

**THE PSYCHOLOGICAL FACTORS ON THE STUDENTS' DIFFICULTIES IN
SPEAKING SKILL AT ENGLISH TADRIS STUDY PROGRAM IAIN CURUP**

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English Tadris
Study Program



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**ENGLISH TADRIS STUDY PROGRAM
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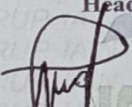
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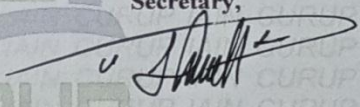
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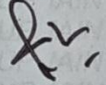

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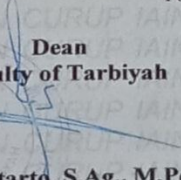
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Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Wr. Wb.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled “**The Psychological Factors on the Students’ Difficulties in Speaking Skill at English Tadrис Study Program IAIN Curup**”.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadrис Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful for those who are interested in this field of the research.

Curup, 15 July 2024

Writer

A handwritten signature in black ink, appearing to be 'Sri Manangkalu', written in a cursive style.

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil'alamin, all praises to Allah SWT who has given the mercy, blessing and guidance for the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW and all of his family and followers who have been a good example for every muslim in this world and has brought us from the darkness to the lightness as we felt today together.

The researcher finished this thesis entitled **“The Psychological Factors on the Students’ Difficulties in Speaking Skill at English Tadrís Study Program IAIN Curup”**. This thesis is presented in order to fulfill of the requirement for the degree of strata 1 in English Tadrís Study Program of IAIN Curup. However, the researcher will not be able to finish this thesis well without the help, guidance, contribution, support, and motivation from others. Here the writer would like to present her deepest appreciation to:

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Finally, the writer needs suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Tadris Study Program and other scholl. For acknowledgement above and those are not mentioned, may Allah SWT give them the best reward. Aamiin
Wassalamu'alaikum Warahmatullahi Wabarakatuh

Curup, 15 July 2024

Writer



Sri Manangkalu

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MOTTO

“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak akan selalu berjalan lancar. Tapi, gelombang-gelombang itu yang nanti bisa kamu ceritakan”

(Boy Chandra)

“Dan kami pasti akan menguji kamu dengan dengan sedikit ketakutan, kelaparan, kekurangan harta, jiwa, dan buah-buahan. Dan sampaikanlah kabar gembira kepada orang-orang yang sabar”

(Q.S. Al-Baqarah ayat 155)

DEDICATION

Allah is only reason why I can finish this thesis. Immeasurable grateful for letting me finish this thesis as soon as my hope. There is no miracle except by Allah SWT. In the name of Allah SWT and his messenger Muhammad SAW, I would like to dedicate this thesis for:

- ✚ My wonderful and beloved parents, Mr. Jauhari and Mrs. Kamariah. Thank you for support me, pray for me, and give me all your love. There are no words that can express my praise and love for both of you.
- ✚ My Beloved sisters and brothers, Ewis Darlia & her husband Maryono, Surwo edi & his wife Weni Yunita, Daimul Ikhsan & his wife Intan Kurnia Sari, and Wike Winarni thank you very much for all the support that makes me enthusiastic to do my best.
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- ✚ My great advisor Dr. Paidi Gusmuliana, M.Pd and my best co-advisor Ms. Henny Septia Utami, M.Pd who always give me correction, suggestion, support, and motivation to me in finishing this thesis.
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- ✚ Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all these hard work, I wanna thank me for having no days off, and I wanna thank me for never quitting.

ABSTRACT

Sri Manangkalu 2024 : The Psychological Factors on the Students' Difficulties in Speaking Skill at English Tadris Study Program IAIN Curup

Advisor : Dr. Paidi Gusmuliana, M.Pd.

Co-Advisor : Henny Septia Utami, M.Pd.

The aim of this research is to find out what the psychological factors that influence students' difficulties in speaking skill. The researcher formulated the problem into one research questions. This research had two variables, Psychological Factors as an independent variable and students' Speaking skill as a dependent variable. This research used a quantitative research design. The instruments used close-ended questionnaire to get the data. The subjects of this research were students in the third and fifth semesters of English Tadris Study Program at IAIN Curup. The questionnaire was used to measure students' Psychological Factors which consists of 25 statements. The results of this research found that there are five psychological factors that influence students' difficulties in speaking. The most influential factor is lack of motivation because the percentage is 23,8%. The second factor is anxiety with a percentage of 19,9%. The third factor is the fear of making mistakes with a percentage of 19,6%. The fourth factor is shyness with a percentage of 18,7%. The fifth factor is lack of confidence, getting a percentage of 18%. Based on the objectives of this study, it can be concluded that students of the English Tadris Study Program at IAIN Curup experience psychological factors that hinder them from practicing speaking, namely lack of motivation and anxiety which become the most dominant factor, and follow with fear of making mistakes, shyness, and lack of confidence. These five factors are seen as the main reasons why students encounter difficulties when speaking.

Keywords: *Speaking, Psychological Factors, Students' difficulties*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Psychology has given a contribution in education, in the concept of psychology every individual has different characteristics, abilities, and needs from one another. Likewise in education, every student certainly has different mental abilities and the ability to learn at different pace. In general, psychology is an applied science that studies human behavior, mental functions and human mental processes through scientific procedures both as individuals and in relation to their environment. It means that psychology has been correlated with education. Moreover, many theories or concepts about learning have been developed by psychology academics. According to Jean Piaget as a psychologist and a developer of constructivism theory said that cognitive structures, which are basic, interconnected psychological systems that enable people to process information by connection it with prior knowledge and experience, finding patterns and relationships, identifying rules, and generating abstract principles relevant in different applications.¹

As we know, learning is a process that is carried out by each individual to obtain information or knowledge. In the learning process, psychology has influenced, fulfilled the needs, and developments in the learning process itself.

¹ Blake, *Developmental psychology: incorporating Piaget's and Vygotsky's theories in classroom* (New York: Routledge, 2015)

In education, psychology plays a role in helping to understand, fulfill the needs, development, the potential, the interests and the talents of students in order to achieve better learning process. Student psychology is also related to mental health conditions and the education system. Furthermore, in the learning process, especially learning English, psychology really needs to be considered. This is because the psychological state of students greatly influences the increase in abilities and skills in the learning process itself. According to Shakir and Sharma, Psychology is needed for the learners, learning process, instructional strategies and provides basis for the selection of approaches, tools to satisfy and fulfill the need of learners that results in better learning.²

However, in learning process, if the students have the difficulties it will affect for their skills, especially speaking. Speaking is one of the most important skill because it is one of English skill and the form of communication. Every students has different psychological condition, several student can speak confidently in front of the class but some student cannot. One of the problem the students face when they try to speak English, they feel lack of confidence. Speaking is not an easy task because speakers should know many significant components. Five aspects are generally

² Shakir, R., Sharma, S., Kufakunesu, M., et al. Professional enhancement or needless baggage: attitudes of undergraduate in-service secondary school teachers towards educational psychology in Zimbabwe. *Journal of Educational Psychology*, no.2 (2023): 100-120

recognized in speaking activity, such as: pronunciation, grammar, vocabulary, fluency, and comprehension.³

Then, to complete this phenomenon, researcher had conducted a preliminary study by interviews with several students at TBI IAIN Curup and to see their responses about the difficulties in speaking skill. Based on the result, the researcher got the information that they felt difficult to speak because of some reasons such as: She often feels anxious when presenting in front of the class because she is the type of person who is not confident so she feels her friends will laugh at her if she makes a mistake. It also stated by Souisa & Gaite on their result, they stated that low motivation, afraid of making mistakes, felt nervous, unconfident in speaking presentation, and confuse with their thoughts are the part of speaking problem which affected by psychological factor.⁴ The next case, when his friend asked him to communicate in English, he preferred to be silent, he had difficulty speaking English because of his limited vocabulary so he did not know what he wanted to say. Then, students who have high English proficiency but are in an environment that does not support interaction using English. In other words, they do not have friends to practice because most of them interact using their mother tongue. Therefore, it caused students to be less motivated to speak English. In line with Boonkit, he stated that there are several speaking problems that students may encounter, namely excessive use of

³ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2003), 157

⁴ Souisa, T. R., & Gaite, C. (2020). Study on speaking problems and psychological factors encountered by students in developing their speaking skill at SMA Kristen Dobo, Aru District. *MATAI: International Journal of Language Education*, 1(1), 10-22.

mother tongue during lessons; lack of interaction among learners inside and outside the classroom; inhibition; lack of topical knowledge; shyness; fear of being humiliated, and lack of vocabulary.⁵ It means that the problem found by researcher after conducted preliminary study had been proved by other researchers which become the based-problem of students' speaking skill.

