

DIFFICULTIES IN SPEAKING OF ENGLISH MAJORED FRESHMEN AT TAY DO UNIVERSITY IN VIET NAM

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ABSTRACT

In recent years, as the demand for communication in English has developed because of multinational business and the hobby to explore the world of many people, it shows the need and importance of English. Speaking seems to be one of the most vital factors in learning English. This study focused on revealing the difficulties in speaking of English majored freshmen at Tay Do University. There were sixty students participating in the study. There were chosen randomly. The instruments were a questionnaire and paper interview. The items were about four types of linguistic problems and five types of psychological problems. The results showed that poor pronunciation was the highest level while poor listening skill was the least of dominant of linguistic problems. Besides, lack of confidence was the most dominant while lack of motivation seemed to be the least dominant. The outcomes of this study helps Faculty of Linguistics and Literature of Tay Do University grasp the difficulties of students and focus more carefully on this issue.

Key words: speaking, English majored freshmen, university.

1. INTRODUCTION

1.1 Rationale

Nowadays, English is used as the common language of the world to exchange information between countries. Some countries in Asia such as Singapore, Philippines use English as a second language. Although Vietnam uses English as a foreign language, Vietnam is trying to make English more and more popular among people. First, speaking English well makes it easier for people to communicate abroad. Everywhere is home when they have English. Besides, people link to every corner of the planet via the Internet if they know English. In addition, what students are most interested in learning English is the employment opportunity. Fluent English communication helps students have chances to work in multinational companies and experience in the process of working.

In learning English, speaking seems to be one of the most difficult skills that learners face in learning language. It is also believed that speaking is the most important of the four language skills. Many learners' stated that they spent so many years studying English language but they cannot speak it appropriately and understandably. (Bueno et al, 2006). Students often have difficulties in speaking when learning English. In fact, linguistic and psychological problems are challenges that affect to success in learning speaking skill.

At Tay Do University, not all students speak English fluently for many reasons. They feel scared when speaking English because not only their linguistics are not good, they also have many psychological problems while speaking English. Therefore, this paper is designed to find out difficulties in students' speaking process, then help them overcome obstacles and achieve the desired results as they expect. Moreover, it helps students understand weaknesses in linguistics and psychological fears so that each student has his or her own way of learning English speaking better.

1.2 The significance of the research

The study is going to be a reference material for English majored students of Tay Do University if they would like to explore their problems to improve speaking skill and get more confident in communicating by English. In addition, this

research could be considered as a helpful review for English lecturers in Faculty of Linguistics and Literature of Tay Do University to understand more about the effect of linguistic and psychological problems, and then apply appropriate methods in teaching English speaking for better education results.

2. LITERATURE REVIEW

2.1 Definitions of Speaking

According to Brown and Yule (1983), spoken language consists of short, fragmentary utterances in a range of pronunciation. There was often a great deal of repetition and overlap between a speaker and another, and speakers usually use non-specific references. They also pointed out that in speaking the loosely-organized syntax, and non-specific words and phrases were used. And the ability to give uninterrupted oral presentation (monologue) was rather different from interacting with one or more other speakers for transactional and international purposes. It is much more difficult to extemporize on a given subject to a group of listeners. That explains why speaking skills generally have to be learnt and practiced carefully before giving a presentation.

Bygate (1987) stated that, speaking was a skill which deserved attention every bit as much as literacy skill. It is often thought of as a popular form of expression that uses the unprestigious colloquial register. Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. In addition, Tarigan (1990) defined that, speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

In another study, Wright et al (1997) pointed out that, speaking skill is used by someone in daily life communication whether at school outside, acquired by much repetition, primarily a neuromuscular and not intellectual process. Moreover, he said that speaking skill consists of competence in sending and receiving message. Also, Florez (1999) defined speaking is an interactive process of constructing meaning that involved producing and receiving and processing information. Indeed, in this complicated process, speaking's form and meaning were dependent on the context in which it occurred, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It was often spontaneous, open-ended, and evolving. This is an explanation in a scientific and academic way, somehow very difficult to comprehend.

In short, speaking is a complicated skill. Not only use the right sounds according to the rhythm and the intonation, but also choose the right words and how to pronounce them in the correct order to convey them correctly. Speaking is described as an action to report behaviors and situations in correct words to achieve specific goals that examined by previous researches.

2.2 The importance of Speaking

The English language has become a common language in the world. It is used like a foreign language or second language in many nations. English is playing an important role in many fields including politics, science, and entertainment medicine, etc. Most of the researches are done and compiled in English. Consequently, English is being taught and learned around the world as a second language today. Students can improve other skills by practicing speaking skill. It helps the students consolidate grammar, enlarge vocabulary and absorb words, structures easier and more naturally.

According to Ur (2000), of all the four language skills called speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. Richards (2008) adds, when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. This indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learnt.

2.3 The difficulties in Speaking English

2.3.1 Linguistic problems

Poor listening skill

Brilhart (1965) considers the relationship between speaking and hearing has been extended to the assumption that speaking and listening skills are positively correlated. However, the real nature of this pair skill is not completely resemblance despite their mutual supportive relation. While listening is an existing skill, an innate ability to hear sounds from the environment, speaking is an acquired or learned skill, which is possessed through a sequence of studying. If we observe the child's language learning process, this fact is obvious. Listening is used to create and

develop speaking skill and vice versa, speaking is an outer express of reaction to being heard sounds. By listening day by day and imitating strange sounds from his parents or other family's members, a child have set first steps on the process of producing his own words.

As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. Students may have to face three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents.

Thus, communication and language acquisition heavily depend on listening skills. Poor listening ability affects speaking, and communication is not able to continue. Students would significantly get more difficult to communicate in a classroom and elsewhere by English.

