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AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING SPEAKING SKILLS (A Descriptive Qualitative Study at SMAN 09 Bengkulu)

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History Article	Abstract
Received: January, 19 2026 Revised: February, 23 2026 Accepted: March, 16 2026	This study is about students who have some problems speaking English. This study was carried out at SMAN 09 Bengkulu. The purpose of this study was to determine the factors that affect the effectiveness of students in learning English skills. The design of this study used a qualitative descriptive method. The subjects of this study were students of SMAN 09 Bengkulu, class XI. Research data were collected using observation and in-depth interviews. Observations were made by researchers with English subject teachers for eight meetings to observe students' English-speaking skills in class with four factors assessed: shyness, anxiety, confidence, and motivation with aspects of the assessment including very good, good, quite good, not good, and bad, while the interviews were conducted with 20 11th-grade students of SMAN 09 Bengkulu, the results showed that students experienced several problems that were influenced by psychological factors in speaking English, such as shyness, anxiety, lack of confidence, and lack of motivation. These issues are drawn from the factors that have the greatest influence on students, namely these four factors. This is because when one of these factors affects students, other factors appear so that the four factors are interrelated and affect the students' psychology. Most of the students admitted that they were afraid to speak because they could not pronounce it. Most of them are afraid of making mistakes, so they feel unable to try to speak English. English as a foreign language (EFL) for students is something new to learn and use in their environment, so it has many influences, such as psychological factors
Keyword Students EFL, Speaking English, and Factor Psychological.	

INTRODUCTION

Education is a conscious effort to complete the learning process and help students actively develop their potential, identities, moral foundations, and skills necessary for themselves, society, and the country. The success of a professional teacher is an attempt to stimulate teaching, provide direction for students, and support them as they learn. Education is a conscious effort to complete the learning process and help students actively develop their potential, identities, moral foundations, and skills necessary for themselves,

society, and the country. The success of a professional teacher is an attempt to stimulate teaching, provide direction for students, and support them as they learn. A teacher must also arm himself with a variety of other necessary information and abilities. During the instruction and learning process, a teacher must engage in direct interaction with the students. The kids the teacher must work with are unique individuals who differ from one another. Some educators claim that in terms of their ethnic, economic, religious, and intellectual origins, pupils come from a variety of backgrounds (Sharma, 2021).

In this situation, the instructor must be an expert in the field of psychology for the students' qualities to grow. This time, the psychology being looked at is a look at psychological factors that affect EFL students' English-speaking skills. (Christoper, 2018) Psychology is the branch of science that both, directly and indirectly, studies how people and other creatures behave. Psychology is an applied science that investigates human behavior and intellectual processes. Understanding behavior by paying attention to personal principles is a direct aim of learning, which includes attempting to study mental functions in individual or group behavior as well as learning about the physiological and neurological processes that occur in psychology.

The ability of students to learn languages is significantly impacted by psychological factors. Psychological considerations may contribute to EFL students' struggles with learning to speak English. Psychological factors like shyness, nervousness, lack of confidence, and motivation could have an impact on how well students perform in oral exams. Thornbury 2005 (Qureshi et al., 2020) Students experience anxiety when having to speak in front of the class, along with anxieties about making mistakes, a lack of confidence, motivation, and embarrassment. The opportunity for kids who don't often practice speaking and the direct corrections from the teacher when pupils speak are what lead to behavior that is too timid, apprehensive, and frightened to make mistakes. It is crucial to stress the importance of psychological elements in determining how successfully pupils learn languages, including self-esteem, anxiety, and motivation. According to several researchers, psychological issues have the biggest negative impact on pupils' speaking behaviors (Sakerebau, 2018).