Besides that, the difficulties that occur are seen when students perform in front of the class, they speak not fluently, lots of filters or stutters, and physical reactions that tremble even pale. These difficulties in theory may be caused by psychological factors, not just because of low competence. According to Juhana that fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation was the core psychological factors that hindered the Indonesian ESL students speaking performance.⁶

Several researchers have conducted the research about difficulties in speaking skills, such as: "An Analysis of the Students Problem in Learning Speaking at the Eleventh Grade of SMKN 6 Bandar Lampung" by Siti Ratna Ayu. Besides that, Irfan Moulida was conducted the research with the same issue "Students Challenges in English Public Speaking Program at Dayah Darul Ihsan". Other related study was conducted by Aulia Septiana Harris "An Analysis of Students Speaking Anxiety on Speaking Performance of the Third Semester of English Language Education FKIP

⁵ Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia-social and behavioral sciences*, 2(2), 1305-1309.

⁶ Juhana, Psychological Factors That Hinder Students From Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten). *Journal of Education and Practice* (2012)

UIR Pekan Baru”. Tridinanti was conducted the research about “The Correlation Between Speaking Anxiety, Self-confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang”. From previous studies, there were several differences between this study and previous studies, including differences in research subjects. In previous studies, problems or challenges and students` difficulties in speaking are caused because they do not know aspects of language, anxiety, self-confidence, psychological factors and most of the previous studies focused on anxiety factors in speaking. In this research, the researcher only focuses on psychological factors, such as: fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation. The researcher interested to conduct this research at English Tadris Study Program IAIN Curup because they have difficulties in speaking skills caused by psychological factors. So, in this research, the researcher investigated various psychological factors that might affect students' speaking skills. The researcher hopes, it can help students of English Tadris Study Program at IAIN Curup overcome these difficulties and be able to improve their speaking skills.

Based on the background of these problems, the researcher is interested in conducting research with the title **“THE PSYCHOLOGICAL FACTORS ON THE STUDENTS’ DIFFICULTIES IN SPEAKING SKILL AT ENGLISH TADRIS STUDY PROGRAM IAIN CURUP”**.

B. Questions of the Research

Based on the background of the research above, the researcher states the problems of this research are:

1. What psychological factors highly influence students' difficulties in speaking skill?

C. Objectives of the Research

Based on the research questions above, the objectives of this research are:

1. To find out what psychological factors highly influence students' difficulties in speaking skill

D. Delimitation of the Research

The scopes of the study are delimited to the subject and aim of the study. In terms of subject, this study delimited to the TBI students of IAIN Curup, the researcher choose the TBI students of IAIN Curup because they have experiences in difficulties speaking English. In terms of aim, this study is delimited to find out what psychological factors highly influence students' difficulties in speaking skill.

E. Significance of the Research

In the significance of the research, the result of this research is expected to give some benefits, such as follows:

1. Practical

a. For student

The purpose of this study's findings is to provide benefits for students. Students are expected to understand the problems related to psychological factors on the students difficulties in speaking skill that they face, especially English Tadris Study Program at IAIN Curup. As a result, students can use this information as a guide to identify and solve these problems, then students can improve their speaking skill.

b. For teachers/lecturers

The findings of this study are expected to provide information about students difficulties in speaking skill. After knowing the problems that the students faced, it will be easier for the teacher/lecturer to know how to help overcome this problem.

c. For further researchers

The researcher hopes that these findings can be useful for other researchers who are interested in investigating a similar topic.

2. Theoretically

This study provides a clear understanding of psychological factors on the student's difficulties in speaking skill. Theoretically it can be used by future researchers as a review of related findings in their research.

F. Definition of Key Term

1. Psychological Factors

Psychology is a study about how humans think and feel toward something.

Fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation was the core psychological factors that hindered the Indonesian ESL students in speaking⁷.

2. Speaking Skill

Speaking skill is skill that gives the ability to speak effectively. This skill allows the speaker to convey information verbally and in a way that the listeners can understand. In this research speaking skill is the ability of English Tadrís Study Program students to speak effectively.

3. Students' Difficulties

The difficulties means there are obstacles or challenges faced by students in the learning process. Of course this difficulty is caused by several factors. In this study, difficult factors is the things make the students feel hard to speak English well at English Tadrís Study Program IAIN Curup.

⁷ Juhana, Psychological Factors That Hinder Students From Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten). *Journal of Education and Practice* (2012)

G. Organization of the Research

In order to make this thesis more systematic and provide a clear understanding of the contents of the research, the researcher organizes this thesis into 5 chapters, as follows:

Chapter I is introduction, which consist of the Background of the Research, Research Question, Objective of the Research, Significance of the Research, Definition of Key Term, and Organization of the Research.

Chapter II is theoretical framework, which consist of Review of Related Theories and Review of Related Studies.

Chapter III is research methodology, which consist of Kind of the Research, Subject of the Research, Technique of Data Collecting, Instrument of the Research, Validity and Reliability of Instrument, and Technique of Data Analysis.

Chapter IV is research result and discussion, which consist of Data Analysis, Research Finding and Discussion of the Problem.

Chapter V is conclusion and suggestion, which consist of conclusion and suggestion that is taken from the result of the research.

CHAPTER II

LITERATURE REVIEW

This chapter consists of several theories that related to this research and some review of related studies.

A. Review of Related Theories

1. Speaking Skills

a. Definition of Speaking Skills

Speaking is one of the four skills in English (reading, writing, listening and speaking). There are a lot of definition of the speaking. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking to make a request, and to make a speech.⁸ According to Chaney, speaking is the process of making and sharing meaning by using verbal and non verbal symbols in different contexts.⁹ In addition, Bygate defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences.¹⁰

Based on the explanation above, researcher can concluded that speaking is the ability to interact or express the speakers' ideas, information, and feelings to listeners directly.

⁸ David Nunan, *Language Teaching Methodology: A Textbook For Teachers* (New York: Phoenix Ltd., 1995), 593

⁹ Chaney, *Teaching Oral Communication In Grades K-8*.USA (A Viacom Company, 1998)

¹⁰ Bygate, *Speaking* (Oxford: Oxford University Press, 1987)

b. Aspects of Speaking

In speaking, students are still not easy to express their feelings orally. Therefore, students need several aspects that can help them to improve their speaking skills. According to Brown, there are five aspects that should be recognized in speaking activity, such as: pronunciation, grammar, vocabulary, fluency, and comprehension.¹¹

1) Pronunciation

Pronunciation as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and meaning.¹² Likewise, Yates defined that pronunciation produces sounds to create meaningful utterances.¹³

Based on the explanation above, Pronunciation is an important aspect of speaking because mispronunciation has a negative impact. In English, if we mispronounce one letter in a word, it can make a mistake in meaning, and if our pronunciation is correct so it will be easier to understand. It means communicating will be effective when we have good pronunciation.

¹¹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2003), 157

¹² Harmer. "Why is English Pronunciation Ignored by EFL Teachers in Their Classes". *International Journal of English Linguistics* (2016): 196

¹³ Yates, "Teachers' Perspective and Practices in Teaching English Pronunciation at Menglish Center". *International Journal of TESOL & Education* (2021): 160

2) Grammar

Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language.¹⁴ Beside that, Grammar is defined as the way words are put together to make correct sentences.

