

## A Study on Students' Psychological Problems of Speaking

Ari Prasetyaningrum<sup>1)\*</sup>, Selamet Riadi Jaelani<sup>2)</sup>, Maman Asrobi<sup>3)</sup>, and Hulmiya Isroini Rohmah<sup>4)</sup>

<sup>1), 2), 3), 4)</sup> Universitas Hamzanwadi, East Lombok, West Nusa Tenggara, Indonesia

✉ [rheafanny1981@gmail.com](mailto:rheafanny1981@gmail.com)

Received: March 3, 2023

Revised: July 01, 2023

Accepted: July 28, 2023

**Citation APA Style:** Prasetyaningrum, A., Jaelani, S. R., Asrobi, M., & Rohmah, H. I. (2023). A Study on Students' Psychological Problems of Speaking. *English Language in Focus (ELIF)*, 6(1), 55–66. <https://doi.org/10.24853/elif.6.1.55-66>

### ABSTRACT

The most difficult ability to learn is speaking. Thus, it is essential to understand speaking psychological problems during the teaching and learning process. The researchers used a descriptive quantitative method to conduct this present study. The goal of this research was to gain in a deeper understanding about the types and underlying causes of students' psychological speaking problems among eighth-graders of MTs NW Sepit. There were twenty students taken as participants. Data then were collected through questionnaire and interview. The result of this research indicated that the students of MTs. NW Sepit faced the psychological problems in learning speaking. From the data gained in questionnaire and interview, speaking difficulties were most frequently caused by a lack of confidence (50%) followed by a lack of motivation (38, 46%) and nervousness (11, 53%), which was the least common. It was hoped that by putting this study into practice, students would become more fluent in English and experience less psychological speaking problems.

**Keywords:** psychological problems, speaking

### ABSTRAK

Kemampuan yang paling sulit dipelajari adalah berbicara. Oleh karena itu, penting untuk memahami permasalahan psikologis selama proses belajar mengajar. Peneliti telah menggunakan metode deskriptif kualitatif dalam melaksanakan penelitian ini. Tujuan dari penelitian ini adalah menganalisa lebih jauh tentang jenis dan penyebab yang mendasari permasalahan psikologis siswa dalam berbicara pada kelas delapan MTs NW Sepit. Terdapat 20 siswa yang berpartisipasi dalam penelitian. Data selanjutnya dikumpulkan melalui angket dan wawancara. Temuan penelitian ini menunjukkan bahwa siswa-siswi MTs. NW Sepit memiliki masalah psikologis dalam belajar berbicara. Dari data yang diperoleh melalui angket dan wawancara, kesulitan berbicara umumnya sering disebabkan oleh kurangnya rasa percaya diri (50%) diikuti oleh kurangnya motivasi (38, 46%), serta rasa gugup (11, 53%) yang merupakan hal yang paling jarang terjadi. Diharapkan dengan dijadikannya penelitian ini, siswa akan menjadi lebih mahir berbahasa Inggris dan masalah psikologisnya lebih berkurang.

**Kata kunci:** masalah psikologi, berbicara

## INTRODUCTION

Speaking is an important English skill that enables us to interact with others and get information from many different types of sources. It is one way to express meaning in a variety of verbal and non-verbal contexts (Chaney & Burk, 1998, as referenced in Tetyana 2022). It is used as the "cornerstone" of communication and learning that emphasizing on linguistic expression and style (Haidara, 2016; Phuong & Huan, 2018; Tridinanti, 2018). To speak and communicate effectively, someone must have excellent vocabulary and grammar, including accuracy, complexity, and fluency (Rababah, 2005; Spring et al., 2019). Fluency is the most important aspect of verbal skills, which can be strengthened through vocabulary and phonological development. These components are required for the exchange of ideas, negotiations, and social interaction (Leong & Ahmadi, 2017; Rao, 2019).

Besides, Holt et al. (2019) and Arifin, (2017) also emphasize the importance of psychology in understanding communication and behavior. As numerous studies have shown, psychological issues like shyness, anxiety, low self-esteem, and lack of motivation have a serious negative influence on students' relationships, interactions, educational achievement, and life in general (Mesidor & Sly, 2016; Nijat, et al., 2019; Umisara, et al., 2021). In relation to the studies, Mustafa (2015) then investigates how these variables may affect students' English-speaking skills and proficiency.