Speaking is the main way that students learn languages since it helps them comprehend what the teacher is teaching them. Speaking is one of the talents that students have and need to develop to learn to speak English, according to (Abrar et al., 2018). One of the crucial abilities that students should master when learning English is learning the language. In society, it is believed that if a pupil is proficient in speaking, it indicates that they have made progress in their linguistic studies. Furthermore, it serves as a gauge of pupils' success in language acquisition. For pupils to learn and use, mastering English speaking abilities takes some effort. When communicating what we feel, think, and analyze about a particular aspect of life, speaking involves interpersonal skills. Even if they have studied English in school, many EFL students still struggle when communicating in the language.

METHOD

This research uses a descriptive-qualitative approach as the method that will be used and carried out in this study. This research will be conducted by analyzing psychological factors in speaking English and finding out the factors that affect the students' speaking skills. The results of the research will be explained in the form of a conclusion sentence. The research has been carried out at SMA Negeri 9, Bengkulu City, at Jl.WR Supratman Bentiring, Muara Bangka Hulu District, Bengkulu City. The subjects of this research are 11th-grade students, and this research will test 20 students. The number of subjects to be studied using a quota sampling technique The city sampling technique is a suitable method to use in this study because quota sampling is the number of samples that have been selected based on a quota that has been determined by the researchers themselves according to their needs with a sample of 20 students.

This research uses checklist observation and the in-depth interview question method as instruments to be delivered to students. It aims to obtain information about the psychological factors faced by students in learning English. The researcher conducted a series of observations and interviews on the problems faced by the subject in the study. This interview guide contains basic questions that will be asked during the interview. Researchers prepare to conduct interviews. The next preparatory stage is for

researchers to make a series of observations based on observations of the behavior of research subjects during interviews and observations in the school environment. Before the interview was conducted, the researcher asked the subject about his readiness to be interviewed. After the subject is willing to be interviewed, the researcher agrees with the subject regarding the time and place to conduct the interview. Collecting data for this study required the existence of data as the final result of the research. For concrete data collection, the researcher carried out several data collection techniques, including observation, interview, and documentation.

RESULT AND DISCUSSION

A. Research Result

1. The Results Form Student's Observation

Researchers observed students' capacity to speak English during eight meetings with an English subject teacher, assessing four factors: shyness, anxiety, self-confidence, and motivation. with evaluation criteria including, very good, good, not good, and bad.

The findings of observations in the research analysis of psychological elements effective in teaching speaking skills at the state senior high school in Bengkulu in 2009 are explained as follows:

The first observation took place in Social Sciences 1, SMA Negeri 9, Bengkulu City, on August 30, 2022. It was classified as "very good" based on the results of checklist observations of students in class regarding their motivation to learn. and attending class on time get a good category, and preparation and compliance with class rules also get a good category at the time of observation. In the second aspect, the students' self-confidence in learning in class is included in the "fairly good" category. For learning ability, daring to ask questions and express opinions in class also gets a good rating. The third aspect is anxiety, the feeling of anxiety felt by students when studying in class; the results of observations show that students look calm when appointed by the teacher, and students feel comfortable studying alone or in groups, both of which are included in the good and quite good category. The fourth aspect of shame is that the results of the checklist observations that have been carried out fall into the good and good enough categories because students can follow the teacher's instructions can understand and explain the material, and can speak English without hesitation or fear.

The second observation was on September 1, 2022, in grade 11 (IPA 3, SMAN 9, Bengkulu City). The results of the second observation are based on the aspects studied in the checklist observations that were carried out. There are several points in the first aspect of students, namely motivation. For example, when the learning process begins, almost all students have high motivation to come on time with very good assessments. When performing learning activities in class, students prepare themselves well and adhere to the rules that are included in the assessment. The next aspect is students' self-confidence, based on the results of observations made when the learning process began. Students dare to show their abilities and dare to ask questions and express opinions while studying in class, including in a fairly good assessment. This is due to the lack of application and use of English, which makes students less confident, while students' enthusiasm for learning is included in a good assessment.

On aspect of anxiety, it is included in the good category for actively participating in learning in class and feeling comfortable when studying alone or in groups when learning takes place. Students' anxiety is reduced in dealing with learning because they use learning methods carried out by playing games to make the class action, and almost all students show sportsmanship when appointed by the teacher to answer questions. On the aspect of feeling shy, it is included in the good category that there are only a few students who still feel ashamed of their abilities.