Based on the explanation above, Grammar is a set of rules or procedures for constructing correct sentences in a language.

3) Vocabulary

Vocabulary means a list or collection of the words. Vocabulary is a very basic element or as the foundation of a language. Without vocabulary we can not say something, this means that vocabulary is very important for us to know. In other words, the first mastery that students have to learn in English is vocabulary. Knowing a lot of words in foreign language is very important.¹⁵

4) Fluency

Fluency is used to measure a person's ability or inability to use language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pauses, false start, words

¹⁴ Gleason & Ratner, "The Correlation Between English Grammar Competence and Speaking Ability". *Journal of English Linguistics* (2018): 3

¹⁵ Julian Edge, *Essential of English Language Teaching* (Longman: New York, 1993), 23

search, etc.¹⁶ Meanwhile, according to Gower et-al, fluency can be thought of as the ability to keep going when speaking spontaneously.¹⁷

Based on the explanation above, students need to pronounce the phonemes correctly, using the right stress and intonation patterns in order to speak well.

5) Comprehension

The last speaking aspect is comprehension. In speaking, comprehension means that the speaker understands what they are saying to the listener in order to avoid misinterpreting the message. It means that someone can automatically understand about what the speaker says in oral communication.¹⁸ In other words, the function of the comprehension is to make it easier for the listener to get information from the speaker.

c. Function of Speaking

The mastery of speaking skills in English is a priority for all foreign language learners. Several linguists have tried to categorize the function of language in human interaction. According to Brown and Yule, there are three functions of speaking, namely: Talk as interaction, Talk as transaction, and Talk as performance.

1) Talk as interaction

¹⁶ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, 2003), 55

¹⁷ Roger Gower, et-al, *Teaching Practice Handbook* (Oxford: Heinemann English Language Teaching, 1995), 100

¹⁸ H. Douglas Brown, *Language Assesment, Principles and Classroom Practice* (San Fransiso: Longman, 2007), 226

Talk as interaction refers to a conversation and refers to interactions that have a major social function. When people meet, they exchange greetings, engage in small talk, share recent experiences, etc, because they want to be friendly and establish a comfortable zone of interaction with other people. This interaction focuses more on the speaker and how they want to present themselves to others.

2) Talk as transaction

Talk as transaction refers to situations in which the emphasis or focus is on what is said or done. Messages to make someone understood clearly and accurately take precedence over participants and how they interact with various types of speech as a transaction.

3) Talk as performance

Talk as performance is the last functions of speaking, this talk is the easiest to distinguish from other talks because it refers to public speaking, which is speaking in front of the audience, such as: classroom presentations, speeches and public announcements. Talk as performance is usually in the form of monologue rather than a dialogue, has a recognizable format, and is more similar to written language than conversational language.¹⁹

¹⁹ Jack C. Richards, *Teaching Listening and Speaking* (New York: University of Cambridge Press, 2008), 21

2. The Difficulties in Speaking Skills

Learning difficulty is a condition where students experience obstacles in the learning process, the obstacles encountered will affect students learning outcomes. In addition, learning difficulties can be interpreted as a condition where there are achievements or competencies that are not in accordance with predetermined standard criteria.

Heriansyah argued that the difficulties faced or felt by the students in speaking can be divided into two kinds namely linguistic and non-linguistic factors. Linguistic factor is often appearing on speaking problem than non-linguistic factor but actually non-linguistic factor have big influence as well.²⁰ Related to this issue, Howritz et al stated language learning has some factors that contribute to students` speaking problems; these factors are derived from linguistic and psychological perspectives. He defined three linguistic problems namely: lack of vocabulary, grammar and pronunciation, beside that he also classified psychological problems namely: lack of confidence and fear of making mistake.²¹ As he said, one of non-linguistic factor on speaking problem is psychological perspective. Regarding to this, Juhana in his research found that most students have psychological factors in term of practicing speaking in English class.

²⁰ Heriansyah, Hendra, *Speaking Problems Faced by the English Department Students of Syiah Kuala University* (Lingua Didaktika, 2012), 1

²¹ Horwitz, Elaine, K., & Michael B. "Foreign Language Classroom Anxiety". *The Modern Language Journal* (1986): 125-130

Therefore, Linguistic problems include incompetence of vocabulary, grammar and pronunciation, while non-linguistic problems are outside of linguistic problems, one of the main of non-linguistic problem is psychological factors.

a. The Psychological Factors

Psychology is the scientific study of people`s thoughts and actions. The term “psychology” is derived from the Greek words “psyche” which means “life” and “logo” which means “explanation” or “definition”. Psychology is the product of many inducements devised by scientists and philosophers in order to comprehend the thoughts and behaviors of various animals ranging from the most primitive to the most complex.²² In today`s world, psychology is defined as the scientific study of human behavior and mental processes. It means that psychology is concerned with a person`s thoughts, feelings, and actions.

Based on the explanation, psychological factors in speaking are factors related to thoughts, mental, emotional, and behavior which become obstacles or challenges for students in speaking. According to Juhana that fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation was the core psychological factors that hindered the Indonesian ESL students in speaking.²³

²² Gregg R Henriques. “Psychology Defined”. *Journal of Clinical Psychology* (2004)

²³ Juhana, Psychological Factors That Hinder Students From Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten). *Journal of Education and Practice* (2012)

1) Fear of Mistakes

According to Hosni, fear of making mistakes is one of the main reasons students hesitate to speak English in class.²⁴ Ur stated that one of the reasons why learners are often afraid to try speaking a foreign language is their fear of making mistakes.²⁵ No students wants to look bad and stupid in front of an audience or their classmates. So, it is important for teachers to convince their students that making mistakes is not wrong or a bad thing because students can learn from their mistakes.

2) Shyness

Shyness refers to an emotional thing that many students suffer when they have to speak up in class. This shows that shyness can be a source of problems in student learning activities, especially in speaking classes. Most English students feel shy when they speak the language because they think they will make mistakes while speaking. They are also afraid of being laughed at by others. So, shy people tend to choose silence rather than embarrass themselves.

3) Anxiety

Anxiety is a feeling or worry that something bad will happen.

According to Scovel anxiety is an affective state, an uncomfortable

²⁴ Hosni, S. Al. "Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University". *Internasional Journal of Humanities and Social Science Invention* (2017): 96-101

²⁵ Penny Ur, *A Course In Language Teaching: Practice and Theory* (United Kingdom: University of Cambridge Press, 2009)

emotional state, in which one discerns danger, feel powerless, and experience tension in the face of an expected danger.²⁶ Anxiety is one of the main factors causing students' difficulties in developing their speaking skills. Students who experience anxiety tend to lack self-confidence and avoid situations of talking to people around them.²⁷ It counts as one the most common psychological factor affecting students foreign language learning, when students feel anxious, their speaking performance will be affected.

4) Lack of Confidence

In general, students lack of confidence occurs when students realize that other speakers do not understand what they are saying or when they do not understand other speakers. the main reason of students lack of confidence and feel that they cannot speak English because they think that they cannot have the ability to speak English well and their limited knowledge about the language.²⁸ Lack of self-confidence is still closely related to a lack of vocabulary knowledge. As Gebhard said, not knowing

²⁶ T.Scovel. "The Effect on Foreign Language Learning: A Review Literature". *The Modern Language Journal* (1992): 14-26

²⁷ Alhaisoni, E. "Speaking Difficulties Encountered by Saudi EFL Learners". *International Journal of Language and Linguistics*, no.3 (2016): 103-107

²⁸ Ely, C.M.1986, *An Analysis of Discomfort, Ristalking and Motivation in the L2 Classroom. Language Learning* (1986): 1-25

the meaning of words or sentences can make students feel reluctant to speak.²⁹

5) Lack of Motivation

Motivation is a basic element in students learning activities, this motivation can come from the students themselves, family, teachers, classmates, class conditions and also the learning methodology to convey the subject matter. Motivation is defined as a reason to do something, These reasons are often very strong, with a strong motivation, success can be achieved. But students can have lack of motivation in learning, especially speaking English. Lack of motivation in learning can hinder the students to speak English in the classroom. Learning and motivation have the same importance in order to achieve something. Learning helping students acquire new knowledge and skills, while motivation encourages them to go through the learning process.

