Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils

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Abstract
Speaking is considered as one of the most important skill in learning a language especially English but many language learners find it difficult and need much effort to produce acceptable utterances in English. The aim of this study is to investigate Psychological factors that become obstacles to spoken English among Malaysian primary school pupils, and suggest possible solutions from the student's perspectives to overcome the obstacles. For conducting current research, a questionnaire was used to collect data and identify the factors that affect students speaking performance, and find out possible solution from the students' perspectives. After the data analysed, it was noticed that majority of students were the victims of the common physiological factors such as fear in the class, shyness and anxiety. Most pupils did not have confident to speak because they felt fear to speak in English. While some other were felling shy and anxious when speaking in the class. Thus, pupils suggested solutions like interesting activities, encouraging learning atmosphere, a good rapport between teacher and students to help them to overcome these psychological factors that hinder them to speak in English.

Keywords: Speaking English, Physiological Factors, Primary School Pupils.

1. Introduction

Speaking is an interactive process of constructing language that involves producing, receiving and processing information (Brown, 1994). Speaking is the second productive skill among four language skills (Ahmed & Raba, 2017). Richard (2008) states that most language learners evaluate their success and the usefulness of English course on the basis of how much they have improved in speaking proficiency. Thus, teachers need to pay special attention to the students' speaking ability. In addition, learning to speak is considered the greatest challenge for all language learners (Pinter, 2006). Similarly, Richard (2008) claims that one of the productive skills in teaching English is to assist students to communicate and use English focusing on speaking activities. Also, Brown (2001) says that providing more opportunities to the students to express themselves through giving speaking activities enable students to speak English fluently.

Sometimes within the opportunities to speak learners fail to communicate well. the reasons found in literature among Malaysians students is the influence of the first language, lack of vocabulary knowledge and the socio-economic status of the family affect English language learning (Misbah et al., 2017). In contrast, Brown, 2001; Elhadi, 2015; Gebhard, 2000; Schwarz, 2005) argued that psychological factors such as anxiety, shyness, lack of confidence, and motivation are the main causes of high school and tertiary level students' reluctance to speak in English. Though, numerous researches (Mas, 2009; Sanchita, 2017; Zua, 2008; Affat, 2008; Juhana, 2012; Pesce, 2011; Erny 2014). have been conducted in different countries both on university and high school levels, in addition a few (Rusli et al., 2018; Azizi.Yahaya et al. 2011; Misbah et al., 2017) of them have been carried out on high schools and university in Malaysia to identify the factors that affect the speaking performance and predict some solutions to overcome these factors. Consequently; motivation, friendly and cooperative environment, authentic activities and materials, emotional rapport, and developing student's self-confidence are the best antidotes to overcome the obstacles. As indicated the demographics position of the researches specifically, in Malaysian high schools to found out psychological factors that affect speaking performance. But none of the researchers have focused on the primary school level students.

This research paper aims to identify the psychological factors that affect speaking performance among Malaysian primary school pupils and analyze their perception on how to overcome the psychological factors that affect speaking performance. Looking at the age of the pupils the study was carried out through a questionnaire which was developed by the researchers. The participants of the study were 60 pupils from three primary schools. Thus, this research paper tries to answer the following questions.

- What are the psychological factors that affect speaking performance among Malaysian primary school students?
- How to identify the possible solutions to improve speaking performance among primary school pupils?

2. Literature Review

2.1 Psychological Factors

According to Elhadi (2015), some psychological factors affect students when practicing their speaking and they are interrelated to each other. Multiple researches had been done to establish the role of psychological factors in the success and failure of learners speaking English. Brown (2001) has stated that there are several psychological factors such as shyness and anxiety are considered as the main root cause of students' antipathetic to speak. This is also in same ballpark with Gebhard (2000) who clearly defined that the students' complication in speaking is occurred mainly by their shyness or anxiety; all of these effects stipulated that the teachers play major role to guide and assist the students to reduce those feelings and encourage their learning to speak in English. Furthermore, Schwarz (2015) says that psychological factors such as fear of mistakes, anxiety, shyness, lack of confidence, and lack of motivation are the factors that have been hindrance to students' speaking skill. The exchange of the view above clearly proves that psychology plays a vital role in placing the students' speaking skill in a difficult state. As mentioned by Schwarz (2015) on the premier five psychological factors that leads to speaking difficulties are also supported by Burns & Joyce in Nunan (1999) which strongly proves that psychological factors are one of the major factors make the students reluctant in speaking English.

As discussed by various researchers as stated above, the foremost psychological factors will be presented such as anxiety, shyness, lack of self-confidence and lack of motivation. These are the main causes why psychological factors have great effect on speaking English as a target language.

2.1.1 Anxiety

Many researchers have found that second language learners have obstructions and complications in speaking English language. Khadija (2016) has stated that learners did not like to take risk in speaking English due to the feeling of anxious. According to Diao and Shamela (2013), the learners fear being negatively evaluated and were

apprehensive about public speaking classroom and teacher evaluation. Based on the research done by Ariyanthi (2016) has found out that the students were able to involve themselves and exchange ideas, views and their knowledge with their classmates, but the obstacle that she has encountered in her schools is that they are worried and reluctant to take risk because they are scared by students laugh and teachers' judgment. Moreover, in case of the learners who speak the second language cannot be understood or not acceptable then there are high possibilities of be embarrassed and accepting ignorance from others. Heron (2005), has stated in his research that anxiety act as a part of negative influential affective factors which intercept the learners to master their speaking skill; it triggers the feel of nervous and afraid which might responsible to deficient oral performance.