Additional research also addresses this psychological concern. Siti (2020) claims that these problems prevent students from engaging in meaningful English-language conversation, which decreases feelings of expressing oneself and causes depression and dissatisfaction. Riftriani et al. (2019) claim that

these problems might cause students to be shy and lack confidence because they worry that that their classmates will laugh at them if they make mistakes.

### *Anxiety*

The term "anxiety" refers to a psychological condition characterized by unpleasant feelings, rapid emotional responses, and increased nervous system activity (Hadi, et al., 2020; Spielberger, 2019). Anxiety is a complex experience that includes emotions, personality traits, and feelings. It is classified into two types: situational anxiety, which is temporary and repetitive, and trait anxiety, which is permanent and experienced in a variety of situations (Rajitha & Alamelu, 2020). The intensity of anxiety is can be influenced by the student's situation and also through his or her physical and mental health.

Teachers must identify and intervene when students indicate the anxiety indications such as headaches, tense muscles, pain, wiggling, fidgeting, and stuttering (Suleimenova, 2013). Other signs may include hand shaking, sweating, amnesia, blankness, stomach butterflies, dry mouth, sore throat, rapid heartbeat, and squeaky voice. In the context of Language, anxiety is a psychological disorder that interferes with language learning, which can be caused by social settings, taking exams, or worrying about getting a low score (Horwitz & Code, 1986 as cited in Tsai, 2018). In particular, speaking anxiety is a significant psychological factor that can negatively impact students' oral English performance in learning a foreign language (Meloah, 2013).

Although anxiety can negatively impact speaking fluency and accuracy, analyzing and integrating new information into existing knowledge can help reduce anxiety and provide better language comprehension (Suleimenova, 2013). Lesson plans and

learning activities can be strengthened by integrating vocabulary into speaking teaching strategies (Scarpino et al., 2019).

### ***Lack Confidence***

Confidence is an important aspect of life that influences behavior, shaped by value-based self-evaluation and childhood interactions. It is a sense of optimism derived from self-evaluation of one's own abilities that are determined by interpersonal and intrapersonal interactions (Fadhillah, 2015). In particular, education, individual experiences, social messages from peers, family, and community are all determinants. (Harris, 2009 in Salim, 2015).

Increasing one's self-confidence therefore has an impact on one's social and psychological well-being.' An inability to communicate effectively in English can also affect one's ability to make actions (Gulzira et al., 2021; Lee & Hsieh, 2019). As stated by Haidara (2016), successful learning outcomes and student achievement require addressing self-confidence issues such as depression, fear of change, unrealistic expectations, shyness, and shame. More specifically when speaking with English teachers or native speakers, students frequently feel nervousness and uneasiness to express their ideas, and therefore, they often keep silent until they feel confident to speak. Furthermore, messages—both positive and negative—can affect one's confidence. Positive messages rarely cause harm, but negative messages frequently do.

### ***Lack of Motivation***

Motivation refers to the desire to act or do something. It is an important component of educational activities because it raises the desire of learners for academic achievement and builds good conversation (Özhan & Kocadere, 2020). According to Osabiya (2015),

motivation is an important factor in connecting people to their needs and expectations. Particularly, it helps them establish routines, meet deadlines, improve their lives, preferences, and goals, and eventually reach their full potential.

To boost students motivation in English-speaking, the study by Taufiqulloh et al. (2018) emphasize the importance of motivation in students' language learning achievements and propose that teachers be knowledgeable about a variety of psychological issues in order to increase student motivation in English-speaking classrooms.

## **RESEARCH METHODOLOGY**

As mentioned earlier, the objective of this study is to investigate the psychological problems that students at MTs. NW Sepit experience, specifically with regard to their speaking abilities. Apart from that, it makes attempts to determine the problems that these students deal with and their primary causes, including discouragement, low self-esteem, and anxiety. To achieve the objectives of the study, MTs NW Sepit students' psychological speaking issues were investigated using a descriptive quantitative design to gain insight into the various types and underlying causes.

