



Study on Speaking Problems and Psychological Factors Encountered by Students in Developing Their Speaking Skill at SMA Kristen Dobo, Aru District

Threesje R. Souisa

Universitas Pattimura, Indonesia

e-mail: chocha72souisa@yahoo.com

Christisel Gaité

Universitas Pattimura, Indonesia

e-mail: Chrisgaité05@gmail.com

Abstract:

Developing speaking skill as one of productive skill is crucial for EFL students, and it can't be denied that most students still constraints with developing that skill that covering their general speaking problems and psychological factors. Survey study under quantitative research was applied to conduct the study. The setting of the study was SMA Kristen Aru and 70 students were involved as the sample and 6 selected students were also participated to be interviewed to support the data. Descriptive quantitative and qualitative ways were done to analyze the findings. The research findings revealed that the common problems faced by the students in speaking skill were 1) lack of vocabulary, incomprehension in mastery grammar, lack of practice, the environment didn't support them to speak and always speak in mother tongue. Whereas, the most psychological factors affected the students' speaking problems were low motivation, felt afraid in making mistakes, felt tense and nervous, unconfident in speaking presentation, and felt confuse with their thoughts. From these findings, some proposed new insights such as varied teaching strategies in speaking skill, give more chance to practice their English inside and outside the classroom, always motivate them and encouraged them to practice their English and provide any challenges tasks for helping students minimize their common problems and psychological factors in speaking skill.

Keywords: *speaking problems, psychological factors, developing, speaking, survey design*

DOI: <https://doi.org/10.30598/matail.v1i1.2769>

INTRODUCTION

As productive skill, speaking plays an important role in building communication, and it is considered as the basic skill that should be mastered by EFL students. Through speaking, students can share ideas, feeling, thoughts, and opinion, to give information and message to others. Sharing the ideas, opinion, thoughts, message, and knowledge would not happen in just a method, but it must happen in two ways. There must be a speaker and listener to get an interactive communication.

The ability of communicate in English is necessary to face the globalization era in which it is placed as the International language. For that reason many students are demanded to master this language as one of the main subject taught at schools, and speaking can be seen as one of the skills

that still have many problems constrained by foreign languages. It can't be denied that English teachers at schools always do many efforts to cover the problems, but sometimes their efforts did not run well.

The problems of speaking skill can be derived from teachers and students sides. From teachers, it deals with teaching methodology, teaching materials, teaching and learning sources and classroom management. From the students' side, it meets with their cognitive, psychomotor and affective domains. In regards to affective domain, the problems always cover students' motivation, self-confidence, not brave, shy to make mistakes and etc. These problems can be categorized as psychological factors affected students' speaking ability.

The result of previous studies report that nowadays, one of the big problems that affect students' speaking ability not only about the general problems such as lack of vocabularies and grammar points but also it is related to psychological factors. According to Braine G (2005) Psychology is the number one key to success for most EFL students in their English speaking performance. Most of the EFL students who learned English for many years, most of them have difficulties to use the language because of lack of vocabulary. Moreover, it is not only the lack of grammar or vocabulary, but it is also from students' psychology. Most of the students have lack motivation, they never develop confidence in themselves, afraid of making mistakes and also ashamed to speak up in front of people. Later, Genc & Aydin (2011) examined some major factors affecting students speaking ability. The factors come from students psychologies such as students' motivation, age, and discipline and also fearful of making mistake when tried to speak English in the classroom or with other friends.

In line with some research findings above, the researchers also conducted preliminary study by interviewing some students dealing with their problems in speaking English. The results showed that there are several problems that students faced in speaking. First, it is related to students' condition who are lack of vocabulary that made them hard to say word during class discussion. Second, some of those students are not confident to speak English because fear of making mistake, some are afraid because of their pronunciation is not as good as native speaker. Third, they speak more with their maternal language or their mother tongue.

From the results above then the researchers were interested to explore more about students' speaking problems and their psychological factors encountered by students in speaking at SMA Kristen Aru district and 4 research questions were addressed to be answered in this study namely; 1) What are the students' common problems and psychological factors in Speaking English of the students at SMA Kristen Dobo?, 2) Which problem and psychological factors that the students have most encountered in Speaking English of the students at SMA Kristen Dobo?, 3) In what ways that the students try to minimize their problems and psychological factors in speaking English of the students at SMA Kristen Dobo?, and 4) What are the news insights proposed by the students of SMK Kristen Dobo for their English teachers?

