

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING
ENGLISH SPEAKING PERFORMANCE AT THE TENTH GRADERS OF
SMK N 1 METRO**

By:

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Student Number Id: 1501070269



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441H / 2020M

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AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING
ENGLISH SPEAKING PERFORMANCE AT THE TENTH GRADERS OF
SMK N 1 METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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AT THE TENTH GRADERS OF SMK N 1 METRO
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Metro, 21 January 2020

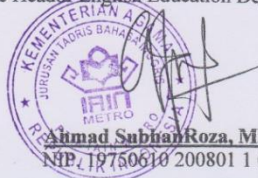
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Assalamu'alaikumWr. Wb.

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

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to researchthesisscript
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Wassalmu'alaikumWr.Wb

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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING
ENGLISH SPEAKING PERFORMANCE AT THE TENTH GRADERS OF
SMK N 1 METRO**

ABSTRACT

**By:
LUPITA NOR ALIFIA**

The objective of this study was to analyze whether Psychological Factors play a role in the speaking ability of tenth grade students of SMK N 1 Metro, Metro City. Psychology is the study of the nature of the soul and its process to the end. Therefore, psychology deals with the study of external behavior using objective observation methods for stimulation. In addition, there are some psychological factors that hinder students from speaking in English classes such as fear of making mistakes, shyness, anxiety, lack of confidence and lack 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.

This research is quantitative research. The population of this research was class X students. The sample consisted of 36 students. In this study, researchers determined two sources, namely primary sources and secondary sources. Primary sources are original materials that are from the base of research and secondary sources analysis based on primary sources. To collect data the researchers used 4 techniques namely observation, documentation, field notes and interviews. Researchers use tests and documentation as data collection methods.

In this study, I found the result 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, Low of motivation and Unwillingness to communicate.

**ANALISIS FAKTOR-FAKTOR PSIKOLOGI YANG MEMPENGARUHI
KEMAMPUAN BERBICARA BAHASA INGGRIS KELAS 10 SMK N 1**

METRO

ABSTRAK

Oleh:

LUPITA NOR ALIFIA

Tujuan dari penelitian ini adalah untuk menganalisis apakah Faktor Psikologis berperan dalam kemampuan berbicara siswa kelas X SMK N 1 Metro, Kota Metro. Psikologi adalah studi tentang sifat jiwa dan prosesnya sampai akhir. Oleh karena itu, psikologi berkaitan dengan studi tentang perilaku eksternal menggunakan metode observasi objektif untuk stimulasi. Selain itu, ada beberapa faktor psikologis yang menghalangi siswa untuk berbicara di kelas bahasa Inggris seperti takut melakukan kesalahan, malu, cemas, kurang percaya diri, dan kurang motivasi. Faktor-faktor itu, seperti ketakutan melakukan kesalahan, umumnya disebabkan oleh ketakutan mereka ditertawakan oleh teman-teman mereka. Beberapa faktor psikologis seperti rasa malu dan kecemasan dianggap sebagai penyebab utama keengganan siswa untuk berbicara.

Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas X. Sampel terdiri dari 36 siswa. Dalam penelitian ini, peneliti menentukan dua sumber, yaitu sumber primer dan sumber sekunder. Sumber primer adalah bahan asli yang berasal dari dasar penelitian dan analisis sumber sekunder berdasarkan sumber primer. Untuk mengumpulkan data para peneliti menggunakan 4 teknik yaitu observasi, dokumentasi, catatan lapangan dan wawancara. Peneliti menggunakan tes dan dokumentasi sebagai metode pengumpulan data.

Dalam penelitian ini, saya menemukan hasil bahwa faktor psikologis berperan dalam kemampuan berbicara siswa. Siswa yang takut membuat

kesalahan, malu, cemas, memiliki rasa percaya diri yang rendah, 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, Berbicara, Takut melakukan kesalahan, Rasa malu, Kecemasan, Rendahnya kepercayaan diri, Rendahnya motivasi dan Tidak bersedia untuk berkomunikasi.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bobliographies mentioned.

Metro, 21 January 2020

The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 21 January 2020

Peneliti



LUPITA NOR ALIFIA
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MOTTO

“The most forgiving person is one who wants to forgive even if he can get revenge.”

(Imam Husain)

I did not fail, but I found 10,000 ways that are not right.

(Thomas A Edison)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, almarhum Mr. Oni Suryono (my beloved papi) and Mrs. Sarwi Utami (my beloved mommy) also mr. Umyanto (my father) always pray and support in their endless love.

My all beloved brothers and sisters.

My wonderful class, TBI F, E and D (every class with special types of students)

My beloved people, Fauzi Nur Hidayat, Ferdian D.P, Acha, Tari, always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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First of all, thanks to Allah, the Most Gracious and the Most Merciful, because of His amazing blessings, researchers can complete this undergraduate thesis. The blessings and gifts are the only reason researchers have not given up today. Then, peace and greetings are always with our beloved prophet Muhammad, a person who has taught us how to live in harmony, may peace always accompany him. "An Analysis Of Psychological Factors Affecting English Speaking Performance At The Tenth Graders Of SMK N 1 Metro" is the title of this thesis. This research cannot be achieved without the motivation, help and support of many people.

Secondly, on this good occasion, the researcher wants to pay a deep respect, and wants to thank you for:

1. Dr. Hj. Akla, M.Pd., as the Dean of Tarbiyah and the Teaching Faculty of Metro Islamic State Institute (IAIN).
2. Mr. Ahmad Subhan Roza, M.Pd., as the Head of the English Department and also the first advisor who has motivated researchers to complete this research as soon as possible, and spent the time available to guide and provide good suggestions for researchers.
3. Ms. Trisna Dinillah Harya, M.Pd., as the second advisor, for criticism, correction, suggestions and valuable time to complete this undergraduate thesis.
4. All my lecturers, who have given me knowledge and information.

5. SMK N 1 Metro, which gave me the opportunity to conduct this research.


6. All my dear friends at TBI 15, always support and help one another.

7. Dear family, who never tired of praying for the good of researchers.

Finally, in this study, researchers realized that this undergraduate thesis was imperfect. Researchers want to apologize from the bottom of my heart if there are many mistakes. Then, the researcher expects the reader to give some suggestions and critics for perfect research.

Metro, 21 January 2020

The Researcher,



LUPITA NOR ALIFIA
NPM. 1501070269

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is used to communicate in the globalization era. English implementation is very beneficial in fulfillment of needs both verbally and in writing in all aspects of life that cover the fields of education, economics, politics, social culture, and security. In Indonesia, English is a foreign language that has not been obtained by Indonesian people since the time of birth. In the daily life, Indonesian people do not use English in their daily communication.

In addition, English instruction plays an important role that should be done in formal and informal institutions. Teaching English is a very meaningful effort that aims not only to transfer English knowledge but also to familiarize language learners to communicate using English in their daily lives. Teaching English includes four language skills which include listening, speaking, reading and writing.

As one of the language skills, speaking is an important productive language skill in sending information orally. Speaking is ability to spell articulation sound or word for express, stated, and sending thought, idea, or feeling. Speaking is one of the four basic competences that student have to get very well. This has an important role in communication. In the other words, speaking can be found in the oral cycle, especially in the text.

Moreover, speaking is described as activities and ability for expression self in the situation, or activities to report actions, or situations with the right words or the ability to speak or to express the sequence of ideas smoothly. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Furthermore, ability to speak English has many benefits in various aspects of life. The benefit of speaking is as an advantageous language skill in delivering idea or thought to many people effectively and responsibly. By speaking, the speakers have a wide opportunity to actualize all potential in front of anyone. The ability of speaking can support leadership. The ability of speaking can foster self confidence.