Rather than drawing comparisons or connections between variables, the study focused on specific factors that influenced participants' speaking abilities. The researchers then used purposive sampling in this investigation. Furthermore, the method of choice demonstrates that the researchers chose a topic relevant to the objectives of their investigation. Twenty eighth-grade students from MTS NW were then included in the sample.

### **Data Collection**

During the data collection process, the following steps were carried out:

#### **a. Questionnaire**

To investigate psychological problems such as anxiety, low self-esteem, and motivation, a questionnaire was distributed to eighth-grade students at MTsNW Sepit. Each problem was addressed by five of the questionnaire's fifteen questions. We assessed these issues using a checklist. The following statements were used to assess students' anxiety, insecurity, and motivation with regard to their speaking abilities.

#### *Anxiety*

- I do not feel anxious when I make a mistake in speaking English;
- I do not feel nervous when I speak English in front of the class;
- Anxiety does not affect my English speaking performance;
- I do not feel pressured when I attend the speaking class;
- I am not worried if the other students in my class speak English better than me.

#### *Lack of confidence*

- I like to speak English in front of the class;
- I feel confident when I speak English;
- I am not worried if the other students will laugh at me when I make a mistake in speaking English;
- I prefer to speak English and make mistake than keep silent when speaking;
- I like to be the first participant to answer a question if i know the answer.

#### *Lack of motivation*

- I learn English to pass my degree and get a job in the future;
- I feel motivated when I listen to music while I am learning;
- Speaking English is important for self-improvement;
- Studying English enables me to discuss interesting topics in English with people from the other country;
- When I am on my way to speaking class
- I feel very relaxed and confident.

#### **b. Interview**

To determine the underlying causes of psychological problems, researchers administered a questionnaire and conducted structured interviews with eighth-grade students at MTs NW Sepit. During the interview, the students were asked three questions to learn about and confirm their experiences with the problems at hand.

- In your opinion, what are the causes of the psychological problems that include lack of confidence, lack of motivation and anxiety in learning speaking,
- Among lack of confidence, lack of motivation and anxiety, which one is the most factor that can affect to your speaking performance?
- Finally, why do you feel a lack of confidence when you want to speak English ?

### **Data Analysis**

Based on the data collected, the researchers then analyzed questionnaire and interview results to identify common psychological issues in speaking instruction and their root causes, which significantly impact students' speaking abilities. The following steps were taken to analyze the data:

## Questionnaire Data

*Step 1.* The researchers gave the students a questionnaire with 15 negatively phrased items in order to determine the challenges that students experience when learning to speak. The scores of the negative items were then affirmed to determine the overall percentage of psychological problems.

*Step 2.* The questionnaire items are divided into three categories: anxiety, lack of confidence, and lack of motivation. The Likert response scale includes 15 items, with scores ranging from 1 (strongly disagree) to 5 (strongly agree). Items 1-5 indicate anxiety, items 7-9 indicate lack of confidence, and items 1-4 indicate lack of motivation. The items are organized into their respective categories.

*Step 3.* The study used Likert points to determine the percentage of participants who reported having psychological problems while speaking, with the highest percentage being identified as the primary cause. The percentage was calculated by multiplying each item's total score by 100 and dividing it by the total score of all items.

### a. Interview Data

*Step 1.* Transcribe - The researchers use transcription to transform the raw data from the interviews into sentences.

*Step 2.* Classifying - The researchers identified the most common problems that students experience when learning to speak after investigating within the interview data.

*Step 3.* Concluding - The researchers summarized the interview data to determine the psychological problems that students experience when learning to speak and also the underlying causes of these problems.

## FINDING AND DISCUSSION

### Findings

Researchers employed interviews and questionnaires, as previously stated, to obtain comprehensive data about psychological problems that students experience and their underlying causes.

#### a. The Findings of Questionnaire

According to the questionnaire results from the research investigation, a significant percentage of students have difficulty with speaking, with low confidence ranking as the most common psychological problem at 50%. Anxiety is followed by a lack of motivation, resulting in for 12 out of 38, or 46% of the problems.

