

AN UNDERGRADUATED THESIS

**THE CORRELATION BETWEEN THE STUDENTS' PSYCHOLOGY ON
THEIR SPEAKING PERFORMANCE AT THE TENTH GRADERS OF
SMA N 2 NATAR ACADEMIC YEAR 2019/2020**



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**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/ 2019 M**

**THE CORRELATION BETWEEN STUDENTS' PSYCHOLOGY AND
SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA N 2
NATAR ACADEMIC YEAR 2019/2020**

Presented as a partial fulfillment of the requirements
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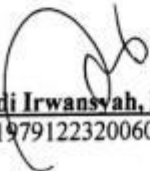
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE CORRELATION BETWEEN STUDENTS' PSYCHOLOGY AND SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA N 2 NATAR ACADEMIC YEAR 2019/2020, written by UMMI LATIFAH, student number 1501070137, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 18th December 2019 at 08.00 – 10.00 am.

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**THE CORRELATION BETWEEN STUDENTS' PSYCHOLOGY AND
SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA N 2
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ACADEMIC YEAR OF 2019 / 20120**

ABSTRACT

**BY:
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This research is about the correlation between the students' psychology and students speaking performance at the tenth graders of SMA N 2 Natar academic year 2019/ 2020 its aim at investigating the correlation. The researcher use method quantitative research. The population in this research is 37 students and all of students use for sample. The result of the research show that psychology is one of internal factor that important must be understand by the teacher based on the result score sig is $0.30 \geq 0.05$ the students' psychology affect the speaking performance it mean that psychology has a correlation with students speaking performance. The correlation between student psychology and speaking performance is a type of quantitative research that uses the value of student performance spacing and data from questionnaires and test distributed to students in the class. This observation used to get data about student activity while the test is used to get student learning outcomes data in speaking. This study is to determine the correlation between the students' psychology and speaking performance. The results of the data in this study indicate that between the psychology of students and speaking performance has a correlation that has quite an impact on the learning process.

Keywords: *Correlation, Students Psychology, Education, Speaking, Performance,*

**HUBUNGAN ANTARA PSIKOLOGI SISWA DAN KINERJA
BERBICARA SISWA KELAS X SMAN 2 NATAR
TAHUN AJARAN 2018/2019**

ABSTRAK

DITULIS OLEH:

UMMI LATIFAH

Penelitian ini adalah tentang hubungan antara psikology siwwa dan Mengajar dan speaking performance di kelas 10 SMA N 2 Natar tahun jaran 2019/2020.peneliti menggunakan metode penelitian kuantitatif dengan populasi 37 siswa dan keseluruhan siswa dijadikan sebagai sampel. Hasil dari penelitian ini dapat dilihat bahwa psikologi adalah salah satu factor internal yang harus di pahami oleh para guru dalam proses. Dan berdasar kan pada hasil penelitian nilai Sig. $0.30 \geq 0.05$ yang berarti bahwa psikologi siswa memiliki hubungan dengan bagai mana siswa tampil dalam berbicara.menyampaikan materi merupakan kegiatan yang selalu dilakukan oleh para guru dengan mengajar itu mereka telah membagi apa yang mereka miliki kepada orang lain. Seorang juga juga akan menemui beragam jenis kepribadian seseorang oleh karena itu guru harus dapat mengendalikan keadan saat proses pembelajaran berlangsung dikelas. Keterkaitan hubungan antara psikologi siswa dan speaking performance ini merupakan jenis penelitian kuantitatif yang menggunakan nilai speaking performance siswa dan data dari angket yang di sebarakan kepada siswa dikelas. Observasi digunakan untuk mendapatkan data tentang keaktifan siswa sedangkan tes digunakan untuk mendapatkan data hasil belajar siswa dalam speaking.Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara keadaan psikologi siswa dan speaking performance siwa. Hasil dari data dalam penelitian ini menunjukkan bahwa antara psikologi siswa dan penampilan berbicara memiliki hubungan yang cukup berdampak dalam proses pembelajaran.

Kata-kata kunci: *Hubungan, Psikologi Siswa , Pendidikan, Berbicara, Penampilan*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, December 2019

The Researcher



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Metro, December 2019

Peneliti



Ummi Latifah

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MOTTO

The miracles belong to those who endeavor!

It is you who try, later that Allah fulfill it.

(Ummi Latifah)

Do not stop praying for the best for the person you love

(Ali Bin Abi Thalib)

DEDICATION PAGE

This undergraduate thesis was dedicated for:

Allah SWT. Who always give me a chance in every step I take and makes me stand up again after fail and fall many times. My beloved Prophet Muhammad SAW, the wonderful inspirator in the patience and in the struggle. My beloved Mother and Father who always support me with prayer, love and patience.

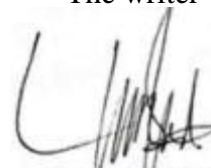
ACKNOWLEDGEMENT

Praise always be upon Allah the king of humankind who has created human as the best creatures among his creation and also all mankind in all over the world without any exception. Bestow and mirus always deliver to our precious prophet Muhammad s.a.w who has brought humankind from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people expecially for moslem.

This undergraduate thesis entitle “THE CORELATION BETWEEN STUDENTS’ PSYCHOLOGY AND SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA N 2 NATAR ACADEMIC YEAR 2019/2020”

Regarding to the undergraduate thesis, the writer would like to express the gratitude to the sponsor Dr. Dedi Irwansyah, M.Hum and the co-sponsor, Ahmad Subhan Roza, M.Pd, who have sincerely guided writer to accomplish the undergraduate thesis. Finally, the writer realizes that this undergraduated thesis is far from perfect. The writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English be it in school or college.

Metro, December 19th 2019
The writer



Umami Latifah

NPM.1501070137

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CHAPTER I

INTRODUCTON

A. Background Of Study

Language is a mind connection system, that can not be heard, seen, or touched, with sounds, letters, manual signs, or symbol that can be felt¹. Language is system for communication, all human use language to interact one another. Language and human beings can not be separated, because without language we can not say what we want. Therefore it can be said that language is tool of communication. Everywhere use language to interact with other people and to express the idea. So, language has important role for human.

Speaking is a process of communication between at least two people and a way to express someone's ideas to his or her interlocutor. Speaking from a more updated perspective be titled as communicative competence². Speaking is one of the instruments for communication by the people, use speaking someone can convey many thing like information, opinion, and idea. The ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas with the language.

¹ Gerald P. Delahunty & James J. Garvey, *The english language From Sound to Sense*, (Colorado Satate University: Parlor Press 2010), page.5.

² Grace Hui-chin Lin & Paul Shih-chieh Chien, *An Introduction to English Teaching A Textbook for English Educators*, Page:77

In Indonesia, English is taught as foreign language. It is mean English in Indonesia do not taught as the first language therefore, it is taught as a important subject as a foreign language, this is not easy to master because it has different structure, pronunciation, and others. Moreover, the purpose of teaching and learning of foreign language is the students can communicate in oral and written. English has many skill that have to be mastered. There are four skills to be mastered in English that are reading, writing, listening, and speaking. All of them are related one another. If we can comprehend the four skill we can get easy to communicate with other people in this world. One of skill that have to be mastered by the students is speaking. Speaking is one of the important skill in English besides listening, reading, and writing.

Every school in Indonesia includes English language as one of the main subjects from elementary school, junior high school and senior high school and even English is one of the subjects in the national exam, therefore every student must be able to master the language English and Every student have to study English when they are studying. Many students complained that speaking was difficult because they had to know the word well, so it made them lazy to study and practice.

There are two factors that influence student learning, they are internal factors and external factors. Internal factors are factors that come from individual itself which are usually in the form of attitudes as well as those inherent in a person, and external factors are factors that come outside from individual. In learning the teachers must also give attention for the students

internal factors. One of the most important internal factors is the psychology condition of students, not only giving course of study but the teacher must also know the psychology of the students because it will have an impact on the learning period in the classroom.

Psychology defined as the scientific study of behaviour and mental processes³. Psychology is science and applied science that studies human behavior, mental functions, human mental processes through scientific procedures both as individuals and in connection with their environment, Psychology is also a very broad science, therefore it is important for a teacher to find out the psychology state of their students, knowing the psychology of their students can make it easier for teachers to choose the right strategies and media to be used in the learning process to be more effective for students.

To know the students speaking performance the researcher has conducted the pra survey at April 3 2019 at the tenth graders of SMA N 2 Natar.

Table 1. The Result of Pre Survey

No	Students	Score	Criteria
1	AYTP	60	Poor
2	AN	60	Poor
3	AUK	60	Poor
4	AN	70	Fair
5	ABS	50	Poor
6	AZ	75	Good
7	BAP	50	Poor
8	DK	50	Poor
9	DMS	60	Poor
10	DSS	50	Poor
11	DPS	60	Poor
12	EHS	60	Poor

³ Carlo Caponecchia, *The Human: Basic Psychological Principles*, (The Safety Institute of Australia Ltd 2012). Page.1.

13	GP	50	Poor
14	GY	60	Poor
15	HA	50	Poor
16	IYP	60	Poor
17	IIP	75	Good
18	IPB	60	Poor
19	JAN	75	Good
20	MRS	60	Poor
21	MNS	80	Good
22	MA	60	Poor
23	NHA	50	Poor
24	PRS	60	Poor
25	PNSD	60	Poor
26	RM	60	Poor
27	RA	70	Fair
28	RAP	60	Poor
29	RAK	50	Poor
30	SD	60	Poor
31	SY	70	Poor
32	WDWS	75	Good
33	WWN	70	Fair
34	YK	60	Poor
35	YM	75	Good
36	YHS	60	Poor

Minimum Mastery Criteria (MMC) of Speaking is 75. From the data pre-survey 36 student get score ≤ 75 It mean that their got score less than the standard, and 6 student get score ≥ 75 its mean that the students' get score up to the standard. The researcher hope if this research can have a positive effect for the students to increase their speaking score, not only for the students but also researchers hope this research can help the teachers to convey the material.

