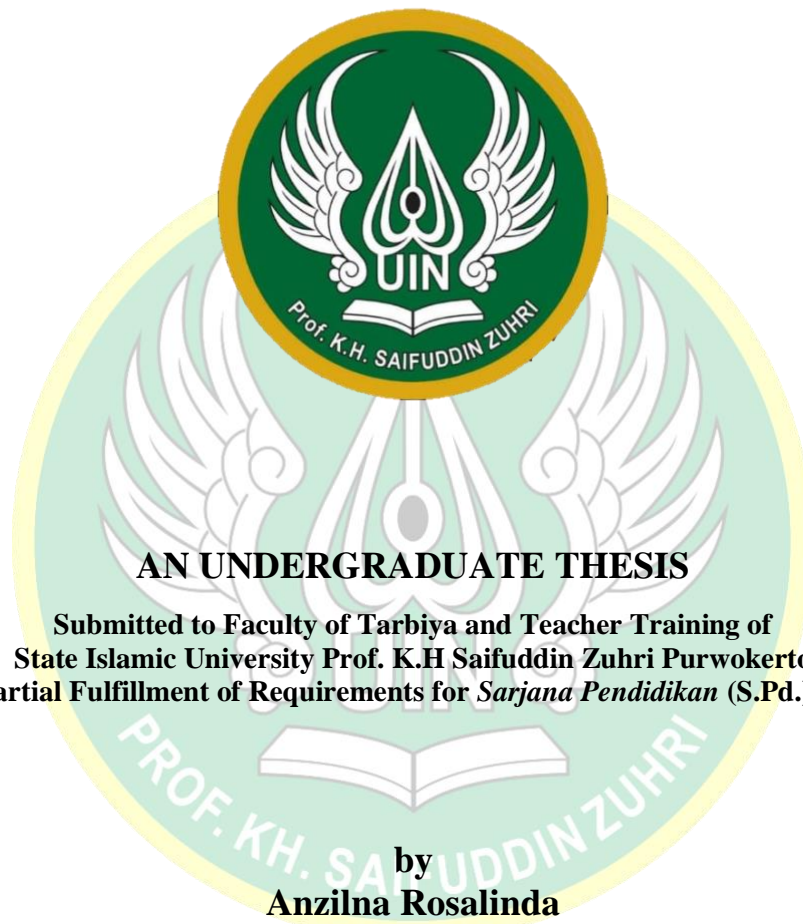# PSYCHOLOGICAL FACTORS
# NEGATIVELY INFLUENCING ENGLISH SPEAKING PERFORMANCE
# AT THE 11TH GRADE OF SMK DIPONEGORO 3
# KEDUNGBANTENG BANYUMAS

## AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

**by
Anzilna Rosalinda
Student Number 2017404075**

**ENGLISH EDUCATION STUDY PROGRAM
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FACULTY OF TARBIYA AND TEACHER TRAINING
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PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024**

# STATEMENT OF ORIGINALITY

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Study Program : English Education Study Program

 Declare that the thesis I have compiled with the title, "Psychological Factors Negatively Influencing English Speaking Performance at the 11th Grade of Smk Diponegoro 3 Kedungbanteng Banyumas" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements ad ideas from several sources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

 If later on my statement is not true, then I am willing to accept the applicable academic (revocation of graduation predicate and bachelor degree)

Purwokerto, 20 Maret 2024

**Anzilna Rosalinda**
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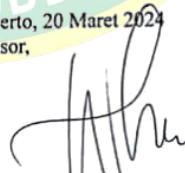
In

Purwokerto

**Assalamu'alaikum Wr.Wb.**

After conducting guidance, review, direction, and correction, then through this letter I convey that:

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| Title | : Psychological Factors Negatively Influencing English Speaking Performance at the 11th Grade of SMK Diponegoro 3 Kedungbanteng Banyumas |

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, 20 Maret 2024
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# APPROVAL SHEET

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## PSYCHOLOGICAL FACTORS NEGATIVELY INFLUENCING ENGLISH SPEAKING PERFORMANCE AT THE 11TH GRADE OF SMK DIPONEGORO 3 KEDUNGBANTENG BANYUMAS

Written by Anzilna Rosalinda (Student Number. 2017404075) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on March 27, 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

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iv

iv

# MOTTO

## "Everything will be alright"

## DEDICATION


I dedicate this thesis to:

My beloved mom, Mrs. Ida Yuliyanti

My beloved dad, Mr. M. Dahlan

My beloved sister and brother

My Lovely family

All of My Best Friends

Precious self, Anzilna Rosalinda

# ACKNOWLEDGMENT

*Assalamu'alaikum Wr.Wb*

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled "Psychological Factor Negatively Influencing English Speaking Performance at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas " could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Daculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation for:

1. Prof. Dr. Fauzi, M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

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6. Abdal Chaqil Harimi, M.Pd.I., the Secretary of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

*Wassalamualaikum wr.wb*

Purwokerto, 20 Maret 2024

**Anzilna Rosalinda**
**S.N. 2017404075**

**ABSTRACT**

**PSYCHOLOGYCAL FACTORS NEGATIVELY INFLUENCING
ENGLISH SPEAKING PERFORMANCE AT THE 11TH GRADE OF SMK
DIPONEGORO 3 KEDUNGBANTENG BANYUMAS**

**Anzilna Rosalinda**

**2017404075**

English Education Study Program Faculty of Tarbiya and Teacher Training
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There are several psychological factors that prevent students from speaking in English such as lack of confidence, anxiety, fear of making mistakes and lack of motivation. This research aims to investigate what psychological factors negatively influencing speaking performance at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas. Qualitative and quantitative designs were used in this research, employing questionnaires and interviews as research instruments. 67 students from the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas participated in filling out the questionnaires, while 5 out of the 67 students and English teacher were selected for the interviews. The result of the study indicate that psychological factors influence speaking performance at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas. Based on the result of questionnaire, it can be seen that the total score of the students' in psychological factor in impacting speaking performance showed that 39, 03% lack of confidence, 34,79% anxiety, 15,92% fear of making mistakes and 10,26 lack of motivation.

*Keywords: Anxiety, fear of making mistakes, lack of confidence, lack of motivation, psychological factors, speaking.*

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# CHAPTER I

# INTRODUCTION

This chapter presents the introduction, which consists of background of study, conceptual definition, research question, objectives and significances of the research and the structure of the research.

## A. Background of Study

Language is an essential aspect of communication that facilitates interactions across countries and cultures. It serves as a means for individuals to express their feelings, convey ideas, share opinions, and communicate desires. According to Brown (2004), language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. In other words, language fosters communication within a community, making it a fundamental part of human life. Language is not just a tool for connecting with others; it plays a vital role in various aspects of our lives.

English, as an international language used around the world, has an important significance. English is taught in Indonesian schools from kindergarten to university. English serves as the main foreign language for the central transfer and reception of knowledge, science, technology, arts and culture (Tahalele, Lekatompessy, and Nussy 2023). Emphasizes the growing popularity of English, it has become one of the most important languages in all aspects of life, including the understanding of literature. Students are required to understand how to use English as a language effectively, which requires regular practice in daily communication. Therefore, continuous practice of English is essential for English language learners (Susanto, 2007).

In language learning, there are four skills: listening, speaking, reading, and writing. As stated by Morrow (2016), receptive and productive skills are the combination of four skills – listening, reading, speaking, and writing skills. Therefore, the language skills is divided into two types. First is receptive skill.

It is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing skills where students actually have to produce language themselves (Anjayani, Suprapto, and Hum 2016).

Speaking is one of the four language skills (reading, writing, listening and speaking). As the one of the language skills, speaking is important productive language skill in sending information orally. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language (Torky 2014).

Speaking English is not easy thing to master, there are many students in the process of improving (Shintasiwi and Anwar 2021). Among the speaking problems encountered by English as a Foreign Language (EFL) learners, linguistic and psychological issues are prominent. Linguistic problems encompass various factors that hinder students' speaking abilities, such as poor grammar, limited vocabulary, and difficulties with pronunciation, as highlighted by (Richard 2008). Language-related problems arise when individuals lack the necessary vocabulary to effectively communicate or struggle to construct coherent phrases. Many students learning English as a foreign language find it challenging to use appropriate words and expressions during conversations (Tahalele, Lekatompessy, and Nussy 2023).

Psychological factors are factors that are mentally or spiritually related to the aspects of language acquisition by students. There are some psychological factors that hinder students from speaking in English class such as fear of making mistake, shyness, anxiety, low of confidence and low of motivation. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. Some psychological factors such as shyness and anxiety are considered as the main causes of students' reluctance to speak (Widagdo 2020).

In line with the speaking problems above, the researcher conducted a pre-research that was done at November 27th 2023 at SMK Diponegoro 3 Kedungbanteng Banyumas. Pre-research was conducted to find out students' problems in speaking English. Based on the pre-reseacrh results above, the number of students whose speaking scores are able to reach the Minimum Completion Criteria or *Kriteria Ketuntasan Minimal* (KKM) is less than the number of students who are unable to reach the KKM.  Therefore, it can be concluded that the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas have low speaking performance.

In addition, students also had difficulty in developing ideas from a topic into interesting oral communication patterns. In addition, the speaking problem of students at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas was also caused by the low psychological factors that hampered the fluency of speaking. In the process of speaking students felt nervous because they felt insecure about their speaking abilities.

In line with speaking problems got by the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas, it can be seen that psychiatric factors play an important role in the process of speaking English. Psychology is science that studies open and closed behavior in humans both as individuals and groups, in relation to the environment. Open behavior is a psychomotor behavior that includes acts of speaking, sitting, walking and others, while closed behavior includes thinking, thinking, feeling and so on.

Based on all the illustrations above, it can be concluded that psychological factors play an important role in the students' speaking ability. Psychological factors that can hinder students' speaking abilities should be minimized in order to improve students' speaking abilities. In this case, the researcher analyzed the psychological factors that negatively influence the speaking performance at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas. Therefore, researcher conducted  research entitled **"Psychological Factors Negatively Influencing English Speaking Performance at the 11Th Grade of SMK Diponegoro 3 Kedungbanteng Banyumas"**

## B. Conceptual Definition

In order to provide a general explanation of the used of the problems to discussed, the researcher describes the conceptual definitions used in the thesis entitled "Psychological Factors Negatively Influencing English Speaking Performance at the 11<sup>Th</sup> Grade of SMK Diponegoro 3 Kedungbanteng Banyumas". The following are the definitions of the title:

1. **Psychological Factor**

   Indah (2021) explained psychological factor includes cognitive process that can produce meaningful and grammatically correct sentences from grammatical structures including process that make expressions, words, and writings. The psychological factor make the students low interest and participation in the class. The students usually felt shy and unconfident when speaking in front of their friends. The students felt that they cannot speak well in English. Moreover, the students' also afraid of being laughed by their friends when practicing speaking in the class ( Anam, 2020).

2. **English Speaking Performance**

   The foreign language skills are mandatory for everyone in this era, especially English. This is due to the fact that English has declared as one of the international languages by the United Nation (PBB), so its importance becomes more considerable in communication nowadays. English skills, both active and passive competencies should be owned by the people in order to commemorate the rapid development of science and technology. Shintasiwi & Anwar (2021) explain that English as a universal language also assists every person to communicate easily without any barriers for various aspects of life. Due to its importance, the Indonesian government use English as a compulsory subject to be studied.

## C. Research Question

Based on the background of the problem that has been explained above, this research addresses the following question : What are the main psychological factors that negatively influence the speaking performance at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas?

## D. Objective of the Research

This research carries out for an objective as stated to investigate the psychological factors that influence negatively the speaking performance of the 11th grade at SMK Diponegoro 3.

## E. Significant of the research

The research really hopes that this study has some significant. The significances can be distinguished into:

### 1. Theoretical Significance

This research is expect to contribute to students of SMK Diponegoro 3 Kedungbanteng Banyumas who have psychological factor negatively in speaking performance.

### 2. Practical Significance

a. The Significance for the students

This research aims to analyze the psychological factors of the 11th grade at SMK Diponegoro 3 Kedungbanteng Banyumas that negatively affect their performance in English. The students can optimize their abilities in speaking English fluently and confidently. Therefore, the students are more motivated in learning English

b. The Significance for the Teachers

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

c. The Significance for Future Researchers

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

## F. Structure of The Research

Chapter I presents the introduction, which consists of background of study, operational definition, research question, objectives and significances of the research, research method, and the structure of the research.

Chapter II presents the theories of the concept of speaking performance, the concept of psychological factors and psychological factor influencing speaking performance.

Chapter III presents the research method which are consists of type of research, place of research, sources of data, technique of collecting data and technique of analyzing data.

Chapter IV presents the finding and discussion. The result of the main psychological facctor negatively influensing speaking performance.

Chapter V presents the conclusion, suggestions and limitation of the study.
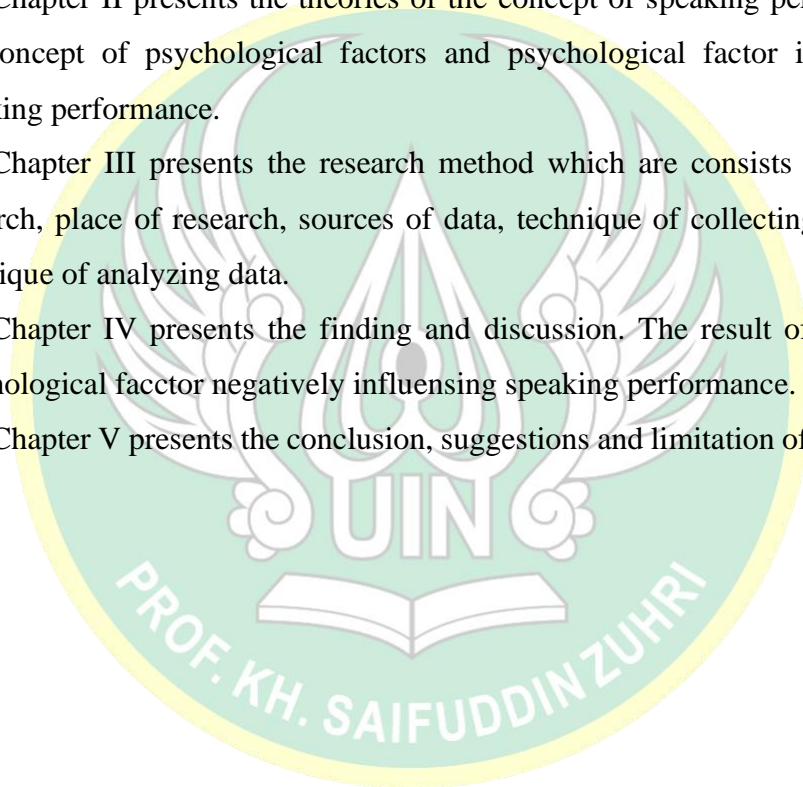
# CHAPTER II

# LITERATURE REVIEW

This chapter explains the theoretical basis used as a reference in research and contains theories that form the background of all research activities conducted.

## A. The Concept of Speaking

This sub chapter explained definition of speaking and components of speaking. Here the explanation:

### 1. Definition of Speaking

Speaking is verbal communication done by someone with someone else to say something. This is the key to communication between people in everyday life to change information. According to Brown (2001), speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information.

Speaking appropriately means using language that adapts to the needs, interests, knowledge, and attitudes of your listeners and avoiding language that alienates audience members (Verderber and Sellnow 2008). In other words, speaking correctly means choosing words that enhance the relationship between the speaker and audience members. Furthermore, the speaker wants to convey a positive attitude so the listener will pay attention and remember the speaker and the message positively. Speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience (Pawlak, Majer, and Waniek-Kimczak 2011).