RESEARCH METHOD

This research conducted the survey design under quantitative approach. According to Gay, Mills and Airasian (2006) "survey research involves collecting data to test hypotheses or to answer question about people's opinions on some topic or issue". In conducting this research, the researcher will use several steps of survey method, such as: state the problem, construct or locate the questionnaire, pilot test questionnaire, administer the questionnaire (select participants, distribute the questionnaire, and conduct follow-up activities), tabulate the questionnaire responses, analyze the results, and write the report. In collecting the data, 70 students and 6 selected

students were involved as the sample of this study and they were asked to fill the questionnaire and did interview phase. Descriptive quantitative and qualitative ways were implied to present the findings and analyze the data.

FINDINGS AND DISCUSSION

The questionnaire was the main instrument in this study and it consisted of two main part; the first part dealing with students' problems in speaking skill, and the second part related to psychological factors affected students 'speaking skill. The first part consisted of 8 statements whereas the second part contained 12 statements. The findings can be presented in the following paragraphs.

1. The students' problems in speaking Skill

In having the data about students' problems in speaking, skill, there are 8 statements delivered for all the sample, and the result of the questionnaire can be seen in the following table. The likert scale covering always, usually, occasionally, rarely and never (A,U,O,R, and N)

Table 1. Problems in Speaking Skills

NO	Items	A	U	O	R	N
1	I lack of vocabularies in English	45	15	5	5	0
2	I can't understand what other people talk in English	35	28	2	5	0
3	I have problems in pronounce difficult words in English	38	12	10	5	5
4	I less comprehension grammar rule	44	16	5	5	0
5	I used to talk in my mother tongue	40	24	6	0	0
6	I have no chance to practice my English in the classroom activities	42	12	6	5	5
7	The topics are uninterested to discuss because it was not related to my background knowledge	37	18	12	0	0
8	My environment doesn't support me to speak English	44	20	6	0	0

The table above reported that most students have problems in speaking skill such as lack of vocabularies, can't understand other people talk in English, problems in pronounce difficult words, less comprehension grammar rule, used to talk in their mother tongue, have no chance to practice their speaking skill, the topics are uninterested, and the environment didn't support them to talk in English. From the table, it also described that the fifth common problems faced by the

students in speaking skill. The first problem faced by students was mostly because of lack of vocabularies (45 students) then followed by less comprehension grammar rule (44 students) and the environment didn't support them to speak in English (44), and the fourth reason because of have no chance to practice English inside the classroom activities, and the fifth was used to talk in mother tongue.

In supporting the data from the questionnaire, the researchers also interview some selected students based on their achievement in English. The selected students consisted of 9 students which were taken from the first, second, and third class and they represented the students' achievement in English in the low, middle and high score. But only 6 students actively involved in the interviewed section. The interview consisted of 5 questions and it could expand based on the answers of the students.

The first question dealt with their perception about speak in English, all the students have varied answers based on their learning experiences in English as it was shown below.

Berbicara dalam bahasa Inggris bagi saya susah-susah gampang, tapi sebenarnya kalau saya belajar dengan tekun, pasti juga saya bisa berbicara dengan lancar. (AL/Class XI)

Saya rasa berbicara dalam bahasa Inggris itu bisa dipelajari dengan baik, jika kita sendiri punya motivasi untuk berbicara dalam bahasa Inggris; kalau kita dapat berbicara dalam bahasa Inggris, pasti point kita juga bagus di depan orang lain (TS/class XII)

Berbicara dalam bahasa Inggris itu susah, karena saya sendiri terbatas dalam menguasai kosakata dalam bahasa Inggris, makanya kalau bicara dalam bahasa Inggris bagi saya susah sekali (DM/class X)

Saya rasa menguasai bahasa Inggris itu keren, apalagi kalau bisa berbicara dalam bahasa Inggris, pasti ada kebanggaan tersendiri jika kita dapat menunjukkannya (SL/XII)

Susah bicara dalam bahasa Inggris, ya karena tidak tahu mau belajarnya bagaimana supaya bisa berbicara dengan baik (RK/Class XI)

Saya rasa itu salah satu keterampilan yang harus dimiliki sekarang. Dengan berbicara dalam bahasa Inggris, kita bisa berkomunikasi dengan siapa saja. Jadi itu tergantung kemauan kita sendiri mau bicara dalam bahasa Inggris tidak. (JH/class X)

