

# Psychological Factors Worsening Speaking Skill in English Language

**Rajapova Ruzigul**

Urgench state university student

@rajapovaruzigul2201@gmail.com

**Abstract:** This article gives information about some psychological factors like low self-confidence, lack of motivation, hesitation, shyness and fear of mistakes that have negative impact on improving speaking ability in English language. It describes how they are derived. It states that so many problems result from some kinds of psychological factors that English language learners may come across while speaking.

**Keywords:** speaking; self-confidence; shyness; fear; motivation; hesitation.

---

## INTRODUCTION

As teaching speaking in second language is a difficult process, teachers should take psychological factors into consideration. Because these factors may cause some problems during speaking. That's why, many scholars are trying to find out what psychological factors are and how to overcome them so as to get the ability to speak fluently. According to the scholars' mind, although students have gained enough knowledge from basic aspects of the language, some of them may come across various difficulties while making a speech. The reason why they undergo such kinds of challenges is that they are not in good internal condition to express their ideas free. In the following paragraphs, psychological factors worsening speaking ability are defined.

## LITERATURE REVIEW

Most of linguistic scholars conducted a great number of researches on improving teaching speaking in second language and they have their own views on what teaching speaking was. For example, R. Budiman said that teaching speaking was about how to use language for communication, for transferring ideas, thought or even feeling to other people [1]. Dr A. Maher took the view that the focus of teaching speaking, of course, was to improve the oral production of students [2]. The foreign language teachers come across various problems related to the foreign language learner's psychology while educating or instructing how to speak fluently in second languages. Budiman counted lack of motivation, self-confidence, shyness, fear as such kinds of psychological factors which resulted in worsening of speaking ability.

L.Wiyana stated that fear of mistake became one of the main factors of students' reluctance to speak in English in the classroom [3]. The linguist considered its reason as the fact that if the student made a mistake in his speech, he or she may be laughed at by other students or may be criticized by his/her teacher.

Some of the learners complain that they have a lack of motivation when they have to speak on some topic. That's why, like other researchers, N. Istiqamah believed that the best way in teaching speaking was to motivate the students to speak in English [4]. D.Nunan defined the term of motivation that it was the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language [5].

I.S.P.Nation and J.Newton had a theory that anxiety influenced learners' willingness to communicate in a second language [6]. According to the theory, some students lose their desire to speak when they are anxious. Because it has effect on critical thinking while speaking, as a result, they can't manage to express their ideas and feelings. In addition to these, lack of self-confidence may cause not being able to learn speaking fluently and accurately.

N. Nijat and his partners had the mind that learner's feeling of shyness directly blocked and hindered the students' ability to speak in English [7]. W.L. Arifin recommended that teachers should engage in private conversations if necessary to monitor their progress and report them to the students' parents in order to decrease their shy behaviors [8].

Y. Haidara pointed out that if it happened the person didn't understand something about what they were talking about, they could suddenly see themselves in a deep hesitation without being able to distinguish correct from wrong about what they had to say [9]. R..F.Dewi defined that hesitation might occur in the process of producing the sounds resulting in the disfluency of speech [10]. He also says: "Human speech is absent from being flawed in the real conversation, yet the disfluency of, for instance, structuring the sentence, repeating the idea as the result of hesitation phenomena". All in all, scholars have the theory that psychological factors have great effect on worsening speaking skill in second language learning.

## **METHODS AND DATA ANALYSIS**

This research was conducted among junior students. 80 students were interviewed about the problems which they come across while speaking. The questions were about psychological factors worsening speaking skill. The following questions were answered by them. The process of interviewing lasted a week and every participant spend 30 minutes on interviewing. During interviewing, the participants were asked if speaking was easy task to gain and what kinds of problems they had while speaking. They were also asked to feel psychological issues during the process.

In addition to this, then the 80 students were asked to answer the below mentioned poll. The poll takes 3 days to vote it for the learners.

