

**INVESTIGATING THE ENGLISH SPEAKING STRATEGY BY THE
STUDENTS WITH MENTAL HEALTH PROBLEM**

SKRIPSI

**BY
LA'ICHATUL MASRUROH
22001073022**



**UNIVERSITAS ISLAM MALANG
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STUDENTS WITH MENTAL HEALTH PROBLEM**

SKRIPSI

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BY

LA'ICHATUL MASRUROH

NPM 2201073022

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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ADVISORS APPROVAL SHEET

**This is to certify that the Skripsi of *La'ichatul Masruroh* has been approved
by the advisors for further approval by the Board of Examiners**

Malang, 23 July 2025

Advisor I,

Dr. H. Muhammad Yunus, S.Pd., M.Pd.

NPP. 2090200002

Advisor II,

Febti Ismiatun, S.Pd., M.Pd.

NPP. 152702199232217

EXAMINERS APPROVAL SHEET

**This is to certify that the *Skripsi* of La'ichatul Masruroh has been approved
by the Board of Examining on July 2025**

Malang, 23 July 2025

Main Examiner,

Dr. Dzulfikri, S.S., M.Pd.

NPP. 140105197532133

Examiner I,

Dr. H. Muhammad Yunus, S.Pd., M.Pd.

NPP. 2090200002

Examiner II,

Febti Ismiatun, S.Pd., M.Pd.

NPP. 152702199232217

Acknowledge by

Faculty of Teacher and Education

University of Islam Malang

Dean,

Dr. Hamiddin, S.Pd., M.Pd.

NPP. 1220051977932162

MOTTO AND DEDICATION

**“ (Q.S Maryam : 4) Never feel left behind. Everyone has their own journey
and provision destined by Allah.”**

This skripsi dedicated to :

All of the people who always support me

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrokhim

Herewith, 1:

Name : La'ichatul Masruroh

NPM : 22001073022

Department : English Language Education

Address : Desa Pekoren, RT.001/RW.007, Kec. Rembang, Kab. Pasuruan,
Jawa Timur.

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Malang, 23 July 2025

La'ichatul Masruroh

NPM. 22001073022

ABSTRACT

Masruroh, La'ichatul. 2025. *Investigating The English Speaking Strategy by The Students With Mental Health Problem*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. H. Muhammad Yunus, S.Pd., M.Pd; Advisor II: Febti Ismiatun, S.Pd., M.Pd.

Key Words: Speaking Strategy, EFL Students, Mental Health, Speaking Performance.

Speaking is an important skill that students must have, by having a good skill in speaking it can be easier for students to communicate in academic context although in social environment. Meanwhile, students who have their own worries and feeling of anxious in the class although outside academic settings, one of them who have Mental Health problem.

This study aimed to find out the English speaking strategy that students use by the students with mental health problem. In fact that students with mental health problem usually faced several obstacle or challenges in speaking skill, especially in the context of EFL in the class. The research design use descriptive qualitative with two participants who were choosen by purposive sampling technique, which involved choosing criteria who have specific related to the study, students who have mental health problem especially in anxiety and mental health problem before speaking english in academic context and were willing to share their experience. Data were collected through semi structured interview models as the instrument and the data analized by thematic analysis. The participants are EFL students at the University of Islam Malang in the academic year 2021. The researcher took two the participants who have experience in Mental Health problem.

The findings of this study showed that both of the participants use strategies such as self monitoring, preparation, and use self talk, self heal to overcome the speaking obstacles. These strategy helps both of participants to developing self confident and fluency in speaking English. Based on the finding of the study, it can be concluded that this study suggest psychological support and learning strategy running simultaneously, so that the educators, EFL students and future researchers, to develop supportive and inclusive learning environment.

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Hopefully, this skripsi can be beneficial to the readers. The writer realized that this skripsi is far from perfect. It is a pleasure for her to receive my corrections, suggestions, and criticism from anyone who reads this skripsi.

Malang, 23 July 2025

The Writer

TABLE OF CONTENT

INVESTIGATING THE ENGLISH SPEAKING STRATEGY BY THE STUDENTS WITH MENTAL HEALTH PROBLEM	i
ADVISORS APROVAL SHEET	ii
EXAMINERS APPROVAL SHEET	iii
MOTTO AND DEDICATION	iv
DECLARATION OF AUTHORSHIP	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	13
1.4 Significances of the Study	14
1.5 Scope and Limitation of the Study	14
1.6 Definition of Key Terms	15
CHAPTER II REVIEW OF RELATED LITERATURE	16
1.7 Speaking Strategy	16
1.8 Speaking Ability	19
1.9 Mental Health Problem	20
1.10 Previous Studies	21
CHAPTER III RESEARCH METHOD	24
1.11 Research Design	24
1.12 Setting and Participant	25
1.13 Data Sources	26
1.14 Data Collection	26
1.15 Data Analysis	27
1.16 Triangulation	28
CHAPTER IV FINDINGS AND DISCUSSIONS	29
1.17 Findings	30
4.1.1 English Speaking Experience	Error! Bookmark not defined.

4.1.2	Factors Causing Anxiety.....	31
4.1.3	Self-Confidence and Social Comparison.....	Error! Bookmark not defined.
4.1.4	Anxiety Coping Strategies	Error! Bookmark not defined.
4.1.5	Impact of Mental Health Problems.....	Error! Bookmark not defined.
1.18	Discussions	36
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....		45
1.19	Conclusions	45
1.20	Suggestions.....	47
REFERENCES.....		49

CHAPTER I

INTRODUCTION

Several related information topics are discussed in this chapter, including background of the study, research questions, objectives of the study, significances of the study, scope and limitation of the study, and definition of key terms used in this study.

1.1 Background of the Study

Speaking is important skill in students learning, speaking is the key of students can communicate each other, students who have ability in speaking can make a good conversation and confident. Having a good skill in speaking makes students feels helpfull to acquired the materials and communication (Basa et al., 2017). EFL students must have in learning is speaking skill, because speaking skill is needed and important to make a goals of communication, with speaking directly as a representative of students skill in language communicative in social interaction such as in real life or in academic settings. Also another skills such as listening or reading as a receptive skill more easier than speaking, because speaking skill need several aspect like anguage acquisition, vocabulary enough, critical thinking, fast thinking and directly thinking in real life interaction or direct interaction can make speaking skill more affect students easy to feel anxiety, but it is students required in learning.

The capacity to communicate successfully in English through spoken language, including comprehending and reacting to spoken language as well as

expressing oneself easily and clearly, is referred to as English speaking abilities.

Proficiency in English is essential for social, professional, and academic settings including elements such as tone, grammar, vocabulary, pronunciation, and fluency. Gaining these abilities calls for strategy, practice, and feedback.

(Maghfiroh, 2024). In line with Mufidah et al., (2021) that students who want to be proficient in speaking English should acquire enough fundamental speaking knowledge and then be highly motivated to practice speaking. Before encouraging students to practice speaking independently, the lecturer is advised to assess their speaking abilities, present sufficient foundational content, such as vocabulary, speech grammar, and the creation of an active speaking environment.

Yang and Wang (2022) said that generally for students, especially in EFL, mastering or speaking fluency not only affect the performance and achievement in academic tasks like presentation in class, but to build a confident in academic and students contribution in a whole learning process. EFL students with academic resilience and intensity of high motivation tend to showed a good in academic performance, especially field. They argue that the ability to cope with academic pressure and stay motivated plays a crucial role in how effectively students use English orally. Moreover, strong speaking competence is associated with better integration into academic environments, increased participation in class discussions, and improved opportunities for future careers in international of English speaking settings. Therefore, developing speaking skills must be prioritized in EFL education, where students are expected to express ideas, present arguments, and engage in collaborative discussions using English. This highlights

the need for supportive learning environments and consistent speaking practice to help students build fluency and confidence in oral communication. While speaking competence is crucial in EFL settings, achieving it is not always straightforward. Many students, despite having sufficient linguistic knowledge, still face difficulties in expressing themselves orally due to various emotional and environmental factors. One of the most prominent issues contributing to this difficulty is the pressure they experience in academic and social contexts.

In the EFL learning context, many students encounter significant challenges when asked to speak English, not necessarily because of linguistic incompetence, but due to academic and social pressure that affects their psychological readiness. Academic environments often demand high levels of oral performance such as class discussions, presentations, and oral exams which may trigger anxiety in students who fear judgement or making mistakes. These fears are not unfounded; students are frequently assessed based on their fluency and confidence, making speaking tasks particularly stressful. According to Dewaele et al., (2014), emotional factors like anxiety, low confidence, and fear of being evaluated negatively can severely inhibit learners' willingness to communicate in a foreign language. This is especially true in environments where students feel exposed, such as speaking in front of peers or instructors. Social pressure is a significant factor in addition to the responsibilities of the classroom. Avoidance behavior and silence during speaking exercises might result from students' fear of being made fun of or misinterpreted by their peers. Under pressure, even students who possess a solid command of grammar or vocabulary may find it difficult to

communicate vocally. High academic expectations and awkward social situations can have an impact on students' fluency and low self-efficacy, which in turn can hinder their speaking abilities in general. These difficulties are exacerbated for students who are already vulnerable or sensitive because of mental health issues like depression or anxiety disorders, which further impair their capacity to actively participate in oral communication. This highlights the need to address not only linguistic factors, also the emotional and psychological dimensions of EFL learning.

However, in out of pressure in academic and social, psychological factor, particularly anxiety and Mental Health challenges or problem, have a consistently identifying as main obstacle. Nevertheless, a number of obstacle include psychological problem such as anxiety, lower of self confident or self unrespect, and fear of making a mistakes, it feels complicated for students in Indonesia such as university students to speak English smoothly and very well. (Octaberlina et al., 2022). Furthermore, according to (Bakhtiar et al., 2022) speaking English fluently can be a challenge for students in all educational settings and at all levels of education. As will be covered in more detail, psychological issues like worry and poor self-confidence are important contributors to these obstacles.

Although most EFL students who have studied English for a long time struggle with speaking the language, upon closer inspection, we find that the majority of them possess a decent command of vocabulary and grammar (Alaraj, 2017). Therefore, it's not just a matter of grammar or language; it's also a matter of psychology, as well as students belief, confidence, and intense self-feelings.