Poor pronunciation

When speaking English, not only do speakers consider word pronunciation but also the connections between the words in a sentence. Rhythm and intonation of sentences are other difficult problems. Not all foreigners are enough patient to wait for speakers translating the messages. Actually, it is the translation habit that makes speakers hesitant in communication and cause time-consuming. Therefore, after many years of studying English, students are struggling to ask themselves where to learn communicative English so that they are able to speak it to foreigners fluently.

According to Burns and Joyce (2003), it is more important that the English speakers can achieve: intelligibility, comprehensibility and interpretability. Also, clear communication is essential in communication. The various features that make up the production of sounds in English are: suprasegmental features (linking, intonation, and word stress) and segmental features (phonemes; consonant and vowel sounds).

Pronunciation is one of the important factors that make the success of learning to speak English. Students often do not understand foreigners speaking because they use linking word and students must know the key words to guess the meaning of a sentence. Learners are easily influenced by mother tongue when pronounce and have difficulties in pronouncing strange sounds. For example, in Vietnamese, there are no sounds such as /ð/, /θ/, /ϕ/. Therefore, many students learn English for many years but still cannot pronounce well and confidently communicate in English.

Lack of vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabulary occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabulary into a good sentence. In fact, in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabulary needed.

Lack of vocabulary is one of the difficulties faced by all participants. Students must use vocabulary to express thoughts and ideas in English communication. However, students will not be able to understand and maintain conversations when the vocabulary is not enough. Or if the speaker uses vocabulary which the listeners do not know, the communication in English will fail.

Lack of grammatical knowledge

According to Celce-murcia (2001), grammar becomes difficult because learners do not learn structures. William (2005) stated, "Grammar is a study of the structure of the language and describes the way of putting words together to make meaningful sentences." Grammar is the way a language manipulates and combines words or bits of words to form longer units meaning. Grammar is very important. Even the learners appear to have mastered a particular structures; it is uncommon to find backsliding occur with the introduction of new form to the learners' inter language. If students who are not good at grammatical knowledge will confuse in speaking, causing misunderstandings or confusing to listeners. Therefore, it will be difficult for students maintain and develop conversation.

2.3.2 Psychological problems

Fear of making mistakes

The primary reason of fear of mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how others will see those. Fear of mistakes becomes one of the main factors of students' reluctance to

speak in English in the classroom (Yan Hua, 2007). This fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity.

In sum, the mockery of other students and the teacher's criticism made many students afraid of making mistakes when learning English speaking. Therefore, students are always passive, quiet, and afraid to communicate in class.

Shyness

Paying attention to shyness is also quite important in order to help the students do their best in speaking performance in the classroom (Gebhard, 2000). Since speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. Some shy learners are caused by their nature that they are very quiet.

In short, students feel embarrassed when speaking English due to their nature to be silent. Besides, some students rarely communicate with strangers, including in their native language. In addition, the mockery of friends when they say wrong, incorrect pronunciation, also makes them feel very shy.

Anxiety

Anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened auto nervous system activity. Based on the findings of Horwitz & Horwitz (1986), there are three main causes of students' anxiety i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' low ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves..

In short, students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students have to realize their own psychological problems and they also have to deal with their own anxiety states.

Lack of confidence

The main cause of students' confidence is their low ability in speaking English. Many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). The concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of self-confidence.

In a word, students are lack of confidence who usually keep silent and just smile when teachers call their name. Besides, many students are discouraged from learning English because of the fear of speaking English with teachers or others, especially foreigners. They are afraid of speaking English with foreigners because of fear of troubles, fear of not understanding, fear of losing their time and others.

Lack of motivation

With respect to the causes of lack of motivation, Nunan (1999) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. Moreover, Lightbown and Spada (1993) add that if the teacher could make classrooms places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals was challenging yet manageable and clear, and where the atmosphere was supportive and non-threatening, teachers could make a positive contribution to students' motivation to learn.

Some students cannot find the appeal of speaking English, they feel it is not necessary to learn and speak English. Others find weak and depressed not wanting to speak English for themselves. Therefore, students need to be motivated and find interesting in speaking English for themselves. That is the process of students overcoming their limits. If students are well motivated and have the support of teachers, students are sure to succeed.

3. RESEARCH METHODOLOGY

3.1 Research aim

The leading aims of the research was to find out the challenges that the English majored freshmen at Tay Do University faced in learning speaking skill. Furthermore, possible suggestions were also raised to improve students' speaking ability.

3.2 Research question

The research was conducted to clarify the question, "What are the challenges faced by the English - majored freshmen at Tay Do University in learning English speaking skill?"

3.3 Research design

In order to answer the research question, the survey was carried out at Tay Do University. The participants were sixty English majored freshmen who were delivered the questionnaire to collect the information about difficulties in speaking process. Besides, in order to make the research in-depth, six students were randomly selected to take part in the interview paper. The study was the combination of quantitative research and qualitative one.

3.4 Participant

The participants were sixty English majored freshmen. The ages were from 18 to 23. They were both male and female. They came from different areas, both rural and urban. They spoke Vietnamese as their mother tongue and English as a foreign language. In addition, most of them had studied English in secondary and high schools while others had studied it since they were in elementary schools.

3.5 Instrument

The instruments were a questionnaire and a paper interview. The first reason for choosing questionnaire was that it might collect options of students in a broad way. Furthermore, using a questionnaire with specific multiple-choice questions provides the participants with a single frame of reference in choosing their answers. Along with a fairly open framework which allows focused, conversational, two-way communication interview.

Questionnaire

The questionnaire totally consisted of 35 questions which were divided into two sections: linguistic problems and psychological problems. Students were asked to correspond to a five - degree scale ranging Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. They ticked on the appropriate column next to the statements. The summary of questionnaire was presented in the following table.