The quality of one's speaking ability is influenced by various aspects which include the linguistic aspects and non linguistic aspects. The linguistic aspects needed in speaking skills include of vocabulary mastery, pronunciation skills, grammar mastery, reading and listening skills. The amount of English vocabulary that is significant will make it easier for the speakers to express anything they want to express without obstacles.

Furthermore, the good pronunciation mastery improves one's speaking quality is easy to understand. Mastery of English grammar helps the speaker to construct speech information with the right language structure. The ability to read and listen well enriches the speaker's input of knowledge so that the weight of the conversation is very high quality.

In addition, speaking ability is influenced by non-linguistics aspects that involve teaching media, teaching technique, support from society, and psychological factors. Teaching media effectively supports the process of speaking ability improvement because the media improves the students' motivation in speaking English.

Moreover, the appropriate technique teaching speaking supports the goals of the speaking target. Environmental support that is obtained from parents, friends, teacher, and society contributes significantly towards the progress of the quality development of students. Psychological factors also influence the quality of speaking sourced from motivation, interest, self-confidence, self esteem, and self efficacy.

However, speaking is not an easy thing to master. There are many problems got by many students in the process of improving their speaking skills. These problems are caused by low linguistic and non-linguistic aspects that influence their speaking abilities. Student's speaking problems are caused by some aspects that include of limited English vocabulary and low mastery of pronunciation and fluency.

The limited English vocabulary had by the students will make the students difficult for them to produce words that contain the message they will say. Low English grammar will affect the low quality of spoken sentences that are not in appropriate with the correct structure and grammar. In addition, the low grammar mastery causes misunderstanding in capturing the contents of the message being said. The low quality of English

pronunciation worsen the quality of speaking because it leads to boredom and misunderstanding in capturing the contents of the message.

Moreover, students' speaking problems are also caused by the low contribution of non-linguistic aspects. These problems include of the limited use of appropriate media speaking, inconsistencies in the application of teaching strategies, low environmental support and low psychological factors. Inaccuracies in the selection of media speaking will hinder the fulfillment of the needs of students' speaking concepts or theories. For example the inaccuracy of the selection of audio models in accordance with the correct pronunciation rules will be the source of the wrong model so that problems arise in the students' speaking quality.

Furthermore, the inaccurate application of teaching speaking strategy hinders the achievement of the target theory and speaking application that students need. Limited environmental support for speaking English affects the sustainability of students' speaking progress. Therefore, parents, siblings, classmates and teachers should always try to provide positive support to students to speak English. The low psychiatric factors of students hamper the development of students' speaking. It is in the form of low of confidence, low of motivation, low of interest, low mood to speak in English, and nervousness.

In line with the speaking problems above, the researcher conducted a pre-survey that was done on the date April 15th 2019 at Vocational High

School 1 Metro. Pre-survey was conducted to find out students' problems in speaking English. The pre-survey results are illustrated in the table below:

Table 1.1

Speaking Ability of the Tenth Graders at Vocational High School 1 Metro

No	Student's Name	Grade	Criteria
1	AG	70	Complete
2	BR	70	Complete
3	EI	60	Incomplete
4	MD	55	Incomplete
5	MF	50	Incomplete
6	RY	55	Incomplete
7	RJ	50	Incomplete
8	SF	55	Incomplete
9	SS	55	Incomplete
10	WA	50	Incomplete
Total of the student (n) = 10 students			

The results of pre-survey of students can be categorized based on the English MMC at Vocational High School 1 Metro which is 70. The results of the categorization of pre-survey grade are summarized in the following table:

Table 2.1

**Categorization of Speaking Ability of the Tenth Graders at Vocational High
School 1 Metro**

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 70	2	20%	Complete
2.	< 70	8	80%	Incomplete

Based on the results of the pre-survey above, it is known that the number of students whose speaking grade is able to achieve Minimum Mastery Criteria (MMC) is less than the number of students who are unable to achieve MMC. That is because the number of students whose speaking grades are able to complete MMC is only 10 students (25%). Meanwhile, 30 students are unable to complete MMC (75%). Therefore, it is concluded that the tenth graders of Vocational High School 1 Metro have low speaking performance.

Speaking problems in the tenth grade students of Vocational High School 1 Metro are caused by the limited English vocabulary they have. Furthermore, they also have limited grammar mastery. Therefore, they are difficult to express messages in the process of speaking. In addition, the tenth graders of Vocational High School 1 Metro have difficulty in pronouncing English words so that the quality of their speaking is not good.

Besides that, students also have difficulty in developing ideas from a topic into interesting oral communication patterns. In addition, the speaking problem of students in class 10 of Vocational High School 1 Metro was also caused by the low psychological factors that hampered the fluency of speaking. In the process of speaking students feel nervous because they feel insecure about their speaking abilities. Vocational High School 1 Metro have low self efficacy and self esteem.

In line with speaking problems got by the tenth graders of Vocational High School 1 Metro, it can be seen that psychiatric 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.

In addition, psychology is the study of the nature of the soul and its process to the end. Therefore, psychology deals with the study of external behavior using objective observation methods for stimulation. 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.

Furthermore, low-confidence, speech anxiety, and low self-esteem are almost common problem in classroom, and occur on both teachers and students. Students who have low of self-confidence are often hardly able to control themselves for public speaking in the classroom, such as., governing his/ her behavior on that his/her peers think, losing belief on self, thinking that his/her friends disappraising, afraid of getting mistakes, etc. All these indicate the importance for teachers to help students reduce those feelings to maximize their learning to speak in English.

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 or improve students' speaking abilities. In this case, the researcher analyzed the psychological factors that affect the speaking ability of students in tenth graders at Vocational High School 1 Metro. Therefore, researcher conducted a qualitative research entitled "An Analysis of Psychological Factors Affecting English Speaking Performance among the tenth graders at Vocational High School 1 Metro."

B. Research Question

The research questions are stated, as follows:

- A. What are the main psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro?

- B. What are the solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro?

C. Objective and Benefits of the Study

1. Objective of the Study

Based on the research questions above, the research objectives are as follows:

- a. To investigate the main psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro.
- b. To know the solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro.

2. Benefits of the Study

This research is expected to have benefits not only for researcher but also for students Vocational High School 1 Metro, English teacher and agency Vocational High School 1 Metro.

a. For the students

This study aims to analyze the psychological factors of the tenth graders vocational school students that affect their performance in English. The students can optimize their abilities in speaking English

fluently and confidently. Therefore, the students are more motivated in learning English.

b. For the teachers

It is expected that this study will be beneficial for English teachers who might use this technique when they teach English especially speaking. As the teachers, they should plan their teaching program.

c. For the Other Researchers

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

C. Prior Research

This research was conducted by considering several previous studies. The first prior research is done by Youssouf Haidara with the research title “*Psychological Factor Affecting English Speaking Performance For The English Learners in Indonesia.*”¹ The language skill studied in the first prior research is speaking. Her research analyzes psychological factors in speaking. The research method used in that research is a qualitative research method. Samples of her research are applied linguistics master program students in English at Yogyakarta State University (YSU).

The first prior research has similarities and differences with this study.

The similarity between the first prior research and research is about the

¹ Youssouf Haidara, “Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia” *Universal Journal of Educational Research*, no.4 (2016): 1501.

language skills studied. That is related to the analysis of psychological factors in speaking. Another similarity is in the form of a research method similarity, namely the qualitative research method. Both of the researches have different research sample. The first prior research involves a sample of students in the college schools of YSU; while this study involved the tenth grade students of Vocational High School 1 Metro. Another differentiation is in the research objective. That research has aims at describing the psychological factor that affect negatively the English speaking performance for the English learners in Indonesia. Meanwhile this research has 2 aims that are :

1. To investigate the main psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro.
2. To know the solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro.

