large groups, each student's speaking time is limited so that some students dominate while others only listen or don't speak at all. The last problem is "mother tongue use", where students tend to use their mother tongue because it is more comfortable, it is not natural to use a foreign language with each other, and they feel less exposure if they use a foreign language. In small groups, it is difficult to maintain the use of a foreign language, especially in less disciplined or less motivated classes. Apart from that, psychological problems can also be an obstacle for students to become good English speakers.

d. Aspects of Speaking

Based on Mazouzi (2013), student activities must be structured by paying attention to the balance between fluency and accuracy. Fluency and accuracy are considered important aspects of the communicative approach. Through classroom exercises, students can improve their communicative skills, so it is important for them to understand the language system well.

1) Fluency

The first aspect of speaking skills is fluency, which is the main focus of teachers in teaching speaking skills. Fluency includes students' ability to speak clearly and be understood, so that communication is not interrupted and listeners

remain interested. Fluency includes the ability to convey responses coherently by connecting words and phrases, pronouncing sounds clearly, and using stress and intonation.

2) Accuracy

The second speaking performance aspect is accuracy, which is an important aspect in foreign language learning. Therefore, teachers must emphasize accuracy in teaching. Students must pay close attention to grammar, sentence structure, vocabulary, and correct pronunciation when speaking.

3) Grammatical

Correct use of grammatical structures requires long, complex utterances, as well as well-formed clauses. To achieve accuracy in using vocabulary, students must choose the right words according to the context. This requires awareness of the differences in meaning between words or expressions that are similar but used in different contexts.

4) Pronunciation

Pronunciation is the lowest aspect that students usually pay attention to, but it is important to master. To speak English accurately, students must understand phonological rules, as well as be aware of variations in sounds and pronunciations. They also need to understand stress, intonation, and tone. All these elements help learners speak English fluently and effectively.

2. Psychology

Per the words of Wilhelm Wundt in Saleh (2018), psychology is a branch of science that studies the experiences that arise in humans, including the sensations of the five senses, thoughts, feelings and impulses of the will. According to Canguilhem and Georges (2016) in their book, they state that etymologically, psychology is defined as the science that studies the soul. Research on the soul is divided between metaphysics, logic, and physics. They also stated that physics treats the soul as a living bodily form rather than as a separate substance from matter. Meanwhile, according to Colman and Andrew (2016), psychology is defined as a combination of two Greek words, namely "*psyche*" and "*logos*". Initially, "*psyche*" referred to the breath, but later it evolved to mean soul as well, as the concept of breathing was thought to indicate that the soul was still attached to the body. Meanwhile, "*logos*", another Greek word from which psychology originates, originally meant science, but evolved to mean discourse or reason. Therefore, according to Greek etymology, psychology can be interpreted as discourse or reasoning about the mind, or as is commonly known today, as the study of the mind.

Psychology can be divided into two fields, namely general psychology and special psychology. General psychology explores and studies psychic activities that are generally found in adult humans, who are in normal and cultured conditions. The aim of general psychology is to discover general principles applicable to psychic activity. General psychology views humans as entities that

have characteristics separate from other individuals. Meanwhile, special psychology researches and studies specific aspects of human psychic activity (Saleh, 2018).

Specific and uncommon things in discussions about special psychology can be understood through the following division (Saleh, 2018), (1) Developmental Psychology: Examines the psychological development of individuals from infancy to old age, including the psychology of children, puberty and adolescents, adults and the elderly. (2) Social Psychology: Studies human behavior and activities in the context of social relationships. (3) Educational Psychology: Explains human activities in an educational context, such as teacher strategies to gain students' attention. (4) Personality Psychology and Typology: Describes the structure of human personality and various personality types. (5) Psychopathology: Studying abnormal or clinical psychological conditions in humans. (6) Criminal Psychology: Researching crime or crime problems with a focus on forensic psychology. (7) Industrial Psychology: Deals with organizational and company issues, such as human resource management.

Several researchers have also explained the meaning of psychology. Fitriani et al (2016) state that psychology is a scientific discipline that focuses on the thought processes and behavior of humans and other animals in their interactions with the environment. Psychological issues are often related to emotional or physical health. For example, a lack of self-confidence and anxiety can negatively impact a student's communication skills. On the other hand, Shan

et al (2020) describe psychology as feelings of discomfort, anxiety, and fear that students experience when interacting with other people, which can affect the cognitive process of thinking and concentration. In conclusion, psychology is a scientific discipline that focuses on the thought processes and behavior of humans and other animals in their interactions with the environment. Psychological problems are often related to emotional or physical health, such as lack of self-confidence and anxiety which can hurt students' communication skills. Apart from that, psychology can also be interpreted as the subjective experience of feelings of discomfort, anxiety, and fear that students experience when interacting with other people, which can affect their cognitive thinking processes and concentration.

3. Psychological Speaking Problems

Psychological speaking problems refer to speech disorders that originate from psychological factors. This is often related to a person's mental or physical health (Fitriati, 2016). Aras et al (2022) note that there are two types of problems that students commonly experience when speaking, namely language problems and non-linguistic problems (psychological problems). The main causes of students having difficulty speaking are weaknesses in grammar, vocabulary, and pronunciation, which are language problems. On the other hand, according to Sari et al (2022), psychological factors involve interference with emotional and physical health, interpersonal relationships, work productivity, or adjustment to daily life. This psychological factor is the main root of students' discomfort in speaking. Various psychological factors such as internal factor and external factor.

The internal factor such as anxiety, shyness, lack of self-confidence, nervousness, worries, tension and, dizziness to practicing speaking English. While, the external factors are teachers, parents, friends, and also the environment (Maulida and Permanasari, 2023). Those factors make some students reluctant to practice speaking English in their learning. Therefore, students need to understand their psychological conditions so they can control them during the learning process.

In this research, the internal psychological problems in speaking becoming the focus on of the research are anxiety, shyness, lack of self-confidence, and fear of mistakes.

a. Anxiety

Anxiety is a feeling or fear of the possibility of something negative happening and is often considered a common psychological problem that affects students' foreign language learning process. One of the main challenges students face when learning to speak is anxiety regarding the risk of saying something wrong, appearing stupid, or being difficult for others to understand. This anxiety can affect students' overall performance. In some extreme cases, anxiety can lead to serious disorders where students are unable to speak at all. (Krisanti and Siregar, 2017). Anxiety is a feeling of tension, fear, and nervousness related to the situation of learning a foreign language. Among the various affective variables, anxiety stands out as one of the main factors that hinder effective language learning. In other words, anxiety affects students in learning the language. Therefore, paying attention to this factor in the learning process is very important.

