

PSYCHOLOGICAL BARRIERS ON EFL STUDENTS' SPEAKING PERFORMANCE IN BORDER AREA

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ABSTRACT

Oral communication has emerged as a crucial skill in language acquisition, particularly in learning English. For students learning English as a foreign language, speaking English poses a significant challenge that requires considerable effort to articulate coherent statements. The research focused on identifying psychological factors that impact students' speaking performance, with a particular emphasis on determining which variable has the most significant effect. Data was gathered through observation, questionnaires, and unstructured interviews. The study revealed that despite students' motivation and positive attitude towards English speaking in the classroom, anxiety and lack of self-confidence remain key obstacles that prevent them from speaking confidently. These psychological barriers stem from a fear of erring and being subjected to derision by one's peers. Further, it was found that anxiety was the most psychological factor affecting students' speaking performance. To address these issues, many students believe that boosting their confidence in speaking English is crucial. This underscores the significance of educators being mindful of the difficulties their students face in speaking English during lessons.

Keywords: EFL, Psychological Barriers, Speaking performance.

INTRODUCTION

Speaking is regarded as the most essential component in the acquisition of the English language and effective communication among the four skills learned. Mastery of this productive skill is essential for students to evaluate the effectiveness of their language usage. Effective communication is a fundamental aspect of English language proficiency that students must prioritize in their learning. Proficiency in the English language fundamentally relies on speaking skills, which are essential for students to develop (Ariyanti, 2016). Speaking is a crucial language skill that involves articulating sounds and words to convey information verbally. It is essential for expressing thoughts, ideas, and feelings effectively. The ability to speak proficiently is a vital competency that students are required to acquire, given its importance in facilitating communication. In essence, speaking is a key component of the oral aspect of language, particularly within the context of written texts (Jupri & Jumadil, 2023).

Tarigan in Budayanti et al. (2023) emphasized that speaking is a crucial language skill that students need to develop to improve their proficiency in other

language skills they are learning. The act of speaking involves the skill of correctly pronouncing words to convey thoughts, concepts, or emotions (Jupri & Jumadil, 2023). Thus, verbal communication plays a crucial role in effective interaction. Engaging in conversation in the target language within the classroom setting can pose significant challenges for many learners of second and foreign languages. The presence of psychological issues is often cited as a significant factor that hampers students from actively participating in English conversations within the classroom setting. (Astuti, et al, 2022)

As Rozakis (1999) in (Mitha et al., 2018) stated that to be able to find a job, planning or taking a trip, electing public officials, arguing for a raise, or even arguing in general, one needs to possess the ability in speaking. Considering the fact that speaking is a vital productive skill that serves as a key component in facilitating a successful teaching and learning environment within the classroom, students must commit to rigorous learning to develop a proficient speaking ability. (Richard, in Ariyanti, 2016). Achieving success in speaking is a shared responsibility that requires significant effort from both the students and the teacher, rather than being solely the obligation of the students. It is essential for both educators and students to collaborate in order to enhance the speaking abilities of the students.

Numerous academic investigations into psychological challenges related to speaking have been conducted by researchers in Indonesian contexts as well as in other countries at the university level. These studies reveal that the majority of EFL students encounter psychological challenges like low self-confidence, lack of self-esteem, fear of errors, anxiety, and lack of motivation, all of which hinder their ability to speak English in the classroom. Research findings indicate that for Indonesian students, mastering English speaking skills presents greater challenges compared to their native language, as English is considered a foreign language for them. Many students, however, struggle with speaking English in conversations or delivering speeches (Mitha et al., 2018). The task presents significant challenges for students, as it requires considerable effort due to its frequent occurrence in daily communication and real-life situations.