Table 1. Total Percentage of Psychological Problem Types

No	Psychological Problem Aspects	Total	Percentage
1	Lack of Confidence	65	50 %
2	Lack of motivation	50	38, 46%
3	Anxiety	15	11, 53%

#### b. The Findings of Interviews

According to the study's findings of interviews, a lack of motivation and confidence are the most common causes of speaking psychology problems. In addition, speaking effectively gets more difficult for students, particularly those who struggle with the English language, because of their fear of making mistakes and getting harsh comments from others in their class. Their fear of making mistakes in front of the class and being criticized makes them even less confident.

## Discussion

Based on the findings of the questionnaires, the study identified three major psychological issues that students experiences when speaking: lack of confidence, lack of motivation, and anxiety.

### *Lack of Confidence*

The most common issue was a lack of confidence, due to a total score of 65 (50%). The most common issue was a lack of confidence, due to a total score of 65 (50%). Poor English proficiency, fear of being laughed at, preferring silence, and refusing to be the first to answer questions are all common issues that arise from students' lack of confidence. In agreement with this research finding, [Fadhillah's research \(2015\)](#) found out that students' lack of confidence in studying a foreign language is frequently happens due to their experiences of difficulties while interpreting and interacting with others. Due to this problem, many students in the class are remaining silent. According to [Al Nakhalah \(2016\)](#), the main reason why students lack confidence is because they are not proficient in English, which causes them to feel insecure and ashamed.

Given their similarities, self-esteem and self-confidence both emphasize on a person's perspective of their own abilities. [Salim's research \(2015\)](#) suggested that early experiences—both interpersonal and intrapersonal—are thought to contribute to the increase of self-confidence, which is an essential aspect of learning. Additionally, [Derakhshan et al. \(2016\)](#) argue that teachers have an impact on students' speaking confidence. If teachers fail to reinforce their students, they could have difficulty speaking English in confidence.

Furthermore, [Toubot & Seng \(2018\)](#) claimed that lack of speaking confidence is the root of

communication anxiety, which is related to shyness and reluctance. Additionally, it is nervousness or fear of engaging in conversation with others. In general, students who have difficulty to express their ideas or understand the opinion of others typically experience anxiety and frustration. In line with the Toubot & Seng's investigation, research conducted by [Krismanti and Siregar's research \(2017\)](#) at STKIP PGRI Banjarmasin revealed that the most significant difficulties to speaking are lack of confidence, shyness, nervousness, and fear of making mistakes, whereas a lack of motivation is not a major problem. Again, [Fitriani & Apriliawati's study \(2015\)](#) confirmed that the three largest difficulties faced by third-semester English Education Study Program students at FKIP Tanjungpura University Pontianak were psychological issues, with a mean percentage of 20.70%; lack of self-confidence, at 20.11%; and anxiety, at 21.27%. Linguistic problems came in second with an average percentage of 19.53%; these were followed by pronunciation (16.25%), grammar (22.16%), vocabulary (20.19%), and grammar (22.16%).

### *Lack of Motivation*

The second psychological issue raised by students was a lack of motivation, which received a total score of 50 (38, 31%). This issue affects students' motivation to graduate or seek job opportunities, their opinions of the importance of English, their ability to communicate with others, and their confidence in speaking classes. However, a lack in motivation may contributed to an insufficient goal-oriented desire.

In the framework of students' speaking task, motivation is defined as the ability to stay focused on a task for an extended period of time. Moods are the main drivers of motivation, and students who are motivated are more enthusiastic and happy with their

assignments. Students who are highly motivated are more likely to remain engaged for longer periods of time than students who are not motivated. That is why motivated students come up with their whole focus to their tasks by continually learning (Osabiya, 2015).

Besides moods, a challenge is another factors of motivated students. Giving students a challenging but manageable task has implications for helping them become persistent or motivated. After successfully finishing one challenge, a student gets motivation and a strong desire to take on new ones. As a result, motivated students will select a task that challenges them appropriately while maintaining an enjoyable challenge. Students feel extremely happy when they complete a task similar to it. Individuals lacking motivation (those who have not experienced early success) will choose a task that is relatively simple and ensures immediate success.

