



# Psychological-Related Challenges in Speaking: Experience of Vocational Students

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## ABSTRAK

Berbicara masih sering dianggap sebagai salah satu keterampilan yang paling menakutkan bagi pembelajar bahasa Inggris. Untuk pembelajar Asia, seperti bahasa Indonesia, sangat umum bagi mereka untuk mengalami tantangan yang berhubungan dengan psikologis setiap kali mereka diberikan tugas berbicara. Penelitian ini bertujuan untuk menganalisis tantangan psikologis siswa pada pendidikan kejuruan pada jenjang pendidikan tinggi. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Responden dalam penelitian ini adalah 36 siswa. Data dalam penelitian ini bersumber dari pengalaman responden yang terekam dalam refleksi terbimbing dan wawancara semi terstruktur. Data hasil refleksi dianalisis dengan menggunakan tiga langkah koding: koding terbuka, koding aksial, dan koding selektif. Studi ini menemukan bahwa sebagian besar peserta melaporkan perasaan negatif seputar tugas berbicara, seperti gugup, takut (membuat kesalahan), takut gagal, tidak aman, tegang, cemas, dan ragu, detak jantung lebih cepat dan gemetar yang sebagian besar berasal dari takut gagal. memenuhi harapan, kurangnya persiapan, dan kurangnya kompetensi bahasa yang memadai. Saran untuk kelas yang berbicara lebih baik dibahas.

## ABSTRACT

Speaking is still often considered one of the most daunting skills for English language learners. For Asian learners, such as Indonesian, it is quite common for them to experience psychological-related challenges whenever they are presented with speaking tasks. The aims of this research aims to analyze the psychological challenges of students in vocational education at the higher education level. This study uses a qualitative descriptive approach. Respondents in this study are 36 students. The data in this study were sourced from the experiences of the respondents which were recorded in their guided reflection and semi-structured interviews. The data from the reflection results were analyzed using three coding steps: open coding, axial coding, and selective coding. This study found that most participants reported negative feelings around speaking tasks, such as being nervous, afraid (of making mistakes), fear of failure, insecure, tense, anxious, and doubtful, faster heartbeats and trembling which mostly stemmed from afraid to failing to meet expectations, lack of preparation, and lack of adequate language competence. Suggestions for a better-speaking class are discussed.

## 1. INTRODUCTION

challenging skills to master for language learners (Rao, 2019; Roosdianna et al., 2018). The challenges related to speaking usually fall into two categories, namely language accuracy and language fluency. Challenges related to language accuracy include problems with grammar, pronunciation, and diction, while challenges related to language fluency are usually related to fluency in pronunciation and rhythm of speech (see Cendra & Sulindra, 2022; Vigoya, 2000). However, beyond the technicality of accuracy and fluency, other aspects can also inhibit a learner's speaking mastery that is beyond accuracy and fluency, which is the psychological challenges of speaking or also known as speaking anxiety (Cendra & Sulindra, 2022; Trinh & Pham, 2021). These challenges can range from being afraid to make mistakes, to a sense of panic, and nervousness before doing a speaking performance to being afraid to communicate, test anxiety, and fear of negative evaluations (Haji & Jejo, 2021; Ilyas et al., 2021; Kara et al., 2017). Previous study found that linguistic challenges – such as grammar and limited vocabulary – become a dominant challenge that influences the success of a language learner mastering speaking skills (Damayanti & Listyani, 2020; Pratolo et al., 2019). However, other researchers point out that it is the psychological challenges that have a bigger effect on whether the speaking is done successfully (Ilyas et al., 2021). In the same light, other study also highlights that these psychological challenges will affect a learner's academic progress (Zandkarimi., 2013).

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Despite the challenges, in the context of this research, which focuses on office administration students at the Vocational Faculty, the ability to speak English is one of the skills that they have to master. Vocational graduates are required to be 'language users' (practice-based) who really use their language compared to those who take academic education (theory-based) (Daud et al., 2019; Sudira, 2012). For these secretarial and administrative professional candidates, speaking skills are needed in the future when they already work and are required to be individuals who are able to communicate with many people, including speakers of foreign languages who use English as the lingua franca.

A great deal of research has been done to tap into the psychological challenges of speaking. For example, researched factors that contribute to speaking anxiety for pre-service English teachers and discovered that social, linguistic, and personal factors are interrelated and may trigger speaking anxiety whereas previous study found that low self-esteem and low self-confidence were two most common psychological problems encountered by students (Ilyas et al., 2021). Furthermore, other study found that being afraid to make mistakes was one of the main causes that hold back English learners from speaking (Heriansyah, 2012). However, studies concerning psychological-related challenges in speaking are usually done in the secondary education or English department. More studies, therefore, needed to be conducted in non-English department students. This is especially true as non-English department students generally have more challenges compared to English language majors.