The students in the Islamic-based universities, such as at Unisma, also face the same difficulties in speaking English. Psychology is just one of the many aspects that contribute to this. The psychological barrier is unquestionably one of the major issues that affects EFL learners' speaking practices nowadays (Ariyanti, 2016). Students' capacity to learn and communicate successfully is significantly influenced by their mental health. According to World Health Organization (2022) is a condition of well-being in which people are able to recognize their own potential, manage everyday stressors, work effectively, and give back to their communities. Psychological balancing is important while doing a study especially in EFL students, because EFL students who have mental health problem usually face a problem or obstacles while do the tasks or activity in class which is need interaction and verbal expressions like, speaking in English, students feel challenging. Nowadays, psychosocial stress has been found to be a significant contributing factor to the prevalence of mental health issues among college students. For instance, the World Health Organization performed a worldwide research in which 93.7% of students from nine different nations participated. The study found a high association between the incidence of mental illnesses such as depression and anxiety and the perception of stress in at least one significant area of life (Karyotaki et al., 2020). However, another study showed that emotional intelligence protect from mental health problems such as stress, anxiety, and depression. Emotional can develop mental health, although this basic mechanism which is less to be understandable, there is a lot of people still less concern about it especially parents or educators. This regression analysis can be use in this study

for investigate the hypothesis that, in a big sample undergraduate students have a feelings like different and rejection, mediation until certain limit. The affect of emotional intelligence like caring, clarity, repair toward psychological welfare. And at the end the result showed that rejection have an strong affected toward psychological welfare and confirm the hypothesis the three components emotional intelligence. (Oswalt et al., 2020) Also found that rejection from students can be managed by emotional intelligence, emotional intelligence itself can helping the students to overcome psychological problem that students have. With having a good emotional intelligence helping students to know how the worth it the value of self improvement. With the rejection felt within the student can hinder or cause problems, so that's why emotional intelligence can help and matter for psychological issues. Examining methods that might lessen these difficulties is essential given the effect that mental health conditions have on students' speaking abilities.

Many college students who struggle with mental health issues like anxiety, low self-esteem, and fear of getting a bad score, many college students who battle mental health disorders find it difficult to communicate in English. Horwitz (1986) asserts that anxiety associated with learning a foreign language can significantly affect learners' motivation to communicate, particularly if they are afraid of making mistakes or getting unfavorable feedback. Students who experience psychological stress or depression may also struggle to stay motivated, focus, and vocally express themselves. These difficulties might further impede their progress in learning spoken English and result in avoidance behaviors. In

addition, Rahmawati et al., (2025) also found that students with high levels of foreign language speaking anxiety tend to avoid speaking in class, which eventually hinders their speaking performance and confidence. These findings highlight how personal mental health issues can become major obstacles in developing spoken English proficiency, especially when students lack coping strategies or emotional support.

The ability to communicate successfully orally, whether success is characterized as reaching native-like proficiency or just conveying ideas, is what motivates the great majority of learners to acquire a foreign language, according to Pawlak (2011). Given this circumstance and the formidable obstacles that students will undoubtedly face in achieving this goal, it is reasonable to assume that smart use of strategies can help students both enhance their speaking abilities and successfully navigate any obstacles that may arise during the communication process. Using Oxford (1990) categorization of strategies as a point of reference, for instance. Beyond the classroom, in real-world settings like job interviews, the application of the metacognitive technique of organizing a speech and the cognitive strategy of repeatedly practicing that speech may result in improved performance. Further strategies to improve performance include using metaaffective and affective strategies to control emotions, using metasocial or social strategies to ensure support and attention from the teacher, other students, or other interlocutors, and using compensatory strategies to effectively resolve communication issues. This makes it surprising as previously mentioned as well as unsettling that empirical studies of speaking strategies have, for the most part,

fallen out of favor with experts, with the majority of these studies focusing on compensatory mechanisms that learners employ when faced with difficulties effectively communicating or engaging in interactions. The majority of students reported feeling more comfortable speaking English and that they are able to effectively manage their nervousness thanks to this strategy. Overall, the data's findings indicated that most students concur that they like learning English through dramatic methods, and they feel more comfortable speaking in front of an audience. (Ni'mah & Ashari, 2021).

According to other studies found that students' challenges speaking English were due to a range of personal issues as well as a lack of understanding, fluidity, vocabulary, grammar, and pronunciation. Reduced productivity, a lack of speaking resources, and issues with engagement resulted from speaking hurriedly, lacking confidence, and not practicing enough. It can makes students feel anxiety and challenges to make social interaction in case out of class or inside of class. (Derakhshan et al., 2016). With regard to speaking Students studying English frequently feel a variety of unfavorable feelings, such as fear of resulting in mistakes, issues employing tenses correctly, nervousness, and a having the impression that they are speechless (Sayuri, 2016). These strategies offer a starting point for attending to the special requirements of students who are struggling with mental health issues, which this study intends to investigate further.

Understanding and regular practice are both necessary to improve affective speaking habits. Speaking is a crucial component of language learning as it

enables students to express themselves clearly and gain self-assurance in social situations. Research shows that academic success depends on English language competency, particularly for students from linguistically and culturally diverse backgrounds. There are useful techniques that students can use to get beyond their speaking challenges. They may rehearse real-life talks in a safe environment through role-playing exercises, which lessens anxiety and reluctance (Budiman et al., 2023). Participating in activities such as role-playing, discussions, and language exchange programs provides students with opportunities to practice speaking English in a supportive environment, helping them gain fluency and self-assurance (Haidara, 2016).

For many students, specifically those experiencing mental health challenges, speaking English can be notably overpowering. Anxiety, fear of making errors, and lack of self belief or confidence often obstruct their participation in oral communication activities. These psychological problem might prevent students from participating completely in speaking exercises in English, which would eventually hinder their language development. In order to promote a more pleasant learning environment, it is crucial to implement organized tactics tailored to kids with anxiety. In addition to encouraging collaborative learning, group discussions can facilitate students' more natural expression of ideas. As a result, including vocabulary-building exercises ensures that students have the language skills necessary for efficient communication. Students who participate in speaking activities on a regular basis gain confidence, which progressively lowers nervousness and improves their English speaking abilities.

It's crucial to switch from passive to active learning strategies. Students should actively use their knowledge in real-world actions rather than just memorizing grammar and vocabulary. Students, particularly those who struggle with nervousness, can progressively improve their fluency and get beyond the psychological obstacles preventing them from moving forward by regularly participating in organized speaking activities. (Zhao & Shang, 2023).

Students who attend boarding schools face similar effects to those of students who do not attend boarding schools, including as what earlier research shown; they are blank when speaking in front of the class out of fear urged to speak candidly, and some are unsure about conversing in English. Students experience blankness or lose their when speaking in English, their recollection experience trepidation. Rather than speaking, shy students offer succinct answers in the target language to questions, and would rather be left alone. When children possess both self-assurance and language proficiency, their speaking Skills will be incredibly fluid and significant. Both internal and external motivation are the two categories of drive (Bakhtiar & Suwandi, 2022).

According to the study, the EFL students at Universitas Islam Riau encountered certain difficulties with their speaking abilities, especially when it came to the speaking component of the social-intercultural communication course. Students' responses to the questionnaire were analyzed, and the results were corroborated by their responses in the conversation. The majority of the student psychological issues were minor. Low self-worth; they couldn't communicate in English as fluently as the majority of their friends. Next, because of a number of

issues, they felt as though they had little to be proud of throughout class. Due to the fact that their speaking abilities have not improved, students frequently feel like failures. However, as a result of multiple linguistic issue that they face simultaneously. Students' answers to the questionnaire were analyzed, and the results were corroborated by their responses during the interview. Thus, low self-esteem was a major psychological issue that the students faced. Student's desire and contribution to actively participate in conversation exchanges impacted by psychological issues such anxiety, low self-esteem, and fear of making errors (Ilyas et al., 2021). Avoidance behaviors and a decrease in speaking task engagement are often the results of these challenges. Therefore, students require methodical processes that are customized to their needs in order to gain confidence and fluency in spoken English. There are practical tools that students may apply, including affective strategies to moderate emotional reactions when speaking, metacognitive strategies like self-regulation and reflective learning, and cognitive strategies like guided speaking and exercises. Students who struggle with mental health issues can improve their speaking abilities and progressively get over their language fear by putting these strategies into practice (Oxford, 1990). There are six different ways to learn how to speak: self-evaluation, interactional-maintenance, fluency-oriented, time-gaining, compensation, and interpersonal techniques. The four sorts of strategies—memory, self-improvement, interactional-maintenance, and compensation—all significantly influence speaking ability. Explicit integration of these strategies-based instruction, which covers the four most influential methods, is necessary in

speaking classes to help students, especially male students, deal with speaking skill acquisition challenges (Mistar & Umamah, 2014). Also, students who score highly report feeling happier than those who score poorly. Students who scored highly showed greater growth in compared to students who received lower results in terms of cognitive and affective functions. Regarding the difficulties that students encounter, it was discovered that they both face external and internal obstacles to their self-confidence (Hankla et al., 2024).

From previous research, many studies have explored the relationship between mental health and learning, but only a few have specifically examined its impact on English speaking skills. Existing research primarily focuses on diagnosing psychological issues rather than offering concrete strategies for improvement. To bridge this gap, this study aims to investigate effective speaking strategies that can help students with mental health challenges enhance their english speaking ability. This study designed for university students facing mental health challenges and to provide insights for educators and institutions in supporting students speaking proficiency while addressing their psychological needs.

1.2 Research Questions

The study formulates research questions to fulfill the study's aim, as shown below :

1. What specific speaking difficulties do the students with Mental Health problems experience when practicing English in speaking class or academic settings?
2. What speaking strategies do the students with mental health challenges use to cope with those difficulties and improve their English speaking performance?

1.3 Objectives of the Study

Based on the research questions above, the objectives of this study include:

1. To identify English speaking difficulties that students with mental health problems more challenging to participate in.
2. To investigate the speaking techniques these students employ to get over obstacles related to their mental health and improve their engagement and performance in speaking assignments in English.

1.4 Significances of the Study

Theoretically this research is expected to provide decent benefits for learning English, especially for speaking ability.

1. Theoretical:

Theoretically, the results of this study are expected to provide information on speaking strategies that students with mental health issues can be applied to enhance their English speaking skills.

2. Practical:

The results of this study are expected to help students who have similar mental problems to determine strategies for learning to speak.

1.5 Scope and Limitation of the Study

This study conducted at Universitas Islam Malang (Unisma), focuses on the speaking ability of students with mental health problems and aim to identify the strategies they can be used to cope those difficulties in mental health problem, and develop their English speaking skill. The limitation of the study lies in small number of the participants, as the study involved only two students who have experience in mental health problem. Because of this study only focuses on the interview in depth the participants experience, the results may not can be generally to all the students with the same problem. However, the findings are not meant to look for new knowledge into individual speaking strategies with a special context meanwhile to perform a broader population of EFL learners.

1.6 Definition of Key Terms

There are some terms used in this study, which can be seen below:

1. Speaking Strategy refers to a set of approaches and styles used by students with mental health problem to provide and enhance their speaking skills. Several metacognitive strategies that can make it easier and develop students in speaking include (repeating and practicing speaking skills), also planning and monitoring, and affective strategies to control emotions, anxiety and build confidence.
2. Speaking Ability in this thesis refers to the participants engagement in various speaking activities and their performance in speaking class, including activities such as public speaking and assessments.
3. Mental Health in this study refers to students emotional, psychological, and emotional health, which influences their thoughts, feelings, and behaviors, particularly in educational settings. Conditions like anxiety and bipolar disorder that have been medically diagnosed and have affected students' engagement in English-speaking activities are operationally characterized as mental health issues in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to provide an explanation of the connected concepts that form the study's framework. This chapter will go through speaking strategy, speaking ability, mental health problem, and prior study on the topic will all be covered in this chapter.