B. Problem Identification

Based on the background above, some problem are identification as follows :

1. Students have some difficulties in speaking performance because they are afraid to speak English.
2. Students have some difficulties in speaking performance because they are nervous to speak English
3. Student are not able to share own ideas.

C. Problem Limitation

Base on the background and identification of the problem above, the research limits the problem only focused on “ Students have some difficulties in speaking performance because they are afraid to speak English”.

D. Problem Formulation

Based on the problem above, the research formulates the problem as follow : “ Is there any positive and significant the correlation between the students psychology on their speaking performance at the tenth graders of SMA N 2 Natar academic year 2019”.

E. The Objective and The Benefit of Study

1. The Objective of The Study

To know whether there is a positive and significant the correlation between the students psychology on their speaking performance at the tenth graders of SMA N 2 Natar academic year 2019.

2. The Benefit of Study

a. For Students

- 1) As motivation to the students to improve their speaking English.
- 2) As one way students can understand the material provided by the teacher.

b. For Teacher

The researcher hopes that with the existence of this research, it is expected to be able to help teachers to know the of students' psychology so that it can help facilitate the material for the students.

c. For Headmaster

To give information for the headmaster that English subject is important to be learn by the students.

F. Prior of Research

The first prior research was conducted by Youssouf Haidara with the title "*Psychological Factor Affecting English Speaking Performance For The English Learners In Indonesia*"⁴. This research focus on the psychological factor affecting english speaking performance. The similiarity from research is: psychology and speaking and the difference is the first prior research focus on the pscychological factor and speaking performance. While this research focus on psychology and speaking performance.

⁴ Youssouf Haidara, "Psychological Factor Affecting English Speaking Performance For The English Learners In Indonesia". Proceeding International Conference on Educational Research and Evaluation (ICERE) 2014

The second prior of research was conducted by Nunung Anugrawati with the title "*The Correlative Study Between The Speaking Skill And Psychological Factors Of The Students*"⁵. The similiarity of this research focus on the speaking and psychology of the students, and the difference of this research use correlational research model.

The third research was conducted by Ariyanti with the title "*Psychological Factors Affecting EFL Students' Speaking Performance*"⁶. the similiarity of this research is on the students' pschology and students' speaking. The difference of this study and the third prior research is this study on the psychologcal factor affecting EFL and focus with speaking performance.

⁵ Nunung Anugrawati, "The Correlative Study Between The Speaking Skill And Psychological Factors Of The Students". ELITE Journal Volume 2 Number 2, December 2015

⁶ Ariyanti, "Psychological Factors Affecting EFL Students' Speaking Performance". ASIAN TEFL.Vol. 1, 2016

CHAPTER II

A. THEORETICAL REVIEW

1. Concept of Speaking

a. Definition Of Speaking

Speaking is a media in human's communication. The ability of speaking is to express ideas, feeling and thought. Someone can share much information to other people using speaking. Speaking is very much needed to humans life to make communications with other people.

According to Scott Thornbury speaking has become a part of daily life by the people.⁷ Its mean that all of the people need speaking to communicate with other people to share information or just talking something.

In accordance with Douglas Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.⁸

AS Hornbly stated that Speaking is to say words, to talk or something or mention something to know and to be able to use language.⁹ Another statment by Sanggam Siahaan Speaking is a productive language skill.¹⁰

⁷ Thornbury Scott, *How To Teach Speaking*, (Longman.Person Edition Limited, 2005).Page: 1.

⁸ Brown H Douglas, *Principle Language Learning And Teaching*, San Francisco State University, Forth Edition,(Longman,1994)

⁹ AS Hornby, *Oxford Advance Learne's Dictionary Of Current English*, (Oxford University Press, 1995). Page;1140.

¹⁰ Sanggam Siahaan, *Issue In Linguistics*, (Yogyakarta: Graha Ilmu 2008).P:95.

Its mean that in psychological process by a which speaker part a mental concept into some linguistics form, such as word, phrases, and sentence used to convey a message to a listener.

Based on the definition above, the researcher takes the conclusion that that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, and to persuade.

b. Types of Classroom Speaking Performance

According to Douglas Brown, there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom:¹¹

- a. Imitative In this kind of speaking performance learners try to imitate what the teacher says. For example the learners practice an intonation or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
- b. Intensive Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

¹¹ H Douglas Brown, Op.Cit., p.271

- c. Responsive This kind of speaking performance is short replies to the teacher or student-initiated question or comments. And these replies do not extend into dialogues. For example: Teacher: How are you today? Student: Pretty good, thanks, and you?
- d. Transactional Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to delivering or exchanging specific information.
- e. Interpersonal The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.
- f. Extensive (monologue) Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students through many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students. Beside those kinds of speaking activities in the classroom, we have to consider the aim of activity when we talk about it whether the activity is given to improve student's accuracy, or to improve student's fluency. In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar,

vocabulary, or pronunciation, because their purpose is to make sure the students get something right. The teacher will often work with the whole class.

c. Problems in Speaking Performance

Speaking problems are some problems that make someone lacks of speaking ability. Language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking. This emphasizes that psychological problems also affect students performance in speaking.¹²

¹² DeaAriesFitriani, RahayuApriliawati, Wardah, *A Study On Student's English Speaking Problems In Speaking Performance*, English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak, p: 4-6

a. Linguistics problems

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to

Spolsky & Hult generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

- 1) Vocabulary is an individual word or a set of words which have specific meaning. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.
- 2) Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will

never be able to communicate using English effectively. Grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structures;

- 3) it is not uncommon to find back sliding occurring with the introduction of new form to the learners' interlanguage.
- 4) Pronunciation English has become a language which connects people all over the world. Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar.

b. Psychological Problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance.

c. Lack of Self-Confidence

Lack of Self-Confidence Over a quarter of a million people in this world have problems towards their confidence. Self-

confidence is knowing that we have the capacity to something good and being positive thinking. Concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes from

a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of selfconfidence. Here are some of the characteristics of lack self-confidence:

- 1) A major confidence crisis
- 2) A lack of faith in themselves to take on new challenges
- 3) Difficulty of being assertive
- 4) Fear of confrontation
- 5) An extremely low opinion on themselves
- 6) Difficulty in one area such as speaking in social group
- 7) Social phobia..

d. Anxiety Generally

Anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened automic nervous system activity, a state that can have

negative and positive effects, and which motivates and facilitates as well as disrupting cognitive action such as learning. In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with their own anxiety states. So the students can speak English better in the future.

d. Reason for Teaching Speaking

The students have three main reasons to speak in the classroom. Firstly, speaking activities give training opportunities for the students to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know to feedback for the teacher and students. The last, the more students have opportunities to activate in the elements of language they have save in their brains, the more automatic their use of these elements become.¹³

e. The Process of Speaking

As students actively involved in the speaking process, their perception change from time to time. As individuals get a new information, the language they use make meaning changes. As they reflect

¹³ Jeremy Harmer, *How To Teach English*,(Longman 2007). P. 123.

by information that shared or received, they revise their understanding, developing again their schemas about language and the world.

The speaking process includes activities that occur before and after the actual speaking event. For example before speaking, the speaker will choose the actual content of the message, how it should be giving a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer question, explain concepts not understood, and assess process.¹⁴

f. Function of Speaking

Speaking has some function that must be know by the people, they are:¹⁵

- 1) Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function.
- 2) Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.
- 3) Talk as performance this refers to public talk, that send information to audience, such as classroom presentations, public announcements, and speeches.

¹⁴ Lynne Cameron, *Teaching English For Young Learner*, (Cambridge University Press 2001). P: 36.

¹⁵ Jack C. Richards, *Teaching Listening and Speaking*, (Cambridge University Press 2008). Page: 21-30.

- 4) Implications for teaching core issues need to be addressed in planning speaking activities for an English class determine what kinds of speaking skills the class will focus on.
- 5) Teaching talk as interaction is might the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules.
- 6) Teaching talk as transaction is more easily planned because communicative materials can be obtained from a lot of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

g. Elements of Speaking

Speaking is a skill of conveying words and sound of articulation of express or to deliver ideas, opinions, or feelings. Speaking has some elements that has to be considered by any speaker as follow, they are:¹⁶

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made from the elements and principles that determine how sounds pattern in a language.

¹⁶ Shareesh Chauday, *Testing Spoken English Teaching Forum*,(Volume 36,1997).P: 22.

2) Grammar

The purpose of grammar is also to learn the correct way expertise in language in oral written form. Therefore, grammar is used to know the correctly patterns in a sentence.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having enough vocabulary, someone can not communicate effectively or express their ideas in both oral and written form.

4). Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the purpose of many language learners. Signs of fluency include a fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching vocabulary for the language to express the message.

5) Comprehension

Comprehension also is the one components of speaking There are four components of speaking that must to attention by the students if they want to speak well.

h. Assessment of Speaking

Assessment of speaking is the activities that undertoot to obtain and abberative the information about the speaking learning outcomes of the

students at grade level during and after the teaching and learning activities.¹⁷

Indicator	Score	Assessment
Pronunciation	1	Errors in pronunciation are usually happen but can be understood by a native speaker used with foreigners that try to speak his language.
	2	Accents are understandable when they are quite wrong.
	3	Errors never annoy with understanding and rarely disturbs the native speaker, accent may be clearly foreign.
	4	Errors in pronunciation are rare occur.
	5	Equivalent and fully accepted by educated native speakers.
Grammar	1	Errors in grammar are usually happen, but speaker can be understood by a native speaker used to dealing with foreigners try to speak his language.
	2	Can usually handle elementary construction enough accurately but does not have through or confident control of grammar.
	3	Control of grammar is good. Able to speak the language with accuracy structural to participate affectively in most formal and informal conversation on practical, social, and professional topics.
	4	Able to use the language, accurately on all

¹⁷ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (Longman 2004). P: 172-173.