Another sign of motivation also was defined by Putri's research (2016). She found that an adult's motivation is significantly impacted by students' degree of dependency. Put another way, students' learning and achievement could be affected from an over-reliance on adults. For example, generally motivated students don't need continual guidance when they experience it difficult to work independently, nor do students who lack motivation. However, Özhan & Kocadere (2020) suggest that teachers' motivation can significantly impact engaging conversations. For example, gaining proficiency in English may help to increase motivation. In addition to these, developing a character basis, confidence, persistence, discipline, and cultural understanding are all useful strategies. To learn a foreign language, students must be motivated by an interest to improve their

academic achievement, communication skills, and individual progress (Özhan & Kocadere, 2020).

### *Anxiety*

Finally, anxiety was identified as the students' third psychological problem, with a total score of 15 (11.53%). The last problem includes stress, nervousness, worry, and fear of others' speaking abilities. Students might experience panic, fear of worsening situations, shyness, and speechlessness in class or public. Consequently, a student's level of anxiety has a significant impact on their ability to communicate effectively; in cases of severe anxiety, students become completely paralyzed or unable to speak at all.

Anxiety is then identified as nervousness or worry about something to come (Haidara, 2016). It could be linked to problems that affect psychological self-efficacy and present-day stress levels. Krismanti & Siregar (2017) then identified that students' fear of worry, inexperience, or inadequate information as a significant challenge students experiences when learning speaking. Therefore, Hermaniar & Azkiya (2021) conducted a study on anxiety in an English speaking class. The study revealed that anxiety is a significant challenge for both advanced and non-advanced English language learners. The study then identified three major factors influence students' anxiety when speaking English: communication anxiety, fear of receiving a negative review, and test anxiety.

Besides, to identify a variety of factors that contribute to students' psychological issues, the researchers conducted interviews with students in addition to collected data through a questionnaire. The findings revealed that eighth graders at MTS NW Sepit had psychological problems due to a variety of factors. Their primary fear when speaking was

being laughed at, making a mistake, or receiving negative feedback from their peers. This hypothesis's conclusion is in line with the information provided by Arifin (2017), who found that psychological problems like anxiety and low self-esteem are common among students and can significantly affect their ability to speak.

Furthermore, the researcher's overall data indicates that the results of the present investigation differ from and are identical to the previous research for a variety of reasons. The students' particular situations, personality traits, and the setting in which the study is conducted all have the potential to influence how the research results are differentiated. As therefore, if teachers require to support their students improve their English language skills in the future, they must first become aware of and deal with their psychological problems.

## CONCLUSION

Considering the data provided in the research findings, it can be concluded from the problem statements or some conclusions can be drawn. First, the study revealed that students frequently experience psychological problems when learning to speak, such as lack of motivation, confidence, and anxiety. These problems negatively impact their ability to speak effectively in English, as they often deal with low self-esteem and anxiety while speaking in front of others. Then, it was discovered that students' lack of confidence was the main cause of their psychological problems and the most important factor influencing their ability to speak English.

According to researchers, students' lack of confidence in their communication skills comes primarily from their fear of making mistakes, being judged, and being teased by peers. In addition, the students' lack of

motivation was also caused by their ignorance of the importance of learning English for personal development, their anxiety when speaking in front of the class, and their belief that their pronunciation was incorrect. Finally, the study recommends that future researchers look into psychological barriers to English proficiency, taking into account teaching techniques, learning styles, anxiety levels, and dealing with students' speaking difficulties.

## REFERENCES

- Al Nakhalah, A. M. M. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5(12), 96–101.
- Arifin, W. L. (2017). Psychological Problems and Challenge in EFL Speaking Classroom. *Register Journal*, 10(1), 29–47. <https://doi.org/10.18326/rgt.v10i1.29-47>
- Cheng, C., Cheung, M. W.-L., & Wang, H. (2018). Multinational Comparison of Internet Gaming Disorder and Psychosocial Problems Versus Well-Being: Meta-Analysis of 20 Countries. *Computers in Human Behavior*, 88, 153–167. <https://doi.org/10.1016/j.chb.2018.06.033>
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, 6(2), 177–186. <http://dx.doi.org/10.5539/ells.v6n2p177>
- Fadillah, R. (2015). *The Effectiveness Of English Learning Model Based On Negative Anxiety Reduction On Islamic Senior High School In Banjarbaru* (Report No. 5205). LP2M IAIN Antasari Banjarmasin. <http://idr.uin-antasari.ac.id/id/eprint/5205>