Speaking properly means using language that adapts to the needs, interests, knowledge, and attitudes of the audience and avoids language that alienates audience members (Rudolph, 2012). In the field of communication, people use the term verbal closeness to describe the language used to reduce psychological distance between the speaker and the audience. In other words, speaking correctly means choosing words that enhance the relationship between the speaker and audience members.

2. **Components of Speaking**

There are some important components to speak English. The components are what aspect influencing how well people speak English. Here are the components of speaking skill according to Brown (2004).

a. Grammar

Grammar is a set of rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation (Pramustia, 2022). Grammar gives a very important contribution to the speaking skill. Hosni (2014) mentions grammar as one of the aspects affecting speaking performance. People are able to speak effectively if they have good grammar.

b. Vocabulary

Linse (2005) stated that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in (Bintz 2011) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). While, Hornby (2006) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language.

c. Pronunciation

Gilakjani (2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. Pronunciation is the production of sounds that is used for making meaning.

d. Fluency

Fluency refers to the smoothness with which sounds, syllables, words and phrases are joined together during speech. Kayi (2006)

defined fluency is the flow and efficiency with which you express your ideas, particularly when speaking. Speaking as the use of language quickly and confidently with few unnatural pauses. According to Jill (2008) fluency defined as the ability to speak accurately.

## B. The Concept of Speaking Performance

### 1. Definition of Speaking Performance

Speaking performance is defined by Richards (2006) as referring to public that transmits information before an audience, which follows a recognizable format and is close to written language rather than conversational language. Each person has his own way and nature in conveying messages to others. Delivering messages can be in the form of writing such as correspondence or talking such as chatting or telephone.

According to Richard (2008), another function of speaking, this is talk as performance. It refers to speaking which is performed in front of people. It can be group presentations, classroom presentation tasks, and public speakers. This is usually done in monologue form and is closer to written language than spoken language. So this performance function refers to talking in public, announcements, speeches, and so on.

### 2. The Components of Speaking Performance

The kinds of knowledge that speakers bring to the skill of speaking comprise extra-linguistics knowledge, such as background knowledge of topic and culture, and linguistics knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology (Thornbury, 2005).

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

features of speech event by reference to any single knowledge system (Thornbury, 2005).

Discourse knowledge, within the structure of a specific genre, its individual elements need to be connected so as to form coherent stretches of discourse. Knowing how to organize and connect individual utterances, as well how to map this knowledge on the turn-taking structures of interactive talk, is called discourse competence (Scoot Thornbury 2005).

3. **The Assessment of Speaking Performance**

There is a language skills learning assessment model to measure the success of this learning. Students' ability to speak needs to be known. This is so that the purpose of learning implementation, especially in the subject of speaking skills, namely the achievement of student competence in public speaking. The development of competence or speaking ability of students can be known by conducting an assessment. Weir (2005) defined to test speaking performance, there are some indicators that should be scored. The classified into four analytic speaking criteria as follows: fluency, pronunciation, vocabulary and grammatical accuracy.

4. **The Factors Influencing Speaking Performance**

(Astuti and Pusparini 2019) defined there are two main factors that influence students' speaking performance in speaking activities. In particular in English are linguistic and non linguistic. Linguistic factors includes vocabulary, pronunciation, and grammar. While, non-linguistic factors includes confidence, anxiety, and mastery of the topic.

C. **The Concept of Psychological Factors**

1. **Definition of Psychological Factors**

Psychological properties, psychological behaviors such as being able to evaluate performance effectively, set realistic goals, and strengthen oneself are very important to enable players to develop to overcome the unstable periods they will face as they progress in and across the four stages of development (initiation, development, mastery and maintenance) highlighted by previous research. 'Psychological behavior' as a transition

mechanism that can guide a person to a more effective and stable level of performance and consequently supports the potential of individuals to be successful and consistent elite players (Collin, 2011).

2. **The important of Psychological Factors**

Three clear strands to the importance of psychology in long-term development: first, its role in learning and development, second, its role in performance and third, its usefulness in lifestyle management. In terms of performance, it is clear to see that mental skills are very important for success at the highest level. People all know examples of top-level sports men and women who were on the verge of winning a major tournament only to crumble when most under pressure or when approaching the winning line. The „mental toughness" and the associated psychological skills have long been identified as factors that discriminate between the very good and the very best. In other words, they are often the dividing line between winning and losing on the day, particularly when skills and physical attributes are very similar (Richards, 2011).

D. **Psychological Factors Negatively Influencing Speaking Performance**

It is mentioned in the literature that naturally to speak means to produce some word representing one idea. It is a process building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In line with issue there have been some relevant research conducted Thornbury (2005) argue that psychological factors such anxiety, lack of confidence, lack of motivation and fear mistake. Her is the explanation:

1. **Anxiety**

Anxiety is a natural psychological aspect that contains feelings of fear that sometimes cannot be controlled. Foreign Language Anxiety (FLA) appears to be a common feature in the language learning process. The students cannot ignore the presence of fear and tension when they think of a foreign language. In addition, there is also the possibility of missing out

and receiving ignorance from people who speak a foreign language if their speech is incomprehensible or unacceptable (Indah, 2021).

Ningsih (2017) argued about definition of anxiety. Anxiety is one of the problems in foreign language learning. Language learners an affective state that is deficient will have a filter or mental barrier. This will prevent them from making full use of the input for further language acquisition. In other words, anxiety causes an affective filter, which will prevent students from receiving input, and then their language acquisition will fail to make progress.

Fadhilah (2022) argued three types of related anxiety, there are communication apprehension, test anxiety and fear of negative evaluation. First, communication apprehension is fear that individuals experience in oral communication. In foreign language classes, students who felt apprehensive are reluctant to speak in front of others and they tend to wait until the end of the teachers to ask questions, do not raise their hands, and hope that someone else ask them. Furthermore, such anxiety refers to type of performance that stems from the fear of failure. Students who were anxious students often place unrealistic claims on themselves and felt that anything less than a good. Students felt that anything less than a perfect test result is a failure. As these students may become overly anxious, they may become overly concerned about their performance that they were never say a word correctly or give a good presentation. Finally, fear of negative evaluation is defined as concern for the evaluation of others, avoidance of evaluative situations, and expectation that others judge one negatively.

According to Meihua (2007) there are many factors which contribute to speaking anxiety that can occur in students. Factors that cause speaking anxiety include:

a. Lack of vocabulary.

Vocabulary is a very important component when speaking. Vocabulary can be defined as words that are given or presented during lessons in a foreign language.

b. Low English Proficiency

According to Brown, the quality of performance is closely related to the results obtained in the learning process student performance. If student performance in the classroom is low the obtained input will also be low. So the quality of student work greatly affects the results obtained.

c. Lack of Preparation

Preparation is one of the important things that must be done before the performance. In performance speaking English especially in front of the public, must need good preparation because without preparation can be nervous to face the situation. So, students can prepare vocabulary related to the topic that will be delivered or speak, or prepare the correct intonation of disclosure while speaking, and so on.

2. **Lack of Confidence**

Many students felt a lack of confidence when speaking English, which is in line with their teachers' observations. Elliot (1998) identifies in Tahalele et al (2023) about various factors that contribute to the lack of confidence, such as feelings of guilt, shyness, fear of making mistakes, and unrealistic expectations of perfection. To overcome this problem, teachers can provide continuous motivation and to students, emphasizing that speaking English is more important than perfect grammar and vocabulary. Maximizing exposure to English, including regular opportunities for pronunciation practice and free conversation, can help build students' confidence.

The ability to speak in public needs to be developed and practiced, otherwise it can cause fear of speaking in public forever. To be confident when speaking in front of an audience is by practicing, there is no instant way to get public speaking skills. According to Sirait (2008), public speaking is defined as an art that combines all the knowledge and skills possessed. Being brave in public means being ready to deliver a message to people who have different backgrounds.

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others talking showing that the students are lack of confidence to communicate. Student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence. Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and felt that they can not speak English well.

3. **Lack Motivation**

Many factors can influence students in mastering English; one of them is motivation. Students' motivation is needed in learning a language, especially in learning English as a foreign language (Dwinalida and Setiaji 2022). According to Sardiman (2006) motivation comes from the word motive which can be said to be a driving force from inside and within the subject to carry out certain activities in order to achieve a goal. Starting from the word motive, motivation can be interpreted as a driving force that has become active. Motivation is related to second language learning, especially English, because it can encourage learners to master the target language which is important in their lives. Motivation has been agreed by both teachers and researchers as one of the key factors that influence the achievement and success of second or foreign language learning. In addition, motivation provides the impetus to start second language learning and further provides the strength to support the long-term and tedious learning process, in fact, all other factors including in second language acquisition suggest the significance of motivation to a large extent.

Motivation as the internal process that gives behaviour its energy and direction. These internal processes include your goals, beliefs, perceptions, and expectations. Moreover, Nunan (1999) in (Juhana, 2012) stressed that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Furthermore, in defining lack of motivation. In line with Siegel (2004) in Aftat (2008), lack of motivation is the case, where desire that leads person to behave is not at the optimum level. Thus, lack of motivation on speaking is lack of energy or desire that lead person to speak in English.

In relation to the issue of motivation in learning, stresses that motivation is important to notice in that it can affect students reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparation of learners to communicate.

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

4. **Fear of Making Mistakes**

Fear of making mistakes is one of the factors stated by ( Thornbury, 2005) a linguist. The fear of mistakes in question is fear when wrong in pronunciation, in explanation and fear of the inability to master vocabulary when speaking performance.

Fear is linked to the issue of correction and evaluation (Affat, 2008). In addition, Hieu (2011) states that also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result students commonly stop participating in the speaking activity.

Dorney (2015) stated that giving understanding that mistakes are normal part of the learning process is a good way for students to feel comfortable so they can prepare their learning arrangements well. According to Nunan (1999) in (Sembodo 2018) students often assume that making mistakes are not sins. So when the students are afraid of making mistakes, they are reluctant to talk in class and if they are reluctant to talk, that means they are lack of practice and not learning, which is on eventually lead to bad performance.

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Zang (2006) explained that students felt afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an English as a Foreign Language (EFL) context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

## E. Review of Relevant Studies

Based on several sources related to this research, researcher selected several published studies. The result of the comparison are as follows:

The journal entitled "*The Psychological Factors Impact on the Students Speaking Skill*" written by Muhammad Rifqi Bakhtiar and Suwandi in 2022. The researchers intended to find out how the psychological factors could affect students' speaking ability. The investigation of this study focused on exploring the impact of anxiety, self-confidence, motivation and shyness on Islamic boarding school EFL learners' speaking abilities. The research design is qualitative with observations, questionnaires, and interviews employed as the

research instruments. Based on the analysis, state anxiety appeared to be the main problem for the students. This research used qualitative methods, while the research that to be conducted uses a mix method (quantitative and qualitative) with questionnaires and interviews as instruments. The similarities this research and the research to be conduct is discussed about psychological factor in speaking.

The journal entitled "*The Analysis of Students' Psychological Problems and Its Solutions in Speaking English at One of the Junior High Schools in Aru Islands*" written by Imelda Tahalele, Felicia M. Lekatompessy and Wensy S. Nussy in 2023. The purposes of this study were to discover what are the students' psychological problems and their solutions in speaking English. The results of this study indicate that students still have problems speaking English, especially psychological problems such as fear of making mistakes, lack of self-confidence, lack of motivation, and anxiety. Therefore, based on the problems above, there are several solutions provided by teachers and students to overcome these problems. The similarities this research and the research to be conduct is about the research design, the method in this research and the research to be conduct used a mix method (qualitative and quantitative research) by using a survey method type. The instruments used in this study were questionnaires and interviews. The quantitative data were analyzed using the formula from Sugiyono while the qualitative data was analyzed using the technique by Miles and Huberman data reduction, data display, and conclusion. The difference in this study is the research subject. The subjects of this study were elementary school students, while the research to be conducted with vocational high school subjects.

The thesis entitled *"An Analysis of Psychological Factors Impacting Performance at English Language Education of FKIP UIR"* written by Oktaria in 2020. The objective of the research is to find out what kind of psychological factors do impact speaking performance at English language education of FKIP UIR. Based on the research finding the students average in psychological factors that hinder them from practicing speaking such as lack of self-

confidence, lack of aptitude and anxiety. This research used qualitative research and the sampling of this research is conducted at third year semester English language education of FKIP UIR. The method in the research to be carried out is different, the research to be carried out uses a mix method (qualitative and quantitative research) by using a survey method type and collecting data using questionnaires to students by strengthening interviews with several students. The similarities of this research and the research to be conduct about the topic is psychological factor impacting speaking performance. However different with the subject, the subject of the research is English language education of FKIP UIR and the subject of the research to be conduct is students 11 grade of SMK Diponegoro 3 Kedungbanteng Banyumas.
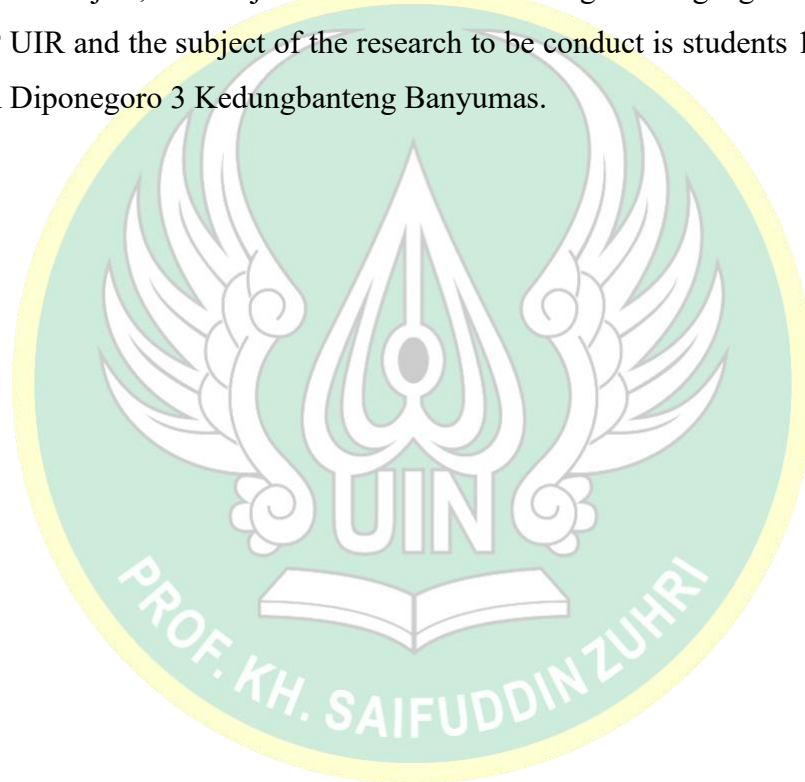
# CHAPTER III

# RESEARCH METHOD

This chapter presents the research method which consists of research design, setting of the research, object and subject of the research, data collection techniques and data analysis.

## A. Research Design

The method used in this research was the mixed method. According to Creswell (2021), mixed methods research is an approach to investigating behavioral, social, and health-related problems by gathering and analyzing data both quantitative and qualitative in order to provide answers to research questions, and integrating or "mixing" the two forms of data in a particular research design to produce new and more complete insights or understandings than what might be obtained from quantitative or qualitative. In this research, a sequential explanatory design was employed. This method is used to collect data on what are the main psychological factors negatively influencing English speaking performance at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas. Quantitative research was conducted used questionnaire by distributing questions related to psychological factors negatively influencing English speaking performance to students of the 11th grade of SMK Diponegoro 3 Kedungbanteng. While, the qualitative research used interview method, which was conducted to 11th grade students and English teacher of SMK Diponegoro 3 Kedungbanteng to strengthen the questions from the questionnaire.