Anxiety related to speaking a particular language can affect a student's performance, reduce the quality of spoken language production, and make the individual appear less fluent. Anxiety is a powerful affective factor that negatively impacts foreign language learning and performance. It is important to understand the learning conditions that can influence the level of foreign language anxiety (Hanayanti et al, 2023). Apart from that, Anam and Tantri (2020) also claim that there are some people who are predictable and generally feel anxious about various things. Anxiety is often related to feelings of discomfort, frustration, self-doubt, fear, or worry. Therefore, anxiety is one of the problems that can make students feel uncomfortable when they practice speaking in class.

b. Shyness

Saurik (2011) mention that many students experience fear when asked to speak in class, this shows that shyness can be an obstacle to learning, especially in speaking situations. Many English learners feel awkward when speaking the language because they are worried about making mistakes and afraid of being ridiculed by their friends. No one wants to look strange in front of other people, so shy people tend to keep quiet rather than risk embarrassing themselves. According to Baldwin (2011), shyness is an emotional aspect that many students experience when asked to speak in English class. This shows that shyness can be a source of problems in students' learning activities in class, especially in speaking classes. Therefore, paying attention to this aspect is very important to help students give their best performance in speaking in class. Speaking in front of people is one of

the most common phobias students face, and feeling embarrassed makes their minds go blank or they forget what they wanted to say. In other words, their inability to demonstrate their speaking ability is greatly influenced by this shyness.

c. Lack of Self-Confidence

Based on Juhana (2012), self-confidence plays a very significant role in the learning process. This concept is closely related to self-esteem, both having a similar impact on how individuals view their abilities as individuals. The development of self-confidence begins in childhood and is influenced by a mixture of interpersonal and internal experiences. One of the main factors causing low self-confidence in students is a lack of English language skills. Not being able to speak English makes students feel less confident and uncomfortable. The role of the teacher is also very important in this matter. A teacher who is unable to motivate students can cause students to feel less confident when speaking English. Besides, Hanayanti et al (2023) generally understood that a lack of self-confidence in students often occurs when they realize that the person they are talking to does not understand what they are saying or when they themselves do not understand the other speaker. In situations like this, they prefer to remain silent when others speak, indicating that they lack the confidence to communicate. students who are not confident in themselves and their English skills tend to experience communication apprehension. This shows that building students' self-confidence is an important part that must be the focus of teacher attention. This

means that teachers need to learn both theory and practical experience on how to build students' self-confidence.

d. Fear of Mistakes

Fear of making mistakes is the main factor that causes students to be reluctant to speak English in class. One of the reasons why students often feel anxious when trying to communicate in a foreign language is the fear of making mistakes. No student wants to appear incompetent or stupid to classmates or the public. Therefore, teachers need to convince students that making mistakes is a natural part of the learning process and not something to be embarrassed or blamed for because it is from mistakes that students can learn (Krismanti and Siregar, 2017). Madaci (2018) also state that students' fear of the possibility of making mistakes when speaking English has become common, especially in English-speaking contexts. It is natural for every student to make mistakes during the learning process. Some students feel afraid when teachers give negative assessments to them. Regarding the fear of making mistakes, Hieu (2011) adds that this fear is related to problems of correction and negative evaluation. Apart from that, this fear is also influenced by students' concerns about being laughed at by their friends or criticized by their teachers. As a result, students often stop participating in speaking activities. Therefore, teachers need to convince students that making mistakes is not something wrong or bad because students can learn from their mistakes.

4. Causes of Psychological Speaking Problems

There are several causes of psychological speaking problems faced by students is speaking English, they are as follows:

a. Anxiety

Most students experience anxiety that causes shaking, panic, nervousness, or worry when they have to speak English. Sometimes, they even forget what they want to say when speaking in front of the class. This is caused by the full attention of their friends and teachers when speaking in English, making them feel pressured. Even though they have ideas they want to convey, suddenly they lose the ability to express them. Many students have difficulty responding when asked by teachers to speak a foreign language because they may not have any ideas about what to say, appropriate vocabulary, or how to use grammar correctly (Fitriati et al, 2016). Regarding the causes of anxiety, Hanayanti et al. (2023) found several main factors that cause anxiety in students based on their research findings, namely communication fear, test anxiety, and fear of negative evaluation. Communication apprehension refers to a student's low ability to communicate in the target language, which often causes feelings of anxiety among many students. The second cause, namely test anxiety, is related to students' fear of the testing process. The final cause is fear of negative evaluation, which involves students' concerns about being judged by others. Apart from that, fear of being evaluated by their teachers is also another factor that influences students' anxiety.

b. Shyness

Juhana (2012) explains that most students feel shyness to speak English. When speaking English, many of them tend to lower their faces, cover their mouths with their hands, and are reluctant to volunteer to answer questions in conversation classes. This is caused by a lack of confidence in their pronunciation and worry about their friends' reactions if they speak incorrectly. By seeing feelings of shyness as something that is not beneficial, it is hoped that students will try to overcome these feelings. While, Saurik (2011) identified that many English students feel shyness when speaking because they worry about making mistakes. They are also afraid of being laughed at by their friends. In this case, the fear of being laughed at by their friends is caused by their low ability to speak English.

c. Lack of Self-Confidence

According to Fitriati et al (2016), state that most students experience a lack of confidence in speaking English. They feel unsure about their ability to communicate using English; most of them are not fluent and clear when speaking, often sweat when speaking in English, and feel uncomfortable when talking to their friends. This is because they believe that their English language skills are not good, and they realize that the person they are talking to may not understand them or even understand them but do not understand what they are talking about. The main cause of students' low self-confidence is their lack of ability to learn to speak English. They added that many students felt their English skills were poor

and they felt unable to communicate in English well. Students lack self-confidence and feel unable to speak English because they feel they do not have adequate English language skills and limited language knowledge. certainly prevents them from trying to speak English. He and Chen (2010) state that the main cause of students' lack of self-confidence is their low ability to speak English. They added that many students felt their English was poor and felt unable to speak English well.

d. Fear of Mistakes

He and Chen (2010) explain that students are afraid of making mistakes because they are worried that their friends will laugh at them and give negative evaluations. Students' fear of making mistakes when speaking English has become a common problem, with most students afraid of trying to speak the foreign language they are learning. In this context, they added that students do not want to look stupid in front of the class. In line with Haidara's opinion (2014), he asserts that most students use English softly, remain silent during class discussions, and are reluctant to answer questions in English for fear of failing to convey the message clearly. They also worry about making mistakes and causing harm to their friends. The fear of making mistakes makes them worry that they will be laughed at and judged negatively by their friends. This becomes a challenge when they have to speak English in front of the class.

C. Conceptual Framework

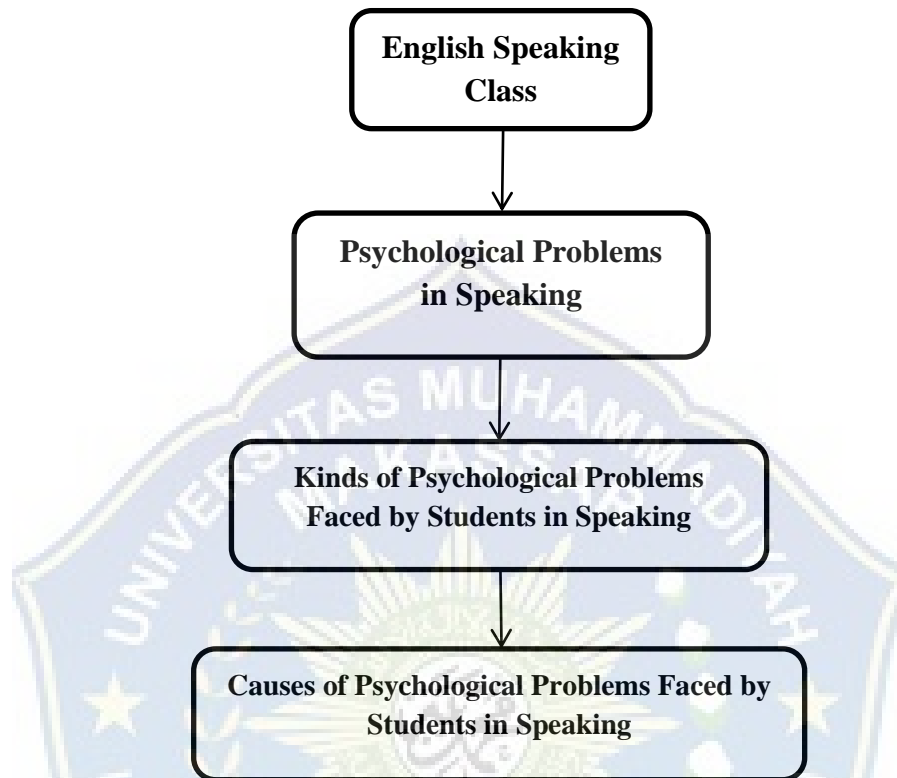


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, This research analyzes psychological issues affecting in speaking. It covers anxiety, shyness, fear of mistakes, and lack of self-confidence as key problems. These stem from similar psychological causes, including anxiety, shyness, fear of mistakes, lack of self-confidence, and lack of motivation. The research identifies psychological speaking problems faced by students in English speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, researcher used qualitative descriptive. Researcher analyzed the kinds of students' psychological problems and the causes of psychological problems that students usually faced when speaking in English speaking class. By using descriptive qualitative analysis based on observation and interview data, the kinds of psychological problems in speaking and the factors that cause them can be described in detail.