A study conducted by Pale & Wisrance (2021) about the demotivating factors affecting students' willingness to speak English revealed that various internal and

external factors contributed to students' reluctance to engage in speaking English during classroom activities. The findings indicate that the primary factors undermining the students' willingness to engage in communication in English were motivation and confidence. Krismanti & Siregar as cited in Bakhtiar, M., & Suwandi (2022) stated that nearly all students show a certain level of anxiety when they are using English as the target language for communicative purposes. Currently, a significant issue impacting the speaking practices of EFL learners is undoubtedly the psychological barrier. (Bakhtiar, M., & Suwandi, 2022).

Foreign language learners often face difficulties expressing their thoughts using the English language. It is evident that despite the mandatory learning of English from elementary school through senior high school level, as well as through formal and informal education for a significant extended period, students continue to encounter difficulties in developing their speaking skills (Jusuf, et al., 2021). It is essential for English teachers and lecturers to pay close attention to this matter.

Several studies have been conducted on this subject revealing that there are numerous factors affecting it. In their study on students' poor performance in speaking English, Jusuf et al. (2021) revealed that there are both internal and external factors that contribute to poor performance in English speaking. Internal factors can be divided into two main categories such as language competence and psychological aspects. In terms of language competence, the primary factors affecting students' speaking performance include a lack of vocabulary and grammar, followed by pronunciation issues. On the other hand, psychological factors such as lack of confidence, fear of making mistakes, and low motivation also play a significant role. Additionally, external factors related to teaching and learning strategies include the insufficient use of diverse teaching methods and learning environments. Specifically, in the learning environment aspect, the study highlighted the importance of having English spoken in the classroom and the impact of large class sizes on students' performance.

Based on the research conducted by (Maji et al., 2022) on the challenges faced by students in speaking English, it has been identified that there are two key factors that contribute to these difficulties. These factors include linguistic factors and nonlinguistic factors. The linguistic aspect encompasses deficiencies in vocabulary, inadequate pronunciation, and an insufficient comprehension of

grammar. On the other hand, nonlinguistic factors pertain to psychological aspects such as the fear of making mistakes, low motivation, shyness, anxiety, and the use of one's native language.

Another study, (Fitriani et al., 2015) about students' speaking problems in their speaking performance have disclosed that the problems of students speaking performance happened in two different aspects namely linguistics and non-linguistics problems. The issues pertaining to linguistics encompass challenges related to students' grammar, vocabulary, and pronunciation, whereas non-linguistic aspects refer to psychological challenges, including a lack of self-confidence and anxiety. The findings of the study revealed that, in comparison to linguistic issues, the predominant challenge affecting the speaking performance of third-semester students in the English Education Study Program at FKIP Tanjungpura University Pontianak was related to non-linguistic factors.

Alaraj (2017) in his study revealed that even if the students possess a commendable proficiency in both vocabulary and grammar, they still face difficulties in speaking. The result of this study then supports that another factor such as psychology which includes motivation, belief, and confidence have a great implication toward students' speaking ability. In accordance with this, (Pratiwi & Andriani, 2021) conducted a study on the psychological factors that impact students' speaking performance. The results revealed that students faced a range of challenges when speaking English, which were significantly influenced by their psychological states. These challenges included a lack of motivation, anxiety, low self-confidence, shyness, fear of making mistakes, as well as factors related to the learning environment and performance conditions. Notably, the most significant challenge identified was the fear of making mistakes. A considerable number of students reported feeling apprehensive about speaking English, particularly due to difficulties with pronunciation. This fear of making errors led many to refrain from participating in English conversations, even during speaking classes.

Based on the aforementioned studies, it is evident that psychological factors consistently and significantly influence the development of students' speaking performance. It is believed that the field of human psychology has a major impact on all learning situations and environments. Brown in (Nijat et al., 2019) contended that psychological factors such as anxiety, shyness, lack of confidence, and

motivation are identified as the primary factors contributing to the hesitancy of high school and tertiary level students to communicate in English. Further, he stated that various psychological factors, including shyness and anxiety, are identified as the primary reasons for students' reluctance to speak. This aligns with Gebhard's definition in (Nijat et al., 2019), which states that students' difficulties in speaking primarily stem from their shyness or anxiety. These findings emphasize the crucial role of teachers in guiding and supporting students to overcome these emotions and foster their English-speaking abilities.