## B. Time and Place of the Research

This research was conducted from November 2023. Which is located at Jalan Raya Kedungbanteng No.77, Dusun I, Kedungbanteng, Kec. Kedungbanteng, Banyumas Regency, Central Java. Based on preliminary observation with direct observation in the classroom there are 35 students of the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas. In the pre-research results above, it is known that the number of students whose speaking

scores pass the Minimum Mastery Criteria (MMC) criteria is only 28.6%. Meanwhile, 71.4% of students were unable to reach the MMC. Therefore, it is concluded that the 11th grade of SMK Diponegoro 3 Kedungbanteng have low speaking performance. So the researcher was interested in investigating what psychological factors negatively influencing English speaking performance at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas.

## C. The Subject of the Research

The research subject is a resource person who can provide information related to the research. To obtain information for the data collection process in the research process from teacher who teach English specialization and students at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas majoring in Accounting for Financial Institutions or Akuntansi Lembaga Keuangan (AKL) and Office Management or Manajemen Perkantoran (MP) with a total of 67 students who studied English specialization.

## D. Data Collection Types

This research used two data collection techniques, including questionnaire for quantitative data and interview for qualitative data. The explanation of the two types of data collection techniques as follow:

### 1. Questionnaire

The first instrument of this study was a questionnaire. The questionnaire was distributed to the participants through several procedures that have already set up by taking a look at the survey and analyzing the results. This questionnaire consists of 22 statements made coherently based on the order of the psychological factors influencing in speaking performance and was conducted used a Likert scale. According to Sugiyono (2013) the Likert scale is used to quantify the attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by the researcher, which is called the research variable. With

a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point to compile instrument items which can be in the form of statements or questions. The answer to each instrument item that uses the Likert scale have gradations from very positive to very negative. In this study the research used a Likert scale in the form of the words Strongly Agree (SA), Agree (A), Disagree (D) And Strongly Disagree (SD). The data from this research were collected through the questionnaire was adapted to the definition of each factor and validated by lecturer of UIN K.H Saifuddin Zuhri Purwokerto to ensure that the questionnaire was appropriate to be used. The questionnaire is divided into several parts, such as:

1.  Anxiety (Kecemasan)

| No | Statement |
|----|-----------|
| 1 | Saya merasa cemas untuk berbicara Bahasa Inggris karena perasaan takut yang tidak dapat dikendalikan. |
| 2 | Saya merasa cemas ketika berbicara Bahasa Inggris dan akhirnya tidak bisa berkata apa-apa. |
| 3 | Saya merasa takut untuk berbicara Bahasa Inggris karena ucapan saya tidak dapat dipahami oleh pendengar. |
| 4 | Saya merasa cemas untuk berbicara Bahasa Inggris karena kosa kata yang masih kurang banyak diketahui. |
| 5 | Saya merasa gugup ketika saya harus berbicara Bahasa Inggris di depan orang lain karena kemampuan berbahasa Inggris yang rendah. |
| 6 | Saya merasa cemas ketika saya mulai berbicara dalam bahasa Inggris, karena kurangnya persiapan. |

Table 3.1 Categories of Anxiety.

2. Kurangnya Percaya Diri (Lack of Confidence)

| No | Statement |
|----|-----------|
| 1 | Saya merasa kurang percaya diri saat berbicara bahasa Inggris karena teman-teman saya lebih fasih daripada saya. |
| 2 | Saya merasa kurang percaya diri berbicara dalam bahasa Inggris karena saya tidak memahami topik yang akan dibahas. |
| 3 | Saya kehilangan kepercayaan diri, ketika saya melakukan kesalahan dan seseorang mengoreksi kesalahan saya. |
| 4 | Saya selalu menghindar ketika harus berbicara bahasa Inggris di depan kelas. |
| 5 | Saya merasa kurang percaya diri berbicara dalam Bahasa Inggris karena pelafalan saya tidak bagus. |
| 6 | Saya merasa kurang percaya diri ketika ekspektasi kesempurnaan dalam berbicara Bahasa Inggris yang tidak realistis. |
| 7 | Saya kurang percaya diri untuk berbicara bahasa Inggris karena saya pikir teman-teman saya akan menertawakan saya ketika saya berbicara. |

Table 3.2 Categories of Lack of Confidence

3. Kurangnya Motivasi (Lack of Motivation)

| No | Statement |
|----|-----------|
| 1 | Saya tidak tertarik untuk berbicara bahasa Inggris karena bahasa Inggris sulit dipelajari. |
| 2 | Saya tidak termotivasi untuk berbicara bahasa Inggris karena saya merasa tertekan. |
| 3 | Guru saya tidak pernah memberikan motivasi tentang pentingnya belajar bahasa Inggris. |
| 4 | Saya tidak termotivasi untuk berbicara bahasa Inggris karena guru saya tidak pernah berbicara Bahasa Inggris di kelas. |
| 5 | Saya tidak termotivasi untuk berbicara Bahasa Inggris karena teman saya tidak pernah berbicara Bahasa Inggris di kelas. |

Table 3.3 Categories of Lack of Motivation.

4. Takut Membuat Kesalahan: (Fear of Making Mistakes)

| No | Statement |
|----|-----------|
| 1 | Saya takut dikoreksi oleh guru saya, jadi saya menghindari kesalahan dalam berbicara Berbahasa Inggris. |
| 2 | Saya takut membuat kesalahan ketika berbicara dalam Bahasa Inggris, sehingga suara saya terdengar lucu. |
| 3 | Saya takut membuat kesalahan ketika berbicara dalam bahasa Inggris, sehingga mendapatkan komentar yang negative dari teman-teman. |
| 4 | Saya takut melakukan kesalahan dalam berbicara Bahasa Inggris sehingga saya terlihat seperti siswa yang bodoh. |

Table 3.4 Categories Fear of Making Mistakes

The questionnaire also used Bahasa to make it easier for students to understand the contents of the questionnaire. To obtain quantitative data, the survey questionnaire was distributed by meeting students in the classroom directly to complete the questionnaire through the paper provided.

2. **Interview**

Interview is a conversation between an analyst and an informant to obtain information. By using an interview list, the researcher conducted a guided direct conversation with the source material to collect data. Interviews are divided into three, there are un structured interview, semi-structured interview and structured interview (Islam and Anufia, 2019).

This study used semi-structured interviews, where the researcher prepared written questions to obtain information and recorded the interview to obtain more detailed information. In this interview, the researcher conducted an interview with the teacher of SMK Diponegoro 3 Kedungbanteng Banyumas to gather description of the interview with the respect to interpretation of the described phenomena and five students from

the 11<sup>th</sup> grade of SMK Diponegoro 3 Kedungbanteng Banyumas who were selected randomly, based on their answers to support the data in this questionnaire.

### E. Data Analysis

In analyzing the data, this research divided into two phases, as follows:

#### 1. Quantitative Phase

In applying quantitative technique, this research was analyzed the ordinal data to find out the percentage of the main psychological factor influencing speaking performance at students 11 grade of SMK Diponegoro 3 Kedungbanteng Banyumas.

The steps of analyzing quantitative data such as:

a) The first step, this research gathered information through questionnaire that have given to participants.

b) After getting the data questionnaire, the results have been analyzed by the formula using Microsoft Excel as follows:

$$P = \frac{F}{N} \text{ X } 100$$

Where:

P : Problem percentage

F : Frequency

N: Total respondent

c) Then, the data of questionnaire have been explored as a result.

#### 2. Qualitative Phase

This research was collected qualitative data through interview to support the findings of questionnaire. This research analyzed the data use the steps based on the Miles and Huberman (Sugiyono, 2015).

a. Data Reduction

Data reduction is an effort to summarize the data, then sort the data into certain conceptual units, certain categories, and certain themes. This means that reduction data gives a clearer picture and easier for

researched to the next data collection and search again if necessary (Rijali 2018).

After the interviews, the data obtained was reduced by summarized, sorting out the data that was considered important and eliminating unimportant data from field notes that were considered difficult to research. The results of this summary were taken based on the framework of difficulties that have been presented in the table above which is divided into four psychological factors and the results of interviews with 11th grade English teacher at SMK Diponegoro 3 Kedungbanteng Banyumas.

b. Data Display

In qualitative research, the process of data display can be in short descriptions diagrams, relationships between categories, flowcharts, and so on. However most often used in qualitative research is narrative text (Murdiyanto 2020).

Through data display, researcher can analyzed in detail and make sense of what happened. The data display can use narratives, graphs, matrices, networks and charts. In this study, researcher displayed data in narrative form. Therefore, it gave information in the form of descriptions.

c. Conclusion

After the data display and data reduction stages, the next step is conclusion. This research used the technique of drawing conclusions from the information and data obtained in the field through the results of the students at 11th grade at SMK Diponegoro 3 Kedungbanteng Banyumas questionnaire and interviews with the teacher SMK Diponegoro 3 Kedungbanteng Banyumas.

# CHAPTER IV

# FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented data analysis and discussion to answer research questions that have been collected from the results of questionnaires and interviews. The important point of this chapter is to find out Psychological Factors Negatively Influencing English Speaking Performance at the 11th Grade of SMK Diponegoro 3 Kedungbanteng Banyumas.

## A. The Main Psychological Factor Negatively Influencing Speaking Performance

The participants in this study consisted of students and English teachers of the 11th grade SMK Diponegoro 3 Kedungbanteng Banyumas. The questionnaire consisted of 22 items and was distributed directly to the 11th grade students of SMK Diponegoro 3 Kedungbanteng. A total of 67 participants completed the questionnaire. To get more accurate data from the questionnaire, this study conducted interview with 5 students who were selected randomly based on their answer in the questionnaire. The five students consisted of two students from class Office Management or *Manajemen Perkantoran* (MP) and three students from class Institutional Financial Accounting or *Akuntansi Keuangan Lembaga* (AKL).

Based on the result of questionnaire on speaking performance with the students of the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas, the percentage of each psychological factors that influence negatively the speaking performance presented in the following table:

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

| No | Psychological Factors | Percentage |
|----|----------------------|------------|
| 1 | Lack of Confidence | 39, 03% |
| 2 | Anxiety | 34,79% |
| 3 | Fear of Making Mistakes | 15,92% |

| 4 | Lack of Motivation | 10,266% |
|---|---|---|
| Total | | 100% |

The results on table 4.1 were obtained from the number of answer strongly agree and agree to all factors. Then divided by the number of respondents in order to find out the factors that most influence students in speaking English. After that, researcher ranked the main psychological factors that negatively influence the speaking performance from the highest percentage to the lowest ones that consist of lack of confidence, anxiety, fear of making mistakes and lack of motivation.

Tabel 4.1 showed that students of the 11$^{th}$ grade at SMK Diponegoro 3 Kedungbanteng Banyumas have a fair category in terms of how psychological factors affect speaking performance. The most influential factor on speaking performance is lack of confidence, it was about 39, 03% students felt lack of confidence. The other factors that consist of anxiety, fear of making mistakes and lack of motivation also influencing students of the 11$^{th}$ grade speaking performance. It was about 34,79% anxiety impact students in speaking performance, 15,92% fear of making mistakes and 10,26% lack of motivation do impact the speaking performance students of the 11$^{th}$ grade at SMK Diponegoro 3 Kedungbanteng Banyumas.

A comprehensive analysis and discussion on each psychological factor, will be explained in this follow:

1. **Lack of Confidence**

Self-confidence is one of the most important aspects of personality a person, without self-confidence will cause many problems to a person (Ghufron, 2011). This context discussed the results of a questionnaire distributed to students at the 11$^{th}$ grade of SMK Diponegoro 3 Kedungbanteng Banyumas and interview conducted with randomly selected participants by appointing five students from the 11$^{th}$ grade of SMK Diponegoro 3 Kedunganteng to be interview. This is important because each

member of the population had an equal chanced of being selected in to the sample.Here is the data:

Table 4.2 Percentage Lack of Confidence

| FREQUENCY | STATEMENT | | | | | | | TOTAL | PRECENTAGE |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Strongly Agree | 12 | 8 | 11 | 7 | 13 | 12 | 7 | 70 | 14,9 |
| Agree | 38 | 38 | 24 | 30 | 39 | 49 | 43 | 261 | 55,7 |
| Disagree | 16 | 21 | 30 | 28 | 15 | 6 | 13 | 129 | 27,5 |
| Strongly Disagree | 1 | 0 | 2 | 2 | 0 | 0 | 4 | 9 | 1,92 |
| TOTAL | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 469 | 100 |

From the table above, this can be understood that there were 14.9% of students answer strongly agree and 55,7% students answer agree. It shows students felt less confident in speaking English, as they felt that their friends' pronunciation is more fluent. Meanwhile, 27,5% of students answer disagree and 1,92% students answer strongly disagree with the statement.

The table 4.1 showed lack of confidence got a score of 39, 03%, students felt a lack of confidence made them not brave enough to speak English in front of their friends. In the statements contained in the questionnaire, most students chose to agree with statement number 7 that is, "*saya merasa kurang percaya diri saat berbicara bahasa inggris karena teman-teman saya lebih fasih dari pada saya.*" Students felt lack confident due to their lack of vocabulary. This is because of students felt that they were not fluent in speaking English. In line with He and Chen explanation that the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and felt that they can not speak English well (He and Chen, 2010).

Regarding statements related to lack of confidence, participant 1 explained what she felt when speaking performance. This is result of the interview of Participant 1 which stated that:

*"I felt a lack of confidence, because when speaking in front of my friends it makes me unfocused. then sometimes I even laugh, because when I laugh it can relieve my lack of confidence." (Participant 1 interview transcript translated in English, January 9, 2024).*

Participant 1 agree with the statement about lack of confidence in speaking English. She explained that when in front of her friends, she felt unfocused when speaking English in front of her friends. Therefore, the thing she usually did laughed at herself because when she laughed, then other friends laughed too. In the opinion of Participant 1, this step did eliminated her lack of confidence.

This is different from what participant 1 explained. According to the result interview of Participant 2 which stated:

*"I felt embarrassed because my pronunciation is not as fluent as my friends. Besides that, I also not confident when speak in English my friends laugh at me. Then, I lost my confidence instantly and chose to be silent."(Participant 2 interview transcript translated in English, January 9, 2024).*

Participant 2 explained that she would rather be silent than performing in front of her friends, because she felt lack of confidence when speaking English in front of her friends. This is because when she spoke in English, her friends would laughed at her, so when her teacher asked her to speak in English she was always silent. In contrast to Participant 1, she preferred to laugh at herself when in front of her friends. Because it made her friends laugh too, so it relieved her lack of confidence.

In addition, with the results of participant 3's interview who stated that:

*"When someone corrects me, I don't felt confident to speak in English in front of my friends. Although being corrected is a good thing, I felt embarrassed, which makes me felt inappropriate to speak in English." (Participant 3 interview transcript translated in English, January 9, 2024).*

Participant 3 explained that he answer strongly agree to the statement on the questionnaire. Participant 3 felt lack of confidence because his English pronunciation was still not good and needed to be

corrected again. But when he was corrected in front of his friends, he felt shy. Therefore, he no more wanted to speak English in front of his friends because he felt he had lost his confidence.

According to Participant 4 in the result of interview below:

*"Sometimes I felt less confident when speaking English in front of my friends. Because, maybe someone understands and masters English better." (Participant 4 interview transcript translated in English, January 27, 2024).*

Participant 4 is a member of the English Club at SMK Diponegoro 3 Kedungbanteng Banyumas. Although, she often practiced speaking English through the extracurricular activity, participant 4 sometimes still felt that her friends were better than her. Then, it made her felt less confident at the times. However, when asked by the teacher to speak in front of her friends, she could not refuse. Because according to participant 4, the most important thing to improve her skills in speaking English.

