

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING  
ENGLISH SPEAKING PERFORMANCE OF ELEVENTH GRADE  
STUDENTS AT SMK N 2 METRO**

**By:**

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FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG  
1447 H / 2025 M**

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING ENGLISH  
SPEAKING PERFORMANCE OF ELEVENTH GRADE STUDENTS AT SMK  
N 2 METRO**

Presented as a partial Fulfilment of the  
Requirements For the Degree of Sarjana  
Pendidikan (S.Pd) In English Education  
Department

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1447 H / 2025**



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APPROVAL PAGE

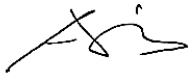
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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to  
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*Wassalamu'alaikum Wr. Wb*

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*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Program Studi TBI



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**RATIFICATION PAGE**

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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING  
ENGLISH SPEAKING PERFORMANCE OF ELEVENTH GRADE  
STUDENTS AT SMK N 2 METRO**

**ABSTRACT**

**By:**

**WULAN CAHYANINGTYAS PRANOWO**

There are several psychological factors that prevent students from speaking in English such as anxiety, shyness, fear of making mistakes, low of confidence, and low of motivation. This research aims to investigate what psychological factors negatively influencing speaking performance at eleventh grade students of SMK N 2 Metro.

This research is a qualitative research. The method used in data collection is observation, interviews and documentation. The subject of this research is 10 students of Teknik Pendingin dan Tata Udara (TPTU) at SMK N 2 Metro.

From observation data and in depth interviews with respondents, researcher found that psychological factors play a role in students' speaking abilities. Students who have a fear of making mistakes, shame, anxiety, have low self-confidence, have low motivation will make students reluctant to speak in English because they feel unable to speak English well.

***Keywords:*** *Psychological Factors, Speaking, Fear of making mistakes, Shyness, Anxiety, Low of confidence, and Low of motivation*

# **ANALISIS FAKTOR-FAKTOR PSIKOLOGIS YANG MEMPENGARUHI KEMAMPUAN BERBICARA BAHASA INGGRIS PADA SISWA KELAS XI DI SMK N 2 METRO**

## **ABSTRAK**

**Oleh :**

**WULAN CAHYANINGTYAS PRANOWO**

Ada beberapa faktor psikologis yang menghambat siswa untuk berbicara dalam bahasa Inggris, seperti kecemasan, rasa malu, takut membuat kesalahan, kurangnya kepercayaan diri, dan kurangnya motivasi. Penelitian ini bertujuan untuk menyelidiki faktor-faktor psikologis apa yang secara negatif mempengaruhi kinerja berbicara pada siswa kelas XI di SMK N 2 Metro.

Penelitian ini merupakan penelitian kualitatif. Metode yang digunakan dalam pengumpulan data adalah observasi, wawancara dan dokumentasi.. Subjek penelitian ini adalah 10 siswa kelas XI Teknik Pendingin dan Tata Udara (TPTU) di SMK N 2 Metro.

Dari data observasi dan wawancara mendalam dengan responden, peneliti menemukan bahwa faktor psikologis berperan dalam kemampuan berbicara pada siswa. Siswa yang takut membuat kesalahan, seperti malu, cemas, rasa percaya diri yang rendah, dan memiliki motivasi yang rendah akan membuat siswa enggan berbicara dalam bahasa Inggris karena mereka merasa tidak mampu berbicara bahasa Inggris dengan baik.

***Kata kunci:*** *Faktor Psikologis, Takut melakukan kesalahan, Rasa malu, Kecemasan, Rendahnya kepercayaan diri, dan Rendahnya motivasi*

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in expectation certain parts which are excerpted from the bibliography mentioned.

Metro, December 2025

The Researcher



**WULAN CAHYANINGTYAS PRANOWO**

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## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk pada sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2025

Yang menyatakan,



**WULAN CAHYANINGTYAS PRANOWO**

Nomor Induk Mahasiswa: 1901051069

## MOTTO

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا

“Dan orang-orang yang bersungguh-sungguh di jalan Kami, pasti akan Kami tunjukkan kepada mereka jalan-jalan Kami.”

**(QS. Al-‘Ankabūt: 69)**

## **DEDICATION PAGE**

I dedicate this undergraduate thesis to:

My beloved Papa

My beloved Mama

My beloved Brother & Sisters

All of My Best Friends

## ACKNOWLEDGEMENT

Praise and thanks to Allah SWT, the Most Gracious and Merciful, who has always given grace and guidance in order for the researcher to carry out this undergraduate thesis. With greetings and sholawat, the researcher prays to our wonderful prophet Muhammad SAW, who has led us from darkness to the era of light.

This undergraduate thesis is submitted in partial fulfillment of the requirements for the Sarjana Pendidikan (S Pd.) degree in English Education Department entitled: “AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE OF ELEVENTH GRADE STUDENTS AT SMK N 2 METRO”.

In completing this thesis, the researcher realizes that it would not have been possible without the support, assistance, and guidance of many parties. Therefore, the researcher would like to express sincere gratitude to:

1. Prof. Dr. Ida Umami, M.Pd.,Kons, the Rector of the State Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, for his guidance and facilitation.
3. Dr. Much Deniatur, M.Pd, the Head of the English Education Study Program of the Faculty of Tarbiyah and Teacher Training, for his valuable assistance.
4. Aisyah Sunarwan, M.Pd, the researcher’s supervisor, for her precious time, advice, and guidance that greatly contributed to the completion of this thesis.

The researcher hopes that this thesis will be useful to other writers and people with similar interests. The researcher recognizes that this thesis is nearly perfect. Suggestions and constructive criticism will the writer accepts gracefully.

Metro, December 2025  
Researcher,

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, positioned above the printed name.

**WULAN CAHYANINGTYAS PRANOWO**  
Student Number: 1901051069

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking, as a basic language skill, is a vital productive ability for the oral transmission of information. This skill involves the ability to pronounce sounds or words clearly in order to express, convey, and communicate thoughts, ideas, or emotions. This skill serves as the primary means for learners to interact with others in order to achieve specific goals or share their opinions, intentions, aspirations, and perspectives. Furthermore, speaking is intrinsically linked to listening skills; effective oral communication requires students to listen carefully before responding. Unlike the process of memorizing and reciting written sentences, speaking is a spontaneous activity that allows students to express their ideas verbally in real time.

However, mastering speaking skills poses a considerable challenge. Many students experience difficulties during the process of developing these skills. Among the speaking problems encountered by English as a Foreign Language (EFL) learners, linguistic and psychological issues are prominent. Linguistic problems encompass various factors that hinder students speaking abilities, such as poor grammar, limited vocabulary, and difficulties with pronunciation. Language-related problems arise when individuals lack the necessary vocabulary to effectively communicate or struggle to construct coherent

phrases. Many students learning English as a foreign language find it challenging to use appropriate words and expressions during conversations.

Psychological factors are factors that are mentally or spiritually related to the aspects of language acquisition by students.<sup>1</sup> There are some psychological factors that hinder students from speaking in English class such as fear of making mistake, shyness, anxiety, low of confidence and low of motivation. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. Some psychological factors such as shyness and anxiety are considered as the main causes of students' reluctance to speak.<sup>2</sup>

In line with the speaking problems above, the researcher conducted a pre-survey that was done at March 7th 2024 at SMK N 2 Metro. Pre-survey was conducted to find out students' problems in speaking English. In the pre-survey process, the researcher conducted an interview with one of the English teachers. The results showed that fewer students whose speaking scores are able to reach the Minimum Mastery Criteria (MMC) is less than the number of students who are unable to reach the MMC. It can be concluded that the eleventh grade students at SMK N 2 Metro have low speaking performance. The

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<sup>1</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (Pergamon Press, 1982), hal. 45.

<sup>2</sup> Widagdo, Arif. 2020. "Faktor Psikologis Siswa / Mahasiswa Dalam Pembelajaran Bahasa Asing : Sebuah Dilema Bagi Pengajar Bahasa Inggris." *Konseling Edukasi: Journal of Guidance and Counseling* 11 (1).

speaking problems experienced by the eleventh grade students at SMK N 2 Metro primarily stem from their limited English vocabulary and their master of grammar is also insufficient.

Additionally, students encounter challenges in converting ideas from assigned topics into interesting and logically organized oral communication. The speaking problems observed in eleventh grade students at SMK N 2 Metro are caused by the psychological factors that negatively impact their fluency of speaking. During speaking activities, many students experience nervousness due to a lack of confidence in their speaking abilities.