The writers' extensive experience in teaching English at the university level reveals that students seem to avoid speaking English in the class, despite it being a speaking-focused course. In comparison, they feel more at ease conversing in their native language during English lessons. For example, when presenting papers or completing tasks, they often request permission to use Indonesian language. This poses a significant concern for the writers, as these students are future English teachers. In comparison to the previous studies, the current research intends to examine the extent to which psychological factors influence students' English-speaking skills in the classroom, with a particular emphasis on those living in border areas. The objective is to assess whether there are notable differences in the psychological factors affecting students in border areas versus those in non-border areas. Besides, this research aims to see which psychological factors have the most impact on students' speaking performance. The writer posits that psychological variables do influence the speaking performance of English Education students. If the thesis is accurate in suggesting that psychological barriers impact students' speaking performance, then it may be worth considering for the department to make efforts to enhance students' speaking skills.

RESEARCH METHODOLOGY

This research employed a descriptive qualitative methodology, utilizing three data collection techniques: observations, questionnaires, and unstructured interviews. The participants in this study comprised fifty-five students enrolled in the English education program at the Faculty of Teacher Training and Educational Science at Timor University. Observations were conducted to assess students' participation and responses during speaking activities. Open-ended questionnaires were distributed to gather written responses from the participants. These

questionnaires included forty questions covering four distinct psychological factors: motivation, anxiety, self-confidence, and attitudes towards English speaking in the classroom. Each psychological factor was represented by ten questions, each offering five response options. Additionally, interviews were carried out to obtain deeper insights into the psychological factors influencing their speaking performance, as well as the underlying causes and suggested solutions. The data analysis process for the questionnaires utilized the Likert Scale Procedure, which categorized responses as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

RESULTS

Varied feedback has been shown in answering questionnaires. The questionnaire consists of 4 psychological variables namely motivation, anxiety, self-confidence, and attitude which may affect English Education students' speaking performance. Each variable consists of 10 questions. Following is the result of questionnaire on psychological factors affecting EFL students' speaking performance:

a. *Motivation*

Table 1. Motivation Aspect Affecting Students' Speaking Performance

Item Numb	SA	A	N	D	SD
1	31	22	1	1	0
2	36	17	2	0	0
3	32	18	3	0	2
4	34	18	1	2	0
5	32	20	2	1	0
6	25	26	4	0	0
7	22	25	6	1	1
8	33	16	3	3	0

9	18	21	10	4	2
10	29	22	4	0	0
Total	292	205	36	12	5
Percentage	53,1%	37,3%	6,5%	2,2%	0,9%

Data on the above table showed that majority respondents agreed to the motivation statements. Only 3% of the students disagreed and more than 90% of the students consented to the motivation statements which lead to a conclusion that students are motivated enough to learn English.

b. *Anxiety*

Table 2. Anxiety Aspect Affecting Students' Speaking Performance

Item Numb	SA	A	N	D	SD
11	9	23	15	8	0
12	7	23	14	10	1
13	10	17	19	8	1
14	7	19	14	10	5
15	5	15	21	12	1
16	5	20	16	13	2
17	11	19	13	11	1
18	8	26	11	9	1
19	8	17	14	15	1
20	5	15	13	18	4
Total	75	194	150	114	17
Percentage	13,64%	35,27%	27,27%	20,73%	3,09%

The information presented in table 3 indicates that 35.27% of students enrolled in the English education study program expressed agreement, while 13.64% indicated strong agreement regarding the anxiety statement. Only 20.73% of students disagreed with the anxiety statements. This data reveals that in general, English students are having anxiety issues when they are speaking English in the classroom.