B. Research Subject

This research focused its subjects on students in the fourth semester of the 2022 academic year at the English Language Education Department, Muhammadiyah University of Makassar. Researcher selected 7 students was used purposive sampling techniques because the subject selection is carried out based on the criteria of students experiencing psychological speaking problems such as anxiety, shyness, fear of making mistakes, and lack of self-confidence when did observation.

C. Research Instrument

The researcher employed a range of tools to collect the data and construct the research. Observation and interview used in this research.

1. Observation

Observations have been carried out to determine student participation and responses in speaking. The first step is to pay attention to students' facial expressions and body language, which can indicate their level of confidence, anxiety, or discomfort while speaking. Apart from that, also pay attention to verbal interactions between students, whether they have difficulty overcoming nervousness or confusion when communicating. During the observation process, the researcher filled in the observation sheet that has been prepared and record the psychological behavior patterns that emerge.

2. Interview

In this research, interviews have been conducted to obtain further information regarding student responses regarding the types of psychological problems most students face in speaking English and the most common causes of these problems. The first step is to create a comfortable and supportive atmosphere so that students feel safe to speak openly. Next, the researcher asked 10 semi-structured questions that allow students to express their feelings and experiences in speaking English, such as their level of confidence in speaking, what obstacles they feel, and the strategies they use to overcome anxiety or discomfort. During the interview, the researcher listened empathetically and

provide positive encouragement to students to tell their experiences honestly. The results of this interview could provide researchers with a deeper understanding of the psychological problems experienced by students in speaking, so that more appropriate and targeted solutions could be identified to help them overcome these problems.

D. Procedure of Data Collection

The steps in collecting data are as follows:

1. First, the researcher prepared observation and interview sheets.
2. Second, the researcher observed students in the English speaking class and filled in the observation sheet.
3. Third, the researcher selected 7 students who match the characteristics of having psychological problems in speaking to be interviewed.
4. After that, the researcher interviewed the students one by one and recorded the results of the interviews.
5. Then, data from observations and interviews have been transcribed, accurately and analyzed systematically
6. Finally, the results of the analysis has been interpreted by considering the research context and research objectives that have been set to prepared informative research.

E. Data Analysis

Miles et al (2014) stated that activities in data analysis, namely: data reduction, data display, conclusion drawing/ verification:

1. Data Reduction

Reducing data means reducing, selecting essential information, highlighting significant things, and identifying emerging themes and patterns. At this stage, after the data has been collected through interviews and observations in the form of notes, recordings, and photos, the data is then filtered or sorted. Data selection was carried out based on the research focus related to psychological speaking problems faced by students.

2. Data Display

Data can be presented in various ways, including brief descriptions, charts, relationships between categories, flow charts, and terms. After data relevant to the research objectives has been obtained and gone through a data reduction process, the next step is to display the data. In the context of this type of research, which uses qualitative methods, the majority of data is presented in the form of descriptive text and is also accompanied by tables and graphs as complements.

3. Conclusion Drawing/ Verification

Conclusions in qualitative research often produce new findings that have not been discovered before. These findings can take the form of a clearer picture of an object that was previously poorly understood or not

yet fully revealed. This can include cause-and-effect relationships or interactions between variables, as well as the possibility of developing new theories. After the data is presented, the final step in this research is to conclude. The conclusion of this research is in the form of a summary that briefly presents the research results and answers the research questions that have been asked.



CHAPTER IV

FINDING AND DISCUSSION

In this finding and discussion chapter, the data that has been collected by the researcher will be explained, and then processed based on the research instruments that have been carried out. Then interpret the data to obtain findings and discussion of the instruments used in this research.

A. Findings

Each findings in this research was described based on the instruments used, namely the observation checklist and interview. The observation checklist was used to answer the first question, "What kinds of students' psychological problems are faced by students in speaking?". Interviews were used to collect data related to the second research question, "What are the causes of students' psychological problems in speaking?" Researcher have collected a number of data related to psychological problems faced by 4th semester students in speaking classes, which are explained below.

1. Kinds of Students' Psychological Speaking Problems

Based on the results of observation carried out by researcher twice in the fourth semester class of 16 people, there are several students who often show signs that they have psychological problems in speaking English, as in the table below.

Table 4.1 Observation Result

No	Observation Aspect	Behavior Description
1.	Anxiety	The words spoken are difficult to understand
		It's hard to get the words out
		Eyes in all directions
		Frequently moving limbs
		Stuttering or choking on words
2.	Shyness	Awkward when talking
		Often lowers gaze
		Often pauses when talking or stays silent a lot
3.	Fear of Mistakes	Trembling or depressed voice
		Shows signs of confusion
		Difficulty starting or stopping speaking
4.	Lack of Self-Confidence	Closed body language
		Use of less assertive body language
		Rely on visuals or notes

Table 4.1 showed the result of observation in terms of anxiety aspect, there are students who showed signs of difficulty understanding spoken words and students who did not show signs of difficulty understanding spoken words. There are students who showed signs of difficulty producing words and students who did not show signs of difficulty producing words. There are students who have shown signs of looking in all directions and students who did not show signs of looking in all directions. There are

students showed signs of often moving their limbs and students did not show signs of often moving their limbs. All students never show signs of stuttering.

In terms of shyness, all students did not show signs of awkwardness when speaking, did not lower their gaze, and did not stop when speaking or were silent a lot.

In the aspect of fear of making mistakes, a student showed signs of trembling or pressure in their voice and students did not show signs of trembling or pressure in their voice. There were students did not show signs of confusion and students did not show signs of confusion. All students never showed signs of difficulty starting or stopping speaking.

In the aspect of lack of self-confidence, there was a student who showed signs of closed body language and students did not show signs of closed body language. There were students showed signs of using less assertive body language and students did not show signs of using less assertive body language. There were students showed signs of relying on visuals or notes and students never showed signs of relying on visuals or notes.

The researcher concluded from the results of the classroom observations above, there are still many students who usually experience psychological problems in speaking English. Among the four psychological problems, there are three problems that are dominantly experienced by students, namely anxiety, fear of mistakes and lack of self-confidence.

2. Causes of Students' Psychological Problems in Speaking

From the results of observations, researcher only selected 7 students who often showed signs of experiencing four psychological problems, namely anxiety, shyness, lack of self-confidence, and fear of mistakes. These students were interviewed regarding the reasons why they often experience these four psychological problems. The results of the interview are presented below.

a. Anxiety

Q: Have you ever felt anxious or nervous when asked to speak English in class? If yes, what makes you feel that way?

1) Fear of Speaking Wrong

Students are worried that their speech will be inappropriate, have incorrect grammar, or will not be as expected.