- Fitriani, D. A., & Apriliawati, R. (2015). A Study on Student's English Speaking problems in Speaking Performance. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 4(9). <http://dx.doi.org/10.26418/jppk.v4i9.11345>
- Gulzira, B., Aysuliu, O., & Aybek, B. (2021). Some Difficulties of Teaching Speaking a Foreign Language. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(6), 510-516. <http://dx.doi.org/10.5958/2249-7137.2021.01651.7>
- Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors Affecting Speaking Anxiety of Thai Students During Oral Presentation: Faculty of Education in TSAI. *English Language in Focus (ELIF)*, 3(1), 79-88. <https://doi.org/10.24853/elif.3.1.79-88>
- Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501-1505. <http://dx.doi.org/10.13189/ujer.2016.040701>
- Hermaniar, Y., & Azkiya, N. (2021). Anxiety Issues on English Speaking Class; the Analysis of Students' Problems of English Language Education Study Program. *Prosiding Seminar Nasional Bahasa, Sastra, Seni, Dan Pendidikan Dasar (SENSASEDA)*, 1, 169-176. Retrieved from <https://mathdidactic.stkipbjm.ac.id/index.php/sensaseda/article/view/1559>
- Holt, N., Bremner, A., Sutherland, E., Vlieg, M., Passer, M., & Smith, R. (2019). *Psychology: The Science of Mind and Behaviour*, 4e. McGraw Hill.
- Krismanti, N., & Siregar, M. M. (2017). Students' Psychological Problems in Speaking: a Case Study on Speaking II Class of STKIP PGRI Banjarmasin. *Lentera: Jurnal Ilmiah Kependidikan*, 12(2), 62-73. <https://doi.org/10.33654/jpl.v12i2.356>
- Lee, J. S., & Hsieh, J. C. (2019). Affective Variables and Willingness to Communicate of EFL Learners in In-class, Out-of-class, and Digital Contexts. *System*, 82, 63-73. <https://doi.org/10.1016/j.system.2019.03.002>
- Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41. <http://dx.doi.org/10.18869/acadpub.ijre.e.2.1.34>
- Melouah, A. (2013). Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First-year LMD Students of English at Saad Dahlab University of Blida, Algeria. *Arab World English Journal*, 4(1), 64-76.
- Mustafa, E. N. E. (2015). Psychological Factors Affecting Sudanese EFL Learners' Oral Performance: A case study of Sudan University of Science and Technology. *Applied Linguistics*, 1-86.
- Mesidor, J. K., & Sly, K. F. (2016). Factors That Contribute to the Adjustment of International Students. *Journal of International Students*, 6(1), 262-282. <https://doi.org/10.32674/jis.v6i1.569>
- Nijat, N., Atifnigar, H., Chandran, K., Selvan, S. L. T., & Subramonie, V. (2019). Psychological Factors that Affect English Speaking Performance Among Malaysian Primary School Pupils. *American International Journal of Education and Linguistics Research*, 2(2), 55-68. <https://doi.org/10.46545/aijelr.v2i2.117>
- Osabiya, B. J. (2015). The Effect of Employees Motivation on Organizational Performance. *Journal of Public Administration and Policy Research*, 7(4), 62-75.