In line with the speaking problems encountered by the eleventh grade students at SMK N 2 Metro, it can be seen that psychological factors play an important role in the process of speaking English. Psychology is science that studies open and closed behavior in humans both as individuals and groups, in relation to the environment. Open behavior is a psychomotor behavior that includes acts of speaking, sitting, walking and others, while closed behavior includes thinking, thinking, feeling and so on.<sup>3</sup>

Based on all the illustrations above, it can be concluded that psychological factors play an important role in the students speaking ability. Psychological factors that can hinder students speaking abilities should be minimized in order to improve students speaking abilities. In

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<sup>3</sup> Dave, R. H. 1970. *Psychomotor levels*. In R. J. Armstrong (Ed.), *Developing and writing behavioral objectives*. Tucson, AZ: Educational Innovators Press.

this case, the researcher analyzed the psychological factors that affect the speaking proficiency of eleventh grade students at SMK N 2 Metro. Therefore, the researcher will conduct a qualitative research entitled “An Analysis of Psychological Factors Affecting English Speaking Performance of Eleventh Grade Students at SMK N 2 Metro.”

## **B. Research Question**

Based on the background of the problem that has been explained above, this research addresses the following question : What are the main psychological factors that influence negatively the speaking performance of eleventh grade students at SMK N 2 Metro?

## **C. Objective and Benefits of the Study**

### **1. Objective of the Study**

Based on the research question above, the research objective is to identify and analyze the main psychological factors that negatively influence the speaking performance of eleventh grade students at SMK N 2 Metro.

### **2. Benefits of the Study**

#### **a) For the Students**

This study aims to analyze the psychological factors of the eleventh grade vocational high school students that affect their performance in English. By addressing these factors, students can

optimize their abilities to speak English fluently and confidently. Therefore, the students will be more motivated to learn English.

b) For the Teachers

This study is expected to benefit English teachers, especially in teaching speaking skills, by providing techniques that they can apply in the learning process. Therefore, teachers should plan their learning programs carefully.

c) For the Other Researchers

It is hoped that this research will be beneficial and provide valuable insights for other researchers intending to undertake investigations on the same topic. This research can serve as one of the foundational references for researchers to consider in their studies.

#### **D. Prior Research**

Based on several relevant sources to this research, the researcher chose several published studies. The result from the comparative analysis are as follows :

The research entitled "*Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)*" written by Juhana.<sup>4</sup> The study aims to find out psychological factors that hinder students from

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<sup>4</sup> Juhana. 2012. *Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)*. Journal of Education and Practice, Vol. 3, No. 12. p. 100-110.

speaking and the causes of the factors as well as the possible solutions to overcome the factors. In terms of findings, the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. The similarities this research and the research to be conduct is about the research design, the method in this research and the research to be conduct used a qualitative method. The difference of both research is the research sample. This research involves a sample of students in Vocational High School.

The research entitled “*An Analysis of Psychological Factors Impacting Performance at English Language Education of FKIP UIR*” written by Oktaria in 2020.<sup>5</sup> The objective of the research is to find out what kind of psychological factors do impact speaking performance at English language education of FKIP UIR. Based on the research finding the students average in psychological factors that hinder them from practicing speaking such as lack of self- confidence, lack of aptitude and anxiety. This research used qualitative research and the sampling of this research is conducted at third year semester English language education of FKIP UIR. The similarities of this research and the research to be conduct about the topic is psychological factor impacting speaking performance. However different with the subject, the subject of the

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<sup>5</sup> Oktaria, “*An Analysis of Psychological Factors Impacting Performance at English Language Education of FKIP UIR*” (Bachelor Thesis. Universitas Islam Riau, 2020).

research is English language education of FKIP UIR and the subject of the main research is the eleventh grade students of SMK N 2 Metro.

The research entitled “*The Analysis of Students' Psychological Problems and Its Solutions in Speaking English at One of the Junior High Schools in Aru Islands*” written by Imelda Tahalele, Felicia M. Lekatompessy and Wensy S. Nussy in 2023.<sup>6</sup> The purposes of this study were to discover what are the students' psychological problems and their solutions in speaking English. The results of this study indicate that students still have problems speaking English, especially psychological problems such as fear of making mistakes, lack of self- confidence, lack of motivation, and anxiety. The difference in this research and the research to be conduct is about the research design, the method in this research uses a mix method (qualitative and quantitative research) while the research that to be conducted uses a qualitative methods. The qualitative data was analyzed using the technique by Miles and Huberman data reduction, data display, and conclusion. The similarities this research and the research to be conduct is discussed about students' psychological problems in speaking English.

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<sup>6</sup> Tahalele, Imelda, Felicia M Lekatompessy, and Wensy S Nussy. 2023. “The Analysis of Students' Psychological Problems and Its Solutions in Speaking English at One of the Junior High Schools in Aru Islands.” *MATAI: International Journal of Language Education* 2 (3).

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Speaking

##### 1. The Definition of Speaking

Speaking properly means using language that adapts to the needs, interests, knowledge, and attitudes of the audience and avoids language that alienates audience members.<sup>1</sup> In the field of communication, people use the term verbal closeness to describe the language used to reduce psychological distance between the speaker and the audience. In other words, speaking correctly means choosing words that enhance the relationship between the speaker and audience members.

Furthermore, the speaker wants to convey a positive ethos so the listener will pay attention and remember the speaker and the message positively. Speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience.<sup>2</sup>

Speaking is language skill that involves both a command of certain skills and several different types of knowledge.<sup>3</sup> In addition, performance is everywhere, and the word is often used as an umbrella

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<sup>1</sup> Rudolph F. Verdeber, Deanna D. Sellnow, Kathleen S. Verdeber, *The Challenge Of Effective Speaking*, (Boston, USA : Wadsworth, Cengage Learning : 2012, 2008, 2006), 191.

<sup>2</sup> Miroslaw Pawlak, Ewa Waniek-Klimeczak, Jan Majer, *Speaking And Instructed Foreign Language Acquisition*, (Canada : Multilingual Matters : 2011), 149

<sup>3</sup> Scott Thornbury, *How To Teach Speaking*, (Amazon : Pearson Education ESL : 2005)

term to describe the behavior of humans or animals or even larger entities, such as a country or an organization. A reliable speaker must have good speaking performance supported by high self-esteem.

## 2. The Component of Speaking

### a) Pronunciation

Pronunciation is defined as the way the sounds of a language are produced, including how and where word stress and sentence stress are placed. It also involves the use of pitch and intonation to convey meaning and express feelings. Pronunciation encompasses not only the individual sounds but also the rhythm and melody of speech, which are essential for effective communication and understanding in spoken language.<sup>4</sup>

### b) Vocabulary

Vocabulary is an important element of language that a person must have in learning a language, especially to communicate with other people.<sup>5</sup> Vocabulary can be defined as the words that a person is aware of to speak successfully. It can be said that one of the keys to success in communication is the power of words. In addition, by knowing a lot of vocabulary, it will be easier for us to express our ideas, feelings, and thoughts.

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<sup>4</sup> Harmer, J. How to teach English. England : Longman. 2007

<sup>5</sup> Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

c) Grammar

Grammar is consist morphology and syntax but have subdivided into two different but interrelated areas of study- morphology and syntax. Morphology is the study of how words formed of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.<sup>6</sup> In other words grammar is rule in structure of sentence how to change form of words and using correct grammar to made meaning of the sentence.

d) Fluency

Fluency can be defined as the ability to speak at a fluent and precise speaking speed.<sup>7</sup> This means that speakers don't have to spend a lot of time searching for the language needed to convey the message. In the teaching and learning process, if you want to check the fluency of students in speaking, usually the teacher allows students to express themselves freely without instructions, this is to help students speak fluently and easily.

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<sup>6</sup> Andrew Radford, *An Introduction to English Sentence Structure*, (New York : Cambridge University Press), 2009, p.1.

<sup>7</sup> Harmer, Jeremy. *The Practice of English Language Teaching*. 4th ed., Pearson Longman, 2007, p. 284.

### e) Comprehension

Comprehension is a complex cognitive process that involves understanding and making meaning from information.<sup>8</sup> It requires active engagement where the reader or listener interacts with the text or spoken language using their prior knowledge, interpretation skills, and the context in which the communication occurs. Comprehension goes beyond just decoding words; it involves constructing a holistic understanding by integrating new information with existing knowledge. This process is essential for effective learning and communication, as it enables individuals to grasp the intended message and apply it appropriately in different situations.