Table 1: The gist of questionnaire

Question/ statement	Summary of the question's/ statement's content	
Items 1, 2, 3	General information	
Items 4, 5, 6	Linguistic problems	Poor listening skill
Items 7, 8, 9		Poor pronunciation
Items 10, 11, 12		Lack of vocabulary
Items 13, 14, 15		Lack of grammatical knowledge
Items 16, 17, 18, 19	Psychological problems	Fear of making mistakes
Items 20, 21, 22, 23		Shyness
Items 24, 25, 26, 27		Anxiety

Items 28, 29, 30, 31		Lack of confidence
Items 32, 33, 34, 35		Lack of motivation

Interview paper

After finishing questionnaire, six students were randomly chosen to take part in an interview paper which involved 6 open-questions. The two first questions were about students' attitude towards English and speaking skill. The next two questions were about linguistic problems and psychological problems. The last ones were some suggested solutions. Students were free to share ideas.

3.6 Data analysis

The information collected from the questionnaire and interview was analyzed and evaluated by combining quantitative and qualitative methods. For the questionnaire, the collected data were analyzed, classified and calculated by counting the number of responses to the questionnaire items and put into percentage. For the interview, the students' responses were analyzed in detail to find out the insightful information about the difficulties of English majored freshmen in speaking.

4. RESULTS AND DISCUSSIONS

4.1 Results

4.1.1 Results from the questionnaire

More than a half of the students agreed that it was difficult to speak in English. In fact, 25% students felt that speaking English was very difficult and 55% students agreed that speaking English was difficult. Only 20% students thought that English was easy to conquer and no one was enough confident to declare that English was very easy. Let's get more details about difficulties in speaking.

Linguistic problems

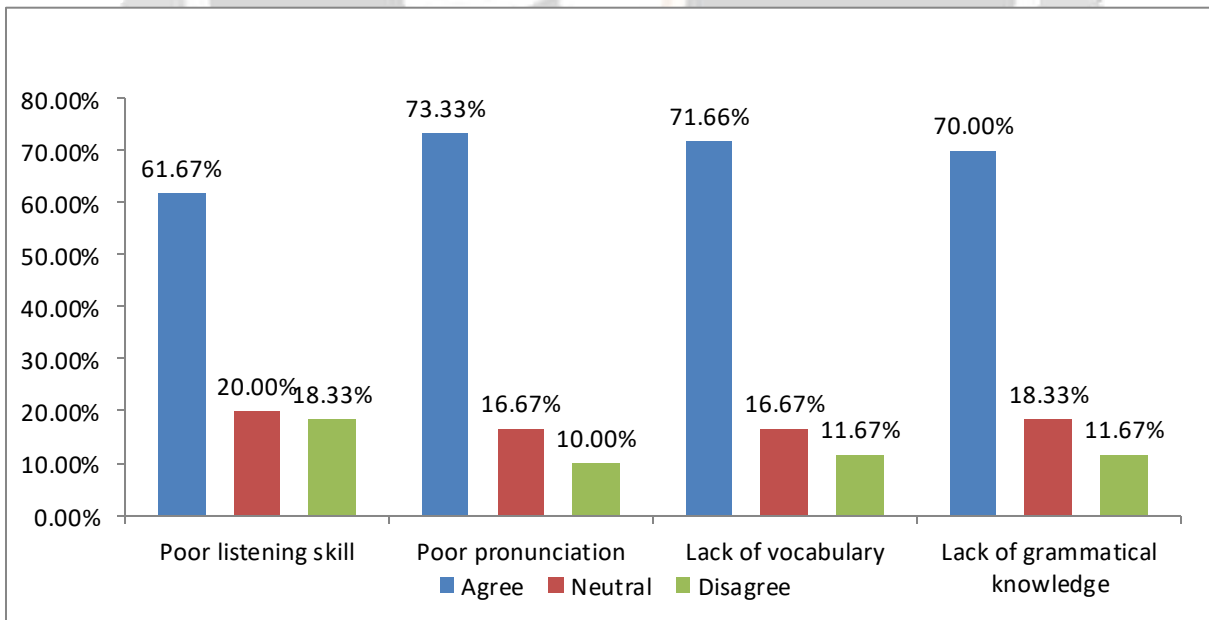


Figure 1: Linguistic problems in speaking

From figure 1, *poor pronunciation* obtained the highest choice (73.33%) and only 10.00% showed their disagreement. This finding revealed that English majored freshmen faced with plenty of challenges such as pronouncing the correct words, scared the listeners misunderstand their ideas, they did not know how to pronounce words they wish orally.

Next, *lack of vocabulary* stayed in the second place for being 71.66% agreed and strongly agreed while just of 11.67% students disagreed. That showed vocabulary played a significant role in speaking English. Students were lack of vocabulary namely they did not have lots of words; vocabulary was too tough to remember or it was difficult to choose the appropriate words. Therefore, they could not communicate or understand what the speaker said.

Besides, 70.00% students agreed that *lack of grammatical knowledge* was a problem which effected to English speaking process, and only of 11.67% disagreed. Most of students had problems with grammar because they did not know how to arrange the words while they were speaking.

Finally, poor listening skill was also a hurdle to achieve a complete success in English speaking. Students faced with poor listening skill about 61.67% and of 18.33% did not think that. Although the number of students had difficult in speaking skill was the least, we could not deny that poor listening skill impacted on the process of learning speaking.

In short, among four types of linguistic problems, poor pronunciation was of the highest level and became the most dominant (73.33%) while poor listening skill seemed to be the least dominant. Even though being the least of linguistic problems, the percentage of this type still signified a medium level (61.67%). The tables below would show more details about difficulties in linguistic problems.