The third observation was on September 6, 2022, in class 11 Social Studies 1 State Senior High School 9 Bengkulu city. The results of this third observation are on the motivational aspect such as coming on time which is included in a very good assessment in terms of preparing and complying with class rules including in the good category even though each student has different motivations in speaking English. On the aspect of self-confidence, students' courage to show their abilities and always be enthusiastic when learning takes place is included in the good category, and students' confidence to ask questions and express

opinions are included in a fairly good assessment of each student. The aspect of anxiety in the classroom learning students feel comfortable both for themselves and in groups very well, activate students in class ninth very well, and the anxiety felt by students when appointed to answer questions students respond quite well. Regarding the aspect of shyness, the response given by students is good in participating in learning and student responses are quite good in overcoming shyness when understanding and re-explaining the learning material almost all students feel embarrassed when asked to speak in front of the class they are included in the category of not good in learning.

The fourth observation was on September 8, 2022, in grade 11 natural science 3. As for the results of the observations namely on the aspect of motivation, students' motivation in learning English to come and enter class is included in the good category, while in preparing and obeying class rules, it is included in a pretty good assessment. The aspect of student's confidence in learning to show their abilities and enthusiasm when learning takes place is included in a good assessment while the confidence to dare to ask questions and express opinions with a fairly good category. Aspects of anxiety in students to participate actively and feel comfortable in learning English are included in a good assessment while students' anxiety when appointed by the teacher to answer questions is included in a fairly good assessment of this aspect of anxiety, the checklist observation points obtained are the same as previous observations.

The last aspect of shame in students from the results of the fourth observation was obtained which in the previous observation the good category became quite good. This is because when the teacher explains the material or a new learning chapter some students feel afraid and embarrassed if suddenly asked to re-explain the material for fear of making mistakes.

The fifth observation was on September 13, 2022, this observation was carried out in class 11 Social Sciences 1, Senior High School number 9 Bengkulu city. The results of observations on aspects of student motivation are decreasing from very good to quite good. This is because every student has different motivations and enthusiasm for learning. Many of them just follow the learning as it should. Aspects of confidence such as daring to show abilities and always being enthusiastic in learning are included in a fairly good assessment while students' confidence to dare to ask questions and express opinions are included in a good assessment when learning begins and the teacher explains the learning material almost all students can re-explain learning material but not confident to try to speak in English. Then the aspect of student anxiety and comfort in learning alone and in groups are included in the good category while anxiety, when students are appointed by the teacher in student, responds quite well to the aspect of shame felt by students slightly reduced from previous observations from poor results to good when participating in learning and being able to understand and re-explain the material while students' shyness in speaking English is considered quite good.

The sixth observation was on September 15, 2022; this observation was carried out in grade 11 natural science 3 at State Senior High School 9 in Bengkulu city. The results of this observation are on the aspect of student motivation: students coming and entering class on time are considered good. In this observation, motivation for preparing and obeying the rules when studying is considered quite good. This is because all students have the motivation to learn but lack it in the use of language. The aspect of students' self-confidence in showing their abilities is considered good, while their confidence to ask questions and express opinions and their enthusiasm for learning are considered quite good. Finally, the shyness aspect of students participating in learning is considered good, and understanding and explaining the material is considered quite good, but when speaking English, there are many doubts and fears in students. This is considered not good at the time of observation.

The seventh observation on September 20, 2022, this observation was carried out in class 11 Social Sciences 1, State Senior High School 9 Bengkulu City. The results of this observation on the motivational aspect were assessed both at the arrival point and in preparing themselves while complying with class rules during learning it was considered quite good the aspect of self-confidence in showing ability and enthusiasm for learning was considered quite good, while confidence in asking questions and expressing opinions was category good. On the aspect of anxiety, active participation and anxiety when appointed by the teacher were considered quite good, while the comfort in learning alone or in groups felt by students was considered good because during the teaching and learning process it was carried out when the teacher

asked all students to collect assignments that had been previously given to them. Feel a little anxious for fear of giving the wrong answer. On the aspect of shyness in participating in student learning, it is considered good in this observation, while in understanding, explaining, and speaking skills, it is considered quite good.