## **B. Concept of Speaking Performance**

### **1. The Definition of Speaking Performance**

Speaking performance is defined by J.C Richards as referring to public talk, i.e., talk that transmits information before an audience, which follows a recognizable format and is close to written language rather than conversational language.<sup>9</sup> Each person has his own way and nature in conveying messages to others. Delivering messages can

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<sup>8</sup> Louis Cohen, *Research Methods in Education*, (New York: The Taylor & Francis e-library 2005), p.51.

<sup>9</sup> J. C. Richards (2006). *Developing classroom speaking activities: From theory to practice. Guidelines*, (RELC, Singapore), 28.

be in the form of writing such as correspondence or talking such as chatting or telephone.

Moreover, there are people who are very good at communicating in terms of speaking, usually people like this tend to be expressive, confident and like to engage in conversation but there are also people who have difficulty communicating in this case talking or chatting usually people who have difficulty speaking or chatting are those who are quiet or shy and tend to be less expressive.

## **2. The Components of Speaking Performance**

The kinds of knowledge that speakers bring to the skill of speaking comprise extra-linguistics knowledge, such as background knowledge of topic and culture, and linguistics knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology.<sup>10</sup>

Moreover, kinds of extra-linguistic knowledge are knowledge of the context, and familiarity with other speakers. In the dinner-party conversation about kedgerree, the speakers share considerable, background knowledge at all these levels, and this is reflected in the assumption they are able to make. Kath, for example, doesn't have to explain what domestic science is, and the other speakers throw in reference to spotted dick, as if these concepts were part of their

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<sup>10</sup> Scott Thornbury, *How To Teach Speaking*, (Amazon : Pearson Education ESL : 2005)

common experience. These all constitute topic and cultural knowledge.

Linguistic knowledge is often ranged along a cline from “the big picture” such as knowledge of the way an anecdote typically unfolds, to the “fine print” such as knowledge of grammar and vocabulary. In the fact, the boundaries between categories are blurred, and they work interdependently, such that in reality is difficult to account for particular features of speech event by reference to any single knowledge system.

Discourse knowledge, within the structure of a specific genre, its individual elements need to be connected so as to form coherent stretches of discourse. Knowing how to organize and connect individual utterances, as well how to map this knowledge on the turn-taking structures of interactive talk, is called discourse competence.<sup>11</sup>

### **3. The Assessment of Speaking Performance**

According to Cyril J. Weir, there are some indicators that should be scored. He classified into five analytic speaking criteria as follows:

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<sup>11</sup> Scott Thornbury, *How To Teach Speaking*, (Amazon : Pearson Education ESL:2005).

<sup>12</sup> Cyril J. Weir, *Language Testing and Validation: An Evidence-Based Approach, Research and Practice in Applied Linguistics* (Basingstoke: Palgrave Macmillan, 2005), p. 196.

**Table 1**  
**Analytic Speaking Criteria**

<b>Aspect</b>	<b>Category</b>	<b>Indicators</b>
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
	2 (fair)	Speech is slow and hesitant. Maintain speech in passive manne and needs regular prompt.
	1 (bad)	The students speak so little that no fluent speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to
	2 (fair)	Compheresion suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (bad)	Words are unintelligibe.
Vocabulary	4 (excellent)	Effective use of vocabulary of the task with litle inappropriacies.
	3 (good)	For the most parat, effective use of vocabulary for the task of some examples inappropriacies.
	2 (fair)	Limited use of vocabulary with frequent innappropriacies.
	1 (bad)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (fair)	Speech is broken comprehension sentences.
	1 (bad)	Unable to construct comprhensible sentences.

Aspect	Category	Indicators
Intearctional Strategies	4 (excellent)	Interacts effectively ad readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2 (fair)	Use of ineffective can seldom develop an interaction.
	1 (bad)	Understanding and interaction minimal.

## C. Concept of Psychological Factors

### 1. The Definition of Psychological Factors

Psychology is the scientific study of people's thoughts and actions. The term "psychology" is derived from the Greek words "psyche," which means "life," and "logo," which means "explanation" or "definition." Psychology is the product of many inducements devised by scientists and philosophers in order to comprehend the thoughts and behaviors of various animals ranging from the most primitive to the most complex.<sup>13</sup> Psychology is defined as the scientific study of human behavior and mental processes.<sup>14</sup> It means that psychology is concerned with a person's thoughts, feelings, and actions.

Psycholinguistics or psychology of language is the study of the interrelation between linguistic factors and psychological aspects.

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<sup>13</sup> Gregg R. Henriques, *Psychology Defined*. (James Madison University: Journal of Clinical Psychology), 2004.

<sup>14</sup> Ronald Roesch, Stephen D Hart, James RP Ogloff, *Psychology and Law : The State of the Discipline*, (Springer Science & Business Media), 1999.

Psycholinguistics includes the study of speech perception, the role of memory, concepts and other processes in language use, and how social and psychological affect the use of language. Clark and Clark state that the psychology of language is related to three main things: comprehension, production, and language acquisition.<sup>15</sup> By integrating concepts from psychology and linguistics, psycholinguistics investigates how humans perceive, process, and generate language, as well as how language is represented in the mind and brain. Psycholinguistic insights are also applied practically to improve language teaching methods, curriculum design, and overcoming learning difficulties in English as a second language.

## **2. The Important of Psychological Factors**

Three clear strands to the importance of psychology in long-term development: first, its role in learning and development, second, its role in performance and third, its usefulness in lifestyle management. In terms of performance, it is clear to see that mental skills are very important for success at the highest level. People all know examples of top-level sports men and women who were on the verge of winning a major tournament only to crumble when most under pressure or when approaching the winning line

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<sup>15</sup> Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia* (Jakarta: Yayasan Obor Indonesia, 2003), 7.

The mental toughness and the associated psychological skills have long been identified as factors that discriminate between the very good and the very best. In other words, they are often the dividing line between winning and losing on the day, particularly when skills and physical attributes are very similar.<sup>16</sup>

### **3. Psychological Factors Affecting Speaking Performance**

There are many psychological factors that affect a person's speaking skills such as low of confidence, fear of mistakes, shame, and so on. Here, it is referred to as a feeling of low of confidence is a feeling of low of confidence when speaking, fear of being wrong in speaking especially if speaking a foreign language such as low of vocabulary and shame because someone tends to be introverted, very quit and less proficient in socializing.

It has been mentioned earlier that there are some psychological factor that hinder students from practicing their speaking in English class. Each of them is explained below.

#### **a. Fear of Mistake**

Fear of mistake becomes one of the main factors of students reluctance to speak in English the classroom. The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned

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<sup>16</sup> Dave Collins, Angela Button, Hugh Richards, *Performance Psychology APractitioner's Guide*, (UK : Elsevier Limited. All rights reserved : 2011), 71.

about how other will see them.<sup>17</sup> In terms of possible solution to overcome students' fear of mistakes, gives several suggestions.

First, that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys carry out a communication.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. With regard to the

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<sup>17</sup> Ika Budayanti, "Students' Anxiety in Speaking English in the Classroom," Celtic Journal, 2023, hal. 5.

cause of shyness, that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher.

In terms of possible solution to overcome shyness, it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Regarding the causes of anxiety, based on the findings of their study, found out three main causes of students' anxiety i.e communication apprehension, test anxiety and fear of negative evaluation. In order to overcome anxiety, about improving students' speaking skills

suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities.

d. Low of Confidence.

It is commonly understood that students' low of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are low of confidence to communicate. The main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. With regard to possible solution to overcome the students' low of confidence.

e. Low of Motivation

It is mentioned in the literature that motivation is a key to students' learning success. With regard to the issue of motivation in learning, stresses that motivation is important to notice in that it can affect students reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparation of learners to communicate. With respect to the causes of low of motivation, elaborates the

causes of the students' lack of motivation such as uninspired teaching, boredom, lack of perceived relevance of materials and low of knowledge about the goals of the instructional program. To encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Types and Characteristics of Research**

The researcher conduct a qualitative research. According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.<sup>1</sup> It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others" experience to establish decision. The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize.

The characteristics in this study focus on descriptive qualitative research. The researcher took surveys that can be used to describe phenomena and summarize. The purpose of using surveys for descriptive research is to systematically collect detailed information about the characteristics, behaviors, opinions, and perceptions of a specific

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<sup>1</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (New Delhi: Sage Publications, 2003), 4.

population or group in order to provide an accurate and comprehensive overview of the subject under study. Descriptive qualitative analysis involves describing the general characteristics of the data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.

In line with the explanation above, the purpose of this study is to find out psychological factors that influence the speaking performance of English students in the eleventh grade at SMK N 2 Metro.