“Yes, I have, because I was afraid of speak the wrong thing.”

2) Lack of Vocabulary

Students have limited words to express their thoughts and feelings when speaking.

“Yes, I often did because I'm afraid of saying the wrong thing and my vocabulary is still lacking.”

3) Lack of Preparation

Students do not prepare enough before speaking, such as not thinking about the topic and not practicing.

“Always, because I think my English is not mature yet and I have not prepared before speaking in class.”

4) There is Someone They Just Met

Students feel uncomfortable speaking to people they just met and in a new environment.

“Yes, because there were audiences I had just met.”

Based on the subject's answers to this question, it is known that of the 7 students, 4 students answered that they were afraid of speaking wrongly and lacked vocabulary, 2 students answered that they were not prepared enough, and 1 student answered that there was someone they had just met.

b. Shyness

Q: Have you ever felt shyness or uncomfortable when speaking English in class? Why?

1) Being Reprimanded for Mispronunciation

Students have not fully mastered grammar or correct pronunciation. Students can feel embarrassed, unconfident, and reluctant to speak.

“I was once reprimanded when my speaking was not finished and there was a mistake in my pronunciation. It made me feel embarrassed and forgot what I wanted to say next.”

2) Being Shyness Every Time Asked to Speak in Front of the Class

Students are worried about being judged negatively by their friends. Students usually avoid situations that require them to speak in public, such as presentations or group discussions.

"Yes, I feel embarrassed and uncomfortable every time I am asked to speak in front of the class"

3) Speaking in Front of Many People

Students have difficulty communicating effectively, both inside and outside the classroom if many people are watching them when speaking in front of the class.

"I once spoke in front of a lot of people and it made me feel embarrassed."

4) Always Feeling Stage Fright

Students are afraid of negative judgment from others and feel they have not practiced enough.

"I always have stage fright"

Based on the subject's answers to this question, it is known that of the 7 students, 3 students answered none, 1 student answered that he had been reprimanded because his pronunciation was wrong, 1 student answered that he only felt embarrassed every time he was asked to speak in front of the class, 1 student answered that he had never spoken in front of a lot of people, and 1 student answered that he always felt stage fright.

c. Fear of Mistakes

Q: Have you ever faced the fear of making mistakes when speaking English in front of the class? Why?

1) Lack of Preparation

Students do not do enough preparation before facing an assignment or exam in the form of speaking in front of the class.

"Yes, I often did because I'm not prepared enough."

2) Poor Pronunciation

Students have difficulty pronouncing some words or sentences correctly in English.

"Yes, because I wasn't prepared enough and my pronunciation was still lacking."

3) Lack of Vocabulary

Students have limited vocabulary in English. Students have difficulty finding the right words to express ideas or feelings and often repeat the same words.

"Yes often, because of lack of preparation, practice and lack of vocabulary."

Based on the answers given by the subjects to the questions, it is known that out of 7 students, all students answered the same, namely feeling afraid of making mistakes due to lack of preparation, poor pronunciation and lack of vocabulary.

d. Lack of Self-Confidence

Q: Do you often feel less confident when speaking English in class? Why is that?

1. Lack of Grammar

Students are afraid that the sentences they make are not structurally correct, so that the message they want to convey is not conveyed effectively.

“Yes, because my grammar is lacking.”

2. Lack of Vocabulary

Students with limited vocabulary find it difficult to express their ideas or feelings completely and accurately. Students often have to search for the right words.

“Yes, because often feel lack confidence due to lack of vocabulary.”

3. Lack of Pronunciation

Students who have difficulty in pronunciation can hinder others from understanding what is being conveyed. In addition, students also have difficulty listening to and understanding foreign languages spoken by others.

“Often, because I feel lacking in pronunciation, grammar, and vocabulary.”

4. Lack of Preparation

Students often feel unprepared to face situations involving English.

Lack of preparation can make students feel nervous and insecure.

"Often, because of lack of preparation, and fear of making mistakes."

Based on the subject's answers to this question, it is known that of the 7 students, 3 students answered that they often felt less confident because they lacked grammar, 2 students answered that they lacked vocabulary, 1 student answered that they lacked pronunciation, grammar and vocabulary, and 1 student answered lack of preparation.

This research found that of the 7 students interviewed regarding their experiences of speaking English in class, most experienced anxiety, embarrassment, fear of making mistakes, and lack of self-confidence. Four students felt anxious because they were afraid of saying something wrong and lacked vocabulary, while two students felt they lacked preparation, and one student felt anxious when there were new people. All students deal with anxiety with practice, preparation, and memorizing vocabulary. Three students felt no embarrassment, while the others experienced varying degrees of embarrassment regarding their public speaking experiences. Most students considered criticism as a lesson, although two of them felt disturbed. In facing the fear of making mistakes, all students prepare themselves and improve their speaking skills. Lastly, low self-confidence is caused by a lack of grammar, vocabulary and pronunciation, as well as understanding instructions or material in English which affects their self-confidence because they feel left behind by other friends.

B. Discussion

In the discussion section, the subject answers the entire problem formulation by connecting the theory the researcher uses with the data obtained during the research. The main aim of this research is to determine the causes of students' psychological problems in speaking.

1. Anxiety

Anxiety is a psychological problem that affects students' speaking abilities. From the results of interviews and observations, several data were found related to this psychological problem. Observations show that in the aspect of anxiety, there are variations in the frequency of signs of anxiety shown by students. Some students show no signs of difficulty speaking or understanding words, while others often do. Some students also show difficulty in producing words and often move their limbs when feeling anxious. This is in line with what Krismanti and Siregar (2017) said, they said that when students feel anxious, their speaking performance will be affected. However, none of the students showed signs of stuttering. However, none of the students showed signs of stuttering.

From the interviews, it was found that most students felt anxious when asked to speak English in class because they were afraid of speaking incorrectly and lacked vocabulary. Some students also feel unprepared or feel uncomfortable because there are new people they meet.

2. Shyness

Observations show that in the aspect of shyness, most students do not show signs of awkwardness when speaking and rarely lower their eyes. All students did not show signs of frequently pausing or being silent a lot when speaking.

From the interviews, it was discovered that most students did not have any special experiences that made them feel embarrassed or uncomfortable when speaking English in class. However, some students feel embarrassed because they have been reprimanded for pronunciation errors, feel embarrassed when asked to speak in front of the class, or always feel nervous in front of many people. This is in line with what Abdul (2018) said that speaking to peers is less scary than speaking in front of the whole class. Regarding assessments or criticism from lecturers or classmates, the majority of students felt undisturbed and saw it as an opportunity to improve themselves, although there were some students who felt disturbed and uncomfortable with the criticism. This is contrary to the opinion of Rahmadani and Astutik (2023), who said that students do not take advantage of the opportunities given by lecturers and even prefer to remain silent for fear of being laughed at by their friends.

3. Fear of Mistakes

In the aspect of fear of making mistakes, most of the students did not show signs of trembling or stress in their voices, while only one student experienced it frequently. As for confusion when speaking, many students experience this frequently. All students showed no signs of difficulty in starting or stopping conversations. This is contrary to the statement from Fitriati et al (2016) which states that students are worried about how they will speak, and are afraid of sounding ridiculous.

From the interviews, it was discovered that students surveyed, three experienced no difficulties with public speaking, while the remaining four expressed various levels of anxiety or discomfort related to speaking in front of others.

4. Lack of Self-Confidence

In the aspect of lack of self-confidence, most of the students did not show signs of closed body language, although one student occasionally showed it. Meanwhile, the use of body language that lacks confidence is often seen in some students. Also, there was a difference in reliance on visuals or notes when speaking, with some students relying on them frequently.

