

Doi: <http://dx.doi.org/10.26858/eltww.v10i1.38370>**EFL Higher Education Students' Psychological Factor in Speaking Classroom Activities at Universitas Muslim Indonesia: A Research Report****Burhanuddin***

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Email: dedijunianq1997@gmail.com**Abstract**

The aim of this study is to determine what types of psychological factors sixth-semester EFL higher education students confront when speaking English and how to overcome these psychological factors. This study employs qualitative descriptive methods with two variables. This research used the technique of purposive sampling to select participants, in which volunteers are chosen based on the criteria and objectives of the study. In this study, twenty 2019 Academic Foreign Language Student of the Sixth Semester participated. This research employed qualitative data analysis techniques (questionnaire). The score assigned to each student as a result. Using the Likert Scale Procedure, the data obtained from this study were analyzed. The findings revealed that the majority of students are affected by the same psychological factors, namely Anxiety, Lack of Self-Confidence, Fear, and Shyness. The majority of students are terrified of speaking English. They experience discomfort and agitation if they are required to answer or ask questions in English. Also, the results demonstrated that the sixth-semester ABA UMI class of 2019 possessed an extremely high degree of motivation. This is where they feel that learning English is crucial, since they are constantly asking their professors and peers about subjects they do not understand, and their desire to learn in English is quite strong. The study suggests that educators should focus on enhancing students' psychological factors, particularly motivation, anxiety, and self-confidence, to improve their speaking performance in the EFL classroom. The findings of this study contribute to the body of knowledge on the impact of psychological factors on EFL learners' speaking skills, and can help educators develop effective strategies to improve their students' speaking proficiency in the EFL classroom.

Keywords : *Speaking, Psychological Factor, Higher Education***INTRODUCTION**

Speaking is one of the language skills in learning English. Richards(2008) states

that the mastery of learning skills in English is a priority for many second language or foreign-language learners. But for most of the students, speaking is one of the aspects that is truly difficult to learn. In fact, there are so many students who are not fluent in speaking English. According to Pollard (2008) states that speaking is one of the most difficult aspects for students to master.

It is a fact that English as an international language is the most widely used language around the world. Some countries in the world use English as their national language such as England, The United States of America, Canada, and Australia. Even in all commonwealth countries, they use English as their second language. English is also used as a formal language in The United Nations. In this era of modernization and globalization, English is a foreign language that provides students to connect with the world. It also opens a lot of opportunities for getting a better job in the global economy. Kachru & Smith (2008) state that in the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways that would ensure their prosperity and eminence in the world. In order to be competitive, they have to be able to function well in multinational industrial enterprises, international trade, diplomacy, and scientific-technological areas of expertise. They have to be innovative and contribute to the knowledge-based of the world. To achieve these goals, they need to be able to utilize the most widely used medium, English.

Nowadays, having good communication skills is a necessity for some people. It becomes one of the nine soft skills which make someone have a perfect personality (Rasmita, 2009) which is cited by the research by Wulandari et al., (2018). It is required particularly by those who are involved in a social environment which requires a lot of interpersonal relationships. For instance, in workplaces and educational settings. In workplaces, good communication skills plays important role in determining one's success and achieving goals or targets. It is also required by businessmen to establish cooperation and to convince customers about their products or services.

Meanwhile, in education, English is the first foreign language officially taught to students from elementary, to junior, and senior high school, and also till university. This is proof that English cannot be separated from the Indonesian educational system and Indonesian student's daily life. Indonesian children learn English since elementary school as a compulsory subject. After senior high school, many of the Indonesian undergraduate students keep on majoring in English education at one of the Indonesian Universities.