2.1 Speaking Strategy

This research also aims to investigate things that contribute to the speaking abilities of students who have mental health problems. Speaking strategies are defined as conscious techniques that learners use to overcome difficulties in oral communication and to improve their speaking performance in a second or foreign language. Oxford (1990) classified language learning strategies into several types, among which affective, metacognitive, and cognitive strategies are highly relevant for speaking. Affective strategies, such as positive self talk and relaxation, help students regulate their emotions before and during speech production. Metacognitive strategies involve planning and monitoring speech activities, while cognitive strategies include rehearsal, repetition, and summarizing key points to express ideas fluently.

Budiman et al., (2023) emphasized that speaking strategies play a crucial role in boosting students speaking confidence, especially for those who experience psychological barriers. According to their research, the use of task based speaking activities and personalized coping mechanisms such as journaling,

breathing techniques, or structured preparation significantly improves speaking outcomes among EFL learners. These strategies are not only applicable in classroom setting but also in academic presentations and daily communication, where spontaneous speech is required.

Furthermore, Alaraj (2017) observed that students who actively implement speaking strategies demonstrate better fluency and a stronger willingness to participate in oral communication. These students tend to approach speaking as a skill that can be improved through repetition and exposure rather than a fixed ability. This mindset is particularly valuable for learners with anxiety, as it helps shift their focus from fear of failure to personal progress.

Previous research conducted by Octaberlina like R (2022), explained strategies for students' speaking abilities in several aspects. For example memory strategy, cognitive strategies, and compensatory strategies. Based on previous study Saputra & Subekti (2017) explain about the memory strategy is useful for college students in speaking ability. Cognitive strategies are methods of altering or transforming language in a multitude of ways. Students can use their cognitive strategies via consistent practice, which will eventually result in the growth of their skills and expertise. For instance, students must often practice saying words and sentences out loud in order to develop their English speaking skills. They will be better able to recall and utilize the terms while speaking with native speakers as a result. Students use a strategy called a compensating approach when they have a lot of expertise solving issue patterns, which results from having a lot of practice addressing such problems. It recommends that the students use cognitive

strategies. Students sometimes use inadequate understanding to fill in the gaps in their knowledge, which has little influence on their ability to learn or create new terminology. Students have the option of using gestures or pantomime to communicate. The meanings of words from the target language that they are unfamiliar with. For instance, if the student cannot recognize the target language for "open the door," they may use body language to convey the information. A message to the person for whom assistance is requested. Social, emotional, and metacognitive techniques are all part of the indirect method. Organizing and monitoring students' progress toward communicative proficiency—also known as "metacognitive"—is one way to manage their learning process. Giving students clear goals in their quest to learn new things is the aim of this method. For students who want to become more fluent making a program for carrying out English speaking exercises, for instance, is the first step in learning the language. The next phase involves evaluating the students speaking skills to see how much they have improved from the previous phase.

In conclusion, speaking strategies are essential tools that enable learners to actively engage in oral communication and manage their emotional responses. For students facing mental health related challenges, the selection and consistent use of appropriate speaking strategies can make a significant difference in their academic and social performance.

2.2 Speaking Ability

Speaking proficiency or speaking skill is essential for learning a second language, especially in academic contexts where students must be able to communicate clearly and connect with others in English. Speaking is not only a language competence for EFL students; it's also a psychological activity that involves social engagement, emotional control, and real-time language creation (Brown, 1994). According to Oxford (1990), speaking proficiency can be developed through consistent application of strategies that enhance both fluency and confidence, especially when learners are faced with high pressure communication contexts.

In the context of EFL university students, speaking remains one of the most anxiety inducing skills. This is often due to limited opportunities for authentic interaction, fear of making mistakes, and lack of self confidence. Alaraj (2017) emphasized that learners may possess adequate grammatical and lexical knowledge but still struggle with speaking due to psychological barriers. These may include nervousness, embarrassment, or fear of negative evaluation, particularly during oral presentations or group discussions.

Furthermore, Irwan et al., (2017) suggest that students speaking ability is not only influenced by language exposure, but also by how well they manage their mental state during communication. Speaking, therefore must be understood as both a cognitive and affective process where success depends on internal motivation, emotional readiness, and mastery of strategic language use. Without

these factors, students may hesitate to express themselves, even when they are capable.

Students require organized and purposeful speaking opportunities, such as interactive group projects, presentations, and role plays, to enhance their speaking abilities. Oxford (1990) classifies a number of techniques that might aid in this development, such as affective techniques (like self-talk and relaxation), cognitive techniques (like summarizing and repetition), and metacognitive techniques (like planning and self-monitoring) through that techniques, students can improve skill in speaking. In addition to increasing language proficiency and accuracy, these techniques assist students in overcoming psychological barriers like insecurity and anxiety. Additionally, Octaberlina et al., (2022) note that speaking ability is heavily affected by language related anxiety, which may cause students to avoid speaking altogether. As such, students with mental health concerns may require more targeted speaking support to help them navigate anxiety triggering situations and build self assurance. With proper guidance and strategy training, students can enhance their speaking ability and communicate more confidently in English, even in high stakes environments.

2.3 Mental Health Problem

Mental health issues include mental disorders, psychosocial disabilities, and other mental states linked to important distress, functional disability, or self-harm risk. Every part of life, including connections with friends, family, and the community, can be destroyed by mental health issues. They may be caused by or

contribute to issues at work and in the class (WHO, 2022). For many students, going to college may be a stressful time. Some students must manage the difficult processes of individuating and separating from their family of origin in addition to the pressures of their studies, while others may have many career and family obligations. In this setting, a large number of college students encounter the onset of mental health issues. (Pedrelliet al., 2015). Many students who may benefit from mental health services do not actively seek them out; students in higher education are more likely than other college students to face a range of situational and maturational crises. Several studies have shown that the prevalence and severity of mental health issues among college students have grown. The majority of university counseling programs have restrictions on how many students they can treat and how much help they can offer (Haas et al., 2008). Counselors and students have identified a variety of stresses that might cause symptoms to appear or intensify in those who are at risk of having diagnosable mental health problems (LJ Cook, 2007).

2.4 Previous Studies

Several research have explore about the relationship between learning and mental health problem, related in learning particularly in EFL context. This studies focus on how the relationship between mental health and learning related to english speaking context in EFL to cope the difficulties used by the specific strategies. According to Khafidhoh et al., (2023). A lack of preparedness and internal psychological issues caused high school students to suffer from acute

anxiety. Similarly, frequent coping methods like planning, attention, and positive thinking were documented by Nuralika et al., (2025). According to Nuraeni et al., (2024) students can develop speaking strategies include practice, emotional self-regulation and enthusiasm.

The study results of extrinsic incentive to learn in the speaking class of the Islamic boarding school Al Ulya Kedungsuren are shown in a diagram. Criticism, guidance (from educators, parents, and the environment), incentives, sanctions, and imitation are elements or indicators that constitute extrinsic incentive or outside support. The most influential of these is the individual's guidance from parents, teachers, and friends. If those closest to them keep pushing kids to learn, they will work hard in school and use English frequently. As such, people are less likely to actively speak English if they do not offer helpful instruction. prior research on the topic of "I feel like I have a voice" and how public speaking can help Australian high school kids with their mental health, explain that the findings of the study is external factor motivation in the Islamic boarding school AI Ulya kedungsuren's to learn speaking class. Complement, suggestion (teachers, parents, nearby), goals, punishment (Bakhtiar & Suwandi, 2022).

Another study have been conduct from Ilyas et.al (2021), the results demonstrated that the students had psychological issues. One of the main issues that the children faced was low self-esteem, which claimed that, like the majority of their friends, they were unable to communicate in English. They then thought

they had nothing in the class to be proud of. Since they still haven't gotten better at communicating, the majority of students often feel like failure.

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research method used in the study. It consists of research design, setting and participant, data sources, data collection, data analysis, and triangulation.

3.1 Research Design

In order to investigate the English speaking strategies utilized by students with mental health problem, this study used a descriptive qualitative research approach. The goal of descriptive qualitative research is to give a thorough and in depth description of participants experiences without changing the stting or contributing factors. The researcher can record detailed descriptions and learn more about the psychological aspects that affect students speaking actions thanks to this arrangement. Descriptive qualitative research is appropriate or studies that seek to comprehend participant viewpoints using non numerical data and explain a phenomenon in it is natural setting, according to Nassaji (2015). The design of this study makes it possible for the researcher to look into the difficulties and communication techniques faced by college students who struggle with mental health problem in authentic learning environments. Similarly, (Colorafi & Evans, 2016) stress that qualitative descriptive research enables researchers to stay close to the data and provide practical, useful depictions of participants opinions and actions.this method it works on investigating mental health problem, like speaking strategies in the context of mental health problem.

3.2 Setting and Participants

This research was conducted at Universitas Islam Malang (Unisma), East Java, Indonesia within the English Language Education Department. This thesis involved two eight-semester students, which a number of students in class of 2021 are 60 students, but the researcher only involved two students with a specific focus on two female students who were selected as key participants through a purposive sampling technique. The two participants were 8th-semester students who were identified as experiencing mental health challenges such as anxiety, self confident or stress, caused by failed before came in to the participant favorite campus and tended to having perceive mystical experience, over thinking, and night mares every day, another participant having a family problem and there was another undisclosed in my study, the participants mental health problem experience were diagnosed by medical profesional like doctor psychiatrist which affected their English-speaking performance, referred to as Mrs. R and Mrs. Y. One student have actively contributed in various public speaking-related activities and academic discussions. Additionally, involved in campus organizations that emphasize sommunication and speaking skills, willingnes to practice and refine speaking abilities in different formal and informal rules. Despite one student active engangement in these activities, another student also have experience mental health problems that effect the confidence and fluency in speaking English. With the challenges they got, affect their self confident and speaking English. These challenges, such as anxiety, self-doubt and difficulty in expressing their thoughts under pressure. The selection of these participants was based on

their unique and wonderful experiences of still balancing strong speaking abilities and another one standart speaking abilities with mental health struggles, actively enrolled in the English Department, diagnosed or self reported mental health issues, willing to participate in interviews, making them suitable subjects for this thesis. The setting and participants were chosen to gain deep insights into their speaking strategies under psychological distress.

3.3 Data Sources

This research uses interviews in data collection. Interviews were conducted face to face for approximately 30 minutes and recorded. They interview. First, the data in this research was generated through self-constructed interviews. Interview questions were created by the researcher's and validated by the lecturer. To make it easier for participants to understand the interview questions, interviews were conducted using Indonesian. There are ten main questions asked of interviewees. These each 5 questions elicit information about what challenges students with mental health problems face when they speak and what speaking strategies they use.

