Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)

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Abstract

The study aims to find out psychological factors that hinder students from speaking and the causes of the factors as well as the possible solutions to overcome the factors. The data were obtained through classroom observations, questionnaires and interviews. In terms of findings, the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. The possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English   is worth considering. This finding suggests that the teachers should be more aware of their students' hindrance to speak in English class.

Keywords;*, psychological factors, hindrance, speaking English*

1.   Introduction

In the teaching of English, as one of the productive skills, speaking activity must focus on how to assist students to use and to communicate in English (Richard, 2008). This is important as Richard further says, most students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency. That is why teachers' efforts should be focused on developing students' ability to speak since learning to speak is considered as the greatest challenge for all language learners (Pinter, 2006). In this sense, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English (Brown, 2001). Regarding this, it's found in the literature some psychological factors such as shyness and anxiety are considered as the main causes of students' reluctance to speak (Brown, 2001). This is also in line with Gebhard (2000) who says that the students' problem in speaking is caused mostly by their shyness or anxiety. All these indicate the importance for teachers to help students reduce those feelings to maximize their learning to speak in English. The aim of the study is to explain the research questions: what psychological factors that hinder students from practicing their speaking in English class and the causes of the factors as well as the possible solution to overcome the factors.

2.   Literature Review

2.1. The Nature of Speaking Skill

It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006).

In line with this issue, there have been some relevant researches conducted. Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Another study conducted by Koichi Sato (2003) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in JIN Yan-hua, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English. The finding above confirms the results of this study as will be explained in part of the result findings.

2.2. Psychological Factors That Hinder Students from Speaking
It has been mentioned earlier that there are some psychological factor that hinder students from practicing their speaking in English class. Each of them is explained below.

2.2.1. *Fear of Mistake*
As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

2.2.1.1 *Causes of Fear of Mistake*
The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2.2.1.2 *Possible Solutions to Overcome Fear of Mistake*
In terms of possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

2.2.2 *Shyness*
Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

2.2.2.1 *Causes of Shyness*
With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

2.2.2.2. *Possible Solutions to Overcome Shyness*
In terms of possible solution to overcome shyness, Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy (2007) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance from

their teachers.

2.2.3 Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes 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. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

2.2.3.1 *Causes of Anxiety*

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety i.e communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007; Zhou, et all 2004).   All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

2.2.3.2 *Possible Solutions to Overcome Anxiety*

In order to overcome anxiety, Koichi 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.

2.2.4 Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

2.2.4.1 *Causes of Lack of Confidence*

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 other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

2.2.4.2 *Possible Solutions to Overcome Lack of Confidence*

With regard to possible solution to overcome the students' lack of confidence, 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.

2.2.5 Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, 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) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

2.2.5.1 Causes of Lack of Motivation

With respect to the causes of lack of motivation, Gardner in Nunan (1999) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English.   In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

2.2.5.2 Possible Solutions to Overcome Lack of Motivation

Aftat (2008) suggests 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.

3.   Methodology

3.1 Research Setting and Participants

This study was undertaken at a senior high school in South Tangerang, Banten province. The participants consisted of 62 second grade students to find out their perspective related to the psychological factors that hinder them from speaking.

3.2 Techniques of Collecting Data

This study employed three techniques of collecting data namely observations, questionnaires and interview. The observation was carried out to find out students' participations and responses in speaking activity. Open-ended questionnaires were addressed to the respondents to get their responses in a form of written data. In this study, the questionnaires consisted of five numbers of choices related to psychological factors that hinder them from speaking in which students can select their answers. The interview was conducted to gain further information about psychological factors that hinder students from speaking and the causes of the factors as well as the solutions to overcome the factors. The interviews addressed to 12 students by reference of their English teachers namely 4 students of high achievers, 4 students of medium achievers, and 4 students of low achievers. Table 1 shows the items of the questionnaire.