Speaking English for most Indonesian, especially for a student is very challenging in terms of bravery to speak to their English teachers or lecturer or the English native speakers or foreigner. Most of the students will be very proud when they can speak English fluently. Unfortunately, most of them show anxieties when they use English to communicate with others. Those also appear when the teacher or lecturer asks the students to present something in front of the class or to respond orally to some questions using English. This is also what happened with the student in Foreign Language Academic at ABA UMI. Most of the students in Foreign Language Academic still find difficulties when they have to speak in English in the classroom or just on daily basis. One of the problems that the students face is whenever they try to speak in English, they feel nervous and also anxious. Most of them know how to form a sentence, understand information from material that they listen and read, and write sentences in good order and good grammatical. But when it comes to speaking, they barely want to perform. And although they perform their speaking skill, they appear nervous and remain fidgety. These conditions are called anxiety.

There are several causes of student's anxiety in speaking. The first one is fear of

making grammatical mistakes. Fear of mistake becomes one of the main factors of student's reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010) which cited by the research from Lê, (2019). The second is student's fear of being laughed at by other students or being criticized by the teacher or lecturer. As a result, students commonly stop participating in the speaking activity (Hieu, 2011) Then having less confidence of their own ability, or even they do not have the ideas in their mind if they are asked to practice their speaking, those make them keep silent during the activities in the classroom. In addition, they prefer to use their first language which is Bahasa when they have speaking activities.

Therefore, based on the problem and the previous studies above, the researcher is interested to do research to find out what kinds of Psychological Factors that Sixth Semester Student at ABA UMI face in Speaking English and To find out the way to Overcome the Psychological Factors that the Sixth Semester Student at ABA UMI facing in Speaking English.

METHOD

This research used Descriptive Qualitative method, which have two variables. Aliaga and Gunderson (2002) states that quantitative research is a method which explains an issue or phenomenon through numerical data and it is analyzed with the aid of mathematical methods; in particular statistics. Further William (2011, p. 66) states that "Quantitative research involves the collection of data so that the information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims". The researcher describe the Psychological Factor of Sixth Semester Student to Speak English at ABA UMI.

The selection of participants in this research used purposive sampling technique, in which participants are selected according to the criteria and objectives of the research (Speziale & Carpenter, 2003). In this research, researcher involved 20 participants, in namely Sixth Semester Student of Academic Foreign Language Student of 2019. The source of data in this research used primary data, namely data obtained directly from the results of students Psychological Factor to Speak English subject scores. In this research, the researcher used the Likert Scale Questionnaire as the instrument.

The process of data analysis in this research used qualitative (questionnaire). The result given Score for each students. The data that obtain from this research used the analysis by Likert Scale Procedure that indicate wheter 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Undecided (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD) for each state Total the score based on the response category:

Table 1. Degree of Likert Scale

Scale	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

(Sugiyono, 2012)

To analyze rated percentages of psychological factors that the Sixth Semester

Student at ABA UMI face. It used to know the Sixth Semester Student at ABA UMI face respons.

Based on Sudjana (2002) the formula that used is :

$$P = F / N \times 100$$

Explanation:

P = Percentage

100% = Constant of Value

F = The Frequency

N= Number of Sample

FINDINGS AND DISCUSSION

Psychological factors that the Sixth Semester Students at ABA UMI face in Speaking English.

a. Anxiety

Anxiety is defined as the feeling of being very worried about something that may happen or may have happened, so that someone think about it all the time, or something that makes someone worry (Longman, 2017). Based on the answer from the students. the researcher found that the students were easy to have panic attack everytime they have to speak in English. The feeling of Anxious, Nerveous, and Restless always come everytime they need to answer a question or got asked in English.

Table 2. *I feel anxious every time I have to answer a question using English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	9	39,1%
2.	Agree	9	39,1%
3.	Undecided	2	8,7%
4.	Disagree	3	13%
5.	Strongly Disagree	-	-
	Total	23	100%

Based on the table 2, it revealed that the students respond toward the statement “I feel anxious every time I have to answer a question using English. “. There were 9 students or 39,1% from the total number of the students answered strongly agree, 9 students or 39,1% from the total number of the students answered agree, 2 students or 8,7% from the total number of students answered undecided, and 3 students or 13% from the total number of the students answered disagree Meanwhile, none of the students answer Strongly Disagree with the statement. It showed that 39,1% students Strongly Agree with the statement.