In addition, the second prior research is done by Juhana with the research title "*Psychological Factors That Hinder Students from Speaking in English Class*".² The language skill studied in her research is speaking. That research analyzes psychological factors in speaking. The research method used in that research is a qualitative research method. Samples of that prior research are students Senior High School in South Tangerang, Banten, Indonesia.

² Juhana, "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*, no.12 (2012): 101.

The second prior research has similarities and differences with this study. The similarity is about the language skills studied. That is related to the analysis of psychological factors in speaking. Another similarity is in the form of a research method similarity, namely the qualitative research method. Meanwhile, the difference of both research is the research sample. That research involves a sample of students senior high school schools in South Tangerang, Banten. Meanwhile, this study involved the tenth graders of vocational school Vocational High School 1 Metro.

This research was conducted by taking a perspective from the two previous studies. From the first and second research, researcher took a perspective on the similarity of research methods and the similarity of the variables studied, namely qualitative research methods in the analysis of psychological factors in speaking.

This research was conducted by taking a perspective from the two previous studies. From the first and second research, researcher took a perspective on the similarity of research methods and the similarity of the variables studied, namely qualitative research methods in the analysis of psychological factors in speaking. That is because the researcher obtained information that psychological factors that could be examined in speaking included: the first study examined several psychological factors in speaking consisting of fear of making mistakes, feeling shy, feeling hesitated, and lack of confidence while speaking English and the second study examines shyness, anxiety, low of confidence, and low of motivation.

CHAPTER II

REVIEW OF THE LITERATURE

A. General Description

1. The Concept of Speaking Performance

a. The Nature 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.³ 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.⁴

³ Rudolph F. Verdeber, Deanna D. Sellnow, Kathleen S. Verdeber, *The Challenge Of Effective Speaking*, (Boston, USA : Wadsworth, Cengage Learning : 2012, 2008, 2006), 191.

⁴ Miroslaw Pawlak, Ewa Waniek-Klimczak, Jan Majer, *Speaking And Instructed Foreign Language Acquisition*, (Canada : Multilingual Matters : 2011), 149.

Speaking is language skill that involves both a command of certain skills and several different types of knowledge.⁵ In addition, performance is everywhere, and the word is often used as an umbrella term to describe the behavior of humans or animals or even larger entities, such as a country or an organization.⁶ A reliable speaker must have good speaking performance supported by high self-esteem.

b. The Nature 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.⁷ Each person has his own way and nature in conveying messages to others. Delivering messages can 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.

⁵ Scott Thornbury, *How To Teach Speaking*, (Amazon : Pearson Education ESL : 2005), 1.

⁶ Markus Raab, Babett Lobinger, Sven Hoffmann, Alexandra Pizzera, Sylvain Laborde, *Performance Psychology Perception, Action, Cognition, and Emotion*, (UK : Elsevier Inc. All rights reserved : 2016), 15.

⁷ J. C. Richard (2006). *Developing classroom speaking activities: From theory to practice. Guidelines*, (RELC, Singapore), 28.

c. 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.⁸

Moreover, kinds of extra-linguistic knowledge are knowledge of the context, and familiarity with other speakers. In the dinner-party conversation about kedgeree, 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 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.⁹

Discourse knowledge, within the structure of a specific genre, its individual elements need to be connected so as to form coherent

11. ⁸ Scott Thornbury, *How To Teach Speaking*, (Amazon : Pearson Education ESL : 2005),

⁹ *Ibid*, 13.

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.¹⁰

d. The Assessment of Speaking Performance

To test speaking performance, there are some indicators that should be scored. According to Weir, he classified into five analytic speaking criteria as follows:¹¹

Table 3.1

Analytic Speaking Criteria

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.

¹⁰ Scott Thornbury, *How To Teach Speaking*, (Amazon : Pearson Education ESL : 2005), 14.

¹¹ Weir, *Language Testing and Validation* (United States: Palgrave Macmillan, 2005), 195-196.

	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriateness.
	3 (good)	Fir the most part, effective use of vocabulary for the task with some examples of inappropriateness.
	2 (adequate)	Limited use of vocabulary with frequent inappropriateness.

	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

2. The Concept of Psychological Factors

a. The Nature of Psychological Factors

Psychological properties, psychological behaviors such as being able to evaluate performance effectively, set realistic goals, and strengthen oneself are very important to enable players to develop to overcome the unstable periods they will face as they progress in and across the four stages of development (initiation, development, mastery and maintenance) highlighted by previous research. 'Psychological behavior' as a transition mechanism that can guide a person to a more effective and stable level of performance and consequently supports the potential of individuals to be successful and consistent elite players.¹²

b. The Importance 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. 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

¹² Dave Collins, Angela Button, Hugh Richards, *Performance Psychology A Practitioner's Guide*, (UK : Elsevier Limited. All rights reserved : 2011), 16.

line between winning and losing on the day, particularly when skills and physical attributes are very similar.¹³

c. Kinds of Psychological Factors

Kinds of psychological factor for developing are dedication, commitment, motivation, desire, 'coach ability', confidence, planning, reviewing and goal setting.¹⁴ Psychological characteristics of developing excellence are as follows:¹⁵

1) Commitment

A commitment needs to be given to an increase in dedication, sacrifice, discipline and quality (i.e. the constituent parts of athlete responsibility).

Commitment behaviors:

- a) Arrives early to training
- b) Keeps going hard in practice
- c) Trains independently away from the rest of the team
- d) Shows a consistent effort and good preparation
- e) Works hard at their own level
- f) Understands and is responsible for both training and rest where appropriate
- g) Is resilient when faced with obstacles and setbacks during development

¹³ Dave Collins, Angela Button, Hugh Richards, *Performance Psychology A Practitioner's Guide*, (UK : Elsevier Limited. All rights reserved : 2011), 71.

¹⁴ *Ibid*,

¹⁵ *Ibid*, 54-111.

2) Focus and distraction control

There are a number of clear and observable behaviors that are indicative of focus and distraction control across performance domains.

Focus and distraction control behaviors:

- a) Remains focused under distraction
- b) Stays calm under pressure
- c) Blocks out distractions
- d) Displays a consistent pre-performance routine
- e) Maintains a focus on appropriate cues during competition
- f) Shows an understanding of when distraction is likely

3) Imagery

In fact, imagery has been called the Swiss army knife of mental skills—it can help almost anything! Imagery allows an athlete to practice skills perfectly even when they are injured and unable to physically train.

Imagery behaviors:

- a) Using imagery to rehearse new skills
- b) Using imagery to cope with difficult situations and negative emotions
- c) Using imagery to mentally prepare for games or competitive situations
- d) Using imagery to simulate novel environments

4) Realistic performance evaluations

The ability to make realistic evaluations of performance is crucial if to remain motivated in pursuit of excellence despite poor performances or slumps in progress.

Realistic performance evaluation behaviors :

- a) The ability to analyze what you do well and what you don't
- b) The ability to realistically evaluate performance regardless of win/loss outcome
- c) The ability to attribute success and failure appropriately

5) Quality practice

Intentional training is difficult, easy and unpleasant, but is needed to develop the necessary skills that effectively help develop someone.

Quality behaviors:

- a) Ability to maximize understanding in training
- b) Demonstrate understanding of why they do what they do
- c) Ability to evaluate their progress in training
- d) Ask questions to clarify understanding of the exercise

6) Goal setting

The ability to set realistic goals but challenge and adhere to these targets is one of the main psychological behaviors associated with elite players. In fact, goal setting is also an important part of being elite because goals provide direction and goals for training and competition.