The eighth observation was in grade 11 natural science, State Senior High School 9, Bengkulu City, on September 22, 2022. According to the findings of these observations, student motivation to come to class and study is very good, as is preparation and following the rules when studying, which are also considered quite good. Confidence in demonstrating abilities and students in learning is also considered good, as is confidence in asking questions and expressing opinions. Furthermore, the anxiety aspect of students participating in class learning is considered very good, while students' anxiety when appointed by the teacher and comfort in learning are considered good from the results of the assessment increasing from previous observations. Finally, the shyness aspect in following the lesson according to the teacher's instructions was considered good in this observation, while the students' ability to understand and speak English was considered quite good.

From the results of observations made in 11th grade at State Senior High School 9, Bengkulu, observations made in 11th-grade social science 1 and 11th-grade natural sciences 3 have different results in each observation. This depends on the learning material provided at that time and on the students' understanding when the teaching and learning process is carried out.

2. The Results Form Students Interview

The results of the interview in the research analysis of psychological factors effective in learning speaking skills at the state senior high school 09 in Bengkulu are explained as follows:

a) Shyness

From the results of in-depth interviews, shyness is one of the factors most frequently expressed by students as the cause of their not speaking English in class. Some of the students studied responded and admitted that they felt embarrassed because they were afraid of being laughed at when they mispronounced English words, so they did not dare to start speaking English before a friend started first because they were afraid to answer the teacher's questions correctly. They use English, and they admit that they feel ashamed if the English they use are not correct.

According to the findings of interviews, the first barrier to students speaking English is a shame. The main cause is when students try to speak English and make mistakes, and automatically other students will laugh at the student's mistakes. This situation physiologically harms students who are trying to show their abilities in front of the class, so this will make them afraid to try and learn again because this mistake is not a joke to be laughed at. After all, it is very simple but important, which is often forgotten by teachers as well as students.

From the experience of researchers during internships at schools during the teaching and learning process, most students who feel shy when speaking English in front of the class will reflexively cover their faces with books to reduce the volume of their voices and excessive body movements and smile a lot. This is done by students to reduce their shyness when speaking in front of the class.

b) Anxiety

Based on the results of the study, most of the students said that they felt anxious about speaking English and were nervous and afraid of what to say. The feeling of anxiety experienced by students is one of the factors that affect their effectiveness in learning English. From the results of interviews conducted by researchers, most of the students studied said that they felt anxious. This was answered by the students with answers that were almost the same as each other. The students felt nervous if they were asked to speak in front of them, so they were afraid of learning English because some students were anxious for fear of making mistakes when speaking English in front of their friends, and this made them depressed during the teaching and learning process.

From these interviews, all discussion of answers was almost the same for every student in this study who felt anxious when speaking English, because anxiety is one aspect that can affect students' speaking ability, and for that reason, students must study hard to find out or at least minimize this factor if

they want to improve their speaking skills. Because most of the problems faced by students are that when they come forward and have to speak in front of their classmates and teachers, they are so nervous that this makes them forget the words they wanted to talk about, even though they were prepared beforehand. This condition arises from the students themselves and occurs spontaneously in students as a result of excessive anxiety.

c) Lack of confidence

A lack of confidence is one of the factors inhibiting students from learning English. From the results of interviews that have been carried out, students admit that the aspect that makes them less confident when learning English is that they feel they cannot speak English properly, so they feel less confident and are not accustomed to using English, which is recognized by students because they are used to it. use the local language in their daily lives and feel insecure using English, which they consider a foreign language.

According to the findings of the interviews, the cause of students feeling less confident is not their ability to speak English, because the most important aspect of being able to speak English is confidence in students. Because when someone tries to speak, they must have a lot of confidence so that it can help them have the ability to speak English as well as possible.