Motivation is the main consideration in determining the readiness of students to communicate. Lack of motivation affected the strength of students English proficiency.³⁰ Babu argues that students are hesitant to speak English in class because of a lack motivation to learn.³¹ According

²⁹ Gebhard, J.1996. Models of Supervision Choices. In J.C.Richards and D.Nunan. eds. *Second Language Teacher Education* (New York: University of Cambridge Press, 1996)

³⁰ Latha, b.m., & Ramesh, P. "Teaching English as A Second Language: Factors Affecting Learning Speaking Skills". *International Journal of Engineering Research & Technology (IJERT)* (2012)

³¹ Babu, Ramesh, *Teaching Spoken English for Non-native Students: Problems, Solutions, and Techniques*.2010.<http://www.researchgate.net/publication/228358595-teaching-spoken-for-non-native-students-problem-solutions-and-techniques>

to Gulten motivation is one of the key factors that influences students' speaking abilities. Students with high learning motivation tend to be more active and enthusiastic in speaking activities.³²

B. Review of Related Studies

In this study, the researcher found another previous study that is relevant with this study. The first is entitled “An Analysis of the Students Problem in Learning Speaking at the Eleventh Grade of SMKN 6 Bandar Lampung”. This research was conducted by Siti Ratna Ayu who studied at UIN Raden Intan Lampung in the 2018/2019 academic year. This study aims to find out what problems affect students difficulties in speaking english and what are the solutions to overcome these speaking problems. Qualitative research methods were used in this study, and the instruments were observations, interviews, and questionnaires. The result of this study was found that the factors that influence students speaking difficulties are: They don't know the aspect of language, nothing to say, environment factor, and mostly mother tongue used.³³

The second is entitled “Students Challenges in English Public Speaking Program at Dayah Darul Ihsan”. This research was conducted by Irfan Moulida who studied at UIN Banda Aceh in the 2019 academic year. Qualitative research design

³² Gulten, A. “Psychological Factors affecting students speaking skills”. *Journal of language and linguistic studies*, no.7 (2022): 32-45

³³ Siti Ratna Ayu. “An Analysis of the Students Problem in Learning Speaking at the Eleventh grade of SMKN 6 Bandar Lampung”, Thesis. (Lampung: Fac.Tarbiyah and Teacher Training, UIN Raden Intan, 2018)

were used in this study, and the instruments were interviews, and questionnaire. Questionnaire were distributed to 40 students and face to face individual interview with 6 students. The result in this study, there are many challenges faced by students in public speaking, there are: anxiety, afraid of making mistakes, fluency, pronunciation, and lack of vocabulary.³⁴

The third is entitled “An Analysis of Students Speaking Anxiety on Speaking Performance of the third Semester of English Language Education FKIP UIR Pekanbaru”. This research was conducted by Aulia Septiana Harris who studied at Universitas Islam Riau in the 2019 academic year. Qualitative research methods were used in this study, and the instruments were observations, interviews, and questionnaires. The result in this study focused on analyzing speaking anxiety.³⁵

The fourth is entitled “The Correlation Between Speaking Anxiety, Self-confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang”. This research was conducted by Tridinanti who studied at Universitas Palembang in the 2018 academic year. The research used correlation design, the instruments were interviews and questionnaires. The result in this study, speaking anxiety did not have a significant correlation with speaking achievement but self-confidence had a significant correlation. So, it is important for teachers and

³⁴ Irfan Moulida. “*Students’ Challenges in English Public Speaking Program at Dayah Darul Ihsan*”, Thesis. (Banda Aceh: Fac. Education and Teacher Training, UIN Ar-Raniry, 2019)

³⁵ Aulia Septiana H. “*An Analysis of the Students Speaking Anxiety on Speaking Performance*”, Thesis. (Riau: Fac. Tarbiyah and Teacher Training, UIN Riau, 2019)

lecturers to encourage students to practice in front of the class, especially to increase their confidence when speaking English.³⁶

Based on the previous studies above, there are several differences that researcher found between this study and other studies. In the previous study, they focused on students' speaking problems in general. Meanwhile, in this study, the researcher more specifically focused on students' speaking problems in the psychological part of students, namely fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation. Furthermore, in this study, the researcher also focused on which psychological problem most affects the performance of students' speaking skills. Meanwhile, in the previous study, they were only focused on looking for any speaking problems that arose. Therefore, the researcher conducted the study because in previous research there was no specific discussion about psychological problems that affect students' speaking performance.

³⁶ Tridinanti. "The Correlation Between Speaking Anxiety, Self-confidence, and Speaking Achievement of undergraduate EFL Students of Private University in Palembang". *International Journal of Education & Literacy Studies* (2018)

CHAPTER III

RESEARCH METHODOLOGY

This chapter described the method used to conduct the research. It consists of kind of the research, subject of the research, technique of data collecting, instrument of the research, validity and reliability of instrument, and technique of data analysis.

A. Kind of the Research

This research is classified into descriptive quantitative, which is investigates the psychological factors on the students difficulties in speaking skill at English Tadris Study Program IAIN Curup. According to Cresswell, quantitative study is a type of study which is explaining by collecting the numerical data that are analyze using mathematically based method.³⁷ In other definition, according to Muijs quantitative research is essentially about collecting numerical data to explain a particular phenomenon.³⁸ In addition, descriptive method means a research focused in describing any situation or condition in population, systematically, factually, and accurately.³⁹ According to Nana Sudjana the descriptive research is to research state of event which is going happen and makes description about the fact situation or event.⁴⁰

³⁷ John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating quantitative and qualitative research fourth edition* (Pearson education: USA, 2012) , 376

³⁸ Muijs, Daniel, *Doing quantitative Research in Education* (London: Sage Publications, 2004), 2

³⁹ Nurul Zuriyah, *Metodologi Penelitian Sosial dan Pendidikan: Teori Aplikasi* (Jakarta: Bumi Aksara, 2007), 47

⁴⁰ Nana Sudjana, *Tuntunan Penyusunan Karya Ilmiah: Makalah Skripsi, Thesis dan Desertasi* (Bandung: Sinar Baru Al Gensindo, 2001), 55

Furthermore, Descriptive quantitative research involves collecting data in order to answer the question concerning to the current subject's status of the study. Hancock confirmed that descriptive quantitative study is a research that is concerned with developing explanation of phenomena.⁴¹

In this research, the researcher used descriptive quantitative because the data would be showed in numerical form, the aim of this research is to find out what psychological factors highly influence students' difficulties in speaking skill at English Tadris Study Program IAIN Curup.