c. *Self-confidence*

Table 3. Self-Confidence Aspect Affecting Students' Speaking Performance

Item Numb	SA	A	N	D	SD
21	8	22	13	11	1
22	15	23	11	3	3
23	7	19	19	8	2
24	7	23	21	3	1
25	10	28	15	2	0

26	7	16	16	13	3
27	14	28	10	3	0
28	11	30	11	3	0
29	15	23	16	2	0
30	12	24	18	0	1
<i>Total</i>	<i>106</i>	<i>236</i>	<i>150</i>	<i>48</i>	<i>11</i>
<i>Percentage</i>	<i>19,27%</i>	<i>42,91%</i>	<i>27,27%</i>	<i>8,73%</i>	<i>2,00%</i>

From the data on table 4, we are informed that 42,91% students agreed and 19.27% students strongly agreed to the self-confidence statements. A total of 8.73% of students expressed disagreement, while merely 2% indicated strong disagreement. This data reveals that students enrolled in the English education study program face challenges related to self-confidence. The majority of these students lack sufficient confidence to speak English, primarily due to their fear of making errors and being mocked by fellow students during class.

d. Attitude

Table 4. Attitude Aspect Affecting Students' Speaking Performance

Item Numb	SA	A	N	D	SD
<i>31</i>	<i>19</i>	<i>27</i>	<i>6</i>	<i>3</i>	<i>0</i>
<i>32</i>	<i>8</i>	<i>17</i>	<i>9</i>	<i>17</i>	<i>4</i>
<i>33</i>	<i>18</i>	<i>25</i>	<i>11</i>	<i>1</i>	<i>0</i>
<i>34</i>	<i>19</i>	<i>24</i>	<i>10</i>	<i>1</i>	<i>1</i>
<i>35</i>	<i>26</i>	<i>21</i>	<i>7</i>	<i>1</i>	<i>0</i>
<i>36</i>	<i>20</i>	<i>25</i>	<i>9</i>	<i>1</i>	<i>0</i>
<i>37</i>	<i>15</i>	<i>26</i>	<i>12</i>	<i>1</i>	<i>1</i>
<i>38</i>	<i>18</i>	<i>24</i>	<i>7</i>	<i>6</i>	<i>0</i>
<i>39</i>	<i>29</i>	<i>20</i>	<i>6</i>	<i>0</i>	<i>0</i>
<i>40</i>	<i>16</i>	<i>26</i>	<i>12</i>	<i>1</i>	<i>0</i>
<i>Total</i>	<i>188</i>	<i>235</i>	<i>89</i>	<i>32</i>	<i>6</i>
<i>Percentage</i>	<i>34,18%</i>	<i>42,73%</i>	<i>16,18%</i>	<i>5,82%</i>	<i>1,09%</i>

The data indicated that 42.73% of students expressed agreement with the statements regarding attitude, while 34.18% expressed disagreement. Additionally, only 5.8% of students disagreed, and a mere 1.09% strongly disagreed with the attitude statements. This is clearly revealed that most of the students have a good attitude toward speaking class. They agreed to tend to speak English in the classroom and enjoyed English classes even though they still have anxiety issues and are not confident enough to speak English in the classroom.

DISCUSSION

The primary goals of this study are to determine which psychological elements have the most impact on students' speaking performance in the classroom and whether or not they are affected at all. Upon the study of data, it is discovered that the students of the English education study program of Timor University nevertheless struggle with anxiety and low self-confidence while speaking English, even though they understand the value of the language and are driven enough to do so in class.

Motivation

One of the essential components of students' learning to reach the success point is motivation. Several researches have demonstrated that students who possess a high level of motivation to succeed are able to persist in their learning and attain superior academic outcomes in comparison to individuals lacking motivation for success (Nijat et al., 2019). From a motivational perspective, it is evident that students possess sufficient motivation to acquire proficiency in the English language. Achieving proficiency in a foreign or second language requires motivation as a crucial element. The findings on the questioner revealed that the majority of students were in agreement with the motivation statements. A mere 3% of students expressed disagreement, while over 90% of students gave their consent to the motivation statements. Almost all students stated that they have strong motivation to know all aspects of the English language. For them, learning English is important as it helps them to be able to interact easily with the speaker of English and they will integrate easily into English speaking communities. Most of the students believe that English is important to be learned nowadays as a response towards globalization demands and for their future career.