The response in the interview between participant 4 and participant 5 was almost the same. According to Participant 4 interview, she explained her reasons as follows:

*"I don't think it's a lack of confidence, but I'm not confident when speaking in English in front of my friends. Because other friends can speak fluently and spell the words well." (Participant 5 interview transcript translated in English, January 27, 2024).*

Participant 5 realized that she never practiced speaking in English, which made her felt less confident when asked to speak English in front of her friends. She often practiced speaking English with her friends was very good thing to improve speaking skills. This was in line with the language would be meaningless if not practice in conversation. In the daily conversations, language develops faster if students used it. Conversation with others can help students to be confident, can help students to learn from mistakes and help students learn from others (Sari and Lestari, 2019).

After that, the teacher also argued about the lack of confidence in students in 11th grade of SMK Diponegoro Kedungbanteng Banyumas. According to the results interview with Mr. TS which stated that:

> *"Yes, the factor of lack of confidence in grade 11 is the same as what is mentioned in the statements in the questionnaire. When students were asked to speak English in front of their friends, students always give the reason of not being confident. The reason is because they felt less than their friends." (Mr TS, Interview transcript Translated in English, January 9, 2024).*

The teacher explained, students felt less confident when asked to speak in English in front of their friends. The teacher explained that the reason for the lack of confidence was because they were felt low in English. This caused the students to feel that when speaking in English, they found it difficult to be understood by their friends. This is in line with the understanding that students who lack confidence about themselves and their English certainly suffered from communication. This shows that building confidence of students is an important part of the focus of lecturers' attention. This means that the teacher must also learn both from theory and practical experience on how to build students' self-confidence (Nunan, 2015).

Self-confidence is one of the important aspects of personality in a person, without self-confidence there will be many problems in a person. The form of self-confidence is characterized by believing in one's abilities, not being compelled to show a conformist attitude in order to be accepted, having the courage to accept and face rejection, having self-control and stable emotions, having an internal locus of control, having a positive perspective, and having realistic expectations (Ghufron and Rini, 2011).

Many people felt afraid and not confident to speak in front of the audience so they preferred to remain silent when in a public forum. The expressing opinions in front of others or in public is difficult. This is often seen in the environment. For example, when a student cannot give a good

speech because of being nervous when coming up in front of their friends in class (Hartini and Chumaeson, 2021).

2. **Anxiety**

Anxiety is a complex felling of tension and fear that can prevent students from being unmotivated to learn a language and has a negative relationship with student achievement (Wijirahayu and Irawan, 2018). This context discussed the results of a questionnaire distributed to students at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas and interview conducted with randomly selected participants who completed the questionnaire. Here is the data:

Table 4.3 Percentage of Anxiety.

| FREQUENCY | STATEMENT | | | | | | TOTAL | PERCENTAGE |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Strongly Agree | 11 | 7 | 5 | 12 | 24 | 10 | 69 | 15,92 |
| Agree | 27 | 25 | 40 | 50 | 38 | 46 | 226 | 56,2 |
| Disagree | 26 | 33 | 22 | 5 | 5 | 10 | 101 | 25,1 |
| Strongly Disagree | 3 | 2 | 0 | 0 | 0 | 1 | 6 | 1,49 |
| TOTAL | 67 | 67 | 67 | 67 | 67 | 67 | 402 | 100 |

In the table above, 15,92% of the participants answered strongly agree, 56,2% of the participants answered agree with the statement number one until statement number six. In addition, 25,1% of the participants answered disagree and only 1,49% participants answered strongly disagree with the statement. This can be understood that more than a half of the participants felt anxious in speaking English. They felt uncomfortable when the teacher asked to speak in English in public because of their lack of ability.

The result on the table 4.1 anxiety got a score of 34,79%, Students felt anxiety impact their speaking performance lowly. They felt that their anxiety made them shy to speak English in front of their friends. In the statements contained in the questionnaire, most students chose to agree with

statement number 4 that is *"Saya merasa cemas untuk berbicara Bahasa Inggris karena kosa kata yang masih kurang diketahui."*

In line with Meihua vocabulary is importnat. Vocabulary is a very important component when speaking. Vocabulary can be defined as words that are given or presented during lessons in a foreign language (Meihua, 2007)

Based on the result of interview with Participant 1, Participant 2, Participant 3, Participant 4 and Participant 5, the students felt anxious when they were to speak in English in front of their friends. This is reflected in their answer to the questionnaire.

First, according to the results interview with Participant 1 which stated that:

> *"Yes, I felt anxious. By felting anxiety that makes me felt scared to the point of being uncontrollable." (Participant 1 interview transcript translated in English, January 9, 2024).*

Participant 1 explained that anxiety was very influential on her in speaking English. She explained that anxiety that could not be controlled caused not to be able to say anything in front of her friends. This explanation is in line with the definition of anxiety. Which is anxiety is a natural psychological aspect that contains feltings of fear that sometimes cannot be controlled. Foreign Language Anxiety (FLA) appears to be a common feature in the language learning process. The students cannot ignore the presence of fear and tension when they think of a foreign language (Indah, 2021). In line with the finding that anxiety was provoked in students speaking English in China. This is happened in particular when they speak the target language in public, above all in front of native speakers. Sometimes extreme anxiety occurs when foreign or English language learners become more tired or lost for words in certain situations, which often leads to hopelessness and a general felting of failure (Shumin, 2017).

In addition, this is the same as explained by Participant 2. According to the result of interview with participant 2, she explained the reasons for this, as follows:

*"Yes, I often felt anxious like what has been mentioned in the questionnaire, all statements on the questionnaire related to anxiety, I answer agree. The anxiety I felt is, I afraid when I speak in English my friends do not understand it. So I also felt shy to speak in English." (Participant 2 interview transcript translated in English, January 9, 2024).*

Participant 2 explained that the anxiety she felt was caused by fear that if she spoke in English her friends would not understand. Then, she also felt that her English language skills were very low, so she preferred to be silent rather than having to speak in English in front of her friends. In line with the explanation that adults, in contrast to children, concerned with how they were judged by others. They were very careful about making mistakes in what they say, as making speech errors will lead to miscommunication for the listener and will result in feltings of embarrassment (Brown, 2014). In addition, second or foreign language learning is a complex task that is subject to human anxiety, which is associated with feltings of nervousness, frustration, self-doubt, and fear. (Nunan, 2015)

According to Participant 3 to the result of interview, he explained the reasons for this, as follows:

*"Yes, I felt anxious when speaking in English in front of my friends. Because when I am in front of them, I will automatically see their faces, so it makes me anxious. I felt that if they look at my face, then they will pay attention to me. So, they know whether the words I say correct or not." (Participant 3 interview transcript translated in English, January 9, 2024).*

Participant 3 explained when he was in front of his friends, he would felt more anxious. Because, according to him, his friends paid more attention to him. Then, when he saw his friends' faces it also made him forget what he was supposed to say. This is in relation to the statement that anxiety is defined as worry, uneasiness, dread of something that is about to happen. It also means a felting of fear, worry that something disagreeable will happen (Aryadillah, 2017)

In contrast to participant 4 who answered disagree with the statement about anxiety in speaking English in front of her friends.

According to Participant 4 to the result interview she explained the reasons for this, as follows:

> *"When the teacher asked me to speak in English, I actually don't felt too anxious and can still be controlled. Because, I often practice speaking in front of my friends." (Participant 4 interview transcript translated in English, January 27, 2024).*

Participant 4 explained that she often spoken in front of her friends, so she often practiced. Participant 4 explained that she practiced like this through the English Club in the SMK Diponegoro 3 Kedungbanteng Banyumaas. The English Club helped her not felt anxious when the teacher asked to speak English in front of her friends. So, according to participant 4 by joining the extracurricular English Club can develop talents and interests. In addition, it allowed her to perform better in front of her friends.

From participant 4 explanation is line what Susanto stated that these activity was provided to students as a support activity for formal education and a form of developing the talents and interests of students. Talent is an inherent ability in a person that is innate from birth and is related to brain structure, while interest can be interpreted as a preferredence, passion or pleasure for something (Susanto, 2016).

In contrast to participant 4, participant 5 felts anxious at a particular time when asked to speak English in front of their friends. According to Participant 5 to the result interview she explained the reasons for this, as follows:

> *"I felt anxious when asked to speak English, during certain materials. Sometimes felt nervous if the material is not understood." (Participant 5 interview transcript translated in English, January 27, 2024).*

Participant 5 explained that she felt anxious about certain materials. When the material was difficult, she was afraid of not being fluent in pronunciation, which caused nervousness in front of her friends. According to Participant 5, material that was difficult to understood was difficult to

practice in English. The difficult material like grammar and it made students confused when building sentences.

Grammar is an important aspect of mastering all skills in English. This is because, in the context of learning English as a foreign language in Indonesia, grammar becomes the guidance and the standard so that communication can be better understood. In effect, mastering grammar means mastering a series of structured, logical, and rational linguistic concepts. So that, sentences not arranged based on the English universal grammar, less logical, and irrational can be claimed ungrammatical (Mabaroh and Suryatiningsih, 2019).

After interview with students, researcher also conducted interview with the English teacher (Mr. TS) of the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas regarding the anxiety experienced by students of the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas.

> *"Some students felt anxious when asked to speak in English in front of their friends. This anxiety is usually felt due to students' lack of preparation when asked to speak in English. In addition to the lack of preparation, the students' lack of vocabulary is also the reason why students felt nervous when asked to speak in English." (Mr TS, Interview transcript Translated in English, January 9, 2024).*

Mr. TS explained that the cause of anxiety experienced by students is due to lack of preparation. Whereas according to him, when students were asked to speak in English on short notice it made students got used to it and made students more brave and anxiety disappear. According to the English teacher, the anxiety experienced by students was also usually due to their lack of vocabulary. While, acquiring a lot of vocabulary was very important for students.

There were many factors which contribute to speaking anxiety that can occur in students. Factors that cause speaking anxiety include lack of vocabulary. Vocabulary is a very important component when speaking. Vocabulary can be defined as words that given or presented during lessons in a foreign language (Meihua, 2007). In addition, lack of vocabulary makes

it difficult for them to communicate verbally in English. They get stuck when trying to talk to their speaking partners because they only have a very limited vocabulary of English (Zulfitri, 2019).

3. **Fear of Making Mistakes**

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Juhana, 2012). This context discussed the results of a questionnaire distributed to students at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas and interview conducted with randomly selected participants. Here is the data:

Table 4.4 Percentage Fear of Making Mistakes

| FREQUENCY | STATEMENT | | | | TOTAL | PRECENTAGE |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | | |
| Strongly Agree | 4 | 5 | 8 | 6 | 23 | 8,58 |
| Agree | 17 | 46 | 26 | 23 | 112 | 41,7 |
| Disagree | 43 | 16 | 31 | 23 | 113 | 42,1 |
| Strongly Disagree | 3 | 0 | 2 | 15 | 20 | 7,46 |
| TOTAL | 67 | 67 | 67 | 67 | 268 | 100 |

In the table above, it shows that there were 8,58% answered strongly agree, 41,7% of students answered agree with the statement. This can be understood that students felt afraid of making mistakes in speaking English such as fear of being laugh by their friends and getting negative comments. However, 42,1% of students answered disagree and 7,46% of student answered strongly disagree. Although the difference is not much, there were still more students who were afraid of making mistakes when speaking in English.

Table 4.1 showed that fear of making mistakes got a score 15,92%. Students felt fear of making mistakes in speaking English because they were afraid of looking stupid in front of their friends. Most of them answered agree on statement number 22, namely "*Saya takut melakukan kesalahan dalam berbicara Bahasa Inggris sehingga saya terlihat seperti siswa yang*

*bodoh."* The primary reason of fear of mistake that students were afraid of looking foolish in front of other people and they were concerned about how other will see them (Juhana, 2012).

Regarding statements related to fear of making mistakes, participant 1 explained what she felt when speaking performance. Based on the results of interviews with participant 1 below:

> *"I am not afraid to mademistakes. Because in my opinion, making mistakes is a natural thing. But once in a while I felt like that because I felt that if I madea mistake in speaking English then my voice will turn unclear." (Participant 1 interview transcript translated in English, January 9, 2024).*

Participant 1 explained that the fear she had experienced was that her voice became unstable, because she made mistakes in pronunciation and then her friends laughed at her. This is line with the explanation of Middleton, that most students were afraid to try and to speak in a foreign language they learn. In this context, as she added, students do not want to look foolish in front of the class. In some other cases, they also worry about how they voice, and scared of sounding silly and so on (Middleton, 2009).

In contrast with participant 2 who explained that sometimes she did not care about the mistake. According Participant 2 which stated:

> *"Sometimes I felt afraid of making mistakes when speaking in English. But sometimes I also don't care, because I felt that my friends were like that too. I once made a mistake in English pronunciation and then my friends laughed at me." (Participant 2 interview transcript translated in English, January 9, 2024).*

In the result of interview, participant 2 explained that although she did not care about her mistakes. But at one time she had made a mistake until finally her friends laughed at her. In line with that students felt afraid of the idea of making mistakes as they were worried that their friends laughed at them and receive negative evaluation from their peers if they made mistakes in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in EFL context like in Indonesia (Chen, 2010).

Participant 3 explained about what he felt fear of making mistakes in speaking English. According to Participant 3 which stated:

> *"Of course I felt fear of making mistakes because I afraid of getting a negative evaluation from my teacher and from my friends." (Participant 3 interview transcript translated in English, January 9, 2024).*

Participant 3 explained that he felt that his teacher would corrected his mistakes, so he would felt shy in front of his friends and would be laughed at by other friends. Therefore, he was content to did nothing when asked by his teacher to speak English in front of his friends. In line with that fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Afat, 2008).

According to participant 4 to the result interview, she explained the reasons for this, as follows:

> *"I'm a little afraid of making mistakes when speaking English in front of my friends. Because, I'm afraid that I will be ridiculed and so on." (Participant 4 interview transcript translated in English, January 27, 2024).*

Participant 4 explained that she actually not afraid of making mistakes in speaking English. Participant 4 was afraid when she spoke in English then her friends made fun of her, that made her not felt like speak in English anymore. As a result, students generally stopped participating in speaking activities. That is important for teacher to convince their students that making mistake is not a wrong or bad thing because the students can learnt from their mistakes (Pratiwi, 2021).

Participant 5 felt fear of making mistakes. According to participant 5 to the result of the interview, she explained the reason for this, as follow:

> *"I felt fear of making mistakes in speaking English. Because, I was afraid that my friends would madefun of me like I was stupid, which made me afraid to speak English." (Participant 5 interview transcript translated in English, January 27, 2024).*

Participant 5 explained that she did not want to look stupid in front of her friends, so she preferred to avoid speaking in English in front of her friends. She also explained that when in front of her friends she could not control her voice, which made her sound silly. In line with that the primary reason of fear of mistake is that students afraid of looking foolish in front of other people and they were concerned about how other see them (Kurtus, 2001). In addition most EFL students were afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they sound, and scared of sounding silly and so on (Middleton, 2009).

In addition, Mr. TS explained in the result of the interview, about fear of making mistakes of students at the 11<sup>th</sup> grade of SMK Diponegoro Kedungbanteng Banyumas. According to the result interview with Mr. TS which stated that:

> *"The fear of making mistakes in students makes them unwilling to try speaking in English. But as a teacher, I always assure them that making mistakes in learning is a natural thing for students to do." (Mr. TS, Interview transcript Translated in English, January 9, 2024).*

Mr. TS explained that students were always afraid when asked to speak English in front of their friends with many reason and also afraid of got negative comments. This is line with that fear of making mistake is associated with the fear of correction and negative evaluation, leading students to be afraid of making mistakes and being laughed at or criticized. Teachers agree that students fear making mistakes due to potential ridicule. To address this, teachers can created a comfortable and supportive environment that allows students to speak English without felting pressured. The emphasis should be on making students felt at ease and motivating them to understand the importance of learning from their mistakes. Students who take English courses suggest that practicing extensively can improve their English skills (Brown, 2001).