2.1.2 Shyness
Elia and Irianti (2015) have clearly define the internal meaning of shyness by saying that it is an emotional thing which often become apparent to the feeling of agitation, uneasiness, or awkwardness experienced when a person doing something, engage in conversation, or been approached by other people, especially in new situations or with unfamiliar or unknown people. The above statement clearly stipulates that shyness is also counted as an obstacle to students in speaking English language. In line with this, the above statement was also given further explanation by Baldwin and Caroline, (2011) that the feel of obsessive fear or detestation that encountered by the students when speaking in public or speaking in front of people and feeling of shyness makes their mind go blank or that they will forget what to say. There are also some discussions on the nature of the students like being too passive and quiet that leads to their shyness to speak in English as stated by Bowen (2005). Their feeling of shyness directly blocks and hinders the students' ability to speak in English.

2.1.3 Lack of Confidence
Lack of confidence occurred among the students is when they are aware that their conversation partners failed to perceive the intended meaning of their message or when they wrongly interpret the message delivered by other speakers. In this situation, the students' lack of confidence to communicate can be seen undoubtedly when they prefer to keep themselves passive or silent while others do talking. Chen (2010) said that the main reason of students' lack of confidence is their incapacity in speaking English. In this case, they also stated that the students think their English speaking skill is poor and they are not capable to speaking in English very well and fluently. On the other hand, Brown (2001) has explained further by saying that the lack of encouragement from the teacher is also one of the main reasons for the students' lack of confidence. From this point of view, we could clearly say that the teacher didn't give enough priority to convince students and make them believe that they are able to speak English well. This situation makes the students to lose hope in their ability and also indirectly demotivated to speak in English. This indicates that support and encouragement plays a major role to boost and enhance the students' confidence.

2.1.4 Lack of Motivation
Motivation is a fundamental element in students' learning to achieve the success point. Nunan (1999) have stated that motivation can easily influence the students' reluctance to speak in English. In this sense, motivation is scrutinized as an essential factor that leads to a successful communication. Many studies have proved that the students with high and strong motivation to succeed able to persevere in learning and achieved good and better results when compared to those who have lack of motivation of success. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning can hinder the students to speak English in the classroom. Situation like this occurred due to the absence of motivation and support from the teacher towards the communication in English. In his further discussion, teachers with passion, creativity and interest in their students are also fundamental elements for motivating students apart from motivating students to learn well and actively communicate in English.

2.2 Solution to Overcome the Psychological Factor
In terms of solution, numerous researches (Mas, 2016; Sanchita, 2017; Zua, 2008; Affat, 2008; Pesce, 2011) conducted to overcome the psychological factors that affect the speaking performance of primary school students.

2.2.1 Emotional Rapport
Zua (2008), proposed that an emotional rapport should be built between students and teachers. By doing this, a comfortable zone will have between a teacher and students. The comfortable environment will help the pupils to believe on the teacher and pupils will not feel fear to speak in English. Moreover, a teacher should create an encouraging learning atmosphere where teacher indirectly develop pupil's concentration when learning English. For an example, by creating encouraging learning atmosphere pupils will able to speak without any hesitation because

they will get support from a teacher to speak well in English and they tend to focus more on their speaking activity. The same solution can be used to motivate the pupils to speak. This notion is further supported by Affat (2008), constant encouragement and support by way of ask questions will encourage the pupils' motivation to overcome their speaking difficulties. The example given by Sanchita (2017), a teacher must give equal attention to all the pupils in the classroom and encourage everyone to participate in classroom discussion and activities due to enrich the pupils' enthusiasm to speak. The encouraging atmosphere provides the pupils the feel of secure and helps them in the speaking of English. Nadeem and Arsyad (2010) also agreed that to reduce shyness problem during speaking encouragement, motivation and counselling can be given. That encouragement will help pupils to overcome their shyness due to laughing of their classmates during their speaking activity. The exact solution given by Mas (2016), pupils need stable encouragement and sufficient chances to establish their speaking skills. Therefore, creating an encouraging surrounding is very important in order to help the pupils to overcome their psychological factors that affect in their speaking.

2.2.2 Friendly and Cooperative Environment

Lai and Seyedeh (2017) states that a friendly and cooperative environment will help pupils to defeat their problems in oral performance. The same recommendation given by Pesce (2011), to lessen the pupil's shyness it is crucial to create a friendly and open classroom. By having this friendly environment, the shy pupils feel acceptable when they make any wrong during their speaking activity. The shy students will not concern of their flaws in terms of pronunciation and grammars rather they will feel motivate to speak. This has been supported by Chinmoy (2007) that shy pupils do not consider shyness as a problem when they have friendly atmosphere. Hence, it is essential to form a friendly environment, to hinder pupils' psychological problem in speaking.

2.2.3 Self-Confidence

Liu and Huang (2010) suggested that to overcome psychological factor like lack of motivation, teacher need to boost pupils' self-confidence. Lai and Seyedeh (2017), also agreed that teachers should develop their pupil's self-confidence. They give an example where teacher can praise their pupils' during or after the speaking activity. By praising them, students will feel motivated and confident to speak more in next classes. Mas (2016) supported that to motivate pupils to speak; a teacher should provide motivational feedback. Motivational feedback stimulates pupil's self-confidence to a greater level. The feedback helps the pupils to get motivated and to speak in English. Dawood (2015) explained that self-confidence general require accomplishing self-esteem, persistence and patient are some important solutions that are vital in increase students' motivation to speak. Thus, many researchers conclude that self-confidence is significant in enhancing pupil's motivation to speak.