## **B. Data Resources**

In this study the researcher divides the source into two items. They are primary and secondary.

### **1. Primary sources**

Primary sources are original materials on which research is founded. They provide direct evidence or firsthand testimony related to the subject under investigation. Such sources present information in its unaltered form, without interpretation, summarization, or evaluation by secondary authors. To gather data from primary sources, researchers must collect it directly. Common methods employed for obtaining primary data include observation, interviews, and document analysis. The main source of this study are the eleventh grade students from Teknik

Pendingin & Tata Udara program as known as (TPTU) at SMK Negeri 2 Metro.

## 2. Secondary sources

Secondary sources provide interpretation or analysis based on primary sources. The secondary sources can explain primary sources and often use them to support specific theses, arguments or to persuade readers toward particular perspective. In this study, secondary sources include interviews, documentation, journals, e-books and articles related to research.

### C. Data Collecting Technique

Qualitative research typically follows an inductive process. It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”.<sup>2</sup> The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by their research design and procedures.

The researcher employs various data collection techniques, including in-depth interviews, participant observation, and document analysis. In this study, document analysis is utilized as the primary

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<sup>2</sup> Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed., p. 185). SAGE Publications.

method for data collection. The researcher took documents from psychological factors that affect students' speaking ability. In the process of collecting data, the researcher collects psychological factors that affect the ability to speak, to analyze and identify psychological factors that affect students' speaking abilities.

In this research, the researcher used three techniques to collect data. There are observations, documentation, and interview.

#### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>3</sup> As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children).

#### 2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of

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<sup>3</sup> John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.<sup>4</sup> Accordingly, the secondary data needed are documented as data resource in the form of documentation.

### 3. Interview

Interview is the interaction of two people to exchange information and thoughts through question and answer, so as to create meaning in a particular topic. Interviews are used as a data collection technique to find out things from more in-depth sources.<sup>5</sup> The aim of interview is to gain on going something about people, occurrence, activity, organization, feeling, motivation, etc. Something ongoing based on the past experience. The condition is probably occurring in the future to verify and developing the last information.

## D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data involves examining the organized material to identify inherent characteristics or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data typically

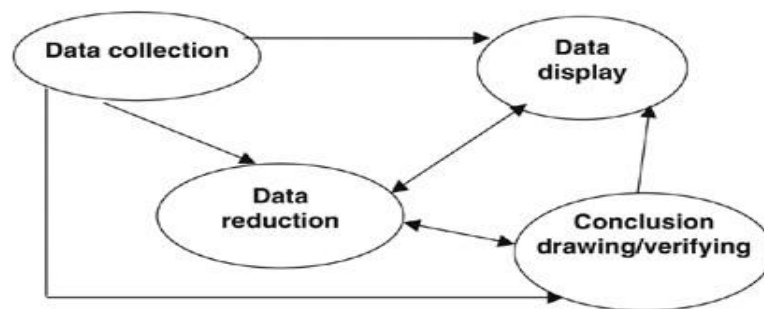
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<sup>4</sup> Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

<sup>5</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2016), 231-232.

consist of verbal information such as descriptions, observations, impressions, and recordings. The researcher must systematically organize, categorize, or code this extensive dataset to enable comprehensive description and interpretation. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data. According to Miles & Huberman the analysis consists of activity lines that occur simultaneously, namely : data collection, data reduction, data display, and drawing conclusions/verification.<sup>6</sup>



**Figure I. Analysis Components of Miles and Huberman Model**

The details of the four lines as follows :

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<sup>6</sup> Matthew B. Miles & A. M. Huberman, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru* (Jakarta: UI Press, 1992), 16.

## 1. Data Collection

Data collection is the first step in conducting qualitative research. Data collection in qualitative research is the process of gathering raw data from natural settings to understand social phenomena. The researcher acts as the primary instrument for data collection, often using methods such as qualitative observation, interviews, document review, and audio-visual materials. These methods aim to collect rich, descriptive data rather than numerical or statistical data. Data collection is the first step in conducting qualitative research.

## 2. Data Reduction

Data reduction is a part of qualitative data analysis and refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the written field notes, interview transcripts, or other forms of collected data. This process makes the vast amount of raw data more manageable and concise for analysis. This selection and condensation process helps eliminate irrelevant or redundant data and highlights the core information relevant to the research questions. Qualitative data can be simplified and transformed in various ways, namely: through rigorous selection, through summaries or brief descriptions, classifying them in a broader pattern, and so on.

### 3. Data Display

After the data is reduced, the next step is to display the data. Data display, as defined by Miles and Huberman, is the organized and compressed assembly of information that allows researchers to see what is happening and to draw conclusions or take action.<sup>7</sup> This step follows data reduction and serves as a way to present the data in a coherent, accessible form such as matrices, charts, graphs, or networks. The purpose of these displays is to help identify patterns, themes, and relationships within the data, making the complex data easier to understand at a glance.

### 4. Conclusion

The last step, conclusion drawing and verification, refers to the process of answering the research questions and objectives based on the data analysis. The conclusions can initially be temporary descriptions or explanations that may change if there is not enough strong evidence during further data collection. However, if the initial conclusions are supported by valid and consistent evidence, when the researcher goes back to the field, the conclusions become credible and trustworthy. This process involves continuously checking and confirming the conclusions to ensure the findings are valid and reliable.

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<sup>7</sup> Matthew B. Miles & A. M. Huberman, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru* (Jakarta: UI Press, 1992), 18.

## E. Research Approach

In this research the researcher use six steps in the process of research, as follows:<sup>8</sup>

### 1) Identifying a Research Problem

The researcher begins a research study by selecting a topic, commonly an educational issue or problem requiring resolution. This process of identifying a research problem involves clearly defining the issue to be investigated, providing a rationale for its examination, and emphasizing the significance of the study for the intended audience of the research report.

### 2) Reviewing the Literature

The skills required for conducting a literature review develop gradually through experience and practice. The researchers acquire the ability to locate relevant journal articles and books in an academic libraries, utilize computerized databases, critically select and assess the quality of research related to their topic, and summarize it in a review. kills required for reviewing the literature develop over time and with practice. The researcher can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review.

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<sup>8</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002 ), 7.

### 3) Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

### 4) Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the researcher engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

### 5) Analyzing and Interpreting the Data

During or immediately after data collection, the researcher needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

### 6) Reporting and Evaluating Research

After conducting the research, the researcher developed a written report and distributed it to select audiences (such as fellow teachers, administrators, parents, and students) that can use the information.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

Based on the results of the documentation that the researcher did at SMK Negeri 2 Metro, information can be obtained that Vocational High School 2 Metro (SMK); opened in 1972 under the name of the Pioneer Technical Middle School (STM), then changed its name to the Metro State Agricultural Technical High School (SMT) in 1978, then changed again to the Vocational High School 2 Metro (SMK) based on ministerial decree number 036/ O/1997 concerning the change in the nomenclature of SMKTA to become SMK as well as the organization and work procedures of SMK.

In 2003 it was predicated as an Excellent School, in 2005 it was predicated as a National Standard School, on May 9, 2006 it was designated as an International Standard National School (SBI) based on the decision of the Director of Vocational High School Development, Directorate General of Primary and Secondary Education Management, Ministry of National Education number 0001/ C5.2/Kep/MN/2006, together with the predicate of SMK SBI, SMK Negeri 2 Metro for its administrative management uses the Quality Management System 64 (QMS) ISO 9001-2008 and in 2009 was categorized as SMK SBI INVEST until now.

At the beginning of the establishment of SMK Negeri 2 Metro only had 4 expertise programs, namely Agricultural Mechanization, Agricultural Product Processing Technology, Agronomy, and Fisheries. In 2018 SMK Negeri 2 Metro became a Revitalization school.

**a. Vision and Mission of SMK N 2 Metro**

1) Vision

“Excellent and Productive in Science and Technology based on IMTAQ”.

2) Mission

- a) Prepare a curriculum that is able to meet the needs of science and technology that is flexible and oriented towards the development of industry and employment needs.
- b) Developing positive spirit, excellence, and competition.
- c) Develop a learning climate rooted in religious values, norms, and culture of the surrounding community and Indonesian culture in general.
- d) Prepare adequate learning and supporting facilities according to competency demands.
- e) Implementing a production, service, and competency based learning process with a global perspective.

### 3) Objectives of the School

- a) Produce graduates who are intelligent, skilled, faithful, devoted, and have noble character.
- b) Prepare students to enter the world of professional work with character, entrepreneurial insight and able to compete to continue to college.
- c) Provide real experience so that students master productive skills with industrial culture standards that are oriented to quality standards, high productive and competitive work ethic.
- d) Realizing the school into an environmentally friendly vocational school.