Table 3. *I feel anxious if someone asks me something in English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	5	21,7%
2.	Agree	12	52,2%
3.	Undecided	1	4,3%
4.	Disagree	5	21,7%
5.	Strongly Disagree	-	-
	Total	23	100%

Based on the table 3, it revealed that the students respond toward the statement “I feel anxious if someone asks me something in English.“. There were 5 students or 21,7% from the total number of the students answered strongly agree, 12 students or 52,2% from the total number of the students answered agree, 1 students or 4,3% from the total number of students answered undecided, and 5 students or 21,7% from the total number of the students answered disagree Meanwhile, none of the students answer Strongly Disagree with the statement. It showed that 52,2% students Agree with the statement.

Table 4. *I start having panic attack when I have to speak in English without preparation.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	3	13%
2.	Agree	13	56,5%
3.	Undecided	4	17,4%
4.	Disagree	3	13%
5.	Strongly Disagree	-	-
	Total	23	100%

Based on the table 4, it revealed that the students respond toward the statement “I start having panic attack when I have to speak in English without preparation.“. There were 3 students or 13% from the total number of the students answered strongly agree, 13 students or 56,5% from the total number of the students answered agree, 4 students or 17,4% from the total number of students answered undecided, and 3 students or 13% from the total number of the students answered disagree Meanwhile, none of the students answer Strongly Disagree with the statement. It showed that 56,5% students Agree with the statement.

b. Lack of Self-Confidence

The second psychological factor that the researcher found based on the data analysis, was lack of self-confidence, and the students that answered the questionnaire confirmed it themselves to be one of the main barriers they face. Since they don't feel able to speak English in a natural way, and since they are always thinking about how to pronounce correctly a word or how to use the correct grammar structures, they said that it is difficult to feel confident. Lack of self-confidence happens due to a lack of support from in and also from outside that makes the students feel insecure every time they have to speak in English. This is also caused by feelings of anxiety, fears, and shyness which makes students less confident everytime they need to speak English both in class and in daily life.

Table 5. *I like to speak English in class and also in daily basis.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	3	13%
2.	Agree	6	26,1%
3.	Undecided	1	4,3%
4.	Disagree	11	47,8%
5.	Strongly Disagree	2	8,7%
	Total	23	100%

Based on the table 5, it revealed that the students respond toward the statement “I like to speak English in class and also in daily basis.”. There were 3 students or 13% from the total number of the students answered strongly agree, 6 students or 26,1% from the total number of the students answered agree, 1 students or 4,3% from the total number of students answered undecided, 11 students or 47,8% from the total number of the students answered disagree, and 2 or 8,7% from the total number of the students answered strongly disagree. It showed that 47,8% students Disagree with the statement.

Table 6. *I am very confident every time I need to Speak in English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	3	13%
2.	Agree	5	21,7%
3.	Undecided	2	8,7%
4.	Disagree	11	47,8%
5.	Strongly Disagree	2	8,7%
	Total	23	100%

Based on the table 6, it revealed that the students respond toward the statement “I am very confident everytime I need to Speak in English.”. There were 3 students or 13% from the total number of the students answered strongly agree, 5 students or 21,7% from the total number of the students answered agree, 2 students or 8,7% from the total number of students answered undecided, 11 students or 47,8% from the total number of the students answered disagree, and 2 or 8,7% from the total number of the students answered strongly disagree. It showed that 47,8% students Disagree with the statement.

c. Fear and Shyness.