As English is considered a foreign language in Indonesia, English language learners in Indonesia rarely get adequate exposure outside the classroom (Alrajafi, 2021; Lauder, 2008; Tien, 2018). This is especially worse when Indonesian students' self-regulation skills – the ability to control their learning, including outside-of-the classroom – are generally not very great (Cirocki & Retnaningdyah, 2019; Tanjung, 2018). Indonesian students typically will not converse in English when they are mandated to, even in the classroom. Furthermore, the Indonesian linguistic system, including pronunciation and grammatical structures often make it harder for Indonesian learners to master the English language (Cao, 2011; Sundari, 2018). Therefore, it is not an uncommon phenomenon for even university-level students to not have an adequate mastery of the English language.

This phenomenon is made worse by the fact that many Asian learners, including Indonesian, embodied passive characteristics. That is, they are typically shy and not willing to be active in class (Exley, 2005; Jalaluddin & Jazadi, 2020). This "shyness" syndrome can be attributed to the tendency that Indonesian learners are used to being taught that they need to be polite when communicating with other people, especially to their 'senior' counterparts like their teachers, as well as teacher-centered education, harmony-oriented, and low-motivation of the learners (Jalaluddin & Jazadi, 2020; Palupi & Septiana, 2018). Given the many contexts above, it is quite common for Indonesian learners to feel nervous and not confident in speaking. Previous study describes that students' speaking anxiety can often stem from language factors such as a lack of knowledge of grammar and pronunciation that in turn, can make students feel (Rajitha & Alamelu, 2020). This is unfortunate as it has been proven that these kinds of psychological challenges may affect students' performance in speaking negatively.

This case is generally worse in non-English departments, such as in vocational institutions, which is the context of this research. Other study has noted that non-English department students generally have more difficulties in speaking compared to English language majors (Tien, 2018). Similarly, it also has been noted that speaking English as a productive aspect is also one of the difficult English skills for non-English departments, which may be affected by both external and internal factors (Nuryana, 2020; Tantri et al., 2023). For instance, the rarely used English in daily conversation - compared to English majors - becomes the external factor, and less confidence to speak English because of the fear of making mistakes and lack of vocabulary are the factors within the students themselves. Furthermore, the fact that vocational students are often stereotyped as 'the second choice' might also affect their confidence in speaking which may trigger anxiety in speaking (Fauzia, 2013; Jonsson & Beach, 2013; van de Weerd, 2022).

Psychological-related challenges in speaking can come in many forms. These challenges can range from tension, embarrassment, nervousness, and fear of making mistakes (Souisa, 2020; Umisara et al., 2021), low self-confidence (Arifin, 2017), to low self-motivation to advance in language learning, as well as the inability to organize one's state of mind (Souisa, 2020). These forms can further translate to the learner's physical state, for instance in the forms of excessive sweating, forgetfulness, blankness, to faster heartbeat (Rajitha & Alamelu, 2020; Sampelolo et al., 2021). Unfortunately, psychological challenges like these can be the dominant factors in the progress of one's speaking. It has been researched that speaking anxiety often has an impact on the academic progress of a learner (Arifin, 2017; Damayanti & Listyani, 2020). Therefore, it is not surprising that these challenges are believed to be one of the most challenging aspects of teaching-learning activities and there are several aspects worth noting to help students ease their psychological-related challenges.

To begin with, research has noted that students' familiarity with the topic may greatly affect students' confidence in speaking. In particular noted that topic familiarity is one of the most important aspects that students need to take care of before they start speaking. This is because students will likely find it challenging if they are assigned to talk about unfamiliar things, especially if they have to do it in a foreign language (Hanifa, 2018; Rajitha & Alamelu, 2020). This is similar to what previous study has proposed, that educators need to decide the topic carefully, preferably the ones students have background knowledge of, or provide adequate time for students to learn and be familiar with a new topic (Azwar et al., 2021). Furthermore, teachers can also use task repetition methods when introducing unfamiliar topics to students to help students perform better in speaking (Kazemi & Zarei, 2015; Qiu, 2019).