2.2.4 Authentic Activities and Materials to Motivate Learners

Teacher can motivate the pupils by using the authentic activities and materials which will prompt the motivation for the low proficiency of pupils to speak in the classroom (Rusreena, Melor & Harwati, 2018). Lin and Huang stated that, teacher can do activities that can stimulate pupils understanding of the prominence of English and enriching learners' concern in English. Sakiroglu and Dikilitas (2012) further supported that, pupils who strongly motivated will like to learn the language and make an effort to learn the language. Moreover, they claimed that the learning must be enjoyable, provoking and enthusing. Pupils will feel motivated by participating in various learning activities. Hence, variety of activities and materials in the classroom help the teacher to motivate the pupils to perform well in their oral performance.

3. Research Methodology

The quantitative research method was used in the study to investigate the phycological factors that affect speaking performance of pupils. In the current study, a survey research design is used to collect data. For achieving the objectives of the study, a total of sixty Pupils in upper primary level in Johor Bahru city were chosen randomly. where they are varied by age and grader, they are from primary four, five and six students, in the age group of ten to twelve.

3.1 Data Collection and Instrument

Data collection method in this quantitative study was done with the assistance of an instrument, which was abstracted and restructured for the level of the students, the upper primary level. The questionnaire filled with twelve questions that categorized as guided questions, Likert questions and dichotomous questions.   The questionnaire is restructured as, to have more ideas on the psychological factors that factors that affect speaking performance of the upper primary students.

3.2 Data Analysis
The required data for study was collected from the participants through questionnaire. The collected data was analyzed question by question, to measure the most chosen factors. The results of the gathered data are presented in diagrams and charts in the findings, through the findings, on the identified factors, suggestions were given to improve the psychological factors based on the students' perception. The limitations were seen later with the recommendation to overcome the limitation in the future.

4. Analysis of the Result
The small-scale research was conducted with the purpose the psychological factors that influence the primary school pupils' speaking performance and solutions to overcome the psychological factors that affect their speaking skill.
In this section, we will elicit on student's point of view because their opinions are mandatory to answer the research questions and the students' questionnaire played major role in this part.

4.1 Students' Questionnaire
A questionnaire consisted of structured questions was designed and distributed to 60 upper primary school pupils in order to acquire and examine the psychological factors that hinder their English speaking skill and also to extract the appropriate solution that suggested by the pupils to overcome the problem. We will further describe and elaborate more on the main psychological factors that affect their English speaking skill and also applicable solutions based on the pupils' responses in the questionnaire given.

The questionnaires were mainly given to 5th standard pupils with mix ability which consists of 60 pupils from two different classes. This questionnaire contained 12 questions which are arranged in sequence and in smoothly-moving. It comprises variety of questions which are based predominantly on closed questions and open questions which were given to allow the pupils to have the freedom to choose and to answer in their own words. The closed questions are given choices to the pupils to choose "yes" or "no" and the pupils needed to select and tick the suitable answers from the choices given and also provide their opinion and justification for certain open questions.

4.2 Findings and Discussion
This section composed of the summarized data that gathered throughout the research procedure. The analysis is based on the pupils' questionnaire which is quantitative data.

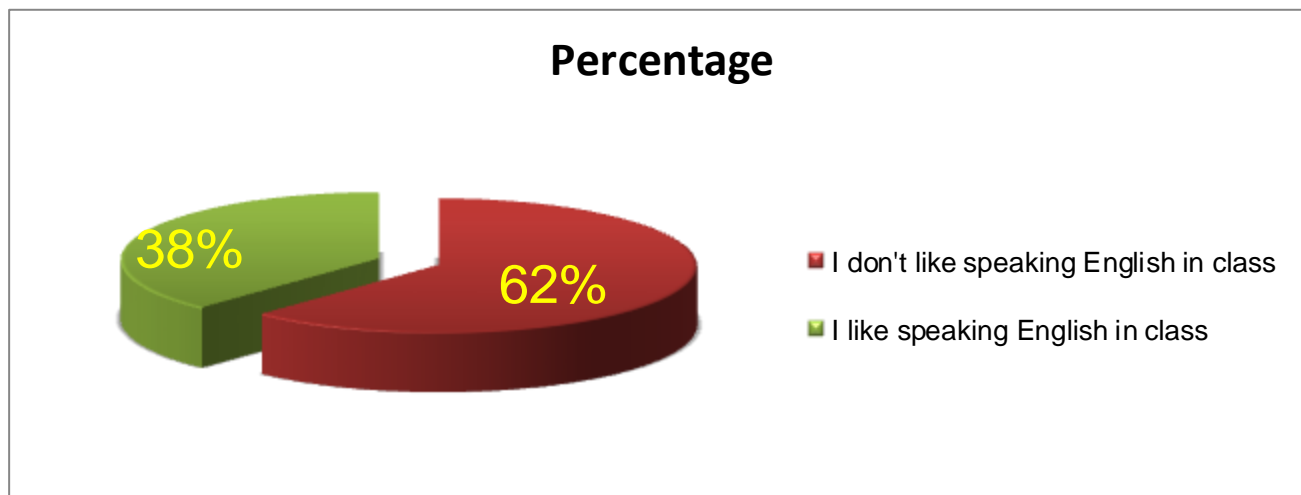### 4.2.1 Analysis of the Result

Figure 1: Pupils' interest in speaking English in class

It can be seen clearly from the figure 1 above, that very less quantity of pupils prefers to speak English in class. Overall 62% of pupils asserted that speaking English in class is less favourable and not interested. The higher proportion of dislike indicates that English language is not their favourable language to speak and less importance was given to practice the language in their daily communication in class. On the other hand, (38%) of the other

respondents' stated that they have the desire to speak in English in class due to their capability and confidence to communicate in English language.