Table 1: Questionnaire items

Choose one of the following factors and answer the questions.   **From these factors below, which one that hinder you the most from speaking English**   **in English Class**
1. Anxiety   ➢ Why? (What are the causes of your anxiety?)   ➢ What are the solutions you do to overcome your anxiety?   …………………………………………………………………………………………….
2. Shyness   ➢ Why? (What are the causes of your shyness?)   ➢ What are the solutions you do to overcome your shyness?   ………………………………………………………………………………………
3. Fear of Mistake   ➢ Why? (What are the causes of your fear of mistake?)   ➢ What are the solutions you do to overcome your fear of mistake?
4. Lack of Confidence   ➢ Why? (What are the causes of your lack of confidence?)   ➢ What are the solutions you do to overcome your lack of confidence?
5. Lack of Motivation   ➢ Why? (What are the causes of your lack of motivation?)   ➢ What are the solutions you do to overcome your lack of motivation?

4. Research Finding and Discussions

The study reveals that most students have psychological factors in terms of practicing speaking in English class. Of the five psychological factors, fear of mistake range first (37%) while shyness is the second (26%), followed by anxiety (18%), lack of confidence (13%), and the last is lack of motivation (6%).   The table 2 below provides the distribution of the psychological factors that hinder students from speaking both from the students' and the teachers' perspective.

Table 2: The Distribution of the psychological factors that hinder students from speaking

No	Psychological Factors	Perceived by the students (respondents' number)	Total	%
1	Fear of Mistake	4, 5, 8, 14, 19, 20, 23, 25, 27, 28, 30, 33, 34, 36, 40, 42, 50, 52, 53, 55, 57, 59, 61	23	37
2	Shyness	2, 7, 9, 10, 12, 15, 16, 17, 21, 41, 43,45, 46, 47, 48, 54	16	26
3	Anxiety	6, 11, 26, 31, 32, 38, 39, 44, 51, 60, 62	11	18
4	Lack of Confidence	3, 13, 24, 29, 35, 37, 49, 56	8	13
5	Lack of Motivation	1, 18, 22, 58	4	6

This needs further concern that the teachers should be aware of the fact that the students were afraid to make mistake is the biggest problem that they have in speaking. This awareness is highly needed since encouraging environment in classroom in which students need to feel ease or comfortable is one of the supporting factors to make students to speak as Gebhard (2000) argues.   The teachers should actually try to find out the reason why the students did not want to speak in speaking class when they found that the students were passive.

4.1 Causes of Psychological Factors

The followings are the result of data gained from students' perspective in terms of causes of psychological factors that hinder them from practicing speaking.

4.1.1 *Fear of Mistake*

Regarding fear of mistake, it is the most frequently chosen (37%) by the students as their hindrance to speak in English class. This kind of hindrance made them reluctant to speak English in class. Some of them mentioned that the cause of their fear mistake was they were afraid of being laughed as represented by respondents (R)#23, R#34 and R#53 comments':

> R#23: *"Because If I make mistake when I'm talking in English, I'm*

>   *afraid the class will laugh at me".*
> R#34:   *……..."Yes, there is. I mean, I'm afraid to make mistake. If I*
> *miss use or miss pronounce the words, my friends will mock me".*
> R#53: *"Because I'm afraid to make mistake and my friends will laugh*
> *at me".*

Those comments are relevant to the reports by Kurtus, (2001) and Frank Middleton, (2009); stating that students are afraid of making mistake because they are worry that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. This is the condition those students encountered when they wanted to speak that eventually hinders them from speaking in English class.

4.1.2 *Shyness*
With respect to the cause of shyness, some students answered that they felt shy due to their nature as shy persons. This was represented by R#12, R#41, and R#48:

> R#12: *"Because I'm shy to speak in front of people".*
> R#41: *"Because I feel shy if everyone is looking at me".*
> R#48: *" Because I'm a kind of shy person".*

The comments are in line with Bowen (2005) and Robby (2010) arguing that some shy learners are caused by their nature. This needs teachers' effort to keep encouraging their students to build their self-confidence.

