CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and discusses the findings from this study based on data collected through questionnaires and interviews. The chapter aims to explore the internal factors that contribute to speaking anxiety among final year students. The data is analyzed using descriptive qualitative methods, which involve data reduction, data display, and conclusion drawing. The findings are organized thematically based on the indicators in the research instrument.

A. FINDING

The results of the data analysis are presented in this section. Questionnaires and interview results are used to identify the factors of students' anxiety in speaking English. The findings from the questionnaire supported by interview are as follow:

1. Nervous when speaking English in front of the class.

   From the questionnaire results, most students reported feeling nervous when speaking English in front of the class. This nervousness is usually triggered by a lack of confidence and limited vocabulary, which is supported by the interview responses:

   AF: "*Saya merasa kurang percaya diri saat presentasi didepan kelas, sehingga berbicara saya sedikit belibet*"

   (I feel less confident when presenting in front of the class, so I was a little struggle when speaking English).

FL: "*Saya masih sering gugup ketika diminta untuk berbicara bahasa Inggris karena penguasaan kosakata saya masih sedikit*"

(I still often get nervous when asked to speak English because my vocabulary mastery is limited).

2. Being afraid of making mistakes when speaking English.

From the questionnaire results, many students expressed fear of making mistakes particularly related to pronunciation and vocabulary, which is supported by the interview responses:

HT: "*Saya ragu untuk berbicara di bahasa Inggris, karena takut pengucapan kata nya kurang tepat sehingga artinya juga berbeda, tidak sesuai dengan apa yang ingin saya sampaikan*"

(I'm hesitant to speak English because I fear that my pronunciation might be incorrect, which could lead to different meaning than what I intend to convey).

DS: "*Kadang saya sudah tau apa yang mau saya katakana, tetapi saya takut salah dalam pemilihan kata, jadi saya lebih memilih untuk diam*"

(Sometimes I already know what I want to say, but I am afraid of choosing the wrong words, so I stay quiet).

A: "*Saya tau membuat kesalahan saat berbicara bahasa Inggris itu normal, tapi tetap saja saya merasa gugup jika akan tampil berbicara*"

(I know that making mistakes while speaking English is normal, but I still nervous when I have to speak).

3. Embarrassed when pronunciation is not perfect.

From the questionnaire results, a significant number of students felt embarrassed when they mispronounced words or got stuck during speech, which is supported by the interview responses:

SA: "*Kadang saya malu kalau salah pengucapan terus ditertawakan oleh teman-teman*"

(Sometimes I feel embarrassed when I mispronounce words and my friends laugh at me).

AA: "*Saat presentasi saya merasa malu karena menjadi pusat perhatian sehingga terkadang dapat mengganggu performa saya ketika berbicara bahasa Inggris*"

(During the presentation, I feel embarrassed because all attention was focused on me, which sometimes affected my performance when speaking English).

AF: "*Saya merasa malu ketika saya sering berhenti saat berbicara karena saya tidak tau kata-katanya*"

(I feel embarrassed when I get stuck at the time of speaking because I don't know the words).

4. Anxious when the speaking ability is judged by classmates or lecturer.

From the questionnaire results, a large portion of students felt anxious knowing that their speaking ability might be evaluated or corrected publicly, which is supported by the interview responses:

DS: "*Saya gugup dan khawatir jika grammar saya salah saat berbicara bahasa Inggris di depan dosen saya*"

(I am nervous and worried if my grammar is wrong when I speaking English in front of my lecturer).

AA: "*Saya takut akan mendapat komentar negatif atau dikoreksi langsung di depan semua orang. Itu membuat saya merasa cemas dan tidak nyaman*"

(I am afraid of negative feedback or being corrected in front of everyone. It makes me anxious and uncomfortable)

AF: "*Kadang saya masih terbata-bata saat berbicara bahasa Inggris di hadapan dosen, karena saya kurang percaya diri dan kurang yakin dengan kemampuan saya, sehingga takut jika tata bahasa saya salah, kemudian mendapat komentar yang tidak sesuai dengan harapan saya*"

(Sometimes I still stumble when speaking English in front of the lecture because I lack confidence and am unsure with my abilities, which makes me afraid that my grammar is wrong and I will get the feedback that does not match my expectations).

5. Heartbeat fast when asked to speak English spontaneously.

From the questionnaire results, some students reported experiencing physical symptoms, such as a racing heartbeat, when asked to speak English spontaneously, which is supported by the interview responses:

KA: "*Ketika saya tiba-tiba dipanggil untuk berbicara bahasa Inggris, jantung saya berdetak kencang dan saya merasa cemas*"

(When I was suddenly asked to speak in English, my heart beats so fast and I feel anxious).