Other than topic familiarity, students also need to be prepared before their speaking performance to ease their psychological challenges in speaking. The literature has shown that students who have a great deal of preparation before their oral presentation tend to feel better compared to those who do not prepare beforehand (Mak, 2011; Putri, 2020; Suparlan, 2021). Furthermore, planning and doing adequate rehearsal can help students improve their language skills (i.e. fluency and accuracy), and in turn ease their speaking anxiety. This is especially true for students who are still in the early stage of learning the target language, and who typically lack advanced proficiency in English (Al-Mukdad, 2021; Hanifa, 2018).

Other than that, a safe and collegial environment needs to be made sure for students to feel more psychologically safe to learn to speak the target language. At the outset, as students usually have to use the English language to communicate with their teachers – or at least in the presence of their teachers, the student's relationship with their teachers should be taken into account. As has been explained previously, Asian students, including Indonesian learners, tend to feel reserved around their seniors, which includes their teachers (Damayanti & Listyani, 2020; Jalaluddin & Jazadi, 2020). Therefore, there is an urgent need to make the relationship more relaxed and collegial. In addition, a positive atmosphere should also be maintained throughout the class period to help overcome students' psychological challenges in speaking. This may range from providing students with pre-task with adequate time allocation to help students be ready to the way the teachers provide input – or feedback – to the students (Hanifa, 2018; Suparlan, 2021).

Therefore, to mend the gap and provide more empirical literature on this topic, this research is aims to analyze the psychological challenges of students in vocational education at the higher education level. The researchers hope that this research can yield insights into better ways to support non-native speakers of English learning to speak English by minimizing the cause of their psychological challenges. To conduct the research, the literature surrounding the topic of discussion will be reviewed first, which is then followed by the elaboration of the methodology. Then, the results of the present study are presented along with the discussion where the researchers corroborate the findings with the available literature. Finally, the conclusion and suggestions based on the findings will be presented.

## 2. METHODS

This study uses a qualitative descriptive approach, which focuses on providing a complete and in-depth picture of the object being studied, which in this case is the psychological challenges related to speaking, rather than to drawing conclusions based on numerical data (see Ary et al., 2010). By examining qualitative data, the researchers seek to explore what psychological challenges were reported by Vocational Faculty students in speaking activities and what factors led to these challenges. Respondents in this study are 36 students, consisting of 12 students who programmed the Business English I course (semester 1), 13 students who programmed the Business Communication English course I (semester 3), and 11 students who programmed the Communication course. Business English III (semester V). In these three courses, students are often asked to do various speaking activities in English. The data in this study were sourced from the experiences of the respondents which were recorded in their guided reflection and semi-structured interviews. The reflection data was taken at the end of each class meeting after the participants finished their speaking performance. The participants were asked to write a reflection based on the guide provided, i.e. they were asked to describe the dominant feelings they felt around the speaking performance. The description of feelings had to be written in detail to answer the problems raised in this study. All participants participated in the reflection.

The data from the reflection results were analyzed using three coding steps: open coding, axial coding, and selective coding (Ary et al., 2010). The major themes that emerged from the reflection data were then used as the basis for making follow-up questions in the semi-structured interview process. Six respondents were selected using a purposive sampling method based on the distribution of themes that emerged to provide a complete and complete picture of the phenomenon under study (Creswell, 2007). Finally, the existing data were analyzed and arranged inductively and reported in the form of a complete

description that describes in detail what psychological challenges students of the Vocational Faculty face in speaking activities and what factors lead to the emergence of challenges.

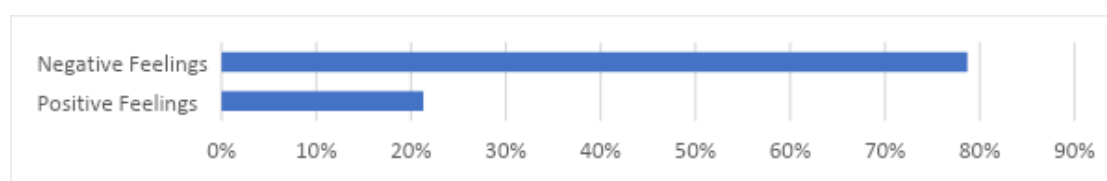
### 3. RESULT AND DISCUSSION

#### Results

The objectives of the present research are twofold: to describe the psychological-related challenges – i.e. their speaking anxiety – reported by the participants as well as to investigate the factors causing such challenges. After analyzing both the reflections and interview transcripts, the findings of the current investigation are presented in two sections, each to discuss the two research questions respectively.