4.1.3 *Anxiety*
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 R#6, R#38, and R#60:

> R#6: *"I get nervous when people are looking at me".*
> R#38: *"Because I'm afraid that everyone does not understand*
> *what I'm really saying. I know what I'm saying but it becomes*
> *difficult when I get nervous".*
> R#60: *"Nervous because I'm wrong a lot. So I feel anxious and*
> *nervous if I'm doing it wrong".*

These are in line with what Liu, (2007); MacIntyre & Gardner, 1989 as cited in Zhou (2004) arguing that error and afraid of being evaluated are the causes of anxiety that make students very anxious in learning oral English. In this case, they are aware their performance is being evaluated by their peers and teachers. With respect to this, Further Horwitz et al cited in Nascente (2001) explains that anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. That is why they were nervous when they wanted to speak English. Regarding this, teachers should create a supporting learning atmosphere in which students can build their confidence and learn cooperatively each other so that teaches can minimize derision among them.

Other students mentioned that the cause of anxiety was their lack of vocabulary, as represented by R#11, R#32, and R#44's responses:

> R#11: *"Because I don't know English vocabulary a lot so I get*
> *nervous".*
> R#32: *"I feel anxious because I just remember a few*
> *vocabularies".*
> R#44: *"Anxious because I don't have a lot of   vocabularies*

These responses are relevant to the argument that not knowing the meaning of words or sentences can make students feel anxiety to speak. Having limited vocabularies, students find it difficult to convey what they wanted to say. This condition can create students' anxiety resulting in their reluctance to speak (Gebhard, 2000).

4.1.4 *Lack of Confidence*
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 R#35 and R#56 explained:

> R#35:*"Because I'm not that fluent in English, so I often feel lack of*
> *confidence".*
> R#56: *"I feel lack of confidence because my English is not really   good".*

This is in line with Brown, (2001); Eli, 1986 as cited in Keramida, (2009) stating that students lack confidence and feel that they cannot speak English because they think that they do not have the ability to speak English well and their limited knowledge of the language. This kind of feeling, for sure, hinders them from trying to speak English. The teachers should concern with this issue, since it will influence students' achievement and participation as Han (2010) and Kubo (2009) note. They said that speaking ability and aural comprehension can

inhibit learning achievement when second language students have lack of confidence in their class participation. While another student mentioned the cause of lack of confidence was afraid to try new things, as R#3 said:

> *"I feel lack of confidence because I haven't got much experience, new things scare me even to the point of just trying out, including to talk in English".*

The statement above indicates that the student was not sure that he/she could do something well since he/she had no any confidence to do things. This is also in line with what Brown (2000) further comments. He adds that students feel lack of confidence because they do not have any belief that they can do it.

The teachers should concern with this issue, since it will influence students' achievement and participation as Han (2010) and Kubo (2009) note. They said that speaking ability and aural comprehension can inhibit learning achievement when second language students have lack of confidence in their class participation.

4.1.5 *Lack of Motivation*

In terms of lacking in motivation, 6% students mentioned that the cause of their lack of motivation is caused by the teacher's way of teaching ,as R#1, R#18, and R#22 explained:

> R#1: *"Because I have no motivation while listening to the English teacher".*
>
> R#18: *"Yes, because the class is full of other students, you know how noisy the situation is. It cuts my eagerness to go up in front of the class and ask the teacher further. And the teacher is not helping because she's not used to ask us whether we have understood or not. So, it's always kept in silence".*
>
> R#22: *"The lack of advice and pointer given by the teacher".*

The fact is lined up with Gardner in Nunan (1999) and Babu (2010) stressing that motivation is a product of good teaching, not its prerequisite, students are unmotivated and unwilling to speak English in the classroom among others are because uninspiring teaching and lack of appropriate feedback. Therefore teacher should concern about this issue since motivation is a key consideration in determining the preparedness of learners to communicate (Nunan, 1999)

4.2 Possible Solution to Overcome the Psychological Factors

The followings are some possible solutions proposed by students concerning with their hindrance to practice their speaking in English class.