	5	<p>levels normally involves to professional needs, errors grammars are quite rare.</p> <p>Equivalent of an educated native speaker.</p>
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	3	Able to speak the language with enough vocabulary to participate effectively in most formal and informal conversation on practical, social and professional.
	4	Can understand and participate in any conversation in the range of his experiences with a high degree of precision of vocabulary.
	5	Speech on all levels is can accepted by educated native speakers in all its features including breath of vocabulary or idioms, colloquialisms, and related, cultural references.
Fluency	1	No specific fluency description (refer to other languages areas at the level of fluency).
	2	Can handle with confidence but not with facility most social situation, including introduction and casual conversation about condition that take place, as well as work, family and autobiographical information.
	3	Can discuss particular interested of competence with easy.
	4	Able to use the language fluently on all levels normally related to professional needs. Can

	5	<p>participate in any conversation within the range of this experience with a high degree of the fluency.</p> <p>Has complete fluency in the language such that his speech is fully accepted by educated native speakers</p>
Comprehension	1	In a very limited language experience can understand simple questions and statements if they are convey with slow repetition or paraphrase
	2	Can get the core of most the conversation is nontechnical subjects
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation with the range of his experience.
	5	Equivalent of that of an educated native speaker.

2. Concept of Psychology

a. Definition of Psychology

Psycholinguistics is part of study that called cognitive science. Cognitive science is an interdisciplinary effort that use the extensive knowledge of psychologists, linguists, computer scientists, neuroscientists, and philosophers to study the mind and mental processes.¹⁸

Psychology is the science that studies about attributes and characteristics of certain living things base on the environment.¹⁹ The psychologist's interest for their investigation is human psychology. The science of human psychology is the study of the attributes and characteristics.

Another definition by Lally and French, Psychology is the scientific study of mind (mental processes) and behavior. The word “psychology” comes from the Greek words “psyche,” meaning life, and “logos,” meaning explanation.²⁰

b. The Nature of Psychology

Interest in psychological issues has a long past. However, undertook efforts to formalize the understanding of psychological phenomena in modern sense started only during 19th century. It was influenced by the developments in the disciplines of philosophy as well as natural sciences.

¹⁸David W. Carol, *Psychology of Language Fifth Edition*, (University of Wisconsin--- Superior 2008). Page: 4

¹⁹ Nathaniel Branden, *The Psychology of Self-Esteem A Revolutionary Approach to Self-Understanding That Launched a New Era in Modern Psychology*, (San Francisco 2001). Page: 7.

²⁰ Martha Lally and Suzanne Valentine-French, *Introduction to Psychology*, (College of Lake County 2018). Page: 7.

Psychologists use scientific methods to understand the causes of behavioural phenomena and develop principles and theories about them. They learn to understand questions related to human behaviour, in this century, psychology has develop in many directions and cover almost all areas of human life. Thus we can say that psychology is a scientific study of mind, brain and behaviour.²¹

c. Education of Psychology

Educational psychology is defined as that branch of psychology that is concerned with the study of the mental processes and behaviors associated with human learning and instruction. Educational psychologists ask questions about the nature of learners and learning, the characteristics of effective teaching, and how the nature of classrooms affects learning. Educational psychologists study a wide range of phenomena associated with learning, both in the laboratory and in the classroom. Over the last thirty years, however, educational psychologists' interest in classroom learning has increased dramatically.

A review of research reported in recent issues of the *Journal of Educational Psychology* reveals the breadth of questions investigated by educational psychologists.²²

Educational PsychologyAs an applied field this branch of psychology tries to help solve the problems of teaching and learning in

²¹Trevor A.Harley, *The Psychology Of Language From Data To Theory*, (Second Edition, New York Psychology Press Ltd 2001). P: 4

²² Thomas Fetsco and John McClure, *Educational Psychology: An Integrated Approach To Classroom Decisions* (Longman : 2005) p : 2

classroom setting. It helps the students and teachers both to deal more effectively with the learning situations. Much of the work of educational psychologists is devoted to the areas of curriculum planning, teacher-training and instruction-design. Psychology of learning and motivation supplies the necessary theoretical framework and empirical data regarding learning process, the principles of learning, reinforcement, transfer of training, retention and forgetting. Educational psychologists plan and suggest curriculum to a school board in the light of student's interest, abilities, and needs. The job of school psychologists is to deal with more immediate problems in the school. The school psychologists are particularly concerned with diagnosis of learning difficulties and their remediation, and vocational and other forms of counseling.

d. Early System of Psychology

Wundt's form of psychology is called structuralism. It is in a class called systematic interpretations because It will try to explain all behavior with reference to one systematic position. Some other systems of psychology are functionalism, behaviorism, gestalt psychology, and psychodynamic psychology.²³

- 1) Functionalism is concerned with the reason for behavior and not the structure of the brain. It try to the study of new subjects including children and animals.

²³ David W Martin, *Introduction to Psychology*. (North Carolina State University, 2006)
Page: 6.

- 2) Behaviorism is an approach that behaviour can be studied and explained scientifically without recourse to internal mental states.
- 3) Psychologists that use behaviorism are related with muscular movements and glandular secretions.
- 4) Gestalt Psychology is a theory of mind and brain that proposes that the operational principle of the brain is holistic, parallel, and analog, with self-organizing tendencies. A Gestaltist believes that the whole is greater than or different than the sum of all of the parts.

e. The Importance of Psychology in Teaching and Learning

Educational psychology is a important knowledge for the teachers to help the students improve their learning in the English classes. It doesn't matter a teacher teaches the English language at a school or at a university. In fact, teaching the English language as a second or foreign language is a difficult task. When a teacher set the class who knew the educational psychology very well, the teacher can be more successful in teaching than other instructors. The first, the teacher create motivation in the class and attract the learner's attention to the subject. Less of motivation is a major obstacle to the student's academic achievement, so all teacher's efforts to eliminate these obstacles and to prepare an incentive for the class to learn more. Using visual helpful in teaching the English language as a second foreign language creates strong motivation between the learners and

context which make it easier for them to learn new words in a target language and remember them forever.²⁴

Motivation is a term which occurs in a discussion of the second rather than the first language learning. There are two types of motivation is intrinsic motivation and extrinsic motivation. In a socio educational aspect, motivation also can be defined as integrative motivation and instrumental motivation.

An instrumental motivation means get a foreign language to find out employment or improve their self-cultivation or improve the social status. Materials can include anything which can be used to facilitate learning of a language.

Most students are afraid to speak in an English language class, they think that mocked by their classmates if they replace the words incorrectly in the sentence or express a word with a false pronunciation. The teacher should allow the learners to speak without tension even if they make a mistake in their words and created an intimate environment in the class which the learners can participate in the group discussions. The psychologists believe that the teacher should play the role of teacher centered on the class and prevent any anxiety and also patiently correct their mistake.

²⁴ Saheleh Kheirabadi, *The Role Of Psychology In Teaching English Language As A Foreign Language*, International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL) ISSN (P): 2347-4564; ISSN (E): 2321-8878 Vol. 6, Issue 5, May 2018, 167-172.

f. Psychology and the Language Learning process

Learning can be defined in many ways but most psychology would agree that it is a relatively permanent change in behavior that result from experience. During the half of the twentieth century, the school thought known as behaviorism rose to dominate psychology and sought to explain the learning process.

Otherthan with speech we can use another way to say what we want, other means for the same purposes: mimicry, gesticulation, non-verbal signal, etc. Although in practice the way non-verbal relationship occur quite frequently in communication .²⁵ This mean that with talking human can convey message through other and depend with human psychology. Language learning process make the the students able a good communication with other. They are can not be discrete speech acts, and separate tasks are completed in the process of speaking, but only automatic operations. Psychology has aspect and Indicator that use for measurement they are is:

Aspect	Indicator
Cognitive	<ol style="list-style-type: none"> 1. The students can applicate the instruction from the teacher 2. When learning process the students quickly to analyze and accept the material. 3. Students quickly to understand the material and can express their idea

²⁵ Leonor ScLiar Cabra L , *Psycholinguistics Scientific and technological challenges*, (Porto Alegre, 2010). P: 131

Affective	<ol style="list-style-type: none"> 1. The students can receiving when the teacher covey the material. 2. The students able to responding the teacher 3. Student can organize and valuing with other
Psychomotor	<ol style="list-style-type: none"> 1. Student can't do from the teacher instruction 2. Student can't apply the material from the teacher 3. The student can't share their idea from the learning process

C. Theoretical Framework

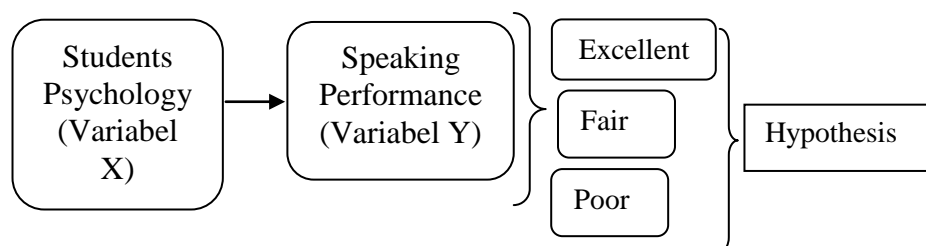
There are two variables in this research; there are independent variable (X) and dependent variable (Y). The independent variable is psychology and dependent variable is students' speaking performance.

One of the big problems that affect of students English speaking performance is without any doubt psychological barrier. Why does the researcher focus on psychology Because he believes that psychology is the number one key to success for students in their English speaking performance. Most of those students have weak motivation; they never develop confidence in themselves. They are always afraid of making mistakes, some are shy, some hesitate just because they feel insecure while using the target language to communicate. To overcome those fears, those anxieties, they need to stop thinking lot about mistakes; they need to stop underestimating themselves.

Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 2
Theoretical Framework and Paradigm



Base on the paradigm we can see that if the students' have excellent score its mean that between students psychology and speaking performance have a positive and significant correlation then if the students' have a flat score its meant that students' psychology and speaking performance have a flat correlation and if the students' have a poor score its mean that between students' psychology and speaking performance not have a positive and significant correlation.

B. HYPOTHESIS

Base on the theoretical review above this reasearch to answer the problem of research that has been describe can put forward hypothesis that the students psychology is influence with the students speaking ability in SMA N 2 Natar, the research get the abbreviation :

1. Alternative Hypothesis (Ha): There is a positive and signifikan correlation between students psychology on their speaking performance in SMA N 2 Natar.