### **What is the basic psychological problem do you have while speaking?**

Multiple choice answers were there like:

Low- self-confidence

Fear of mistakes

Lack of motivation

Hesitation

Anxiety

Shyness

They tried to answer the questions relying on their own experiences. After all answers had been calculated, general conclusions on this research were come. The final statements were written according to the interview and the poll.

## **RESULTS**

Based on the participants' answers, it is comprehended that speaking is a bit intricate ability to obtain. Because foreign language learners must acquire each aspect of the foreign language like pronunciation, vocabulary, grammar and so on. In addition to this, it does not depend on only linguistic knowledge but it is up to psychological manners in humans. The psychological manners are such kinds of factors that they bring about worsening of speaking ability despite linguistic knowledge in high level. That's why, most of the participants stated that they came across various problems related to psychological factors but not lack of linguistic acquisition. They are usually fear of mistakes, hesitation, low self-confidence, lack of motivation, shyness and etc.



According to interviews, 44 percent of the participants stated that they were shy to express their own ideas and feelings on the given topic. According to the poll, 18 percent participants considered that shyness was the main psychological factor which have negative influence on their speaking ability and discouraged them to speak fluently without any disturbing pauses. Others did not regard shyness as a major problem while they speak but they admitted that they had a bit shyness.

Over half of them have complained that they have fear of mistakes while speaking according to the interviews. They are frightened to make a mistake which is regarded as a common error by their mates. As a result, they are discouraged by this factor and they get stuck in creating their opinions with cohesion. According to the poll, nearly 30 % of the participants took the view that fear of mistakes is the common and basic issue in their speaking. They are in intolerable difficulty to overcome this problem during speaking.

One fourth of the second language learners in the interviews indicated that they came across lack of motivation when they began to speak or show their views on something. As for the results of the poll, only 11 percentage of the participants think that lack of motivation is a basic problem for them. That's why, they are in dilemma and hesitate how to start their own speech. They said that they expected teachers to encourage them and let their learners trust in the fact that they were able to speak fluently in English like their native language.

Only ten percent of the participants indicated that they had hesitation while speaking according to the poll. As for the interview results, 25 percent of the learners have hesitation while speaking. Two main reasons of hesitation were found out while interviewing. First one is lack of reliable background knowledge on linguistic acquisition. Second one is being low-minded in making decisions while speakers make a speech.

The huge amount of the learners not only in the interviews but also in the poll that is to say, nearly one third complained about low self-confidence when they try to express their ideas in the English language. They said that it derived from different kinds of some other problems in linguistic acquisition. When they do not acquire enough knowledge on aspects of the language like pronunciation, vocabulary usage, grammatical knowledge and so on. But some of others regard its reason as result of undeveloped public speaking skills.

According to the results of this research, 8 percent of students thought that anxiety is a main problem in their speaking. Although the percentage of anxiety effects on speaking skill is much lower than other psychological factors, some of students give negative opinions about that. Because of anxiety they are unable to express their feelings and opinions free.

After having finished to answer the questions, students said about the problems which result from the psychological factors. In the below paragraphs, the issues are described.

**Undesired pauses.** When they have one of above mentioned psychological problems, they make undesirable pauses in the middle of their speech. It may be brought about from every one of the

above stated factors. The pauses make their speech poor enough to their listeners. In this case, the audience lose their attention to that speaker without any doubt.

**Unnecessary repetitions of words.** While speakers have sufficient self-confidence, they utilize some kinds of repetition like:

*Now I am studying English. This language is very amazing. But I don't manage to learn it very well. Because, because (repeated two times again) it is difficult to pronounce some words correctly in English.*

It is the easiest way to make listeners bored at the speech when speakers express their thoughts, outlooks on some topic. Listening to the same thing again and again may seem quite dull for the audience.