In term to the second questions about their experiences in developing their speaking skill, the students have varied responds due to the main problem they have as follows:

Kosakata terbatas, susah juga halafnya, karena ditulis lain, dibaca lain . Kalau kosakata hanya sedikit ya bagaimana saya bisa berbicara dengan lancar, karena pasti saya tidak tahu mengungkapkannya dalam bahasa Inggris. (DM/class X)

Saya sih banyak masalahnya, tapi bagi saya yang paling utama karena kurangnya kosakata. Hal itu sangat mempengaruhi saya dalam berbicara bahasa Inggris. Saya sendiri kadang tidak tahu bagaimana bisa belajar menguasai kosakata dengan cepat dalam bahasa Inggris. (RK/class XI)

Menurut saya kalau kita sudah menguasai kosakata tapi kalau belum paham dengan tata bahasa, itu juga bisa menimbulkan masalah baru, karena orang lain pasti tidak paham dengan pembicaraan kita, lalu kalau situasi di sekitar kita tidak juga menunjang kita berbicara dalam bahasa Inggris, pasti itu juga faktor utama kita tidak ingin mengembangkan keterampilan berbicara kita. (SL/class XII)

Kesempatan untuk lebih banyak berlatih dalam bahasa Inggris di dalam kelas mungkin itu yang perlu ditingkatkan, karena kalau sudah di luar sekolah, terkadang situasi tidak mendukung kita untuk berbicara dalam bahasa Inggris (JH/class X)

Bagi saya kosakata yang sangat penting. Jika kita kurang kosakata, kita tentu tidak mengerti apa yang orang bicarakan, atau apa yang kita baca. Jadi hal utama masih berkaitan dengan kurangnya kosakata (TS/class XII)

Mungkin motivasi untuk belajar bahasa Inggris lebih giat lagi, sehingga kita bisa melatih cara berbicara kita. Namun semuanya itu hanya didapat kalau kita memiliki kosakata, dan tidak malu untuk latihan setiap saat. (AL/Class XI)

When the students were asked about any strategies that they have ever used in developing their speaking skill, almost they have the similar strategies as it was shown below.

Belajar dari kamus, karena biasanya kalau jam bahasa Inggris, kita diharuskan bawa kamus untuk memudahkan kita menemukan kosakata yang kita tidak tahu. (RK/class XI)

Sejak masuk sekolah di kelas X, kami sudah terbiasa untuk membawa kamus kalau mata pelajaran bahasa Inggris, sehingga strategi untuk mempelajari kosakata bahasa Inggris yang paling banyak digunakan yaitu membaca Kamus (TS/Class XII)

Sebenarnya ada banyak cara ya untuk kita bisa mengembangkan keterampilan bahasa Inggris yang dimulai dengan menguasai kosakata dulu, bisa kita pelajari dari lagu-lagu yang kita suka dengar, atau menonton film. Tapi yang paling banyak ya lihat di kamus saja, karena setiap kita pasti punya kamus. (AL/Class XI)

Buka dan baca kamus, catat kata yang kita pelajari, tulis di buku catatan. Tapi bagi saya tetap masih bermasalah dengan mengingat atau menghafalnya. Beda kalau saya pelajar dari lagu-lagu barat mungkin lebih cepat ingat karena sering nyanyi lagunya. (JH/Class X)

Yang biasa dilakukan di kelas ya buka kamus, tapi sekarang dengan Hp juga kita bisa liat kata-kata yang tidak tahu artinya untuk membantu kita ketika kita mengeluarkan pendapat dalam bahasa Inggris. (RK/class X)

Referring the question about the solution to minimize or cover their problems in speaking skill, all students presented different ideas as it was shown in the following paragraphs.

Harus punya motivasi yang tinggi dulu. Kalau sudah ada motivasinya apa pun hambatan pasti bisa dilewati dengan baik yang didukung dengan kemauan yang besar untuk bisa berbicara bahasa Inggris dengan lancar. (AL/class X)

Bagi saya suka dulu lah, kalau tidak suka untuk berbicara bahasa Inggris, ya pasti kita tidak mau belajar untuk berbicara, apalagi kalau sudah dipikir susah duluan (TS/class XII)

Banyak latihan saja, tidak usah malu atau takut, latihan saja supaya kita tahu kurangnya dimana, kalau pun salah kita bisa pelajari lagi. Saya suka bicara sedikit-sedikit dalam bahasa Inggris yang kata-katanya saya ambil dalam lagu yang saya pelajari, dan bagis aya itu keren juga (SL/Class XII)