B. Population and Sample

1. Population

Population is the group of people which want to generalize.⁴² According to Frankell, population is group which the researcher of the study indeed to apply.⁴³ In addition, according to Gay population is the group in which the researcher would like the result of the study to be generalized.⁴⁴ The population in this research were students of the English Tadris Study Program at IAIN Curup. The researcher chose the students at English Tadris Study Program as respondent

⁴¹ Barverley Hancock, *Trent a focus for the research and developing in primary health care: An Introduction to Quantitative Research*. 2nd ed. 1998

⁴² Muijs, *Doing Quantitative Research in Education* (London: SAGE, 2004)

⁴³ Jack. R. Frankel, *How Design and Evaluate Research in Education*. International ed (New York: Mc Graw Hill, 2006), 78

⁴⁴ L.R Gay. *Educational Research: Competencies for analysis and application*. 3rd ed. (Columbus, OH: merrilpublishing, 1987), 122

because they have difficulties in speaking skills. Which can be seen in the table below:

Table 3.1

Population of the Research

No	Semester	Total
1	3	57
2	5	39
Total		96

2. Sample

According to Sugiyono, sample is part of a small group of people who have been chosen for observation and analysis.⁴⁵ In this research, the researcher took the entire population as a sample or used total sampling. According to Sukarman Syarnubi, total sampling is a kind of sampling technique by deciding all member of research population as the sample.⁴⁶ The reason for taking total sampling because according to Sugiyono, if the population is less than 100, the entire population becomes the sample.⁴⁷ The number of students in semester 3 and semester 5 is less than 100 people, which can be seen in the table below:

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2006) , 78

⁴⁶ Sukarman Syarnubi, "*Metode Penelitian Kuantitatif dan Kualitatif*" (Curup: LP2 STAIN, 2011), 102

⁴⁷ Ibid., p.11

Table 3.2
Sample of the Research

No	Semester	Sample	Total
1	TBI semester 3	3A	19
		3B	19
		3C	19
2	TBI semester 5	5A	21
		5B	18
TOTAL			96

C. Technique of Collecting Data

The technique of collecting data means the way which the researcher used to collect the data or information from the participants.⁴⁸ In this research, the researcher used questionnaire as the technique of collecting data. Questionnaire is a list of question as a technique in collecting data that can be answered by the respondent themselves.⁴⁹ In general, questionnaire has two forms, they are close-ended questionnaire and open-ended questionnaire.⁵⁰

In this research used close-ended questionnaire to look at the psychological factors on the students difficulties in speaking skill. In the close-ended questionnaire, the researcher requires the respondents to answer the questions shortly and choose one of answer`s question.

⁴⁸ Ibid., p.118

⁴⁹ Nasution. "The ICT used by the English lecturer for non English study program students at IAIN Curup". *Jumatul Hidayah Research*, (2019): 26-27

⁵⁰ Ibid

After collected the data, the researcher analyzed the data obtained by using Likert Scale. Likert Scale is functioned to calculate attitudes, perception, or opinion of an individual or group concerning to social phenomena. Likert scale`s answers have the gradation from strongly positive into strongly negative, such as:

- a. Strongly Agree = 4
- b. Agree = 3
- c. Disagree = 2
- d. Strongly Disagree = 1⁵¹

D. Instrument of the Research

Instrument is something that is used to collect data or information needed and is an important tool for researchers. In this research, the researcher used close-ended type of questionnaire as the instrument. The researcher create this questionnaire to obtain data about what psychological factors highly influence students' difficulties in speaking skill at English Tadris Study Program IAIN Curup. The questionnaire consisted of 25 questions.

1. Questionnaire

Close-ended format questionnaire is that include multiple choice answer.

By including closed format questions in the questionnaire design, researcher

⁵¹ Sugiyono, *Statistika Untuk Penelitian*, (Jakarta: Rineka Cipta, 1998), 199

could easily calculate statistical data and percentages.⁵² The questionnaire was considered appropriate to be applied in this study, so that the activity of obtaining data does not take much time. The closed format questionnaire was in the form of a Likert Scale has 4 options namely a,b,c,and d.

Table 3.3

The Questionnaire Options Detail

Code	Meaning	Score
SA	Strongly Agree	4
A	Agree	3
D	Disagree	2
SD	Strongly Disagree	1

The questionnaire in this research was adopted from a journal article entitled *Students psychological factors in speaking*.⁵³ The researcher used the questionnaire adopted from previous theory because have the same problem. The researcher tried to use questionnaire to determine the psychological factors on the students difficulties in speaking skill. The researcher validated the questionnaire with one of the lecturers at English Tadris Study Program IAIN Curup to check the accuracy of the questions. This instrument was developed based on Juhana's theory, and has gone through a professional judgment process. (See Appendix 1)

⁵² Sugiyono, *Metode Penelitian Pendekatan Kuantitatif dan R & D* (Bandung: Alfabeta, 2013), 199

⁵³ Krismanti. N & Siregar. M.M. "Students psychological factors in speaking". *Journal of English language teaching* (2017): 62-73

The questionnaire design is as follows:

Table 3.4

Blueprint of Questionnaire

No	Indicators (Juhana, 2012)	Items	SA	A	D	SD
1	Fear of mistakes (<i>Takut Melakukan Kesalahan</i>)	1. I am afraid of making mistakes while speaking English. <i>(Saya takut membuat kesalahan saat berbicara bahasa Inggris)</i>				
		2. I am not always afraid of forgetting my speech. <i>(Saya tidak selalu takut lupa dengan ucapan saya)</i>				
		3. I feel confused when I miss words while speaking English. <i>(Saya merasa bingung ketika kosakata saya hilang saat berbicara bahasa Inggris)</i>				
		4. I am not worried if the other students will laugh at me when I make a mistake in speaking English. <i>(Saya tidak khawatir jika</i>				

		siswa lain akan menertawakan saya ketika saya melakukan kesalahan dalam berbicara bahasa Inggris)				
		5. I prefer to speak English and make a mistake than keep silent. (Saya lebih suka berbicara dalam bahasa Inggris dan membuat kesalahan daripada diam saja)				
2	Shyness (Perasaan Malu)	6. I am not afraid of starting a conversation in English. (Saya tidak takut memulai percakapan dalam bahasa Inggris)				
		7. I do not feel shy when speaking English. (Saya tidak merasa malu ketika berbicara bahasa Inggris)				
		8. I am not afraid of speaking English in public places. (Saya tidak takut berbicara bahasa Inggris di tempat umum)				
		9. I feel shy when speaking				

		<p>English because I am an introvert and I can not mingle with a lot of people. <i>(Saya merasa malu ketika berbicara dalam bahasa Inggris karena saya seorang introvert dan saya tidak bisa bergaul dengan banyak orang)</i></p>			
		<p>10. I am shy to speak English because of lack of vocabulary. <i>(Saya malu berbicara bahasa Inggris karena kurangnya kosakata)</i></p>			
3	Anxiety <i>(Kecemasan)</i>	<p>11. I feel nervous when someone is speaking English to me. <i>(Saya merasa gugup ketika seseorang berbicara bahasa Inggris kepada saya)</i></p>			
		<p>12. I get nervous when speaking English during lectures. <i>(Saya merasa gugup ketika berbicara bahasa Inggris selama perkuliahan)</i></p>			

		<p>13. I feel sure and relaxed when speaking English. <i>(Saya merasa yakin dan santai ketika berbicara bahasa Inggris)</i></p>				
		<p>14. I start to panic when I have to speak without preparation in the speaking class. <i>(Saya mulai panik ketika harus berbicara tanpa persiapan di kelas berbicara Bahasa Inggris)</i></p>				
		<p>15. Even though I have prepared well for speaking class, I feel anxious about it. <i>(Meskipun saya telah mempersiapkan diri dengan baik untuk kelas berbicara Bahasa Inggris, saya merasa cemas)</i></p>				
4	Lack of Confidence <i>(Kurang Percaya Diri)</i>	<p>16. I speak English fluently with my English lecturer. <i>(Saya berbicara bahasa Inggris dengan lancar dengan dosen bahasa Inggris saya)</i></p>				

		<p>17. I speak English well with my classmates. <i>(Saya berbicara bahasa Inggris dengan baik dengan teman sekelas saya)</i></p>				
		<p>18. I speak English well in front of the audiences. <i>(Saya berbicara bahasa Inggris dengan baik di depan audiens)</i></p>				
		<p>19. I am sure my friends understand what I am saying in the speaking class. <i>(Saya yakin teman-teman saya memahami apa yang saya katakan di kelas berbicara Bahasa Inggris)</i></p>				
		<p>20. I always feel that other students speak better than me. <i>(Saya selalu merasa bahwa siswa lain berbicara Bahasa Inggris lebih baik daripada saya)</i></p>				
5	Lack of Motivation <i>(Kuranganya</i>	<p>21. I try to find out how to improve my English</p>				