3.4 Data Collection

In the data collection process, semi-structured interviews were used to gather data for this investigation. This method was selected to enable flexibility in examining the experiences of participants while maintaining a focus on certain study goals. The purpose of the interviews was to learn more about the speaking

difficulties that students with mental health problems encountered and the methods they employed to get past them. Each interview session approximately 30-45 minutes it depends on the answer and it can be long. With the participants' permission, all interviews were audio recorded, and they were then transcribed for analysis. Because semi-structured interviews allow participants to freely express themselves while providing rich, detailed data, they were deemed suitable for this descriptive qualitative study (Alshenqeeti, 2014). The interview process was carried out by asking questions about the challenges faced by students with mental health when they spoke. Apart from that, the next question is about the speaking strategies that the students use.

3.5 Data Analysis

The researcher initiated the data analysis process by carefully examining the face-to-face interview recordings through multiple listening sessions. Afterwards, they transcribed and read the interviews to fully understand the narrative. In the third stage, the researcher read the transcripts at least three times, beginning the data coding process. The fourth focus is to highlight sections related to challenges and speaking strategies for students with mental health problems. Once all the data has been coded and organized, the researcher documents a complete list of the different codes. Finally, they summarized the codes into main themes:

1. Challenges of balancing mental health and English speaking ability.
2. Maintaining a balance between speaking ability and mental well-being.

3. Overcoming speaking difficulties associated with mental health struggles.
4. The role of environmental support in enhancing both mental health and English speaking skills.
5. Adaption of English speaking strategies amidst mental health challenges.
6. Specific speaking strategies employed by student participants in English communication.

3.6 Triangulation

In building trust there are four strategies which include credibility, transferability, dependability, and confirmability (Lincoln et al., 1985). The researcher establish credibility as a goal to gain confidence in the data so that the quality of this research is guaranteed. In establishing credibility, the researcher use member checks as a technique for establishing credibility.

In the member check, the researcher displays the interview transcript to the resource person to ensure that the data obtained is the correct data. The interviewee has the opportunity to provide feedback about the interview data that may be added or subtracted. By doing this, researchers can ensure that the interview results can be verified and trusted (Doyle, 2007).

CHAPTER IV

FINDINGS AND DISCUSSIONS

The result of this study reveal that psychological challenges such as nervousness and anxiety play a crucial role in shaping students English speaking abilities. This is especially relate in EFL (English as a foreign Language) contexts, where college students often lack daily exposure to spoken English, making performance based anxiety more intense. Both of participants reported emotional difficulties or challenges that limited their fluency, particularly in formal or academic environtments.

This chapter presents findings and discussions based on the data collected by the researcher trough semi structured interview with the two participants, and both of them are college students in eight semester who have a long face and experience in mental health challenge. The data analysis used in this research is thematic analysis, based on theme to identify strategy and challenges of speaking used by the participants. This analysis arranged according to two main themes which is in harmony with the research questions : (1) What specific speaking difficulties do the students with Mental Health problems experience when using English in speaking class or academic settings, and (2) What are the speaking strategies do the students with Mental Health challenges use to cope with those difficulties and improve their English speaking performance. The findings are then discussed in relation to the theoritical framework and previous research.

4.1 Findings

4.1.1 What specific speaking difficulties do the students with mental health problem experience when using English in speaking class or academic settings?

4.1.1.1 English Speaking Experience

Both participants had different experiences with English Speaking. When the lecture asks to speak english and the challenges to speak english in class, Mrs. R clarified it's normal, because in the first year of college it was during the covid period so the learning system was online, previously she already had a basic in English. but sometimes the struggle is when the response from friends makes the conversation long so that there are some words that are forgotten and don't understand the meaning, but for speaking it herself it can be normal. Long conversations can also cause Mrs. R to lack vocabulary, so there are a lot of fillers and that makes it less fluent in speaking English. and when it comes to nervousness, worry and anxiety about speaking in public Mrs. R doesn't feel that too strong, just a little nervous and that's natural, because speaking in public must be seen and heard by many people but Mrs. R sees it as a challenge and will not back down or refuse, but Mrs. R continues to move forward to take it as an experience and things like speaking in public have often been experienced besides her basics have been strong for a long time.

In contrast Mrs. Y reported that she panic when before going forward or being asked to speak, Mrs. Y feels confused about what to talk about, overthinking about grammar, confused about translating from Indonesian to

English, although in the end it is fluent. and for the challenge of speaking English is the lack of vocabulary, grammar that is not yet mastered. for the challenge.

Mrs. Y feels normal when speaking in public, including when presenting in class, feeling nervous, anxious and worried when friends ask questions and previously there was material that Mrs. Y did not master.

4.1.1.2 Factors Causing Anxiety

Despite of the kind of situation makes participants most anxious, the feel about the possibility of making mistakes, and afraid of negative judgment from friends or teacher when speaking English. Mrs. R thinks that if her nature is not evaluate, it doesn't matter, and it's normal. But if her nature is to evaluate, in the sense of a competition, an exam, then Mrs. R feels she has to be perfect, everything has to be prepared well and perfectly, starting from her speech, how to read it, because Mrs. R thinks she will be the center of attention by being seen by people and will be assessed, this will be a report card for Mrs. R or if the competition will determine the winner, so everything has to be prepared perfectly. Even if she makes a mistake, Mrs. R feels that it is also normal, maybe she will feel embarrassed but she holds that "life must go on", Mrs. R will review the mistake and introspect, "oh that means I'm not good at this, so I have to learn again, I have to fix it again" making a mistake does not mean making Mrs. R give up on learning and introspection. If someone corrects Mrs. R's speaking ability, she will feel normal and not afraid to be corrected, Mrs. r will immediately ask

"oh yeah, am I wrong? What is the correct way? What is it like? Give me an example" so Mrs. r immediately looks for a solution by asking.

In other hand, Mrs. Y will feel anxious when in a situation where the lecturer suddenly appoints her to be a moderator in a seminar course, Mrs. Y feels that if there is no preparation it will be challenging to compose her words, but if given the opportunity to prepare herself even for a moment, then it is not too challenging. even when Mrs. Y makes a mistake when speaking English, she only thinks that "the key to successful communication is when the other person understands" and to speak English the most important thing is a lot of vocabulary, while making mistakes in grammar is not thought about too much, but if someone corrects it, then that is also one of the actions for Mrs. Y herself to improve. for negative comments, Mrs. Y feels a little anxious and immediately feels down because there is a history of mental health experienced by Mrs. Y.

4.1.1.3 Impact of Mental Health Problems

In this theme, both participants have little in common. Mental Health problems have affected the participant ability and ever sought professional support or counseling to help participants to overcome speaking English anxiety, so in this theme the researcher found that Mrs. R, revealed that the mental illness experienced by Mrs. Y did not affect Mrs. R's academics. Because from the beginning Mrs. R had a strong basic and experience in English, so Mrs. R's academics had been running properly, in some cases Mrs. R's mental illness affected her laziness, "actually she can do assignments, go to class on time, but

she only lost to laziness". And for the mental illness experienced by Mrs. R, it happened before she was in college. To overcome the mental illness experienced by Mrs. R, Mrs. R had been treated by a professional and consumed medication and had regular consultations with professionals such as doctors, psychologists and psychiatrists.

Also Mrs. Y say, The mental illness experienced does not affect English speaking skills, but when before speaking or pre-speaking which is affected by nervousness, nervousness, etc. because the mental illness experienced by Mrs. Y was also long before Mrs. Y was in college. To overcome this, Mrs. Y also went to professionals such as psychologists and was finally referred to a psychiatrist, taking medication and helping for some time, until now Mrs. Y often experiences her mental illness relapse.

4.1.2 What are the speaking strategies do the students with mental health challenges use to cope with those difficulties and improve their English speaking performance?

4.1.1.4 Anxiety Coping Strategies

To overcome anxiety or nervousness and strategies to prepare before speaking English, seek help from friends, lecturers, or use technology to improve speaking skills, Mrs. R and Mrs. Y had a different style. by self-talking "come on, I'm going to present, just talk, the matter of whether I'm wrong or not, everything is important is finished, the matter of being nervous, nervous, hold it in for now,

later when it's finished then I'll be nervous, it's okay". Mrs. R feels that sometimes every time she wants to present/speak in public, her nervousness level increases and eventually causes her to go blank, because she's afraid of that happening, so Mrs. R always uses self-talking, for example "come on, what do you want to say, what do you want to say, okay, what's the flow of what you want to say, okay, just talk, let's continue, the problem of English is wrong/not, you're out of breath in the middle of your vocabulary, it's okay, just switch languages, just improvise, you don't have to be nervous at the beginning, you're afraid of going blank". The point is to finish the task and appear in public. The strategy to overcome this is to write it down, read it over and over again, if there is vocabulary that is not understood and difficult to pronounce, then study it, look for the meaning, and to study with friends, Mrs. R rarely interacts with his friends, discussions only on campus benches, outside of that rarely.

Mrs. Y stated that, before the proposal seminar, using English, indirectly, the speaking lessons that Mrs. Y received from the beginning of the semester were also proven, or in the past during speaking class, then by calming herself down by listening to songs and being quiet when she knew she would advance soon would make Mrs. Y calmer. Moreover, the mental health problems that Mrs. Y faced were more anxiety disorders, so what she experienced was more panic, nervousness, sweaty hands, the way to overcome it was also by taking medication regularly before going to bed. While the strategy used to prepare herself when in class, Mrs. Y used TWS and was quiet, for self-rehearsal, of course the material had been prepared for seven days or at least two days to prepare and study the

material. Mrs. Y has not really sought help from friends, but from technology such as Google or other sources.

4.1.1.5 Self-Confidence and Social Comparison

Confident and self compared with others or friend during speaking English itself, based on Mrs. R about the confident assessing her level of self-confidence from one to ten, Mrs. R gave a rate of eight because she was nervous and anxious, if her preparation was perfect, she could rate her self-confidence at ten. Mrs. R also once compared herself with her friends, Mrs. R suspected that her friends in her class were not as smart as she thought, but it turned out that her friends' abilities were quite good "oh, it turns out they can speak English too", especially if their speaking was good so it made Mrs. R motivated to continue not wanting to be left behind. Mrs. R assessed this only in class, because the process of Mrs. R and her friends was the same, the acquisition of material was also the same, but Mrs. R felt that her friend was better than Mrs. R "why is she better, okay I have to try". Even Mrs. R once asked her friend for tips on how to speak English well, namely by taking notes first then developing them in her own language and translating them into English. and with that, Mrs. R saw that her friend's preparation and learning methods were indeed well prepared, indeed mature, so it was natural that her English was good.

Instead of Mrs. Y, for the level of self-confidence of Mrs. Y is eight out of ten, because so far when she communicates using English in class or outside the class, other people will understand what she is saying, because back again that

according to Mrs. Y "the key to communication is that other people understand what we are talking about". Mrs. Y once compared herself to her friend who had pre-teaching abroad where she had to use English, because when she saw her friend speaking English fluently with the lecturer in class, Mrs. Y felt inferior "why can't I be like her?" but that didn't make Mrs. Y stop learning, on the other hand she also gave positive affection "people's abilities are different, you are not as bad as others, and maybe that's also her luck".