Dengar lagu dan nonton film yang menggunakan bahasa Inggris, saya rasa itu juga strategi yang bagus, karena saya suka dengar lagu dan juga suka nonton film (JH/class X)

Mungkin banyak baca buku yng ditulis dalam bahasa Inggris, buku cerita misalnya, buat buku kosakata tersendiri, kemudian mencoba latihan dengan kosakata yang sudah dipejari (SL/class XI)

Motivasi untuk mau belajar dan tidak usah takut untuk buat kesalahan. Karena kita khan belajar orang lain punya bahasa, jadi kalau salah , ya coba lagi. (RK/class XI)

The last question dealt with their expectation for their English teacher to help them covering their common problems in speaking and the students gave similar opinions as follows;

Saya sangat mengharapkan kalau guru kami membimbing kami dengan berbagai startegi belajar yang menyenangkan yang ditunjang dengan materi-materi yang kontekstual, supaya kami termotivasi untuk mengembangkan pemikiran kami ketika berdiskusi (AL/class X)

Mungkin perlu memperkenalkan stategi-strategi belajar bahasa Inggris dengan mudah tapi juga dapat diterapkan bukan saja di kelas tapi juga di luar kelas. Selama ini kalau di dalam kelas kita pakai kamus karena disuruh oleh guru untuk mencarai kata sukar, tapi kalau di rumah belum tentu kita mau buka kamus, yang ada biasanya langsung kita buka lewat hp saja. (TS/class XII)

Guru bahasa Inggris mungkin perlu menambahkan media pembelajarn yang inetraktif seperti videoyang sebenarnya bisa diambil dari you tube, Cuma tidak semua kelas memiliki projector untuk ditampilkan. Tapi bagi saya dengan memperkenalkan strategi-strategi belajar yang menyenangkan ditunjang dengan media pembelajaran, pasi kita akan termotivasi untuk mau berbicara dalam bahasa Inggris (RK/class XI)

Selama ini kita pilih sendiri strategi untuk belajar berbicara, tapi alangkah baiknya kalau guru juga membimbing kita dengan memperkenalkan strategi-strategi belajar khususnya berbicara dalam bahasa Inggris, yang didukung juga dengan memberi kesempatan bagi kita untuk latihan di kelas ataupun di luar kelas. (SL/class XI)

Banyak latihan yang diberikan oleh guru, kasih tugas yang lebih menantang supaya kami berani bereksperimen dengan tugas tersebut khususnya dalam keterampilan berbicara, dan pastinya membimbing kita selalu dengan strategi-strategi berbicara lainnya.(JH/class XI)

2. The Students' Psychological Factors in Speaking Skill

In obtaining the data about psychological factors faced by the students in speaking skill, the questionnaire consisted of 12 items were distributed for 89 students but only 70 questionnaires were returned to be analyzed. The data of psychological factors of the students at SMA Kristen Dobo were presented below.

Table 4.2. Psychological Factors

NO	Items	A	U	O	R	N
1	I am afraid of making mistakes when I speak English	40	20	3	7	0
2	I felt shy when I speak English	30	28	8	6	0
3	I felt tense and nervous when I speak English	40	15	10	5	0
4	My thoughts become confused and jumbled when I am speaking	40	20	5	5	0
5	My heart beats very fast when I speak English	32	18	5	8	8
6	I feel my English conversation skill tends to be poor	38	12	10	4	6
7	I am not confident when I speak English	40	20	5	5	0
8	I am felt uncomfortable when my friends laugh at me	28	22	8	6	6
9	I am not motivated to speak in front of class because of limited vocabulary	42	16	5	5	2
10	I felt anxiety to speak without good preparation	35	25	4	6	6
11	I prefer to speak slowly because I realize my pronunciation is not good	32	18	8	5	2
12	I can't deliver my ideas smoothly because of pressure to perform well	35	15	10	5	5