Table 2: Poor listening skill

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
4. You find it hard to understand proper names as you have never heard about it before.	20.00%	41.67%	28.33%	8.33%	1.67%
5. You get bored while speaking because of the unfamiliar, uninteresting and too long listening which you feel strange of what you are hearing.	10.00%	33.33%	30.00%	16.67%	10.00%
6. You find it difficult to speak when you do not understand about the sound connections and intonations spoken by native speakers with different accents.	18.33%	63.34%	15.00%	3.33%	0%

Let's take a close look for statement 4, "You find it hard to understand proper names as you have never heard about it before." The percentage of students who found it hard to understand proper names was up to 61.67% (20.00% fully agreed and 41.67% agreed). Only 8.33% showed disagreement and 1.67% showed strongly disagreement.

Taking a quick look at statement 5, "You get bored while speaking because of the unfamiliar, uninteresting and too long listening which you feel strange of what you are hearing." We could see that 43.33% students got bored while the others thought that their challenge did not come from this reason was up to 26.67%.

In statement 6, "You find it difficult to speak when you do not understand about the sound connections and intonations spoken by native speakers with different accents." it was realized that 81.67% did not understand about the sound connections and intonation spoken by native speakers with different accents. There were just 3.33% disagreement and no one showed their strongly disagreement.

From these results, students could not speak if having proper name that they have never heard before. Besides, the unfamiliar, uninteresting, too long listening or sound connections, intonation spoken by native speakers with different accents created student's challenges in speaking. It could be concluded that English majored freshmen were really difficult to speak English due to poor listening skill. Let's find details about poor pronunciation.

Table 3: Poor pronunciation

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
7. You have difficulty in pronouncing the correct words, so you cannot speak English well.	15.00%	61.66%	10.00%	6.67%	6.67%
8. The listeners misunderstood because you mispronounced.	13.33%	61.67%	21.67%	3.33%	0%

9. You often mispronounce because you only know the word but do not know how to pronounce it.	15.00%	53.33%	16.67%	11.67%	3.33%
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The results in table 3 highlighted the significant role of pronunciation in English speaking. In statement 7, “You have difficulty in pronouncing the correct words, so you cannot speak English well.” 76.66% had difficulties in pronouncing the correct words. It means that most of students considered pronouncing the correct words in speaking English as their barrier. About the others, students who had no idea were 10.00% and respondents who did not agree were 13.34%.

As can be seen from statement 8, “The listeners misunderstood because you mispronounced.” 61.67% agreed and 13.33% completely agreed, while there were 3.33% showed their disagreement, no one who strongly disagreed and 21.67% had no idea.

The next one, statement 9, “You often mispronounce because you only know the word but do not know how to pronounce it.” 68.33% including 15.00% strongly agreed and 53.33% agreed. Students who had no idea were 16.67% and students who did not agree were 15.00%.

From the finding of table 3, it was implied that there were a large number of students who had problems with pronunciation in speaking. Therefore, students might not maintain the conversation due to these hidden pronunciation problems. Let's find details about lack of vocabulary.

Table 4: Lack of vocabulary

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
10. You do not have much vocabulary to express ideas in speaking.	13.34%	73.33%	10.00%	3.33%	0%
11. Vocabulary is too much to remember.	25.00%	41.67%	18.33%	11.67%	3.33%
12. You have lots of vocabulary but you do not know how to choose the appropriate words for each context.	21.67%	45.00%	18.33%	13.33%	1.67%

As can be implied from statement 10, “You do not have much vocabulary to express ideas in speaking.” The number of students' agreement was up to 86.67%. Only 3.33% disagreed and no one strongly disagreed. 10.00% said that they had no idea.

In the next statement, “Vocabulary is too much to remember.” Strongly agreement was selected by 25.00% respondents and 41.67% affirmed that vocabulary was too much to remember. 3.33% chose strongly disagreement and 11.67% selected disagreement while the other individuals (18.33%) left no comment.

About the last statement, “You have lots of vocabulary but you do not know how to choose the appropriate words for each context.” 66.67% admitted that they have a large amount of vocabulary but they did not know how to choose the appropriate words. There were few students who strongly disagreed (1.67%) and 13.33% disagreed. And no opinion showing fell into the rest (18.33%).

The results revealed that the English majored freshmen have encountered many obstacles to apply vocabulary in speaking. Let's find more details about lack of grammatical knowledge.

Table 5: Lack of grammatical knowledge

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
13. You do not know how to arrange the word in speaking due to your poor grammatical knowledge.	23.33%	48.33%	20.00%	6.67%	1.67%
14. Although you have been learning grammar for a long time, you still make basic grammar mistakes when speaking.	26.67%	53.33%	13.33%	6.67%	0%

15. Your native language habit in speaking have some words in contrast to English.	48.33%	13.33%	21.67%	16.67%	0%
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Taking a look at the data in statement 13, “You do not know how to arrange the word in speaking due to your poor grammatical knowledge.” We could see that 71.66% did not know how to arrange the word. Only 1.67% strongly disagreed and 6.67% disagreed. The others 20.00% had no idea.

In statement 14, “Although you have been learning grammar for a long time, you still make basic grammar mistakes when speaking.” The number of students made basic grammar mistakes when speaking up to 80.00%. On the opposite side, 6.67% did not feel that challenge and of 13.33% had no opinion.

In statement 15, “Your native language habit in speaking have some words in contrast to English.” The number of students who agreed was up to 61.66%. There were few students who disagreed (16.67%) and of 21.67% gave no comment.

From these results, it could be concluded that English majored freshmen had lots of challenges with grammatical knowledge.

