



Psychological Problems Experienced by Junior High School Students in Speaking English

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ABSTRACT

The purpose of the research is to know the junior high school students' psychological problems, and to know the efforts of the students to overcome their psychological problems. The research was conducted in San Isidro National High School at San Isidro, San Luis, Pampanga. The research is quantitative research. It used a survey questionnaire as a technique to collect the data. Based on the research, the researcher found that the junior high school students felt anxious, shy, fear of making mistakes and the students also got a lack of confidence when they were speaking in front of the class. The efforts to overcome their psychological problems were as follows. The junior high school students should have the self-confidence to speak, they should master many vocabularies, and more practices speaking in English, the teacher should give motivation to the students and encourage a habit and accustom the students to use English in speaking.

Keywords: Speaking, Psychological Problems, Junior High School

Introduction:

English is a universal language. It serves as an important medium of international communication all over the world. It opens the door to job opportunities in the global economy and makes more media accessible enriching public discussion of current issues.

According to Ariyanti 2016, in the teaching of English, as one of the productive skills, speaking activity must focus on how to assists students to use and communicate in English. This statements only emphasizes that a teacher can contribute a lot to the development of student's skills in speaking English. It can be seen that speaking is one of the most important skills that learners must master.

According to Tantri 2020, speaking is an interactive process of constructing meaning that involves producing and processing information, it is often spontaneous open minded, and evolving. Regarding this, it is found in the literature some psychological problems such as anxiety, shyness, fear of mistake, lack of confidence, and lack of motivation are considered as the causes of student reluctance to speak.

Psychology is the number one key to success for most education students in their English-speaking performance. Therefore, it is not only the lack of grammar or vocabulary, but it is also a question of Psychologist, you believe, your confidence and your strong feelings in yourself.

This study aims to find solutions to the different Psychological Problems and Challenges of grade 7 junior high school students in speaking English in San Isidro National High School, San Isidro, San Luis, Pampanga. To overcome those fears, those anxieties, those shyness, they need to stop thinking a lot about mistakes, they need to stop underestimating themselves.

Statement of the problem

1. Is there a significant relationship with the respondents' profile specifically:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil status, and Economic status?
2. What are the psychological problems and challenges experiencing by junior high school students in speaking English in terms off:
 - 2.1 Anxiety;

- 2.2 Shyness;
 - 2.3 Fear of mistake;
 - 2.4 Lack of confidence; and
 - 2.5 Lack of motivation?
3. Which of these psychological problems greatly affect and least in speaking English?

Hypotheses:

This study will be guided by the following hypotheses

1. Grade 7 junior high school students giving a hard time developing their English-speaking skills when they are elementary.
2. There are psychological problems and challenges that affect the speaking ability of grade 7 junior high school students.
3. Psychological problems greatly influence the English-speaking skills of junior high school students.

Significance of the study

This study is beneficial and important in the educational arena. It will help the educators understand the influence of psychological problems experienced by junior high school students in speaking English, and it will ultimately be beneficial to the following:

Students. To become aware on how to overcome their psychological problems and challenges in speaking English. Know the possible reasons why such problems are usually encountered and experience by the students. In this regard, they will be able to speak clearly, correctly, confidently and fluently in English.

Teacher. To contribute a lot of development to the students' ability in speaking English. To help and assist students on how to overcome those psychological problems. Through this, they serve as an instrument in creating effective and productive students in speaking English. For the future researchers, because this research can serve as their guide and reference for doing their own research.

Parents. The results of this study help parents and guardians assess their students' psychological problems in speaking English at school and rectify any deficiencies they may have at home that would make them better students in the future.

School Administrator. The findings help the school administrators solicit concrete evidences on the influence of psychological problems in speaking English. They can include the variables under study in their plan of activities on how to improve and develop the students' psychological problems in speaking English.