From the above table, it can be reported that for each item of psychological factor, the percentage were varied. The first item showed that 40 students agreed that they always felt afraid when they speak English both in class presentation or in group discussion used English, 20 students agreed usually afraid, 3 students occasionally felt afraid, and 7 students rarely to felt the similar feeling. In terms of feeling ashamed or shy when they speak in front in the class, 30 students agreed that they always had the feeling, 28 students usually felt shy when they presented topics in front of the class, 8 students occasionally felt ashamed, and 6 students rarely have the same feeling. Item 3 described felt tense and nervous when speaking, 35 students agreed that they always had that feeling, 20 students agreed that they usually have that feeling, 10 students felt occasionally and only 5 students rarely to have the felling. In relating to item 4, 40 students agreed that their thoughts become confused and jumbled when they speak particularly when they had interrupted with the teachers in class presentation, 20 students usually have the similar feeling, 5 students presented occasionally and 5 students also rarely have that similar feeling. Referring to item 5, 32 students agreed that their heart beats were very fast when they speak, 18 students agreed that usually felt the similar way, 5 students said that they occasionally had that feeling, 8 students rarely felt that feeling and 8 students never felt about it. Item 6 stated about felling unsure about conversation skill because of poor ability, 38 students agreed that they always thought about it, 12 students usually thought the similar way, 10 students thought occasionally, 4 students rarely thought about that and 6 students never thought it.

In terms of item 7 about felling unconfident, 40 students agreed that they always have that feeling, 20 students usually have it, 5 students occasionally, and 5 students never that feeling. Item 8 described the uncomfortable feeling when their friends laugh at them, 28 students agreed that

they always that feeling, 22 students usually have the similar feeling, 8 students occasionally that feeling, 6 students rarely and 6 students never felt about that. Referring to item 9 dealt with demotivation, 32 students always face with that factor, 18 students usually dealt it, 8 students occasionally felt that, 6 students rarely and 6 students never felt about it. Regarding item 10 about felt anxiety to speak without good preparation, 35 students always agreed with that statement, 25 students usually agree with that point, 4 students occasionally agreed, 4 students rarely and 2 students never felt that. Item 11 described about preference to speak slowly because of pronunciation was not good, 40 students always agree with that item, 18 students usually agree, 5 students occasionally agreed, 5 students rarely thought it and 2 students never thought it. The last statement dealt with pressure to perform well, 35 students always agree with that point, 15 students usually agreed, 10 students occasionally, 5 students rarely and 5 students never thought it.

To support the data above, the interview was conducted for the other 9 students at SMA Kristen Dobo, but unfortunately only 5 students were actively involved in the interview section. The interview consisted of 5 questions which related to their responds to the above questionnaire and the results of interview were presented in the following paragraphs.

The first question dealt with the third most psychological factors that faced by students in speaking skill, and all the respondents almost have the similar comments as it was described below.

Kalau saya 3 faktor psikologi yang sangat mempengaruhi saya dalam berbicara dalam bahasa Inggris adalah ; 1) takut berbuat kesalahan ketika berbicara contohnya ketika salah mengeja dalam bahasa Inggris, 2) tidak percaya diri, dan 3) terkadang bingung memikirkan ide-ide yang tiba-tiba keluar tidak beraturan dan tidak tahu bicaranya bagaimana (MK/Class XI)

Takut berbuat kesalahan, kurang motivasi, tidak berani karena tidak percaya diri yang disebabkan oleh kurang kosakata, malu jika teman tertawa (RT/class X)

Tidak percaya diri, takut buat kesalahan, tidak focus karena tidak beingung dengan bagaimana harus mengungkapnya dalam bahasa INggris (DM/ class X)

Bagi saya yang paling domain, takut buat kesalahan, tidak berani untuk berbicara karena tidak percaya diri, dan malu kalau ditertawakan oleh teman jika salah mengucapkan kata. (CH/Class XI)

Saya rasa yang paling banyak dialami karena kurang percaya diri yang disebabkan oleh banyak faktor seperti kurang kosakata, tidak paham tata bahasa atau juga karena tekanan dari luar. (SF/class XII)

The second question asked about their own solution to minimize their psychological factors when they speak in front of the class, the responds were varied as it was presented below.

Saya rasa dengan cara mempersiapkan diri dengan baik, yakinkan diri sendiri kalau kita bisa dengan apa yang sudah kita persiapkan dengan baik. Kalau buat salah, yang penting kita belajar dari kesalahn tersebut (SF/Class XII)

Mungkin perlu belajar lebih banyak lagi, latihan berulang-ulang, kalau perlu minta orang lain untuk menilai presentasi kita dulu, sebelum kita tiba pada presentasi yang sesungguhnya.