	<i>Motivasi)</i>	<p>accent.</p> <p><i>(Saya mencoba mencari cara untuk meningkatkan aksen bahasa Inggris saya)</i></p>				
		<p>22. I think I will speak perfect English someday.</p> <p><i>(Saya rasa saya akan berbicara bahasa Inggris dengan sempurna suatu hari nanti)</i></p>				
		<p>23. I am always motivated when learning English course.</p> <p><i>(Saya selalu termotivasi ketika belajar Bahasa Inggris di kursus bahasa Inggris)</i></p>				
		<p>24. Learning to speak English is important because I will be able to interact more easily with English speaker.</p> <p><i>(Belajar berbahasa Inggris itu penting karena saya akan lebih mudah berinteraksi dengan penutur bahasa Inggris)</i></p>				
		<p>25. My speaking lecturer is a</p>				

		<p>great source of inspiration for me.</p> <p><i>(Dosen mata kuliah berbicara Bahasa Inggris saya adalah sumber inspirasi bagi saya)</i></p>				
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E. Validity

Validity is a requirement for obtaining reliable research results. According to Sugiyono the valid instrument means the instrument can be used to measure what should be measured.⁵⁴ The instrument of this research used the construct validity as Sugiyono stated that non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyzed the item with count the correlation between the item score of instrument and the total score of instrument.⁵⁵

In getting the construct validity, the researcher distributed questionnaires to 20 students as respondents via Google Form. Then, the researcher analyzed the data using the SPSS 26 program to measure whether the data was valid or no, which is as follow: *(See Appendix 2)*

Table 3.5

Validity

⁵⁴ Sugiyono, *Statistika untuk penelitian* (Jakarta: rhineka cipta, 1998), 135

⁵⁵ Ibid, p.178

Item	R-count	R-table	Information
1	0,856	0,444	Valid
2	0,492	0,444	Valid
3	0,915	0,444	Valid
4	0,476	0,444	Valid
5	-0,449	0,444	Valid
6	0,548	0,444	Valid
7	0,648	0,444	Valid
8	0,715	0,444	Valid
9	0,522	0,444	Valid
10	0,832	0,444	Valid
11	0,841	0,444	Valid
12	0,831	0,444	Valid
13	-0,662	0,444	Valid
14	0,855	0,444	Valid
15	0,867	0,444	Valid
16	-0,569	0,444	Valid
17	-0,648	0,444	Valid
18	-0,581	0,444	Valid
19	0,489	0,444	Valid
20	0,642	0,444	Valid
21	-0,627	0,444	Valid
22	-0,491	0,444	Valid
23	-0,780	0,444	Valid
24	-0,479	0,444	Valid
25	0,539	0,444	Valid

Based on the test results in the table above, it shows that the validity test is declared valid, because the r-count for each item is greater than r-table (0.444).

F. Reliability

The reliability in this research was measured by using Cronbach Alpha. Cronbach`s alpha is the most common measure of internal consistency (reliability).

It is generally used when the researcher has multiple questions with a Likert scale in a questionnaire or survey to determine whether the scale is reliable or not.

Table 3.6
Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.769	25

Based on the reliability test in the table above, the value of this data is (0.769).

So it can be concluded that the test data is reliable. To interpret the level of reliability, the reliability coefficient can be categorized based on the following criteria:

Cronbach`s Alpha

Cronbach alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Based on the results of the reliability test, it shows that a value of 0.769 is categorized as having acceptable internal consistency based on the Cronbach alpha table. In other words, the questionnaire items are reliable. (See Appendix 3)

G. Technique of Data Analysis

In this research, the researcher used descriptive quantitative method to look at the psychological factors on the students difficulties in speaking skill and a questionnaire as the instrument to get specific data, After the data is obtained, the researcher would analyze the data. Robson said there are several steps to analyze data from the questionnaire, which are as follows:⁵⁶

1. Researchers analyzed the data from the questionnaire using a Likert Scale. The researcher use a Likert scale because it is suitable for processing questionnaire data and also makes it easier for researchers to calculate a lot of data. There are 4 values on the Likert Scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1), while the Likert scale formula is as follows:

$$x = \frac{(f SA \times 4) \div (f A \times 3) \div (f D \times 2) \div (f SD \times 1)}{N}$$

Description:

f	: Frequency	N	: Respondent
SA	: Strongly Agree	D	: Disagree
A	: Agree	SD	: Strongly Disagree

⁵⁶ Robson, C, *Real world research: A resource for social scientists and practitioner-researchers* (Oxford: Blackwell, 2002)

2. The next step, the researcher calculate the percentage of each questionnaire items answered by respondents, the formula is:

$$P = \frac{\sum score}{Max score} \times 100\%$$

Description:

P : Percentage

\sum score : Total score

Max score : Maximum score

3. After distinguishing the percentages of all items and indicators, after that the researcher conducted a consultation to find out the psychological factors of students' difficulties in speaking skills.

The result of data from the questionnaire, it showed the percentage and then the category divided into three categories, there are:⁵⁷

- a) 70% - 100% = High
- b) 60% - 69% = Medium
- c) 10% - 59% = Low

⁵⁷ Reza Mayasari, *Students Perception Towards non-English Subject at English Study Program* (Thesis STAIN, 2013), 36

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the finding and discussion about the psychological factors on the students' difficulties in speaking skill. After the researcher did investigation by using questionnaire that distributed through google form, the researcher got the answer of the English Tadris Study Program students at third and fifth semester.

A. FINDING

1. The Psychological Factors on the Students' Difficulties in Speaking Skill at English Tadris Study Program IAIN Curup.

a. Fear of Mistakes

Fear of mistakes is a psychological condition where a person feels worried about the possibility of making a mistake. The findings in this study, from 5 items in fear of making mistakes, feel confused and afraid were the highest factors faced by students. For more details, the percentages of each item will be explained in more detail below:

Table 4.1
The psychological factors on the students' difficulties in speaking skill on Fear of Mistakes

No	Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
1	I am afraid of making mistakes while speaking English.	2	16	52	26	294	21,7%
2	I am not always afraid of forgetting	4	61	28	3	222	16,4%

	my speech.						
3	I feel confused when I miss words while speaking English.	0	4	50	42	326	24%
4	I am not worried if the other students will laugh at me when I make a mistake in speaking English.	4	50	33	9	239	17,6%
5	I prefer to speak English and make a mistake than keep silent.	1	29	47	19	276	20,3%
TOTAL						1.357	100%

Statement 1 (I am afraid of making mistakes while speaking English)

had 26 respondents who strongly agreed, 52 respondents who agreed, 16 respondents who disagreed, and 2 respondents who strongly disagreed, according to the data on fear of mistakes. The total score is 294 and has percentage 21,7%.

Statement 2 (I am not always afraid of forgetting my speech) had 3 respondents strongly agreed, 28 respondents who agreed, 61 respondents who disagreed, and 4 respondents who strongly disagreed. The total score is 222 and has percentage 16,4%.

Statement 3 (I feel confused when I miss words while speaking English) had 42 respondents who strongly agreed, 50 respondents who agreed, 4 respondents who disagreed, and no respondent who strongly disagreed. The total score is 326 and has percentage 24%.

Statement 4 (I am not worried if the other students will laugh at me when I make a mistake in speaking English) had 9 respondents who strongly

agreed, 33 respondents who agreed, 50 respondents who disagreed, and 4 respondents who strongly disagreed. The total score is 239 and has percentage 17,6%.