Beside internal motivation, there is also an external motivation found in the findings that encourages students to learn English. The result of the interview showed that the presence of supportive parents is another factor that motivates students to learn and speak English. Students reckon that parental support plays a crucial role in motivating them to learn English.

Further, in addition to parental support, the presence of supporting teachers or lecturers also became one of the crucial motivational aspects. Teachers and lecturers are supposed to be the great source of inspiration for the students. (Nijat

et al., 2019) proposed that aside from encouraging students to learn effectively and engage actively in English communication, teachers who possess passion, creativity, and a genuine interest in their students are also essential motivating factors. Students believe that the role of their lecturer is a key factor in enhancing their motivation for English speaking performance. Teachers or lectures can enhance students' engagement and enthusiasm for tasks by incorporating diverse and stimulating activities, ensuring that each activity is unique and innovative, possibly incorporating elements reminiscent of games.

Further, he added that there are three key personality traits that a teacher or a lecturer should possess in order to enhance students' motivation, such as empathy, congruence, and acceptance. Empathy involves the teacher being attuned to the needs, emotions, and viewpoints of students. Congruence entails the teacher being genuine and not concealing their true self. Lastly, acceptance requires the teacher to be nonjudgmental, show positive regard, and recognize each student as a multifaceted individual with both strengths and weaknesses. This is viewed as a significant point since the development of learners' communicative ability and the promotion of language learning depend heavily on their motivation (Pale & Wisrance, 2021).

Anxiety

Anxiety, as one of psychological variables, is defined as the state of being excessively worried about potential future events or past occurrences. Experiencing anxiety has evolved into a significant obstacle hindering students' ability to effectively communicate in the desired language (Mulyani, 2018). According to Heron's study in (Nijat et al., 2019), anxiety plays a role as a negative influential factor that hinders learners from mastering their speaking skills. It induces feelings of nervousness and fear, which may be responsible for poor oral performance. Majority of students tend to feel anxious when they have to give presentations in front of their classmates or speak in front of a large audience (Saharani, 2023).

This persistent feeling is constantly present and may impact the language learning process and student learning outcomes (Burhanuddin, Hudriati, 2023). Horwitz et al., as cited in (Umisara et al., 2021) stated that students experiencing anxiety often avoid participating in speaking activities as a result of their negative reaction to anxiety. This avoidance is due to the fact that anxiety can hinder

students' ability to comprehend and communicate messages verbally. The findings regarding anxiety levels among students of English Education indicate that the students were experiencing anxiety during speaking classes. A majority of students acknowledge feeling anxious when required to respond to questions in such classes. This finding is in line with Brown's statement in (Shamsuri et al., 2021) who's stated that students possess the knowledge of what they intend to express, yet their ability to do so is hindered by the overwhelming feeling of anxiety.

From the data on the anxiety aspect, we can see that 35.27% out of 40 students of the English education study program of Timor University agreed with the statement of anxiety and 13.64% of them strongly agreed. Only 20.73% of students disagreed with anxiety statements. Many students stated that they are worried that other students in their class seem to speak English better than they do. The other students stated that they also feel nervous when they are speaking English in the speaking class and that they feel anxious when someone asks them something in English. Besides, the students admit that they tremble when they know that they are going to be called into the speaking class. The prospect of speaking impromptu in front of others, triggers a significant panic among them. They are concerned about the repercussions of underperforming in speaking exercises. Firooz and Mehdi in their research on Iranian English learners in (Shamsuri et al., 2021) asserted that most students experience a surge of perspiration and anxiety when they are required to address their peers in a public setting. Many students experience anxiety before speaking in public. They worry about making mistakes, particularly with their pronunciation, and receiving a negative assessment from the instructor (Ghaniy, 2023).