(CH/class XI)

Namanya juga belajar, jadi kalau salah sebenarnya tinggal kita belajar lebih giat lagi. Keterampilan berbicara harus di latih terus, sayangnya kadang aktivitas di kelas juga tidak menantang kita untuk berbicara lebih banyak karena keterbatasan waktu (MK/Class XI)

Latihan saja terus, dan tidak usah malu kalau ditertawakan teman, toh bahasa Inggris bukan bahasanya kita, jadi kalau kita salah itu namanya kita belajar (DM/class X)

Perlu memotivasi diri sendiri untuk mau berani berbicara dalam bahasa Inggris, dan jangan takut kalau berbicara walaupun masih terbatas kosakta ataupun juga masih salah dengan tata bahasanya (RT/class X)

The third question about their expectation for their English teacher in guiding them developing their speaking skill, the students gave similar comments as it was presented below;

Saya rasa guru bahasa Inggris harus memberikan motivasi yang banyak untuk kami dalam bentuk memberikan tugas-tugas yang menantang seperti interview turis yang ada dan buat laporannya secara oral dan tertulis dan dipresentasikan di kelas (SF/Class XII)

Lebih banyak memberikan kesempatan kepada siswa untuk berbicara di kelas, berikan feedback kalau siswa buat kesalahan dalam berbicara, dan selalu memberikan apresiasi untuk usaha yang kami lakukan sekalipun mungkin apa yang kami buat masih belum sempurna (MK/class XI)

Yang paling penting guru menggunakan strategi mengajar yang bervariasi dengan didukung dengan penggunaan media pembelajaran yang interaktif supaya pembelajaran bahasa Inggris lebih menyenangkan. (CH/class XI)

*Pemberian motivasi yang positif ketika kita buat kesalahan, penggunaan strategi mengajar yang kreatif dan juga selalu ada pendampingan bagi kami ketika kami berlatih bicara (RT/class X)
Memberikan dukungan dan motivasi untuk kami tetap mau berlatih berbicara, berikan kesempatan lebih banyak bagi kami, dan juga berikan tugas yang menantang (DM/class X)*

The fourth question regarding the most people who always stand beside them in developing their speaking skill, the students gave different comments based on their experiences as follows;

Saya rasa sahabat saya di kelas, kami berdua senang belajar bahasa Inggris bersama-sama. Terkadang kami berbeda pendapat, tapi dia selalu memotivasi saya untuk bisa percaya diri ketika berbicara bahasa Inggris. (RT/class X)

Orangtua saya, karena mereka suka dengan bahasa Inggris dan mereka selalu berkata bahwa bahasa Inggris itu penting untuk masa depan. Kadang kalau tugas juga saya suka Tanya kepada orangtua saya, karena orangtua saya juga guru yang mengajar bahasa Inggris. Jadi dari beliau saya banyak termotivasi untuk memberanikan diri berbicara dalam bahasa Inggris (MK/class XI)

Bagi saya, kakak saya karena dia selalu mendampingi saya dalam mengerjakan tugas, dan saya suka berlatih bahasa Inggris dengan dia. Saya juga ingin masuk program studi bahasa Inggris jika saya lulus nanti, karena bagi saya hal itu penting bagi masa depan saya. (CH/class XI)

Guru dan sahabat saya, mereka akan selalu menuntun saya, jika saya mengalami kesulitan dalam mengemukakan pendapat dalam bahasa Inggris, mereka selalu siap membantu saya. (SF/class XII)

The main aim of teaching language is to help students to be able to use English effectively and accurately in communication (Davies & Pearse, 2000). Socheath, M. (2010), defines speaking as “ a productive skill that requires students/ learners to produce words or language or to express ideas orally”. This idea assumed that through speaking, students can build a communication that involved others through speech or saying”. It is an interactive process of constructing meaning that involves producing; receiving and processing information which based on the context that happens in students learning process, their collective experiences, and the physical environment which are representing the purpose of speaking.

As one the productive skill, speaking is considered as one of the most important skills that students need for communicating in any other foreign language. English has been used universally for all types of communication, for this reason English speaking skill should be taught and developed along with the other skills so that communication achievement can be enhanced with native speakers and non-native speakers of English (Boonkit, K.2010).