<https://doi.org/10.5897/JPAPR2014.0300>

- Özhan, Ş. Ç., & Kocadere, S. A. (2020). The Effects of Flow, Emotional Engagement, and Motivation on Success in a Gamified Online Learning Environment. *Journal of Educational Computing Research*, 57(8), 2006–2031. <https://doi.org/10.1177/0735633118823159>
- Phuong, T. T. B., & Huan, N. B. (2018). Teacher Corrective Feedback on Students' Speaking Performance and Their Uptake in EFL Classes. *European Journal of Foreign Language Teaching*, 3(3), 110-131. <http://dx.doi.org/10.46827/ejfl.v0i0.1823>
- Putri, A. (2016). Low Motivation in Learning Speaking. *ANGLO-SAXON: Journal of the English Language Education Study Program*, 7(1), 14–20. <https://doi.org/10.33373/anglo.v7i1.491>
- Rababah, G. (2005). Communication Problems Facing Arab Learners of English. *Grazer Linguistische Studien*, 63(Spring), 63-75.
- Rajitha, K., & Alamelu, C. (2020). A Study of Factors Affecting and Causing Speaking Anxiety. *Procedia Computer Science*, 172, 1053-1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18.
- Riftriani, A. Z., Ikhsanudin, I., & Rezeki, Y. S. (2019). Factors Influencing Students' Speaking Difficulties in Giving Oral Presentation. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 8(10), 1-8. <http://dx.doi.org/10.26418/jppk.v8i10.37105>
- Salim, A. (2015). General Self-Confidence and Its Implication on Students' Achievement in Oral Presentation. *JEELS (Journal of English Education and Linguistics Studies)*, 2(2), 34–48. <https://doi.org/10.30762/jeels.v2i2.95>
- Scarpino, S. E., Hammer, C. S., Goldstein, B., Rodriguez, B. L., & Lopez, L. M. (2019). Effects of home language, oral language skills, and cross-linguistic phonological abilities on whole-word proximity in spanish-english-speaking children. *American Journal of Speech-Language Pathology*, 28(1), 174-187. [https://doi.org/10.1044/2018\\_AJSLP-18-0050](https://doi.org/10.1044/2018_AJSLP-18-0050)
- Siti, K. (2020). *Students' Psychological Speaking Problems at the Eleventh Grade of Linguistic Major of Senior High School 2 Purwokerto, Banyumas Regency* (Doctoral Dissertation, IAIN Purwokerto). Retrieved From <http://repository.uinsaizu.ac.id/id/eprint/7400>
- Spielberger, C. D. (2019). Anxiety, Cognition and Affect: a State-Trait Perspective. *Anxiety and the Anxiety Disorders*, 171–182.
- Spring, R., Kato, F., & Mori, C. (2019). Factors associated with improvement in oral fluency when using video-synchronous mediated communication with native speakers. *Foreign Language Annals*, 52(1), 87-100. <https://doi.org/10.1111/flan.12381>
- Suleimenova, Z. (2013). Speaking Anxiety in a Foreign Language Classroom in Kazakhstan. *Procedia-social and behavioral Sciences*, 93, 1860-1868. <https://doi.org/10.1016/j.sbspro.2013.10.131>
- Taufiqulloh, T., Sulistianingsih, E., & Aflahatun, N. (2018). The Effect of Lecturer's Competence and Learning Environment on Student's Motivation in Learning English. *English Focus: Journal of English*

- Language Education*, 1(2), 60–76.  
<https://doi.org/10.24905/efj.v1i2.31>
- Tetyana, V. (2022, May). Teaching Speaking. In *the 11 International Scientific and Practical Conference "International Scientific Innovations in Human Life" (May 11-13, 2022) Cognum Publishing House, Manchester, United Kingdom. 2022. 810.* (p. 341).
- Toubot, A. M., & Seng, G. H. (2018). Examining levels and factors of speaking anxiety among EFL Libyan English undergraduate students. *International Journal of Applied Linguistics and English Literature*, 7(5), 47-56.  
<https://doi.org/10.7575/aiac.ijalel.v.7n.5.p.47>
- Tridinanti, G. (2018). The Correlation Between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education and Literacy Studies*, 6(4), 35–39.  
<https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>
- Tsai, C. C. (2018, April). The effects of communication strategy training on EFL speaking anxiety and speaking strategy among the community college adult learners in Taiwan. In *International Forum of Teaching and Studies* (Vol. 14, No. 2, pp. 3-19). American Scholars Press, Inc..
- Umisara, E., Faridi, A., & Yulianto, H. J. (2021). An Evaluation of the Psychological Factors Influencing the Students' Anxiety in Speaking English. *English Education Journal*, 11(4), 496-505.  
<https://doi.org/10.15294/eej.v11i1.47800>