Interview result of the anxiety aspect has revealed that even when adequately prepared, students still grapple with anxiety related to speaking English. Their primary fear is being mocked by their friends.

Foreign Language Anxiety (FLA) is commonly observed during classroom activities, particularly in speaking tasks (Zia & Sulan, 2015). Anxiety arises when the instructor or lecturer requests that the students showcase a topic in front of their peers or provide verbal answers to inquiries using the English language (Burhanuddin, Hudriati, 2023). It is imperative to address this issue, as anxiety can significantly impede students' language learning, especially in speaking. To address

these influencing factors, students have suggested that educators create a comfortable classroom environment with a positive atmosphere. Such a setting, according to students, can help them relax and alleviate their anxiety. The results from the anxiety variable, obtained through questionnaires and interviews, highlight the ongoing issue of anxiety among students in the English education program at Timor University.

Self-Confidence

The finding data concerning self-confidence levels showed that 42.91% of the students expressed agreement, while 19.27% of the students strongly agreed with the self-confidence statements. A total of 8.73% of the students disagreed, and a mere 2% of the students strongly disagreed. This finding indicates that nearly half of the students struggle with self-confidence when speaking English. Students who lack self-confidence problems are the students who are not confident to speak English in front of their peers in the classroom. They express uncertainty and hesitation when communicating in English during class sessions. Volunteering answers in speaking classes proves to be a source of embarrassment for them. The interview result on this aspect revealed that the main source of their frustration stems from the belief that their peers are more proficient in English. They are unconfident to speak English as they feel that their peers will laugh at them when they make mistakes while speaking English.

This result indicated that students of the English Department of Timor University have a low level of self-confidence or lack of self-confidence to speak English in the class even though in speaking class. The students' self-confidence is affected when they realize that their conversation partners do not understand the intended meaning of their message. In such situations, their lack of confidence becomes evident as they choose to remain passive while others continue to speak. This discovery aligns with the theory put forth by Tsui, as referenced by (Nunan David, 2015) which posits that students who possess low self-confidence in their abilities and English skills are likely to experience communication apprehension.

During interviews, students expressed their belief that their English-speaking skills are poor, making them feel incapable of speaking fluently. They emphasized the importance of teachers or lecturers in boosting their self-confidence and motivating them to speak English. With the support and encouragement from

their educators, students feel more confident to speak English without having fear of making mistakes. This highlights the crucial role of support and encouragement in enhancing students' confidence.

Attitude

In terms of attitude variable, it is observed that students exhibit anxiety when it comes to speaking in class, but they demonstrate a positive response to it. The data showed that 42,73% and 34,18% of students agreed and disagreed with the statements of attitude. Only 5.8% disagreed and 1.09% strongly disagreed with the statements of attitude. The interview findings indicate that students derive enjoyment from speaking activities in class compared to other subjects. They actively strive to comprehend the words of their instructor and peers, and they also place significant emphasis on the feedback they receive during speaking class. These aspects sufficiently demonstrate the students' favorable attitude towards the English learning especially in speaking class.

Aside from four psychological factors discussed above, the classroom environment is also believed to encourage students' motivation to speak English. Classrooms as psychosocial learning environments of English language learning affect the students' motivation to learn (Gelete & Kitila, 2022). Students' enthusiasm in participating in various communication activities can be maintained by providing a supportive learning environment and offering positive reinforcement (Ali et al., 2020). Additionally, (Gelete & Kitila, 2022) reveals a significant and positive correlation between the set of psychosocial environment aspects and motivational intensity. It is evident that creating a supportive atmosphere in which students feel safe and accepted can assist in alleviating their fear of speaking. Many researches have proven that one of the main causes of speaking anxiety is communication apprehension, which can hinder students from effectively communicating in the language they are learning. Thus, creating such a conducive learning environment can help motivate students to speak English in the classroom.