4.2.1 *Fear of Mistake*

With regard to fear of mistake, the students gave the solution to overcome this difficulty. Some of them wrote that improving self confidence became the solution to conquer their fear of mistake. This solution among others was mentioned by R#5, R#14, R#28, and R#36. It can be seen from their excerpts below:

> R#5: *"Have self confidence to overcome the fear of mistake".*
>
> R#14: *"Try to build my self confidence to speak English without thinking that will be wrong or not, what most importance is to have a try".*
>
> R#28: *"Maybe I have to be more confident and believing in myself".*
>
> R#36: *"Yeah, just be confident..... whether it's wrong or not just speak. This way we will know if we speak correctly or not".*

Students feel afraid of making mistake as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking and they are afraid of looking foolish in front of other people (Kurtus, 2001; Kim, 2006; and Frank Middleton, 2009). Thus, it's very necessary for the teachers to convince their students that they do not have to worry to express their ideas by speaking since the language is a foreign language that everyone in the class is also studying the language. In other words it's natural if they make mistake.

Regarding this, Zua (2008) notices that how to treat students' mistakes in communication will become the key to carry out a communication. Further she argues if the teacher corrects a students' error at an unsuitable time he will lose his confidence. Additionally, the teachers are also suggested to help their students to develop their self confidence in order to be able to speak in English class as what the students mentioned above.

Besides the solution that has been described above, other solutions was also expressed by the students. They said that asking friends who understand better was the solution that could be done as represented by R#40, R#50, and R#57's comments:

> R#5:   *"....read more and ask friends who understand better".*
>
> R#36: *"I ask my friends first"*

> R#55: *"I ask my friends who understand better and more fluent in English"*.

Those statements seem to be reasonable since as it has been mentioned above, students are worried to receive negative evaluations, and therefore they asked their friends first. They feel more comfortable to ask their friends in order to avoid negative comments. This condition is relevant with Tsui's suggestion (1996) as cited in Babu (2010). As she said that allowing students to check their answers with their peers before offering them to the whole class can encourage students to speak up.

This is actually a sign that students need to feel comfort with their teachers and believe that the teachers will help them if they make mistake. In addition, teachers should encourage students to ask for help without running the risk of embarrassment since mistakes are considered as a natural part of learning a foreign language.

4.2.2 *Shyness*

With respect to overcome shyness, some students mentioned that they should do more practice to speak English to reduce their shyness as R#9, R#16, and R#46 explained:

> R#9: *"Used the English more…."*.
> R#16: *"Have more conversation in English"*.
> R#46: *"Do a lot of exercise in talking in English, it will make us get used to speak English"*.

What they expected is consistent with the argument that one way to overcome students' shyness is to give students to take opportunity to practice a lot. It will improve their skills of speaking. This condition for sure will make them get used to try to speak (Yeon Lim, 2003).

Further another student wrote that the possible solution to overcome his/her shyness is by trying to overcome his/her shyness and to feel confidence. R#21 explained: *"I try to overcome my shyness and to be confident"*.

R#21's comment may support the idea that that one way to overcome shyness is by looking upon shyness as a thing to overcome it, Chinmoy (2007). Further Chinmoy adds that teachers should encourage the students in order to realize that being shyness is not a good thing because it will prevent them from improving their speaking. If students can see shyness as a bad thing, they will be in a position to try and to overcome it.

4.2.3 *Anxiety*

To turn to possible solution to overcome anxiety some students expected that their teachers should motivate them to speak English as noted by R#31, R#36, and   R#62:

> R#6:   *"Teacher should motivate students to be motivated to speak English"*.
> R#32: *"My suggestion is …. you know… take notice each other, that one is still confused. then teacher should give him/her further pointers….. give motivation and the encouragement to move   on"*.
> R#62: *"Teacher should give more attention to their students and give them motivation to learn….."*.

