

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the following subtopics: (1) research finding, and (2) discussions

#### **4.1. Findings**

The finding of this study described about the psychological factors, causes of psychological factors themselves, and possible solutions to overcome speaking problems related to psychological factors faced by English Education Study Program Students of UIN Raden Fatah Palembang. The data of this study were obtained from questionnaire and interview to the English Education Study Program Students. Through questionnaire data and interviewing process, researcher found some psychological factors affecting speaking performance that become main problem in speaking English, the causes of psychological factors that affecting speaking performance, and the possible solutions to overcome psychological factors affecting students' speaking performance.

In-depth interview was done by using English and Indonesian that aimed to make communication between researcher and participants easier and to avoid misunderstanding. There were five participants involved in this study. All the participants involved were asked to answer the questionnaire and interview based on their personal experience. Therefore, the interview was done to the English students in order to clarify and verify the data that are gained from the students' questionnaire.

In this study, the researcher found some psychological factors affecting speaking performance of English students of UIN Raden Fatah Palembang. The psychological factors were lack of motivation, anxiety, and lack of self-confidence. From the result of this study, related to the psychological factors affecting speaking performance, the researcher made themes and codes. The themes and codes can be seen from the following table.

**Table 3**

Themes and codes for psychological factors affecting speaking performance

Themes	Codes
1. Lack of motivation	<ul style="list-style-type: none"> <li>a. The students felt bored in speaking activities because the topic was not interesting.</li> <li>b. The students reluctant to speak and less active in speaking activities.</li> <li>c. The students lacked of supports in speaking English.</li> </ul>
2. Anxiety	<ul style="list-style-type: none"> <li>a. The students felt fear of making mistakes when they were speaking in front of class.</li> <li>b. The students were afraid of negative feedback from their friends.</li> </ul>

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	c. The students felt nervous when they were speaking English so that their ideas went mind blank.
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3. Lack of confidence	a. The students were not confident because they were lacking of vocabulary and inability to express their ideas.
	b. The students lacked of preparation so that they felt not confident.

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The themes and codes described in table 3 above were fully explained as follows:

#### **4.1.1. Lack of Motivation**

Motivation was very influential to speaking performance. Most of students revealed that they were not motivated in learning speaking. Students who had low motivation would reluctant to participate in speaking and decrease their speaking performance. Lack of motivation commonly caused by psychological factors. The factors were topic discussion, reluctant to speak, and lack of supports.

First, one of problem faced by the students was topic discussion. The students felt bored in speaking activities because the topic was not

interesting. Moreover, the material was quite difficult to be mastered. Futhermore, they only learned speaking based on the topic determined. The students have nothing to express because the lecturer had chosen a topic which is not suitable for them or about which they know very little. One of participants (NF) stated that:

*“Because the lecturer too monotonous about the teaching style and then never do some like warming up or ice breaker with the students like never attract the students with the lesson.”*

Second, most student was reluctant to speak. They were less active in speaking class because only at least students who wanted to ask. On the other hand, they lacked of practice in speaking English. They only spoken English at class. Related to this case, the participant (NF) revealed that:

*“I still learn how to be fluent in speaking English, and I always try to practice English speaking.”*

#### **4.1.2. Anxiety**

Anxiety was one of psychological factors that affects students' speaking performance. The students who had high anxiety commonly showed poor performance in speaking English at class. Related to this case, anxiety would cause psychological problems for students. The problems were fear of making mistakes, afraid of negative feedback, and nothing to say. These problems would be discussed below.

Based on questionnaire and interview data, most of students argued that they were anxious because making mistakes. The students commonly felt losing face when they made a mistake. The students were afraid if their friend mocked and laughed at them. Moreover, they would be embarrassed to do eye contact. They would prefer to silent or directly sit and over the speaking. Besides that, another problem was peers' feedback. Most of the students revealed that they felt anxious when they got negative feedback. It happened when they did wrong pronunction, delievered the material incorrectly, and spoken English not fluently. Furthermore, other students were corrected all the time so that it caused the speaker become demotivated in speaking English. Last, nervousness was experienced by the students caused their ideas went mind blank. They did know what should they say. Moreover, they forgot their ideas. To turn to the cause of anxiety, students said that they felt anxious to speak because they got nervous and fear what they said was wrong as noted by AP and ATP:

AP: *“Usually I feel nervous, my body shaking and I can't answer the question correctly.”*

ATP: *“ I will feel little nervous because I am aware of my grammar which is still under standard.”*

#### **4.1.3. Lack of self-confidence**

Self-confindence was needed to improve performance in speaking English. Unfortunately, not all of students has highly self-confidence.