#### *Students' Psychological-related Challenges in Speaking*

When prompted to share what dominant feelings they have when asked to do a speaking performance, the participants generally feel 'negative feelings' compared to 'positive feelings'. In their reflections, negative feelings, such as being nervous, afraid to make mistakes, and so on were reported significantly higher compared to positive feelings, such as feeling ready and prepared as show in [Figure 1](#).



**Figure 1.** Participants' Feelings Towards Speaking Task

Related to the negative feelings, the commonly mentioned are being nervous, afraid of making mistakes, fear of failure, insecure, tense, anxious, and doubtful. For instance, participant 30 mentioned that she "*felt nervous before every performance.*" The interview data also resonates well with this finding. A case in point, when asked about her feelings before she had to come in front of the class, Interviewee 6 mentioned that she felt "*nervous*" especially when she got "*the first turn*" to do the speaking performance.

The participants also mentioned that negative feelings sometimes affect their physical state, such as in the form of faster heartbeats and trembling. As having been mentioned by Participant 13 that her heart felt like "*beating two times faster*" than the normal rhythm because of feeling afraid. In the same way, Interviewee 1 shared that she had a "*fever-like feeling*" and experienced "*faster heartbeats*". Her voice was trembling as she felt anxious. She "*was not able to focus*" on what she would say. She could not present her speech well and "*forgot everything*" she had planned. All she could feel was wanting to finish the presentation as soon as possible and get back directly to her seat.

A small number of participants, however, reported some positive feelings. These participants generally mentioned that they felt calm, confident, comfortable, ready, and even excited to showcase their speaking skills. A case in point, Participant 5 said that during a speaking performance, she was not "*too nervous as [she] had been in the first performance*". Similarly, participant 33 even said she had felt confident enough for the performance. Participant 32 also said she "*felt more ready because [she] was sure of her preparation.*" It is worth noting, however, that these positive feelings were significantly lower in numbers compared to the negative feelings mentioned by the participants.

#### *Factors Causing Students' Psychological-related Challenges in Speaking*

There were many factors affecting the participants' psychological challenges – their feelings when they are presented with a speaking task. [Table 1](#) presents the common factors affecting the participants' psychological feelings toward speaking performance.

As seen in [Table 1](#), the most reported factors for the participants' psychological challenges were fear of failing to meet expectations, both their own expectations and others. This fear was expressed by some participants in their reflections. Participant 26, for instance, stated that she was "*worried that the speaking performance would not go well*". Then, Participant 17 mentioned that she felt anxious because she felt the pressure to "*do her best*" for the speaking task. Moreover, Participant 2 admitted that she would "*imagine all kinds of bad possibilities*" happening during her speaking assignment. These participants generally had some kind of expectation or were aware of the standard they want to meet. However, they feared that they could not perform well enough to meet the standard. Thus, this caused the participants to feel burdened to speak.

**Table 1.** Factors Contributing to Participants' Feelings in Speaking

No.	Contributing to	Factors	%
1	Negative Feelings	Fear of failing to meet expectations	51.76
2		Lack of preparation	20.00
3		Lack of adequate language competence	15.29
4		Other factors causing negative feelings	19.56
5	Positive Feelings	Content familiarity	34.78
6		Sufficient preparation	30.43
7		Other factors causing positive feelings	34.79

In addition, the participants also mentioned that lack of preparation became one of the factors that create negative feelings. For example, Participant 20 said that for a particular speaking performance, she did not “*make enough preparation*” so she felt nervous and uneasy. A similar thing was pointed out by Participant 24 by saying that she felt nervous before her performance because she knew that her “*preparation for the speaking task was lacking*” and not sufficient to get a good grade. Moreover, she added that the material was not well prepared, and she was also “*lacking mental preparation*”. Along these lines, it is safe to say that whether they had prepared well or not for the speaking performance often became a contributing factor to their speaking anxiety.

Furthermore, the participants also mentioned that a lack of target language competence might cause psychological challenges for them when they had to speak. Some participants showed their concern regarding their language competence affecting their ‘peace of mind’ – becoming psychological challenges – while speaking. A case in point, Participant 16 expressed her “*fear of using wrong question words in a conversation*” which made her feel nervous. In the same boat, Participant 23 felt her “*grammar competence*” affecting her English communication competence and thus causing her to feel similar feelings whereas Participant 38 shared that since the English language was not her “*mother language*”, she was afraid of “*making mistakes in using the language.*” Learning from the participants' experiences, it is quite common that linguistic barriers often caused the participants to feel anxious and nervous when they had to speak.