4. **Lack of Motivation**

Motivation as a motivational force that causes a person to be willing to exert his abilities, energy and time in order to achieve a previously determined goal (Soedjiwo, 2017). This context discussed the results of a questionnaire distributed to students at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas and interview s conducted with randomly selected participants. Here is the data.

Table 4.5 Percentage Lack of Motivation

| FREQUENCY | STATEMENT | | | | | TOTAL | PRECENTAGE |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | |
| Strongly Agree | 8 | 1 | 1 | 2 | 5 | 17 | 5,07 |
| Agree | 16 | 16 | 8 | 5 | 25 | 70 | 20,9 |
| Disagree | 29 | 41 | 43 | 46 | 29 | 188 | 56,1 |
| Strongly Disagree | 14 | 9 | 15 | 14 | 8 | 60 | 17,9 |
| TOTAL | 67 | 67 | 67 | 67 | 67 | 335 | 100 |

Based on the table above, 5,07% of students answered strongly agree and 20,9% students answered agree with the statement that they felt lack of motivation to speak English. In contrast, there where 56,1% of students answered disagree and 17,9% students answered strongly disagree with the statement. This can be understood in this factor, more students chose disagree on the questionnaire because they were already felt motivated by the teacher. However, they still felt unable to speak English in front of their friends.

The result on the table 4.1 showed lack of motivation got a score of 10,26% from the results of the answer strongly agree and agree. This can be understood from the questionnaire answer that most students felt less motivation due to environmental factors. As in questionnaire number 18, namely "*Saya tidak termotivasi untuk berbicara Bahasa Inggris karena teman saya tidak pernah berbicara Bahasa Inggris di kelas.*" This statement is an objection for the students in speaking English in front of their friends.

Regarding statements related to lack of motivation, participant 1 explained what she felt when speaking performance. This is result of the interview of Participant 1 which stated that:

> *"When teacher asked me to speak in English in front of my friends, I often declined. However, it's not because of a lack of motivation from the teacher, but from myself." (Participant 1 interview transcript translated in English, January 9, 2024).*

Participant 1 explained that she felt unable to speak English in front of her friends not because of a lack of motivation from the teacher, but indeed from herself. Participant 1 explained that her teacher often provided motivation to be more enthusiastic in learning English. Then, participant 1 would try to motivate herself. In line with the statement motivation that comes from within the individual itself without any compulsion and motivation from others and of its own accord. Intrinsic motivation is a form of motivation that comes from within the subject who learns (Soedjiwo, 2017).

Participant 2 also felt what participant 1 explained. According to Participant 2 to the result interview, she explained the reasons for this, as follows:

> *"I don't felt the lack of motivation given to me by the teacher. However, maybe it is because the environment is less supportive, so I still don't want to speak in English in front of my friends." (Participant 2 interview transcript translated in English, January 9, 2024).*

Participant 2 explained that she had not felt lack of motivation, but lack of motivation due to an unsupportive environment. Then to speak in English, she did not had a strong desire. In line with the explanation that motivation result from influences from outside the individual, such as invitation, demand or coercion from others so that students perform learning actions. Extrinsic motivation that comes from external influences is affected by several aspects, such as fulfilling obligations, avoiding punishment, obtaining promised material rewards, increasing social prestige, obtaining

praised from important people such as teachers and parents (Soedjiwo, 2017).

It is not much different from what participant 3 explained in the interview. Participant 3 stated:

> *"I felt that my lack of motivation to speak English is not because my teacher does not give motivation, but because I do not get motivation from my friends. For example, like my friends don't support me to speak English."* *(Participant 3 interview transcript translated in English, January 9, 2024).*

Participant 3 explained that the lack of motivation he felt was a factor of unsupportive friends. However, in the interview, participant 3 explained to keep trying to speak English properly and will motivate other friends. This is line with definition learning motivation is very important influence, because with motivation a person will do something that he want. Conversely, if there is no motivation, then someone may not be able to do something. Therefore, motivation in the learning process greatly affects one's level of success (Gusti, 2018).

According to Participant 4 in the interview result below:

> *"My teacher often provides motivation when learning activities in the classroom. However, I lack motivation because I do not have friends who speak English on a daily basis."* *(Participant 4 interview transcript translated in English, January 27, 2024).*

The reasons of participant 4 and participant 3 almost had the same reason. It is not from the teacher who did not provide motivation. But from the environment, the environment referred to by participant 4 about her friends who did not practice English so that as a result of this reason to speak English for daily communication. In accordance with the explanation that peer groups have the power to force people to join them. It is almost impossible for people to go against the peer groups. For students who learning to find the journey, felt how powerful the peer group. Peer group standards the norms of the peer group tend to dominate life and follow what their other friends were interested. The same applies to other types of behaviour including behaviour in learning (Hairunnisa, 2018).

According to participant 5 to the result interview, she explained the reasons for this, as follows:

> *"Sometimes I felt a lack of motivation, because there is not much to be motivated for me. Maybe it's because the motivational sentences don't mademe felt motivated." (Participant 4 interview transcript translated in English, January 27, 2024).*

In addition, Mr. TS explained about lack motivation of students at the 11 grade of SMK Diponegoro Kedungbanteng Banyumas. According to Mr. TS in the interview result below:

> *"If there is a lack of motivation from the teacher, I don't think so, because sometimes I encourage the students to think that English is easy, then that way they will want to learn English and then speak in English in front of their friends." (Mr TS, Interview transcript Translated in English, January 9, 2024).*

Mr. TS explained that the lack of motivation in students not due to the teacher but because the students were reluctant to learnt English. As a teacher, Mr. TS always encouraged students to think that English was easy to understood. According to the teacher, providing motivation made learnt comfortable to achieved learning goals.

In learning activity, motivation can be said as the overall motivation force within students who caused learning activities, which provided the continuity of the learning activity, so that the goals desired by the learning subject can be achieved (Sardiman ,2004). In addition, learning motivation is the overall the driving forced within the student that gave rise to learning activities, provided continuity and provided direction for activities, so that it can achieved goals in the learning process (Jihad, 2012).

# CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter explained the conclusions, limitations of the study, and recommendations. First, this section includes the researcher's conclusions taken from the information obtained. Research limitations are also presented in this section. This section ends with the researcher's recommendations for students, for teachers and for future researchers.

### A. Conclusions

The conclusion of this research is presented by focusing on the research questions of this research: the main psychological factor that influence negatively the speaking performance. The most impacting factor on speaking performance is the lack of confidence. Students felt lack of confidence it was about 39,03% when asked by their teachers to speak English in front of their friends. Other factors consisting of anxiety, fear of making mistakes and lack of motivation also influence the speaking performance. It was about 34,79% anxiety impact students in speaking performance, 15,92% fear of making mistakes and 10,26% lack of motivation did impact speaking performance students at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas. This can be understood that the four factors are interrelated with each other and all have an effect on students' English speaking.

### B. Limitation

Limitations in this study are from the interview session, sometimes the answers given by the participants are not in accordance with the questions that have been given, sometimes researcher also neded to ask almost the same questions by paraphrasing the questions. Then, the solution to overcome this problem was by asking students to emphasized and helping students to answers

**C. Suggestion**

This research is expected to have benefits not only for researcher but also for English teacher, students at the 11th grade of SMK Diponegoro 3 Kedungbanteng Banyumas and for future researcher.

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

1. **For English Teachers**

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

2. **For Students**

The results showed that students had psychological factors that influenced students in speaking English. It is suggested to the students to be more active in speaking using English and improve their ability in speaking ability so they can be successful in English learning.

3. **For Future Researchers**

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

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**APPENDEICES**

**Appendix 1: Questionnaire Guideline**

**Angket tanggapan siswa kelas 11 SMK Diponegoro 3 Kedungbanteng**

**Banyumas terhadap faktor psikologis yang berpengaruh negative**

**pada kemampuan berbicara bahasa inggris**.

Nama                            :

Kelas                           :

Instansi                        :

**Petunjuk pengisian  :**

1. Isilah identitas yang telah disediakan.

2. Berikan tanda cek (√) pada kolom yang sesuai dengan yang dirasakan siswa untuk beberapa pilihan yaitu:

| SS | Sangat Setuju |
|----|---------------|
| S | Setuju |
| TS | Tidak Setuju |
| STS | Sangat Tidak Setuju |

| No | Pertanyataan | SS | S | TS | STS |
|----|--------------|----|----|----|----|
| 1 | Saya merasa cemas untuk berbicara Bahasa Inggris karena perasaan takut yang tidak dapat dikendalikan. | | | | |

| 2 | Saya merasa cemas ketika berbicara Bahasa Inggris dan akhirnya tidak bisa berkata apa-apa. | | | | |
|---|---|---|---|---|---|
| 3 | Saya merasa takut untuk berbicara Bahasa Inggris karena ucapan saya tidak dapat dipahami oleh pendengar. | | | | |
| 4 | Saya merasa cemas untuk berbicara Bahasa Inggris karena kosa kata yang masih kurang banyak diketahui. | | | | |
| 5 | Saya merasa gugup ketika saya harus berbicara Bahasa Inggris di depan orang lain karena kemampuan berbahasa Inggris yang rendah. | | | | |
| 6 | Saya merasa cemas ketika saya mulai berbicara dalam bahasa Inggris, karena kurangnya persiapan. | | | | |
| 7 | Saya merasa kurang percaya diri saat berbicara bahasa Inggris karena teman-teman saya lebih fasih daripada saya. | | | | |
| 8 | Saya merasa kurang percaya diri berbicara dalam bahasa Inggris karena saya tidak memahami topik yang akan dibahas. | | | | |
| 9 | Saya kehilangan kepercayaan diri, ketika saya melakukan kesalahan dan seseorang mengoreksi kesalahan saya. | | | | |
| 10 | Saya selalu menghindar ketika harus berbicara bahasa Inggris di depan kelas. | | | | |
| 11 | Saya merasa kurang percaya diri berbicara dalam Bahasa Inggris karena pelafalan saya tidak bagus. | | | | |
| 12 | Saya merasa kurang percaya diri ketika ekspektasi kesempurnaan dalam berbicara Bahasa Inggris yang tidak realistis. | | | | |
| 13 | Saya kurang percaya diri untuk berbicara bahasa Inggris karena saya pikir teman-teman saya akan menertawakan saya ketika saya berbicara. | | | | |
| 14 | Saya tidak tertarik untuk berbicara bahasa Inggris karena bahasa Inggris sulit dipelajari. | | | | |

| 15 | Saya tidak termotivasi untuk berbicara bahasa Inggris karena saya merasa tertekan. | | | | |
|---|---|---|---|---|---|
| 16 | Guru saya tidak pernah memberikan motivasi tentang pentingnya belajar bahasa Inggris. | | | | |
| 17 | Saya tidak termotivasi untuk berbicara bahasa Inggris karena guru saya tidak pernah berbicara Bahasa Inggris di kelas. | | | | |
| 18 | Saya tidak termotivasi untuk berbicara Bahasa Inggris karena teman saya tidak pernah berbicara Bahasa Inggris di kelas. | | | | |
| 19 | Saya takut dikoreksi oleh guru saya, jadi saya menghindari kesalahan dalam berbicara Berbahasa Inggris. | | | | |
| 20 | Saya takut membuat kesalahan ketika berbicara dalam Bahasa Inggris, sehingga suara saya terdengar lucu. | | | | |
| 21 | Saya takut membuat kesalahan ketika berbicara dalam bahasa Inggris, sehingga mendapatkan komentar yang negative dari teman-teman. | | | | |
| 22 | Saya takut melakukan kesalahan dalam berbicara Bahasa Inggris sehingga saya terlihat seperti siswa yang bodoh. | | | | |
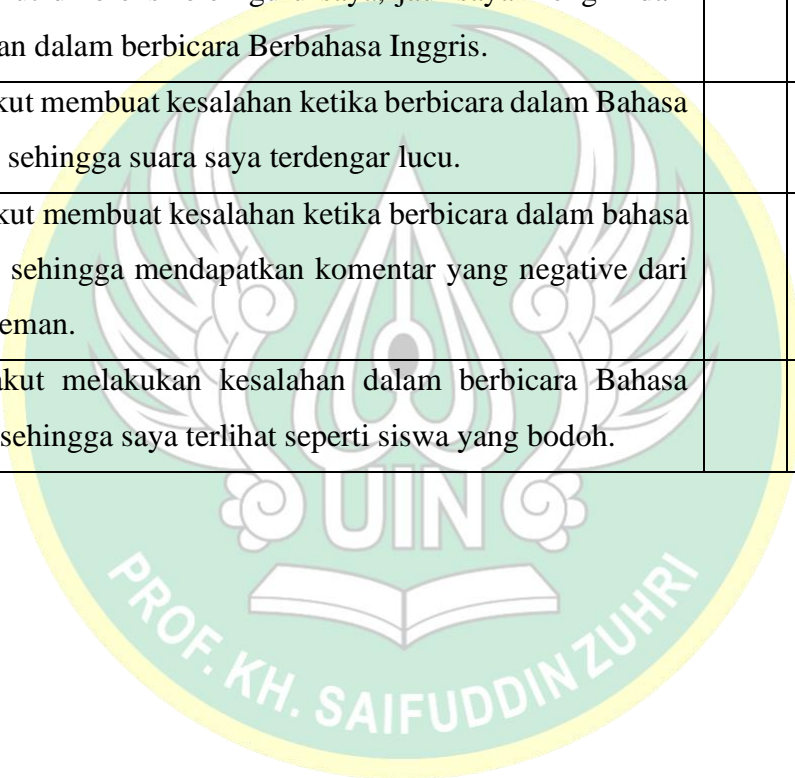
**Appendix 2: Interview guideline**

A. **Students Interview Guideline**

**The Main Psychological Factors that Negatively Influence the Speaking**

**Performance at the 11th of SMK Diponegoro 3 Kedungbanteng Banyumas**

| Aspect | Sub Aspect | Pertanyaan |
|---|---|---|
| Psychological factor negatively influencing speaking performance | Anxiety | Apakah kamu merasa cemas ketika berbicara Bahasa Inggris di depan teman-teman mu? Jelaskan rasa cemas seperti apa yang kamu rasakan. |
| | Lack of Confidence | Apakah kamu merasa kurang percaya diri ketika berbicara Bahasa Inggris di depan teman-teman mu? Kemudian, apa yang menyebabkan kamu merasa tidak percaya diri ketika berbicara Bahasa Inggris di depan teman-teman mu? |

| | Lack of Motivation | Apakah kamu merasa kurang motivasi untuk berbicara Bahasa Inggris di depan teman-teman mu? Kemudian, apa yang menyebabkan kamu merasa kurangnya motivasi ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| --- | --- | --- |
| | Fear of Making Mistakes | Apakah kamu merasa takut melakukan kesalahan ketika berbicara Bahasa Inggris di depan teman-teman mu? Kemudian, apa yang menyebabkan kamu merasa takut melakukan kesalahan ketika berbicara Bahasa Inggris di depan teman-teman mu? |

B.  **Teacher Interview Guideline**

**The Main Psychological Factors that Negatively Influence the Speaking Performance at the 11th of SMK Diponegoro 3 Kedungbanteng Banyumas**

| Aspect | Sub Aspect | Pertanyaan |
| --- | --- | --- |
| Psychological factor negatively influencing speaking performance | Anxiety | Apakah pada pembelajaran Bahasa Inggris siswa kelas 11 merasa cemas ketika diminta untuk speaking performance di depan teman-temannya? Kemudian, rasa cemas seperti apa yang dialami oleh siswa kelas 11 |

| | | pada pembelajaran Bahasa inggris? |
|---|---|---|
| | Lack of Confidence | Apakah pada pembelajaran Bahasa Inggris siswa kelas 11 merasa kurang percaya diri ketika diminta untuk speaking performance di depan teman-temannya? Kemudian, rasa kurang percaya diri seperti apa yang dialami oleh siswa kelas 11 pada pembelajaran Bahasa inggris? |
| | Lack of Motivation | Apakah pada pembelajaran Bahasa Inggris siswa kelas 11 merasa kurangnya motivasi ketika diminta untuk speaking performance di depan teman-temannya? Kemudian, rasa kurangnya motivasi seperti apa yang dialami oleh siswa kelas 11 pada pembelajaran Bahasa inggris? |
| | Fear of Making Mistakes | Apakah pada pembelajaran Bahasa Inggris siswa kelas 11 merasa takut membuat kesalahan ketika diminta untuk speaking performance di depan teman-temannya? |

| | | Kemudian, rasa takut membuat kesalahan seperti apa yang dialami oleh siswa kelas 11 pada pembelajaran Bahasa inggris? |
|---|---|---|