#### b. The Quantity Students of SMK Negeri 2 Metro

The following is a table of the number of students of SMK Negeri 2 Metro in the Academic Year of 2025/2026 as follows:

**Table 2**

#### **Recapitulation of students in SMK Negeri 2 Metro**

<b>Level Education</b>	<b>M</b>	<b>F</b>	<b>Total</b>
Class X	456	168	624
Class XI	342	117	459
Class XII	281	105	386
<b>Total</b>	<b>1079</b>	<b>390</b>	<b>1469</b>

## B. Description of Research Result

Based on the research conducted by the researcher, this research involved 10 eleventh grade students from Teknik Pendingin & Tata Udara program (TPTU) as participants in this research. The data were taken from observations, interviews, and documentation to find out and identify what are the main psychological factors that influence negatively the speaking performance of eleventh grade students at SMK N 2 Metro. Descriptions of the results of this research include of, as follows:

### 1. The Main Psychological Factors that Influence Negatively the Speaking Performance of Eleventh Grade Students at SMK N 2 Metro

Based on the result of observation and interviews with the eleventh grade students of TPTU at SMK N 2 Metro, the percentage of each psychological factors that influence negatively the speaking performance are presented in the following table:

**Table 3**  
**Percentage Main Psychological Factors**  
**that Influence Negatively the Speaking Performance**

No.	Psychological Factors	Percentage
1.	Fear of Mistake	60%
2.	Shyness	40%
3.	Anxiety	40%
4.	Low Confidence	70%
5.	Low Motivation	20%

A description of the results of the interview on each psychological factor, including of:

a) Fear of Making Mistakes

Based on interviews with the eleventh grade students of TPTU, they feel afraid of making mistakes in speaking English in public the most important because of their lack of vocabulary mastery, and pronunciation that is not good enough to speak in English from these two factors cause the ability of students to speak English is low.

The students was also worry about how their classmates see them doing wrong and are considered stupid. Therefore, it is necessary to build conducive and comfortable classroom conditions so that the teaching-learning process becomes smoother and things like the above are no longer a concern of students.

b) Shyness

Based on the results of interviews with the eleventh grade students of TPTU, they feel ashamed when asked to speak in English in front of the class because some people have a shy innate nature plus if they are asked to speak English which incidentally is a foreign language in Indonesia.

The students have more problems when they have to control their shyness when they speak English in low quality. Therefore, many efforts are needed to build a conducive and comfortable

atmosphere in the classroom so students feel confident and are not worried about being embarrassed when speaking in front of the class.

c) Anxiety

Based on the results of interviews with the eleventh grade students of TPTU, they also felt uneasy when asked to speak in English first in public because of their lack of ability. They feel uneasy about what they have to say and how to say it in English.

Anxiety is also felt more by some students when they speak in public such as in front of the class. The students' speaking performance is not good enough and becomes a joke by classmates who see it and also nervous if their speaking performance is not good enough to produce bad grades in English subject.

d) Low Confidence

Based on interviews with the students of the eleventh grade students of TPTU, they have low confidence to speak English because students previously felt insecure if they were asked to speak English in front of the class.

To speak English, especially with students who are basically lacking in confidence become the difficulty. If students have a good sense of self-confidence at least they will

try without much doubt to practice speaking English in public such as in front of the class.

e) Low Motivation

Based on the results of interviews with the eleventh grade students of TPTU, they have weak motivation to speak English in public because they do not master English itself. One reason is students are not familiar with English, making students' motivation to speak English weak.

Another factor that makes students' motivation low in speaking English is the limited vocabulary of students so students have difficulty conveying messages when speaking in English. The lack of students' ability to pronounce English is also one of the obstacles. Incorrect pronunciation in communicating using English also causes miss communication.

### **C. Discussion**

The results of this research are discussed by focusing on the research questions and the related theories. Based on observation on speaking performances and interviews with the eleventh grade students of Teknik Pendingin & Tata Udara (TPTU) at SMK N 2 Metro, the researcher found that the main psychological factors that influence negatively the speaking performance of the eleventh grade students of Teknik Pendingin & Tata Udara (TPTU) at SMK N 2 Metro include of, as follows:

### 1. Fear of Making Mistakes

The percentage of fear of making mistake is 60%. These difficulties are because of low English vocabulary, the insufficient pronunciation, and fear of being laughed at by classmates when making mistakes. Low English proficiency such as limited English vocabulary and bad pronunciation make students feel afraid to make mistakes in the process of speaking English.

Furthermore, the students tend to be silent or do not produce words smoothly because they feel confused about the vocabulary that will be spoken and feel afraid when the pronunciation is wrong. In addition, the students also feel traumatized to speak in English because some of them are ridiculed by their classmates.

### 2. Shyness

The percentage of shyness is 40%. The difficulty of shyness is in the form of feeling ashamed because of having low English ability. The students who had low English ability tend to be shy in speaking English. Shyness that prevents students from speaking English is caused by their low English skills. That is because the students tend to feel insecure when they find out that their English skills are not good so that they are very embarrassed to speak in front of the class.

### 3. Anxiety

The percentage of anxiety is 40%. The difficulties of anxiety are feeling uneasy about what they have to say and how to say it in English with their low ability; feeling uneasy if the appearance isn't good enough; and feeling worry of getting a bad grade in English.

Moreover, the students tend to feel afraid to speak English in front of the class because they feel difficult to express what they want to express on the basis of their low English skills. Besides, the students also have errors in orientation because their orientation tends to get good grades

### 4. Low Confidence

The percentage of low confidence is 70%. The difficulty of low confidence is in the form of feeling insecure in previous areas has felt insecure to speak English if with low ability. Low English abilities also cause students to feel insecure about speaking English in front of the class. That was caused by the experience of previous students who felt uncomfortable to express themselves in English with their limited English skill.

### 5. Low Motivation

The percentage of low motivation is 20%. The difficulties of low motivation are feeling not having the motivation to speak English because of not being able to speak English; and feeling

not having the motivation to speak English because they are not used to it in the daily communication

In addition, the students tend to have low motivation in speaking English because they do not have good habit in speaking English that is applied in everyday life. Therefore, they feel awkward to pump their motivation to speak English with their peers at school or in front of the class other than that low motivation is also caused by their weak English ability.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The conclusion of this research is presented by focusing on the research questions of this research. The main psychological factors that influence negatively the speaking performance include of low confidence, fear of making mistakes, anxiety, shyness, and low motivation. The study shows low self-confidence is the biggest problem, then fear of making mistakes, shyness, anxiety, and low motivation.

From the data, students stay quiet in 80% of speaking activities because they lack confidence. They get nervous (shaking hands, forgetting words) because of anxiety, and feel shy to speak in front of class because of culture. This makes their speaking fluency, pronunciation, and bad interaction. These problems are worse because the students know English is important for jobs but do not feel confident to practice.

Teachers should help by using pair work for safe practice, giving positive words to build confidence, using job topics to increase motivation, and teaching ways to calm anxiety. Schools should add more speaking practice in lessons. Future research can study other Vocational High School classes or use surveys with more students. Solving these problems will help the students speak English confidently for their future work.

## **B. SUGGESTION**

This research is expected to have benefits not only for researcher but also for students, English teacher and agency at SMK N 2 Metro. Based on the conclusion above, there are some suggestions intended to the quality of learning process, as follows:

1. For the Students

It is suggested to the students to be more active in speaking using English and improve their ability in speaking ability so they can be successful in English learning.

2. For English Teachers

It is advisable for the teachers to motivate the students to be active in speaking using English. It is suggested for the teachers to help the students to minimize the psychological factors that contribute negatively. Therefore, the teacher should be able to create the enjoyable teaching learning process.

3. For Other Researcher

It is hoped that this research will be beneficial for the other researchers who will conduct the research in the same topic of research. This research can become one of the foundation to be considered by the researcher.