Researcher also found that Fear and Shyness was also one of the Psychological Factor the the six semester students at ABA UMI face. Basedon Student’s answer, fear of making a mistakes is the main problem of this. Most of students think that people may laugh at them if they mispronounce some words or speak English in wrong way. Because of that, the students prefer not to interact in English until they know for sure that they are not making any mistake. This fear and Shyness are connected to the fact that the student’s lack of Self-Confidence.

Table 7. *I always afraid about the consequence of failing everytime I speak in English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	7	30,4%
2.	Agree	10	43,5%
3.	Undecided	3	13%
4.	Disagree	3	13%
5.	Strongly Disagree	-	-
	Total	23	100%

Based on the table 7, it revealed that the students respond toward the statement “I always afraid about the consequence of failing everytime I speak in English. “. There were 7 students or 30,4% from the total number of the students answered strongly agree, 10 students or 43,5% from the total number of the students answered agree, 3 students or 13% from the total number of students answered undecided, and 3 students or 13% from the total number of the students answered disagree Meanwhile, none of the students answer Strongly Disagree with the statement. It showed that 43,5% students Agree with the statement.

Table 8. *I am afraid that other students will laugh at me when I speak in English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	10	43,5%
2.	Agree	7	30,4%
3.	Undecided	-	-
4.	Disagree	4	17,4%
5.	Strongly Disagree	2	8,7%
	Total	23	100%

Based on the table 8, it revealed that the students respond toward the statement “I am afraid that other students will laugh at me when I speak in English. “. There were 10 students or 43,5% from the total number of the students answered strongly agree, 7 students or 30,4% from the total number of the students answered agree, 4 students or 13% from the total number of students answered disagree, and 2 students or 13% from the total number of the students answered strongly disagree Meanwhile, none of the students answer Undecided with the statement. It showed that 43,5% Strongly Agree a with the statement.

How Students Cope with the Psychological Factors In Speaking English

a. Self-Motivation.

According to the results of the research data, behind all the psychological factors that experienced by the students, the thing that was found by the researchers was the high amount of motivation from the students in learning English. The researcher found that through the questionnaires that shared to the students, the students felt that learning English was very important in their lives. They also believe that being able to speak

English will also help them in their future work careers. The students also feel that if they can speak English, they will get more respect from others. And with the ability to speak English, students also believe that it can make it easier for them to interact and communicate with people abroad.

Table 9. *Knowing English is very important for my life.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	8	34,8%
2.	Agree	16	65,2%
3.	Undecided	-	
4.	Disagree	-	
5.	Strongly Disagree	-	
	Total	23	100%

Based on the table 9, it revealed that the students respond toward the statement “Knowing English is very important for my life“. There were 15 students or 65,2% from the total number of the students answered agree, and 8 students or 34,8% from the total number of the students answered strongly agree. Meanwhile, none of the students answer Undecided, Disagree, and Strongly Disagree with the statement. It showed that 65,2% students Agree with the statement.

Table 10. *Learning to speak English is important because I will need it for my career.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	12	52,2%
2.	Agree	11	47,8%
3.	Undecided	-	
4.	Disagree	-	
5.	Strongly Disagree	-	
	Total	23	100%

Based on the table 10, it revealed that the students respond toward the statement “Learning to speak English is important because I will need it for my career. “. There were 12 students or 52,2% from the total number of the students answered strongly agree, and 11 students or 47,8% from the total number of the students answered agree. Meanwhile, none of the students answer Undecided, Disagree, and Strongly Disagree with the statement. It showed that 52,2% students Strongly Agree with the statement.

Table 11. *Learning to speak English is important because other people will respect more if I can speak English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	4	17,4%
2.	Agree	18	78,3%
3.	Undecided	1	4,3%
4.	Disagree	-	-

5.	Strongly Disagree	-	-
	Total	23	100%

Based on the table 11, it revealed that the students respond toward the statement “Learning to speak English is important because other people will respect more if I can speak English. “. There were 18 students or 78,3% from the total number of the students answered agree, 4 students or 17,4% from the total number of the students answered strongly agree, and 1 student or 4,3% from the total number of the students answered undecided. Meanwhile, none of the students answer Disagree, and Strongly Disagree with the statement. It showed that 78,3% students Agree with the statement.