AI: "*Kadang saya masih merasa gugup saat tiba-tiba diminta untuk menjelaskan sesuatu dalam bahasa Inggris. Namun, saya berusaha untuk tetap rileks dengan cara menarik nafas dalam-dalam sebelum menjawab*"

(Sometimes I still feel nervous when asked to explain something in English, but I try to stay relaxed by taking a deep breath before answering the question).

6. Fear of looking foolish when speaking English

From the questionnaire results, it is known that students often feared that their hesitation, stuttering, or silence might make them appear incompetent, which is supported by the interview response"

HT: "*Saya takut mendapat komentar negative dari dosen karena saya sering terbata-bata saat berbicara bahasa Inggris, dan terlalu lama diam karena bingung memikirkan kosakata nya*"

(I am afraid of receiving negative feedback from the lecturer because I often stutter when speaking English and get stuck a long time because I am confused to think the right vocabulary).

7. Nervousness can cause students forgets their words when speaking.

From the questionnaire results, several students noted that nervousness often leads them to forget what they want to say, which is supported by the interview response:

AW: "*Saat berbicara di depan kelas, kadang saya tiba-tiba blank dan lupa beberapa kata yang akan saya katakan karena gugup*"

(When I speak in front the class, sometimes my mind suddenly blanked out and forgot some words that I'm going to say because I feel nervous).

AI: "*Saya merasa sedikit gugup saat akan berbicara di depan umum, yang mengakibatkam saya lupa denga napa yang ingin saya sampaikan*"

(I feel a little nervous when I speak in public, which affects me to forget what I want to say).

8. Uncomfortable being the center of attention when speaking English.

From the questionnaire results, it is known that several students felt discomfort when all eyes were on them during speaking performance, which is supported by the interview responses:

DS: "*Saat saya maju untuk praktek berbicara di depan kelas dan semua audien menatap saya, saya tiba-tiba susah mengolah kata yang akan saya sampaikan karena gugup*"

(When I get up to practice speaking English in front of the class and everyone looking at me, I suddenly struggle to process the words I want to say because I feel a little nervous).

SA: "*Saya merasa kurang nyaman ketika berbicara di depan umum, karena banyak orang yang memperhatikan saya membuat saya makin merasa gugup*"

(I feel uncomfortable when speaking in public because many people are watching me makes me even more nervous).

AV: "*Saya lebih suka berbicara di kelompok kecil daripada di hadapan banyak orang, karena rasa gugup saya akan bertambah jika banyak orang yang memperhatikan saya sehingga saya berbicara dengan terbata-bata*"

(I prefer to speak in small groups rather than in front of a lot of people, because I feel more nervous if everyone looking at me and affecting me to speak hesitantly).

9. Feeling a lack of grammar skill can cause hesitation to speak.

From the questionnaire results, it is known that grammar was a consistent concern that affected students' confidence to speak, which is supported by the interview responses:

VAQ: "*Saya khawatir kalau orang memperhatikan kesalahan grammar saya membuat saya ragu untuk berbicara bahasa Inggris*"

(I worry that people will notice my grammar mistakes, it makes me hesitant to speak English).

AF: "*Saya merasa kurang percaya diri dan ragu saat penilaian berbicara, karena merasa grammar saya masih banyak yang salah*"

(I feel less confident and hesitant during the speaking assessment, because I feel that my grammar skill has many mistakes).

DS: "*Saya merasa skill grammar masih kurang sehingga saya merasa ragu saat akan berbicara bahasa Inggris di depan dosen*"

(I feel that my grammar skills are still lacking, so I feel hesitant to speak English in front of the lecturer).

10. Fear of making mistakes can lead students to avoid speaking tasks

From the questionnaire results, some students confessed that their fear of making mistakes leads them to avoid speaking tasks, which is supported by the interview responses:

SA: "*Saat ada tugas untuk praktek berbicara, saya sering menghindar karena takut salah dan mendapat komentar negatif*"

(When there is a task for speaking practice, I often avoid it because I'm afraid of making mistakes and receiving negative comments).

AW: "*Saya cenderung menhindari untuk berbicara bahasa Inggris di depan kelas karena takut salah mengucapkan kata ataupun tata bahasa saya*"

(I tend to avoid speaking English in class because I'm afraid of mispronouncing words or making grammar mistakes).