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# APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-1617/In.28.1/J/TL.00/12/2025  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Aisyah Sunarwan (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **WULAN CAHYANINGTYAS PRANOWO**  
NPM : 1901051069  
Semester : 13 (Tiga Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE OF ELEVENTH GRADE STUDENTS AT SMK N 2 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Desember 2025

Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**

NIP 19880308 201503 1 006



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UIN JURAI SIWO LAMPUNG

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NPM : 1901051069

Program Studi : TBI  
Semester : XIII

No	Hari/Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	Thursday 16/2015 /9	- Complete the theory with more factors that affect English speaking - Complete the componen of speaking with speaking related	
5	Wednesday 24/2015 /9	- make sure you explain in detail about details you have to be analyzed - Analysis must be clear - Research methodology must be explained about activity that you will do especially for your analysis!	
6	Monday 6/2015 /10	- acc for chapter 1 - iii - proposal is ready to be reviewed	



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Dosen Pembimbing

Aisyah Sunarwan, M.Pd.  
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Program Studi : TBI  
Semester : XIII


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7	Selasa 27/12/2025	All instrumen penelitian	
8	Rabu 7/12/2025	- Riset BAB I - BAB III untuk pinda skripsi - Lengkapi pengumpulan data	
9	Senin 8/12/2025	- Do the deducting data that you collect : - explain in detail about category	
10	Jelas 9/12/2025	- please explain in detail who is the primary source of your research - Review the footnote that it must be started from number	

Mengetahui  
Ketua Program Studi TBI



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11.	Rabu 10/25 /12	<ul style="list-style-type: none"> <li>- Discussion should be explained well and compare it with the previous research</li> <li>- conclusion should be brief and answer the research question</li> <li>- Give the recommendation</li> <li>- complete it with abstract &amp; appendix</li> </ul>	
12.	Kamis 11/25 /12	ACC for oxungosyah	

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NPM : 1901051069  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 1901051069.

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Kepala Perpustakaan,  
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NIP. 1920428 201903 1 009



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NPM : 1901051069  
Program Studi : Tadris Bahasa Inggris (TBI)

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Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
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NIM : 1901051069  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING  
ENGLISH SPEAKING PERFORMANCE OF ELEVENTH GRADE  
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Kami sampaikan beberapa hal berikut:

1. Memberikan izin melaksanakan Research untuk mahasiswa tersebut di atas.
2. Izin melakukan penelitian diberikan untuk keperluan akademik.
3. Waktu Observasi dilaksanakan berkoordinasi **Koordinator Bahasa Inggris, Ibu Yani Astuti, S.Pd.**

Demikian surat balasan dari kami, atas perhatiannya kami ucapkan terimakasih.

Metro, 9 Desember 2025

Kepala SMKN 2 Metro



*[Signature]*  
S.Pd., M.Pd.

18740310 200212 1 005



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Nomor: B-1666/In.28/D.1/TL.01/12/2025

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Nama : **WULAN CAHYANINGTYAS PRANOWO**  
NPM : 1901051069  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE OF ELEVENTH GRADE STUDENTS AT SMK N 2 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 04 Desember 2025

Wakil Dekan Akademik dan  
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**Dr. Tubagus Ali Rachman Puja**  
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# AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE OF ELEVENTH GRADE STUDENTS AT SMK N 2 METRO

by Wulan Cahyaningtyas Pranowo



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### List Students as Participants

No	Name	Class
1	Ananta Riswa Pratama	TPTU 3
2	Anggi Nuban Nainal	TPTU 3
3	Faiz Ardiansyah Ramadhani	TPTU 3
4	Fatir Anggoro Pradipto	TPTU 3
5	Irsan Kurniansyah	TPTU 3
6	Lamhot Erwindo Simanulang	TPTU 3
7	Muhamad Parma Ramadani	TPTU 3
8	Muhammad Naufal Rhaffy	TPTU 3
9	Rifqi Fadhlurrahman Saputra	TPTU 3
10	Yuda Fahmi Pratama	TPTU 3

### Observation Sheet

No	Name	The Students' Speaking Assignment									
		Anxiety		Shyness		Fear of Making Mistakes		Low Confidence		Low Motivation	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	ARP		√		√	√			√	√	
2	ANN	√			√	√		√			√
3	FAR	√			√		√	√		√	
4	FAP		√	√		√			√		√
5	IK	√			√		√	√			√
6	LES		√	√			√	√			√
7	MPR	√			√	√			√		√
8	MNR		√	√			√	√			√
9	RFS		√		√	√		√			√
10	YFP		√	√		√		√			√

### Instrument Blueprint

Aspect	Sub Aspect	Question
Psychological factor negatively influencing speaking performance	Anxiety	What the students experience that causes them to feel anxious in the process of speaking in front of the class?
	Shyness	What the students experience that causes them to feel shyness in the process of speaking in front of the class?
	Fear of Making Mistakes	What the students experience that causes them to feel fear of making mistakes in the process of speaking in front of the class?
	Low of Confidence	What the students experience that causes them to have low confidence in the process of speaking in front of the class?
	Low of Motivation	What the students experience that causes them to have low motivation in the process of speaking in front of the class?

Aspect	Sub Aspect	Question
Psychological factor negatively influencing speaking performance	Anxiety	Do you feel anxiety when speaking English in front of your class? What are the causes of your anxiety?
	Shyness	Are you shy to deliver the speaking topic in front of the class? Why do you feel it? What are the causes of your shyness?
	Fear of Making Mistakes	Do you feel fear of making mistake when speaking in front of the class? What are the causes of your fear of mistake?
	Low Confidence	Do you feel confidence when speaking in front of the class? What are the causes of your lack of confidence?
	Low Motivation	Do you have high motivation to speak in English in front of the class? What are the causes of your lack of motivation?

## List Interview For Students

### 1. Participant 1

- P : Assalamualaikum,bisa kita mulai sekarang ya
- ARP : Waalaikumsalam, oke kak
- P : Kamu merasa cemas tidak saat berbicara Bahasa Inggris di depan kelas?
- ARP : Enggak sih kak. Masih bisa dikontrol kok, kalau disuruh maju ke depan kelas saya juga biasa saja. Saya sudah beberapa kali diminta maju, jadi agak terbiasa.
- P : Merasa malu sama teman-teman tidak?
- ARP : Enggak kak. Soalnya teman-teman di kelas sudah saling kenal dekat, dan kami semua cowok, jadi lebih santai.
- P : Apa kamu khawatir jika melakukan kesalahan saat berbicara?
- ARP : Nah kalau soal itu, iya kak. Saya khawatir kalau salah ngomong, apalagi kalau lagi jelasin sesuatu. Takut aja nanti teman-teman ketawa atau komentar, jadi kesannya saya nggak bisa.
- P : Bagaimana dengan rasa percaya diri kamu saat berbicara?
- ARP : Sebenarnya masih lumayan percaya diri, kak. Kalau sudah pegang teks atau materi, saya berani maju. Cuma kalau disuruh langsung, kadang jadi ragu-ragu sendiri.
- P : Oh iya, kalau motivasi kamu untuk berlatih bahasa Inggris bagaimana?
- ARP : Kurang sih kak. Pulang sekolah sudah capek sama pelajaran dan praktik, jadi kadang lebih milih istirahat daripada belajar hehe. Padahal saya tahu Bahasa Inggris itu penting buat kerja nanti.
- P : Baik, terimakasih ya sudah luangkan waktunya
- ARP : Iya kak, sama-sama

### 2. Participant 2

- P : Assalamualaikum, kita mulai ya
- ANN : Waalaikumsalam, siap Mbak
- P : Kamu merasa cemas atau deg-degan saat berbicara bahasa Inggris di depan kelas?
- ANN : Iya Mbak, Tangan saya sampai dingin, deg-degan. Apalagi kalau tiba-tiba dipanggil maju tanpa dikasih waktu siap-siap dulu, panik.
- P : Kamu merasa malu tidak di depan teman-teman?

ANN : Untuk malu sih nggak terlalu, Mbak. Tapi tetap ada rasa nggak enak kalau sampai salah banyak.

P : Lalu seberapa besar sih kekhawatiran kamu melakukan kesalahan?

ANN : Lumayan Mbak. Saya sering lupa kosakata dan bingung milih kata yang tepat. Kalau salah ngomong, takutnya teman-teman pada ketawa, terus saya makin nggak fokus.

P : Kalau dengan rasa percaya diri, gimana?

ANN : Jujur, percaya diri saya kurang, Mbak. Saya kadang sudah siap di kepala, tapi pas ngomong jadi macet-macet, belibet. Jadi setiap mau maju, pasti mikir dulu lama.

P : Motivasi kamu belajar Bahasa Inggris seperti apa?

ANN : Sebenarnya motivasi ada, Mbak. Saya tahu kalau nanti kerja di bidang teknik, mungkin ketemu sama orang luar negeri hahaha. Cuma kadang susah untuk konsisten Mbak.

P : Oke baik, terimakasih ya.

ANN : Sama-sama, Mbak.

### 3. Participant 3

P : Assalamualaikum, sekarang kita mulai pertanyaannya ya.