On the flip side, several factors could help students minimize their negative feelings, or even create positive feelings towards speaking performance. Referring to Table 1, content familiarity was the most common factor. The more students were familiar with the topic, the more likely they exhibited positive feelings during the speaking performance. This finding was echoed by some participants' feedback on their reflections. For instance, Participant 4 thought she was ready because she “*knew the material*” for the speaking performance very well. Another participant, Participant 15 said that as she “*understood the material in the module*” more, with some additional time to prepare for the performance, her confidence increased. In line with the content familiarity, especially with the difficulty level, Participant 34 said that as that day’s “*material was quite easy*” she could exhibit more positive feelings towards the speaking task. Therefore, it can be concluded that when the participants were familiar with the topic, they tended to showcase positive feelings about the speaking activity.

Moreover, sufficient preparation also seemed to go hand in hand with positive feelings toward speaking performance. Based on the findings from the interview, students who displayed positive preparation usually did some preparation, which include trying to understand the content, sometimes memorizing if necessary; doing mental preparation such as trying to increase confidence, relaxing, listening to songs, calming oneself, and doing prayers; setting reasonable and achievable goals; doing a lot of practices; and preparing small notes. These preparations indeed seemed to be able to boost participants' positive feelings. For instance, as mentioned by Participant 33, she had confidence because of “*firm material preparation*”. In addition, Interviewee 5 shared that “*when [she] had learned better, [she] would comprehend and understand English better.*” From this finding, it is safe to say that adequate preparations tend to help students to feel more ready, and thus, exhibit a more positive attitude towards speaking activities.

In the end, the participants suggested several ways to help them minimize the psychological challenges. The suggestions started from helping students feel more relaxed and supported, for instance by giving mental support, a relaxing atmosphere, ice-breaking activities, as well as not being intimidating during the speaking activity, to giving them ample preparation time. For instance, Interviewee 2 mentioned that she expected the teachers to create “*a fun learning environment*” to help them feel less anxious during the speaking class. In addition, the participants also suggested that the educators be mindful when giving feedback to students and be more appreciative of students' progress. The participants hoped that the teachers provide soft feedback with no cornering and no judgment, delivered with a positive attitude, and more appreciation of the students' effort, such as by giving positive affirmation. A case in point, interviewee

6 shared that “*appreciating the small things done by the students could make the students have more self-confidence and encourage them to do the tasks better*”. Similarly, Interviewee 1 hoped that the educators can be “*more open to the students' feedback, replying to the students positively without judgment or intimidation, and no cornering.*” Thus, it can be concluded that participants hoped that the educators can provide more supports to help minimize the anxiety they felt during the speaking activity.

## Discussion

The present research seeks to investigate what psychological challenges are faced by vocational students in speaking class as well as to find out the factors causing these psychological challenges. The findings have shown that generally, the participants experienced negative feelings towards performing their speaking in class. These negative feelings mostly stemmed from fear of failing to meet expectations, lack of preparation, lack of adequate language competence, and other factors (Ilyas et al., 2021; Kara et al., 2017). Fear of failing to meet expectations got the highest percentage, where around more than half of the respondents (51.76%) indicated the said feeling. The other two causes, namely lack of preparation and lack of adequate language competence, shared almost the same percentages (20% and 15.29%). This phenomenon implies that the psychological challenge mostly affecting the student's performance in speaking is their fear of failing to meet expectations of themselves and the audience – which, in the classical context, is the teacher. Furthermore, although not many, some positive feelings toward speaking performance were also recorded in this present research, which mostly stemmed from being familiar with the content or speaking topics (34.78%) and sufficient preparation (30.43%). Based on these findings, there are four takeaways to better understand the learners' psychological challenges in speaking.

First, psychological challenges in speaking are indeed a common phenomenon among language learners. The present research found that the participants reported significantly more negative feelings toward the speaking task compared to positive feelings. This finding echoes what has been found by many researchers regarding test anxiety (Aziz & Kashinathan, 2021; Haji & Jejo, 2021; Pratolo et al., 2019). These factors causing negative feelings might be caused from various aspects, often similar to what has been reported by previous researchers, such as fear of failing to meet expectations, lack of preparation, and lack of adequate language competence (Damayanti & Listyani, 2020; Daud et al., 2019; Suparlan, 2021). It can be said that the learners' own perspective on both their competence and their teachers as well as audiences will affect their performance. Previous study point out that psychological obstacles are the dominant factor in the progress of one's speaking performance, they even have an impact on the learner's academic progress including linguistic abilities (Arifin, 2017). Therefore, educators need to focus on this psychological challenge and find ways to help their students overcome this challenge.