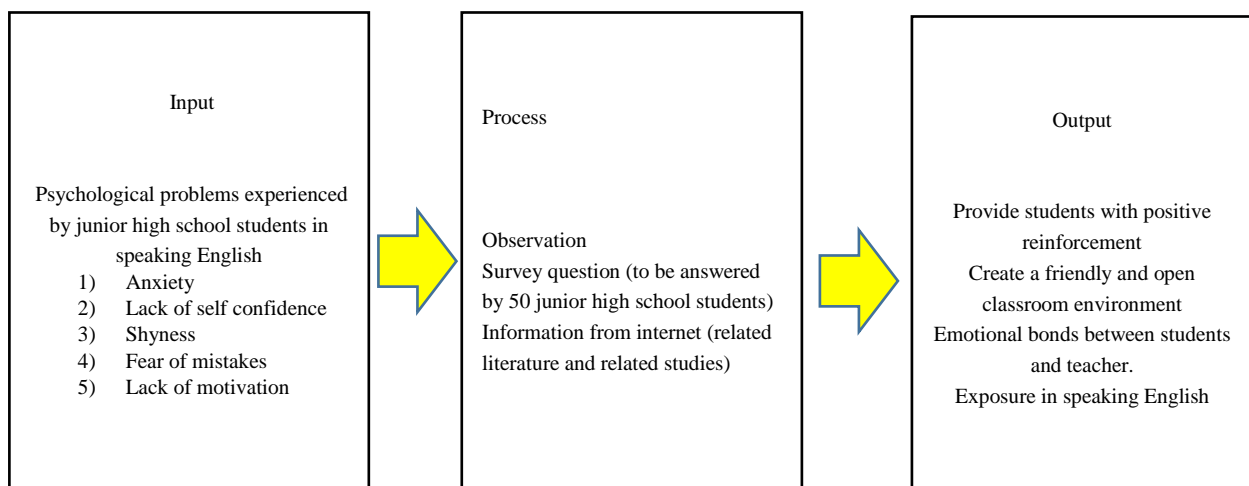
Researcher. Results of the present study provide the researcher a better understanding of the connection of psychological problems in speaking English of the students. This study helps the researcher to craft other possible strategies that may help the students to improve their speaking in English.

Future Researchers. Results of the study serve as a reference for researchers who have the same interests. The findings of this study may serve as reference for future researchers to fully understand the connection of psychological problems in speaking English of the students.

Theoretical framework

This conceptual framework is made to identify the main idea of this research and it can use for future studies. In this model, three important ideas are given to understand this study.

The psychological problems experienced by junior high school students in speaking English in San Isidro National High School at San Isidro, San Luis, Pampanga and the possible solutions to overcome such problems.



III. Research Methodology

This chapter produce information about the research design sampling procedures, data gathering techniques and data analysis scheme employed by the researcher.

Research Design

The study employed descriptive survey methods. Descriptive methods of research is a systematic way of gathering facts with adequate and accurate interpretation of the findings.

The major concern of this study was to determine the psychological problem in junior high school students in speaking in English.

The students' profile and effects of psychological problem in terms of speaking English.

Data Gathering Techniques

The researcher requested permission from the principal of the Institute of Education, Arts and Sciences of the respondents to conduct the study among the grade 7 section A and B junior high school students for the researcher to attain the accuracy and precision of the data gathered, the researchers explained personally to the students the purpose of the study and the importance of giving them sincere answer.

The students' profile, and the Psychological problem of junior high school students in speaking in English and how they overcome those psychological problem it will determines through administration of a questionnaire. The survey which the researchers used and administered to the respondent of the study provide the following data: (1) The Profile of the respondent, (2.) what are the psychological problem experience by the education students in speaking in English, (3.) which of these are the least and greatly affect in speaking in English. The information gathered from the administration of the survey was carefully tabulated for interpretation.

The instrument comprised of the parts the first part consisted of information about the respondents Profile that includes the name, course year and section, age, gender. The second part was about psychological problem of education students in speaking in English the framework used in the learning environment questionnaire was focused on questionnaire consisted of 25 items which estate the different psychological problem in speaking in English this instrument was designed to solicit information of 50 students' perception on how psychological problem affect in speaking English.

Sampling procedures

The respondents of this research are the grade 7 section A and B junior high school students. The researchers chose 50 respondents out of 128 population. There are 25 respondents on section A and section B grade 7 junior high school students.

The researchers used random quota sampling technique in choosing the respondents.