FAR : Waalaikumslam, oke Kak.

P : Kamu sering merasa cemas saat berbicara Bahasa Inggris di depan kelas?

FAR: Kadang-kadang saja, Kak. Biasanya kalau sudah dikasih tahu jadwal presentasi dari jauh hari, saya tidak terlalu cemas. Tapi kalau mendadak disuruh maju, baru terasa deg-degannya. Yang saya rasa tuh saya takut ketika berbicara dalam bahasa Inggris, nanti teman-teman saya gak paham. Jadi, saya juga merasa malu untuk berbicara Bahasa Inggris.

P : Kalau soal malu di depan teman, bagaimana?

FAR : Nggak terlalu malu, Kak. Teman-teman satu kelas sudah terbiasa saling bantu, jadi saya merasa agak aman. Mereka juga sering salah, jadi bukan saya sendiri

P : Kamu khawatir tidak kalau melakukan kesalahan saat berbicara?

FAR : Jujur, biasa saja, Kak. Menurut saya salah itu bagian dari proses belajar. Tapi kalau kesalahannya terlalu banyak, baru saya mulai nggak enak sendiri.

P : Gimana dengan rasa percaya diri kamu?

FAR : Percaya diri saya sebenarnya masih kurang, Kak. Kadang saya merasa apa yang saya ucapkan tidak jelas, entah dari pengucapan atau susunan kalimatnya. Itu yang bikin saya ragu ketika diminta maju.

P : Lalu motivasi kamu belajar Bahasa Inggris seperti apa?

FAR : Untuk sekarang, motivasi saya rendah, Kak. Tugas sekolah dan praktikum aja udah banyak banget, jadi saya jarang meluangkan waktu khusus buat latihan speaking. Saya sadar ini kelemahan saya, tapi belum bisa disiplin.

P : Baik, thank you ya.

FAR : Youre welcome Kak.

#### 4. Participant 4

P : Assalamualaikum, kita mulai pertanyaannya ya.

FAP : Waalaikumsalam, iya Mbak

P : Kamu merasa cemas tidak saat speaking English di depan kelas?

FAP : Kalau cemas banget sih nggak, Mbak. Saya masih bisa tenang, meskipun tetap ada rasa tegang sedikit. Biasanya saya tarik napas dulu sebelum mulai.

P : Bagaimana dengan rasa malu di depan teman-teman?

FAP : Nah, kalau malu itu iya Mbak. Saya kurang nyaman kalau harus berdiri sendiri di depan, sementara yang lain memperhatikan. Kadang takut kelihatan salah atau jadi bahan bercandaan.

P : Apa kamu takut kalau melakukan kesalahan?

FAP : Iya, saya takut Mbak. Takut kalau pengucapan saya aneh atau kalimatnya nggak nyambung. Kalau guru langsung mengoreksi di depan kelas, rasanya juga jadi tambah gugup.

P : Rasa percaya diri kamu saat berbicara seperti apa?

FAP : Masih lumayan, Mbak. Kalau saya sudah belajar dulu di rumah dan paham materinya, saya bisa bicara lebih lancar. Tapi kalau belum siap, rasa percaya diri langsung turun

P : Motivasi belajar dan latihan bahasa Inggris kamu bagaimana?

FAP : Menurut saya, motivasi saya cukup baik, Mbak. Saya kepikiran nanti kalau kerja dan ketemu dokumen, mesin, atau instruksi dalam bahasa Inggris, akan lebih mudah kalau sekarang sudah terbiasa.

P : Baiklah, terimakasih.

FAP : Oke Mbak.

#### 5. Participant 5

P : Assalamualaikum, siap? Kita mulai ya.

IK : Waalaikumsalam, siap Kak.

P : Apa kamu merasa cemas saat berbicara bahasa Inggris di depan kelas?

IK : Iya Kak, saya merasa cemas. Jantung deg-degan banget, apalagi kalau nunggu giliran dipanggil. Yang ada di pikiran cuma "jangan sampai lupa".

- P : Kamu merasa malu nggak di depan teman-teman?  
 IK : Untuk malu sebenarnya tidak terlalu, Kak. Teman-teman juga sering salah, jadi saya merasa kami sama-sama belajar.  
 P : Bagaimana dengan rasa takut melakukan kesalahan?  
 IK : Saya tidak terlalu takut, Kak. Saya pikir wajar kalau pelajar masih sering salah. Yang penting saya mencoba dulu.  
 P : Bagaimana dengan rasa percaya diri kamu?  
 IK : Percaya diri saya masih kurang, Kak. Saya sering merasa cara saya menyusun kalimat belum bagus, jadi kadang suara saya mengecil sendiri waktu bicara.  
 P: Motivasi latihan bahasa Inggris kamu bagaimana?  
 IK : Saya cukup termotivasi, Kak. Saya kepikiran kalau nanti punya kesempatan kerja yang butuh bahasa Inggris, setidaknya saya sudah bisa sedikit-sedikit, walaupun sekarang masih sering salah.

## 6. Paeticipant 6

- P : Assalamualaikum, kita mulai ya.  
 LES : Siap Mbak.  
 P : Kamu cemas tidak saat berbicara bahasa Inggris di depan kelas?  
 LES : Tidak terlalu cemas, Mbak. Saya anggap seperti tugas biasa saja. Walaupun kadang tetap tegang, tapi masih aman lah.  
 P : Rasa malu di depan teman bagaimana?  
 LES : Kalau malu, iya Mbak. Saya kurang nyaman dilihat banyak teman ketika bicara pakai bahasa Inggris, apalagi kalau merasa lidah saya kaku.  
 P : Kamu khawatir nggak kalau melakukan kesalahan saat berbicara?  
 LES : Jujur, saya tidak terlalu memikirkan itu, Mbak. Saya tahu pasti ada salahnya, jadi saya lebih fokus menyelesaikan sampai habis saja.  
 P : Bagaimana dengan rasa percaya diri kamu?  
 LES : Percaya diri saya masih kurang, Mbak. Kadang saya sudah tahu apa yang mau diomongin, tapi begitu ngomong jadi ragu dan buyar.  
 P : Motivasi kamu untuk belajar bahasa Inggris seperti apa?  
 LES : Saya merasa motivasi saya cukup, Mbak. Saya ingin bisa memahami istilah-istilah teknis dan setidaknya bisa menjelaskan hal sederhana kalau suatu saat dibutuhkan.  
 P : Oke baik, terimakasih ya.  
 LES : Sama-sama Mbak.

## 7. Participant 7

- P : Assalamualaikum, kita mulai pertanyaannya ya.

MPR : Waalaikumsalam, iya Kak.

P : Kamu merasa cemas saat speaking English di depan kelas?

MPR : Iya Kak, cukup cemas. Biasanya sebelum maju saya sudah kepikiran duluan, takut salah dan lupa teks.

P: Kamu merasa malu tidak di depan teman-teman?

MPR : Untuk malu sih tidak, Kak. Teman-teman di kelas sudah tahu kemampuan masing-masing, jadi saya tidak terlalu memikirkan itu.

P : Seberapa besar rasa takut kamu melakukan kesalahan?

MPR : Cukup besar, Kak. Kalau salah menyebut kata atau malah diam terlalu lama, saya takut kelas jadi ribut dan saya tambah nggak konsen.

P : Bagaimana dengan rasa percaya diri kamu?

MPR : Saya merasa percaya diri saya sedang, Kak. Kalau sudah latihan beberapa kali di rumah, saya bisa bicara lebih berani. Tapi kalau belum sempat latihan, biasanya saya mudah goyah.P: Motivasi kamu untuk latihan bahasa Inggris bagaimana?

MPR : Menurut saya, motivasi saya cukup tinggi, Kak. Saya ingin kemampuan saya tidak berhenti di pelajaran sekolah saja, tapi bisa terpakai di dunia kerja nanti. Biar keren juga kak bisa Bahasa Inggris hahaha,

P : Wah bagus. Thank you ya.

MPR : Youre welcome Mbak.

## 8. Participant 8

P : Assalamualaikum, kita mulai okay.

MNR : Waalaikumsalam, gas Mbak.

P : Kamu cemas tidak saat berbicara bahasa Inggris di depan kelas?

MNR : Tidak terlalu cemas, Mbak. Saya lebih merasa tegang sebentar di awal, setelah itu agak tenang.

P : Bagaimana dengan rasa malu di depan teman-teman

MNR : Iya, saya merasa malu, Mbak. Kadang takut kalau cara bicara saya dianggap aneh atau dijadikan bahan bercanda.