Statement 5 (I prefer to speak English and make a mistake than keep silent) had 19 respondents who strongly agreed, 47 respondents who agreed, 29 respondents who disagreed, and 1 respondent who strongly disagreed. The total score is 276 and has percentage 20,3%.

b. Shyness

Shyness is a psychological factor that can have a significant impact on a person's ability to speak confidently and effectively. Based on the psychological factor questionnaire on shyness, they feel shy because of the lack of vocabulary in other words they don't know what they want to say is the highest factor faced by students. For more details, the percentages of each item will be explained in more detail below:

Table 4.2
The psychological factors on the students` difficulties in speaking skill on Shyness

No	Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
6	I am not afraid of starting a conversation in English.	2	35	44	15	264	20,5%
7	I do not feel shy when speaking English.	0	39	45	12	261	20,2%
8	I am not afraid of speaking English in public places.	7	57	24	8	225	17,4%

9	I feel shy when speaking English because I am an introvert and I cannot mingle with a lot of people.	9	42	34	11	239	18,5%
10	I am shy to speak English because of lack of vocabulary.	2	15	46	33	302	23,4%
TOTAL						1.291	100%

Statement 6 (I am not afraid of starting a conversation in English) had 15 respondents who strongly agreed, 44 respondents who agreed, 35 respondents who disagreed, and 2 respondents who strongly disagreed, according to the data on shyness. The total score is 264 and has percentage 20,5%.

Statement 7 (I do not feel shy when speaking English) had 12 respondents who strongly agreed, 45 respondents who agreed, 39 respondents who disagreed, and no respondent who strongly disagreed. The total score is 261 and has percentage 20,2%.

Statement 8 (I am not afraid of speaking English in public places) had 8 respondents who strongly agreed, 24 respondents who agreed, 57 respondents who disagreed, and 7 respondents who strongly disagreed. The total score is 225 and has percentage 17,4%.

Statement 9 (I feel shy when speaking English because I am an introvert and I can not mingle with a lot of people) had 11 respondents who

strongly agreed, 34 respondents who agreed, 42 respondents who disagreed, and 9 respondents who strongly disagreed. The total score is 239 and has percentage 18,5%.

Statement 10 (I am shy to speak English because lack of vocabulary) had 33 respondents who strongly agreed, 46 respondents who agreed, 15 respondents who disagreed, and 2 respondents who strongly disagreed. The total score is 302 and has percentage 23,4%.

c. Anxiety

Anxiety in speaking can arise for various reasons. Based on the psychological factors questionnaire, the highest level of student anxiety is when they have to speak without preparation, but there are also many students who still feel anxious even though they have prepared themselves for speaking class. For more details, the percentages of each item will be explained in more detail below:

Table 4.3
The psychological factors on the students` difficulties in speaking skill on Anxiety

No	Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
11	I feel nervous when someone is speaking English to me.	5	30	52	9	257	18,7%
12	I get nervous when speaking English during lecturers.	3	20	59	14	276	20,1%
13	I feel sure and relaxed when speaking English.	2	64	27	3	223	16,2%

14	I start to panic when I have to speak without preparation in the speaking class.	5	9	41	41	310	22,6%
15	Even though I have prepared well for speaking class, I feel anxious about it.	1	11	51	33	308	22,4%
TOTAL						1.374	100%

Statement 11 (I feel nervous when someone is speaking English to me)

had 9 respondents who strongly agreed, 52 respondents who agreed, 30 respondents who disagreed, and 5 respondents who strongly disagreed, according to the data on anxiety. The total score is 257 and has percentage 18,7%.

Statement 12 (I get nervous when speaking English during lectures)

had 14 respondents who strongly agreed, 59 respondents who agreed, 20 respondents who disagreed, and 3 respondents who strongly disagreed. The total score is 276 and has percentage 20,1%.

Statement 13 (I feel sure and relaxed when speaking English) had 3

respondents who strongly agreed, 27 respondents who agreed, 64 respondents who disagreed, and 2 respondents who strongly disagreed. The total score is 223 and has percentage 16,2%.

Statement 14 (I start to panic when I have to speak without preparation

in the speaking class) had 41 respondents who strongly agreed, 41 respondents

who agreed, 9 respondents who disagreed, and 5 respondents who strongly disagreed. The total score is 310 and has percentage 22,6%.

Statement 15 (Even though I have prepared well for the speaking class, I feel anxious about it) had 33 respondents who strongly agreed, 51 respondents who agreed, 11 respondents who disagreed, and 1 respondents who strongly disagreed. The total score is 308 and has percentage 22,4%.

d. Lack of Confidence

One of the main challenges faced by many students in their speaking skills is a lack of confidence. Based on the psychological factors questionnaire, the highest level of student lack of confidence is because they are not confident in their abilities, they feel that other students speak English better than themselves. For more details, the percentages of each item will be explained in more detail below:

Table 4.4
The psychological factors on the students' difficulties in speaking skill on Lack of Confidence

No	Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
16	I speak English fluently with my English lecturer.	7	76	12	1	199	15,9%
17	I speak English well with my classmates.	0	36	55	5	257	20,5%
18	I speak English well in front of the audiences.	10	68	15	3	203	16,2%
19	I am sure my friends understand	1	28	59	8	266	21,3%

	what I am saying in the speaking class.						
20	I always feel that other students speak better than me.	1	6	43	46	326	26,1%
TOTAL						1.251	100%

Statement 16 (I speak English fluently with my English lecturer) had 1 respondent who strongly agreed, 12 respondents who agreed, 76 respondents who disagreed, and 7 respondents who strongly disagreed, according to the data on lack of confidence. The total score is 199 and has percentage 15,9%.

Statement 17 (I speak English well with my classmates) had 5 respondents who strongly agreed, 55 respondents who agreed, 36 respondents who disagreed, and no respondent who strongly disagreed. The total score is 257 and has percentage 20,5%.

Statement 18 (I speak English well in front of the audiences) had 3 respondents who strongly agreed, 15 respondents who agreed, 68 respondents who disagreed, and 10 respondents who strongly disagreed. The total score is 203 and has percentage 16,2 %.

Statement 19 (I am sure my friends understand what I am saying at the speaking class) had 8 respondents who strongly agreed, 59 respondents who agreed, 28 respondents who disagreed, and 1 respondents who strongly disagreed. The total score is 266 and has percentage 21,3%.

Statement 20 (I always feel that other students speak better than me) had 46 respondents who strongly agreed, 43 respondents who agreed, 6 respondents who disagreed, and 1 respondents who strongly disagreed The total score is 326 and has percentage 26,1%.

e. Lack of Motivation

Based on the psychological factor questionnaire of students who lack of motivation, all items have a high percentage, they are motivated to learning English and aware of the importance of English. For more details, the percentages of each item will be explained in more detail below:

Table 4.5
The psychological factors on the students` difficulties in speaking skill on Lack of Motivation

No	Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
21	I try to find out how to improve my English accent.	0	2	59	35	321	19,5%
22	I think I will speak perfect English someday.	0	2	45	49	335	20,3%
23	I am always motivated when learning English course.	0	9	58	29	308	18,7%
24	Learning to speak English is important because I will be able to interact more easily with English speaker.	0	1	33	62	349	21,2%
25	My speaking lecturer is a great source of inspiration for me.	0	2	47	47	333	20,2%

TOTAL	1.646	100%
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Statement 21 (I try to find how to improve my English accent) had 35 respondents who strongly agreed, 59 respondents who agreed, 2 respondents who disagreed, and no respondent who strongly disagreed, according to the data on lack of motivation. The total score is 321 and has percentage 19,5%.

Statement 22 (I think I will speak perfect English someday) had 49 respondents who strongly agreed, 45 respondents who agreed, 2 respondents who disagreed, and no respondent who strongly disagreed. The total score is 335 and has percentage 20,3%.

Statement 23 (I am always motivated when learning English course) had 29 respondents who strongly agreed, 58 respondents who agreed, 9 respondents who disagreed, and no respondent who strongly disagreed. The total score is 308 and has percentage 18,7%.

Statement 24 (Learning to speak English is important because I will be able to interact more easily with English speaker) had 62 respondents who strongly agreed, 33 respondents who agreed, 1 respondents who disagreed, and no respondent who strongly disagreed. The total score is 349 and has percentage 21,2%.