2. Null Hypothesis (Ho): There is a not positive and significant correlation between students psychology on their speaking performance in SMA N 2 Natar

CHAPTER III

RESEARCH METHODOLOGY

This chapter provided the explanation of reseach method which will be aplied in this research. It convers, research design, the place of the study, population and sampling, variables operational definition, tehique data collection, research instrument, data analysis and indicator of sucess.

A. Research Design

The researcher employed a quantitative research in this research because to investigate whether there is a positive and a significant correlation of students psychology on their speaking performance. Quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’.²⁶

According to S.Margono quantitative research is a research process which uses numeric data to find out knowlwdge.²⁷

B. Place of The Study

Place of the study was SMA N 2 Natar which located in Jl. Kihajar Dewantara No. 4 Pancasila Kec.Natar Kab. Lam-Sel. The school was established in 2013 and has been operated since 2014. There are six classes registered from grade X, the amount of the students in class X is 168.

²⁶ Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications, 2004), p. 1.

²⁷ S. Margono, *Metode Penelitian Pendidika*, (Jakarta:Rineka Cipta 1997),p. 105

C. Population, Sample and Sampling Technique

1. Population

Whole subject that as an object of th research called population. An object of the research as tools for getting and collecting data, its called population. A population was an individual or group that representative all the members of a certain group or category of interest.²⁸ In this research the population at the tenth grade 168 students that divided into six classes. The classes are X MIA 1- X MIA 3 and X IPS 1- X IPS 3.

2. Sample

Sample was a subgroup of the target population that the researcher palnned to study for generalizing about the target population. The sample in this research is X MIA 3.

3. Sampling Technique

To make easy the researcher used Cluster purposive sampling: The sample selection based on specific purpose. The students' ability in homogeneous, so that the researcher used the purposive sampling. This thecnique was used to know the correlation between students psychology and the speaking performance at the tenth grade of SMA N 2 Natar.

D. The Operational Definition of Variabels

Variables in this research are generating interaction between the students psychology and the students speaking ability. Based on the statement above, the operational defines as follows:

²⁸Timothy C.Urdan, *Statistics in Plain English*, (London LAE 2005).P.1

1. Independent Variable

Independent variable (X) is variable that causes, correlation, or affect outcomes. Independent variable of this research is the Students psychology. In psychology there are some indicators that indicate the students as follow:

- a. The students can applicate the teacher instruction.
- b. When learning process the students quickly to analyze and accept the material from the teacher.
- c. Student can organize and valuing with other (classmate or public).
- d. Students quickly to understand the material and can express their idea

2. Dependent Variable

Dependent variable (Y) is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is the students speaking performance and the indicator that indicate students' speaking performance is:

- a. Pronunciation (Equivalent and fully accepted by educated native speakers).
- b. grammar (Able to use the language, accurately on all levels normally involves to professional needs, errors grammars are quite rare)

- c. Vocabulary (The students able to speak the language with enough vocabulary to participate effectively in most formal and informal conversation on practical, social and professional).
- d. Fluency (The students able to participate in any conversation within the range of this experience with a high degree of the fluency)
- e. Compeherension (The students able to understand any conversation with the range of his experience).

E. The Technique of Data Collecting

The most important thing in this research is collecting the data that can determine the result of the research. Some techniques will be use in collecting data in this research are:

1. Quistionnaire

Technique questionnaire is a data collection technique in the form of a list of questions asked by respondents to look for answers. Based on the above understanding, it can be understood that the questionnaire is a data collection tool consisting of several questions accompanied by alternative answers to respondents given the freedom to choose the appropriate alternative answers. In this study the writer will use closed questionnaire. The questionnaires that have been fulfilled with alternative answers so that the respondent only has to answer the available answers by giving a cross Questionnaire in this research, referring to the check list.

2. Test

test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.²⁹ It means that the test is the most research that used as the main tool to measure the ability of each individual. The test that researcher used to collect the data as follow:

a) Pre- Test

The researcher give pre-test in order to know their basic knowledge. The researcher ask the students to speak a simple conversation.

b) Post- Test

The post-test was held in order to know the correlation between students' psychology and speaking performance. The researcher will ask the students to speak with a conversation with their classmate.

3. Documentation

Documentation defined as documents supplied as proof of evidence of something.³⁰ The researcher uses documentation method

²⁹ Donald Ary, et.al., *Introduction to Research in Education*, (USA: Wadsworth, Cengage Learning, 2010), p. 201.

³⁰ Susan Pirie, *Documentation and Record Keeping*, (Canada: East Surrey Hospital, 2010), p. 22.

to get the detail information about the profile, history and the organization structure at SMAN 2 Natar.

F. Research Instrument

The functional of using research instrument is also to get the data that useful when the researcher has done to collect information in the field.

The research instruments are:

1. Instrument Blueprint

The instrument blueprints which will be used are as follow:

- a. The instrument which will be used for the test includes the questionnaire test. The test is taken from the students' speaking performance. The test will be taken from the score of the students..
- b. The instrument which will be used in documentation method is documentation guidance, as follow; 1) Documentation about teachers and official at SMA N 2 Natar; 2) Documentation about students of SMA N 2 Natar; 3) Documentation about the organization structure of SMA N 2 Natar.

G. Data Analysis Technique

In this reseracher, the researcher analyzed the data by using SPSS aplication to know the correlation between students' psychology and speaking performance

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Setting

The location of the research conducted by the researcher is in SMA N 2 Natar at Jl. Kihajar Dewantara, Pancasila village, dusun 4, Kec. Natar Kab. Lampung Selatan. SMA N 2 Natar was built on 2011, at the time of the construction students study in the SD N Pancasila. They are alternating and for the students SMA N 2 Natar learning activities began at 13.00 after the Elementary school go home. SMA N 2 Natar was inaugurated by the central government at 2012 and some buildings can be used then the students occupy new buildings and learning activities begin in the morning. Mr. Pelman Sihombing as the first Headmaster in SMA N 2 Natar and open the students registration for the first time with a total students is 60, then grouped in 2 class IPA and IPS with each class totally 30 students in the following year the students that register began to grow until this year the total number of classes reached is 14 class.

SMA N 2 Natar has a instructors who are accordance with their scientific discipline, so they hope to be able improve the competence of both the instructor them self and students. Amount of teacher in SMA N 2 Natar is 41 and all of the teacher S1 graduates. 8 of the teacher roll as the staff TU. There are some 4 other employee 2 security and 2 cleaning service of schools and they are graduate from senior high school..

Totally Students in SMA N 2 Natar is from class X – XII is 488 the data detail as follow in X totally students is 187, class XI totally student is 158 and XII with the totally students is 143.

School structure organization is a group stakeholder that have function for standing, organizing, and evaluating activities undertaken in accordance with the established goal. SMA N 2 Natar has a structure organizations. The structure organizations in SMA N 2 Natar is: Mr. Narsyid as the Comite of school, Drs. Pelman Sihombing as the Headmaster , Mrs. Widha Pujianti, SH as the Tata Usaha, Mr. Cipto Darsono, M.Pd as the Waka Curriculum, Mrs. Evi Lidya Susanti, S.Pd as Waka Kesiswaan, and then Mrs. Titin Agustina Budi, S.Pd as Waka Sarana and Humas.

B. The Result of Research

Descriptive analysis results will be explained first before conducting prerequisite tests and hypothesis testing, this descriptive statistic has the aim to provide an overview of the data that has been obtained on each variable. These data include the mean, median, mode, standard deviation, highest score, lowest score. Data is also displayed in the form of frequency distribution tables, data trends and diagrams, the following is a descriptive analysis of data on each variable.

1. Description of Students' Psychology

The Data was measured using a questionnaire containing 12 statements. Each statement contains 5 alternative answers that can be chosen by students according to the existing conditions. The questionnaire is distributed to 37 students in class X. The highest score that can be achieved in each item is 5 and the lowest score is 1. The result data students of psychology in class X can be seen in the table:

Table 4.1 result data questionnaire

N	Valid	37
	Missing	0
Mean		41.38
Median		41.00
Mode		34
Std. Deviation		6.722
Variance		45.186
Range		28
Minimum		24
Maximum		52
Sum		1531

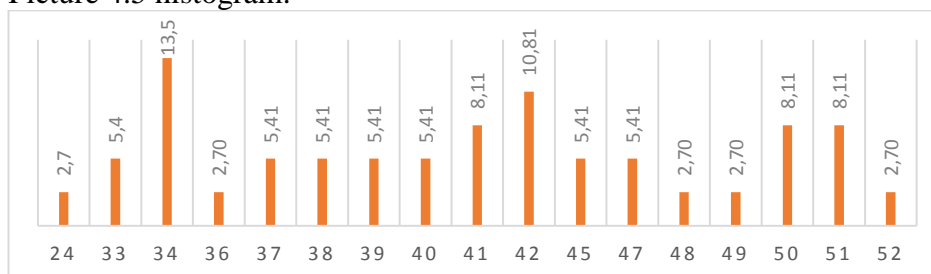
From the table above can see that Mean 41.38, median 41, modus 34, standard deviation 6.72, Max score is 52 and Min score is 24. And the in table of frequency distribution get the data as bellow:

Table 4.8 Frequency Distribution of Data Questionnaire Students' Psychology

	Frequency	Percent	Valid Percent	Cumulative Percent
24	1	2.7	2.7	2.7
33	2	5.4	5.4	8.1
34	5	13.5	13.5	21.6
36	1	2.7	2.7	24.3
37	2	5.4	5.4	29.7
38	2	5.4	5.4	35.1
39	2	5.4	5.4	40.5
40	2	5.4	5.4	45.9
41	3	8.1	8.1	54.1
42	4	10.8	10.8	64.9
45	2	5.4	5.4	70.3
47	2	5.4	5.4	75.7
48	1	2.7	2.7	78.4
49	1	2.7	2.7	81.1
50	3	8.1	8.1	89.2
51	3	8.1	8.1	97.3
52	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Base on the table frequency distribution above can see score 34 is a highest, totally 5 student with percentage 13,5% and the score with lowest is 24,36,48,49 and 52 the frequency 1 student with percentage 2,7%.