For the second question, regarding the consistency of speaking English in school was mostly responded as once in a wile which represents 53% of participants while 28% of pupils stated (not at all) indicate they never speak English in school. The above results revealing that higher portion of the pupils use their native language to communicate with teachers and also to their classmates even during the English lesson. This divulged that the pupils have less opportunity to speak English in classes or lack of speaking activity classes that contribute to less practice of English language. The absence of target language environment in the classroom brings to the lack of participation in real life circumstances. Apart from that, most of the pupils found it difficult to speak in English because they have negative perception on speaking English language like shyness, less confident to use the language, feel of anxiety and fear of making mistakes. This points out that, the pupils who never use English to speak in the school is due to the lack of practice, their laziness to take initiative to use the language and they do not aspire to reach their goal in speaking English language. Besides, 19% of other respondents speak English almost every day in the school indicates that there are some portion of pupils who are confident to use the language and they have practice the language inside and outside the classroom actively.
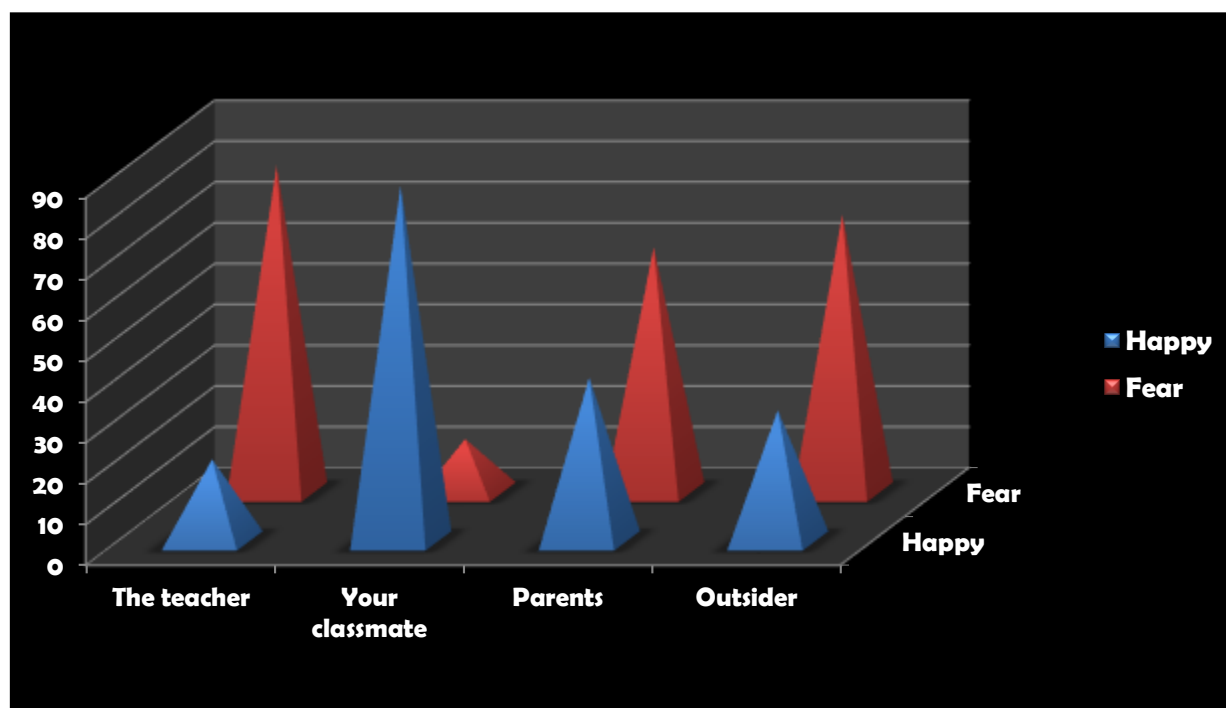

Figure 2: Feelings of the pupils when speaking with the following people in English.

This part is devoted to identify the pupils' feelings of fear and happy with teacher, classmates, parents and outsiders when speaking in English. The results show the greatest part of the pupils denoted that they have the fear of speaking in English with the teacher while only 20% of the pupils feel happy. This elicit the higher portion of the pupils worried over the teachers' dismissive evaluation towards their speaking ability and it influenced them negatively by fostering the feel of fear, restless and makes the pupils to feel less confidence in their ability to speak English. When it came to the classmates, results seemed to switch towards the positive end of the scale. The majority of the pupils (87%) clarify that speaking English with their classmates trigger the feeling of happiness and they feel free to use English language without any feel of fear or anxious. However, 68% of the pupils feel fear to express themselves in English with their parents while 60% feel fear to speak in English with outsiders. Overall, the results showed that higher portion of the pupils feel happy to speak English with their friends compared to their parents, teachers and outsiders. This reveals that, most of the pupils do not seem to be nervous, anxious or fear when speaking English with their friends instead feel confident, more comfortable, and highly motivated due to the absence of the feel of making mistakes, fear and negative judgments.
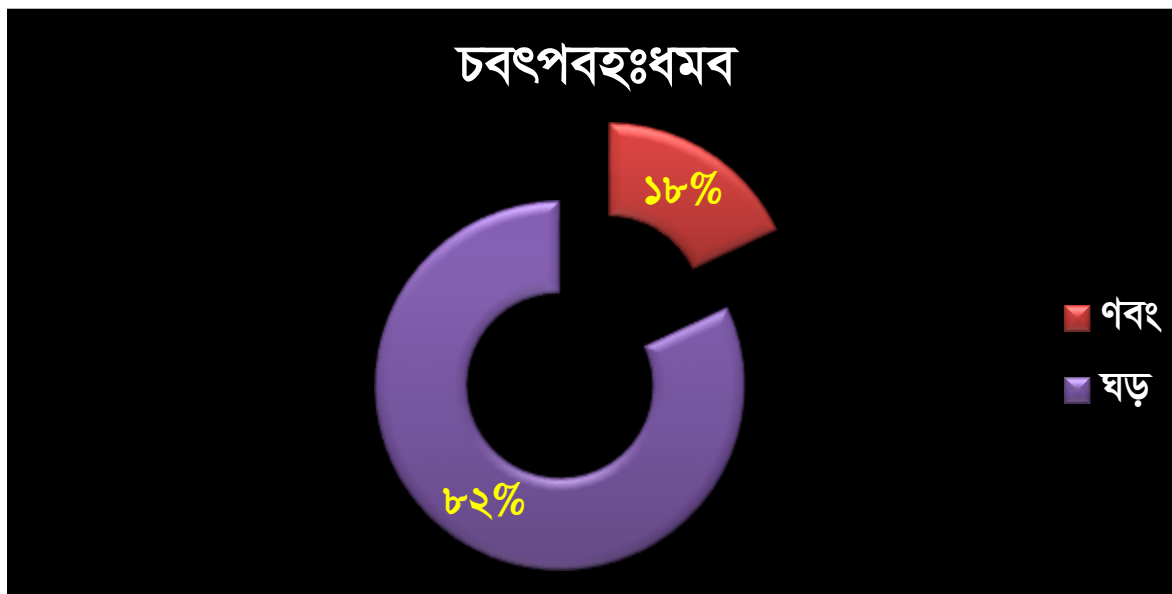
Figure 3: Confident level of the pupils when speaking in English