4.2 Discussions

English Speaking Experience

The participant in this study had distinctly different experiences with English speaking activities. Mrs. R demonstrated a strong foundation in English due to previous exposure and experience in public speaking and basic skill in English such as speaking material. She exhibited a higher level of fluency and self-assurance, which allowed her to engage more confidently in speaking situations. This supports the idea proposed by Ariyanti (2016) that speaking experience, especially in authentic environments, helps learners internalize language use and develop fluency. Mrs. R's familiarity with public speaking contexts enabled her to develop automaticity in producing language, reducing the effects of anxiety when performing under pressure.

In contrast, Mrs. Y had less exposure and expressed significant nervousness and avoidance tendencies, particularly when faced with improving speaking tasks. She admitted to feeling confused forgetting vocabulary and

becoming overwhelmed during speaking situations. Her experience aligns with Horwitz (1986) theory of Foreign Language Anxiety, which states that limited speaking practice combined with high evaluation pressure can intensify emotional blocks, such as panic, hesitation and explains that fear of making mistakes and negative evaluation can become a psychological barrier to oral performance. Also overall, both participants in this study experienced emotional barriers that influenced their ability to express themselves fluently, especially in academic or public settings. Both participants, Mrs. R and Mrs. Y, reported emotional reactions when asked to speak in class or in public. These feelings were often tied to self perception, fear of being judged, and unexpected challenges, such as being asked to speak without preparation. Also emphasized that foreign language anxiety often stems from fear of making mistakes and being judged negatively by others. For Mrs. Y, anxiety was triggered by sudden assignments or lack of preparation, while Mrs. R experienced nervousness mainly in evaluation contexts like exams or competitions.

The emotional responses described by the participants panic, nervousness, self doubt-are anxiety and the difference between Mrs. R and Mrs. Y also illustrates the concept of input and output imbalance as discussed by Octaberlina et al., (2022), is a common barrier for EFL learners and can be intensified by Mental Health conditions, where students may receive input through reading or listening but lack opportunities to produce output through speaking. Mrs. Y's anxiety reflects this imbalance, as her limited speaking practice led to reduced confidence and increased fear of judgement. These

findings highlight the crucial role of consistent speaking practice in reducing language anxiety and promoting fluency.

Factors Causing Anxiety

The findings revealed that the primary sources of speaking anxiety among the participants were fear of making mistakes, fear of negative evaluation, and pressure in evaluative speaking situations such as exams or competitions. These results align directly with Horwitz (1986) Foreign Language Anxiety framework, which identifies three main components of language anxiety : communication apprehension, test anxiety, and fear of negative evaluation, for instance, Mrs. R admitted feeling more nervous when participating in competitions where she perceived a need to be perfect and well prepared, while Mrs. Y reported feelings of panic and mental blocks when being called upon without preparation.

Mrs y's case particularly supports the findings of Irwan et al., (2017) who noted that sudden exposure to speaking tasks without preparation often leads to increased anxiety and decreased performance among EFL learners. The unpredictability and time pressure in such tasks heighten students emotional stress, which in turn interferes with cognitive processes like lexical retrieval and sentence construction.

Additionally, the role of perfectionism in language anxiety is evident in Mrs. R's responses. She mentioned that being in a competitive environment made her focus excessively on achieving flawless delivery. This is in line with Bakhtiar et al., (2022) who argued that perfectionism and self imposed pressure are common among high performing students, and may increase psychological strain

during speaking tasks. Although Mrs. R managed this anxiety through self regulation, her experience demonstrates that anxiety can still affect even those with a strong language foundation.

In summary, both participants experienced speaking anxiety triggered by different conditions lack of preparation, fear of which are consistent with established theories in second language acquisitions and foreign language anxiety. Understanding these triggers is essential for identifying appropriate coping strategies and instructional approaches that minimize anxiety in EFL classrooms.

Self Confidence and Social Comparison

However, this study also highlights that students personal speaking experiences and mindset influence how anxiety is handled. Mrs. R's prior exposure to speaking competitions and her proactive self talk helped her stay composed and motivated. This supports the idea from Oxford (1990) that affective and metacognitive strategies are essential tools for language learners with emotional challenges.

Furthermore, both of the participants adopted various strategies to overcome their anxiety, such as relaxation, self rehearsing, writing, and self motivation. These methods related with the strategies categories described by Oxford (1990), particularly affective strategies (emotion regulation), metacognitive strategies (planning and preparation), and cognitive strategies (repetition and practice). This shows that speaking anxiety is manageable when students are equipped with tools to address it consciously.

Interestingly, the study found that Mental Health issues did not directly reduce the participants speaking ability, but rather influenced the pre-speaking phase, especially emotional readiness. This contrasts slightly with the findings of Alaraj (2017), who argued that anxiety consistently limits speaking fluency. In this case, both of the participants Mrs. R and Mrs. Y were still able to perform well with preparation and support, indicating that personal resilience and previous speaking experiences mediate the impact of Mental Health on language performance.

In conclusion, this study reaffirms that Mental Health plays a significant role in shaping speaking behavior among EFL learners. Yet, through the implementation of targeted speaking strategies and emotional coping mechanisms, students with Mental Health problems can still engage actively in speaking activities. The findings extend existing research by showing how personalized strategies rooted in the students self awareness and lived experiences contribute to speaking development despite psychological barriers.

Anxiety Coping Strategies

The fourth theme highlights how both participants developed personal strategies to manage anxiety during English speaking activities. Mrs. R relied on internal self talk to calm herself before speaking. Her affirmations, positive think, such as mentally telling herself that nervousness could wait until after the performance, reflect a high degree of emotional self regulation, which aligns with Oxford (1990) affective strategies. These involve using techniques like relaxation, positive self talk, and emotional control to enhance language performance. Mrs.

R's strategy is a clear example of how emotional awareness can be used proactively to reduce anxiety and boost speaking confidence.

Mrs. Y, on the other hand preferred strategies that involved preparation structure or grammar. She often rehearsed, wrote her thoughts down before speaking, and sometimes relied on calming routines or distractions. While she did not have the same public speaking background as Mrs. R, she compensated by applying metacognitive strategies planning, organizing, and monitoring her speaking tasks. According to Oxford (1990), metacognitive strategies help learners manage their cognitive load, making it easier to navigate anxiety including situations. Mrs. Y's method of preparing in advance is a good example of this, as it helped her feel more in control during speaking tasks.

Interestingly, both participants also described the role of self motivation, which fits within the framework of affective strategy use. Mrs. R mentioned pushing herself forward even in competitive or high pressure situations, while Mrs. Y reminded herself that avoiding speaking would not help her improve. These findings support the claim by Octaberlina et al., (2022) that students with anxiety can still perform well when they have effective coping tools and a supportive mindset.

The use of personalized strategies illustrates that language learners with mental health challenges are not passive victims of anxiety, but rather, active agents in managing their own learning. These strategies do not eliminate anxiety together but allow learners to function through it. As Oxford (1990) states,

successful language learners often adapt their strategies to suit their emotional and cognitive needs, especially in high stress communication contexts.

In short, this study reinforces the importance of teaching strategy based learning in EFL settings, particularly for students who face mental health barriers. Coping strategies such as self talk, preparation, and emotional regulation should be introduced and practiced explicitly in the classroom to help students navigate their challenges more effectively.

Impact of Mental Health Problems

The fifth theme addresses how mental health challenges influence students readiness and performance in English Speaking. Interestingly, the findings from both participants suggest that mental health conditions such as anxiety did not completely block their ability to speak English. Instead, it affected their emotional readiness, motivation, and confidence before speaking activities began. This supports the view of Alaraj (2017), who emphasized that psychological distress in EFL learners more often affects the pre speaking stage such as planning, focus, and willingness to communicate or speak, rather than linguistic competence itself.

Mrs. R expressed that although she felt nervous during certain speaking situations, her past experience and mindset helped her push through. Mrs. Y reported being affected more heavily, especially when given sudden speaking assignments or facing unexpected interactions. Her anxiety often caused cognitive blocks, such as forgetting vocabulary or freezing up. These experiences align with Horwitz (1986) and Octaberlina et al., (2022), who noted that language related

anxiety disrupts learners ability to retrieve words and structure sentences, leading to decreased fluency.

Moreover, the participants responses demonstrated that mental health is not a fixed barrier, but a fluctuating factor that interacts with speaking performance depending on context. For example, Mrs. R performed better in informal situations but experienced more pressure during competitions or examinations. Mrs. Y, in the other hand, felt safer in one on one or small group contexts but avoided large audiences. This highlights the importance of situational variables, as discussed by Oxford (1990), where learner strategy use and anxiety levels can vary based on task type and emotional state.

What this theme underscores is that language anxiety and mental health issues do not define students abilities. With preparation, personal strategy, and adequate support, both participants were still able to perform well in English speaking tasks. It also aligns with Bakhtiar et al., (2022), who argued that resilience and adaptability can mediate the negative effects of anxiety on communication.

To conclude, this study provides meaningful insight into how mental health challenges, particularly anxiety, influence students English speaking performance in academic contexts. While the ability to speak in English is often viewed as a linguistic skill, the findings reinforce that emotional readiness and psychological well being are equally important in shaping learners participation and fluency. The five themes ranging from students prior speaking experiences to their coping strategies and the overall impact of mental health reveal that speaking

difficulties are not solely caused by a lack of proficiency, but also by internal emotional conflicts such as fear of judgement, low self confidence and nervousness in high stakes situations. From both participants, mental health especially in anxiety issues is not necessarily an immovable barrier, but a condition that can be managed through intentional strategy use, resilience, and positive learning environments.

Therefore, it is essential for EFL educators and stakeholders to recognize the role of mental health in language learning, particularly speaking, speaking in public, or speaking subject. Beyond teaching pronunciation, grammar, and vocabulary, instructors should also support students in developing emotional regulation skills and strategic awareness. By incorporating anxiety reducing activities, reflective learning, and classroom empathy, institutions can foster inclusive and empowering environments where students with mental health challenges can thrive. Ultimately, this research highlights that mental health aware pedagogy is not just a complementary approach it is a critical component in ensuring equitable and effective English language education for all learners.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study based on the findings and discussion in the previous chapter. In addition, several suggestions are also provided for students, lecturers, and future researchers related to speaking strategies and mental health in English language learning. The aim is to summarize the research outcomes and offer insights for practical application and further investigation. These conclusions are grounded in the data collected through semi-structured interviews with two participants, each of the participants shared personal experience and academic experience so far during EFL learning context.

Moreover, this chapter presents practical and theoretical implications based on study outcomes. Focuses on psychological condition, such as anxiety, nervousness, and self confidence can affect the students in learning process and skill, especially in EFL students who have psychological problem. And this chapter aim to summarize the research process, and recommendations that may contribute to the development of more inclusive and supportive language learning context for university students.