Goal setting behaviors:

- a) The ability to independently set goals
- b) The ability to set goals for both training and competition
- c) The ability to independently reinforce achievements
- d) The ability to set short, medium and long-term goals
- e) The ability to set appropriate goals

7) Coping with pressure

There is no doubt that the ability to perform at the elite level, at least in part, depends on one's ability to overcome competitive psychological pressures. In fact, the ability to deal effectively with the performance environment and to regulate arousal has long been associated with high levels of performance.

Coping with pressure behaviors:

- a) Respond positively to training and competitive situations
- b) Show confidence to thrive under pressure
- c) Confident to do their best in competitive situations
- d) React appropriately to mistakes and criticism

8) Planning and organizational skills

If someone wants to maintain stable progress, they must plan and manage their lifestyle in training and the demands of their competition.

Planning and organizational skills behaviors:

- a) Arrive early for training and matches
- b) Be appropriately prepared for training and matches

- c) The ability to balance lifestyle commitments
 - d) The ability to prioritize different activities
 - e) The ability to plan effectively for competition
- 9) Self awareness

The fundamental starting point for perceiving emotions is self-awareness. Individuals who are self-aware are neither overly self-critical nor especially hopeful – they are honest with themselves about their strengths and development areas. The decisions of self-aware people are often consistent with their values and they recognize how their emotions affect what they are doing. If people lack this competence, they are vulnerable to being sidetracked by emotions that are out of control. It is not difficult to find stories of technically competent managers who could not handle stress, or scientifically able coaches who did everything well except get along with people.

Self-awareness is invaluable in many aspects of performance practitioner work. It helps individuals to:

- a) Maximize individual contributions
- b) Manage unruly feelings
- c) Maintain motivation
- d) Improve the attention of others around them to build social relations related to good work

d. Kinds of Affective Domain¹⁶

1) Self esteem

Self esteem probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried without some degree of self esteem, self confidence, knowledge of yourself, and self-efficacy-belief in your own capabilities to successfully perform that activity.

2) Attribution Theory and Self Efficacy

Attribution theory focuses on how people explain the causes of their own successes and failures. This is where self-efficacy comes in. If a learner feels he or she is capable of carrying out a given task, in other words, a high sense of self-efficacy, an appropriate degree of effort may be devoted to achieving success.

3) Unwillingness to Communicate

Willingness to communicate may be defined as “an underlying continuum representing the predisposition toward or away from communicating, given the choice”. Emerging from studies and assertions about language learners’ unwillingness to communicate and what we in common lay terms sometimes label as “shyness”, researchers have now been examining the extent to which willingness to communicate is a factor not just in second language acquisition, but one

¹⁶ H. Douglas Brown, *Principles of Language Learning And Teaching*, (San Francisco State University : Pearson Education, Inc, All Right Reserved : 2007), 154.

that may have its roots in a learners first language communication patterns.

4) Inhibition

Yet another variable that is closely related to, and in some cases subsumed under, the notion of self esteem and self efficacy is the concept of inhibition. All humans beings, in their understanding of themselves, builds sets of defense to protect the ego.

5) Risk Tasking

Impulsivity was also described as a style that could have positive effects on language success. And we have just seen that inhibitions, or building defenses around our egos, can be a detriment. These factors suggest that risk talking is on an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit be willing to try out hunches about the language and take the risk of being wrong.

6) Anxiety

Intricately intertwined with self esteem, self efficacy, inhibition, and risk taking, the construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence.

7) Empathy

The human being is a social animal, and the chief mechanism for maintaining the bonds of society language. Some approaches to language teaching fail accomplish the goal of communicability in the learner by overlooking the social nature of language.

8) Extroversion

Extroversion and its counterpart, introversion, are also potentially important factors in the acquisition of a second language. The term are often misunderstood because of a tendency to stereotype extroversion.

e. Psychological Factors that Affect 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.

1. Fear of Mistake¹⁷

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the

¹⁷ Juhana, "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*, no.12 (2012): 101.

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 about how other will see them. 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 to carry out a communication.

2. Shyness¹⁸

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 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

¹⁸ Juhana, "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*, no.12 (2012): 101.

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.

3. Anxiety¹⁹

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.

¹⁹ Juhana, "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*, no.12 (2012): 102.

4. Low of Confidence²⁰

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.

5. Low of Motivation²¹

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'

²⁰ Juhana, "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*, no.12 (2012): 102.

²¹ *Ibid*: 103.

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.

f. The Solutions to Overcome the Psychological Factors that Influence Negatively the Speaking Performance²²

The solutions to overcome psychological factors that influence negatively the speaking performance are as follows :

1) Possible Solution to Overcome Fear of Mistake

First, the emotional bond between students and teachers must be established. In this way, students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make a mistake. Both teachers must improve student concentration when learning English. This can be done by creating a supportive learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce student nervousness.

2) Possible Solution to Overcome Shyness

The teacher creates a friendly and open classroom environment. By doing this, shy students are expected to feel fine making mistakes in their learning. In this way, students will not worry about their imperfect pronunciation and grammar. As a result, they dare to speak in class talking. Solving the problem of shyness to help students

²²Juhana, "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*, no.12 (2012): 101.

become more confident in their speaking convinced students to consider shyness to be overcome and not be afraid of failure or success. The solution above to reduce shyness is worth doing.

3) Possible Solution to Overcome Anxiety

To deal with anxiety, teachers must be more careful about anxiety that can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement, motivating students and creating an easy environment in the classroom is important for teachers to pay attention to because it can reduce student anxiety, increase their confidence, and encourage their willingness to communicate.

4) Possible Solution to Low of Confidence

With respect to possible solutions to overcome the lack of student confidence, maximizing student exposure to English is a good way to build student confidence. In line with this, to build students' confidence in speaking English, the teacher can provide regular opportunities to practice proper pronunciation and intonation, and to communicate freely.

5) Possible Solution to Low of Motivation

To encourage student motivation, teachers must provide ongoing encouragement and support and ask questions that reveal the basis of students' problems. Doing this is very important because encouragement also gives students a feeling of security and welcome

in their learning. Teachers can also carry out activities such as promoting student awareness about the importance of English, increasing students' interest in English, and developing their confidence.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

The researcher conducted a qualitative research. According to Robert K. Yin , the qualitative research is the study that is interested in the interviewees' words and ideas, not in arraying the responses numerically.²³ In addition, Kikwawila Study Group states that qualitative research does not refer to so specific a set of methods as analog of statistics for qualitative research; disciplines of anthropology, psychology, sociology and other social sciences each elaborate their own particular orientation towards qualitative research.²⁴

In addition, qualitative research is research that aims to describe, study, and explain the phenomenon. Understanding of phenomena can be achieved by describing and exploring through narration. This means that research procedures produce written or spoken descriptive data from participants and observed behavior. It also includes descriptive studies that propose to gather current information, to identify problems, to make comparisons or evaluations and to learn from the experiences of others to make decisions.

In this case, the researcher considers the importance of psychological factors that influence the performance of speaking English to be explored. The researcher decides to use qualitative research to analyze the importance

²³ Robert K. Yin, *Qualitative Research From Start to Finish*, (THE GUILFORD PRESS New York London : 2011), 32.

²⁴ Kikwawila Study Group, *Qualitative Research Methods*, (UNDP/WORLD BANK/WHO Special Programme for Research and Training in Tropical (TDR) :1994), 4.

of psychological factors that affect the performance of speaking English in the tenth grade students at Vocational High School 1 Metro.

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 get a good step for certain things. Descriptive qualitative analysis involves describing the general characteristics of the data. Descriptive qualitative research is useful because it can provide important information about the average group member.