**Obligation to use filler words.** This case occurs mostly owing to hesitation during speech. Hesitation which derives from lack of linguistic acquisition, difficulties in making a rapidly proper decision may cause it to happen. As result, speakers may use some kinds of filler words such as "um", "er". The fillers like those may their speech really unattractive.

**Stuttering.** It can certainly be stated that it is the result of low self-confidence. If speakers feel that they don't have self-confidence, they face up to challenges to pronounce the words correctly due to outnumber of emotions. In addition, it also results from anxiety, excitement and rushing. It is classified according to the following three groups:

**Repetitions.** They may repeat the parts of words like: I w-w-want a cup of tea. It is called repetition.

**Prolongation.** They may stretch a sound for a long time. For example, Eeeeeenglish is interesting. It is considered a prolongation.

**Blocks.** They may have a lot of time to get words out. The pauses also are regarded as a type of stuttering by many scholars. For instance, I want (stop) a cake.

**Speaking in a monotone voice.** Students complain about their monotone speech while they speak in English. They are not able to change their voice into different tone. According to many linguistic researches on that, when speakers have no enough self-confidence they may be obliged to speak in a monotone voice. It also makes huge contribution to bore their listeners.

To overcome these kinds of problems, teachers should make their students more practice in order to adapt to English speaking atmosphere and get rid of psychological issues. And they give motivations about the fact that they can acquire speaking skill in English very well like their native language. By this way, the problem which many participants regarded it as main one can be overcome. Because it can be useful to improve their self-confidence while they speak. Mentors also should let their learners watch motivational videos about famous person and explain that every great success derive from big mistakes. They should test their students' speaking in different atmospheres like when the students get angry or depressed. This way of practicing teaches speakers how to speak fluently in spite of any problem.

## CONCLUSION

Speaking skill in English is a prominent aspect of the language to acquire. However, it is also more intricate one than other skills. Because it is not up to not only linguistic background knowledge but also psychological factors self-confidence, shyness, anxiety, fear of mistakes and so on which non-native speakers have while they try to make a speech. That's why, they may have psychological issues related to above mentioned ones. Teachers should teach students to practise in various language atmospheres in order to adapt to speak fluently in English despite psychological issues.



## REFERENCES

1. R.Budiman. ( 2020) An analysis of students problem in learning speaking ability by using chain drill at the first semester of the eighth grade SMP Negeeri 12 Bandar Lampung in the academic year 2020/2021. <http://repository.radenintan.ac.id>. – P.24
2. A.Maher. (2016) Problems and difficulties of speaking that encounter English language students at Al- Quds open University. *International journal of humanities and social science invention*. Vol.5, Issue 12. – P. 99
3. L.Wiyana. (2021) An analysis on student's difficulties of speaking encountered by EFL learners. <http://repository.upstegal.ac.id>. – P.10.
4. Nur Istiqamah. (2020) Improving the students' speaking skill through fishbowl strategy at second grade of SMAN 3 GOWA. <http://repository.iainpare.ac.id>. – P. 14
5. D.Nunan. (1999) *Second language teaching & learning*. Heinly & Heinly publishers.– P. 232
6. I.S.P. Nation and J.Newton. (2008) *Teaching ESL/EFL listening and speaking*. Routledge, New York. –P.22
7. N.Nijat, H.Atifnigar, K. Chandran, S. Letchumi, T.Selvan,V.Ch.Subramonie. (2019) Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils. *American international journal education and linguistic research*. Vol.2, No 2, USA. – P. 66
8. W.L.Arifin. (2017) Psychological Problems and Challenge In EFL Speaking Classroom. *Register journal. Language and language teaching journals*. Vol 10, No 1. – P.38
9. Y.Haidara. (2016) Psychological factor affecting English speaking performance for the English learners in Indonesia. *Universal journal of educational research*. – P. 1504
10. R.F.Dewi. (2020) Hesitation phenomena in conversational interaction among speaking EFL learners. *Nobel journal of literature and language teaching*. Vol 11, No 1. – P. 102