KA: "*Kadang saya memilih untuk tidak masuk kelas ketika ada tugas berbicara, karena saya belum siap dan takut membuat kesalahan saat berbicara*"

(Sometime I prefer not to attend class when there is a speaking assignment, because I am not ready and fear making mistakes when speaking).

AA: "*... memiliki rasa takut yang besar akan berdampak pada semangat kita untuk mengikuti kegiatan berbicara di kelas, sehingga kadang saya memilih untuk tidak masuk kelas saat ada praktek berbicara*"

(… have a high level of fear can significantly impact our willingness to participate in classroom speaking activities. So that, sometimes I prefer to not to attend class when speaking practice).

11. Feeling a lack of speaking ability can reduce self-confidence

From the questionnaire results, it is known that many students felt that their speaking ability was not good enough, which affected their participation and self-esteem, which is supported by the interview responses:

HT: "*Saya sering merasa kemampuan berbicara saya masih kurang sehingga saya jarang aktif saat pembelajaran*"

(I often feel that my speaking abilities are still lacking, so I rarely participate actively during speaking lessons).

SA: "*Saya merasa minder jika bebricara bahasa Inggris di kelas, karena kemampuan berbicara saya masih kurang, saya takut jika salah tata bahasa akan ditertawakan teman saya*"

(I feel less confidence when speaking English in class, because my speaking ability is poor, I am afraid that if I make a grammar mistakes I will be laughed at by my friends).

AA: "*Saya merasa kemampuan berbicara saya masih kurang, jadi saya lebih memilih untuk diam saja di kelas*"

(I feel that my speaking skills are still lacking, so I prefer to stay quiet).

In addition to the findings above, there were several questions that arose in the field, including about how student thoughts affect their fear of speaking English, which got a response:

AV: "*Menurut saya, apa yang kita pikirkan itu akan mempengaruhi kita dalam kegiatan berbicara. Misalnya jika sebelum melakukannya kita sudah*

berpikir negatif, maka hasil yang kita dapat juga negatif. Sebaliknya, jika kita terus berpikiran positif, hasil yang kita dapat akan baik"

(In my opinion, what we think will affect us in speaking activities. For example, if we already think negatively before doing it, then the results we get will also be negative. Conversely, if we keep positive thinking, the result will be good).

Another question is about how past how past experiences form students' confidence in speaking English, which got responses:

FB: *"Saya masih ingat pengalaman pertama kali saya diminta untuk tampil berpidato bahasa Inggris di depan umum. Saat itu saya merasa sangat gugup, takut salah mengucapkan kata, dan malu karena menjadi pusat perhatian. Namun, pengalaman tersebut tidak membuat saya minder. Justru sebaliknya, itu menjadi titik awal bagi saya untuk menyadari bahwa kemampuan saya masih perlu ditingkatkan. Sejak saat itu, saya mulai lebih giat berlatih, memperbanyak kosa kata, dan belajar dari kesalahan. Saya menjadikan momen itu sebagai catatan penting untuk mengimprove diri, bukan sebagai alasan untuk menyerah atau menghindari berbicara di depan umum."*

(I still remember the first time I was asked to give a speech in English in public. At that time, I felt very nervous, afraid of mispronouncing words, and embarrassed to be the center of attention. However, that experience did not make me feel inferior. On the contrary, it became a turning point for me to realize that my skills still needed improvement. Since then, I have started

to practice more diligently, expand my vocabulary, and learn from my mistakes. I made that moment an important note to improve myself, not an excuse to give up or avoid speaking in public).

KA: *"Saya punya pengalaman pernah ditertawakan oleh teman saya saat pertama kali berbicara bahasa Inggris di depan kelas karena ada salah pengucapan kata. Untuk pengalaman pertama memang rasanya sangat malu waktu itu, tetapi setelahnya saya berpikir bahwa kita semua sama-sama belajar, jadi membuat kesalahan itu wajar. Sehingga setelah itu, saya lebih sering berlatih dan selalu mempersiapkan diri saat akan praktik speaking agar tidak membuat kesalahan yang sama, dan saya juga menjadi lebih percaya diri."*

(I have the experience of being laughed at by my friends when I first spoke English in front of the class because I mispronounced a word. At that moment, it was really embarrassing, but afterwards I thought that we are all learning together, so making mistakes is normal. After that, I practiced more often and always prepared myself before speaking practice to avoid making the same mistakes, and I also became more confident).