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 tenth grade at Vocational High School 1 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 that form the basis of research. It is testimony or direct evidence on a topic being considered. The primary sources present information in its original form, not interpreted or compacted or evaluated by other authors. The main source of this research is psychological factors that influence students' speaking ability at Vocational High School 1 Metro. The total number of students is 36 students. In this research, the researcher analyzed 10 students' speaking

performance in order to know the psychological factors that affect students' speaking performance.

2. Secondary sources

Secondary sources offer interpretation or analysis based on primary sources. The secondary sources can explain primary sources and often use them to support certain theses or arguments or to convince readers to accept certain points of view. Secondary sources in this study are from interviews, documentation, journals, e-books and articles related to research.

C. Data Collecting Technique

Qualitative research usually follows an inductive process. This means that the collection of data taken from the process of data analysis becomes a theory or interpretation. Creswell said that "in many qualitative studies, questions collect various forms of data and spend a considerable amount of time in natural information collection arrangements." Data collection is the accumulation of specific evidence enable the researcher to correctly analyze the results of all activities with their research designs and procedures.

The data is needed in a research work to present the raw materials used in data production. This provides definitive direction and definite answers to research investigations. Any question must provide a definitive answer to an investigation. Data is very important for scientific research. In addition, data are needed to support various arguments in the research findings.

The researcher also has toolboxes for data collection techniques, including in-depth interviews, participant observation, and document analysis. The researcher in this study use documents to collect data. 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 study, the researcher used four techniques to collect data. There are observations, documentation field notes and interview.

1. Observation

Observation is the process of gathering information directly without end by observing people and places at the research location. As a form of data collection, observation has advantages and disadvantages. Benefits include the opportunity to record information when it occurs in an arrangement, to learn actual behavior, and to study individuals who have difficulty voicing their ideas (for example, preschoolers). Some disadvantages of observation are that you will be limited to sites and situations where you can get access, and on those sites, you may have difficulty developing relationships with individuals. This can happen if the individual is unfamiliar with formal research (eg, non-university settings).

2. Documentation

The researcher can use written documents or other artifacts to get an understanding of the phenomenon under study. In this study, the

researcher used document techniques to collect data. Documents can be a valuable source of information in qualitative research. Creswell quotes that documents represent public and private documents. Public documents are given in the form of minutes of meetings, official memos and newspapers. Examples of personal documents are personal journals and diaries, letters, and personal notes. Thus, the secondary data needed is documented as a source of data in the form of documentation. Furthermore, the researcher obtains data from the results of students' speaking tests.

3. Field Notes

An important part of research studies is analyzing data, because the results are the conclusions of all studies. Data analysis means studying tabulated material to determine the facts or meaning of characters. This involves breaking down existing complex factors into simple parts and bringing together the parts in the arrangement for interpretation purposes. Qualitative data are generally in the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or encode large masses of data so that it can be deciphered and interpreted. In qualitative research, data analysis includes two aspects, aspects consisting of text analysis and involves the development of descriptions and themes.

4. Interview

Interview is a conversation, whose purpose is to gather description of the interview with the respect to interpretation of the described phenomena.

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 means studying the tabulated material in order to determine character facts 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 generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. 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.²⁵ The components of this analysis model are pictured by this figure.

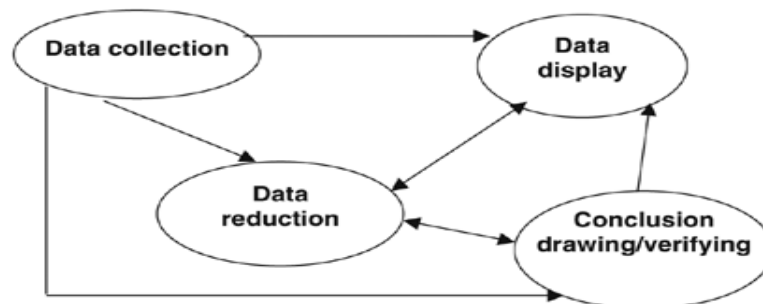


Figure II. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:²⁶

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has somefunctions in analyze research data that include into make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

²⁵ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

²⁶ *Ibid*,

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:²⁷

1. Identifying a Research Problem

The researcher begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2. Reviewing the Literature

Skills 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. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

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.

²⁷ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

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, students) that can use the information.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher presents the result of this research that explains the answer of research question.

1. Description of SMK N 1 Metro

Before presenting the result of this research, the researcher describes SMK N 1 Metro that consists of:

a. The History of SMK N 1 Metro

SMK Negeri 1 Metro is located on Jalan Kemiri, Iring Mulyo Subdistrict, Metro East District, Metro City. With borders: north is bordered by residential land, south is bordered by kemiri road, west is bordered by SMK Negeri 3 Metro.

A brief history of the founding of SMK Negeri 1 Metro, originally named the Preparatory SMEA, and began to be established on 1 August 1965, supported by the SMEA 1 Metro Metro Committee.

Students began studying on August 1, 1965 and the place of study was SMEP Negeri Metro, which is now SMPN 3 Metro. Then the Preparatory SMEA was formalized as Metro State 1 SMEA on 1 August 1965 by the Office of the Directorate General of National Education and Middle Lampung Province, Mr. Ismangun (late). In

1970 the place of learning moved to SMEA Negeri 1 Metro, located on Jalan Kemiri Metro Lampung Tengah and the school was in an unfinished state of the art building.

The land for the building was given by the Level II Regional Government of Central Lampung Regency at the end of 1967 and was built by the Central Government, at a cost of Rp. 139,000,000.00 (One hundred thirty-nine million rupiah). While the chartering by CV. Get together with Director Mr. Zen Datu, who handed over administrative information in 1973 with the Regional Office of the Directorate General of Lampung Province.

In 2013 since the issuance of government policy on the 2013 curriculum, SMK Negeri 1 Metro was appointed as one of the pilot schools for the implementation of the 2013 curriculum and was endorsed by a Decree of the Head of the Research and Development Agency of the Ministry of Education and Culture of the Republic of Indonesia Number: 022 / H / Kr / 2015 Concerning the Establishment of the 2013 Curriculum Implementing Education Unit (Lamp 1. Page 328, No. 5935).

b. Vision and Mission of SMK N 1 Metro

1) Vision of the School

"Being an excellent vocational school based on IMTAQ and high science and technology, noble character, environmentally

friendly, producing competent graduates and becoming a center of community service"

2) The mission of the School

- a) Implementing a Quality Management System
- b) Implementing a Professional and IT-Based Learning Process
- c) Implementing a Clean Culture
- d) Developing School Infrastructure
- e) Producing highly competitive graduates
- f) Being an Education and Training Center for other Schools in the vicinity of Metro
- g) Providing services to students and the community

2. Description of result research

The results of this research are presented by focusing on the research questions of this research that consist of: *What are the main psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro?* and *What are the solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro?*

Descriptions of the results of this research include of, as follows:

a. The Main Psychological Factors that Influence Negatively the Speaking Performance of the Tenth Graders at Vocational High School 1 Metro

Based on observation on speaking performances and interviews with the marketing students of the tenth grade at Vocational High School 1 Metro, the percentage of each psychological factors that influence negatively the speaking performance are presented in the following table:

Table 4.1
Percentage Main Psychological Factors
that Influence Negatively the Speaking Performance

No.	Psychological Factors	Percentage
1.	Fear of Mistake	50%
2.	Shyness	40%
3.	Anxiety	40%
4.	Low Confidence	60%
5.	Low Motivation	70%
6.	Unwillingness to Communicate	0%

Based on the above research, the researcher ranked the main psychological factors that influence negatively on the speaking performance from the highest percentage to the lowest ones including low motivation, low confidence, fear of making mistakes, anxiety, shyness and unwillingness to communicate. A description of the results of the interview on each psychological factor, including of:

1) Fear of Making Mistake

Based on interviews with the students of the tenth grade at Marketing Class 1, 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 are 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.