The fourth question in the questionnaire is focused on the confident level of the pupils when speaking in English. The largest part of the population 82% said that they do not have enough self-confidence when speaking in English. Majority of the pupils assumed that their speaking skill needs improvement. Even after many years of studying English language in school yet they still feel apprehensive when communicating in English due to many factors. Lack of practice, did not participate in discussions during speaking lessons, scared to voice their opinions in their classes, fear of making mistakes, lack of vocabulary, scared they would make some noticeable grammatical errors, lack of knowledge about a topic and fear of peers laughing at them could be suggested factors that affect their self-confidence when speaking in English.

In question 5, when asked about the importance of speaking in English, 100% of the pupils stated that they completely agree with the statement. This indicates that the pupils aware of the importance of speaking in English for various reasons. Pupils have the conscious knowledge on the necessity of speaking in English because it is the only way learners can express their ability through, share their ideas with people around and act as a communication tool which is the fundamental element in their life. Joanna and Heather (2006) has scrutinized that speaking English assist the pupils to deliver their information or to receive message in any field of study. However, the pupils are still do not participate in speaking activities, being very passive and keep silent all the time without giving any responses or show voluntary actions to speak out or communicate in English due to various reasons which hinder their speaking ability.
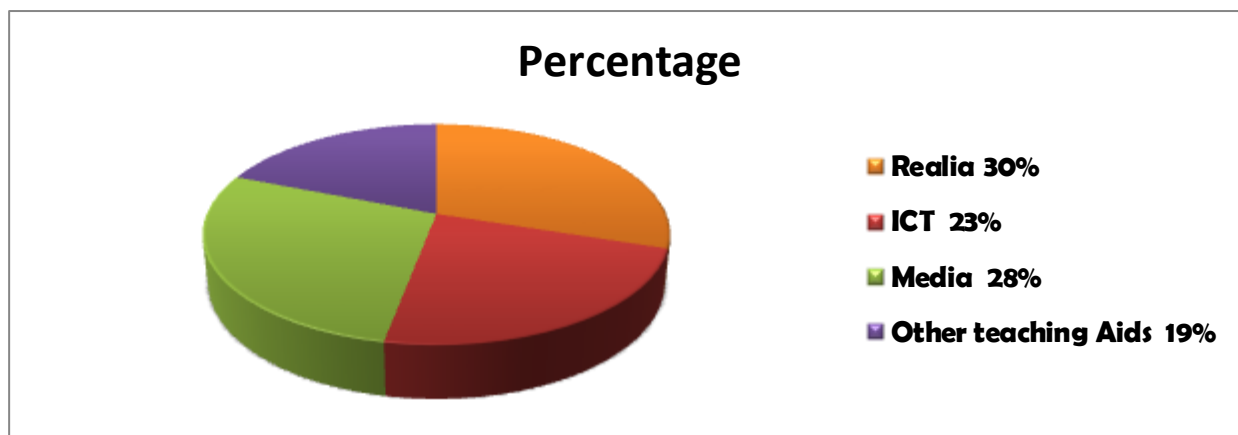

Figure 4: Pupils' feelings towards various situations during English lesson

The sixth research question is about the pupils' feelings towards various situations during English lesson in the classroom. The pupils were asked to choose among the four different feelings that they encountered from the list of feelings given in the questionnaire. According to the results of this questionnaire, as presented in figure 4, the pupils felt more confident (82%) when the teacher asks them to have a small group discussion and (63%) asks them to speak with the partner. By contrast, the pupils feel more worried (40%), shy (32%) and afraid (18%) when the teacher asks them questions in front of the class. Whilst, 47% of pupils also felt worried and shy (25%) when they have a question to ask in the class. Thus, pupils' desire to have a discussion in a small group and to speak with a partner seems to encourage and provoke them to speak and exhibit their capabilities and competencies.

On the other hand, some psychological factors like worry, shy and afraid directly and indirectly deterred the pupils' capability to speak in English. This could be the feel of making mistakes in front of their teacher and classmates, shyness, nervousness, lack of self-confident and worry of being laughed by others. Tanveer (2007) scrutinized the above factor in his case study by stating that the pupils speaking ability, language learning and performances are might get affected by their feeling of stress, anxiety or nervousness.