Nevertheless, some studies suggest that there are several speaking problems that students may encounter when speaking English in class or outside. These are: excessive use of mother tongue during lessons; lack of interaction among learners inside and outside the classroom; inhibition; lack of topical knowledge; shyness; fear of being humiliated, and lack of vocabulary (Urrutia, & Vega ,2010, Ferrari & Palladino,2007, Boonkit,2010). First, unlike other skills, speaking requires some degree of real-time exposure to audience. Students are often inhibited about trying to say something in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract. A study conducted by Nascente (2001), considers anxiety as an affective variable and one of the main factors that may mostly affect language learning process. Secondly, even students are not inhibited, they complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. Rivers (1968), states that students may have nothing to express about, may be due to the topic chosen by the teacher, which is not suitable for them or they may have no idea about it. However, it is difficult for some students to respond when they are asked to talk about a topic in English which they are hesitated to explain it or still doubt about using diction and appropriate grammar (Baker & Westrup, 2003).

In line with this issue, the findings of a study conducted by Lukitasari (2003), reveal that students should master the three elements of speaking namely vocabulary, grammar and pronunciation in order to have good speaking performance. Furthermore, due to the importance of vocabulary as the building block of every language, it is considered to be very necessary for EFL students. As it is pointed out by Nation, (2001 : 129) and cited in Derakhshan, Khalili & Beheshti (2016) that the limitation of vocabulary mastered by students can influence them to be productive user of vocabulary.

In line with the theories above, the findings of study revealed that the common problems faced by students in speaking skill were varied starting from lack of vocabulary until their environments that didn't support them to practice their speaking skill. From the finding of distributed questionnaire, it was reported that most students have problems in speaking skill such as lack of vocabularies, can't understand other people talk in English, problems in pronounce difficult words, less comprehension grammar rule, used to talk in their mother tongue, have no

chance to practice their speaking skill, the topics are uninterested, and the environment didn't support them to talk in English. From the table, it also described that the fifth common problems faced by the students in speaking skill. The first problem faced by students was mostly because of lack of vocabularies (45 students) then followed by less comprehension grammar rule (44 students) and the environment didn't support them to speak in English (44), and the fourth reason because of have no chance to practice English inside the classroom activities, and the fifth was used to talk in mother tongue.

Regarding the psychological factors, the finding showed that there were five psychological factors that most encountered by students at SMA Kristen Dobo. The fifth psychological factors were demotivated to speak, felt afraid to make mistakes, felt tense and nervous, felt confuse with their thoughts, and not confidence. Nunan (1999) stated that motivation is a significant factor that it may affect students' reluctance to speak in English, and also it is a key consideration in determining the preparedness of learners to speak. In response to the issue of motivation, Babu (2010) cited in Mazouzi & Kaouli. (2013), thinks that lack of motivation in learning leads to students' hesitation to speak English in the classroom or in front of other people. Aggouni (2015), argues that motivation is a major determining factor for achieving successful learning in general. Moreover he confirms that motivation is a psychological process that varies from one student to another. However, a student may acquire the language faster than his peers in the same class if he/she is motivated enough. In this study, the researcher thinks that students feel they cannot speak English well.

In addition, lack of confidence usually occurs when students note that their speech was not understandable by others. Moreover, it occurs due to the low ability in speaking English (He & Chen, 2010). The next other important factors pressure to perform well and anxiety: regarding the anxiety, studies confirm that students won't be able to speak English if they feel tension, apprehension and nervousness, so anxiety stands out as one of the main blocking factors for effective language learning (Nascente, 2001). It can be attributed that to students' low ability in speaking language. In support of those views, a study conducted by Marwan (2007), reveals that anxiety caused by some factors such as lack of confidence, lack of preparation and fear of failing the class. Park & Lee (2005), figure out that language learning and performance abilities are impeded if students are stressed and anxious. The same finding is shared with Tanveer (2007), he states that "the higher the anxiety, the lower the performance".

CONCLUSION

Based on the findings and the discussion of this, study, it can be concluded that: 1) the common problems faced by the students in speaking skill were 1) lack of vocabulary, incomprehension in mastery grammar, lack of practice, the environment didn't support them to speak and always speak in mother tongue. 2) The most psychological factors affected the students' speaking problems were low motivation, felt afraid in making mistakes, felt tense and nervous, unconfident in speaking presentation, and felt confuse with their thoughts. 3) The most common problem was lack of vocabulary whether low motivation is the most of psychological factor encountered by students in speaking skill. 4) The new insights proposed by students for English teachers were varied teaching strategies in speaking skill, give more chance to practice their English inside and outside the classroom, always motivate them and encouraged them to practice their English and provide any challenges tasks for helping students minimize their common problems and psychological factors in speaking skill.