Psychological problems

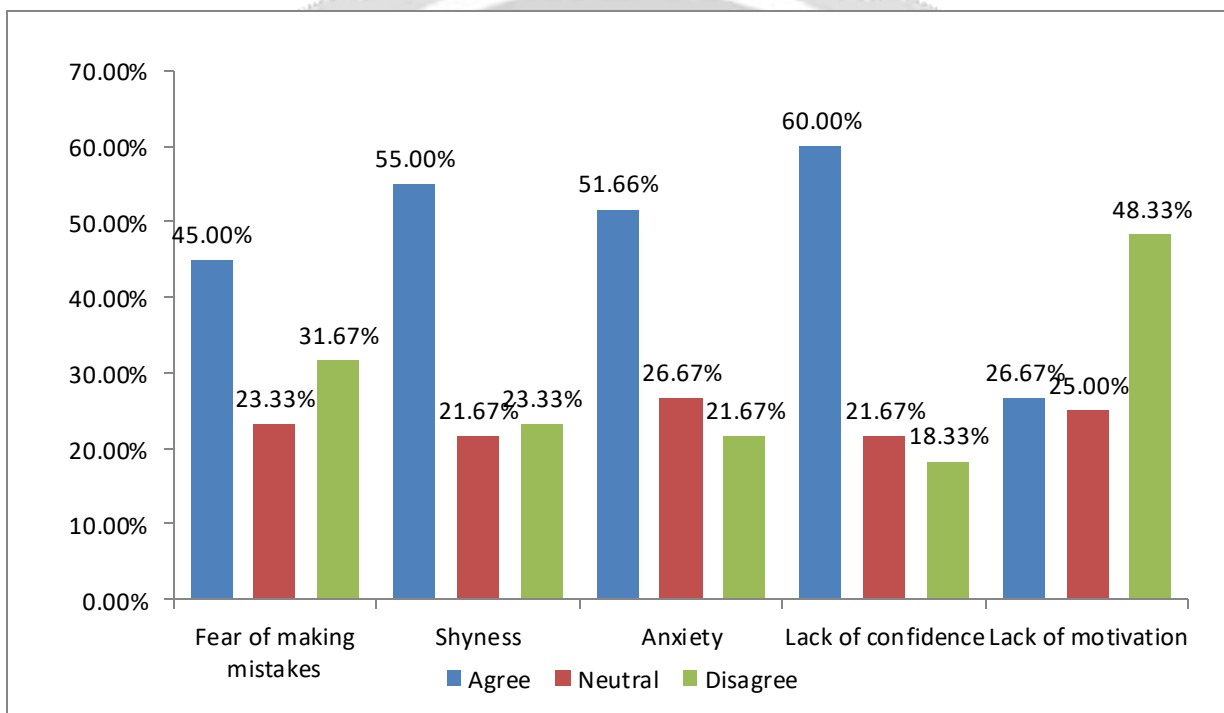


Figure 2: Psychological problems in speaking

From figure 2, we could recognize that the most psychological problem affecting students’ English speaking was lack of confidence (60.00%). Most of students could not break their rules and took new challenges when they spoke and discussed their idea by English. Moreover, students were lack of confidence because they were not able to focus on self – consciousness.

Besides, shyness was the second choice of students for what made them difficult in speaking (55.00%). Many students agreed that they were shy when they spoke in front of others, their nature was very quiet and fear of making mistakes when speaking. Therefore, day by day, students were very worried while they were speaking English and they chose keep silent in class.

Next, anxiety was the third difficulty affecting to English speaking (51.66%). It showed that anxiety about speaking a certain language can affect students’ performance. It may effect to the quality of oral language production and make individuals appear less fluent than they really are. Students were worried to be tested by others or to get not good others’ evaluation.

In addition, fear of making mistakes was also another problem (45.00%). The number of percentage showed that less than half of students thought they were fear of making mistakes. This problem was a challenge of students in speaking because they were afraid of looking foolish, fear of being laughed by other students.

Finally, lack of motivation was the least of psychological problems (26.67%). Luckily, 48.33% had not lack of motivation. Most of the students agreed that they were lack of motivation in learning English because they were hesitant to speak English in the class. On the other hand, many students thought that teachers did not make them demotivate in speaking.

Overall, lack of confidence was the most challenge of English majored freshmen towards psychological problems (60.00%). Lack of motivation was an option which was the least with 26.67%. Motivation was important in learning English. If students were lack of motivation, they could not improve and develop their speaking skill to success in learning English. The tables below would show more details about difficulties in psychological problems.

Table 6: Fear of making mistakes

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
16. You are afraid of looking foolish in front of other people when you make mistakes.	11.67%	46.66%	20.00%	16,67%	5.00%
17. You are concerned about others see your mistakes while speaking English.	11.67%	41.67%	18.33%	20.00%	8.33%
18. You are fear of being laughed by other students or being criticized by the teacher.	11.67%	21.66%	25.00%	30.00%	11.67%
19. You feel afraid of the ideas of making mistakes as you are worried that you will receive negative evaluations from your peers if you make mistakes.	3.33%	31.67%	30.00%	28.33%	6.67%

From table 6, in statement 16, "You are afraid of looking foolish in front of other people when you make mistakes." The percentage of students' agreement was more than a half of the total number (58.33%). On the other hand, 21.67% did not think so.

In statement 17, "You are concerned about others see your mistakes while speaking English." 11.67% showed strongly agreement and of 41.67% agreed. However, the disagreement was up to 28.33% and the rest 18.33% had no idea.

In statement 18, "You are fear of being laughed by other students or being criticized by the teacher." 33.33% was the number of who agreed and strongly agreed. Yet, there was up to 41.67% having the opposite idea. The others had no opinion, 25.00%.

Taking a look at the data in the last statement, "You feel afraid of the ideas of making mistakes as you are worried that you will receive negative evaluations from your peers if you make mistakes." 35.00% of respondents agreed and this percentage was also the number of objectors. Those who did not have any opinion were 30.00%.

The results of these statements proved that one of the main factors that affected the English majored freshmen in speaking was they fear of making mistakes when they stood in front of the others and they worried that their classmates see their mistakes while speaking English. The reason was not from the critic by the teachers or the negative evaluations from the peers. Let's find about the shyness in the following table.