In question 7, 63% of the pupils agreed that the teachers should wait until the end of their speech to correct their speaking mistakes. This seems clear because most the people dislike or demotivated when the teacher interrupts them every time when they make mistakes (3%) or ask them to stop half way through their speech to give them corrections (5%). This point out that pupils prefer when the teacher encourages their attempt to speak in English and they feel unrestrained when the teacher didn't evaluate them while they are speaking. At the same time, pupils agreed the act of the teacher when they give written feedback (29%) after they completed their speech in English language during the lesson.

Results from question 8 revealed that when doing speaking activities, 48% of the pupils prefer to do speaking activities with a small group of three or four classmates while very least proportion 3% of the pupils wish to do on their own. That is, pupils are more willing to speak out and communicate in situation where there are more people to support them which indirectly boost their self-confident and reduce the feel of anxious and shyness. Besides, most pupils tend to do speaking activities with a partner (23%) and also with a large group of about 10 classmates (19%). The result shows that the psychological factors like anxiety, shyness, fear of making mistakes and lack of self-confidence were least affected the pupils during English speaking activities when they are in group and with a partner. Thus, the findings from the research done by Park & Lee (2005) reinforced that higher proportion of the pupils' anxiety level was negatively affected their oral performances. This indicates that the pupils' psychological factors hinder their speaking abilities during individual oral performance when there are absences of encouragement, motivation and support.
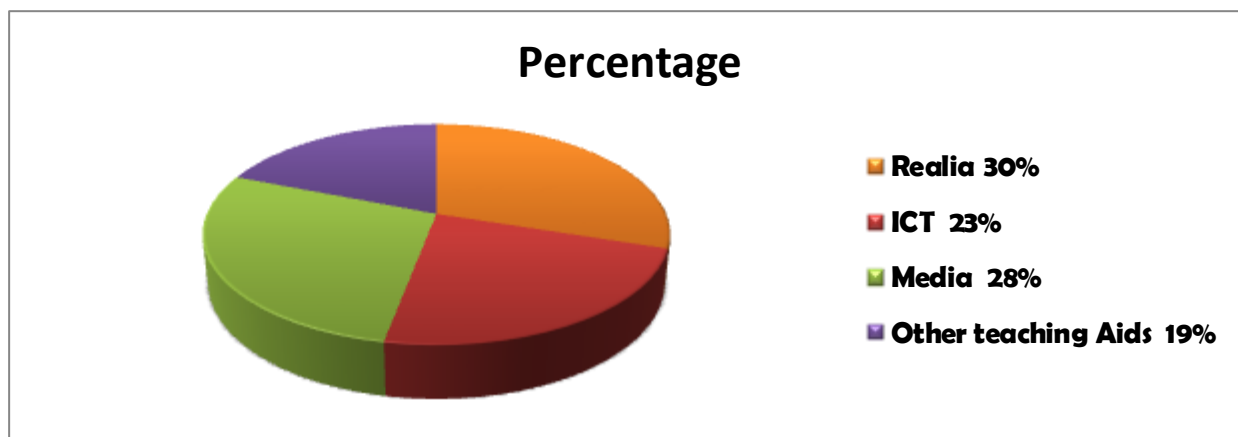

Figure 5: Resources for speaking activities

The pie chart above illustrates the pupils' choice of resources need to be used by the teacher to makes them feel free to speak in English. 30% of pupils stated that the use of realia (real objects) during speaking activity will help them to overcome their psychological barriers and support them to speak in English. Besides, the use of ICT (23%) likes power point slides, audio, video and Media (28%) such as YouTube and television also encourage as well as raise their motivation to speak in English. This indicated that, the teacher should make use of the resources

suggested above in order to foster the pupils' capability to speak and to make them feel free during speaking activities which will break the psychological factors that hinder their speaking ability.
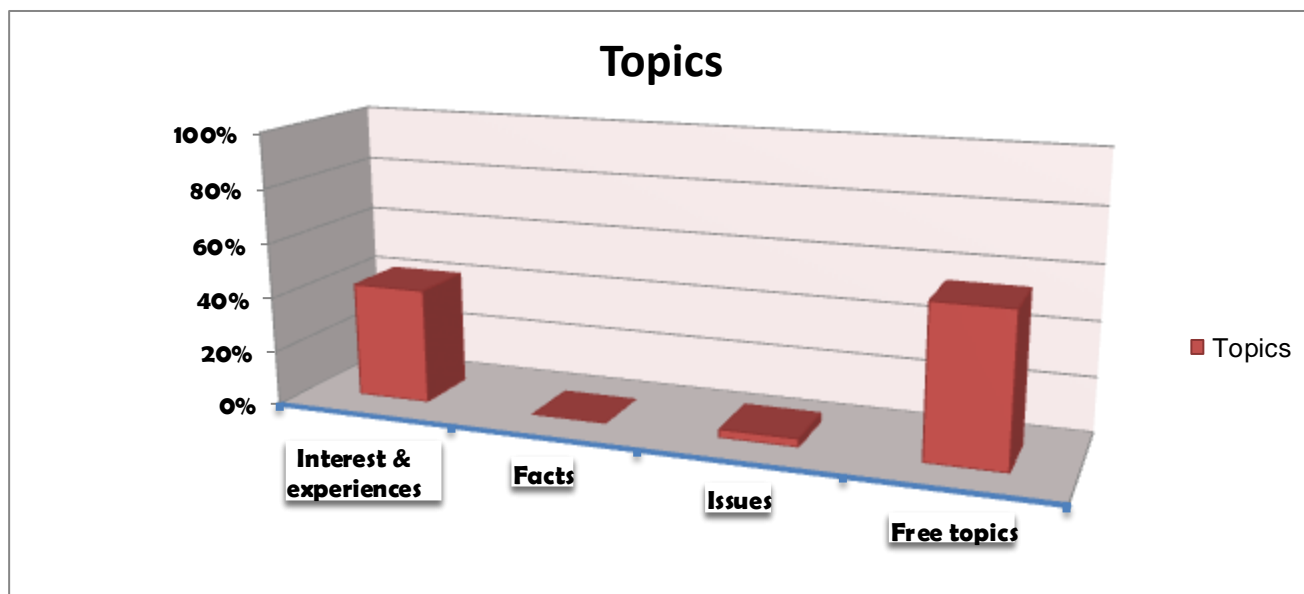