AV: *"Pengalaman saya pertama kali berbicara bahasa Inggris tentunya sangat gugup, takut, dan merasa malu. Waktu itu saya pernah salah pengucapan karena terlalu gugup, sehingga ditertawakan oleh teman saya. Namun, saya tidak menganggap itu hambatan untuk belajar bahasa Inggris, justru saya semakin rajin untuk mempelajari vocabulary dan grammar untuk meningkatkan skill speaking saya."*

(My experience of speaking English for the first time was certainly very nerve-wracking, scary, and embarrassing. At that time, I made a pronunciation mistake because I was too nervous, which caused my friends to laugh at me. However, I did not see that as an obstacle to learning English; instead, it made me more diligent in studying vocabulary and grammar to improve my speaking skills).

AA: *"Saya selalu merasa malu saat diminta untuk berbicara bahasa Inggris di depan kelas. Dulu saya pernah ditertawakan teman saya karena pengucapan saya salah, dan suara saya aneh kalau berbicara bahasa Inggris. Dari pengalaman tersebut hingga sekarang, saya masih merasa malu, gugup, tidak tenang kalau diminta berbicara bahasa Inggris di depan kelas."*

(I always feel embarrassed when asked to speak English in front of the class. Once, I was laughed at by my friends because of my mispronunciation, and my voice sounded strange when speaking English. From that experience until now, I still feel ashamed, anxious, and uneasy when asked to speak English in front of the class).

AW: *"Pengalaman saya pertama kali berbicara bahasa Inggris di depan umum, saya merasa malu karena menjadi pusat perhatian. Saat saya salah pengucapan, tatapan audiens seperti tatapan intimidasi ke saya sehingga membuat saya semakin gugup. Hal tersebut berdampak sampai sekarang ketika saya diminta untuk berbicara bahasa Inggris, saya masih merasa malu dan kadang lebih memilih untuk tidak hadir di kelas."*

(My experience for the first time speaking English in public made me feel embarrassed because I became the center of attention. When I mispronounced words, the audience's gaze felt like an intimidating stare at me, which made me even more nervous. This has had an impact until now when I am asked to speak English; I still feel embarrassed and sometimes prefer not to attend class).

Then, about advice for a friend who feels nervous when speaking English, which got responses:

FB: *"Saya sering mengatakan kepada teman saya untuk terus berlatih agar terbiasa dengan kosakata bahasa Inggris dan jangan overthinking"*

(I often tell my friend to keep practicing, in order to become familiar with English vocabulary and not to overthinking).

AV: "*Hadapilah dengan tenang, yakin sama diri sendiri dan biasakan untuk mempersiapkan diri dengan baik"*

(Try to relax, believe in yourself that you can do it, and always prepare well).

Besides that, the findings also revealed that some students still lack confidence when speaking English, even after preparing beforehand. Despite practicing or planning what to say, they admitted to feeling unconfident when speaking English in front of others, which affected their performance. Another issue that arises is students' tendency to compare their speaking ability with their classmates. This comparison often leads to self-doubt, especially when they feel others are more eloquent or confident. Interestingly, most students did not feel pressured when speaking with

native English speakers. They seemed more anxious in the classroom environment or around peers and lecturers than when communicating with native speakers, perhaps because they assumed that native speakers would be more understanding or forgiving of their mistakes. Finally, students generally experience anxiety when they do not know the right vocabulary to express their ideas. This uncertainty makes them often pause, lose focus, or become afraid of saying something wrong, which in turn reduces their willingness to actively participate in speaking tasks.

B. DISCUSSION

In this section, the researcher explained all of the data that have been collected about the internal factors that contributing to speaking anxiety. The findings were analyzed with reference to relevant theories and previous studies. Thus, this section not only described the actual condition of the students, but also provided a comprehensive overview of how these internal factors affected their anxiety in speaking English.