Table 1.1

Target Respondent	Population	Respondent
Grade 7 (Section A)	74	25
Grade 7 (Section B)	54	25
Total	128	50

The table 1.1 shows the total population of grade 7 section A and section B. The grade7 section B has 54 number of population while grade 7 section A has 74 number of populations. The approximate number of respondents is 50.

Data analysis scheme

The statistical treatment of the data includes use of percentage distribution to describe the profile of the respondent and their experience.

The formula is: $P = \frac{F}{N} (100)$

Result and Discussion

This chapter deals with the presentation, analysis, and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the psychological problems experienced by junior high school students in San Isidro National High School at San Isidro, San Luis, Pampanga

Table 2.

Grade 7 (Section A)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Anxiety						
Is your heart beats fast when speaking in front?	24	1	96%	4%	2	4
Is your hand become sweat?	18	7	72%	28%	5	1
I am stuttering when I talk in front of many audience?	21	4	84%	16%	4	2
Do you conscious when many people are staring at you?	22	3	88%	12%	3	3
Are you getting nervous when you are talking in front?	25	0	100%	0%	1	5
Total	110	15	88%	12%		

In table 2, grade 7 junior high school students with a total of 88% percent answered yes that they felt some effects of having anxiety like heart beat fast and sweating hand when they are speaking in front. And it is proven because according to (Juhanna, 2012) anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. While 12% answered No because they are prepared and well train.

Table 3.

Grade 7 (Section A)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Shyness						
Are you getting nervous when you are talking in front?	24	1	96%	4%	1	5
Do you experience mental block?	20	5	80%	20%	2	
Do you making any hand gestures or mannerism?	17	8	68%	32%	3	3
Do you think you have the ability of a good speaker?	15	10	60%	40%	4	2
Do you speak English fluently and have eye to eye contact with your audience?	5	20	20%	80%	5	1
Total	81	44	64.8%	35.2%		

In table 3. Stated about shyness and it is Defined as an emotional thing that many students suffer from at some time when they are required to speak English. In line this, Kayi 2006, further explains phobia that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. It is proven by the researcher survey that out of 100%, 64.8% answered yes that they experienced shyness when they are speaking in English while 35.2% answered no because they are prepared and well practice.

Table 4.

Grade 7 (Section A)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Fear of mistakes						
Do you feel uncomfortable in speaking?	14	11	56%	44%	4	5

Have you lost your concentration?	19	6	76%	24%	1	4
You think you have Self Confidence to talk in front?	16	9	64%	36%	2	3
Do you often to speak in front?	15	10	60%	40%	3	2
Do you spend much time to practice English words?	13	12	52%	48%	5	1
Total	77	48	61.6%	38.4%		

According to the table 4 that 61.6% are answered yes when they are being asked about fear of mistakes 61.6% is stating that they are being afraid when they are speaking in English. According to Munir (2018) stating that students are afraid of making mistakes 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. While the 38.4% answered No because they admitted that every person commit a mistake because they believe that there's no perfect person everyone can commit a mistake in their lives.

Table 5.

Grade 7 (Section A)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Lack of self confidence						
Are you afraid of talking in front because you don't have enough knowledge about the topic assigned to you?	9	16	36%	64%	4	2
Are you afraid of being rejected?	17	8	68%	32%	3	3
Is it happen to you that you don't understand what the speaker says?	23	2	92%	8%	2	4
I think I can overcome my fear in speaking?	25	0	100%	0	1	5
Do you think it easy for you to stand and speak in front	6	19	24%	76%	5	1
Total	80	45	64%	36%		

With regards of lack of confidence, students found his feeling as an obstacle for them to speak in English class. In table 5, students felt lack of self confidence in speaking English 64% of them answered yes. Cited in (Ariyanti, 2016) stating that students lack of confidence and feel that they cannot speak English because they think that they do not have ability to speak well and their limited knowledge of the language. While 36% answered no. It means 36% believed that speaking English can be learned or can be adopted by the environment.

Table 6.