2) Shyness

Based on the results of interviews with the students of the tenth grade at Marketing Class 1, 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.

3) Anxiety

Based on the results of interviews with the students of the tenth grade at Marketing Class 1, 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 subjects.

4) Low Confidence

Based on interviews with the students of the tenth grade at Marketing Class 1, they have low confidence to speak English in public because students previously felt insecure if they were asked to speak English with their low women. This insecure feeling makes students feel insecure.

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.

5) Low Motivation

Based on the results of interviews with the students of the tenth grade at Marketing Class 1, 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.

6) Unwillingness to communicate

Based on the results of interviews with the students of the tenth grade at Marketing Class 1, student almost completely gives attention and is willing to interact in English subjects such as listening when in the teaching-learning process pay attention and try to speak in English when asked to do so with limited language skills their English.

Speaking English in front of the class makes them actually feel reluctant and confused to speak English with their limited abilities, but still needs to be appreciated by the attitude of students who still want to try. This attitude can actually be one of the assets to learn to speak in English.

b. The Solutions to Overcome the Psychological Factors that Influence Negatively the Speaking Performance of the Tenth Graders at Vocational High School 1 Metro

Based on interview with the teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro are presented in the following explanation:

1) Solutions to Overcome Solution Fear of Mistake

Based on interview with the English teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solution when the teacher found the students' problem in making mistake was to get closer to the students to make them believe and not be afraid when making mistakes while learning to speak English. When the students feel comfortable they will not hesitate to express any obstacles they encounter when learning to speak English and the teacher can help them in finding the right solution for the obstacles encountered.

The English teacher of tenth graders at marketing class 1 stated that the students must be given an understanding that making mistakes is part of the learning process. The teacher stated that when students learn anything, including talking, especially speaking English, mistakes are a natural thing to

happen. Therefore, the fear of making mistakes is not something that should be over-thought so that it inhibits the learning process. It is precisely from mistakes to understand, the most important thing is to try. This understanding needs to be emphasized in students.

2) Solution to Overcome Shyness

Based on interview with the English teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solution when the teacher found the students' problem in shyness was to help students overcome the obstacles and obstacles encountered by students in the learning process. Maybe not all students feel embarrassed when they have to appear in public speaking but still there are some people who feel embarrassed and need help to overcome their embarrassment.

The teacher stated that to overcome the shyness when speaking in front of the class experienced by students the teacher usually do a role play when speaking in class practice. Therefore, the teacher will treat the students first to advance with their friends to practice speaking English and when they are used to advancing in front of the class. In the future it is hoped that students will no longer be ashamed when speaking to themselves in front of the class.

3) Solution to Overcome Anxiety

Based on interview with the English teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solution when the teacher found the students' problem in anxiety is by practicing dialogue in speaking activity in class. The teacher asks what makes the students nervous and helps them relieve their anxiety after knowing the cause by providing understanding.

The teacher states that creating conducive classroom conditions is also needed so that students feel relaxed so that when they appear to speak in front of the class students get peace because they feel the environment is supportive. When a conducive classroom atmosphere is created, the students are expected to feel calm and minimize excessive anxiety.

4) Solution to Overcome Low Confidence

Based on interview with the English teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solution when the teacher found the students' problem in having low confidence is by giving them time to prepare the text in Indonesian before it would be translated into English because they were constrained when they had to write directly in English. With their limited ability to recognize vocabulary every day along with its meaning, pronunciation of English words

with correct pronunciation, helping them as they form sentences makes them feel self-confident to practice speaking English verbally if they feel their preparation is good enough.

The teacher states that to create a class that has a supportive atmosphere, the teacher should give understanding to students in class to support each other when the learning process towards each other even when their friends try and make mistakes no mocking or laughing.

5) Solution to Overcome Low Motivation

Based on interview with the English teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solution when the teacher found the students' problem in having low motivation is by motivating the students to be more interested in learning English and by overcoming obstacles as well as obstacles encountered by students. The teacher stated that she opens up the consulting services whenever students need when getting difficulties while learning English, especially speaking in English because this is one of the crucial problems in this class.

In addition, the teacher stated that to opening consulting services for students, she is not stingy about giving praise to students when they show little progress in the process of learning to speak English. This method works to increase

students' motivation in learning English because students feel what they do is appreciated.

6) Solution to Overcome Unwillingness to Communicate

Based on interview with the English teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solution when the teacher found the students' problem in unwillingness to communicate is by building up a good relationship to overcome the problem of students' reluctance in speaking English. The teacher stated that it is important to communicate directly with students what makes them reluctant to learn to practice speaking English. After listening to their complaints, the teacher and students discuss solutions to solutions and she also provides understanding to students. Most students are reluctant to practice speaking English because they have blocked themselves from feeling they cannot speak English and making them dislike it.

In addition, the teacher stated that it is important to give an understanding if they did not try to learn and like English how could they possibly speak English. The most important point here that the teacher emphasized to them is to try to learn to speak English before convicting themselves, hopefully after that students will start to like English and no longer feel reluctant to speak English.

B. DISCUSSION

The results of this research are discussed by focusing on the research questions and the related theories. Discussion of the results of this research include of, as follows:

1. The Main Psychological Factors that Influence Negatively on the Speaking Performance of the Tenth Graders at Vocational High School 1 Metro

The main psychological factors that influence negatively the speaking performance are taken from the theories stated by Juhana and H. Douglas, including of fear of mistakes, shyness, anxiety, low confidence, low motivation and unwillingness to communicate. Furthermore, based on observation on speaking performances and interviews with the marketing students of the tenth grade at Vocational High School 1 Metro, the main psychological factors that influence negatively on the speaking performance of the tenth graders at vocational high school 1 metro are as follows:

a. Fear of Making Mistakes

The percentage of fear of making mistake is 50%. 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.

b. 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.

c. 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 whereas when they get the bad grades they tend to feel hopeless and afraid to speak English in front of the class.

d. Low Confidence

The percentage of low confidence is 60%. 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.

e. Low Motivation

The percentage of low motivation is 70%. 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.

f. Unwillingness to communicate

The percentage of low motivation is 0%. The difficulty of unwillingness to communicate is in the form of feeling reluctant to speak English because English is difficult and confusing. The unwillingness of students to communicate in English is because they feel doubtful and also feel that English is a frightening subject that makes them difficult to practice it in daily life, especially in public.

2. The Solutions to Overcome the Psychological Factors that Influence Negatively the Speaking Performance of the Tenth Graders at Vocational High School 1 Metro

The solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro are taken from the theories stated by Juhana and H. Douglas, among others, solutions to fear of mistakes, shyness, anxiety, low confidence, low motivation and unwillingness to communicate. Based on interview with the teacher of tenth graders at marketing class 1 of Vocational High School 1 Metro, the solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro are presented in the following explanation:

a. Fear of Making Mistakes

The solutions when the teacher found the students' problem in making mistake are getting closer to the students makes them believe and not be afraid when making mistakes while learning to speak English.