Picture 4.5 histogram.



2. Description of Speaking Performance

Data result students learning is taken from the test they are is pre-test and post- test, where the totally students is 37 as a sample, these data are the average speaking values obtained from test of English language subjects, the score includes all components in speaking they are is vocabulary, pronunciation, grammar, fluency, and comprehension.

a) Pre- Test

The researcher conducted pre-test in the first meeting of this research form pre-test that give this research is speaking test with simple conversation. The result of pre-test can be identified as follows:

Table 4.2 pre-test

Posttest

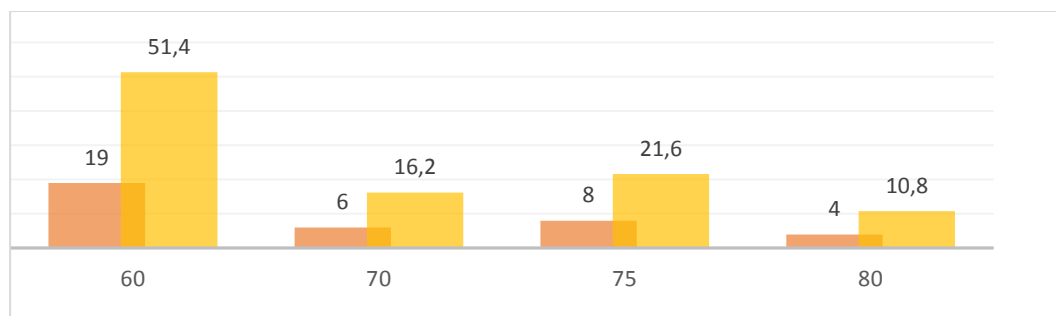
N	Valid	37
	Missing	0
Mean		67.03
Median		60.00
Mode		60
Std. Deviation		7.769
Variance		60.360
Range		20
Minimum		60
Maximum		80
Sum		2480

From the table above Mean is 67.03, median 60,00, mode 60, and standard deviation 7.769, Max score is 80, and then Min score is 60 and for frequency distribution from the data students learning speaking we can look in the table below:

Table 4.3 frequency distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
60	19	51.4	51.4	51.4
70	6	16.2	16.2	67.6
Valid 75	8	21.6	21.6	89.2
80	4	10.8	10.8	100.0
Total	37	100.0	100.0	

Base on the frequency distribution table above, we can see that the score 60 has the highest frequency is 19 students with a percentage 51.4%. Meanwhile, the score that has the lowest frequency is 80 with a total frequency of 4 students with a percentage of 10.8%. The table description of the frequency distribution of learning outcomes above can be seen in the histogram below.

Picture 4.2 The Frequency Distribution

b) Post- Test

The researcher conducted post- test after the researcher get score pre- test the result in the second meeting of this research form post- test that give in this research is speaking test with simple conversation. The result of post- test can be identified as follows:

Table 4.4 Post-test score

N	Valid	37
	Missing	0
Mean		72.03
Median		75.00
Mode		75
Std. Deviation		7.213
Variance		52.027
Range		20
Minimum		60
Maximum		80
Sum		2665

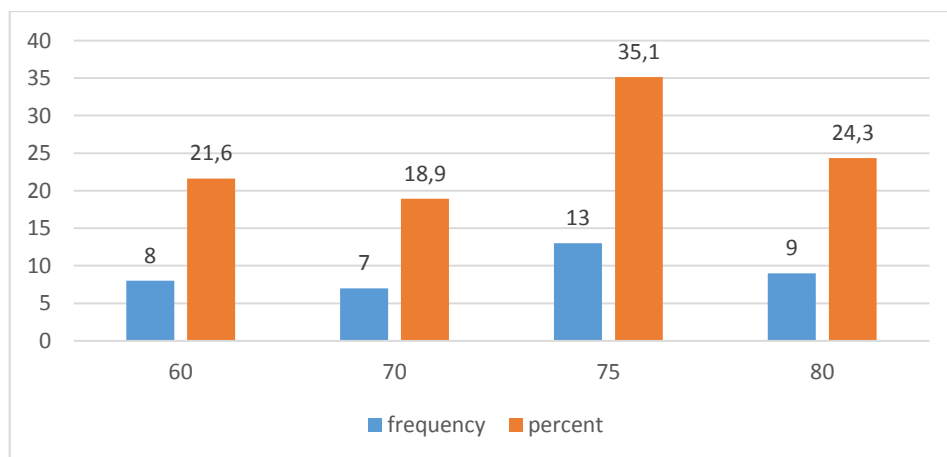
From the table above Mean is 72.03 median 75.00, mode 75 and standard deviation 7.213 Max score is 80 and then Min score is 60 and for frequency distribution from the data students learning speaking we can look in the table below:

Table 4.5 Frequency Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
60	8	21.6	21.6	21.6
70	7	18.9	18.9	40.5
Valid 75	13	35.1	35.1	75.7
80	9	24.3	24.3	100.0
Total	37	100.0	100.0	

Base on the frequency distribution table above, we can see that the score 75 has the highest frequency is 13 students with a percentage 35.1%. Meanwhile, the score that has the lowest frequency is 80 with a total frequency of 9 students with a percentage of 24.3%. The table description of the frequency distribution of learning outcomes above can be seen in the histogram below:

Picture 4.3 Histogram



3. The Correlation Between the Students' Psychology and Speaking Performance

Researchers use parametric analysis, namely the correlation test, the requirements that must be met are the normality test (data must be normally distributed) and the linearity test (between variables must be linear).

a. Normality Test

Normality test itself is carried out to determine whether or not a normal distribution of data, this is important to know related to the accuracy of the selection of statistical tests to be used. Following are the results of normality tests using SPSS 20.

Table 4.5 Normality Test

		Unstandardized Residual
N		37
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	2.77163266
Most Extreme Differences	Absolute	.218
	Positive	.218

	Negative	-.123
Kolmogorov-Smirnov Z		1.324
Asymp. Sig. (2-tailed)		.060

a. Test distribution is Normal.

Base on the table SPSS output above, the score of significant Asymp. Sig (2-tailed) is $0.060 \geq 0.05$. So, it can be concluded that the data are normally distributed. Thus the assumptions or normality requirements in the regression model have been fulfilled.

b. Homogeneity Test

Homogeneity test is a test of the equal or not the variences of two or more distribution. To get the data about homogeneity test the researcher used SPSS aplication.

H0: Data homogenous

Ha: Data does not homogenous

Table 4.7 The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.254	12	37	3.19

Based on the table above it can be concluded that sig. $0.319 > 0.05$, so H0 is accepted. It means that the data is homogen.

c. Hypothesis Test

After the prerequisite tests are met then the data is analyzed. In the process of analyzing this data, the data that is still raw are processed and then interpreted, so that the proposed hypothesis can be tested for truth.

The hypothesis test is performed using product moment correlation analysis.

The criteria for accepting or rejecting a hypothesis is to look based on the Significant value (Sig):

- a) If the value is Significant (Sig). $<$ probability 0.05 then there is the influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted.
- b) If the Significant value (Sig) $>$ probability is 0.05 then there is no influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is rejected. Following are the results of the analysis using SPSS 20.

Table 4.7 Hypothesis Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	60.830	8.263		7.362	.000
Pretest*posttest	.262	.115	.358	2.268	.030

Base on the analyze output SPSS above we know that Significant score (Sig) is 0.30. Because score $\text{Sig} \geq 0.05$ so the independent variable effect on dependent variable. So there is correlation between students' psychology and speaking performance in class X SMA N 2 Natar.

C. Interpretation

The purpose this research is to find out the correlation between students' psychology and speaking performance at tenth graders of SMA N 2 Natar. This research use a sampling technique with saturated sample because 37 students' as sample.

Based on the results of a questionnaire on the table can see score 34 is highest, totally 5 student with percentage 13.5% and the score with lowest is 24,36,48,49 and 52 the frequency 1 student with percentage 2.7%, and from all of test in this research using SPSS get value of Significant (Sig) ≥ 0.05 , its mean that there is a positive and significant correlation between students psychology and speaking performance students in class X of SMA N 2 Natar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In relation to the findings of this study the correlation between students' psychology and speaking performance at the tenth graders of SMA N 2 Natar that the students difficulties in learning speaking can be overcome with one way of understanding the psychological state by the students, it's can be evidence with result data from this research. Psychological problems are those problems, which often interfere the emotional or physical health. The students who have some difficulty speaking performance due fear or nervousness can be handled if the teacher understanding about students psychology because the teacher can choose the right methods to be applied in learning process. Proper handling by the teacher causes students to express their thoughts through speaking and have the courage to performing wherever they are.

B. Suggestion

Base on the result of this research, the researcher proposed suggestion as follow:

1. For the teacher

Students' psychology is an important thing must know by the teachers in order to facilitate the learning process in the class, when the teacher

know the state of students psychological will make learning be easier to choose strategies and techniques that will be use in the classroom.

2. For the students

The students get more motivation to study and improve their achievements in the academic field.

3. For the research

After conducting this research the researcher can add new insights and knowledge to be applied and develop existing knowledge for better.