5.1 Conclusions

This study investigated the English speaking strategies used by students with mental health problems and how those problems influenced their speaking performance. Based on interviews with two participants, it can be concluded that

mental health, especially anxiety, plays a significant role in shaping how students prepare and perform in English speaking tasks.

The first conclusion is that both participants experienced challenges in speaking English, but the difficulties were not mainly caused by linguistic incompetence. Instead, the emotional state before speaking such as nervousness, anxiety, and fear of being judged greatly affected their fluency and confidence. Mrs. R, who had strong speaking experience and self awareness, perceived speaking challenges as opportunities to grow. Meanwhile, Mrs. Y showed more hesitation and panic, especially in sudden or unprepared situations.

Second, the strategies used by both participants reflected their attempts to manage emotional discomfort and improve their speaking outcomes. Strategies such as self talk, preparation, self rehearsal, note taking, and mental affirmation were commonly used. These are consistent with Oxford (1990) strategy classification, especially affective and metacognitive strategies such as inner motivation and emotional control, while Mrs. Y relied on structured preparation and calm routines. For the strategy itself, Mrs. R uses a self-talk strategy where she will convince herself to continue to be confident and believe in the final result. Meanwhile, Mrs. Y has a strategy of listening to songs or focusing on an object and self-breathing.

Third, mental health problems did not entirely block students ability to speak English. Both participants could still perform effectively when they had enough preparation and used suitable strategies. This supports the idea that mental health challenges are not fixed obstacles, but can be managed with personal effort,

awareness, and support. The similarity of both of my participants is that they have experienced mental health illness for a long time, Mrs. Y said long before college, while Mrs. I said I have experienced symptoms of mental illness since graduating from high school and she felt down, but Mrs. R has a strong foundation in English and speaking in public in English or Indonesian. Mrs. R previously had a myriad of achievements ranging from joining organizations, and other achievements so that the mental illness suffered did not become a barrier for Mrs. to continue to embrace academic and non-academic circles.

Lastly, the findings highlight that EFL students with mental health issues need personalized strategy training and supportive environments to help them succeed. Speaking strategies should be introduced explicitly for students who struggle emotionally and mentally.

5.2 Suggestions

Based on the findings, the following suggestions are proposed :

1. For students :

Students who experience anxiety or other mental health problems should explore and consistently apply speaking strategies that work best for them. Using techniques like self talk, advance preparation, and relaxation can help manage emotional discomfort before speaking. Students should also try to identify their personal triggers and prepare ways to overcome them.

2. For lectures and educators :

This study used only two participants, so future research is encouraged to involve more students with varied mental health backgrounds. Quantitative or mixed method studies can also be conducted to measure the effectiveness of specific speaking strategies for students with anxiety or other psychological issues. It is also suggested to examine how online learning platforms influence speaking anxiety among EFL students.

Overall, this study emphasizes that mental health challenges and speaking difficulties are closely related. However, with proper understanding , personalized strategies, and consistent support, students with mental health problems can develop their English speaking skills and build confidence in academic and public speaking strategies.

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Appendix I. Instrment of Interview

Instrument of Interview

(Adapted from Hutabarat & Simanjutak 2019, Khafidhoh & Wijayati 2023, Zetterkvist 2022, Rizkiya & Partlo 2023, Marzuki 2022)

INVESTIGATING THE ENGLISH SPEAKING STRATEGY BY THE STUDENTS WITH MENTAL HEALTH PROBLEM

Part A: English Speaking Experience

1. How do you feel when asked to speak English in class?
2. What are the main challenges you face when speaking English?
3. Do you feel anxious, nervous, or worried when speaking in public? Can you tell us more?

Part B: Factors Causing Anxiety

4. What kind of situations make you most anxious when speaking in English (e.g.: presentations, group discussions, or being called on suddenly)?
5. How do you feel about the possibility of making mistakes when speaking in English?
6. Do you feel afraid of negative judgment from friends or teachers when speaking?

Part C: Self-Confidence and Social Comparison

7. How confident are you when speaking English? Why is that?
8. Have you ever compared your speaking ability with your classmates? If so, how did it affect your self-confidence?

Section D: Anxiety Coping Strategies

9. What do you usually do to overcome anxiety or nervousness before speaking in English?
10. Do you have any special strategies to prepare yourself before speaking (e.g.: writing first, breathing exercises, practicing with friends)?
11. Do you seek help from friends, lecturers, or use technology to improve your speaking skills?

Section E: Impact of Mental Health Problems

12. Do you feel that your mental health problems have affected your ability to speak English? If so, how?
13. Have you ever sought professional support or counseling to help you overcome your speaking anxiety?

Part F: Closing

14. Is there anything else you would like to share about your experiences in speaking English and how you deal with the feelings that arise?

(Indonesian version)

Bagian A: Pengalaman Berbicara Bahasa Inggris

1. Bagaimana perasaan anda saat diminta berbicara dalam bahasa Inggris di kelas?
2. Apa tantangan utama yang anda hadapi saat berbicara dalam bahasa Inggris?
3. Apakah anda merasa cemas, gugup, atau khawatir saat berbicara di depan umum? Bisa ceritakan lebih lanjut?

Bagian B: Faktor Penyebab Kecemasan

4. Situasi seperti apa yang paling membuat anda cemas saat berbicara dalam bahasa Inggris (misalnya: presentasi, diskusi kelompok, atau saat dipanggil tiba-tiba?)
5. Bagaimana perasaan anda terhadap kemungkinan membuat kesalahan saat berbicara dalam bahasa Inggris?
6. Apakah anda merasa takut akan penilaian negatif dari teman atau guru saat berbicara?

Bagian C:

7. Seberapa percaya diri anda saat berbicara dalam bahasa Inggris? Mengapa demikian?
8. Apakah anda pernah membandingkan kemampuan berbicara anda dengan teman sekelas? Jika ya, bagaimana hal itu mempengaruhi kepercayaan diri anda?

Bagian D: Strategi Mengatasi Kecemasan

9. Apa yang biasanya anda lakukan untuk mengatasi rasa cemas atau gugup sebelum berbicara dalam bahasa Inggris?
10. Apakah anda memiliki strategi khusus untuk mempersiapkan diri sebelum berbicara (misalnya: menulis terlebih dahulu, latihan pernapasan, berlatih dengan teman)?
11. Strategi apa yang anda gunakan untuk mengatasi masalah tersebut?

Bagian E: Pengaruh Masalah Kesehatan Mental

12. Apakah anda merasa bahwa masalah kesehatan mental yang anda alami mempengaruhi kemampuan anda dalam berbicara bahasa Inggris? Jika ya, bagaimana pengaruhnya?

13. Apakah anda pernah mencari dukungan profesional atau konseling untuk membantu mengatasi kecemasan berbicara anda?

Bagian F: Penutup

14. Apakah ada hal lain yang ingin anda bagikan tentang pengalaman anda dalam berbicara bahasa Inggris dan bagaimana anda mengatasi perasaan yang muncul?

Appendix II. Interviews Transcript

A. Name: Mrs. Y

List of Acronym: 1 = La'ichatul Masruroh (Interviewer)

R1 = Mrs. Y (Respondent 1)

R2 = Mrs. R (Respondent 2)

No.	Initials	Interview Transcript
1.	I	Hello, first of all let me introduce my self. My name is La'ichatul Masruroh an at this time I would like to conduct an Interview session with you as the respondent by looking at your experience of Mental Health Issues or Problem for my research entitled "Investigating The English Speaking Strategy by The Students With Mental Health Problem". Before I started the interview session, do you have any questions?
2.	R1	No mbak, it's clear enough.
3.	I	Okay, let me started ya. The first question is how do you feel when asked to speak English in class?
4.	R1	Actually, I panicked before coming forward, confused about what to say, overthinking about grammar, translating but in the end it went smoothly. I was confused because I was in a rush to think negatively because I was used to translating from Indonesian to English, so that was what made it challenging, but so far every time I was asked to come forward, especially to speak English in front of the class, I went through it and went smoothly.
		Sebenarnya, saya sempat panik sebelum maju, bingung mau ngomong apa, mikirin tata bahasa, menerjemahkan, tapi akhirnya lancar. Bingung juga sih karena terburu-buru mikir negatif, soalnya saya terbiasa menerjemahkan dari Bahasa Indonesia ke Bahasa Inggris, jadi itu yang bikin sulit. Tapi sejauh ini, setiap kali diminta maju, apalagi untuk bicara bahasa Inggris di depan kelas, saya selalu berusaha dan lancar.
5.	I	So, you got overthinking before you do ya? Endlessly you can do it.
6.	R1	Yes so far, maybe because of my background experience about mental health ya.
		Ya sejauh ini, mungkin karena latar belakang pengalaman saya tentang kesehatan mental ya.

7. I I see, your experience of mental health can given biggest affect from your perform in class ya. Okay, my next question what are the main challenges you faced when speaking English?
8. R1 So far my main challenges are, gramar, minimum vocab that have.

Sejauh ini tantangan utama saya adalah, tata bahasa, kosakata minimum yang saya miliki.

9. I Do you feel anxious, nervous, or worried when speaking in public? Can you tell us more?
10. R1 So far, the only time I've been in public is within the classroom, like presenting in class where many of my friends are present, and in that position, I'm pretty relaxed, I feel nervous or a little panicked when my friends ask questions and I don't master the material.

Selama ini saya hanya tampil di depan umum di dalam kelas, seperti presentasi di kelas yang dihadiri banyak teman saya, dan di posisi itu saya cukup santai, saya merasa grogi atau sedikit panik ketika teman saya bertanya dan saya tidak menguasai materinya.

11. I If you were in that position, wouldn't you have studied first?
12. R1 I always study, especially when I know I have a presentation tomorrow or in the next few days, but sometimes there are questions that are outside the material and I don't really understand it.

Saya selalu belajar, terutama ketika saya tahu saya akan presentasi besok atau beberapa hari ke depan, tetapi terkadang ada pertanyaan yang keluar dari materi dan saya tidak begitu memahaminya.

13. I You should not answer it if they ask out of your topic.
14. R1 Of course, i did.
15. I Good answer, so what kind of situations that make you most anxious when Speaking in English(e.g: presentations, group discussions, or being called on suddenly?)
16. R1 I was once appointed by a lecturer to be a moderator. If there was no preparation, it was a bit challenging, but if there were material or rules, it was still possible. But then again, everything went smoothly even though I was a bit shocked at the beginning because I was surprised and there was no preparation.

Saya pernah ditunjuk oleh dosen untuk menjadi moderator. Kalau tidak ada persiapan, agak sulit, tapi kalau ada materi atau aturannya, masih bisa. Tapi ya sudahlah, semuanya berjalan

- lancar meskipun awalnya saya agak kaget karena kaget dan tidak ada persiapan.
17. I That means you are influence in speaking skill, even there is no preparation
18. R1 Amin, but not really, still trying and never give up to learn new things I think.
19. I Makes me amazed, how do you feel about the possibility of making mistakes when speaking?
20. R1 So far, in my mindset, the key to communication is when the person we are talking to understands what we are saying, without thinking too much about the mistakes, because if we are aware of our mistakes, it is a correction to improve, by having basic vocabulary or sufficient vocabulary, other people will definitely understand, so in my mind there is a defense like that.