From the interviews, most students felt less confident when speaking English in class due to deficiencies in grammar, vocabulary and pronunciation. Some students also felt underprepared. In addition, all students often experience difficulties in understanding instructions or learning materials delivered in

English, which affects their self-confidence because they feel left behind compared to their friends. This is in line with the statement from Fitriati et al (2016) which states that many students think their English is poor and feel that they cannot speak English well.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclutions

Anxiety significantly impacted students' speaking ability, with varying manifestations observed among them. While some students showed no signs of difficulty in speaking or understanding words, others showed symptoms such as difficulty pronouncing words and physical movements when anxious. No students stuttered. Interviews revealed that most students felt anxious about speaking in English due to fear of making mistakes and lack of vocabulary. Unfamiliarity with new people also contributed to their anxiety.

In terms of shyness, observations showed that most students did not show awkwardness or hesitation when speaking. They rarely looked away or paused frequently. Interviews showed that students generally did not have experiences that made them feel embarrassed or uncomfortable speaking in English in class, although some felt embarrassed due to previous reprimands for mispronunciations or nervousness in front of a large group. Most students viewed assessment and criticism as opportunities for improvement.

Regarding fear of mistakes, most students did not show signs of shaking or stress, except for one who experienced it frequently. Many students felt confused when speaking but did not have difficulty starting or stopping conversations. Interviews revealed that while some students had no problems with public

speaking, others experienced varying degrees of anxiety. In addition, a lack of confidence was evident, with some students relying heavily on visuals or notes. This was often due to perceived deficiencies in grammar, vocabulary, and pronunciation, as well as difficulties in understanding English instructions or materials, which affected their confidence.

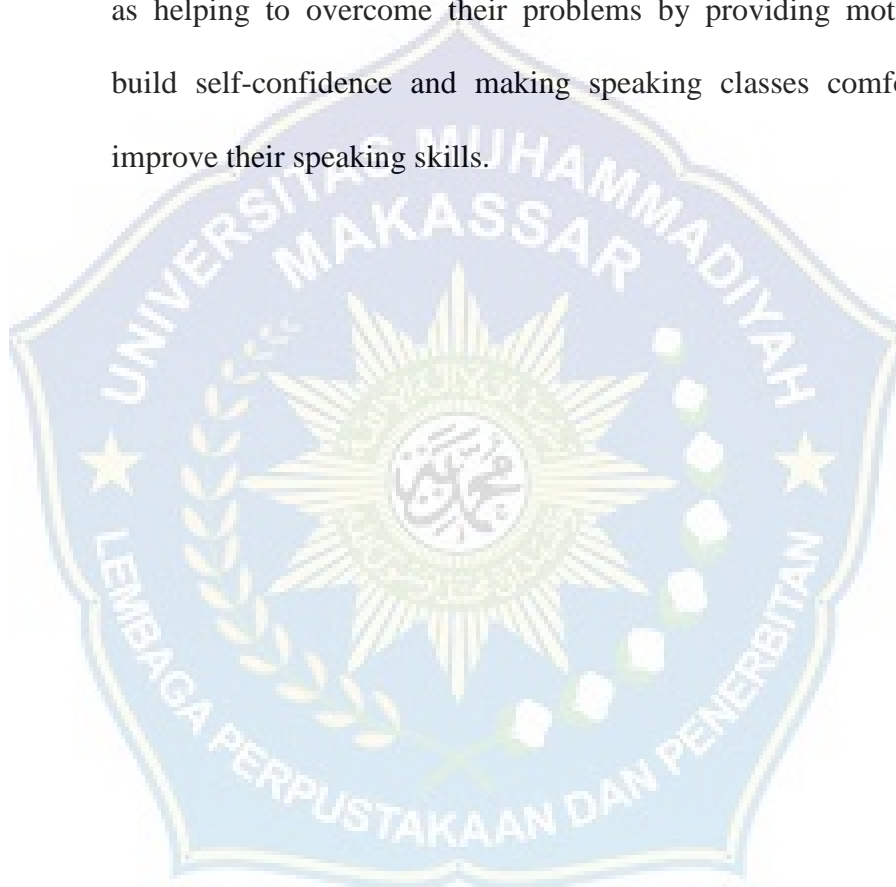
B. Suggestions

Based on the findings presented in previous chapters, here are some suggestions to consider:

1. For Students, most students face psychological problems while speaking, mainly because they are afraid of making mistakes. By identifying common causes of psychological problems in speaking, researchers hope this research can help students overcome these obstacles and improve their speaking skills through developing English language skills, including vocabulary, grammar, and pronunciation. In addition, to improve speaking skills, students need to be aware of and work hard to reduce psychological disorders, such as anxiety, shyness, fear of mistakes, and lack of self-confidence.
2. For other researchers, as a good researcher, you need to be patient in observing every detail of the symptoms of psychological problems that students face when speaking, because this is a challenge that requires great effort. With this approach, you will get in-depth information about the problems students are experiencing. This research is not final

and requires further review and study by other researchers, and researchers are happy to welcome input.

3. Furthermore, the results of this research are expected to be able provides benefits for students, educators and readers in recognizing the psychological problems of themselves and those around them, as well as helping to overcome their problems by providing motivation to build self-confidence and making speaking classes comfortable to improve their speaking skills.



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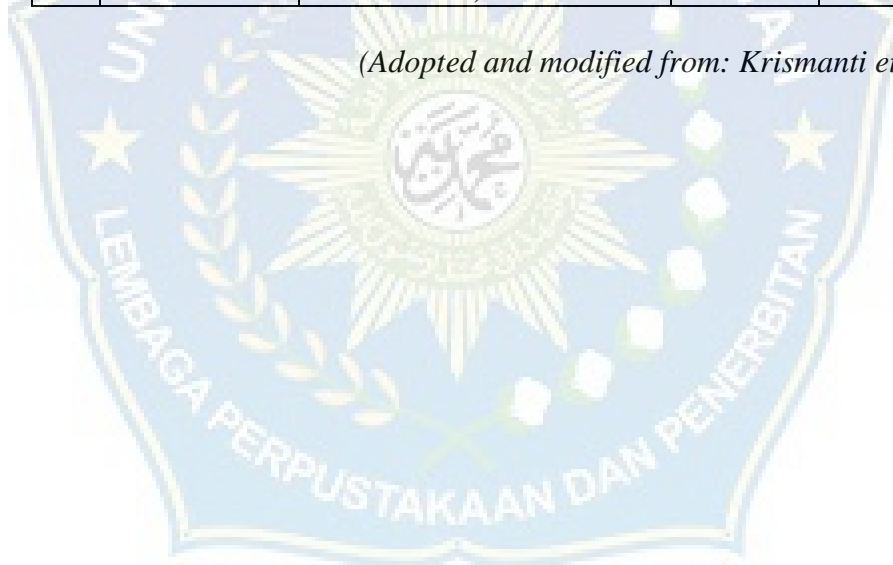


Appendix 1. Observation Checklist

No	Observation Aspect	Behavior Description	Cecklist	
			Yes	No
1.	Anxiety	The words spoken are difficult to understand (<i>Kata yang disampaikan sulit dipahami</i>)		
		It's hard to get the words out (<i>Sulit mengeluarkan kata-kata</i>)		
		Eyes in all directions (<i>Pandangan mata kesegala arah</i>)		
		Frequently moving limbs (<i>Sering menggerakkan anggota badan</i>)		
		Stuttering or choking on words: (Stuttering atau tersedak kata: Ketika berbicara, mereka mungkin mengalami stuttering atau tersedak kata, terutama saat mencoba untuk mengucapkan kata-kata yang sulit atau penting)		
2.	Shyness	Awkward when talking (<i>Canggung ketika berbicara</i>)		
		Often lowers gaze (<i>Sering menundukkan pandangan</i>)		
		Often pauses when talking or stays silent a lot (<i>Sering menjeda sebentar saat berbicara atau banyak berdiam</i>)		
3.	Fear of Mistakes	Trembling or depressed voice (<i>Suara yang gemetar atau tertekan</i>)		
		Shows signs of confusion (<i>Menunjukkan tanda-tanda kebingungan</i>)		