**Appendix 3: The Result of Questionnaire**

**A. The number of psychological factors influencing English speaking**

| No | Pernyataan | SS | S | TS | STS |
|---|---|---|---|---|---|
| 1 | Saya merasa cemas untuk berbicara Bahasa Inggris karena perasaan takut yang tidak dapat dikendalikan. | 16,4% | 40,3% | 38,8% | 4,4% |
| 2 | Saya merasa cemas ketika berbicara Bahasa Inggris dan akhirnya tidak bisa berkata apa-apa. | 10% | 37% | 49% | 3% |
| 3 | Saya merasa takut untuk berbicara Bahasa Inggris karena ucapan saya tidak dapat dipahami oleh pendengar. | 7,46% | 59,7% | 32,8% | 0 |
| 4 | Saya merasa cemas untuk berbicara Bahasa Inggris karena kosa kata yang masih kurang banyak diketahui. | 18% | 75% | 7,5% | 0 |
| 5 | Saya merasa gugup ketika saya harus berbicara Bahasa Inggris di depan orang lain karena kemampuan berbahasa Inggris yang rendah. | 35,8% | 56,7% | 7,46% | 0 |
| 6 | Saya merasa cemas ketika saya mulai berbicara dalam bahasa Inggris, karena kurangnya persiapan. | 15% | 69% | 15% | 1,5% |

| 7 | Saya merasa kurang percaya diri saat berbicara bahasa Inggris karena teman-teman saya lebih fasih daripada saya. | 17,9% | 56,7% | 23,9% | 1,4% |
|---|---|---|---|---|---|
| 8 | Saya merasa kurang percaya diri berbicara dalam bahasa Inggris karena saya tidak memahami topik yang akan dibahas. | 12% | 57% | 31% | 0 |
| 9 | Saya kehilangan kepercayaan diri, ketika saya melakukan kesalahan dan seseorang mengoreksi kesalahan saya. | 16% | 36% | 45% | 3% |
| 10 | Saya selalu menghindar ketika harus berbicara bahasa Inggris di depan kelas. | 10,4% | 44,8% | 41,8% | 2,9% |
| 11 | Saya merasa kurang percaya diri berbicara dalam Bahasa Inggris karena pelafalan saya tidak bagus. | 19% | 58% | 22% | 0 |
| 12 | Saya merasa kurang percaya diri ketika ekspektasi kesempurnaan dalam berbicara Bahasa Inggris yang tidak realistis. | 18% | 73% | 9% | 0 |
| 13 | Saya kurang percaya diri untuk berbicara bahasa Inggris karena saya pikir teman-teman saya akan menertawakan saya ketika saya berbicara. | 10% | 64% | 19% | 6% |
| 14 | Saya tidak tertarik untuk berbicara bahasa Inggris karena bahasa Inggris sulit dipelajari. | 11,9% | 23,9% | 43,3% | 20,9% |
| 15 | Saya tidak termotivasi untuk berbicara bahasa Inggris karena saya merasa tertekan. | 1,5% | 23,9% | 61,2% | 13,4% |
| 16 | Guru saya tidak pernah memberikan motivasi tentang pentingnya belajar bahasa Inggris. | 1,5% | 12% | 64% | 22% |
| 17 | Saya tidak termotivasi untuk berbicara bahasa Inggris karena guru saya tidak pernah berbicara Bahasa Inggris di kelas. | 3% | 7,46% | 68,7% | 20% |

| 18 | Saya tidak termotivasi untuk berbicara Bahasa Inggris karena teman saya tidak pernah berbicara Bahasa Inggris di kelas. | 7,5% | 37% | 43% | 12% |
|----|----|----|----|----|----|
| 19 | Saya takut dikoreksi oleh guru saya, jadi saya menghindari kesalahan dalam berbicara Berbahasa Inggris. | 6% | 25,4% | 64,2% | 4,4% |
| 20 | Saya takut membuat kesalahan ketika berbicara dalam Bahasa Inggris, sehingga suara saya terdengar lucu. | 7,5% | 69% | 24% | 0 |
| 21 | Saya takut membuat kesalahan ketika berbicara dalam bahasa Inggris, sehingga mendapatkan komentar yang negative dari teman-teman. | 12% | 38,7% | 46,3% | 3% |
| 22 | Saya takut melakukan kesalahan dalam berbicara Bahasa Inggris sehingga saya terlihat seperti siswa yang bodoh. | 9% | 34% | 34% | 22% |
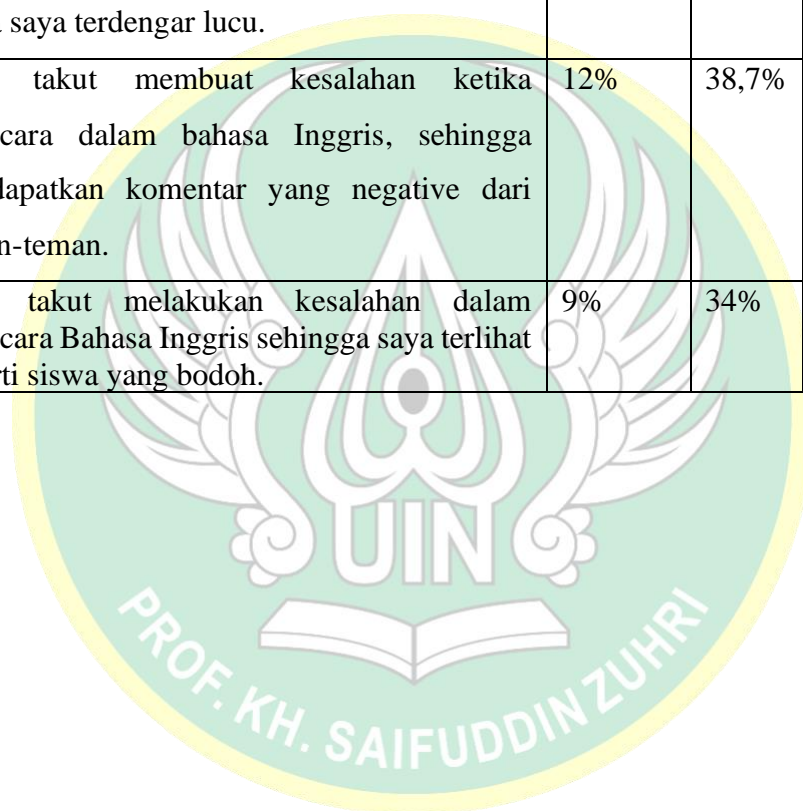
**B. Result of data questionnaire**

| NO | Responden | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | R1 | S | S | SS | SS | SS | SS | SS | S | SS | S | SS | S | SS | TS | TS | TS | TS | TS | S | SS | SS | TS |
| 2 | R2 | TS | TS | TS | S | S | S | S | S | S | S | TS | S | TS | TS | STS | STS | STS | TS | STS | TS | S | STS |
| 3 | R3 | S | S | S | S | S | S | S | S | TS | S | S | S | S | S | SS | S | TS | TS | S | S | S | S |
| 4 | R4 | TS | S | S | S | SS | S | SS | S | STS | TS | S | S | S | S | S | S | STS | TS | S | S | S | STS |
| 5 | R5 | TS | TS | S | TS | S | TS | TS | TS | TS | TS | S | S | S | S | TS | TS | STS | TS | TS | TS | S | S |
| 6 | R6 | TS | S | S | S | SS | S | S | SS | SS | S | S | S | TS | S | TS | STS | STS | S | TS | TS | S | S |
| 7 | R7 | STS | TS | TS | S | TS | TS | TS | TS | STS | STS | TS | S | STS | STS | STS | STS | STS | STS | TS | TS | TS | S |
| 8 | R8 | SS | TS | TS | S | SS | S | TS | S | S | S | SS | SS | S | TS | TS | TS | TS | S | TS | S | TS | STS |
| 9 | R9 | SS | SS | S | S | SS | SS | S | SS | SS | TS | SS | S | S | TS | TS | STS | STS | SS | TS | S | TS | STS |
| 10 | R10 | SS | TS | TS | S | SS | S | S | S | S | S | SS | SS | S | TS | TS | TS | TS | S | TS | S | TS | STS |
| 11 | R11 | SS | TS | TS | S | SS | S | S | S | S | S | SS | SS | S | TS | TS | TS | TS | S | TS | S | TS | STS |
| 12 | R12 | SS | TS | TS | S | SS | S | TS | S | S | S | SS | SS | S | TS | TS | TS | TS | S | TS | S | TS | STS |
| 13 | R13 | TS | S | S | S | S | S | TS | TS | S | TS | S | S | S | STS | TS | TS | TS | TS | TS | TS | S | S |
| 14 | R14 | S | S | S | S | S | S | S | S | S | SS | S | S | S | TS | TS | TS | S | S | S | S | S | S |
| 15 | R15 | SS | SS | S | SS | S | S | S | S | TS | S | S | S | S | SS | S | TS | STS | S | TS | S | S | SS |
| 16 | R16 | S | S | S | S | S | S | S | S | S | TS | S | S | S | TS | TS | S | TS | TS | S | S | S | S |
| 17 | R17 | TS | TS | S | TS | S | TS | TS | TS | S | TS | TS | S | TS | TS | TS | TS | TS | TS | TS | S | TS | TS |
| 18 | R18 | S | SS | SS | SS | SS | S | SS | S | SS | SS | SS | S | SS | S | S | TS | TS | TS | SS | SS | TS | TS |
| 19 | R19 | S | S | S | S | TS | TS | TS | TS | TS | TS | S | S | S | TS | TS | S | TS | S | TS | TS | S | S |
| 20 | R20 | TS | TS | S | S | SS | S | S | TS | TS | S | S | S | S | TS | TS | STS | STS | TS | TS | TS | TS | S |
| 21 | R21 | TS | TS | S | S | S | S | TS | TS | S | S | TS | S | TS | TS | TS | S | S | S | S | TS | S | TS |
| 22 | R22 | TS | TS | S | SS | SS | S | TS | S | TS | S | S | S | S | S | TS | TS | TS | S | TS | S | TS | TS |
| 23 | R23 | TS | TS | S | SS | SS | S | TS | S | TS | S | S | S | S | S | TS | TS | TS | S | TS | S | TS | TS |
| 24 | R24 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | TS | TS | S | TS | S | S |
| 25 | R25 | TS | TS | TS | S | TS | TS | TS | TS | TS | TS | TS | S | S | S | TS | TS | TS | TS | TS | TS | TS | TS |
| 26 | R26 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | TS | TS | TS | TS | S | S | S |
| 27 | R27 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | TS | TS | TS | S | S | S |
| 28 | R28 | SS | SS | TS | S | SS | SS | S | S | SS | SS | SS | SS | SS | SS | S | TS | TS | SS | SS | SS | SS | S |
| 29 | R29 | S | S | SS | SS | SS | SS | SS | SS | SS | S | S | S | S | SS | S | TS | STS | S | TS | S | SS | SS |
| 30 | R30 | TS | TS | S | S | S | S | S | S | TS | TS | TS | S | S | S | S | S | TS | S | S | S | S | TS |
| 31 | R31 | STS | TS | TS | TS | S | TS | S | S | TS | TS | TS | S | S | STS | STS | TS | STS | STS | TS | TS | S | TS |
| 32 | R32 | S | SS | S | S | SS | S | S | S | TS | S | TS | S | S | TS | TS | TS | TS | S | TS | S | S | S |
| 33 | R33 | S | TS | TS | S | S | S | S | TS | TS | TS | TS | S | TS | S | S | TS | TS | TS | S | S | TS | TS |
| 34 | R34 | S | TS | TS | S | S | S | S | TS | TS | TS | TS | S | TS | TS | TS | TS | TS | TS | TS | TS | TS | TS |
| 35 | R35 | S | S | S | S | S | S | S | S | S | TS | S | S | S | S | SS | S | S | TS | TS | S | S | S |
| 36 | R36 | SS | S | S | S | S | SS | S | SS | S | S | SS | SS | S | SS | S | SS | S | TS | SS | S | S | SS |
| 37 | R37 | SS | S | S | SS | SS | SS | SS | SS | S | S | TS | S | S | S | TS | TS | TS | TS | TS | TS | TS | S |
| 38 | R38 | SS | SS | S | SS | SS | SS | SS | S | TS | S | S | S | TS | S | TS | TS | TS | TS | TS | S | TS | TS |
| 39 | R39 | S | S | S | S | TS | S | S | S | SS | SS | S | TS | S | SS | TS | S | SS | SS | S | S | SS | SS |
| 40 | R40 | TS | TS | TS | S | S | S | S | S | S | S | S | S | S | TS | TS | S | S | TS | S | S | TS | STS |
| 41 | R41 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | TS | TS | S | S | S | S | S |
| 42 | R42 | TS | STS | S | S | S | S | TS | STS | S | TS | TS | TS | S | S | STS | STS | TS | TS | STS | S | S | STS |
| 43 | R43 | STS | TS | TS | S | S | S | S | TS | TS | TS | STS | TS | S | TS | STS | TS | TS | TS | TS | S | S | S |
| 44 | R44 | TS | TS | S | S | S | S | TS | TS | TS | TS | S | TS | TS | TS | STS | TS | STS | TS | TS | TS | TS | TS |
| 45 | R45 | TS | TS | S | S | S | S | S | S | S | S | S | S | TS | TS | S | TS | TS | S | TS | TS | TS | TS |
| 46 | R46 | TS | S | TS | S | S | TS | S | TS | S | TS | S | S | S | STS | TS | TS | TS | TS | S | TS | S | S |