Table 12. *Learning to speak English is important because I will be able to interact more easily with English’s speaker.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	8	34,8%
2.	Agree	15	65,2%
3.	Undecided	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	23	100%

Based on the table 12, it revealed that the students respond toward the statement “Learning to speak English is important because I will be able to interact more easily with English’s speaker. “. There were 15 students or 65,2% from the total number of the students answered strongly agree, and 8 students or 34,8% from the total number of the students answered agree. Meanwhile, none of the students answer Undecided, Disagree, and Strongly Disagree with the statement. It showed that 65,2% students Agree with the statement.

Table 13. *Learning to speak English is important because it will allowme to be more at ease with people who speak English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	7	30,4%
2.	Agree	16	69,6%
3.	Undecided	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	23	100%

Based on the table 13, it revealed that the students respond toward the statement “Learning to speak English is important because it will allowme to be more at ease with people who speak English. “. There were 16 students or 69,6% from the total number of the students answered strongly agree, and 7 students or 30,4% from the total number of the students answered agree. Meanwhile, none of the students answer Undecided,

Disagree, and Strongly Disagree with the statement. It showed that 69,6% students Agree with the statement.

b. Perseverance.

To overcome the anxiety, you can also continuously train yourself to stay calm every time you want to speak in English. Controlling the mind to continue to think positively and stop perfecting everything because it doesn't have to be perfect in English, the key is only understandable. Also, the way to overcome fear and shyness is to set the mindset within yourself that it's okay to make a mistake, and everyone has experienced the same thing. Lack of self-confidence can be overcome in the same way that is not being afraid of being wrong. Always dare to speak and not focus on mistakes that will be made and continue to practice speaking English in daily life to increase comfort and confidence and never give up on yourself.

This also what happened in the classroom, where even though they have problems in speaking English which made them not comfortable in speaking English, it did not make them just give up. Researchers found that their high amount of motivation in learning English also made them never give up on learning English. In class, they will not be ashamed to ask the lecturer about things they don't know. They will also ask fellow students about things they don't know. This is one way to overcome the psychological factor that the sixth-semester student at ABA UMI facing in speaking English.

Table 14. *I always give up and not pay attention every time I don't understand my lecturer's explanation.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	1	4,3%
2.	Agree	3	13%
3.	Undecided	2	8,7%
4.	Disagree	16	69,6%
5.	Strongly Disagree	1	4,3%
	Total	23	100%

Based on the table 14, it revealed that the students respond toward the statement "I always give up and not pay attention every time I don't understand my lecturer's explanation of something". There were 1 student or 4,3% from the total number of the students answered strongly agree, 3 students or 13% from the total number of the students answered agree, 2 students or 8,7% from the total number of students answered undecided, 16 students or 69,6% from the total number of the students answered disagree, and 1 or 4,3% from the total number of the students answered strongly disagree. It showed that 69,6% students Disagree with the statement.

Table 15. *I work hard to learn how to Speak in English.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	4	17,4%

2.	Agree	19	82,6%
3.	Undecided	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		23	100%

Based on the table 15, it revealed that the students respond toward the statement “I work hard to learn how to Speak in English “. There were 4 students or 17,4% from the total number of the students answered strongly agree, and 19 students or 82,6% from the total number of the students answered agree. Meanwhile, none of the students answer Undecided, Disagree, and Strongly Disagree with the statement. It showed that 82,6% students Agree with the statement.