		Difficulty starting or stopping speaking (<i>Kesulitan memulai atau berhenti berbicara</i>)		
4.	Lack of Self-Confidence	Closed body language (<i>Bahasa Tubuh Tertutup: cenderung menutupi tubuhnya, seperti bersandar ke depan, menyilangkan tangan di depan dada, atau menundukkan kepala.</i>)		
		Use of less assertive body language (<i>Penggunaan bahasa tubuh yang kurang tegas</i>)		
		Rely on visuals or notes (<i>Bergantung pada visual atau catatan</i>)		

(Adopted and modified from: Krismanti et al, 2017)



Appendix 2. Semi-Structured Interview

No	Interview Question Lists
1	Have you ever felt anxious or nervous when asked to speak English in class? If yes, what makes you feel that way? (<i>Apakah anda pernah merasa cemas atau gugup saat diminta berbicara bahasa Inggris di dalam kelas? Jika ya, apa yang membuat anda merasa demikian?</i>)
2	How do you feel when you have to speak in front of your classmates or lecture in English? (<i>Bagaimana perasaan anda ketika harus berbicara di depan teman sekelas atau dosen dalam bahasa Inggris?</i>)
3	Do you often feel less confident when speaking English in class? Why is that? (<i>Apakah anda sering merasa kurang percaya diri ketika berbicara dalam bahasa Inggris di kelas? Mengapa demikian?</i>)
4	Have you ever felt shyness or uncomfortable when speaking English in class? Why? (<i>Apakah anda pernah merasa malu atau tidak nyaman saat berbicara bahasa Inggris di kelas? Mengapa?</i>)
5	Have you ever faced the fear of making mistakes when speaking English in front of the class? Why? (<i>Apakah anda pernah menghadapi perasaan takut melakukan kesalahan saat berbicara bahasa Inggris di depan kelas? Mengapa?</i>)
6	Do you feel annoyed or uncomfortable if lecture or classmates judge or criticize the way you speak English? (<i>Apakah anda merasa terganggu atau tidak nyaman jika dosen atau teman sekelas menilai atau mengkritik cara anda berbicara bahasa Inggris? Why?</i>)
7	Do you have difficulty understanding instructions or learning materials when delivered in English? How does this affect your self-confidence? (<i>Apakah anda mengalami kesulitan dalam memahami instruksi atau materi pembelajaran ketika disampaikan dalam bahasa Inggris? Bagaimana hal ini memengaruhi kepercayaan diri anda?</i>)
8	How do you handle feelings of anxiety or discomfort when speaking English in class? Do you have any particular strategies to overcome them? (<i>Bagaimana anda menangani perasaan cemas atau ketidaknyamanan saat berbicara bahasa Inggris di kelas? Apakah anda memiliki strategi tertentu untuk mengatasinya?</i>)
9	Are there certain factors in the classroom that make you feel more anxious or less confident when speaking English? (<i>Apakah ada faktor-faktor tertentu di dalam kelas yang membuat anda merasa lebih cemas atau kurang percaya</i>

	<i>diri ketika berbicara bahasa Inggris?)</i>
10	Do you have any particular hopes or desires to improve your English speaking skills in the classroom? How do you hope the psychological problems you are experiencing can be overcome? (<i>Apakah anda memiliki harapan atau keinginan tertentu untuk meningkatkan keterampilan berbicara bahasa Inggris anda di dalam kelas? Bagaimana anda berharap masalah psikologis yang anda alami dapat diatasi?</i>)

(Adopted and modified from: Khapsoh, 2020)



Appendix 3. Result Observation Checklist

No	Observation Aspect	Behavior Description	Student Total	
			Yes	No
1.	Anxiety	The words spoken are difficult to understand (<i>Kata yang disampaikan sulit dipahami</i>)	✓	
		It's hard to get the words out (<i>Sulit mengeluarkan kata-kata</i>)	✓	
		Eyes in all directions (<i>Pandangan mata kesegala arah</i>)	✓	
		Frequently moving limbs (<i>Sering menggerakkan anggota badan</i>)	✓	
		Stuttering or choking on words: (Stuttering atau tersedak kata: Ketika berbicara, mereka mungkin mengalami stuttering atau tersedak kata, terutama saat mencoba untuk mengucapkan kata-kata yang sulit atau penting)	-	✓
2.	Shyness	Awkward when talking (<i>Canggung ketika berbicara</i>)	-	✓
		Often lowers gaze (<i>Sering menundukkan pandangan</i>)	-	✓
		Often pauses when talking or stays silent a lot (<i>Sering menjeda sebentar saat berbicara atau banyak berdiam</i>)	-	✓
3.	Fear of Mistakes	Trembling or depressed voice (<i>Suara yang gemetar atau tertekan</i>)	✓	-
		Shows signs of confusion (<i>Menunjukkan tanda-tanda kebingungan</i>)	✓	-

		Difficulty starting or stopping speaking (<i>Kesulitan memulai atau berhenti berbicara</i>)	✓	-
4.	Lack of Self-Confidence	Closed body language (<i>Bahasa Tubuh Tertutup: cenderung menutupi tubuhnya, seperti bersandar ke depan, menyilangkan tangan di depan dada, atau menundukkan kepala.</i>)	✓	-
		Use of less assertive body language (<i>Penggunaan bahasa tubuh yang kurang tegas</i>)	✓	-
		Rely on visuals or notes (<i>Bergantung pada visual atau catatan</i>)	✓	-



Appendix 4. Transcript Result Interviews

1. Have you ever felt anxious or nervous when asked to speak English in class?
If yes, what makes you feel that way? (*Apakah anda pernah merasa cemas atau gugup saat diminta berbicara bahasa Inggris di dalam kelas? Jika ya, apa yang membuat anda merasa demikian?*)

Student 1: "Always, because in my opinion, my English is not yet mature and I have not prepared before speaking in class."

"Selalu, karena menurut saya, bahasa inggris saya belum matang dan saya belum memiliki persiapan sebelum melakukan speaking di kelas."

Student 2: "Always, because I haven't prepared before speaking in class and my vocabulary isn't extensive."

"Selalu, karena saya belum prepare sebelum melakukan speaking di kelas dan kosa kata saya belum banyak."

Student 3: "Often, because I'm afraid of saying the wrong thing and my vocabulary is still lacking."

"Sering, karena takut salah ucap dan kosa kata saya masih kurang."

Student 4: "Yes, because I was afraid of making a mistake and becoming the center of attention."

"Pernah, karena saya takut salah dan jadi pusat perhatian."

Student 5: "Yes, because I was afraid of saying the wrong thing."

"Pernah, karena takut salah bicara."

Student 6: "Yes, because I was afraid of saying the wrong thing."

"Pernah, karena takut salah ucap."

Student 7: "Yes, because there were audiences I had just met."

"Pernah, karena ada audiences yang baru saya jumpai."

2. How do you feel when you have to speak in front of your classmates or lecture in English? (*Bagaimana perasaan anda ketika harus berbicara di depan teman sekelas atau dosen dalam bahasa Inggris?*)

Student 1: "I feel nervous, because when asked to speak spontaneously I suddenly feel nervous."

