

PSYCHOLOGICAL FACTORS TOWARDS SPEAKING ABILITY AT THE FIRST SEMESTER OF ENGLISH DEPARTMENT STUDENTS IN UNDIKMA

Jupri¹, Jumadil²

Pascasarjana Pendidikan Bahasa Inggris, FBMB, UNDIKMA

Corresponding author email: jupri@undikma.ac.id

Article History

Received : 14 November 2023

Revised : 22 November 2023

Published: 30 November 2023

ABSTRACT

This study was meant to analyze the psychological factors that influence the speaking ability of first semester students of English Department students in UNDIKMA, Mataram, West Nusa Tenggara Province. Psychology is the study of the nature of the human soul as well as its process. Psychology deals with the study of external behavior using objective observation methods for stimulation. In addition, there are some psychological factors that hinder students from speaking in English classes such as fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation. Those factors were commonly caused by their fear of being laughed at by their friends. Some psychological factors such as shyness and anxiety are considered as the main causes of students' reluctance to speak. This study was conducted in a qualitative approach. The population of this research was taken from A and B Classes from the first semester students of English Department students in UNDIKMA, Mataram, West Nusa Tenggara Province. The sample of the study consisted of 30 students. The researchers determined some techniques as the data sources, namely observation, documentation, field notes and tests or interviews. The researchers found that the psychological factors that contribute toward students' speaking abilities are as follows: students who have a fear of making mistakes, shame, anxiety, have low self-confidence, and those have low motivation will make them reluctant to speak in English because they found difficulties in speaking English.

Keywords: Psychological Factors, Speaking, Low of Motivation and Unwillingness to Communicate.



LATAR BELAKANG

English is an international language that is used to communicate in the globalization era. English implementation is very beneficial in fulfillment of needs both verbally and in writing in all aspects of life that cover the fields of education, economics, politics, social culture, and security. In Indonesia, English is a foreign language that has not been obtained by Indonesian people since the time of birth. In the daily life, Indonesian people do not use English in their daily communication.

In addition, English instruction plays an important role that should be done in formal and informal institutions. Teaching English is a very meaningful effort that aims not only to transfer English knowledge but also to familiarize language learners to communicate using English in their daily lives. Teaching English includes four language skills which include listening, speaking, reading and writing.

As one of the language skills, speaking is an important productive language skill in sending information orally. Speaking is ability to spell articulation sound or word for express, stated, and sending thought, idea, or feeling. Speaking is one of the four basic competences that student have to get very well. This has an important role in communication. In the other words, speaking can be found in the oral cycle, especially in the text.

Moreover, speaking is described as activities and ability for expression self in the situation, or activities to report actions, or situations with the right words or the ability to speak or to express the sequence of ideas smoothly. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Furthermore, ability to speak English has many benefits in various aspects of life. The benefit of speaking is as an advantageous language skill in delivering idea or thought to many people effectively and responsibly. By speaking, the speakers have a wide opportunity to actualize all potential in front of anyone. The ability of speaking can support leadership. The ability of speaking can foster self-confidence.

The quality of one's speaking ability is influenced by various aspects which include the linguistic aspects and non-linguistic aspects. The linguistic aspects needed in speaking skills include of vocabulary mastery, pronunciation skills, grammar mastery, reading and listening skills. The amount of English vocabulary that is significant will make it easier for the speakers to express anything they want to express without obstacles.

Furthermore, the good pronunciation mastery improves one's speaking quality is easy to understand. Mastery of English grammar helps the speaker to construct speech information with the right language structure. The ability to read and listen well enriches the speaker's input of knowledge so that the weight of the conversation is very high quality.

In addition, speaking ability is influenced by non-linguistics aspects that involve teaching media, teaching technique, support from society, and psychological factors. Teaching media effectively supports the process of speaking ability improvement because the media improves the students' motivation in speaking English.

Moreover, the appropriate technique teaching speaking supports the goals of the speaking target. Environmental support that is obtained from parents, friends, teacher, and society contributes significantly

towards the progress of the quality development of students. Psychological factors also influence the quality of speaking sourced from motivation, interest, self-confidence, self-esteem, and self-efficacy.

However, speaking is not an easy thing to master. There are many problems got by many students in the process of improving their speaking skills. These problems are caused by low linguistic and non-linguistic aspects that influence their speaking abilities. Student's speaking problems are caused by some aspects that include of limited English vocabulary and low mastery of pronunciation and fluency.