Most of students felt not confident that caused by some problems. They stated that they were not confident caused by lacking of vocabulary, and lacking of preparation. With regard to lack of confidence, students found this feeling as an obstacle for them to speak in English class. The cause of feeling lack of confidence was their inability to speak English as ATP and NF:

ATP: *“Because I feel my ability in speaking still have to learn more. It’s why I feel unconfident.”*

NF: *“I feel unconfident sometimes when I don’t know how to pronounce the word well because I’m afraid that I will do a mistake if I miss pronounce the word it can change the meaning so I just keep silent when I don’t know the word.”*

First problem appeared when the students did not know what the vocabulary should be used so that they swicthed to use Indonesian. They did not have a lot of vocabularies. Futhermore, the students often felt not confident if they were not fluent in speaking English. Next problem was lacked of preparation. Not all of students had well-prepared in presenting the material. Most of students lacked of preparation. The students also admitted that they did not have the ability to speak English well and their knowledge of English language was limited. This problem caused demotivaing speaking performance.

#### **4.1.4. Possible Solutions to Cope with Psychological Factors Affecting Speaking Performance**

Based on the findings of the study, motivational problems are usually related to the lack of interest in topic being discussed and the boredom in learning, reluctant to speak, and lack of support from environment. Aftat (2008) suggest that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang (2010). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

Anxiety faced by the students caused some problems, as follows; a) fear of making mistakes, b) negative evaluation, and c) nothing to say or mind blank. These problems possible to be solved by following this solution. In order to overcome anxiety, Sato (2003) on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement (Keramida, 2009), motivating students (Christophel, 1990; Frymier, 1993 cited in Keramida,

2009) and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noon-ura, 2008). Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. This way, the students can feel more confident in answering the teacher questions and participating in every activities of the class.

Last, problem was related to self-confident. Lack of self-confidence was caused by limited vocabulary, inability to express their ideas, and lacking of preparation.

These problems may be still resolved by giving more practice and opportunity to the students in speaking English. Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore, teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.



## 4.2. Discussions

Based on the findings of this study, there were three main psychological factors that affecting students' speaking performance, as follow, motivation, anxiety, and self-confidence. Related to the problems of this study, the solution of problems above also found in this study.

First, motivational factor was very influential to psychological students in speaking English. Motivation can enhance their speaking performance. On the other hand, most of students felt not motivated to speak English. Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) states that motivation is an inner energy. She adds that no matter what kinds of motivation the learners possess it will enhance their study interest. The students felt bored in speaking activities because the topic was not interesting. The students have nothing to express because the lecturer had chosen a topic which is not suitable for them or about which they know very little. The students reluctant to speak and less active in speaking activities. They were less active in speaking class because only at least students who wanted to ask. The students lacked of support in speaking English. Most of students did not take an English course in advance. Moreover, their friends only focused on giving criticism and suggestion.

Second, anxiety can be defined as feeling tension in facing particular situation. Horwitz et al cited in Nascente (2001) argue that anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a

foreign language. Horwitz (as cited in Sylvia and Tiono, 2004) added that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. The problems related to anxiety, as follows; the students felt fear of making mistakes when they were speaking in front of class, The students were afraid of negative feedback from their friends, and The students felt nervous when they were speaking English so that their ideas went mind blank.

Last, another problem come from students' self-confidence. Some student lacked of self-confidence. Most of students felt not confident that caused by some problems. the students often felt not confident if they were not fluent in speaking English. He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The students also admitted that they did not have the ability to speak English well and their knowledge of English language was limited.