"Saya merasa gugup, karena jika diminta speaking secara spontan tiba-tiba merasa gugup."

Student 2: "Often feel nervous, because asked to speak spontaneously."

"Sering merasa gugup, karena diminta speaking secara spontan."

Student 3: "Feel shy and nervous."

"Merasa malu dan nervous."

Student 4: "I feel nervous, anxious, and worried about making mistakes."

"Saya merasa gugup, cemas, dan khawatir buat salah."

Student 5: "I feel shy and anxious."

"Saya merasa malu dan cemas."

Student 6: "I feel nervous, because asked to speak spontaneously."

"Saya merasa nervous, karena diminta speaking secara spontan."

Student 7: "Just feel nervous."

"Merasa gugup saja."

3. Do you often feel less confident when speaking English in class? Why is that? (*Apakah anda sering merasa kurang percaya diri ketika berbicara dalam bahasa Inggris di kelas? Mengapa demikian?*)

Student 1: "Yes, because my grammar is lacking."

"Iya, karena grammar saya kurang."

Student 2: "Often, because I feel lacking in pronunciation, grammar, and vocabulary."

"Sering, karena merasa kurang dalam pronunciation, grammar, dan vocabulary."

Student 3: "Yes, because my grammar is still lacking."

“Iya, karena grammar masih kurang.”

Student 4: "Often, because I am not prepared enough, and I am afraid of making mistakes."

“Sering, karena kurang prepare, dan takut salah.”

Student 5: "Often I lack confidence because I lack vocabulary."

“Sering kurang percaya diri karena kurang vocabulary.”

Student 6: "Often, because my vocabulary is lacking."

“Sering, karena kurang vocabulary.”

Student 7: "Often, because my grammar is not good enough."

“Sering, karena grammar belum bagus.”

4. Have you ever felt shyness or uncomfortable when speaking English in class? Why? (*Apakah anda pernah merasa malu atau tidak nyaman saat berbicara bahasa Inggris di kelas? Mengapa?*)

Student 1: "I was once reprimanded when my speaking was not finished and I had some wrong pronunciation. It made me feel embarrassed and forgot what I wanted to say next."

“Saya pernah ditegur ketika speaking saya belum selesai dan ada pengucapan saya yang salah. Hal itu membuat saya merasa malu dan lupa apa kata selanjutnya yang mau saya sampaikan.”

Student 2: "Yes, I feel embarrassed and uncomfortable every time I am asked to speak in front of the class."

“Iya, merasa malu dan tidak nyaman setiap di minta speaking didepan kelas.”

Student 3: "I have spoken in front of many people and it made me feel embarrassed."

“Saya pernah speaking didepan banyak orang dan itu membuat saya merasa malu.”

Student 4: "I always feel stage fright."

“Saya selalu merasa demam panggung.”

Student 5: “Nothing.”
 “Tidak ada.”

Student 6: “Nothing.”
 “Tidak ada.”

Student 7: “Nothing.”
 “Tidak ada.”

5. Have you ever faced the fear of making mistakes when speaking English in front of the class? Why? (*Apakah anda pernah menghadapi perasaan takut melakukan kesalahan saat berbicara bahasa Inggris di depan kelas? Mengapa?*)

Student 1: “Yes, because of lack of preparation and my pronunciation is still lacking.”

“Sering karena speaking saya kurang bagus dan kurang prepare.”

Student 2: “Often because my speaking is not good enough and I am not prepared enough.”

“Sering karena prepare yang belum matang”

Student 3: “Often because of inadequate preparation”

“Iya, karena kurang prepare dan pengucapan masih kurang.”

Student 4: “Often because of lack of preparation.”

“Sering karena kurang prepare.”

Student 5: “Yes, usually because of lack of preparation and my pronunciation of some vocabulary is still lacking.”

“Iya, biasanya karena belum prepare dan pengucapan beberapa kosakata masih kurang.”

Student 6: “Often because of lack of preparation by practicing and memorizing texts.”

“Sering karena kurang dalam mempersiapkan diri dengan berlatih dan menghafal teks.”

Student 7: “Yes, often, because of lack of preparation, practice and still lacking vocabulary.”

“Iya sering, karena kurang persiapan, latihan dan masih kurang kosa kata.”

6. Do you feel annoyed or uncomfortable if lecture or classmates judge or criticize the way you speak English? (*Apakah anda merasa terganggu atau tidak nyaman jika dosen atau teman sekelas menilai atau mengkritik cara anda berbicara bahasa Inggris?*)

Student 1: “Often feel disturbed.”

“Sering merasa terganggu.”

Student 2: “No, because it can be an improvement for me.”

“Tidak, karena hal itu bisa menjadi perbaikan untuk saya.”

Student 3: “No, because it can be a lesson for me.”

“Tidak, karena hal itu bisa jadi pelajaran untuk saya.”

Student 4: “Yes, feel uncomfortable.”

“Iya, merasa tidak nyaman.”

Student 5: “No, because it can be a lesson”

“Tidak, karena hal itu bisa jadi pelajaran”

Student 6: “Not disturbed, because it can be a lesson.”

“Tidak terganggu, karena bisa jadi pelajaran.”

Student 7: “No, because it can be an improvement for me.”

“Tidak, karena hal itu bisa menjadi perbaikan untuk saya.”

7. Do you have difficulty understanding instructions or learning materials when delivered in English? How does this affect your self-confidence? (*Apakah anda mengalami kesulitan dalam memahami instruksi atau materi pembelajaran ketika disampaikan dalam bahasa Inggris? Bagaimana hal ini memengaruhi kepercayaan diri anda?*)

Student 1: “Always, it affects me because I feel left behind from my other friends.”

“Selalu, itu berpengaruh karena saya merasa tertinggal dari teman yang lain.”

Student 2: “Yes, because I feel left behind from my other friends.”

“Iya, karena saya merasa tertinggal dari teman yang lain.”

Student 3: “Usually, because I feel left behind from my classmates who are better at speaking.”

“Biasanya, karena merasa tertinggal dari teman-teman kelas yang lebih bagus speakingnya.”

Student 4: “Yes, because I feel left behind from my other friends.”

“Iya, karena saya merasa tertinggal dari teman yang lain.”

Student 5: “Often, because I feel left behind from my other friends.”

“Sering, karena saya merasa tertinggal dari teman yang lain.”

Student 6: “Often, because I feel left behind from my other friends.”

“Sering, karena saya merasa tertinggal dari teman yang lain.”

Student 7: “Always, because I feel left behind from my other friends.”

“Selalu, karena saya merasa tertinggal dari teman yang lain.”

8. How do you handle feelings of anxiety or discomfort when speaking English in class? Do you have any particular strategies to overcome them? (*Bagaimana anda menangani perasaan cemas atau ketidaknyamanan saat berbicara bahasa Inggris di kelas? Apakah anda memiliki strategi tertentu untuk mengatasinya?*)

Student 1: “Prepare and practice.”

“Prepare dan latihan.”

Student 2: “Prepare.”

Student 3: “Prepare and memorize vocabulary”

“Prepare dan hapal kosakata.”

Student 4: “Prepare and always think positive”

“Prepare dan selalu berpikir positif.”

Student 5: “Prepare.”

Student 6: “Prepare.”

Student 7: “Keep practicing and memorize the vocabulary”

“Latihan terus dan hapal kosakata.”