From the finding data above, the researcher classified them into four main indicators reflecting internal factors, such as lack of self-confidence, fear of making mistakes, shyness, and lack of motivation. The researcher in this study feels the need to provide a concrete description of the findings to identify the highest and lowest factors that cause speaking anxiety among students, which is presented in the table below:

Table 4. 1 Internal Factors o Students' Speaking Anxiety

No.	Indicator Component	Score
1.	Fear of making mistakes	73.84%
2.	Shyness	69.23%
3.	Lack of self-confidence	58.46%
4.	Lack of motivation	53.84%

Based on the data presented in Table 4.1, it was found that there are four internal factors that significantly contribute to students' speaking anxiety. The most prominent factor is the fear of making mistakes. This factor is reflected in students' concerns about the possibility of using incorrect grammar, wrong pronunciation, or inappropriate vocabulary selection when speaking in English. The second contributing factor is shyness. Many students show a tendency to withdraw or remain silent when asked to speak in front of others. This attitude generally stems from a sense of discomfort at being the center of attention or a fear of negative judgment from peers and lecturers. Lack of confidence was also identified as one of the significant internal factors. Students who experience this generally feel unsure of their ability to speak English. They often compare their speaking skills with their classmates and feel less competent than others, which triggers anxiety and decreases their participation in speaking activities. The last factor is lack of motivation. Although this factor seems less dominant than the other internal factors, it still plays a role in shaping students' speaking anxiety. Some students showed limited interest in improving their speaking skills or

lacked clear personal goals regarding communication in English, which ultimately affected their willingness to engage in speaking tasks.

The researcher concluded that the internal factor that most influenced final-semester students at PGRI Delta Sidoarjo University was the fear of making mistakes, while the lowest internal factor was the lack of motivation.

1. Fear of Making Mistakes

Fear of making mistakes is one of the significant internal factors of speaking anxiety. In the questionnaire, there were 5 items of the fear of making mistakes. Based on the data analyzed using a close-ended questionnaire adapted from Horwitz et al (1986), namely FLCAS, it can be seen that each factor can be interpreted clearly. In the table 4.1, fear of making mistakes has the highest score than other internal factors. This shows that fear of making mistakes is the internal factor that most affect students' anxiety in speaking English in class. Based on the result from interview, many students are afraid of making mistakes when speaking English, particularly in grammar and pronunciation. They are afraid being laughed at by their peers if they mispronounce a word.

Adamson (2022) state that fear of making mistakes is a dominant emotional factor that contributes to students' speaking anxiety. Students often avoid to speaking not because of a lack of understanding, but because they are afraid of being laughed, criticized, or ridiculed for their vocabulary, pronunciation, and grammatical error. This fear is often related to feeling of

embarrassment and low self-esteem, which hinder students from participating in speaking activities.

2. Shyness

Shyness is one part of the internal factors that contributing to speaking anxiety. In the questionnaire, there were 4 items of shyness. In table 4.1 above, shyness was the second highest score of internal factors that cause speaking anxiety among final-semester students. Based on the result from interview, many students feel ashamed to speak English because of lack of vocabulary. They worry that they will be laughed in front of many audiences if there are mistakes in pronouncing words or stumbling because of nervousness. In addition, speaking in front of many audiences also make students feel uncomfortable because all attention is focused on them. This shyness will have an impact on students' self-esteem which makes them doubt their abilities, so that they avoid the opportunities to speak English in public. Therefore, high feeling of shyness can be a significant emotional obstacle in students' participation to speak English in classroom activities.

Horwitz et al. (1986) state that speaking anxiety influenced by shyness is not only caused by a lack of linguistic ability, but also the psychological pressure that students feel when they have to present themselves in a foreign language. Students feel anxious if their speech sounds "weird", not fluent, or not as expected.

3. Lack of Self-Confidence

   Lack of self-confidence is one part of the internal factors that contributing students' speaking anxiety. In the questionnaire, there were 5 items of lack of self-confidence. Table 4.1 showed that the lack of self-confidence included as an internal factor of speaking anxiety which has the third highest score. Based on the results of interview, many students feel that their English skills are not good enough to be used in formal situations such as speaking in front of the class. When asked to express their opinions, answer questions or make presentations in English, students often feel doubtful about their own abilities, especially in terms of pronunciation, grammar, and vocabulary. This feeling of uncertainly leads to anxiety and fear of making mistakes that could embarrass them in front of their peers. Lack of self-confidence can also be influenced by previous negative experiences, such as being ridiculed, corrected directly in front of a large audience, or being laughed by friends when practicing speaking in English. These past experiences can cause social trauma that inhibits their courage to try again.

   In line with Yaikhong & Usaha (2012), self-confidence plays an important role in students' ability to actively participate in speaking activities. When students feel uncertain about their abilities, they tend to avoid speaking, even when they have understanding of the material. This feeling is often caused by limitations in vocabulary, uncertainly in sentence structure and a lack of experience in speaking English.