- Selama ini dalam pola pikir saya, kunci komunikasi adalah ketika lawan bicara kita paham dengan apa yang kita sampaikan, tanpa terlalu memikirkan kesalahannya, karena jika kita sadar akan kesalahan kita, itu sebagai koreksi untuk memperbaiki, dengan memiliki kosakata dasar atau kosakata yang cukup, orang lain pasti paham, jadi dalam pikiran saya pembelaannya seperti itu.
21. I That means you feel safe because you have emphasized this principle.
22. R1 Thats right
23. I I see, do you feel afraid of negative judgement from friends or lecturers when speaking?
24. R1 Negative comments can make me quite anxious and down, because my own history of mental illness is anxiety, so if there are things that make me feel uncomfortable, my illness or anxiety will be disturbed and I will get drunk, my illness is really anxiety, I get nervous, sweaty.

- Komentar negatif bisa membuat saya cukup cemas dan terpuruk, karena riwayat penyakit mental saya sendiri adalah kecemasan, jadi kalau ada hal-hal yang membuat saya tidak nyaman, penyakit atau kecemasan saya akan terganggu dan saya akan mabuk-mabukan, penyakit saya sebenarnya kecemasan, saya jadi grogi, berkeringat.
25. I So what do yo do to overcome that problem?
26. R1 Take a breath, stay calm, be sure everything will be fine.
27. I How confident are you whenspeaking English? And why?
28. R1 Coming back to my principle or my self-soothing all this time, the important thing is that other people understand.
29. I Because principles can increase your level of self-confidence,

- right. If I were to give you an example to rate how confident you are from 1-10, what would you rate it?
30. R1 Right, if I were to rate it I think it would be 8.
31. I Which is good, i think 8 is a fairly high score. Have you ever compared your speaking ability with your classmate? If so, how did it affect your confidence?
32. R1 A classmate who was on a field introduction program (PPL) abroad, I saw how fluent he was when he was talking to the lecturer, and suddenly I thought, "Why can't I be like him?" But I still calmed myself down by saying, "Everyone has different abilities, you're not that bad either."
- Temannya sekelas saya yang sedang menjalani program pengenalan lapangan (PPL) di luar negeri, saya lihat dia begitu fasih berbicara dengan dosen, dan tiba-tiba saya berpikir, "Kenapa saya tidak bisa seperti dia?" Tapi saya tetap menenangkan diri dengan berkata, "Setiap orang punya kemampuan yang berbeda, kamu juga tidak seburuk itu."
33. I What do you usually do to overcome anxiety or nervousness before speaking in English?
34. R1 Before the spray, calm yourself by listening to music and being quiet, when I am called to come forward soon, I will do the same. Self heal.
- Sebelum menyemprot, tenangkan diri dengan mendengarkan musik dan berdiam diri. Nanti kalau saya dipanggil untuk maju, saya akan melakukan hal yang sama. Sembuhkan diri.
35. I Do you any special strategies to prepare yourself before speaking (e.g: writing first, breathing exercises, practicing with friends)?
36. R1 In class, using TWS and silence, to prepare the material, I usually prepare it 7 days before or 2 days before, at the very least 1 day before, that's the sequence where I can complete the material and understand and study it.
- Di kelas, dengan menggunakan TWS dan keheningan, untuk menyiapkan materi, saya biasanya menyiapkannya 7 hari sebelumnya atau 2 hari sebelumnya, paling tidak 1 hari sebelumnya, itulah urutan di mana saya dapat menyelesaikan materi dan memahami serta mempelajarinya.
37. I Do you seek help from friends, lecturers, or use technology to improve your speaking skills?
38. R1 Quietly, take a breath, because as I said before, the mental illness of anxiety that I experienced was more like panic, nervousness, so one of the things that could stop it was taking

medication, even if only for a moment.

pelan-pelan, tarik nafas, karena seperti yang sudah saya katakan tadi, penyakit mental cemas yang saya alami itu lebih seperti panik, gugup, jadi salah satu yang bisa menghentikannya adalah minum obat, meski hanya sesaat.

39. I Do you feel that your mental health problems have affected your ability to speak English? If right, how?
40. R1 So far, speaking skills have not been affected, what has been affected are pre-speaking, panic, nervousness, and anxiety.
41. I Have you ever request/look for help professional support or conseling to help you overcome your anxiety or your mental health problem?
42. R1 I have consulted a psychologist and even been referred to a psychiatrist, and that helped for a while.
43. I So it helps, even if it's temporary. If I may ask, how long have you been experiencing mental health problems? After college or before?
44. R1 I experienced this mental health problem long before I entered college.
45. I I see, is there anything else you would like to share about your experiences in speaking English and how you deal with the feelings that arise?
46. R1 For the illness that I experienced myself, it was long before I went to college, therefore it didn't really affect me, but if it sometimes bothers me, then I always emphasize to myself to think that when speaking English there will definitely be nervousness, so by encouraging myself with positive affection such as "you can do it, you're used to it and have studied before, let's do it".

Untuk penyakit yang saya alami sendiri, itu sudah lama sebelum saya masuk kuliah, oleh karena itu tidak begitu berpengaruh pada saya, namun jika memang kadang-kadang itu mengganggu saya, maka saya selalu menekankan kepada diri sendiri untuk berpikir bahwa ketika berbicara dalam bahasa Inggris pasti akan ada rasa gugup, maka dengan menyemangati diri sendiri dengan afeksi yang positif seperti "kamu pasti bisa, kamu sudah terbiasa dan sudah belajar sebelumnya, ayo kita lakukan".

47. I Okay, thank you Mrs. Y, I think that's all for our interview sessions. Thank you for joining my interview sessions today.

B. Name: Mrs. R

No	Initials	Review Transcript
1.	I	Hello, first of all let me introduce my self. My name is La'ichatul Masruroh an at this time I would like to conduct an Interview session with you as the respondent by looking at your experience of Mental Health Issues or Problem for my research entitled "Investigating The English Speaking Strategy by The Students With Mental Health Problem". Before I started the interview session, do you have any questions?
2.	R2	No mbak, it's clear enough.
3.	I	Okay, let me started ya. The first question is how do you feel when asked to speak English in class?
4.	R2	Yeah, it's okay, when I first started studying during Covid, I already had a basic understanding of English, so it was okay, but the struggle was when I had to respond (talking back and forth) and I didn't understand the English, I suddenly forgot, like I was thinking about something, but when it came to speaking, it was okay. Ya nggak apa-apa, dulu pas awal-awal belajar pas Covid, aku udah ngerti dasar-dasar Bahasa Inggris, jadi nggak apa-apa, tapi yang jadi kendala itu waktu aku harus jawab (ngomong bolak-balik) dan aku nggak ngerti Bahasa Inggrisnya, aku tiba-tiba

lupa, kayak lagi mikirin sesuatu, tapi pas ngomong, nggak apa-apa.

5. I No wonder it's just ordinary, it turns out you already have the basics, have you ever taken a course before? Usually, those who go to Pare have a strong charm. As far as I know, they don't only teach basic skills there, but also build mental and self-confidence, so you can be fluent.

6. R2 Yes, I've been to Pare. In Pare, your self-confidence is really honed, especially since we practice every day, study, and communicate every day using English. That's an attraction in itself.

Ya, saya pernah ke Pare. Di Pare, rasa percaya diri kita benar-benar terasah, terutama karena kita berlatih, belajar, dan berkomunikasi setiap hari menggunakan bahasa Inggris. Itu daya tarik tersendiri.

7. I I see, what are the main challenges you face when speaking English?

8. R2 If it's a pretty long conversation, I'll be lacking in vocabulary, there'll be a lot of aa ee so I won't be able to speak English properly.

Ketika obrolannya mulai panjang, kosakata saya akan kurang, menjadi tiba tiba lupa dan hilang kosakatanya apaya, akan ada

banyak aa ee jadi saya tidak akan bisa berbicara bahasa Inggris dengan baik.

9. I So, what do you do when you are in a position, brain stuck, lack of vocabulary?
10. R2 Just be quiet for now, calming myself, then when I feel safe and not stuck, so I can continue to talk.
11. I I see, do you feel anxious, nervous, or worried when speaking in public? Can you tell me more?
12. R2 No, maybe I'm nervous but I'll see it as a challenge, I won't back down or refuse, I'm nervous but that's normal because in public many people are watching, listening, but I still move forward to gain experience, I've experienced that several times, I've also often experienced these things besides the basics are already strong, I was used to speaking and appearing in public.
Tidak, mungkin saya grogi tapi saya akan melihatnya sebagai tantangan, saya tidak akan mundur atau menolak, saya grogi tapi itu wajar karena di depan umum banyak orang yang menonton, mendengarkan, tapi saya tetap maju untuk menambah pengalaman, itu sudah saya alami beberapa kali, hal-hal tersebut juga sudah sering saya alami selain itu dasarnya sudah kuat, saya sudah terbiasa berbicara dan tampil di depan umum.

13. I That's right, because you already have a strong foundation, so maybe the challenge is a normal thing, namely just feeling nervous and that's normal. What kind of situations make you most anxious when speaking in English (e.g: presentations, group discussions, or being called suddenly)?
14. R2 Those that don't judge me are fine, I'm used to it. But if it's judgemental, like competitions, exams, I feel like I have to be perfect, I have to go all out, I have to speak well because I will be assessed, there will be a determining score, and that will be on my report card or if it's a competition, it will determine victory or defeat. So as long as the context is not judgemental, it's fine, I'm used to it.
- Mereka yang tidak menghakimi saya tidak masalah, saya sudah terbiasa. Tapi kalau menghakimi, seperti kompetisi, ujian, saya merasa harus sempurna, harus berjuang maksimal, harus berbicara dengan baik karena saya akan dinilai, akan ada skor penentu, dan itu akan tertera di rapor saya, atau kalau kompetisi, itu akan menentukan menang atau kalah. Jadi, selama konteksnya tidak menghakimi, tidak masalah, saya sudah terbiasa.
15. I Good, im amazed from your great answer, means you are fluently in speaking skill. How do you feel about the possibility

of making mistakes when speaking in English?

16. R2 yeah it's okay, at most I was a little embarrassed at first, but that's it and I still felt "life must go on" oh my, it turns out my vocabulary was wrong / my pronunciation wasn't good earlier, yeah I thought about it, but that's okay, it means I have to study again, introspect again if I'm not good at this part.

ya gak papa, paling awalnya malu juga sih, tapi ya sudahlah dan tetap saja merasa "hidup harus jalan terus" aduh, ternyata kosakataku salah / pengucapanku kurang bagus tadi, ya sudah kupikir-pikir, tapi ya sudahlah, berarti aku harus belajar lagi, introspeksi lagi kalau memang belum bagus di bagian ini.