Grade 7 (Section A)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Lack of motivation						
Do you feel boredom in English class?	3	22	12%	88%	4	1
Do you feel lack of encouragement	9	16	36%	64%	3	2
Do you the teaching is uninspired.	3	22	12%	88%	4	1
Is your interest in speaking depends on you teacher.	21	4	84%	16%	1	4
Do you find speaking as something difficult when no one supports you	18	7	72%	28%	2	3
Total	54	71	43.2%	56.8%		

In terms of lacking in motivation 43.2% students mentioned that the cause of their lacking motivation is caused by the teacher's way of teaching their reasons are I have no motivation while listening to the English teacher and the lack of advice and pointer given by the teacher (Tantri, 2020). And 56.8% answered that are confident in terms of speaking in English.

Table 7.

Grade 7(Section A)	Percentage	Rank
Anxiety	88	1
Shyness	64.8	2
Fear of mistake	61.6	3
Lack of self confidence	64	4
Lack of motivation	43.2	5

In table 7 anxiety is dominant among psychological factors that affects students in speaking English because anxiety is a feeling of tension, apprehension and nervousness associated with the situation of speaking a foreign language (Ary, 2010). Referring to the rank that the researcher did anxiety shows 88% which is higher than other psychological factors. It means in the ranking of grade7 section A junior high school the common reason why they have problem in speaking because they have anxiety.

Table 8.

Grade 7(Section B)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Anxiety						
Is your heart beats fast when speaking in front?	22	3	88%	16%	1	4
Is your hand become sweat?	17	8	68%	32%	4	2
I am stuttering when I talk in front of many audience?	16	9	64%	36%	5	1
Do you conscious when many people are staring at you?	18	7	72%	28%	3	3
Are you getting nervous when you are talking in front?	21	4	84%	16%	2	4
Total	94	31	75.2%	24.8%		

According to the table 8 that 75.2% are answered yes when they are being asked about anxiety. 75.2% is stating that they are found these feelings as an obstacle for them to speaking English in the class. This is line with Madaci (2009) stating that students have lack of confidence and feel that they do not have the ability to speak English well and their limited knowledge of the language. While 24.8% answered no because they admitted that they can speak English in front of the class and they have no anxiety to speak English.

Table 9.

Grade 7 (Section B)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Shyness						
Are you getting nervous when you are talking in front?	21	4	84%	16%	1	5
Do you experience mental block?	20	5	80%	20%	2	4
Do you making any hand gestures or mannerism?	16	9	64%	36%	3	3

Do you think you have the ability of a good speaker?	12	13	48%	52%	4	2
Do you speak English fluently and have eye to eye contact with your audience?	4	21	16%	84%	5	1
Total	73	52	58.4%	41.6%		

In table 9. Stated about shyness and it is Defined as an emotional thing that many students suffer from at some time when they are required to speak English. In line this, Ariyanti (2016) further explains phobia that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. It is proven by the researcher survey that out of 100%, 58.4% answered yes that they experienced shyness when they are speaking in English while 41.6% answered no because they are prepared and well practice.

Table 10.

Grade 7 (Section B)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Fear of mistakes						
Do you feel uncomfortable in speaking?	8	17	32%	68%	3	2
Have you lost your concentration?	14	11	56%	44%	2	3
You think you have Self Confidence to talk in front?	15	10	60%	40%	1	4
Do you often to speak in front?	15	10	60%	40%	1	4
Do you spend much time to practice English words?	5	20	20%	80%	4	1
Total	57	68	45.6 %	54.4%		

According to the table 10 that 45.6% are answered yes when they are being asked about fear of mistakes 45.6% is stating that they are being afraid when they are speaking in English. According to Juhana (2012) stating that students are afraid of making mistakes because they are worry about others opinion and receive negative evaluations from their peers or classmates if they make mistake in speaking English. While the 54.4% answered No because they admitted that every person commit a mistake because they believe that there's no perfect person everyone can commit a mistake in their lives.

Table 11.

Grade 7 (Section B)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Lack of self confidence						
Are you afraid of talking in front because you don't have enough knowledge about the topic assigned to you?	11	14	44%	56%	4	2
Are you afraid of being rejected?	20	5	80%	20%	3	3
Is it happen to you that you don't understand what the speaker says?	24	1	96 %	4%	1	5
I think I can overcome my fear in speaking?	21	4	84%	16%	2	4
Do you think it easy for you to stand and speak in front	5	20	20%	80%	5	1
Total	81	44	64.8%	35.2%		

According to the table 11 that 64.8% are answered yes when they are being asked about lack of confidence. 64.8% is stating that they are found these feelings as an obstacle for them to speaking English in the class. This is line with Tantri(2020) stated that students have lack of confidence and feel that

they do not have the ability to speak English well and their limited knowledge of the language. While 35.2 % answered no because they admitted that they can speak English in front of the class and they have a self-confidence to speak English.