Table 7: Shyness

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
20. Your shyness makes your mind go blank or forget what to say.	18.33%	51.67%	15.00%	13.33%	1.67%
21. You feel shy because you think you will make mistakes when you speak.	11.67%	40.00%	21.67%	23.33%	3.33%

22. You are so shy when you communicate by English because your nature is very quiet.	16.67%	26.66%	23.33%	21.67%	11.67%
23. You are shy while speaking in front of others people because you are unable to remember the grammar rules and correct vocabulary in speaking the English language.	18.33%	40.00%	25.00%	11.67%	5.00%

The data revealed that 70.00% of the students agreed with statement 20, "Your shyness makes your mind go blank or forget what to say." About 15% of did not meet this problem and the others had no idea.

Furthermore, the students affirmed statement 21, "You feel shy because you think you will make mistakes when you speak." with 51.67% agreement while 21.67% gave no comment. And 26.66% disagreed with this statement.

Next statement, "You are so shy when you communicate by English because your nature is very quiet." 43.33% agreed and 33.34% disagreed with this statement. Those who did not give their comment were 23.33%.

About the last statement "You are shy while speaking in front of others people because you are unable to remember the grammar rules and correct vocabulary in speaking the English language." 58.33% admitted that they shied while speaking in front of others people (18.33% strongly agreed and 40.00% agreed). There were few students who strongly disagreed (5.00%) and 11.67% disagreed. The rest (25.00%) gave no opinion.

In conclusion, shyness was an obsession of students in speaking. Shyness made students passive and quiet in their class. Let's go to anxiety in the following table.

Table 8: Anxiety

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
24. Your anxiety about low ability to communicate in the target language because you are communicative apprehension.	10.00%	43.33%	28.33%	16.67%	1.67%
25. Your anxiety is tested by speaking English.	11,67%	45.00%	25.00%	15.00%	3.33%
26. You are anxious because of not good other students' evaluation.	3.33%	33.33%	33.33%	28.34%	1.67%
27. You are so anxious and your heart is palpitate when teachers call your name to speak in English.	16.67%	43.33%	25.00%	11.67%	3.33%

Based on the students' responses in statement 24, "Your anxiety about low ability to communicate in the target language because you are communicative apprehension." 53.33% agreed and strongly agreed. On the contrary 18.34% was the number of those who did not think so. The remaining ones stayed in the middle.

In the next statement, 56.67% of the freshmen affirmed that "Your anxiety is tested by speaking English." There were 18.33% of students who disagreed with this opinion and 25.00% chose not to express their comment.

With statement 26, 36.66% agreed that "You are anxious because of not good other students' evaluation." Those who disagreed with this statement were 30.01% and 33.33% did not give comment.

Finally, statement 27, "You are so anxious and your heart is palpitated when teachers call your name to speak in English." More than a half of the students (60.00%) felt anxious. The number of objectors was 15.00%. And 25.00% respondents did not give their ideas.

From these results, it could be concluded that the English majored freshmen were really anxious when teacher called their name to speak or had any test by English. Let's continue with lack of confidence in the following table.

Table 9: Lack of confidence

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
28. You think that you are lack of confidence to take on new challenges when you speak in front of others by English.	15.00%	51.67%	21.67%	8.33%	3.33%
29. You are lack of confidence in speaking or discuss your ideas in social group by English.	5.00%	46.67%	18.33%	23.33%	6.67%
30. You think that lack of your confidence also relate to the lack of encouragement from the teacher.	5.00%	36.67%	30.00%	20.00%	8.33%
31. You believe that good self-confidence comes from a focus on the self (self-consciousness).	16.67%	61.66%	20.00%	1.67%	0%

In statement 28, “You think that you are lack of confidence to take on new challenges when you speak in front of others by English.” 66.67% students agreed that they were lack of confidence in themselves. Only 11.66% disagreed with this point of view, while 21.67% had no idea.

In the next statement, “You are lack of confidence in speaking or discuss your ideas in social group by English.” 51.67% verified that they were lack of confidence. Meanwhile, the other students (6.67% strongly disagreed and 23.33% disagreed) did not consider it as their challenge.

As can be seen from statement 30, “You think that lack of your confidence also relate to the lack of encouragement from the teacher.” 36.67% agreed and 5.00% showed their strongly agreement with this statement. There were 8.33% those who strongly disagreed and of 20.00% disagreed. The students who had no idea were 30.00%.

Moreover, for the last item, “You believe that good self-confidence comes from a focus on the self (self-consciousness).” We could see that good self-confidence was up to 78.33%. Only 1.67% disagreed and no one strongly disagreed, while the remaining ones (20.00%) had no idea.

These findings indicated that students scared to get new challenge when they spoke in front of others by English. Moreover, they had a high opinion of the self (self-consciousness). Let’s move to lack of motivation in the following table.

Table 10: Lack of motivation

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
32. Lack of motivation in learning causes you are hesitant to speak English.	6.67%	48.33%	23.33%	20.00%	1.67%
33. You are not motivated by the teachers towards the communication in English.	1.67%	20.00%	38.33%	33.33%	6.67%
34. You have the motivation in learning English because it is communicative need.	5.00%	13.33%	21.67%	46.67%	13.33%
35. You do not have good attitudes towards the second language communication. Therefore, you cannot get any motivation to learn speaking.	0%	15.00%	16.67%	36.67%	31.66%

In statement 32, “Lack of motivation in learning causes you are hesitant to speak English.” More than a half of them (55.00%) agreed with this. The others (21.67%) did not think so.

In statement 33, “You are not motivated by the teachers towards the communication in English.” the number of students who agreed was 21.67%. The students who disagreed were up to 40.00% while of 38.33% had no opinion.

Furthermore, some students affirmed statement 34, “You have the motivation in learning English because it is communicative need.” Only 18.33% showed the agreement. Yet, there were up to 60.00% had the opposite idea and the rest 21.67% had no opinion.