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APPENDICES

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Appendix 1

Instrument Blueprint

Mata pelajaran : English/Bahas Inggris

Kelas : X

Semester : I

Alokasi Waktu : 90 Minutes

No	Aspec	Subaspect	Indicator	Number	Item	Source
1.	Speaking Performace	pronunciation	The students able to understanding and rarely disturbs the native speaker, accent may be clearly foreign	1,2	2	H. Douglas Brown, (2004: 172-173) Shareesh Chauday,(1997: 22)
2.	Speaking Performace	Grammar	The students able to use the language, accurately on all levels normally involves to professional needs, errors grammars are quite rare	3,4	2	H. Douglas Brown, (2004: 172-173)
3.	Speaking Performace	vocabulary	The students able to speak the language with enough vocabulary to participate effectively in most formal and informal conversation on practical, social and professional.	10,12	4	H. Douglas Brown, (2004: 172-173) Shareesh Chauday,(1997: 22)
4.	Speaking Performace	Fluency	The students able to participate in any conversation within the range of this experience with a high degree of the fluency	5,6,7,9	4	H. Douglas Brown, (2004: 172-173) Shareesh Chauday,(1997: 22)

5	Speaking Performace	Comprehensi on	The students able to understand any conversation with the range of his experience	8,11	2	H. Douglas Brown, (2004: 172-173)
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The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicator
Pronunciation	88-100	4 (Excellent)	Errors in pronunciation are rare occur.
	72-84	3 (very good)	Errors never annoy with understanding and rarely disturbs the native speaker, accent may be clearly foreign
	44-68	2 (Good)	Accents are understandable when they are quite wrong.
	20-40	1(Fair)	Errors in pronunciation are usually happen but can be understood by a native speaker used with foreigners that try to speak his language.
Vocabulary	88-100	4 (Excellent)	Can understand and participate in any conversation in the range of his experiences with a high degree of precision of vocabulary.
	72-84	3 (very good)	Able to speak the language with enough vocabulary to participate effectively in most formal and informal conversation on practical, social and professional.
	44-68	2 (Good)	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	20-40	1(Fair)	Speaking vocabulary inadequate to express anything but the most elementary needs
Grammar	88-100	4 (Excellent)	Able to use the language, accurately on all levels normally involves to professional needs, errors grammars are quite rare.
	72-84	3 (very good)	Control of grammar is good. Able to speak the language with accuracy structural to participate affectively in most formal and informal conversation on practical, social, and professional topics..
	44-68	2 (Good)	Can usually handle elementary construction enough accurately but does not have through or confident control of grammar
	20-40	1(Fair)	Errors in grammar are usually happen, but speaker can be understood by a native

			speaker used to dealing with foreigners try to speak his language.
Fluency	88-100	4 (Excellent)	Can participate in any conversation within the range of this experience with a high degree of the fluency
	72-84	3 (very good)	Can discuss particular interested of competence with easy.
	44-68	2 (Good)	Can handle with confidence but not with facility most social situation, including introduction and casual conversation
	20-40	1(Fair)	No specific fluency description (refer to other languages areas at the level of fluency)
Comprehension	88-100	4 (Excellent)	Can understand any conversation with the range of his experience
	72-84	3 (very good)	Comprehension is quite complete at a normal rate of speech
	44-68	2 (Good)	Can get the core of most the conversation is nontechnical subjects
	20-40	1(Fair)	very limited language experience can understand simple questions and statements if they are convey with slow repetition or paraphrase

Appendix 3

1. Understand each of the following question, then answer according to your true feelings.
2. This filling out question the score of answer does not affect the score of the subject concerned.
3. Choose one of the available answers.
 Al : Always Rr : Rarely
 Of : Often Nv : Never
 St : Sometimes
4. Put a checklist (√) on the answer that you choose.

NO	Question	Answer				
		Al	Of	St	Rr	Nv
1	Did you make an error pronunciation when you speaking performance ?					
2	Are you afraid when your make an error pronunciation in speaking performance ?					
3	Did you experience grammatical error when speaking performance ?					
4	Are you speechless when you use grammar incorrectly in speaking performance ?					
5	Did you fluency when your speaking performance in the class ?					
6	Are you nervous when you can not fluency speaking performance in your class?					
7	Are you shy with your classmate if you can not fluency speaking performance in your class ?					
8	Did you understand any conversation with range of your experience in your speaking performance					
9	Do you pause or say “Emmm” when you forget vocabulary when you speaking performance					
10	Do you have difficulty concentrating when you speaking performance ?					
11	Are you confident when you speaking performance in the class but you not understand it ?					
12	Are you ever wrong to utter when you speaking performance ?					

Appendix 4

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam	Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri <i>Fungsi sosial</i> Menjalin hubungan dengan guru, teman dan	Mengamati <ul style="list-style-type: none">Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	Kriteria penilaian: <ul style="list-style-type: none">Pencapaian fungsi sosialKelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diriKetepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like</i> dan sebagainya</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja 	<p>tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		<p>kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>“<i>Excellent! You really did it well, Tina.</i>” “<i>That’s nice, Anisa. I really like it.</i>” “<i>It was great. I like it, thank you,</i>”</p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya Ketepatan dan kesesuaian

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi

LESSON PLAN

Schooled name : SMA N 2 NATAR
Subject : English language
Class / semester : XI / 1
Standar copetence : Speaking
Basic copetence : Introduce My Self
Time allocation : 1 x 45 minutes

A. Core Competencies

- KI-1 and KI-2: Live and practice the teachings of the religion they hold. Live and practice honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nations, countries, regional regions and international regions. "
- IC 3: Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems
- KI4: Process, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, act effectively and creatively, and be able to use methods according to scientific principles.

B. Basic Competence and Competency Achievement Indicators

Basic Competency Indicator

3.3 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the intention to carry out an action / activity, according to the context of its use. (Note the linguistic element be going to, would like to)

- Identify the giving and asking for information related to the intention to carry out an action / activity
- Identify the different ways of disclosure from each context
- Understanding the structure of the text of expressions giving and asking for information related to the intention to carry out an action / activity
- Understand the linguistic element of the expression of giving and asking for information related to the intention to carry out an action / activity

4.3 Compose short and simple transactional oral and written interaction texts involving the act of giving and requesting information related to the intention to carry out an action / activity, taking into account social functions, text structure, and correct linguistic elements in context

- Composing sentences of intention to carry out an action / activity
- Respond to statements of intention to carry out an action / activity aimed at him.

C. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying giving and asking for information related to the intention to carry out an action / activity.
- Identify the different ways of disclosure from each context.
- Understanding the structure of the text of expressions giving and asking for information related to the intention to carry out an action / activity.

- Understand the linguistic element of the expression of giving and asking for information related to the intention to carry out an action / activity.
- Compose a statement of intention to carry out an action / activity.
- Respond to statements of intention to carry out an action / activity aimed at him.

D. Learning Materials

- Social Function
 - Declare a plan, suggest, etc.
- Text Structure
 - Respond (expected or unexpected)
- –Linguistic Elements
 - Expressions of intent statements that are appropriate, with modal going to, would like to
 - Singular and plural nouns with or without a, the, this, those, my, their, etc.
 - Speech, word pressure, intonation, spelling, punctuation, and handwriting
- Topic
 - Interaction between teachers and students inside and outside the classroom involving statements of intention that can foster the behavior contained in KI

E. Learning Methods

- 1) Approach: Scientific
- 2) Learning Model: Discovery learning, Problem Based Learning (PBL)
- 3) Method: Question and answer, interview, discussion and role playing

F. Learning Media

1. Media

- Worksheets or worksheets (students)
- Rating sheets

2. Tools / Materials

- Ruler, marker, blackboard
- Laptop & infocus

G. Learning Resources

- Curriculum Support Book 2013 Subjects of Class X, Ministry of Education and Culture, Revised 2016
- English Dictionary
- Student and teacher experience

H. Learning Step


Learning activity steps:

1. Advance activity

Apperception and Motivation:

- The leader leads the prayer before the lesson begins.
- The teacher check the attendance list of the students by calling the name of each students in the order of absences.
- The Teacher briefly discusses the material that has been learned
- The Teacher explains the material studied in detail and gives example for students to the understan the material being studied
- The teacher give the students time to prepare the assigned task.
- The teacher call one by one the students for start their task.
- Students start to tell about their task.

2. Activity Fundamental

 *Exploration*

In activity explores, teacher:

- ☞ Student can Respond instruction very simple with action in point and gets to figure how situation in text

 *Elaboration*

In elaborate activity, teacher:

- ☞ Student expected to hear what does be uttered learns and do appropriate action by order of that is given.
- ☞ As training of startup, student can do classical action.
- ☞ The teacher will give the students time to work on the task

 *Confirmation*

In confirmation activity teacher:

- ☞ The teacher asks the students to present what they have done
- ☞ Teacher gets question-answer about things which be known student
- ☞ Learn with student gets question-answer correct fault in student reads,

3. Activity Shell


In closing activity, teacher:

- ☞ Teachers do feedback.
- ☞ Before the lesson is finished the teacher repeat again the materials for today and students will repeat is back on the house study already be given at class.
- ☞ Teacher asks for student for Praying, The leader leads prayer after the lesson is finish.

Estimation :

Instrumental form	Instrumental form	Instrumental form	Instrumental form
Respond by undertaking action write that the teacher conveyed	Work of respected	Responding	Writing and Speaking

 **ESTIMATION CREATION FORMAT**

 Product (discussion result)

No.	Aspect	Criteria	Score
1.	Concept	* Very good * Good * Enough * Not good	A B C D

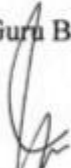
 Performansi

No.	Aspect	Criteria	Score
1.	Science	* Science * sometimes Gnostic * are not Gnostic	A B C
2.	Practice	* Practicing active * sometimes active * are not active	A B D
3.	Attitude	* Attitude * sometimes Attitude * not Attitude	A B C

For student what does KKM'S estimation ineligibility therefore arranged Remedial.

Mengetahui

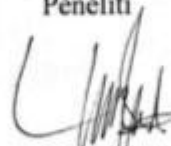
Guru Bahasa Inggris



Kisma, S.Pd

NIP.

Peneliti



Ummi Latifah

NPM.1501070137

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA N 2 Natar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
Materi Pokok	:Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga
Alokasi Waktu	: 45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:**Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none">• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks• Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga <p>Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga</p>
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none">• Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman• Menanggapi permintaan informasi terkait jati diri dan keluarganya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman
- Menanggapi permintaan informasi terkait jati diri dan keluarganya

D. Materi Pembelajaran

- Fungsi Sosial
Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan
 - Verba: *be, have, go, work, live* (dalam *simple present tense*)
 - Subjek Pronoun: *I, You, We, They, He, She, It*
 - Kata ganti possessive *my, your, his*, dsb.
 - Kata tanya *Who? Which? How?* Dst.
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ **Topik**

Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.
- Menjelaskan mekanisme pembelajaran pada hari ini

2. Kegiatan Inti

Mengamati

- Lembar kerja materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga.
- Pemberian contoh-contoh materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga untuk dapat dikembangkan peserta didik, dari media interaktif, dsb.