17. I Do you feel afraid of negative judgement from friends or lecturers when speaking?

18. R2 I'm not afraid, if someone corrects me, I immediately ask them what's the correct way? How do I do it? So I immediately look for a solution too.

Saya tidak takut, kalau ada yang mengoreksi saya, saya langsung bertanya apa cara yang benar? Bagaimana caranya? Jadi saya langsung mencari solusinya juga.

19. I Oh yes, while diving, drink water, right? But what if the person who gives a negative assessment is a native speaker?

20. R2 In fact, I think I'm even less afraid, because all this time I've known native speakers, and when I chat with them, they never blame me for my wrong words, instead they correct and correct me, and that makes my speaking skills improve. So in conclusion, I'm not afraid, especially if it's a native speaker.
- Malah, saya rasa saya malah tidak takut lagi, karena selama ini saya mengenal penutur asli, dan ketika saya mengobrol dengan mereka, mereka tidak pernah menyalahkan saya atas kesalahan saya, malah mereka mengoreksi saya, dan itu membuat kemampuan berbicara saya meningkat. Jadi kesimpulannya, saya tidak takut, apalagi kalau itu penutur asli.
21. I How confident are you when speaking English? And why?
22. R2 If I were to rate it from 1-10, my speaking skill would be at 8, because I was nervous and anxious, but in terms of thorough preparation, I would usually be at 10.
- Kalau aku harus memberi nilai 1-10, kemampuan berbicaraku ada di angka 8, karena aku grogi dan cemas. Tapi dari segi persiapan yang matang, biasanya aku ada di angka 10.
23. I Such a high rate ya, but i can see it from your answer. Have you ever compared your speaking ability with your classmate? If it yes, how did it affect your self confidence?
24. R2 I have, it turns out that some of my friends' themes are good

too, before I felt "oh none of my friends can speak English" eh it turns out that some of my friends are good, even their speaking skills are good, so I'm motivated to continue not wanting to be left behind.

Aku pernah, ternyata beberapa teman-temenku bagus juga, sebelumnya aku merasa "aduh teman-temenku nggak ada yang bisa bahasa Inggris" eh ternyata teman-temenku ada yang bagus, bahkan kemampuan speaking mereka juga bagus, jadi aku termotivasi untuk terus nggak mau ketinggalan.

25. I Instead of feeling inferior, you become more motivated, which is good. But have you ever compared yourself to other people outside the classroom? Like, you and your friends in outside, and you guys having a conversation.

26. R2 So far I've only assessed him in class, because our process is the same, we get the same material, "but why is he better?" Well, from there I have to try, I once asked my friend "what are the tips?" Then my friend answered "Yes, by writing it down first, then developing it using your own language, after that, translating it into English." I know my friend's answer is like that, so yes, I see that his preparation is thorough, so it's natural that his pronunciation is good, everything is good.

Selama ini saya hanya menilai dia di kelas, karena proses kami

sama, kami mendapatkan materi yang sama, "tapi kenapa dia lebih baik?" Nah, dari situlah saya harus mencoba, saya pernah bertanya kepada teman saya "apa tipsnya?" Lalu teman saya menjawab "Ya, dengan menuliskannya terlebih dahulu, lalu mengembangkannya dengan bahasa sendiri, setelah itu menerjemahkannya ke dalam bahasa Inggris." Saya tahu jawaban teman saya seperti itu, jadi ya, saya melihat persiapannya matang, jadi wajar jika pengucapannya bagus, semuanya bagus.

27. I Okay, what do you usually do to overcome anxiety or nervousness before speaking in English?
28. R2 Usually I do self-talk, for example "come on, I'm going to present, the important thing is just to say it, the matter of whether it's wrong or not is all the important thing is that it's over, the nervousness, the nervousness, hold it for now. Later when it's over, I'll be nervous." Because sometimes when I want to present/speak in public, the nervousness level gets higher and eventually I go blank. Well, because that makes me afraid, so I always say to myself "what do you want to say? Oh I want to say this, okay, later what will the flow of what I want to say, oh this, okay, just continue talking, the problem is that my English is wrong/not right, or you'll mess up your

vocabulary in the middle of the conversation, it's okay, later just switch languages, just improvise, you don't have to be too nervous at the beginning, afraid of going blank" the point is after appearing in public, it's successful. That's it.

Biasanya aku ngomong sendiri, misalnya, "ayolah, aku mau presentasi, yang penting ngomong aja, masalah salah atau nggak, yang penting udah selesai, groginya, groginya, tahan dulu. Nanti kalau udah selesai, aku grogi." Soalnya kadang-kadang pas mau presentasi/bicara di depan umum, tingkat groginya malah tinggi dan akhirnya aku blank. Nah, karena itu bikin aku takut, jadi aku selalu bilang ke diri sendiri, "Mau ngomong apa? Oh, aku mau ngomong gini, oke, nanti gimana alurnya, oh gini, oke, lanjut aja ngomongnya, masalahnya bahasa Inggrisku salah/gak bener, atau kosakatamu bakal berantakan di tengah percakapan, yaudah, nanti ganti bahasa aja, improvisasi aja, nggak usah grogi-groggi di awal, takut blank." Intinya setelah tampil di depan umum, berhasil. Itu saja.

29. I means that self talk helps to build self-confidence.
30. R2 Obviously mbak
31. I Do you have any special strategy to prepare yourself before speaking (e.g: writing first, breathing exercises, practicing with friends?)

32. R2 I definitely write, read it over and over, where the difficult vocabulary is, how to say it and look for the meaning. As for studying with friends, it's rare because I rarely interact with friends, discussions yes, but only on campus, outside of that, it's rare.
- Saya pasti menulis, membacanya berulang-ulang, di mana letak kosakata yang sulit, bagaimana cara mengucapkannya, dan mencari artinya. Soal belajar bersama teman, jarang karena saya jarang berinteraksi dengan teman, diskusi ya, tapi hanya di kampus, di luar itu jarang.
33. I Do you feel that your mental health problem have affected your ability to speak English? If yes, how you overcome?
34. R2 My mental illness did not affect my academics, initially I had a strong foundation and experience in English, in the end my academics just went as it should, my mental illness did not affect my academics/ability, maybe it affected my laziness, actually I could do assignments, I could go to class without being late, but all of that was defeated by laziness.
- Penyakit mental yang saya derita tidak mempengaruhi prestasi akademik saya, awalnya saya mempunyai dasar dan pengalaman yang kuat dalam Bahasa Inggris, pada akhirnya prestasi akademik saya berjalan sebagaimana mestinya,

penyakit mental yang saya derita tidak mempengaruhi prestasi akademik/kemampuan saya, mungkin mempengaruhi kemalasan saya, sebenarnya saya bisa mengerjakan tugas, saya bisa masuk kelas tanpa terlambat, tetapi semua itu dikalahkan oleh kemalasan.

35. I Have you ever require or look for professional support or conseling to help you overcome your mental health?
36. R2 I have, but recently I haven't because I live in Malang. If I go back to my village, maybe I can go for counseling again, because my BPJS is at home, so I automatically go to the doctor/psychiatrist at the hospital in my area or in my city.

Sudah, tapi belum lagi karena saya tinggal di Malang. Kalau saya pulang kampung, mungkin saya bisa konsultasi lagi, karena BPJS saya ada di rumah, jadi saya otomatis pergi ke dokter/psikiater di rumah sakit di daerah atau kota saya.
37. I Did it help to heal your mental health? And now that you've stopped counseling, do you often relapse?
38. R2 Yes, sometimes it relapses, but not as much as before, because even though I've stopped counseling, I also take medication such as vitamin B complex and other vitamins which help me overcome my overthinking.

Ya, kadang kala kambuh, tetapi tidak sebanyak sebelumnya,

karena meskipun saya sudah berhenti melakukan konseling, saya juga minum obat seperti vitamin B kompleks dan vitamin lainnya yang membantu saya mengatasi pikiran berlebihan saya.

39. I I am amazed, you are fabulous, i mean like u can struggle with your problem which is it's a mental health it's not easy. Is there anything you would like to share or tell us more about your experiences struggling with mental health problem? How long have you had mental health problems?
40. R2 For how long has the mental illness been going on, I don't know for sure because it's very complicated, I was stressed after graduating from school for 2 years, I was stressed because I didn't pass the SNPTN for college at that time, I didn't pass the SBMPTN, so I dropped out since then. Then I went to Unisma, maybe you could say since then, but in the end, because it's been a long time and handled by professionals, so the days of entering Unisma went normally, as it should, the point is it didn't affect my academics. So, I dared to seek professional counseling when I felt that these things were bothering me with negative thoughts. At that time, I asked to go to the hospital for counseling with a doctor/psychiatrist, started taking medication, and stopped at the beginning of the 4th semester. Yes, because

of that, I was helped to take medication such as vitamins, and going to a professional like a doctor/psychiatrist was very helpful.

Sudah berapa lama mental illness itu berlangsung, saya tidak tahu pasti karena memang rumit sekali, saya sempat stres setelah lulus sekolah 2 tahun, stres karena waktu itu saya tidak lulus SNPTN kuliah, SBMPTN saya tidak lulus, jadi saya DO sejak saat itu. Kemudian saya masuk Unisma, mungkin bisa dibilang sejak saat itu, tetapi pada akhirnya karena sudah lama dan ditangani oleh yang profesional, jadi hari-hari masuk Unisma berjalan biasa saja, sebagaimana mestinya, intinya tidak mempengaruhi akademik saya. Jadi, saya memberanikan diri untuk mencari konseling profesional ketika saya merasa hal-hal tersebut mengganggu saya dengan pikiran-pikiran negatif. Saat itu, saya meminta untuk ke rumah sakit untuk konseling dengan dokter/psikiater, mulai minum obat, dan berhenti di awal semester 4. Ya karena itu, saya dibantu untuk minum obat seperti vitamin, dan pergi ke profesional seperti dokter/psikiater itu sangat membantu.

41. I You're great for going through all that and I can say you're very good. Okay, I think that's all for our interviews. Thank you very much for joining my interview session.

LEMBAR VALIDASI DATA PENELITIAN

Saya yang bertanda tangan di bawah ini :

Nama (inisial) : Mrs. Y (R1)

Status dalam penelitian : Responden 1

Keterangan : Kurang lebih 5 tahunan menderita gangguan penyakit mental

Telah membaca seluruh temuan data penelitian dari wawancara yang dilakukan bersama saya selaku responden dalam penelitian ini, dengan judul penelitian “Investigating The English Speaking Strategy by The Students With Mental Health Problem” oleh peneliti :

Nama : La'ichatul Masruroh

NPM : 22001073022

Program Studi : Pendidikan Bahasa Inggris

Setelah membaca seluruh temuan data dari hasil interview dalam bentuk teks, saya menyatakan bahwa data telah sesuai dan tidak terdapat manipulasi data oleh peneliti.

Demikian surat keterangan validasi data penelitian ini saya sampaikan dengan sadar dan tanpa paksaan dari pihak manapun.

Malang, 13 Juni 2025

Responden

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