P : Kamu khawatir melakukan kesalahan

MNR : Sedikit, Mbak, tapi tidak berlebihan. Saya sadar pasti ada salahnya, jadi saya anggap sebagai proses belajar saja.

P : Rasa percaya diri kamu saat berbicara seperti apa?

MNR : Percaya diri saya termasuk rendah, Mbak. Saya sering menurunkan volume suara tanpa sadar karena takut salah ucap.

P: Motivasi kamu dalam Bahasa Inggris bagaimana?

MNR: Menurut saya, motivasi saya cukup, Mbak. Hanya saja saya masih kesulitan membagi waktu antara tugas lain dan latihan Bahasa Inggris.

P : Oke baik, terimakasih ya.

MNR : Sama-sama Mbak.

### 9. Participant 9

P : Assalamualaikum, kita mulai pertanyaannya ya.

RFS : Waalaikumsalam, oke Kak.

P : Kamu sering merasa cemas tidak saa berbicara Bahasa Inggris di depan kelas?

RFS : Kadang-kadang gugup, Kak. Biasanya kalau suasana kelas ramai dan semua mata tertuju ke depan.

P : Kamu merasa malu nggak di depan teman-teman?

RFS : Tidak terlalu, Kak. Teman-teman sudah sering maju juga, jadi rasanya biasa aja.

P : Bagaimana dengan rasa takut melakukan kesalahan?

RFS : Saya cukup khawatir, Kak. Guru sering langsung mengoreksi jika ada yang salah, jadi saya merasa harus ekstra hati-hati.

P : Rasa percaya diri kamu seperti apa?

RFS : Percaya diri saya masih kurang, Kak. Saya sering lupa kosakata di tengah jalan, jadi kadang tiba-tiba berhenti dan bingung mau lanjut ngomong apa.

P : Motivasi belajar Bahasa Inggris kamu bagaimana?

RFS : Motivasi saya lumayan, Kak. Saya ingin pelan-pelan memperbaiki kekurangan saya, meskipun prosesnya susah.

P : Baiklah, terimakasih ya.

RFS : Sama-sama Kak.

### 10. Participant 10

P : Assalamualaikum, kita mulai pertanyaannya sekarang ya.

YFP : Waalaikumsalam, siap Mbak.

P : Kamu merasa cemas tidak saat speaking English di depan kelas?

YFP : Tidak terlalu cemas, Mbak. Saya lebih merasa tegang di awal saja, setelah mulai bicara biasanya agak lebih santai.

P : Kamu merasa malu di kelas yang ramai?

YFP : Iya Mbak, saya merasa malu kalau kelas lagi rame. Rasanya semua orang memperhatikan dan menunggu saya salah.

P : Seberapa besar kekhawatiran kamu melakukan kesalahan?

YFP : Cukup besar, Mbak. Kadang kata-kata yang sudah saya hafal seperti hilang begitu saja, dan itu membuat saya tambah tidak tenang.

P : Bagaimana dengan rasa percaya diri kamu?

YFP : Percaya diri saya masih kurang, Mbak. Saya sering merasa cara bicara saya belum bagus, jadi saya menahan diri untuk tidak bicara terlalu panjang.P: Motivasi kamu untuk latihan bahasa Inggris seperti apa?

YFP : Menurut saya, motivasi saya lumayan, Mbak. Saya tidak anti dengan bahasa Inggris, hanya saja belum bisa. Saya harap pelan-pelan bisa lebih berani dan lancar.

P : Oke baik, terimakasih ya.

YFP : Sama-sama Mbak.

### **List Interview with Teacher (Mrs. YA)**

Peneliti : Assalamualaikum Miss.

Guru : Waalaikumsalam Mbak, sehat?

Peneliti : Alhamdulillah sehat Miss, Miss sendiri?

Guru : Alhamdulillah Mbak.

Peneliti : Sebelumnya mohon maaf Miss jika saya mengganggu waktu nya.

Guru : Santai saja kok Mbak.

Peneliti : Izin meminta waktu sebentar ya Miss untuk diwawancarai terkait dengan penelitian saya.

Guru : Silahkan Mbak.

Peneliti : Baik Miss, menurut Miss, apakah dalam pembelajaran Bahasa Inggris siswa kelas 11 merasa cemas ketika diminta untuk berbicara Bahasa Inggris di depan teman- temannya?

Guru : Kalo rasa cemas sih biasanya beberapa siswa saja ya mba, tidak semua seperti itu.

Peneliti : Rasa cemas seperti apa yang dialami oleh siswa Miss?

Guru : Kalau menurut saya, rasa cemas yang dialami karena kurangnya persiapan belajar, dan bisa juga karena kurangnya pengetahuan kosa kata. Jadi mereka tidak siap untuk berbicara di depan teman-temannya.

Peneliti :Oh iya Miss artinya para siswa sering untuk tidak mempersiapkan pembelajaran ya Miss?Apakah ada faktor sendiri mengapa mereka kurang mempersiapkan pembelajaran Miss?

- Guru : Anak-anak sekarang mungkin memang males belajar ya Mbak kalo memang tidak ada tugas dari guru. Jadi, menurut saya memang faktor dari dirinya saja yang malas. Tapi tidak semua siswa loh ya.
- Peneliti : Lanjut Miss, apa ada siswa yang merasa kurang percaya diri?
- Guru : Iya Mbak, kebanyakan dari mereka tuh merasa tidak percaya diri ketika saya diminta untuk speaking didepan kelas.
- Peneliti : Biasanya apa yang mereka lakukan untuk menghindari hal itu Miss?
- Guru : Mereka pasti menunjuk teman yang lain dan banyak alasan.
- Peneliti : Rasa kurang percaya diri mereka itu seperti apa sih Miss?
- Guru : Kalau saya lihat, mereka merasa teman-temannya lebih jago. Tidak sedikit juga yang suka ngetawain temannya waktu lagi di depan kelas. Tapi saya selalu maksa agar mereka mau berbicara di kelas. Biar anak-anak merasa percaya diri Mbak.
- Peneliti : Oh begitu ya Miss. Apa semua siswa seperti itu Miss?
- Guru : Tidak semua Mbak, rata-rata lebih banyak yang merasa kurang pede dari pada yang merasa cemas.
- Peneliti : Oh iya Miss, ketika pembelajaran apakah mereka merasa kurang motivasi ketika diminta untuk berbicara di depan kelas?
- Guru : Mungkin banyak yang mempengaruhi ya Mbak. Tapi untuk kurangnya motivasi dari guru disekolah, saya rasa sih tidak. Karena, saya sebagai guru selalu memberi motivasi ketika di kelas. Jadi, mungkin karena mereka tidak termotivasi oleh lingkungan mereka dan diri mereka sendiri saja.
- Peneliti : Untuk faktor takut membuat kesalahan. Apakah mereka juga merasa seperti itu ketika diminta untuk berbicara?
- Guru : Pasti mbak, setiap siswa ada yang takut untuk membuat kesalahan. Entah itu dalam berbicara Bahasa Inggris atau dalam menjelaskan pelajaran dengan menggunakan Bahasa Indonesia.

Peneliti : Baik Miss, seperti apa rasa takut yang dialami oleh siswa kelas 11 pada pembelajaran Bahasa Inggris ya Miss?

Guru : Siswa tidak mau mencoba terlebih dahulu karena mereka takut salah dan rata-rata mereka ditertawakan teman-temannya dan dapat komentar yang negative Mbak. Hal ini sering terjadi di kelas, biasanya ketika siswa saya minta untuk berbicara bahasa inggris di depan teman- temannya. Ya kurang lebih hampir sama seperti kurangnya rasa percaya diri yang dialami mereka.

Peneliti : Baik Miss, mungkin itu saja dari saya, terimakasih banyak.

Guru : Sama-sama Mbak.



Interview with Student





Interview with Teacher



## CURRICULUM VITAE



The name of the researcher is Wulan Cahyaningtyas Pranowo. She was born in Metro, on 18 April, 2002. The researcher is the first child of four children from the happy couple Mr. Joko Pranowo and Mrs. Destriyana. In 2013 the researcher graduated from education at SD Negeri 2 Tempuran. Then the researcher continued her studies at SMP Negeri 9 Metro until

graduated in 2016, then the researcher continued her education at SMK Negeri 2 Metro until graduated in 2019. After graduating from Vocational High School, she decided to continue and take a major in English Education Study Program of State Islamic University of Jurai Siwo Lampung. The writer hopes that after graduating from UIN Jurai Siwo Lampung, she can use the knowledge she has obtained as well as possible.