Second, content knowledge is indeed essential. Students need to, first and foremost, understand the material they want to talk about. The findings found that the participants tended to have positive feelings if they had to perform a speaking task with a topic they had been familiar with. This finding resonates well with what has noted that language learners need to be familiar with the topic before they start speaking, otherwise, it would be difficult for them (Hanifa, 2018). Therefore, it is imperative that the educators help choose appropriate topics, or give adequate preparation when dealing with unfamiliar topics (Azwar et al., 2021; Qiu, 2019).

Third, preparation is key, both technical and mental preparation. Technical preparation is very important and may greatly affect students' psychological state in speaking, particularly in their self-efficacy. The present findings have shown that students who had prepared well before the speaking task, such as by studying the material and doing a lot of speaking practice, tended to have positive feelings toward the upcoming speaking task. This is in the same light as what has been documented in previous literature (Mak, 2011; Putri, 2020; Suparlan, 2021). Adequate preparation before speaking not only will help students enhance their mastery of the target language but also eventually improve their confidence in speaking. Moreover, although technical preparation is very important, mental preparation cannot be neglected (Choi et al., 2015; Hanifa, 2018; Kusumawat & Fauzia, 2019). The findings have reported that the participants often do some relaxing activities, such as listening to songs, doing prayers, and trying to calm themselves. These activities hopefully can calm their minds before going on to the speaking performance.

Fourth, good technical preparation and mental preparation do not guarantee stress-free performance; therefore, some actions are needed. In the findings, it has been elaborated that students raised some suggestions to help ease their psychological-related challenges. The suggestions generally relate to giving a safe non-intimidating atmosphere, such as by incorporating games, providing ample positive affirmation, giving adequate preparation time, and delivering the feedback thoughtfully. These efforts to provide a safe learning environment are important as in general Indonesian learners often feel reserved and shy in the presence of their instructors (Jalaluddin & Jazadi, 2020; Suparlan, 2021). If done carefully,

these suggestions might minimize students' psychological challenges in speaking and thus help them to be better speakers (Damayanti & Listyani, 2020; Hanifa, 2018).

The findings of the present research have provided additional literature on psychological challenges in speaking, especially in the context of vocational students at a higher education level. However, as this research is conducted within a limited time range, further investigation to deepen the insights is needed. The present research has tried to collect as much data as possible (i.e. reflections) within the allocated time, nevertheless, further discussion on the same topic within a longer time frame – a longitudinal study – is needed to explore students' journey to overcome their anxiety in speaking. Furthermore, an experimental study or classroom action research might shed light on the effectiveness of the strategies used to overcome the psychological challenges in speaking.

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provide a safe learning environment are important as in general Indonesian learners often feel reserved and shy in the presence of their instructors (Jalaluddin & Jazadi, 2020; Suparlan, 2021). If done carefully, these suggestions might minimize students' psychological challenges in speaking and thus help them to be better speakers (Damayanti & Listyani, 2020; Hanifa, 2018).

The findings of the present research have provided additional literature on psychological challenges in speaking, especially in the context of vocational students at a higher education level. However, as this research is conducted within a limited time range, further investigation to deepen the insights is needed. The present research has tried to collect as much data as possible (i.e. reflections) within the allocated time, nevertheless, further discussion on the same topic within a longer time frame – a longitudinal study – is needed to explore students' journey to overcome their anxiety in speaking. Furthermore, an experimental study or classroom action research might shed light on the effectiveness of the strategies used to overcome the psychological challenges in speaking.

#### 4. CONCLUSION

The present research has tried to elaborate on what psychological challenges are faced by vocational students in speaking class and what factors are causing these psychological challenges. The research found that most participants reported negative feelings when they were asked to do a speaking performance. The common ones include being nervous, afraid (of making mistakes), fear of failure, insecure, tense, anxious, doubtful, faster heartbeats, and trembling. These psychological challenges mostly emerged from fear of failing to meet expectations, lack of preparation, and lack of adequate language competence. On a side note, some positive feelings toward speaking performance were also recorded in this study, although not many. These positive feelings are calm, confident, comfortable, ready, and even excited which mostly stemmed from being familiar with the content or speaking topics and sufficient preparation. Based on these findings, several takeaways can be used as a consideration for a better speaking class. This ranges from the importance to make students familiar with the topic, providing them with adequate preparation time, to maintaining a relaxing atmosphere.

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