Another solution is giving the students an understanding that making mistakes is part of the learning process.

b. Shyness

The solution when the teacher found the students' problem in shyness is by doing role play when practicing speaking in class. Role play can minimize the students' shyness by optimizing their talent in speaking.

c. Anxiety

The solutions when the teacher found the students' problem in anxiety are conducting dialogue when speaking practice in class asking what makes them nervous; helping the students relieve their anxiety after knowing the cause by providing understanding and creating the conducive classroom conditions.

d. Low Confidence

The solution when the teacher found the students' problem in having low confidence is by providing the teacher's assistance. By assisting the students in speaking, the teacher can guide the students in practicing the speaking activity. Therefore, the students' confidence can be increased.

e. Low Motivation

The solutions when the teacher found the students' problem in having low motivation are providing the consulting services whenever students need when experiencing difficulties while learning English; and giving the praise to students when they only show progress.

f. Unwillingness to Communicate

The solutions when the teacher found the students' problem in unwillingness to communicate are building good relationships to overcome students' problem in speaking English; communicating directly with students what makes them reluctant to learn to practice speaking English; and discussing with students about solutions.

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 from the highest percentage to the lowest include of low motivation, low confidence, fear of making mistakes, anxiety, shyness and unwillingness to communicate.

The solutions to Overcome Solution Fear of Mistake at Vocational High School 1 Metro are by being close with the students to make them comfortable and not feel afraid when making mistakes while learning English; by doing a role play when speaking in class practice; by practicing the English dialogue when speaking; by preparing the text in Indonesian before it would be translated in English; by giving the good model of pronunciation of English words with correct pronunciation due to their limited ability, by helping them when they compose sentences in English if it is not right before they appear in front of the class to practice speaking verbally so that they feel self-confident if they feel their preparation is good enough; by establishing good communication with students to motivate students to be more interested in learning English such as providing consulting services whenever students need when experiencing difficulties while learning English; and by building a good relationship to overcome the problem of

students' reluctance in speaking English, and by giving an awareness of the importance of English in the future.

B. SUGGESTION

This research is expected to have benefits not only for researcher but also for students Vocational High School 1 Metro, English teacher and agency Vocational High School 1 Metro.

Based on the conclusion above, there are some suggestions intended to the quality of learning process, as follows:

1. For English Teacher

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.

2. 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.

3. For Headmaster

It is suggested for the headmaster to support the English teacher such as providing a forum for developing English language skills so that students are active in speaking using English. It is recommended for the headmaster to build a friendly environment for the use of English so that students are

accustomed to use English. Therefore, the headmaster should contribute to create a school environment.

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APPENDICES



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Fakultas/Jurusan : TBI

NPM : 1501070269

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 24/4-19.		√	Revise Background of Study.	
2.	Rabu 15/5-19.			- Revise table I - Revise Prior research.	
3.	Rabu 3/7-19			Acc ch-I continue to ch-II.	
4.	Rabu 17/7-19			Revise ch-II.	

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2.	Rabu 15/5-19.			- Revise table I - Revise Prior research.	
3.	Rabu 3/7-19			Acc ch-I continue to ch-II.	
4.	Rabu 17/7-19			Revise ch-II.	

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Semester/TA : ~~VII~~ / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Rabu 7/8-19		✓	Revise ch. II	
6.	Rabu 14/0-19		✓	Acu ch. II	
7.	Senin 2/9-19			Perbaiki teks Pembesan	
8.	Senin 9/9-19			Maba a Sample ch. VII.	

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NPM : 1501070269

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
9.	Senin 23/7-19		✓	elaborasi more about Psycbergen factors.	
10.	Senin 30/9-19		✓	Revisi data Pecaries.	
11.	Senin 7/10-19		✓	Acc ch. III	
12.	Senin 2/12-19		✓	Acc 1 PD	

Mengetahui :
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Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
13	Selasa 19/12-19		✓	Revise grammar!	
14	Selasa 7/1-2020		✓	elaborate your adab.	
15	Selasa 21/1, 2020		✓	Are ch. <u>LU</u> <u>U</u>	

Mengetahui :
 Ketua Jurusan TBI

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IAIN METRO

Nama : LUPITA NOR ALIFIA

Fakultas/Jurusan : TBI

NPM : 1501070269

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 14-10-19	✓		Revisi all chapter <teknis: parafisis>	
2	Rabu, 16-10-19	✓		Benchi grammatical	
3	Jumat, 18-10-19	✓		Ak fumer Ske fumer	

Mengetahui :
Ketua Jurusan TBI

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Dosen Pembimbing I

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NPM : 1501070269

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Senin 12-12-19	✓		di instruksi	
5.	Selasa 21-01-20	✓		di ungu	

 Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA 73
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0090/In.28.1/J/TL.00/01/2019
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMK N 1 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

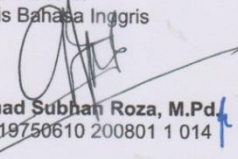
Nama : **LUPITA NOR ALIFIA**
 NPM : 1501070269
 Semester : 7 (Tujuh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING
 ENGLISH SPEAKING PERFORMANCE AT THE TENTH
 GRADERS OF SMK N 1 IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di SMK N 1 METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Januari 2019
 Ketua Jurusan
 Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
 NIP 19750610 200801 1 014



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO

Jalan Kemiri No. 4 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112
 Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN :10807612 NSS :401126104001
 e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id



Nomor : 070/011/V.01/421.5/2019

Lampiran : -

Hal : **Izin Pra Survey**

Yth.: Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri Metro

di

Tempat

Sehubungan dengan surat saudara Nomor : B-0090/In.28.1/J/TL.00/01/2019 tanggal 07 Januari 2019 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin pra survey kepada:

Nama : **LUPITA NOR ALIFIA**
 NPM : 1501070269
 Jurusan : Pendidikan Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat pra survey menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Metro, 09 Januari 2019
 Kepala Sekolah,

Dra. DWI WIDYANINGSIH
 NIP 19650616 199203 2 005



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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-4036 /In.28.1/J/PP.00.9/11/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

28 November 2019

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Lupita Nor Alifia
 NPM : 1501070269
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : An Analysis Of Psychological Factors Affecting English Speaking Performance At The Tenth Graders Of SMK N 1 Metro

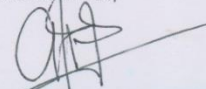
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,


A. Subhan Roza, M.Pd
 NIP. 19750610 2006011049



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4164/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **LUPITA NOR ALIFIA**
 NPM : 1501070269
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK N 1 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 AT TENTH GRADERS OF SMK N 1 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 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003

Mengetahui,
 Pejabat Setempat



F. Isti Fatonah, S.Pd., M.Pd



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4165/In.28/D.1/TL.00/12/2019
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SMK N 1 Metro
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4164/In.28/D.1/TL.01/12/2019, tanggal 04 Desember 2019 atas nama saudara:

Nama : **LUPITA NOR ALIFIA**
 NPM : 1501070269
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 1 Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING ENGLISH SPEAKING PERFORMANCE AT TENTH GRADERS OF SMK N 1 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Desember 2019
 Wakil Dekan I,

↑ Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003 ↓



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO**

Jalan Kemiri No. 4 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN :10807612 NSS :401126104001
e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id



Nomor : 070/800/V.01/421.5/2019

Lampiran : -

Hal : **Izin Research**

Yth.: Wakil Dekan I

Institut Agama Islam Negeri Metro

di

Tempat

Sehubungan dengan surat saudara Nomor : B-4165/In.28.1/J/TL.00/12/2019 tanggal 04 Desember 2019 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin research kepada:

Nama : **LUPITA NOR ALIFIA**
NPM : 1501070269
Jurusan : Pendidikan Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat research menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Metro, 05 Desember 2019
Kepala Sekolah,

Dr. DWI WIDYANINGSIH
NIP 19650616 199203 2 005.

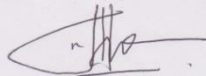
DOCUMENTATION SHEET

No	Documentation Points	Availability
1.	Profil of SMK N 1 Metro	√
2.	Condition of the teacher and official employers in SMK N 1 Metro	√
3.	Quantity of students SMK N 1 Metro	√
4.	Organization Structure of SMK N 1 Metro	√
5.	Facilities	√

Note.