From the conclusion above, then some suggestions were provided to have better improvement in teaching speaking skill and to minimize students' common problems and psychological factors as follows; 1) The students need to be guided not only by the teachers but also by their parents with positive motivation that can be done through meaningful ways both inside and outside the classroom activities. 2) The teachers need to know well their students' language preferences to help students to determine their learning styles particularly in developing their speaking skill. 3) The teachers should varied teaching strategies which are supported by using interactive teaching media and contextual English material with aimed at encouraging students to be actively involved to practice their speaking skill, 4) The school need to support the English teaching process by providing related facilities such English library, OHP projector, laptop, tape, and facilities internet so both teacher and students can teach and learn with creative ways.

REFERENCES

- Bachman, L.& Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bagarić, V.& Djigunović, J.M (2007). Defining communicative competence. Faculty of Philosophy, University of Osijek and Faculty of Humanities and Social Sciences, University of Zagreb. *Metodika* Vol. 8, br. 1, 2007, page 94-103 Review paper Received: 15.04.2007. UDK: 378.678
- Boonkit, K. (2010). Enhancing the Development of Speaking Skills for Non-Native Speakers of English. *Procedia Social and Behavioral Sciences*, 2 (2010), 1305–1309.
- Derakhshan, A. Khalili, A.N & Beheshti, F.(2016). *Developing EFL Learner's Speaking Ability, Accuracy and Fluency. English Language and Literature Studies; Vol. 6, No. 2; 2016.ISSN 1925-4768 E-ISSN 1925 4776.*Published by Canadian Center of Science and Education 177
- Dornyei, Z. (2005). *The Psychology of the language learners' individual differences in Second Language Acquisition*. Taylor & Francis, E Library
- Ferrari and Palladino. (2007). Foreign Language Learning Difficulties in Italian Children: *Are They Associated With Other Learning Journal of Learning Disabilities* volume 40, number 3, may/June 2007, pages 256–269 volume 40, number 3, may/June 2007.
- Haidara, Y. (2016). Psychological Factors Affecting English Speaking Performance for English Learners in Indonesia. *Universal Journal of Educational Research*, 4 (7), 1501-1504.[http://www. Hrpub.org](http://www.Hrpub.org).
- He, Summer X & Chen, Amanda, J.Y. (2010). How to Improve Spoken English. (Retrieved from <http://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-English>)
- Hoang, N. & Mai, T.2015. *Factors Affecting Students' speaking Performance at Le Thanh Hien High school.*University of Thu Dau Mot University of Thu Dau Mot VIETNAM. Asian Journal of Educational Research Vol. 3, No. 2, 2015 ISSN 2311-6080
- Johnson, K. E. (1995). *Understanding Communication in Second Language Classroom*. Cambridge. Cambridge University Press.
- Leong, L. & Ahmadi, S.M.(2017). *An Analysis of Factors Influencing Learners' English*

- Speaking Skill*. School of Educational Studies, Universiti Sains Malaysia, Malaysia & University of Guilan, Rasht, Iran. *International journal of research in English education*
- Lukitasari, N. (2003). *Students' Strategies in Overcoming Speaking Problems in Speaking Class*. University of Muhammadiyah Malang
- Marwan, A. (2007). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3, 37-55.
- Mazouzi, S & Kaouli, N. (2013). *Analysis of Some Factors Affecting Learners' Oral Performance*. A Case Study: 3rd year pupils of Menaa's middle schools
- Nascente, R. M. (2001). *Practical Ways to Help Anxious Learners*. [Online] Available: <http://www3.telus.net/linguisticsissues/anxious.html> (June 20, 2010)
- Nation, I. S. P. & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. ESL & Applied Linguistics Professional Series. Routledge Taylor & Francis Group.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers: An International Thompson Publishing Company, Boston, Massachusetts 02116 USA.
- Park, H. & Lee, A.R. (2005). *L2 Learners' Anxiety, Self-confidence and Oral Performance*. Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics (pp. 107-208). Edinburgh University.
- Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Socheath, M. (2010). *Simple ways to improve English speaking in teaching and learning*. Hun Sen Mittapheap High School, Home of English International Cambodian
- Tanveer, M. (2007). *Investigation of The Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and The Influence It Casts on Communication in The Target Language*. Dissertation, University of Glasgow.
- Tuan, N. H & Mai, T .N. (2015) .“Factors Affecting Students’ Speaking Performance at Le Thanh Hien High School.” *Asian Journal of Educational Research*, Vol. 3, No. 2, 2015 ISSN 2311-6080