| No | Code | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 47 | R47 | S | S | S | TS | S | S | S | TS | TS | S | S | S | S | TS | TS | S | S | S | TS | S | TS | TS |
| 48 | R48 | S | S | S | S | S | TS | S | S | TS | TS | TS | TS | S | STS | TS | TS | TS | TS | TS | S | TS | TS |
| 49 | R49 | TS | TS | TS | SS | SS | SS | S | SS | TS | S | TS | SS | S | TS | STS | STS | STS | S | TS | S | S | TS |
| 50 | R50 | TS | TS | TS | TS | S | S | S | S | S | S | TS | SS | S | STS | STS | STS | STS | TS | TS | TS | TS | STS |
| 51 | R51 | SS | S | S | SS | S | S | S | S | S | S | S | S | SS | SS | STS | STS | TS | TS | STS | TS | TS | S | S |
| 52 | R52 | S | S | S | S | S | S | SS | SS | SS | S | S | SS | S | TS | TS | TS | STS | STS | S | S | TS | S |
| 53 | R53 | TS | TS | S | S | SS | S | SS | S | TS | S | SS | S | STS | STS | S | STS | STS | TS | STS | S | TS | STS |
| 54 | R54 | S | SS | S | SS | SS | S | SS | S | TS | S | SS | SS | S | TS | TS | TS | TS | TS | TS | TS | SS | S |
| 55 | R55 | S | TS | S | S | SS | SS | S | SS | TS | TS | S | S | S | TS | TS | TS | TS | TS | S | SS | S | STS |
| 56 | R56 | TS | TS | S | S | S | S | S | S | S | S | S | S | S | S | S | TS | STS | STS | STS | S | TS | S |
| 57 | R57 | S | TS | S | S | S | SS | S | SS | TS | TS | S | S | S | TS | TS | STS | TS | TS | SS | SS | S | STS |
| 58 | R58 | TS | S | SS | SS | SS | SS | SS | SS | SS | TS | SS | SS | SS | SS | TS | STS | S | SS | TS | S | SS | SS |
| 59 | R59 | S | TS | SS | S | S | STS | S | S | SS | SS | S | SS | S | SS | TS | SS | SS | S | SS | S | S | S |
| 60 | R60 | TS | STS | TS | S | S | S | S | TS | TS | TS | TS | S | S | S | TS | TS | S | TS | S | TS | STS | TS |
| 61 | R61 | S | TS | S | S | SS | S | S | TS | TS | TS | S | S | S | TS | STS | TS | S | TS | TS | S | STS | TS |
| 62 | R62 | S | TS | TS | S | S | S | TS | TS | TS | TS | TS | TS | TS | TS | TS | STS | TS | TS | TS | S | S | TS |
| 63 | R63 | S | TS | TS | S | S | TS | S | TS | SS | SS | S | SS | SS | TS | TS | TS | TS | TS | TS | TS | SS | SS |
| 64 | R64 | TS | S | TS | S | S | S | TS | TS | S | TS | S | TS | S | TS | STS | TS | TS | TS | TS | STS | S | TS | STS |
| 65 | R65 | S | S | S | S | TS | S | SS | S | TS | TS | S | S | STS | TS | STS | STS | STS | STS | TS | S | S | STS |
| 66 | R66 | TS | TS | TS | S | S | S | TS | TS | S | TS | TS | S | S | STS | TS | TS | TS | TS | TS | S | S | TS |
| 67 | R67 | TS | TS | TS | S | S | S | S | TS | S | TS | TS | TS | TS | STS | TS | TS | TS | TS | TS | S | TS | TS |
| | | | | | | | | | | | **TOTAL** | | | | | | | | | | | | |
| | SS | 11 | 7 | 5 | 12 | 24 | 10 | 12 | 8 | 11 | 7 | 13 | 12 | 7 | 8 | 1 | 1 | 2 | 5 | 4 | 5 | 8 | 6 |
| | S | 27 | 25 | 40 | 50 | 38 | 46 | 38 | 38 | 24 | 30 | 39 | 49 | 43 | 16 | 16 | 8 | 5 | 25 | 17 | 46 | 26 | 23 |
| | TS | 26 | 33 | 22 | 5 | 5 | 10 | 16 | 21 | 30 | 28 | 15 | 6 | 13 | 29 | 41 | 43 | 46 | 29 | 43 | 16 | 31 | 23 |
| | STS | 3 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 0 | 4 | 14 | 9 | 15 | 14 | 8 | 3 | 0 | 2 | 15 |
| | Jumlah | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 |
| | | | | | | | | | | | **PERSENTASE** | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | SS | 16,4 | 10 | 7,46 | 18 | 35,8 | 15 | 17,9 | 12 | 16 | 10,4 | 19 | 18 | 10 | 11,9 | 1,49 | 1,5 | 2,99 | 7,5 | 5,97 | 7,5 | 11,9 | 9 |
| | S | 40,3 | 37 | 59,7 | 75 | 56,7 | 69 | 56,7 | 57 | 36 | 44,8 | 58 | 73 | 64 | 23,9 | 23,9 | 12 | 7,46 | 37 | 25,4 | 69 | 38,8 | 34 |
| | TS | 38,8 | 49 | 32,8 | 7,5 | 7,46 | 15 | 23,9 | 31 | 45 | 41,8 | 22 | 9 | 19 | 43,3 | 61,2 | 64 | 68,7 | 43 | 64,2 | 24 | 46,3 | 34 |
| | STS | 4,48 | 3 | 0 | 0 | 0 | 1,5 | 1,49 | 0 | 3 | 2,99 | 0 | 0 | 6 | 20,9 | 13,4 | 22 | 20,9 | 12 | 4,48 | 0 | 2,99 | 22 |

## C. Result of the main psychological factor negatively influencing speaking performance

| Categoriezation | Psychological Factors | | | | TOTAL |
|---|---|---|---|---|---|
| | Anxiety | Lack of Confidence | Lack of Motivation | Fear of Making Mistakes | |
| Strongly Agree | 69 | 70 | 17 | 23 | 179 |
| Agree | 226 | 261 | 70 | 112 | 669 |
| TOTAL | 295 | 331 | 87 | 135 | 848 |
| PERCENTAGE | 34,79 | 39,03 | 10,26 | 15,92 | 100 |

## Appendix 4: Transcript of Interview

## A. Interview with Participant 1

| | |
|---|---|
| Peneliti | : Assalamualikum warahmatullahi wabarokatuh |
| Siswa | : Waalaikumsalam warahmatuhi wabarokatuh |
| Peneliti | : Sebelumnya maaf ya, jadi mengganggu waktu pelajaran, disini saya ingin mewawancarai terkait jawaban kuesioner yang telah kamu isi kemarin. |
| Siswa | : Oh ya silahkan ka, tapi maaf ya ka kalo nanti jawaban saya kurang bisa dipahami oleh kaka. |
| Peneliti | : Iya nggak papa. Saya mulai dari pertanyaan pertama ya. Pada jawaban kuesioner yang kamu isi, pernyataan pertama kamu menjawab setuju. Berarti kamu merasakan cemas ya ketika diminta untuk berbicara Bahasa inggris di depan teman-teman mu? |
| Siswa | : Betul ka, saya pernah merasa cemas ka. |
| Peneliti | : Kalau boleh tau, rasa cemas seperti apa yang kamu rasakan? |
| Siswa | : Terkadang saya merasa cemas bukan hanya ketika berbicara dalam Bahasa Inggris ka, tetapi ketika saya diminta untuk berbicara di depan teman-teman didepan kelas, saya juga merasa cemas. Sehingga, membuat saya merasa tidak bisa mengendalikan rasa cemas tersebut. |
| Peneliti | : Berarti menurut kamu, rasa cemas membuat kamu sulit dalam berbicara Bahasa Inggris ya? |
| Siswa | : Iya ka, karena memang saya tidak bisa mengontrol rasa cemas tersebut. Jadi, saya tidak bisa berbicara di depan teman-teman ka. |
| Peneliti | : Kemudian pada kuesioner terdapat pernyataan tentang kurangnya rasa percaya diri. Apakah kamu merasa kurang percaya diri ketika diminta untuk berbicara Bahasa Inggris di depan teman-teman kamu? |
| Siswa | : Betul banget ka, saya merasa kurang percaya diri karena ketika berbicara didepan teman-teman, saya merasa kurang fokus. Sesekali saya juga tertawa pada diri saya sendiri. Sehingga membuat saya lebih tidak fokus dan memilih diam ka. |
| Peneliti | : Oh, sepertinya rasa cemas dan rasa kurang percaya diri kamu membuat kamu tidak bisa berbicara di depan teman-teman mu ya? |
| Siswa | : Iya ka, karena saya memang sedikit introvert hehe |
| Peneliti | : Tetap berlatih yaa, meski sedikit demi sedikit |
| Siswa | : Baik ka |
| Peneliti | : Okay, Kembali pada kuesioner ya, pada kuesioner juga terdapat pernyataan kurangnya motivasi ketika diminta untuk berbicara Bahasa Inggris. Kemudian, Apakah kamu merasa kurang motivasi ketika berbicara Bahasa Inggris di depan teman-teman mu? |

| | |
|---|---|
| Siswa | : Terkadang ya ka, jika pak guru meminta saya untuk maju berbicara Bahasa Inggris saya sering menolak. Tetapi bukan karena kurangnya motivasi dari guru atau teman saya, melainkan dari diri saya sendiri. |
| Peneliti | : Kurang motivasi seperti apa yang kamu rasakan pada diri kamu sendiri? |
| Siswa | : Saya memang tidak suka pelajaran bahasa inggris. |
| Peneliti | : kemudian pada kuesioner nomor terakhir terdapat pernyataan takut membuat kesalahan. Apakah kamu merasa hal seperti itu? |
| Siswa | : Sebenarnya saya tidak takut untuk membuat kesalahan. Karena menurut saya itu hal yang wajar, namun ketika saya melakukan kesalahan dalam berbicara, maka suara saya akan terdengar lucu dan akhirnya teman-teman saya menertawakan saya. |
| Peneliti | : Terimakasih atas jawabannya ya, semoga kamu lebih mencintai pelajaran Bahasa Inggris. |
| Siswa | : Iya ka aamiin, sama-sama. |

## B. Interview with Participant 2

| | |
|---|---|
| Peneliti | : Assalamualikum warahmatullahi wabarokatuh |
| Siswa | : Waalaikumsalam warahmatuhi wabarokatuh |
| Peneliti | : Sebelumnya maaf ya, jadi menganggu waktu pelajaran, disini saya ingin mewawancarai terkait jawaban kuesioner yang telah kamu isi kemarin. |
| Siswa | : Silahkan ka |
| Peneliti | : Saya mulai dari pertanyaan pertama ya. Pada kuesioner yang kamu isi, terdapat pernyataan tentang rasa cemas ketika berbicara pada Bahasa Inggris. Apakah kamu merasa cemas ketika berbicara Bahasa Inggris di depan teman-teman mu? Jelaskan rasa cemas seperti apa yang kamu rasakan. |
| Siswa | : Kalo pada jawaban kuesioner dari nomor satu sampai lima atau enam itu saya menjawab setuju karena saya merasakah hal tersebut. Kemudian, rasa cemas yang saya alami adalah saya takut ketika berbicara Bahasa Inggris teman-teman saya tidak dapat memahami apa yang saya ucapkan. |
| Peneliti | : Kemudian, pada rasa percaya diri. Apakah kamu merasa kurang percaya diri ketika diminta berbicara bahasa inggris? |
| Siswa | : Iya ka, saya merasakan hal tersebut |
| Peneliti | : Kalau boleh tau, rasa kurang percaya diri seperti apa yang kamu alami? |
| Siswa | : Saya selalu merasa malu dengan teman-teman saya yang pelafalan Bahasa Inggrisnya lebih lancar dan lebih baik dari pada saya. Selain itu, saya juga merasa kurang percaya diri ketika berbicara Bahasa Inggris karena terkadang teman-teman saya menertawakan saya, dan menurut saya hal tersebut membuat saya bingung dan saya memilih diam. |
| Peneliti | : Selanjutnya, Apakah kamu merasa kurang motivasi ketika diminta berbicara bahasa inggris? |

| | |
|---|---|
| Siswa | : Ya, saya merasa kurang motivasi karena lingkungan saya yang kurang mendukung. Hal tersebut membuat saya menjadi tidak ingin berbicara Bahasa Inggris karena melihat lingkungan saya yang kurang menyukai Bahasa Inggris. |
| Peneliti | : kemudian pada kuesioner nomor terakhir terdapat pernyataan takut membuat kesalahan. Apakah kamu merasa hal seperti itu? |
| Siswa | : Ya terkadang saya merasa takut membuat kesalahan. Tetapi, sesekali saya tidak memperdulikan hal tersebut. Karena, saya merasa jika teman-teman saya juga melakukan hal yang sama seperti saya. |
| Peneliti | : Terimakasih atas jawabannya ya, semoga kamu lebih mencintai pelajaran Bahasa Inggris. |
| Siswa | : Iya ka sama-sama, maaf jika jawaban saya kurang memuaskan |
| Peneliti | : Tidak apa-apa, sudah sangat membantu. |

## C. Interview with Participant 3

| | |
|---|---|
| Peneliti | : Assalamualikum warahmatullahi wabarokatuh |
| Siswa | : Waalaikumsalam warahmatuhi wabarokatuh |
| Peneliti | : Sebelumnya maaf ya, jadi menganggu waktu pelajaran, disini saya ingin mewawancarai terkait jawaban kuesioner yang telah kamu isi kemarin |
| Siswa | : Tidak mengganggu sama sekali ka. |
| Peneliti | : Apakah kamu merasa cemas ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : iya ka, saya merasa cemas. |
| Peneliti | : Jelaskan rasa cemas seperti apa yang kamu rasakan. |
| Siswa | : Rasa cemas yang saya rasakan adalah ketika saya berada di depan teman-teman saya kemudian saya melihat wajah teman-teman saya dan hal tersebut membuat saya merasa gugup atau cemas ka. Karena, saya rasa Ketika mereka melihat saya di depan otomtis mereka memperhatikan saya dan mereka akan mengetahui apa yang saya bicarakan. |
| Peneliti | :Kemudian, Apakah kamu merasa kurang percaya diri ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Betul banget ka, saya selalu merasa kurang percaya diri dalam hal apapun. |
| Peneliti | : Kemudian, apa yang menyebabkan kamu merasa tidak percaya diri ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Ketika saya berbicara Bahasa Inggris di depan teman teman saya, kemudian mereka memahamai apa yang saya katakana, dan ternyata itu salah atau kurang tepat, hal tersebut membuat saya kurang percaya diri. |
| Peneliti | : Selanjutnya, Apakah kamu merasa kurang motivasi untuk berbicara Bahasa Inggris di depan teman-teman mu? Jelaskan kurang motivasi seperti apa yang kamu rasakan. |

| | |
|---|---|
| Siswa | : Motivasi yang saya rasa kurang adalah dari teman-teman saya sendiri. Hal tersebut membuat saya kurang menyukai Bahasa Inggris. Karena, saya merasa tidak mendapat support dari teman-teman saya. |
| Peneliti | : Yang terakhir adalah takut membuat kesalahan Ketika berbicara dalam Bahasa inggris. Apakah kamu merasa takut melakukan kesalahan ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Pasti saya merasa hal tersebut ka. |
| Peneliti | : apa yang menyebabkan kamu merasa takut melakukan kesalahan ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | :Yang menyebabkan saya takut membuat kesalahan adalah mendapatkan komen yang negative dari teman-teman dan guru saya. Saya merasa hal tersebut memalukan. |

## D. Interview with Participant 4

| | |
|---|---|
| Peneliti | : Assalamualikum warahmatullahi wabarokatuh |
| Siswa | : Waalaikumsalam warahmatuhi wabarokatuh |
| Peneliti | : Sebelumnya maaf ya, jadi menganggu waktu pelajaran, disini saya ingin mewawancarai terkait jawaban kuesioner yang telah kamu isi kemarin |
| Siswa | : Tidak mengganggu ka. |
| Peneliti | : Memasuki pertanyaan pertama terkait rasa cemas ketika berbicara Bahasa Inggris. Apakah kamu merasakannya? |
| Siswa | : Sebenarnya saya tidak merasakan hal tersebut ka. |
| Peneliti | : Kenapa?, bisakah kamu menjelaskann alasannya? |
| Siswa | : Ya karena saya sering praktek di depan teman-teman saya ketika pada ekstrakurikuler English Club. Sehingga hal tersebut membuat saya tidak merasakan rasa cemas dan dapat mengontrol rasa cemas tersebut ketika diminta oleh guru untuk berbicara Bahasa Inggris. |
| Peneliti | : Kemudian, Apakah kamu merasa kurang percaya diri ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Meskipun saya tidak merasa cemas, tetapi terkadang saya merasa kurang percaya diri. Karena, saya pikir masih banyak teman saya yang lebihi mampu. Terutama jika kegiatan di English Club. |
| Peneliti | : Selanjutnya, Apakah kamu merasa kurang motivasi untuk berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Tidak, saya tidak merasa kurangnya motivasi. Karena, guru saya selalu memberi motivasi Ketika di kelas. Mungkin, saya merasa kurang motivasi karena tidak ada teman yang berbicacra dalam Bahasa inggris karena hal tersebut mempengaruhi. |
| Peneliti | : Yang terakhir adalah takut membuat kesalahan Ketika berbicara dalam Bahasa inggris. Apakah kamu merasa takut melakukan kesalahan ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Ya saya sedikit merasakan tersebut. |

| Peneliti | : Rasa takut seperti apa yang kamu alami? |
|---|---|
| Siswa | : Saya takut teman-teman saya akan mengejek saya atau bahkan mengsoraki saya. Tetapi hal tersebut tidak membuat saya untuk tidak berbicara dalam Bahasa Inggris. |