9. Are there certain factors in the classroom that make you feel more anxious or less confident when speaking English? (*Apakah ada faktor-faktor tertentu di dalam kelas yang membuat anda merasa lebih cemas atau kurang percaya diri ketika berbicara bahasa Inggris?*)

Student 1: “Nothing.”

“Tidak ada.”

Student 2: “If many people pay attention to me.”

“Jika banyak orang yang memperhatikan saya.”

Student 3: “Being laughed at by my classmates.”

“Diketawai sama teman kelas.”

Student 4: “Being teased by my friends.”

“Diejek sama teman.”

Student 5: “Many people pay attention.”

“Banyak orang yang memperhatikan.”

Student 6: “Many people pay attention.”

“Banyak orang yang memperhatikan.”

Student 7: “New environment and new people.”

“Lingkungan baru dan orang baru.”

10. Do you have any particular hopes or desires to improve your English speaking skills in the classroom? How do you hope the psychological problems you are experiencing can be overcome? (*Apakah anda memiliki harapan atau keinginan tertentu untuk meningkatkan keterampilan berbicara bahasa Inggris anda di dalam kelas? Bagaimana anda berharap masalah psikologis yang anda alami dapat diatasi?*)

Student 1: “Study harder. So that I can be more confident in speaking.”

“Lebih giat belajar. Agar saya lebih percaya diri speaking.”

Student 2: “Study. So that I can speak fluently and have a lot of vocabulary.”

“Belajar. Agar bisa lancar speaking dan punya banyak kosa kata.”

Student 3: “Yes, so that I can be confident when speaking and achieve my dreams.”

“Iya, agar saya bisa percaya diri ketika speaking dan menggapai cita-cita saya.”

Student 4: “Yes, so that my English becomes more fluent.”

“Iya, agar bahasa inggris saya jadi lebih lancar.”

Student 5: “Yes, so that I can be confident when speaking.”

“Iya, agar saya bisa percaya diri ketika speaking.”

Student 6: “Yes, so that I can be confident when speaking.”

“Iya, agar saya bisa percaya diri ketika speaking.”

Student 7: “Yes, so that I can be confident when speaking and can talk to native speakers.”

“Iya, agar saya bisa percaya diri ketika speaking dan bisa berbicara dengan native speaker.”



Appendix 5. Surat Keterangan Bebas Plagiat



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ismul Inayah Syam
Nim : 105351105720
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	9 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 25 Juli 2024
Mengetahui,
Kepala UPT Perpustakaan dan Penerbitan,



Nurwahid, S.Hum., M.I.P.
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593, fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

Appendix 6. Surat Pengantar Penelitian



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alaaddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 16475/FKIP/A.4-II/VI/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Ismul Inayah Syam
Stambuk : 105351105720
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Bantaeng / 15-06-2002
Alamat : BTN. Peseha Barombong Indah Blok A No.7

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An Analysis of The Causes of Psychological Problems in The Fourth Semester English Speaking Class at Universitas Muhammadiyah Makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
21 Juni 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4496/05/C.4-VIII/VI/1445/2024

24 June 2024 M

Lamp : 1 (satu) Rangkap Proposal

18 Dzulhijjah 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Dekan FKIP

Universitas Muhamamdiyah Makassar

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16475/FKIP/A.4-II/VI/1445/2024 tanggal 21 Juni 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ISMUL INAYAH SYAM

No. Stambuk : 10535 1105720

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF THE CAUSES OF PSYCHOLOGICAL PROBLEMS IN THE FOURTH SEMESTER ENGLISH SPEAKING CLASS AT UNIVERSITAS MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 25 Juni 2024 s/d 25 Agustus 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Muh. Arief Muhsin, M.Pd.

NBM 1127761

Appendix 7. Kartu Kontrol Penelitian



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Sultan Hassanudin No. 129 Makassar
Telp. 0411-8567000/0411-8567001
Email: pendi@umh.ac.id
www.umh.ac.id
pensi@umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Ismul Inayah Syam**
 NIM : **105351105720**
 Judul Penelitian : **An Analysis of The Causes of Psychological Problems in The Fourth Semester English Speaking Class at Universitas Muhammadiyah Makassar**
 Tanggal Ujian Proposal : **17 Mei 2024**
 Tempat/Lokasi Penelitian : **Universitas Muhammadiyah Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Rabu 3 Juli 2024	Observasi / Pengamatan di kelas	St. Arsyanti Am, S.Pd., M.Pd.	
2	Subtu, 13 Juli 2024	Observasi / Pengamatan di kelas	St. Arsyanti Am, S.Pd., M.Pd.	
3	Rabu, 17 Juli 2024	Interview / Wawancara	St. Arsyanti Am, S.Pd., M. Pd.	
4				
5				
6				
7				
8				
9				
10				



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Mengetahui,

Makassar, 13 Agustus 2024

Ketua Program Studi,
FKIP Unismuh Makassar


Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807


Dr. Wina Akib, M. Pd., Ph. D.
NBM. 860 934






Appendix 8. Surat Keterangan Telah Meneliti


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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 Telp : 0411-860837/860332 (Fax)
 Email : fkip@unismuh.ac.id
 Web : https://fkip.unismuh.ac.id


SURAT KETERANGAN PENELITIAN
 Nomor : 0279/FKIP/05/A.5-VI/VIII/1446/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : **Ismul Inayah Syam**
 NIM : 10535 11057 20
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 03 Juli 2024 s.d 17 Juli 2024, dalam rangka penyusunan Skripsi dengan judul:

“An Analysis of The Causes of Psychological Problem in the Fourth Semester English Speaking Class at Universitas Muhammadiyah Makassar”.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

07 Shafar 1446 H
 Makassar
 12 Agustus 2024 M

Dekan,
 Universitas Muhammadiyah Makassar,

Elysa A. Ab., M.Pd. Ph.D.
 NIP. 800 934


 LEMBAGA PERPUSTAKAAN DAN PERBIBLIOTEKAN

 | Terakreditasi Institusi

Appendix 9. Surat Keterangan Penerbitan Artikel



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE 0911/BG-FKIP/LOA/B/VIII/1446/2024

Dear ISMUL INAYAH SYAM

It is our pleasure to inform you that, after reviewing your paper:

**AN ANALYSIS OF THE CAUSES OF PSYCHOLOGICAL PROBLEMS IN THE
FOURTH SEMESTER ENGLISH SPEAKING CLASS AT UNIVERSITAS
MUHAMMADIYAH MAKASSAR**

The manuscript ID: 1560

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**, ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at ijp@bg.unismuhmakassar.ac.id

Makassar, 21 August 2024 M
17 Shafar 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

Appendix 10. Documentations of Observation



Appendix 11. Documentations of Interview





BIOGRAPHY OF RESEARCHER



Ismul Inayah Syam was born on June 15, 2002 in Bantaeng, South Sulawesi. She is the eldest child of Syamsuddin and Rosdiwati. She took her first education at TK Islam Wahyu II Gowa in 2007, then continued at SDN Bontomanai K. Gowa in 2008. Furthermore, the researcher continued her education at MTs Aisyiyah Sungguminasa Gowa in 2014 and at MA Syekh Yusuf Sungguminasa Gowa in 2018, then graduated in 2020. The researcher continued her undergraduate education at the English Language Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. During her education, the author not only attended general lectures, but was also involved in the world of organizations, including the English Department Students Association and IMM. In all processes, the researcher has a motto, namely "Barani patalasa', barani pattasa' ". The researcher believes that everything that has been done in life will definitely be accounted for in the future. This is one of the researcher's guidelines to be able to complete the thesis in 2024 with the title "An Analysis of the Causes of Psychological Problems in the Fourt Semester English Speaking Class at Universitas Muhammadiyah Makassar".