Based on the research findings, it is evident that psychological state influences students' speaking performance in the classroom. Despite being motivated and having a positive attitude towards speaking English, students still experience anxiety and struggle with their self-confidence. Among the four psychological variables examined, anxiety and self-confidence were identified as

the most significant factors impacting students' speaking abilities. Consistent with previous studies, self-confidence was highlighted as a key psychological variable affecting students' speaking performance (Tuyen & Loan, 2019); (Pale & Wisrance, 2021)

The psychological variable effect most to the students' speaking performance is anxiety. It is an undeniable fact that Foreign Language Anxiety (FLA) is generally found in classroom activities especially in speaking (Zia & Sulan, 2015). This issue is crucial to be paid attention to since anxiety is one of the prominent aspects which can affect the students' language learning particularly in speaking. The significance of the anxiety factor in the students' speaking performance should not be overlooked. It is crucial to address anxiety in order to enhance the students' speaking abilities. It is believed that the EFL learners can encounter their experience of anxiety. Hence, it is crucial to consider this phenomenon as it can pose a significant challenge to the success of language learners, irrespective of their proficiency levels.

To deal with the affecting variables discussed above, students need to be helped. From the interview result, students suggest that the lecturer create such a comfortable classroom with a good atmosphere. This condition of the classroom, according to them, can help reduce their anxiety.

CONCLUSION

Referring to the result of data analysis and discussion, it can be concluded that various psychological factors such as anxiety, self-confidence, and attitude influence the speaking performance of students in the English education study program in Timor University. In contrast to the research conducted by Pale & Wisrance, (2021) which focused on the demotivating factors affecting students' willingness to speak English, it was found that the motivation of the students has significantly increased. The students themselves acknowledge that they are motivated and eager to speak English in the classroom. However, they still face challenges related to anxiety and self-confidence.

Anxiety and self-confidence have become a prevalent issue in the process of learning English, significantly impacting the students' development. This psychological dimension hinders their motivation and confidence. The challenges dealing with students' anxiety and self-confidence in speaking performance are not

things without reason. There is a reason why such things happen. Most Indonesian students often mock their peers for errors in English pronunciation and reading. This behavior instills fear in students when it comes to speaking English in class. In order to overcome the issues mentioned above, researchers have put forward several suggestions to address the issues at hand. Drawing from their own experience as an EFL lecturer, they have proposed remedies that are believed to be highly beneficial for students learning English as a foreign language. The researchers emphasize the importance of psychological factors as the primary determinant of success for many EFL students in their English-speaking abilities. According to the research findings, despite students' motivation and positive attitude towards speaking English, a significant number of them still struggle with English grammar and vocabulary. Researchers believe that all students should recognize English as a foreign language, and that making mistakes while learning is a natural part of the process. Mocking friends for these mistakes should not be tolerated. It is crucial to educate students on the importance of supporting their peers, as this behavior can hinder their English-speaking abilities.

To address issues related to anxiety, fear of mistake, hesitation, and lack of confidence in speaking English, students are advised to shift their focus away from the perception that English is a challenging language. It is recommended that they refrain from being overly concerned about how others perceive their spoken English. Additionally, students are encouraged to avoid underestimating themselves and not dwell on mistakes. Instead, they should prioritize practicing and utilizing English without fixating on making errors. It is important for students to recognize that perfection is unattainable, and mistakes should not always be viewed in a negative light, as they provide valuable learning opportunities.

As one of the supporting factors, teachers and lecturers are encouraged to inspire students to actively engage in speaking English. They should assist students in overcoming any psychological barriers that may hinder their progress. Consequently, teachers must strive to make the learning process enjoyable. Further, students are also advised to enhance their speaking skills in English and strive for success in their language learning journey.

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