Taking a look at the data in the last statement, “You do not have good attitudes towards the second language communication. Therefore, you cannot get any motivation to learn speaking.” It could be seen that only 15.00% respondents agreed and no one strongly agreed. And 68.33% disagreed with this statement while 16.67% gave no comment.

These findings revealed that lack of motivation caused students were hesitant to speak English in the classroom. This indicated that most of students love speaking English and they had good attitudes towards the second language – English.

4.1.2. Results from the interview

The interview was conducted with six students. There were six questions for the students to answer in around 10 minutes. After analyzing the interviews carefully, the final results were similar with the results of the questionnaires.

First of all, when being asked, “Do you like speaking English? Why?” All of students said that they liked speaking English. One explained that, “When I can speak English, I can travel anywhere in the world. I think speaking is very significant while I am studying English. Moreover, if I am able to speak English, I can choose to work in an international environment.” Another one expounded that, “I really love speaking English, although speaking is a challenge to me. However, I always want to control it and feel better day by day.” The other one elucidated that, “English plays an important role in the society, now. If I have ability to speak English, I have chances to make friends with people in the world and it is also good for my job in the future.”

In question 2, “How much time do you practice speaking in a day?” Freshmen admitted that they did not spend much time to practice speaking. One said, “I spend 2 or 3 days in a week and these days, I spend an hour to practice.” Another one added “just when I have free time.” Another one shared, “I spend an hour for a day to practice speaking.”

For the next question, “What are the linguistic problems you are facing? (Poor listening skill, poor pronunciation, lack of vocabulary or lack of grammatical knowledge). One student stated that, “I think it is grammar because I do not know how to arrange the word and use grammar correctly in a sentence. I usually use a simple sentence in communication. Although I really want to use complex sentences, I do not have enough grammatical knowledge to put it into practice.” Another student showed that, “Yes, pronunciation is the factors which I have to face in learning speaking because my native language habit that have some words in contrast to English.” Another one also had challenge with pronunciation in speaking as, “Although I practice speak English very much, I still cannot pronounce like native people.”

As for question 4, “What psychological factors do you think affect your speech? (fear of making mistakes, lack of confidence, shyness, anxiety, lack of motivation)”. A student said that, “Actually, I am usually anxious and scared when I stand to answer questions of teacher. Moreover, I am so worried if I answer wrongly, my classmates will laugh at me.” “My mind will go blank when teacher call my name to speak English.” Others thought that “I will shy while speaking in front of others, if I do not have time to prepare and practice before speaking.” or “I fear of making mistake because if I pronounce wrong words or grammar, I will be laughed and criticized.”

In question 5, “What have you done to overcome your challenges in speaking?” One suggested that, “I will practice speaking and listening with high level every day. Moreover, I will read news on the internet and repeat that.” Another student shared, “I watch video about how to pronounce words of native people in Youtube.” or “I think I need to listen to my teacher more carefully because my teacher will see my weakness and help me improve my speaking skill.”

Regarding to the last question, “What would you like to change to get a better English speaking class?” Students expounded that, “I need more activity for individual and group to practice speaking.” “There should be about ten to fifteen students in a class so that the teacher can manage all students well.” “The teacher should speak a little bit slowly that students can take notes well.” There were some students did not have any opinion to change their English speaking class.

4.2 Discussion

4.2.1 Linguistic problems

Based on the students’ responses in the questionnaire, it was revealed that students who had problem with poor pronunciation was the most and the second was lack of vocabulary, lack of grammatical knowledge stood the third. Poor listening skill was the least linguistic problems affecting students’ speaking learning.

First of all, pronunciation plays a significant role in learning speaking. If students were poor pronunciation, it would be a big challenge which they faced in learning English speaking and 73.33% was the best hurdle of students. They shared that

they had difficulties in pronouncing the correct words. Although they knew words and used to learn how to pronounce, they still could not speak English well. Moreover, they worried that the listeners misunderstood because they mispronounced. Then students became silent and passive in English speaking class from these reasons.

Secondly, vocabulary was the second obsession of students learning to speak English (71.66%). It was very difficult to know all the vocabulary of a language because any language in the world was very diverse. Therefore, lack of vocabulary was a large barrier for students who learned speaking skill. In fact, students had enough vocabulary to express ideas with others people in speaking. However, they need some minutes to prepare before speaking in front of others." Besides, students also faced with choosing the appropriate words for each context. If they used unsuitable word in different context, it made the sentence not good, not formal or even rude. These ones point out that vocabulary was material in all skills not only speaking skill. Lack of vocabulary made students difficult to get high score in learning English.

Thirdly, lack of grammatical knowledge was a part of problems which effecting English majored freshmen in learning English speaking (70.00%). The way to arrange words was something that students considered when told about grammar in speaking. Although they had been learning grammar for a long time, they still made basic grammar mistakes when speaking. Moreover, due to the native language habit, it made students unable to identify the exact location of the word. Therefore, they usually used word by word sentences. Although lack of grammatical knowledge stood the third, it still affected students' speaking process.

Finally, based on the results, we can recognize that poor listening skill was another type of linguistic problems. Although it seemed to be the least dominant, more than half of students had challenge towards poor listening skill in speaking (61.67%). That meant students were difficult to speak when they always did not understand about the speaking skill like sound connections and intonation spoken by native speakers with different accents. Moreover, listening to a long conversation of the unfamiliar, uninteresting made students feel strange. Besides, they found it hard to understand proper names as they had never heard about it before. Hence, poor listening skill was also a problem of students in learning speaking because the listening and speaking processes were parallel.

4.2.2 Psychological problems

In investigating the psychological problems of English majored freshmen, it found out that the common psychological problems in English speaking mostly happened in lack of confidence, shyness, anxiety, fear of making mistakes, and lack of motivation.