Figure 6: The preferred topics to talk during speaking activities

When asked about the topics that they prefer to talk freely during speaking activities in class, majority of the pupils agreed to speak on free topics (55%) and topic related interest and experiences (42%). The results above revealed that, psychological factors are absence when the pupils speak based on their previous knowledge, experiences and familiar topics. More attention should be given to this point because it is considered as highly impactful to boost pupils' motivation to overcome their psychological factors and it is the most fundamental element that influences their desire to speak. Teacher should take responsibility to lessen pupils' pressure and anxiety through the selection of the topics for speaking activities. Around 0% pupils feel the facts related topics and topics based on issues (3%) will negatively influence their speaking ability and they might not be able to speak about facts. This clearly shows that; the teacher should be aware of the selection of topics to be given to their pupils during speaking activities. Riasati (2012), explicates that one's lack of knowledge, desire, and preparation to a particular topic will highly effect one's perceived competence which will make the pupils to feel empty and feel like they have nothing to share or give hence prefers to remain silent. This shows, proper motivation and appropriate teaching method as well as suitable selection of topic will help the pupils to overcome the psychological barriers that hinder their speaking ability as well as arouses their interest to learn and foster them to involve more in the class activities and oral practices.
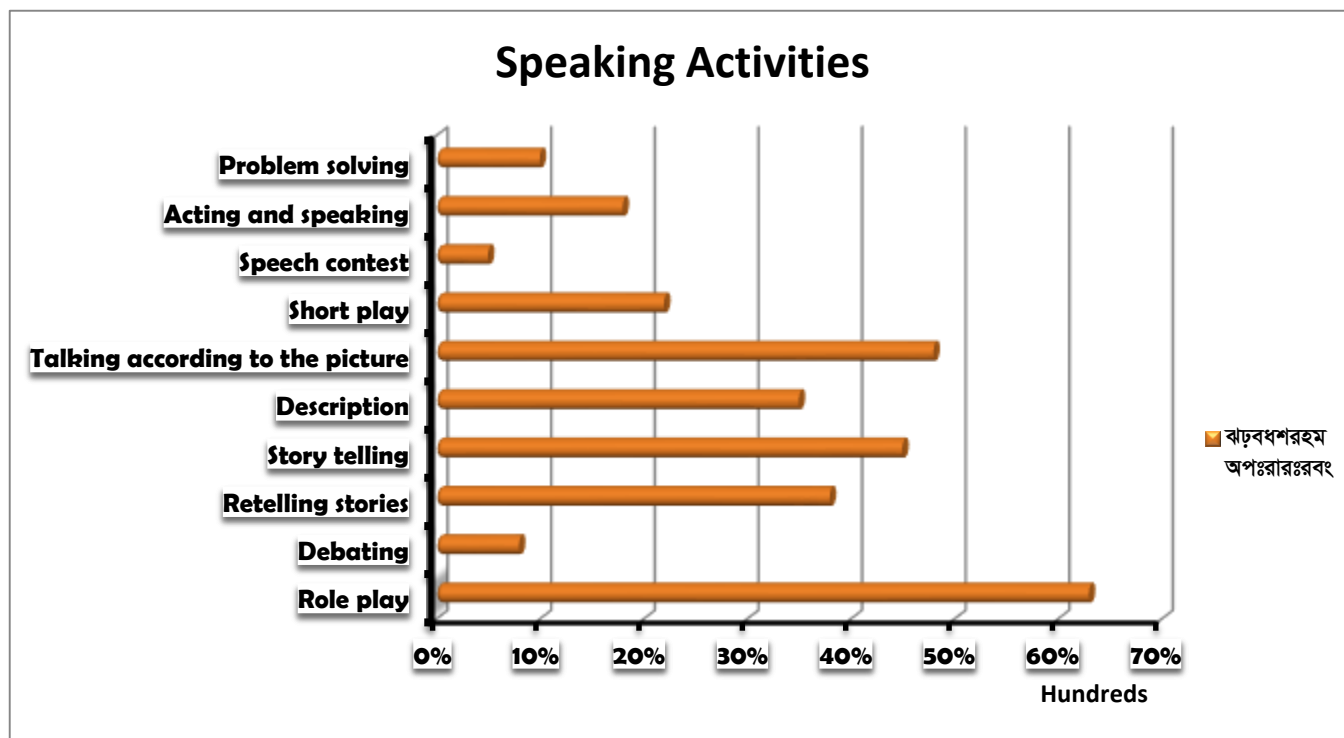
Speaking Activities

Figure 7: Favorite types of English speaking activities

This graph shows the favorite types of speaking activities that can be carry out during the speaking lesson to reduce the psychological factors that hinder their oral performance as well as to enhance the pupils' ability to speak in English. As showed above, it seems clear that higher proportion of pupils prefer role play (68%) for speaking activity and this revealed that they feel more confident and motivated when they do acting as well as imitating the role of a character that they knew and familiar. Besides, talking according to the picture (48%) is also stated as most favorable speaking activity since the pupils can refer to the picture as a guidance to use proper vocabularies and examples. Story telling activity (45%) is also considered as an interesting speaking activity that helps the pupils to use their prior knowledge to talk about a specific story that they heard or watched earlier. This activity also provides them extra space to use their own imagination as well as motivate them to come out with some vocabularies to talk and share something. Teacher should implement the speaking activities that make the pupils to show better participation and also activities that can stimulate them to engage in the discussions which will provide better learning environment. Teacher plays a fundamental role to overcome the fear of making mistakes, lack of self-confidence, anxiety and shyness that obstruct the pupils' speaking ability and sparkle the pupils to engage actively in speaking activity.