When you're feeling confident No matter how often students practice using English, it will still help improve their abilities, but if they lack confidence, it can make them feel they can't speak the language well. They have no confidence that they can speak. can speak English clearly if they have high confidence. This lack of confidence can affect students' ability to communicate in English because they are accustomed to speaking in regional languages because English is a foreign language to them.

In this case, the researcher found that students who had low achievement in speaking English, especially in speaking skills, felt that this made them lazy to learn to speak more. Students who lacked confidence and doubted their abilities felt that they could not compare to their classmates. Students are not confident in this ability, which makes them not confident in trying to speak English.

d) Lack of motivation

In research conducted on 11th-grade students, observations and interviews with students stated that the cause of the lack of motivation to learn English is caused by the way the teacher teaches, and they feel bored because they do not understand the material taught in class. In addition, the lack of student motivation is also caused by a lack of support. In the school environment, there are no facilities or extracurriculars in the field of English. From the results of interviews conducted, most of the students studied responded and acknowledged the same thing, namely that they were not motivated because they felt unfocused and had difficulty understanding what the teacher was teaching, and some other students did not like learning English, especially when asked to speak English. The students felt that learning English is complicated, easy to understand, and difficult to use. According to the researcher, this is because English is a foreign language for students and is something new to learn in their daily lives.

One of the obstacles to learning to speak English is that their view of English is quite low. There is no student motivation to study harder, so students' interest in learning English needs to be increased based on the results of observations and interviews. All students who have studied abroad understand the importance of learning English. It has become one of the international languages nowadays. Then, from the results of observations and interviews with students, it can be concluded that some of the students studied do not like English lessons, and this can change depending on the teacher's material, strategy, learning methods, and learning time. For example, when they study English in the afternoon, students start to feel sleepy, lazy, and tired. Learning will be easy to understand if the teacher is good and the materials and learning methods are interesting. This also influences students' learning, so A is motivated to learn. This conclusion was drawn in a study of 11th-grade students, and this opinion can still change.

From the results of observations made from August 30, 2022, to September 22, 2022, as many as eight observations were made in class 11 natural science 3, four times, and class 11 general science 1, four times, with different results at each meeting. In every aspect of the observation checklist, the results were good or quite good, except in the aspect of feeling embarrassed to speak English to students with poor points during observations made in 11th-grade Social Sciences 1 on September 6, 2022, and in 11th-grade Natural Science 3 on September 15, 2022. From the interview results, this is because students'

understanding of speaking English is very poor based on the four factors described at the time the interview was conducted on 20 students, namely, 10 students in grade 11 Social Sciences 1 and 10 students in grade 11 Natural Sciences 3. The factors that were asked about were shyness, anxiety, lack of confidence, and lack of motivation. When students have shyness, the other three factors that have an equally important influence on the psychology of students to learn a foreign language will also influence the factors of anxiety, lack of confidence, and lack of motivation. When one of these factors affects the psychology of students in EFL learning, other factors will also affect it, so it requires better attention from both the students themselves and the subject teachers.

B. Discussion

The discussion in this section presents a discussion based on the findings of the researchers. The results of this study discuss the answers to the problem formulation, which aims to find out how psychology affects the learning of speaking skills in EFL learning. In-depth interview questions were used for data collection. Students speaking English are affected by physiological factors such as fear of shyness, anxiety, lack of confidence, and lack of motivation. These factors affect the effectiveness of students' speaking English.

1. Shyness

According to the findings of student interviews and observations, most students experience feelings of shame when attempting to speak in English; this shame can also be a barrier in teaching and learning activities. is also closely related to a lack of self-confidence. So, during the teaching and learning process, this psychological factor is also very important to pay more attention to because it can help students be more prepared and braver when trying something new, such as learning a foreign language. From the results of in-depth interviews, the researchers found that when students tried to speak in English and when they made mistakes spontaneously, other students would laugh at them. The situation, of course, had a physiologically negative impact on students who tried to show their speaking skills in front of the class.