## E. Interview with Participant 5

| Peneliti | : Assalamualikum warahmatullahi wabarokatuh |
|---|---|
| Siswa | : Waalaikumsalam warahmatuhi wabarokatuh |
| Peneliti | : Sebelumnya maaf ya, jadi menganggu waktu pelajaran, disini saya ingin mewawancarai terkait jawaban kuesioner yang telah kamu isi kemarin |
| Siswa | : Tidak ka. |
| Peneliti | : Memasuki pertanyaan pertama terkait rasa cemas ketika berbicara Bahasa Inggris. Apakah kamu merasakannya? |
| Siswa | : Tergantung pada materi yang dipelajari, ketika materi tersebut sulit untuk dipahami pasti saya merasa cemas. |
| Peneliti | : Kenapa?, bisakah kamu menjelaskann alasannya? |
| Siswa | : Ya karena ketika materi tersebut sulit, maka teman-teman pasti sulit memahami juga, jadi saya juga merasa gugup karena takut tidak dapat dipahami. |
| Penelit | : Selanjutnya, Apakah kamu merasa kurang percaya diri ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Kalau selain berbicara dalam Bahasa Inggris saya merasa percaya diri ka. Tetapi kalau bahasa Inggris saya kurang percaya diri. |
| Peneliti | : Kenapa? Jelaskan apa yang membuat kamu merasa tidak percaya diri ketika berbicara Bahasa Inggris? |
| Siswa | : Ya karena teman-teman saya lebih pintar mengetahui tentnag Bahasa Inggris. |
| Peneliti | : Kemudian, Apakah kamu merasa kurang motivasi ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Saya merasa banyak yang memotivasi, tetapi itu tida berpengaruh ka. |
| Peneliti | : Apa alasannya ? |
| Siswa | : Ya mungkin karena kata-kata motivasinya kurang mengena di hati saya, sehingga membuat saya tetap tidak termotivasi untuk berbicara Bahasa Inggris. |
| Peneliti | : Yang terakhir adalah takut membuat kesalahan Ketika berbicara dalam Bahasa inggris. Apakah kamu merasa takut melakukan kesalahan ketika berbicara Bahasa Inggris di depan teman-teman mu? |
| Siswa | : Ya Saya takut terlihat seperti orang yang bodoh ketika membuat kesalahan dalam berbicara Bahasa Inggris di depan teman-teman saya. Sehingga hal tersebut membuat saya untuk berhati-hati dalam berbicara Bahasa inggris di depan teman-teman saya. |

## F.  Interview with Teacher (Mr. TS)

Peneliti : Assalamualaikum warohmatullohi wabarokatuh pak.

Guru :Waalaikumsalam warohmatullohi wabarokatuh. Bagaimana kabarnya mba?

Peneliti : Alhamdulilah sehat pak, bapak sendiri bagaimana?

Guru : Alhamdulillah mba.

Peneliti : Mohon maaf sebelumnya pak jika saya mengganggu waktu nya.

Guru : Tidak sama sekali mba.

Peneliti : Saya datang kesekolah untuk meminta siswa kelas 11 mengisi kuesioner dan alhamdulillah tadi saya sudah masuk ke 2 kelas sekaligus untuk mengisi kuesioner. Kemudian, saya meminta waktu bapak untuk diwawancaarai terkait kuesioner yang saya sebar tadi.

Guru :Silahkan mba, insyaAllah saya jawab sebisa saya.

Peneliti : Saya mulai ya pak, pada anak kelas 11 jurusan MP dan AK. Pada kuesioner tersebut, terdapat beberapa faktor psikologi yang mempengaruhi speaking performance pada siswa. Pada kuesioner terdapat 4 faktor yaitu, cemas, kurangnya percaya diri, kurangnya motivasi dan takut membuat kesalahan. Menurut bapak, Apakah pada pembelajaran Bahasa Inggris siswa kelas 11 merasa cemas ketika diminta untuk speaking performance di depan teman-temannya?

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

Peneliti : Kemudian, rasa cemas seperti apa yang dialami oleh siswa kelas 11 pada pembelajaran Bahasa inggris?

Guru : Kalau menurut saya, rasa cemas yang mereka alami karena kurangnya persiapan dalam kegiatan belajar, kemudian bisa juga karena kurangnya pengetahuan kosa kata. Sehingga mereka tidak siap untuk berbicara di depan teman-temannya.

Peneliti : Oh jadi begitu ya pak. Siswa masih sering persiapan dalam kegiatan belajar. Apakah ada faktor sendiri mengapa mereka kurang mempersiapkan pembelajaran.

Guru : Kalo anak jaman sekarang memang mungkin males belajar ya mba kalo memang tidak ada tugas dari guru. Jadi, menurut saya memang faktor dari dirinya yang malas.

Peneliti : Oh ya betul pa, zaman  sekarang memang susah. Selanjutnya pak, apakah siswa merasa kurang percaya diri juga ketika diminta untuk berbicara Bahasa Inggris?

Guru : Ya betul sekali ini mba, kebanyakan dari mereka merasa tidak percaya diri ketika diminta untuk berbicara di depan teman-temannya.

Peneliti : Biasanya apa yang mereka lakukan untuk menghindari hal tersebut pak?

Guru : Mereka selalu menunjuk teman yang lain dan juga banyak alasan.

| Peneliti | : Kalau boleh tau pak, rasa kurang percaya diri seperti apa yang dialami oleh siswa kelas 11? |
|---|---|
| Guru | : Kalau saya lihat, mereka merasa teman-temannya lebih mahir. Sehingga, selalu menunjuk teman yang lebih mahir dari nya. Tetapi, saya selalu memaksa agar mereka mau berbicara di depan teman-temannya. Agar rasa percaya diri mulai tertanam pada diri mereka. |
| Peneliti | : Oh jadi begitu ya pak. Apakah semua siswa seperti itu ketika diminta untuk berbicara Bahasa Inggris di depan teman-temannya? |
| Guru | : Tidak semua, tetapi hampir rata-rata lebih banyak yang merasa kurang percaya diri dari pada yang merasa cemas. |
| Peneliti | : Tadi saya masuk dua kelas ya pak, kelas 11 Management Perkantoran (MP) dan Akuntansi Lembaga Keuangan (AKL). Menurut bapak, kelas mana yang lebih banyak merasa kurang percaya diri pak? |
| Guru | : Kalau kelas MP cenderung memilih yang lainnya untuk maju. Menurut saya, kelas AKL anaknya lebih manut meskipun mereka merasa tidak mampu, tetapi masih mau untuk mencoba. |
| Peneliti | : Baik pak, memasuki faktor yang ke tiga ya pak, yaiti kurangnya motivasi. Apakah pada pembelajaran Bahasa Inggris siswa kelas 11 merasa kurangnya motivasi ketika diminta untuk speaking performance di depan teman-temannya? |
| Guru | : ya mungkin banyak yang mempengaruhi ya mba. Tetapi, untuk kurangnya motivasi dari guru disekolah, saya rasa tidak. Karena, saya sebagai guruu Bahasa Inggris selalu memberi motivasi ketika di kelas. Jadi, mungkin karena mereka tidak termotivasi oleh lingkungan mereka sendiri. |
| Peneliti | : Baik pak, untuk faktor yang terakhir adalah takut membuat kesalahan. Apakah mereka juga merasa seperti itu ketika diminta untuk berbicara Bahasa Inggris? |
| Guru | : Pasti mba, setiap siswa meski takut untuk membuat kesalahan. Baik dalam berbicara Bahasa Inggris maupun untuk sekedar menjelaskan pelajaran dengan menggunakan Bahasa Indonesia. |
| Peneliti | :Baik pak, bisakah bapak jelaskan rasa takut seperti apa yang dialami oleh siswa kelas 11 pada pembelajaran Bahasa Inggris di kelas? |
| Guru | : ya siswa tidak mau mencoba terlebih dahulu dengan alasan takut salah kemudian teman-temannya menertawakan dan mendapat komentar yang negatif. Hal tersebut seringkali terjadi di kelas ketika siswa diminta untuk berbicara bahasa inggris di depan teman-temannya. Ya kurang lebih hampir sama seperti kurangnya rasa percaya diri yang dialami mereka. |
| Peneliti | : Baik pak, Terimakasih atas semua jawaban bapak. |
| Guru | : Iya mba, semoga bisa membantu. |

**Appendix 5: Documentation of questionnaire**

**Appendix 6: Documentation of interviews**

## A. Interview with students

**B. Interview with English teacher**

**Appendix 7: Pre-research**

TASK !

Describe one of the historical or tourist attractions orally for at least 3 minutes. using appropriate vocabulary, grammar in front of the class!

Defined to test speaking performance, there are some indicators that should be scored. The classified into five analytic speaking criteria as follows:

| Aspect | Category | Indicators |
|---|---|---|
| Fluency | 4 (excellent) | Generally natural delivery, only occasional halting when searching for appropriate words/expressions. |
| | 3 (good) | The students hesitates and repeat himself at times but can generally maintain a flow of speech, although/he may need an occasional prompt. |
| | 2 (adequate) | Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts. |
| | 1 (fair) | The students speak so little that no "fluent" speech can be said to occur. |
| Pronunciation | 4 (excellent) | Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded. |
| | 3 (good) | Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension. |
| | 2 (adequate) | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| | 1 (fair) | Words are unintelligible. |
| Vocabulary | 4 (excellent) | Effective use of vocabulary for the task with few inappropriateness. |
| | 3 (good) | Mostly, effective use of vocabulary for the task with some example of inappropriateness. |
| | 2 (adequate) | Limited use of vocabulary with frequent inappropriateness. |
| | 1 (fair) | Inappropriate and inadequate vocabulary. |
| Grammatical Accuracy | 4 (excellent) | Very few grammatical errors evident. |
| | 3 (good) | Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. |

| | 2 (adequate) | Speech is broken and distorted by frequent errors. |
|---|---|---|
| | 1 (fair) | Unable to construct comprehensible sentences. |

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

| No | Name | Fluency | Pronunciation | Vocabulary | Grammer | Grade |
|---|---|---|---|---|---|---|
| 1 | Student 1 | 3 | 3 | 4 | 2 | 75 |
| 2 | Student 2 | 2 | 3 | 3 | 2 | 62 |
| 3 | Student 3 | 2 | 2 | 4 | 2 | 62 |
| 4 | Student 4 | 3 | 2 | 3 | 2 | 68 |
| 5 | Student 5 | 3 | 3 | 3 | 3 | 75 |
| 6 | Student 6 | 3 | 3 | 3 | 3 | 75 |
| 7 | Student 7 | 3 | 3 | 2 | 2 | 62 |
| 8 | Student 8 | 2 | 2 | 2 | 2 | 50 |
| 9 | Student 9 | 3 | 2 | 2 | 2 | 56 |
| 10 | Student 10 | 3 | 3 | 3 | 2 | 68 |
| 11 | Student 11 | 2 | 2 | 3 | 3 | 62 |
| 12 | Student 12 | 3 | 2 | 2 | 3 | 62 |
| 13 | Student 13 | 3 | 3 | 3 | 2 | 68 |
| 14 | Student 14 | 3 | 3 | 3 | 2 | 68 |
| 15 | Student 15 | 3 | 4 | 2 | 3 | 75 |
| 16 | Student 16 | 2 | 3 | 3 | 2 | 62 |
| 17 | Student 17 | 4 | 4 | 2 | 2 | 75 |
| 18 | Student 18 | 3 | 2 | 2 | 2 | 56 |
| 19 | Student 19 | 3 | 4 | 2 | 3 | 75 |
| 20 | Student 20 | 3 | 4 | 2 | 2 | 68 |
| 21 | Student 21 | 3 | 3 | 3 | 2 | 68 |
| 22 | Student 22 | 3 | 4 | 2 | 3 | 75 |
| 23 | Student 23 | 3 | 2 | 2 | 3 | 68 |
| 24 | Student 24 | 2 | 2 | 2 | 2 | 50 |
| 25 | Student 25 | 2 | 2 | 3 | 2 | 56 |
| 26 | Student 26 | 3 | 2 | 2 | 2 | 56 |
| 27 | Student 27 | 2 | 2 | 2 | 2 | 50 |
| 28 | Student 28 | 4 | 3 | 2 | 3 | 75 |
| 29 | Student 29 | 2 | 2 | 2 | 2 | 50 |
| 30 | Student 30 | 2 | 3 | 3 | 2 | 62 |
| 31 | Student 31 | 2 | 4 | 3 | 2 | 75 |
| 32 | Student 32 | 2 | 2 | 2 | 2 | 50 |
| 33 | Student 33 | 2 | 4 | 2 | 3 | 75 |

| 34 | Student 34 | 3 | 2 | 2 | 3 | 68 |
| 35 | Student 35 | 3 | 3 | 3 | 2 | 68 |

The result of categorization speaking abilty at the 11th Grade of SMK Diponegoro 3 Kedungbanteng Banyumas:

| No | Grade | Frequency | Percentage |
|----|-------|-----------|------------|
| 1 | ≥ 70 | 10 | 28,6 % |
| 2 | < 70 | 25 | 71,4 % |

**Appendix 8: The Official Letter of Individual Research**

Yayasan "AL-HIDAYAH" Purwokerto
**SMK DIPONEGORO 3 KEDUNGBANTENG**

**SURAT KETERANGAN**

Nomor : 209/103.07/207/S.Ket/III-2024

Yang bertanda tangan di bawah ini :

| | |
|---|---|
| N a m a | : Suranto, M.Pd |
| NUPTK | : 0537 7536 5420 0012 |
| NRKS | : 20023L0770302241195604 |
| Jabatan | : Kepala SMK Diponegoro 3 Kedungbanteng |
| NPSN | : 20330446 |

Menerangkan bahwa         :

| | |
|---|---|
| N a m a | : **ANZILNA ROSALINDA** |
| NIM | : 2017404075 |
| Fakultas/ Prodi | : Tarbiyah dan Ilmu Keguruan/ Bahasa Inggris |
| Perguruan Tinggi | : UIN Prof. K.H. Saifuddin Zhuhri Purwokerto |
| Alamat | : Jatibarang Brebes |
| Judul Penelitian | : " Psychological Factors Negatively Influencing English Speaking Performance at the 11$^{th}$ Grade of SMK Diponegoro 3 Kedungbanteng Banyumas " |

Benar-benar telah melaksanakan penelitian guna penulisan skripsi di SMK Diponegoro 3 Kedungbanteng pada tanggal 9 Januari s.d. 9 Maret 2024.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya guna seperlunya bagi yang berkepentingan.

Kedungbanteng,  19 Maret 2024
Kepala Sekolah,

Suranto, M.Pd

**Appendix 9: The Latter of Research Instrument Validation**

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama            : Khairunnisa Dwinalida, M.Pd

Jabatan         : Dosen

Instansi        : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "**Psychological Factors Negatively Influencing English Speaking Performance at the 11th Grade of SMK Diponegoro 3 Kedungbanteng Banyumas**" yang dibuat oleh:

Nama            : Anzilna Rosalinda

NIM             : 2017404075

Prodi           : Tadris Bahasa Inggris

Fakultas        : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☑ Layak digunakan
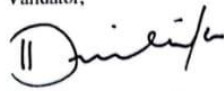
☐ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

..............................................................................................................................

..............................................................................................................................

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 03 Januari 2024

Validator,

Khairunnisa Dwinalida, M.Pd