The last question is aimed to discover the ways to motivate pupils to participate in English speaking activities in class. Pupils were asked to choose the best methods and solution that can arouse their confident level to speak as well as trigger their ability to communicate in English. Largest part of the proportion (69%) has suggested the role of the teacher as a best remedy to overcome the psychological factors that obstruct and inhibit their ability in speaking skill. Teacher should aware that their positive evaluation and positive emotion will make the pupils to overcome their fear to speak. Offering them an appropriate learning environment which is student-friendly and stress- free environment with less judgments, rules, negative feedback and strict comments will enhance their self-confident and reduce the anxiety level when speaking in English. Riasati (2012) scrutinize that learners get to know and trust each other better in friendly and secure environment which will lead to more involvement and participation of the pupils. Whilst, a teacher also should be kind to the pupils, give respect and trust them as well as take care of them which will make the pupils to start believe in themselves and feel comfortable to speak. Apart from that, appropriate speaking activities like role play, storytelling, and speaking based on the pictures are activities that makes the pupils feel free, relax to talk and boost their spirit to speak in English without the feeling of shyness.

Communicative activities bound all activities that aim, basically, to trigger pupils to talk freely and foster them to deal and interact with their surroundings.

4.3 Solution from Students' Perspective

Based on the questionnaire analysis, pupils offered some solutions from their perspective to hinder their psychological factors that affect their speaking performance. Firstly, they wanted interesting activities to be carried out in the classroom. Based on the answers given, most pupils chose the activities like role play, talking according to the pictures and storytelling. Pupils wanted the activities to be more authentic. Authentic activities defined as "tasks identical or similar to those that children will eventually encounter in the outside world" (Ormrod, 2008, p.343). As Rusreena, Melor and Harvati (2018) said, authentic activities and materials stimulated the motivation of pupils to speak in the classroom. Moreover, students also suggested that they preferred to do the speaking activity with a partner or in a group. They did not want to do the speaking activity alone. For an example, the activity like role play will create opportunity for pupils to communicate with others and pupils will not feel shy to speak with their friends. Next, solution given by pupils was the role of teacher in the classroom. This solution was based on the answers given in the questionnaire for question number twelve where pupils answered they wanted teachers to motivate them to speak. They required teachers to play crucial role in creating situation that pupils can speak. Hence, a teacher should create an encouraging learning atmosphere. The encouraging learning atmosphere helps pupils to speak without any hesitation with the support from a teacher and they tend to focus more on their speaking activity. This solution supported by Affat (2008), continuous encouragement and support by way of ask questions will encourage the pupils' motivation to overcome their speaking difficulties. Pupils also recommended the best way for the teacher to correct their speaking mistakes is after they finished their speaking activity. Pupils did not prefer the teacher to interrupt during their speaking activity because it may cause fear for pupils to speak. Furthermore, student's answers inferred that as a teacher a good rapport between teacher and students was very important. A good rapport between students and teachers develop a comfortable zone. The comfortable environment will aid the pupils to trust on the teacher and this will lead the pupils to overcome the feel of fear to speak in English.

5. Suggestion and Conclusion

5.1 Suggestion

After analysing the psychological factors that affect speaking performance among, the expectation or desire from students were identified. Therefore, the implication of suitable pedagogical also important to teach speaking. Interesting speaking activities will definitely contribute a great deal to students to develop their speaking skills. Based on the findings it is clearly understood that, there should be a suitable environment with collaborative work, teaching materials and sharing ideas. Kayi (2006) suggested that, teachers have to engage the class with the speaking activities, such as group discussions, role play, information gap, brainstorming, storytelling, story completion and playing cards, these type of activities are appealing for collaborative tasks where the pupils have to work in group to speak up their mind. Moreover, teacher should have less speaking time in class while increase the pupils speaking time, while teachers would be playing the role of facilitators who observe the flow of the activities, and provide assistance when needed. When these pedagogical being implied in a speaking classroom, pupils would be more active to take part and would feel their learning is meaningful.

5.2 Conclusion

As mentioned earlier, this study was carried out to identify psychological factors that affect speaking performance of 60 primary school pupils and solutions from students' perspective to hinder those psychological factors. As a result, it has been revealed that, the main psychological factors that hinder pupil's to speak in the classroom was Fear, shyness and worried. Most pupils did not have confident to speak because they felt fear to speak in English. Thus, pupils suggested solutions like interesting activities, teacher's role, encouraging learning atmosphere, a good rapport between teacher and students to help them to overcome those psychological factors that hinder them to speak in English.

There are few limitations of this study. The study was carried out only in 3 schools and it is limited to 60 pupils only. Therefore, it is suggested to consider a bigger sample size to be engaged for future study. Furthermore, the current study conducted using a quantitative approach and data collected through only questionnaire. Hence, in future research, qualitative approach recommended to use to gather more data. This can be done through document analysis, interview with the students and observation to study more on psychological factors that influence pupils' speaking performance.

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