The limited English vocabulary had by the students will make the students difficult for them to produce words that contain the message they will say. Low English grammar will affect the low quality of spoken sentences that are not in appropriate with the correct structure and grammar. In addition, the low grammar mastery causes misunderstanding in capturing the contents of the message being said. The low quality of English pronunciation worsens the quality of speaking because it leads to boredom and misunderstanding in capturing the contents of the message.

Moreover, students' speaking problems are also caused by the low contribution of non-linguistic aspects. These problems include of the limited use of appropriate media speaking, inconsistencies in the application of teaching strategies, low environmental support and low psychological factors. Inaccuracies in the selection of media speaking will hinder the fulfillment of the needs of students' speaking concepts or theories. For example, the inaccuracy of the selection of audio models in accordance

with the correct pronunciation rules will be the source of the wrong model so that problems arise in the students' speaking quality.

Furthermore, the inaccurate application of teaching speaking strategy hinders the achievement of the target theory and speaking application that students need. Limited environmental support for speaking English affects the sustainability of students' speaking progress. Therefore, parents, siblings, classmates and teachers should always try to provide positive support to students to speak English. The low psychiatric factors of students hamper the development of students' speaking. It is in the form of low of confidence, low of motivation, low of interest, low mood to speak in English, and nervousness.

Former research

This research was conducted by considering several previous studies. The first prior research was investigated by Youssouf Haidara (2016) on the research entitled "*Psychological Factor Affecting English Speaking Performance for The English Learners in Indonesia.*"¹ The language skill studied in the first prior research is speaking. Her research analyzes psychological factors in speaking. The research method used in that research is a qualitative research method. The samples of her research were taken from linguistics master program in English at Yogyakarta State University. The similarity between the first prior research and the current research is about the language skills studied. That is related to the analysis of psychological factors in speaking. Another similarity is in the form of a research method similarity, namely the qualitative research method. Both of the researches have different research sample. The first prior research involves a sample of students in the college

schools of YSU; while this study involved the first semester students of undergraduate program in UNDIKMA. Another differentiation is in the research objective. That research aimed at describing the psychological factor that affect negatively the English-speaking performance for the English learners in Indonesia. Meanwhile this research has 2 aims:

1. To investigate the main psychological factors that influence negatively the speaking performance of the first semester students of undergraduate program in UNDIKMA.
2. To know the solutions to overcome the psychological factors that influence negatively the speaking performance of the first semester students of undergraduate program in UNDIKMA.

In addition, the second prior research was conducted by Juhana (2012) on the research entitled "*Psychological Factors That Hinder Students from Speaking in English Class*".² The language skill studied in her research is speaking. That research analyzes psychological factors in speaking. The research was qualitative research and the samples were taken from students Senior High School in South Tangerang, Banten, Indonesia.

The second prior research has similarities and differences with the current study. The similarity is about the language skills studied. That is related to the analysis of psychological factors in speaking. Another similarity is in the form of a research method similarity, namely the qualitative research method. Meanwhile, the difference of both research is the research sample. That research involves a sample of students' senior high school schools in South Tangerang, Banten. Meanwhile, this study

involved the first semester students of English department in UNDIKMA.

As a result, the current research was conducted by taking a perspective from the two previous studies. From the first and second research, researcher took a perspective on the similarity of research methods and the similarity of the variables studied, namely qualitative research methods in the analysis of psychological factors in speaking. That is because the researchers obtained information that psychological factors that could be examined in speaking included: the first study examined several psychological factors in speaking consisting of fear of making mistakes, feeling shy, feeling hesitated, and lack of confidence while speaking English and the second study examines shyness, anxiety, low of confidence, and low of motivation.

METODE PENELITIAN

The current researcher was conducted in qualitative research. According to Robert K. Yin, the qualitative research is the study that is interested in the interviewees' words and ideas, not in arraying the responses numerically. In addition, Kikwawila Study Group states that qualitative research does not refer to so specific a set of methods as analog of statistics for qualitative research; disciplines of anthropology, psychology, sociology and other social sciences each elaborate their own particular orientation towards qualitative research. In addition, qualitative research is research that aims to describe, study, and explain the phenomenon. Understanding of phenomena can be achieved by describing and exploring through narration. This means that research procedures produce written or spoken descriptive data from participants

and observed behavior. It also includes descriptive studies that propose to gather current information, to identify problems, to make comparisons or evaluations and to learn from the experiences of others to make decisions.

In this study, the researchers considered the importance of psychological factors that influence the performance of speaking English to be explored. The researcher decided to use qualitative research to analyze the importance of the psychological factors that affect the performance of speaking English in the first semester students of English department in UNDIKMA. The characteristics of this study were focused on descriptive qualitative research. The researchers took surveys that can be used to describe phenomena and summarize. The purpose of using surveys for descriptive research is to get a good step for certain things. Descriptive qualitative analysis involves describing the general characteristics of the data. Descriptive qualitative research is useful because it can provide important information about the average group member.