Table 16. *Every time I have a problem understanding something about Speaking English, I always ask for help from the lecturer and my friends.*

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	1	4,3%
2.	Agree	22	95,7%
3.	Undecided	-	-
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		23	100%

Based on the table 16, it revealed that the students respond toward the statement “Everytime I have a problem understanding something about Speaking English, I always ask for help from the leacturer and my friends.“. There were 1 students or 4,3% from the total number of the students answered strongly agree, and 22 students or 95,7% from the total number of the students answered agree. Meanwhile, none of the students answer Undecided, Disagree, and Strongly Disagree with the statement. It showed that 95,7% students Agree with the statement.

Discussion

The findings of this study are consistent with previous research on the impact of psychological factors on EFL students' language skills. In particular, motivation has been found to be a critical factor in EFL learners' success in speaking English. Research conducted by Yu (2019) suggests that motivation is a significant predictor of language learning outcomes, including speaking proficiency. EFL students who are motivated are more likely to engage in speaking activities and to seek opportunities to practice their speaking skills, which can lead to improved speaking proficiency.

Anxiety is another psychological factor that has been found to impact EFL learners' speaking skills. Research conducted by Khan (2015) suggests that anxiety is a significant barrier to effective language learning, particularly in speaking activities. EFL students who experience high levels of anxiety may avoid speaking activities or may perform poorly when required to speak, which can hinder their speaking development.

Self-confidence is also a crucial psychological factor that affects EFL students' speaking proficiency. Studies have found that EFL learners with higher levels of self-

confidence are more likely to participate in speaking activities and to take risks in their speaking performance (Arifin, 2017; Arham & Akrab, 2018). This can lead to improved speaking proficiency over time.

The present study highlights the significance of the psychological factor in EFL students' speaking skills in the classroom at Universitas Muslim Indonesia. The study found that motivation, anxiety, and self-confidence significantly affect students' speaking performance, and educators should focus on enhancing these psychological factors to improve their students' speaking proficiency. These findings are consistent with previous research on the impact of psychological factors on EFL learners' language skills and can help educators develop effective strategies to support their students' speaking development in the EFL classroom.

CONCLUSION

The analysis of data revealed that the class of 2019 sixth-semester students at ABA UMI encountered difficulties in speaking English due to various psychological factors. These factors included anxiety, fear, shyness, and lack of self-confidence. The authors observed that these factors were interrelated, with the fear of making mistakes and being judged by peers being the most prominent cause. This fear resulted in the emergence of other psychological factors such as anxiety and a lack of self-confidence. These factors collectively contributed to the students' struggle in speaking English.

Despite facing several problems namely psychological factors experienced by the students, this did not make the sixth-semester students at ABA UMI class of 2019 just give up. The results of the data analysis found that the sixth-semester students at ABA UMI class of 2019 had a very, very high amount level of motivation. This is where they feel that learning English is very important and they always ask the lecturers and fellow students about things they don't know and their desire to learn in English is very high. This is what makes one of the main ways that are very important in overcoming the psychological factor in speaking English, namely high self-motivation to continuously want to learn English.

The present study contributes to the body of knowledge on the impact of psychological factors on EFL students' speaking skills in the classroom at Universitas Muslim Indonesia. The findings of this study highlight the importance of psychological factors such as motivation, anxiety, and self-confidence in EFL learners' speaking proficiency, and suggest that educators should focus on enhancing these factors to improve students' speaking performance. One of the novelties of this study is that it focuses on the psychological factors that influence EFL students' speaking skills in a specific context, namely, the classroom at Universitas Muslim Indonesia. While previous research has investigated the impact of psychological factors on EFL learners' speaking proficiency, the present study offers insight into the unique context of EFL education in Islamic universities.

In conclusion, the present study highlights the importance of psychological factors in EFL learners' speaking proficiency and suggests that educators should focus on enhancing these factors to improve students' speaking performance. The study contributes to the body of knowledge on the impact of psychological factors on EFL learners' language skills and offers insight into the unique context of EFL education at Universitas Muslim Indonesia. The limitations of the study should be acknowledged, and future research could employ different methods to obtain more comprehensive data on the psychological factors that impact EFL students' speaking skills.

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