Firstly, lack of confidence had the highest choices of being the psychological problems affecting students' English speaking (60.00%). Students were afraid to face new challenges when they spoke in front of others by English. Moreover, they could not be confident in speaking or discussing their ideas in social group. Although believed that good self-confidence came from a focus on the self (self-consciousness), students still could not control their feeling. In fact, students were unable to get confident by themselves because they were not good at linguistic problems. That made students do not believe in themselves and students were more and more passive.

Secondly, shyness (55.00%) was also a type of psychological problems which hurdled students in learning speaking. Students might be good at speaking but they shied at performing it in front of others. This reason showed that shyness made their mind go blank or they forgot what to say. Then it made students were unable to remember the grammar rules and correct vocabulary in speaking. Furthermore, they felt shy when they spoke English because they thought they made mistakes when they talked. Besides, students shied when they communicated by English because their nature was quiet. Although they knew the answer, they still shied to talk. Therefore, shyness was a big challenge that students tried their best to overcome in learning speaking.

Besides, anxiety was the third psychological factor affecting students' English speaking; it made students beset when speaking (51.66%). Students were anxiety about low ability to communicate by English since their anxiety was tested by speaking English. In addition, they were anxious because of getting not good from other students' evaluation. They were so anxious and their heart palpitated when teacher called their names to speak in English. Hence, students were influenced by anxiety. Students should be calm down themselves and think about the way to solve this problem.

Next, although fear of making mistakes was not the most problems of students, 45.00% of students faced with this challenge. Students tended to be afraid of looking foolish in front of other people when they made mistakes and concerned about others knew their mistakes in speaking. Besides, they were fear of being laughed at by other students or being criticized by the teacher. Moreover, students felt afraid of the ideas had mistakes as they were worried that they received negative evaluations from their peers if they made mistakes. Students agreed that when they made mistakes in speaking, their friends launched an offensive against them by mockery or criticism. From these reasons, students were more and more silent and timid that made them feel bored in English speaking class. Then teachers could not correct students' mistakes if they remained silent in the speaking class.

Finally, based on the results, the number of students who lacked of motivation was the least in the dominant (26.67%). Most of students considered that their lack of motivation was not from teachers or attitudes towards the second language. Besides, students thought that when lack of motivation, they were hesitant to speak English in the classroom. Therefore, creating motivation in learning speaking helps students easily get over any challenges in learning process. Conversely, if lacking of motivation, it will make students balk and heavy in each class.

5. CONCLUSION, IMPLICATION, AND RECOMMENDATION

5.1 Conclusion

Language is a means of exchanging information between people. As the demand for information exchange between countries, multinational business cooperation and traveling abroad is increasing, the demand for learning English is increasing because English is the world's common language. Speaking skill is an important skill since the purpose of learning English is able to communicate with foreigners. Moreover, speaking English fluently is a favorable condition for working in a multinational environment. Besides, good English communication helps people easily access to new trends and technologies of the world. English is very important for English language students, especially freshmen. They can learn about the good things in English. They learn English with love because they want to exchange culture with foreigners so they can understand Vietnamese culture and travel around the world to expand their knowledge. However, the process of learning English speaking faced lots of difficulties due to students' linguistic and psychological problems.

For linguistic problems, this finding revealed that the English majored freshmen were faced with lack of vocabulary to express ideas the most, poor pronunciation was considered as the second obstacle. When learning to speak English, lack of grammatical knowledge and poor English listening skills were also a part that affected students' learning of English speaking. To specify, they had certain barriers when speaking because they did not understand of the sound connections and intonations spoken by native speakers with different accents. They also had problem in pronouncing the correct words. Besides, they had difficulty in speaking English because they did not have much vocabulary to express ideas with others people in speaking. Although they had been learning grammar for a long time, they still made basic grammar mistakes when speaking.

For psychological problems, they also greatly affected to the English speaking process of English majored freshmen at Tay Do University. After the data were collected, analyzed and discussed, psychological problems were found as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Students faced many psychological difficulties in speaking English because they were afraid of looking foolish in front of other people when they made mistakes in speaking. Besides, their shyness made their mind go blank or that they would forget what to say. Moreover, their anxiety was tested by speaking English that was a reason making students could not speak English well. Furthermore, students believed that good self-confidence came from a focus on the self (self-consciousness). On the second hand, lack of motivation in learning made students be hesitant to speak English in the classroom.

5.2 Pedagogical implication

The present study aimed to discover the challenges of linguistic and psychological factors affecting English majored freshmen in speaking. Through these findings, it was expected that the English majored freshmen would recognize their problems and find out appropriate decisions and conformable methods to adapt and develop their English speaking skill. Some implications for English majored freshmen were suggested.

To be good at English speaking, students have to try to practice listening more in websites, Youtube or television every day. Beside, students should repeat the words while listening to learn pronunciation. They should study new vocabulary to diversify sentences when speaking. Moreover, students should pay attention to grammar when speaking because it helps foreigners easier to understand what they say. In addition, students are able to try to make new friends with the foreigners if possible to use English in real situation and join speaking actively in the class and practice more at home. Furthermore, they should use English in their class instead of Vietnamese to turn it into a good habit.

Moreover, students should be psychologically balanced when learning English speaking. Students should confidently express themselves and their personality in speaking class. Students should be ready to stand up and answer the teacher's questions, even though maybe students do not know if the answer is right or wrong. Besides, preparing for homework before class is a good way for students to reduce pressure when speaking. In addition, students should acknowledge their mistakes when speaking and do not pay attention to the ridicule of their friends to speak better next time. In addition, students should practice speaking at home to know how to develop ideas and thinking when speaking. Motivation is an important part of making students speak well, so students should find interesting traits or listen to advice from teachers to create motivation when learning to speak English.

5.3 Recommendation for further research

The research already completed the work of investigating the difficulties in speaking of English majored freshmen at Tay Do University, hopefully in the near future, other researchers are going to conduct research to find out other challenges in speaking as well as solutions to minimize students' hurdle obstacles as much as possible.

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