(Pratiwi et al., 2020) argue that shyness can also be caused by the nature of someone who is very quiet. Some students are also worried when trying to speak and pronounce the wrong words and sentences in English, so they feel embarrassed and, in the end, do not want to try again. When the students were asked by the teacher to try to speak, they felt embarrassed and felt so intimidated that they were afraid to try to speak because most of the students thought they would make a mistake while speaking and chose not to say or speak anything. Because this is their perception of their abilities, it is recommended that educators pay more attention to students in class, support them, and encourage them not to be afraid to try new things because students are only afraid of being ridiculed by friends in class and teachers because of their low English skills.

2. Anxiety

The results of the research conducted showed that most of the students said that they felt anxious when asked to speak English because they were nervous and afraid of saying something wrong. According to the results of the interviews conducted, most of them feel nervous when trying to speak English, so they forget about what they want to say in front of the class.

During the process of observation and in-depth interviews with the students, they explained when they spoke in front of their classmates. And also, their teacher felt anxious and afraid even though they were prepared beforehand, but when it was time to speak, the anxiety would arise. This anxiety becomes one of the inhibiting factors in learning, not only in learning English but in all subjects. Students must study hard to find out about or at least minimize their anxiety because it is one of the factors that can affect the student's learning process, especially when learning to speak English.

3. Lack of confidence

The next factor discussed in this study is the lack of confidence felt by students in learning English. This was based on the results of observations and in-depth interviews conducted with students. The cause of students feeling less confident is their inability to speak English with other students. This is because of the position of English as a foreign language for them, and they cannot speak English. When students are

not confident in their abilities, other factors that affect them, such as shyness and anxiety, make them less enthusiastic about learning. Most students who lack self-confidence feel doubt about their abilities, especially when compared to other students. According to the results of the study, the lack of confidence of students greatly affects learning activities, so it has the potential to hinder students from trying to speak and learn English.

4. Lack of motivation

The findings revealed that most students felt less motivated to learn English due to a lack of motivation, so other psychological factors such as lack of confidence, shame, and anxiety emerged as significant influences on students' English learning. (Hailegeisa, 2022) argues that motivation is very important to pay more attention to so that students are enthusiastic about learning English, and it is very important for teachers to better understand that motivational factors have a major influence on students' abilities and achievements to determine student success.

Based on the results of the interviews, students' ability to improve will be influenced by whatever form of motivation they receive. Students realize that learning English is very important, but it does not make them more enthusiastic and motivated to learn it. Boring learning, too much material, and a lack of interaction between teachers and students reduce students' motivation to learn. Teachers must find strategies to keep students motivated in their learning. This also applies to every subject. Some students have low motivation to learn, but the researcher also found that some students have good motivation and English skills. This is proven by their involvement with the English learning process in their classrooms; they actively interact with the teacher and understand the learning material well.

In fact, (Shanti Manipuspika, 2018) explains that most EFL students are afraid to try to speak the foreign language they are learning. They store so many vocabulary words that they know, but if they master all the grammar but never practice speaking, it will be in vain. How can someone master a speaking skill not only in English but in all languages if they never practice just because they are afraid of making mistakes, for that the environment of students and schools that must continue to support the creativity of every student who wants to try new things, such as learning a foreign language because of a foreign language. This is important for the future of students.

From the results of interviews, several respondents told the researchers that most of them rarely practice speaking English because what they get in class is more theory or just learning material. Language should be practiced, not just theorized. In this case, based on the results of interviews, students who are afraid to speak will make mistakes, so they prefer not to say or speak anything. A student who lacks confidence will have difficulty conveying sentences, and what makes students not want to participate in shame is that they worry too much about making mistakes and being laughed at when they can't speak a foreign language properly.