4. Lack of Motivation

Lack of motivation is one part of the internal factors that contributing to speaking anxiety. Based on table 4.1, lack of motivation was the less and the lowest of internal factor that contributing speaking anxiety. In the questionnaire, there only one item of lack of motivation. Some students feel that speaking in English is not relevant to their needs or goals. They do not see any immediate benefit from the speaking skills, especially if they do not plan to use English in their daily lives or future career.

Based on the results of interview, students' lack of motivation in practicing to speak English is because they only see the skill as a temporary necessity, especially when going to exams or taking practical grades. In the view of some students, speaking in English is not a skill that needs to be honed continuously, but rather just an academic requirement, so that the practice of speaking English becomes inconsistent and is done without enthusiasm. In addition, some students consider that English vocabulary difficult to pronounce. Sometimes if the pronunciation is wrong, it can have a different meaning, which can cause hesitation in students to convey their ideas or opinions orally. According to Masthurah et al. (2021), students with lack of motivation tend to show reluctance to speak in English because they lack a strong desire to practice or participate actively in class. This can be caused by a lack of interest in English due to uncertainty about the practical benefits or unpleasant learning experiences.

After explaining the internal factors that contributing to speaking anxiety among final-semester students at PGRI Delta Sidoarjo University above, the researcher concluded that the factor that the most influenced students' speaking anxiety was a fear of making mistakes, the second was shyness, the third was lack of self-confidence, while the lack of motivation was the lowest internal factor experienced by final-semester students at PGRI Delta Sidoarjo University.

In addition to these four factors, this study also explains that past experiences have a significant role and a close relationship with the development of students' confidence in speaking English. The interview results show that a number of students still carry emotional baggage from negative experiences they have had in the past. For example, some students recounted being teased by classmates for improper pronunciation, being reprimanded by the teacher in front of the class when mispronouncing a word, or experiencing severe nervousness when having to speak in public. These events not only affected their perception of their language skills, but also lowered their confidence and triggered anxiety whenever they were asked to speak in English.

This study also noted that not all past experiences were inhibiting. Some students revealed that the experience of speaking in public or in challenging situations became a turning point that encouraged them to continue learning and improving. With support from teachers, friends and a developmental environment, they were able to reflect positively on these negative experiences and use them as motivation to grow. This shows that past experiences, both

positive and negative, play an important role in shaping students' mental and emotional readiness to face the challenge of speaking language.

In addressing speaking anxiety, it is crucial to explore strategies that can assist EFL students in managing and reducing their fears. Kondo and Yin-Ling (2004) in Nugroho and Hapsari (2024) state that there are five strategies for reducing anxiety, namely preparation, relaxation, positive thinking, peer seeking, and resignation. From the interview data in this study, the great strategies chosen by the researcher to overcome students' anxiety are preparation, relaxation, and positive thinking.

1. Preparation

Preparation is one of the most effective strategies in overcoming speaking anxiety in English. It involves thoroughly preparing oneself before undertaking a speaking task, whether in a formal context such as a classroom presentation, or in an informal situation such as an everyday conversation. Preparation includes understanding the topic, organizing ideas logically, writing a script or key points, and practicing pronunciation and intonation repeatedly. In the results of interview, students said that thorough preparation can build their confidence because they feel more prepared and understand the material to be delivered. When students know what to say and how to say it, their anxiety levels tend to decrease. Furthermore, lots of practice can also help reduce the possibility of speaking errors, which is one of the main factors of anxiety in foreign language.

2. Relaxation

   Relaxation is a strategy used to calm the mind and body both before and during speaking English in public. This strategy aims to reduce the physical and mental tension that often arises in response to stressful situations when speaking English. In the results of interview, students said that when the body is in a relaxed state, the mind becomes clearer and more focused, so the students can speak confidently and more fluently. Commonly used relaxation techniques include deep breathing, light meditation, and muscle stretching.

3. Positive Thinking

   Positive thinking is a psychological strategy that focuses on replacing negative thoughts (such as fear of making mistakes, concern about others' judgement, and doubts about own abilities) with more constructive and supportive thoughts, such as the belief that making mistakes are part of the learning process and that abilities will improve over time. In the results of interview, student said that when students are able to manage their thoughts and emotions positively, they are more likely to appear confident and reduce nervousness when speaking English in public or in class discussions.

   Based on the results obtained, this study showed that psychological aspects significantly influenced students' speaking ability. Therefore, it was crucial for educators to understand these internal factors, in order to help the students reducing their speaking anxiety by creating a more comfortable and supportive learning environment. So that, students are more enthusiastic

about learning English and their participation in speaking activities will increase.