Menanya

- Guru mendorong kreatifitas siswa dalam bentuk bertanya, memberikan gagasan yang dapat membuat siswa memiliki rasa ingin tahu mendalam tentang materi.
- Guru membahas, dan menanyaka secara mendalam tentang materi.

Mengumpulkan Informasi

- Siswa mencatat semua informasi tentang materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

- Siswa dapat bertukar informasi tentang materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga.

3. Penutup

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga yang baru dilakukan
- Guru memberikan tugas kepada siswa sebagai pendalaman materi yang telah disampaikan.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru membimbing siswa menyimpulkan materi yang telah disampaikan.
- Guru dapat meminta siswa untuk mengulangi materi yang telah disampaikan di rumah.
- Guru menyampaikan rencana pembelajaran di pertemuan selanjutnya.

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon dengan melakukan tindakan menulis apa yang guru jelaskan	Unjuk kerja	<i>Responding</i>	<i>Writing and Speaking</i>

FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

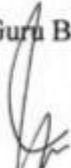
No.	Aspek	Kriteria	Skor
1.	Konsep	* Sangat lancar	4
		* Lancar	3
		* Cukup	2
		* Tidak lancar	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

Mengetahui

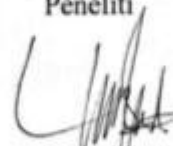
Guru Bahasa Inggris



Kisma, S.Pd

NIP.

Peneliti



Ummi Latifah

NPM.1501070137

NAME: **AEIS BUDI SETIAWAN**

CLASS: **X1 IPA 3**

- Understand each of the following questions, then answer according to your true feelings.
- This filling out question the score of answer does not affect the score of the subject concerned.
- Choose one of the available answers.
 A1: Always
 Rr: Rarely
 Of: Often
 Nv: Never
 S1: Sometimes
- Put a check/ot (✓) on the answer that you choose.

No	Question	Answer			
		A1	Of	Rr	Nv
1	Did you make an error pronunciation while you speaking performance?	✓			
2	Are you afraid when your make an error pronunciation in speaking performance?			✓	
3	Did you experience grammatical error while speaking performance?	✓			
4	Are your speeches when you use grammar incorrectly in speaking performance?			✓	
5	Did you fluency when you speaking performance in the class?		✓		
6	Are you nervous when you can not fluency speaking performance in your class?			✓	
7	Are you shy with your classmate if you can not fluency speaking performance in your class?			✓	
8	Did you understand any conversation with range of your experience in your speaking performance?				✓

9	Do you pause or say "Emmm" when you forget vocabulary when you speaking performance?	✓			
10	Do you have difficulty concentrating when you speaking performance?	✓			
11	Are you confident when you speaking performance in the class but you not understand it?				✓
12	Are you ever wrong to enter when you speaking performance?				✓

NAME **Amirah**
 CLASS **XI MIPA 3**

1. Understand each of the following questions, then answer according to your true feelings
2. Fill in the answer the score of answer does not affect the score of the subject concerned.
3. Choose one of the available answers.
 A1 : Always R1 : Rarely
 B1 : Often N1 : Never
 S1 : Sometimes
4. Put a checkmark (✓) on the answer that you choose.

No	Question	Answer			
		A1	O1	R1	N1
1	Did you make an error pronunciation while you speaking performance?		✓		
2	Are you afraid when you make an error pronunciation in speaking performance?		✓		
3	Did you experience grammatical error while speaking performance?		✓		
4	Are you speechless when you use grammar materials in speaking performance?			✓	
5	Did you fluency when you speaking performance in the class?			✓	
6	Are you nervous when you can not fluency speaking performance in your class?			✓	
7	Are you shy with your classmate if you can not fluency speaking performance in your class?			✓	
8	Did you understand any conversation with range of your experience in your speaking performance?			✓	

9	Do you pause or say "fillers" when you forget vocabulary when you speaking performance?	✓			
10	Do you have difficulty concentrating when you speaking performance?		✓		
11	Are you confident when you speaking performance in the class but you not understand it?				✓
12	Are you ever wrong to utter when you speaking performance?				✓

NAME: **INDAH PUTRI BAROKAH**
 CLASS: **XI MIA 3**

1. Understand each of the following question, then answer according to your free feelings.
2. This filling out question the score of answer does not affect the score of the subject concerned.
3. Choose one of the available answers.
 Al: Always Rr: Rarely
 Oh: Often Nv: Never
 Sl: Sometimes
4. Put a checklist (✓) on the answer that you choose.

NO	Question	Answer			
		Al	Oh	Rr	Nv
1	Did you make an error pronunciation while you speaking performance ?			✓	
2	Are you afraid when your make an error pronunciation in speaking performance ?				✓
3	Did you experience grammatical error while speaking performance ?			✓	
4	Are you speechless when you use grammar incorrectly in speaking performance ?				✓
5	Did you fluency when you speaking performance in the class ?			✓	
6	Are you nervous when you can not fluency speaking performance in your class ?				✓
7	Are you shy with your classmate if you can not fluency speaking performance in your class ?			✓	
8	Did you understand any conversation with range of your experience in your speaking performance			✓	

9	Do you pause or say "Ehmm" when you forget vocabulary when you speaking performance	✓			
10	Do you have difficulty concentrating when you speaking performance ?			✓	
11	Are you confident when you speaking performance in the class but you not understand in ?			✓	
12	Are you ever wrong to utter when you speaking performance ?			✓	

Please make simple conversation with your friends and then practice in front of the class!

Najib : so what we want to discuss?

Jalu : how do we discuss a meeting?

Najib : Okay so, Shelly what do you want to do?

Shelly : I don't know

Jalu : Najib what do you want to discuss?

Najib : This is making the text, I'm writing our conversation

Shelly : Ooo, why don't you say that you're writing the text.

Please make simple conversation with your friends and then practice in front of the class!

Plan to open together

Anisa : what IF we make the show open together?

Agung : yes good but when?

David : I agree how about tomorrow afternoon.

Anisa : May but where

Agung : there is a new restaurant, how come IF we try it.

David : that may be

Anisa : okay means tomorrow we meet at school
at four in the afternoon

David : See you

Please make simple conversation with your friends and then practice in front of the class !

Aris : Hello Arin long time no see ! How are you ?

Arin : Hi Aris, I'm fine, thanks you, How about you ?

Aris : I'm fine thanks to

Arin : Who's that little angel ?

Aris : She's my daughter, Drana.

Arin : Oh Hi Drana, I'm Arin, your father's is my old friend.

Drana : Hi ma Arin, Nice to meet you.

Arin : Nice to meet you too, How old are you, Love.

Drana : I'm 7 years old

Arin : You're a first grader, then am I right

Drana : Yes.

Arin Nabita
Aris Budi Setoawan
Drana Mustika Sari

Please make simple conversation with your friends and then practice in front of the class!

Concert music

Gawig : "Hey Indah, helwa, there is a musical concert in the Park. you want to go see the band play"

Indah : "I'm done with my home work, so I can go"

Helwi : "me too, let's go"

Indah : "why is the traffic so heavy today?"

Gawig : "People are probably heading toward the park for the concert music"

Helwa : "yes it does, for the last three years, I have never missed the concert I have always arranged the event"

Please make simple conversation with your friends and then practice in front of the class!

Rafly : "hi Tia, hi Rahayu. How are you today?"

Tia : "hi Rafly. I am fine, and you?"

Rahayu : "hi Rafly. I am fine, Thank you."

Rafly : "I am fine, thank you. by the way, what's your hobby?"

Tia : "My hobby is reading, for your hobby?"

Rafly : "my hobby is playing football. for your hobby. Rahayu?"

Rahayu : "oh, my hobby is writing. why do you like reading, Tia?"

Tia : "Because the reading a book is very interesting for me why do you like writing, Rahayu?"

Rahayu : "Because it was my hobby for a long time. why do you like playing football, Rafly?"

Rafly : "Because playing football is very fun!"

Please make simple conversation with your friends and then practice in front of the class !

Nanda : Hello, Ronald .
Ronald : Hello Nanda
Nanda : How are you ?
Ronald : I am fine thank and you
Nanda : I am fine thank you.
Nanda : Ronald, recommended this is my best friend from Lampung, she is Aini
Aini : Hai Ronald, I am happy to meet you
Ronald : Yes, I am happy to meet you.
Nanda : She is my friend my junior in the village.
Ronald : When I go to Lampung you can accompany the road.
Aini : With pleasure Ronald.