- (√) Tick for each positive availability

Collaborator



Valentina Siwi Nugroho Widhi, S.Pd., M.Pd
NIP. 197810072008042002

Metro, 1 Desember 2019

The Writer



Lupita Nor Alifia
NPM. 1501070269

Blue Print of Observation Sheet

Aspect	Sub Aspect	References
The main psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro	Fear of Mistake	Juhana. "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang)". <i>Journal of Education and Practice</i> 13, no.12 (2012): 101-
	Shyness	
	Anxiety	
	Low Confidence	
	Low Motivation	H. Douglas Brown. <i>Principles of Language Learning and Teaching</i> . San Francisco State University : Pearson EducationmInc All Right Reserved, 2007.
	Willingness to Communicate	

Observation Sheet
The Main Psychological Factors that Influence Negatively The Speaking
Performance
of The Tenth Graders at Vocational High School 1 Metro

No	Name	The Students' Speaking Assignment Given by English								
		Fear of Mistake		Shyness		Anxiety		Low Confidence		M
		Yes	No	Yes	No	Yes	No	Yes	No	Yes
1	AR	√		√		√		√		√
2	BR		√		√		√		√	
3	DA	√			√		√	√		√
4	EI	√		√		√		√		√
5	HN	√			√	√		√		√
6	MA		√		√		√		√	√
7	MF		√		√		√		√	√
8	RA		√		√		√			√
9	SR	√		√		√		√	√	
10	YW	√		√			√	√	√	
Percentage		50%		40%		40%		60%		70%

(Source: Adapted from Juhana and H. Douglas Brown)

The formula to figure out the percentage of each psychological factor is as follows:²⁸

$$\mathbf{P} = \frac{\mathbf{F}}{\mathbf{N}} \times \mathbf{100\%}$$

(Source: Neil A Weiss, Introductory Statistics (Boston : Addison-Wesley, 2012)

Notes:

P = percentage of psychological factor

F = Frequency of psychological factor

N = Number of student

²⁸ Neil A Weiss, Introductory Statistics (Boston : Addison-Wesley, 2012), 41

Blue Print of Interview Sheet

(student)

Aspect	Sub Aspect	References
The main psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro	Fear of Mistake	Juhana. "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang)". <i>Journal of Education and Practice</i> 13, no.12 (2012): 101-
	Shyness	
	Anxiety	
	Low Confidence	
	Low of Motivation	
	Willingness Communicate	H. Douglas Brown. <i>Principles of Language Learning and Teaching</i> . San Francisco State University : Pearson EducationmInc All Right Reserved, 2007.

Blue Print of Interview Sheet
(teacher)

Aspect	Sub Aspect	References
The solutions to overcome the psychological factors that influence negatively the speaking performance of the tenth graders at Vocational High School 1 Metro	Possible solution to overcome fear of mistake	Juhana. "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang)". <i>Journal of Education and Practice</i> 13, no.12 (2012): 101-
	Possible solution to overcome shyness	
	Possible solution to overcome anxiety	
	Possible solution to overcome low confidence	
	Possible solution to overcome low of motivation	
	Possible solution to overcome an willingness communicate	H. Douglas Brown. <i>Principles of Language Learning and Teaching</i> . San Francisco State University : Pearson EducationmInc All Right Reserved, 2007.

Interview Sheet (student)**The Main Psychological Factors that Influence Negatively
The Speaking Performance of The Tenth Graders
at Vocational High School 1 Metro**

1. Do you feel fear of making mistake when speaking in front of the class?
Why do you feel it?
2. Are you shy to deliver the speaking topic in front of the class?
Why do you feel it?
3. Do you feel anxiety when speaking in front of the class?
Why do you feel it?
4. Do you feel confidence when speaking in front of the class?
Why do you feel it?
5. Do you have high motivation to speak in English in front of the class?
Why do you feel it?
6. Do you have willingness to communicate in front of the class?
Why do you feel it?

Interview Sheet (teacher)

**The Solutions to Overcome The Psychological Factors
that Influence Negatively The Speaking Performance
of The Tenth Graders at Vocational High School 1 Metro**

1. What are the possible solutions to overcome solution fear of mistake?
2. What are the possible solution to overcome shyness?
3. What are the possible solution to overcome anxiety?
4. What are the possible solution to overcome low confidence?
5. What are the possible solution to overcome low motivation?
6. What are the possible solution to overcome an willingness communicate?

Task!

- ✚ Describe one of the historic sites or tourist attractions orally at least 3 minutes, in front of the class !

DOCUMENTATION



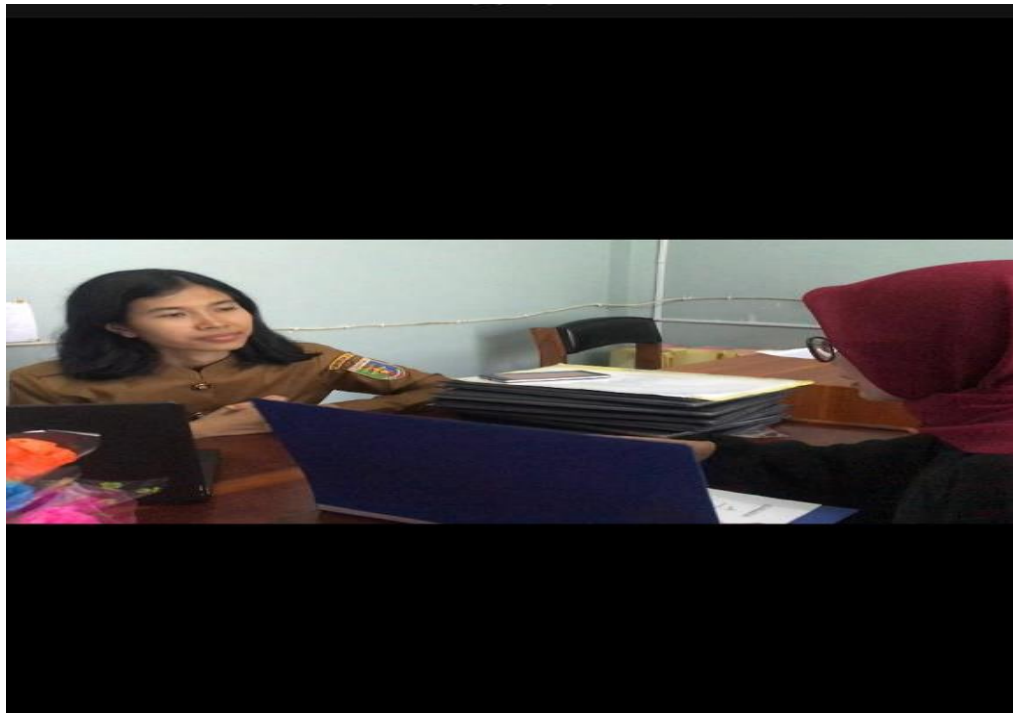
Researchers provide exercises to students



The conditions when explaining the material to students



Interview process with the students



Interview process with the teacher

CURRICULUM VITAE



The name of the writer is Lupita Nor Alifia, born in Magelang, on March 24th, 1994. Daughter of the couple, Mr. Umyanto and Mrs. Sarwi Utami. In 2006, she graduated from SDN Jamus 1, Ngluwar, Magelang. In 2009, she graduated from SMP N 10 Metro. Then, she continued her studies at SMK N 1 Metro and graduated in 2012.

In 2015, she entered the S1 English Education Program from the Metro Islamic Studies Union (IAIN Metro). If you have something to ask about this bachelor thesis, consider contacting me at lnoralifia@gmail.com.