In line with the explanation above, the purpose of this study is to find out the psychological factors that influence the speaking performance of English students in first semester students of undergraduate program in UNDIKMA.

HASIL DAN PEMBAHASAN

In this study, the researchers divided the source into two items. They are primary and secondary data sources. Primary sources are original materials that form the basis of research. It is testimony or direct evidence on a topic being considered. The primary sources present information in its original

form, not interpreted or compacted or evaluated by other authors. The main source of this research is psychological factors that influence students' speaking ability at first semester students of English department in UNDIKMA. The total number of samples were 30 students. In this research, the researchers analyzed the students' speaking performance in order to know the psychological factors that affect students' speaking performance.

Secondary sources offered interpretation or analysis based on primary sources. The secondary sources can explain primary sources and often use them to support certain theses or arguments or to convince readers to accept certain points of view. Secondary sources in this study are from interviews, documentation, journals, e-books and articles related to research. The important part in research study is data analysis, that eventually leads to a conclusion the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consist of text analysis and involve developing a description and themes.

KESIMPULAN

The conclusion of this research is presented by focusing on the research questions of this research. The main

psychological factors that influence negatively the speaking performance from the highest percentage to the lowest include of low motivation, low confidence, fear of making mistakes, anxiety, shyness and unwillingness to communicate.

The solutions to overcome mistake at first semester students of English department in UNDIKMA are offered to the students to make them comfortable and not feel afraid when making mistakes while learning English; by doing a role play when speaking in class practice; by practicing the English dialogue when speaking; by preparing the text in Indonesian before it would be translated in English; by giving the good model of pronunciation of English words with correct pronunciation due to their limited ability, by helping them when they compose sentences in English if it is not right before they appear in front of the class to practice speaking verbally so that they feel self-confident if they feel their preparation is good enough; by establishing good communication with students to motivate students to be more interested in learning English such as providing consulting services whenever students need when experiencing difficulties while learning English; and by building a good relationship to overcome the problem of students' reluctance in speaking English, and by giving an awareness of the importance of English in the future.

It is advisable for the teachers to motivate the students to be active in speaking using English. It is suggested for the teachers to help the students to minimize the psychological factors that contribute negatively. Therefore, the teacher should be able to create the enjoyable teaching learning process.

It is suggested to the students to be more active in speaking using English and improve their ability in speaking ability so they can be successful in English learning.

It is suggested for the school policy makers to support the English teacher such as providing a forum for developing English language skills so that students are active in speaking using English. It is recommended for the school policy makers to build a friendly environment for the use of English so that students are accustomed to use English. Therefore, the school policy makers should contribute to the improvement of English teaching in school environment.

DAFTAR PUSTAKA

- Brown, H.D. 2007. *Principles of Language Learning and Teaching*. San Francisco State University: Pearson Education, Inc, All Right Reserved.
- Collins, D., Button, A., Richards, H. 2011. *Performance Psychology A Practitioner's Guide*. UK: Elsevier Limited. All rights reserved.
- Haidara, Y. 2016. Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*. no.4 (2016): 1501.
- Huberman, Miles, M. 1994. *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage.
- Juhana, 2012. Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, no.12 (2012): 101.
- Kikawwila Study Group. 1994. *Qualitative Research Methods*.

- UNDP/WORLD BANK/WHO
Special Programme for Research
and Training in Tropical (TDR).
- Pawlak, M., Klimczak, E.W., Jan Majer.
2011. *Speaking and Instructed
Foreign Language Acquisition*.
Canada: Multilingual Matters.
- Raab, M., Lobinger, B., Hoffmann, S.,
Pizzera, A., Laborde, S. 2016.
*Performance Psychology
Perception, Action, Cognition, and
Emotion*. UK: Elsevier Inc. All
rights reserved.
- Richard, J.C. 2006. *Developing classroom
speaking activities: From theory to
practice*. Guidelines RELC:
Singapore.
- Rudolph F. Verdeber, Deanna D. Sellnow,
Kathleen S. 2006. *The Challenge
of Effective Speaking*. Boston,
USA: Wadsworth, Cengage
Learning.
- Thornbury, S. 2005. *How To Teach
Speaking*. Amazon: Pearson
Education ESL.
- Yin, R.K. 2011. *Qualitative Research from
Start to Finish*. The Guilford Press
New York London.