Nama Kelompok
Murya Ananda
Ronald Piere
Nur Akmal Aini

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Umami LATIPAH*

NPM : *1501090157*

Fakultas : *FTIK*

Angkatan : *2015*

Telah menyerahkan buku berjudul : *Compelling Conversation*

Metro,

Ketua Jurusan TBI



Questionnaire

No	Name	Score
1	AYTP	38
2	AN	41
3	AUK	42
4	AN	34
5	ABS	42
6	AZ	24
7	BAP	42
8	DK	50
9	DMS	38
10	DSS	34
11	DPS	39
12	EHS	47
13	GP	34
14	GY	49
15	HA	50
16	IYP	38
17	IIP	36
18	IPB	34
19	JAN	51
20	MRS	37
21	MNS	41
22	MA	39
23	NHA	45
24	PRS	51
25	PNSD	50
26	RM	45
27	RA	41
28	RAP	51
29	RAK	40
30	SD	52
31	SY	40
32	WDWS	47
33	WWN	42
34	YK	33
35	YM	33
36	YHS	37
37	ZNA	34

Pre Test Score

No	Name	Score
1	AYTP	70
2	AN	70
3	AUK	75
4	AN	75
5	ABS	75
6	AZ	80
7	BAP	75
8	DK	70
9	DMS	75
10	DSS	70
11	DPS	70
12	EHS	70
13	GP	70
14	GY	75
15	HA	70
16	IYP	75
17	IIP	80
18	IPB	75
19	JAN	70
20	MRS	70
21	MNS	65
22	MA	75
23	NHA	70
24	PRS	70
25	PNSD	75
26	RM	75
27	RA	70
28	RAP	65
29	RAK	65
30	SD	65
31	SY	70
32	WDWS	75
33	WWN	70
34	YK	70
35	YM	75
36	YHS	65
37	ZNA	65

Post Test score

No	Name	Score
1	AYTP	78
2	AN	78
3	AUK	80
4	AN	80
5	ABS	78
6	AZ	85
7	BAP	80
8	DK	80
9	DMS	78
10	DSS	80
11	DPS	80
12	EHS	78
13	GP	75
14	GY	80
15	HA	75
16	IYP	80
17	IIP	85
18	IPB	80
19	JAN	80
20	MRS	80
21	MNS	85
22	MA	80
23	NHA	80
24	PRS	78
25	PNSD	80
26	RM	80
27	RA	75
28	RAP	77
29	RAK	78
30	SD	75
31	SY	77
32	WDWS	80
33	WWN	78
34	YK	85
35	YM	85
36	YHS	75
37	ZNA	85



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3278 /In.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

16 Oktober 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, 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 : Ummi Latifah
NPM : 1501070137
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Correlation Between Students' Psychology And Speaking Performance At The Tenth Graders Of SMA N 2 Natar Academic Year 2019/2020

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.



Ahmad Subhan Roza, M.Pd
NPM 15010750610 2008011049



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 NATAR



JL. Ki. Khajar Dewantara Dusun IV Desa Pancasila Kecamatan Natar Lampung Selatan
E mail : sman2natar@yahoo.co.id

Visi : *Membangun manusia yang bertaqwa, berilmu, dan berkarya*

Nomor : 421/048/III.02/2019
Lampiran : -
Prihal : Izin *Pra-Survey*

Kepada Yth.
Sdr.Kajur P. Bahasa Inggris
IAIN METRO
Di
Metro

Assalamu'alaikum wr.wb.

Menanggapi surat saudara nomor B-0662/In.1/J/TL.00/03/2019 Tanggal 21 Maret 2019, dengan ini kami sampaikan bahwa kami tidak berkeberatan untuk memberikan izin *Pra-Survey* kepada mahasiswa yang beridentitas sebagai berikut :

Nama : UMMI LATIFAH
NPM : 1501070137
Semester : 8 (Delapan)
Prog.Study : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Demikian jawaban dari kami, besar harapan kami kegiatan ini dapat memberi manfaat bagi kedua belah pihak.

Natar, 15 Mei 2019
Kepala SMA N 2 NATAR

Drs. PELMAN SIHOMBING
NIP. 19611130 198601 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-908/In.28/S/OT.01/11/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : UMMI LATIFAH
NPM : 1501070137
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070137.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya.

08 Nopember 2019
Kepala Perpustakaan

Drs. Mochtaridi Sudin, M.Pd.
NIP. 19580511981031001 7




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

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Nomor : B-3119/In.28.1/J/TL.00/10/2019
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMA N 2 NATAR
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **UMMI LATIFAH**
 NPM : 1501070137
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE CORRELATION BETWEEN STUDENTS PSYCHOLOGY ON
 THEIR SPEAKING PERFORMANCE AT THE TENTH GRADERS
 OF SMA N 2 NATAR ACADEMIC YEAR 2019/ 2020

untuk melakukan *pra-survey* di SMA N 2 NATAR.

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, 03 Oktober 2019
 Ketua Jurusan
 Tadris Bahasa Inggris

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA⁹¹
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Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-3432/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 2 NATAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3431/In.28/D.1/TL.01/10/2019, tanggal 23 Oktober 2019 atas nama saudara:

Nama : **UMMI LATIFAH**
NPM : 1501070137
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 2 NATAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN STUDENTS PSYCHOLOGY AND SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA N 2 NATAR ACADEMIC YEAR 20192020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2019
Kepala Kantor IAIN Metro,

Dra. Isti Fatonah MA
NIP. 0670531 199303 2 003



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INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS

Nomor: B-3431/In.28/D.1/TL.01/10/2019

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

Nama : **UMMI LATIFAH**
NPM : 1501070137
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 2 NATAR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN STUDENTS PSYCHOLOGY AND SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA N 2 NATAR ACADEMIC YEAR 2019/2020".
 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 : 23 Oktober 2019

Wakil Dekan I,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 NATAR



Jl. Kl. Khajar Dewantara Dusun IV Desa Pancasila Kecamatan Natar Lampung Selatan
E mail : sman2natar@yahoo.co.id

Visi : Membangun manusia yang bertaqwa, berilmu, dan berkarya

SURAT KETERANGAN

No : 421.3/ 098/III.02/2019

Yang bertanda tangan dibawah ini :

Nama : Drs. PELMAN SIHOMBING
NIP : 19611130 198601 1 003
Pangkat : Pembina TK. 1 / IV/b
Jabatan : Kepala SMAN 2 NATAR Lampung Selatan

Dengan ini menerangkan bahwa:

Nama : UMMI LATIFAH
NPM : 1501070137
Prog.Study : Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Telah Melaksanakan Penelitian di SMAN 2 Natar, Lampung Selatan pada tanggal 04 Oktober 2019 dengan judul skripsi "**THE CORRELATION BETWEEN STUDENTS PSYCHOLOGY AND SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMAN 2 NATAR ACADEMIC YEAR 2019 2020**"

Surat keterangan ini dibuat sebagai salah satu syarat menyusun skripsi mahasiswa yang bersangkutan.
Demikian surat keterangan ini agar dapat dipergunakan sebagaimana semestinya.

Natar, 05 Oktober 2019

Kepala SMAN 2 NATAR


Drs. PELMAN SIHOMBING
NIP. 19611130 198601 1 003



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 www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Ummi Latifah
 NPM : 1501070137

Fakultas/Jurusan : FTIK /TBI
 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	24/07/19	✓	Please Understand every single word in your Undergra- duate thesis to convince me that you wrote it by yourself.	
	26/08/19	✓	@@ for Seminar proposal	

Diketahui:
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M. Hum
 NIP. 197912232006041001



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Ummi Latifah Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070137 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
		✓	Chapter II - Check grammar - check footnote. - Add theories.	
		✓	Acc Chapter II	
		✓	Chapter III - Use Future Tense	
		✓	Acc Chapter III	

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza M.Pd
 NIP. 17505102008011004

Dosen Pembimbing II

Much Deiniatur M.Pd.B.I
 NIP. 198803082015031006



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

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 NPM : 1501070137 Semester/TA : VIII/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
		✓	Chapter I = - Give Footnote - Check spacing - Check guideline	
	20, May, 2019	✓	ACC Chapter I	
		✓	Chapter II - Add Footnote - enrich theory - add Hypothesis	
	27, May, 2019	✓	Chapter II - Check Footnote	
	28, May, 2019	✓	Chapter I - Revise Theoretical Framework	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza M.Pd
 NIP. 17505102008011004

Dosen Pembimbing II

Much Deiniatur M.Pd.B.I
 NIP. 198803082015031006



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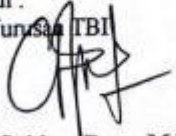
FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ummi Latifah
NPM : 1501070137

Fakultas/Jurusan : FTIK /TBI
Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	21/10/19	✓	Research Instrument A@	

Diketahui :
Kepala Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

Dosen Pembimbing I


Dedi Irwansyah, M. Hum
NIP. 197912232006041001



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www.tarbiyah.metrouniv.ac.id

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Nama : Ummi Latifah Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070137 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	Jumat 18/10/2019		acc 1-3 acc instruments	

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza M.Pd
 NIP. 17505102008011004

Dosen Pembimbing II

Ahmad Subhan Roza M.Pd
 NIP. 17505102008011004



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ummi Latifah
NPM : 1501070137

Fakultas/Jurusan : FTIK /TBI
Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	02/11/19	✓	Please revise as suggested.	
	07/11/19	✓	Chapter IV and ✓ A@@	
	04/12/19	✓	Please bring the complete version	
	05/12/19		Abstract	
			A@@ for Mump Syah	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

Dosen Pembimbing I

Dedi Irwansyah, M. Hum
NIP. 197912232006041001



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 www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ummi Latifah
 NPM : 1501070137

Fakultas/Jurusan : FTIK /TBI
 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	25/11/2019	✓	Chapter IV Please organize the presentation	
	27/11/2019	✓	<ul style="list-style-type: none"> - research title - Description of X (psychology factor) - Description of Y (Sprakes) - The Correlation between X-Y - I highly suggest that you administer pre-test & post-test. 	

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004

Dosen Pembimbing I

Dedi Irwansyah, M. Hum
 NIP. 197912232006041001



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Nama : Ummi Latifah Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070137 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	13. Nov 2019		Indicator Psychology Organizational Structure of SMA N 2 Natar.	
2.	15. Nov 2019		Results of Research Students Speaking Score Normality test Proquest Rule. Linearity Calculation Hypothesis. test.	
3.			See me you want see I Advisor	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza M.Pd
NIP. 17505102008011004

Dosen Pembimbing II

Ahmad Subhan Roza M.Pd
NIP. 17505102008011004

Appendix 21

Documentation



The researcher give exercise for the students



The researcher ask the students applause for their friends



The researcher give a intruction for the students



The students do the test from the researcher

CURRICULUM VITAE



The writer name is Ummi Latifah. She was born in Pancasila on September, 6th 1998. Live in Pancasila Kec. Natar Lampung Selatan. . The writer finished her formal education on elementary school at SD N Pancasila, junior high school at SMP M 3 Natar and senior high school at MAN 1 Lampung Timur. After graduated from senior high school, the writer became the student of IAIN Metro since 2015. The writer listed as student in English department program of IAIN Metro.