Another problem is their habit of using their local language, which also affects the student's learning environment. When they get used to and practice using English, they will be fluent in it, but sometimes students use regional languages, and many teachers are also dominant in using regional languages in the learning process. Students who are accustomed to using the local language both in class and outside the classroom when they explain something in front of their friends use everyday language because it will be easier for those who are used to hearing it. If they use English when explaining something, it might affect their English skills.

Based on the results of observations of the dominant students in the class, they were able to speak during the teaching and learning process, which was very active and enthusiastic, while most of them were passive and did not say anything during the learning process. These passive students only paid attention and did the exercises given by the teacher without any reciprocation or trying to speak in English. Students do not get the opportunity to speak in English, so they are afraid and not confident because the class process is dominated by minority students. Some problems and factors such as shyness, anxiety, lack of confidence, and motivation. The most dominant factors are a lack of self-confidence and a lack of motivation. When these two factors affect students, the factors of shame and anxiety will appear. Most of the students explained that they were afraid to speak because they could not pronounce the words in English, and some of them were afraid of making mistakes in pronunciation.

The oral performance of EFL students can be affected by several factors, which may be internal or external. Many studies have studied this issue, but their findings vary depending on the study participants, the research context, and the time when the research was conducted. The findings of this study indicate that there is a direct relationship between students' oral performance and psychological factors. Several main psychological factors affect students' oral performance. These factors are lack of motivation, lack of self-confidence, anxiety, and shame. These factors affect not only the people who are presenting or the speakers in the class but also the people who sit as spectators and listeners. The results of the study revealed that psychological factors were related to the inner state of students, especially when speaking in foreign languages, and the most common reasons that hindered oral performance were lack of self-confidence, lack of motivation, anxiety, and shyness in students. Students are very interested in learning a new language, but this psychological factor creates obstacles in their learning process. In another study conducted (Abda, 2017), the findings show that many students agree that they cannot practice English mostly because of the influence of these psychological factors.

How can someone master speaking skills, not just understand English, most of the students understand grammar, etc., but if they never practice it will be in vain, and the students will not be able to speak English at all, several respondents told the researchers that most of them rarely practice speaking English. The EFL is afraid to try to speak in the foreign language they are learning if they never practice it out of fear. Even if they master all of their vocabularies, they retain a large number in their heads. And after getting the information, the researcher tried to make observations using fathoms. Some people stated that language is a practice; that statement was agreed upon by the researcher as well as some respondents. But in reality, most of the students just stay silent for fear of making mistakes when trying to practice their English-speaking skills.

Another problem is the dominant mother tongue. Students learning environments are also influenced by their mother tongue; if they use English at home automatically, they will be able to speak it fluently. From the observation, it can be seen that the teacher is also dominant in using Indonesian in the learning process. The problem itself is not only from the students, but during the observation, the researcher found that both teachers and students did the same thing. If this is done repeatedly, students will lose their ability to communicate in English. This happens because if they explain everything in front of their friends using everyday language, it will be easier for those who have heard it. It will be different if they use English when explaining something so that it makes them shy, feel anxious, not confident, and not motivated to speak a foreign language. It would greatly affect their speaking ability.

CONCLUSION

The ability to speak English fluently among the students of State Senior High School 09 Bengkulu, specifically for grade 11, is still relatively low and needs to be improved. Some of them cannot speak English clearly, which is caused by several psychological factors such as shyness, anxiety, lack of confidence, and lack of motivation. This can affect their ability to produce words, phrases, and sentences in English, but some students have good English skills, especially in speaking, and some other students fall into the category of being fairly good at learning English.

According to the study's findings, psychological factors such as shyness, anxiety, lack of confidence, and lack of motivation have an impact. When students have shyness, the other three factors that have an equally important influence on the psychology of students to learn a foreign language will also influence the factors of anxiety, lack of confidence, and lack of motivation. When one of these factors affects the psychology of students in EFL learning, other factors will also affect it, so it requires better attention from both the students themselves and the subject teachers. The students stated that speaking English was difficult because the way of writing and pronouncing the words was very different, making them feel foreign when using the language. This is also because students are accustomed to using regional languages in their daily lives.

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