Table 12.

Grade 7 (Section B)			Percentage		Rank	
Problem	Yes	No	Yes	No	Yes	No
Lack of motivation						
Do you feel boredom in English class?	11	14	%	%	4	1
Do you feel lack of encouragement	12	13	%	%	3	2
Do you the teaching is uninspired.	1	24	%	%	4	1
Is your interest in speaking depends on you teacher.	19	6	%	%	1	4
Do you find speaking as something difficult when no one supports you	17	8	%	%	2	3
Total	60	65	43.2%	56.8%		

In terms of lacking in motivation 43.2% students mentioned that the cause of their lacking motivation is caused by the teacher's way of teaching their reasons are I have no motivation while listening to the English teacher and the lack of advice and pointer given by the teacher and this may cause to problem in speaking english (Tantria, 2020). And 56.8% answered that are confident in terms of speaking in English.

Table 13.

Grade 7 (Section B)	Percentage	Rank
Anxiety	75.2	1
Shyness	58.4	3
Fear of mistake	45.6	4
Lack confidence	64.8	2
Lack of motivation	43.2	5

In table 13. The researcher gathers all result of the five psychological problems and base on survey they identify which is greatly affect and which is the least affect anxiety shows 75.2% which is anxiety is the greatly affect while the Lack of motivation is the least affect in terms of speaking, lack of motivation gathers 43.2%. Problem in speaking English can caused anxiety is a feeling of tension, apprehension and nervousness associated with the situation of speaking a foreign language (Ary, 2010).

Findings, Conclusions and Recommendations

This chapter presents the summary of the major findings; the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

The students' Psychological Problems in Speaking

Based on the research, when the students spoke in front of the class, they were found many problems. This was also supported by the result of observation and survey questionnaire. The results are as follows:

- The researchers found that the students were felt anxiety when they were speaking. Based from the findings, the students looked worried, anxious, and discomfort in speaking English. Their attitude when speaking was looking awkward. The students looked fear and afraid of being bullied by their friends. The students did not dare to look at their classmates. The feeling of nervousness and anxiety of students influenced their speaking performance. This was supported by the survey questionnaire with the junior high school students.
- Based from the result, the student was shy when speaking and their classmates were looking at them. They felt shy and unconfident when speaking in front of their classmates. When they spoke in a low voice, their classmates could not hear what they said.

- From the result, the researchers found that the students were fear of making mistakes. They were also afraid of being laughed by their classmates when making mistakes in speaking English.
- Self-confident is important to build speaking performance. But, one of the problems that students usually faced based from the results was lack of confidence that hinder the students to practice their speaking. The students' also unconfident to speak using English. They were looking doubt and unconfident when speak. Some students had a good performance in English. But they were feeling unconfident when speaking in front of their classmates.
- The other effort is giving motivation. Based from the result, the teacher should appreciate and motivate the students when the students learned or tried to speak in English. Although, the students had many mistakes or not good enough, the students must be appreciated so that the student will have enthusiasm in learning. The teacher can give appreciation and motivation to the students, so that can build students motivation in learning English and that can decrease their problems.

CONCLUSION

Based on the aim of the study, it can be concluded that junior high school students faced some psychological problems such as anxiety, shyness, fear of making mistakes and lack of confidence. Those psychological problems can hinder the students to improve their speaking in English class. Then, the efforts to overcome the junior high school students' psychological problems are increase self-confidence.

Recommendations

To know about the efforts to overcome the psychological problems in speaking, the researchers conducted interview with English teachers. These were the efforts to overcome the psychological problems faced by the junior high school students in speaking especially English. As a teacher, we need to motivate our students to increase self-confidence, mastering vocabulary, practice speaking English, giving motivation, and make it as a habit.

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