The expectation coincide with the argument that provide students with positive reinforcement, motivate students and create an ease environment in class are important to be noticed since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Noon-ura, 2008; Kitano, 2001 cited in Keramida, 2009).

Teachers should concern with this finding since it is a proof that students need motivation from their teachers. Motivation from the teachers can give great affect to students when they are trying to speak English to express their ideas. This condition relates to the importance of motivation since it is an inner energy (Zua, 2008).   It has been proved that students with a strong motivation to succeed can persist in learning.

4.2.4 *Lack of Confidence*

Regarding lack of confidence, some students addressed the solutions and suggestions either for themselves or for the teachers. They said that they tried to be calm and convinced themselves that they can do it as what R#24 told so. Meanwhile R#37 mentioned that he/she tried to keep speaking and ignored all the derisions that would make him/her lost his/her confidence and R#39 expected that teacher gives the students more chances to speak English as they said below:

> R#24: *"I try to be calm and convince myself that I'm able to do that and have the belief that I can be the best"*.
> R#37: *"I try to practice my English and not to notice my friends' derision which only can reduce my self confidence'*.
> R#39: *"Teacher gives the students more chances to express themselves in English so that the students will get used to it and hopefully it will overcome the lack of confidence"*.

These suggestions relate to the idea of the importance of maximizing students' exposure to English and allowing students to experience repeated success with second language use as the strategies to build students' confidence (Benson, 1991; Dörnyei 2001 as cited in Kubo 2009; and Ye Htwe 2007;).   In response to this idea, Kubo (2009) further adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely, thus it will make students experienced 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.   In other words, the students need to know that teacher does not expect them to speak perfect English and teacher realizes it takes time and effort for them to learn to converse in English.

4.2.5 *Lack of Motivation*

In terms of lack of motivation, some students shared their solutions to overcome lack of motivation. For instance R#1, said that he/she tried to motivate him/herself by keep studying English. Whereas R#18 asked his/her friends to be more serious and to respect someone who was talking. Further he/she added that the teachers should ask the students whether the students have understood or not. While R#58 more focused the solution on the teachers by saying that teachers should teach in interactive way in order to avoid monotonous class situation. The followings are the excerpts of their solutions to overcome their lack of motivation:

> R#1*: "Motivate myself by constantly learning and keep searching*
> *about English subject"*
> R#18: *"Well, ask your friends to be serious and give some respect if*
> *someone is talking and the teacher should ask a lot the*
> *students whether they have understood or not"*
> R#58: *"Suggestion for teacher to be more interactive rather than a*
> *monotone teaching".*

These solutions are in line with Aftat's (2008) suggestion that in order to encourage students' motivation teachers should provide constant encouragement and support and ask questions that reveal the basis of a student's problems.

Regarding this, several solutions to overcome students' lack of motivation proposed by Dornyei in Pinter (2006) and Liu and Huang (2010) can be applied by the teachers in order to help their students to overcome their lack of motivation. Dornyei (2001) in Pinter (2006) notices four stages to encourage students' motivation as follows:

The *first stage* is to create motivating condition for learning. This means creating a pleasant and supportive environment in the classroom.

The *second stage* is to introduce initial motivating techniques by creating materials that are relevant for the students.

The *next stage* is to take care to maintain and to protect students' motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among students.

The *last stage* is to turn evaluation and feedback into positive experiences.

5.   Conclusion

Referring to the aim of the study, it can be concluded that students have psychological factors such as fear of mistake, shyness, anxiety, and the like that hinder them from practicing their speaking in English class. The factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. In addition, in terms of shyness, the students said that their shyness was caused by their nature as shy persons.

To turn to the possible solutions to overcome the psychological factors that hinder students from speaking, the students believed that motivating them to be more confident to speak is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class. All these suggest the importance of creating a supporting atmosphere of learning in the classroom.

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