Statement 25 (My speaking lecturer is a great source of inspiration for me) had 47 respondents who strongly agreed, 47 respondents who agreed, 2 respondents who disagreed, and no respondent who strongly disagreed. The total score is 333 and has percentage 20,2%.

No	Factors	Total	Percentage
1	Fear of Mistakes	1.357	19,6%
2	Shyness	1.291	18,7%
3	Anxiety	1.374	19,9%
4	Lack of Confidence	1.251	18%
5	Lack of Motivation	1.646	23,8%
TOTAL		6.919	100%

From the statement above, the results show that 19.6% of students are afraid of making mistakes when speaking with a total frequency of 1357. Then 18.7% of students are shy in speaking skills, the total frequency is 1291. Then 19.9% of students are anxious in speaking skills, with a total frequency of 1374. Then 18% of students lack confidence in speaking skills, with a total frequency of 1251. And the last is 23.8% of students lack motivation in speaking English. From the several factors above, there are two factors that have the most influence, that are anxiety and lack of motivation, where anxiety is 19.9% and lack of motivation is 23.8%. This shows that anxiety and lack of motivation are 2 factors that slow down the development of speaking skills.

B. DISCUSSION

Speaking is a productive talent for conveying and expressing ideas in a spoken language. Speaking involves conveying one's thoughts and emotions in real-time settings. Akhyak and Indramawan emphasize the need of increasing English

speaking skills for Indonesian students, since they are crucial for effective communication.⁵⁸ Moreover, students commonly evaluate their language learning progress and the effectiveness of their English courses based on their perception of how much their speaking skills have improved.⁵⁹ This means that speaking is an important skill for students to master. However, in acquiring this speaking skill, there are psychological factors that can become obstacles. According to Souisa & Gaité, one of the big problems that affect students' speaking ability not only about the general problems such as lack of vocabularies and grammar points but also it is related to psychological factors.⁶⁰

Based on the results of the questionnaire, the researcher found that there are five psychological factors affecting the speaking skills of students in the English Tadris Study Program at IAIN Curup, namely lack of motivation, anxiety, fear of making mistakes, shyness, and lack of confidence. According to Moulida, the challenges faced by students in public speaking include anxiety, fear of making mistakes, fluency, pronunciation, and lack of vocabulary.⁶¹ Among the five psychological factors, lack of motivation is the most significant obstacle to speaking

⁵⁸ Indramawan, A., & Dr. Akhyak. (2013). Improving the Students' English-Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*, Vol. 1 No. 2.

⁵⁹ Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35). Cambridge, England: Cambridge university press.

⁶⁰ Souisa, T. R., & Gaité, C. (2020). Study on speaking problems and psychological factors encountered by students in developing their speaking skill at SMA Kristen Dobo, Aru District. *MATAI: International Journal of Language Education*, 1(1), 10-22.

⁶¹ Irfan Moulida. "Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan", Thesis. (Banda Aceh: Fac. Education and Teacher Training, UIN Ar-Raniry, 2019)

skills, accounting for 23.8%, followed by anxiety with a percentage of 19.9%, fear of making mistakes at 19.6%, shyness at 18.7%, and lack of confidence at 18%. Based on these results, it is evident that lack of motivation and anxiety are the most hindering psychological factors in students' speaking skills. As stated by Lee and Park, motivation is a crucial component in speaking skills because it provides learners with enthusiasm, bravery, and stimulation.⁶² Additionally, students with high learning motivation tend to be more active and enthusiastic in speaking activities.⁶³ It means that students who have higher motivation and lower anxiety can speak easily and effectively.

Moreover, anxiety also had a high percentage in this study. It means that anxiety is also an inhibiting factor in the development of speaking skills. The findings of this research are that student's experience anxiety when asked to speak without preparation, they feel panicked and nervous. This is in accordance with Alhaisoni's findings, that anxiety is one of the main factors causing students' difficulties in developing their speaking skills. Students who experience anxiety tend to lack self-confidence and avoid situations of talking to people around them.⁶⁴

⁶² Lee, & Park. n.d. L2 Learners' Anxiety, Self-Confidence, and Oral Performance. Kunsan National University, Concordia University (2004).

⁶³ Gulten, A. "Psychological Factors affecting students speaking skills". *Journal of language and linguistic studies*, no.7 (2022): 32-45

⁶⁴ Alhaisoni, E. "Speaking Difficulties Encountered by Saudi EFL Learners". *International Journal of Language and Linguistics*, no.3 (2016): 103-107

Mustafa also said that anxiety is one of the prominent aspects which can affect the students' language learning particularly in speaking.⁶⁵

The next factor is the fear of making mistakes. The findings of this research are that many students experienced a fear of making mistakes, this happened because students were afraid of getting a negative response from their friends, such as being afraid of being laughed at if they made a mistake. Ur state that one of the reasons why learners often afraid to try speaking a foreign language is their fear of making mistakes.⁶⁶ This finding is in line with Ariyanti. She confirms that fear of making mistakes is a factor that causes students to have difficulty in speaking skills, students who are afraid of making mistakes tend to choose to remain silent.⁶⁷ As a result, students commonly stop participating in the speaking activity.

In additional, shyness became the next factor. Students tend to feel nervous and uncomfortable when they have to speak English, so they are reluctant to take part in speaking activities. Shyness itself is related to self-confidence. According to research conducted by Rafada and Madini, shyness is a psychological factor that has a significant influence on speaking skills. Shy students tend to have low self-

⁶⁵ Mustafa, E. N. E. (2015). Psychological factors affecting Sudanese EFL learners' oral performance. a case study of Sudan university of science and technology. *Applied Linguistics*, 2(5), 1-86.

⁶⁶ Penny Ur, *A Course In Language Teaching: Practice and Theory* (United Kingdom: University of Cambridge Press, 2009)

⁶⁷ Ariyanti, L. "Psychological factors affecting EFL Students' Speaking Performance". *ASIAN EFL Journal*, no.1 (2016): 77-88

confidence and find it difficult to express their ideas verbally.⁶⁸ It indicates that shyness is potential to be multiple sources of the reluctant of students in performing their speaking so that the teacher had better to pay attention to this factor so that the students are helped to do the best in their speaking performance.

Furthermore, the last psychological factor is lack of self-confidence. The findings of this research are that many students often feel lack of confidence because they are not confident in their abilities and feel that other people do not understand what they are saying. This finding is line with Ely, that lack of confidence occurs when students realize that other speakers do not understand what they are saying or when they do not understand other speakers. The main reason of students lacks of confidence and feel that they cannot speak English because they think that they cannot have the ability to speak English well and their limited knowledge about the language.⁶⁹ Moreover, Tsui cited in Nunan stated that students who lack of confidence suffer from communication apprehension.⁷⁰ It means that confidence becomes the factor that should be build in students to help them in speaking.

Therefore, based on the explanation above, the researcher concludes that the five psychological factors are interconnected in relation to the students' hindered speaking abilities. For instance, when students feel shy about speaking, it

⁶⁸ Rafada, S.H., & Madini, A.A. "Effective solutions for reducing Saudi EFL Students' Speaking Anxiety". *English Language Teaching*, no.7 (2017): 1-16

⁶⁹ Ely, C.M.1986, *An Analysis of Discomfort, Ristalking and Motivation in the L2 Classroom. Language Learning* (1986): 1-25

⁷⁰ Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.

automatically affects their level of confidence. Moreover, the cause of this shyness often stems from the fear that if they speak, they might make mistakes, which they believe will be laughed at. Consequently, this affects the students' motivation. As a result, psychological factors become the main barriers to students' speaking abilities. Therefore, students need to overcome these psychological factors to become more motivated, confident, and able to manage their anxiety in developing their speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this research, one of the factors difficulties in speaking skill is psychological factors. The researcher found there were 5 psychological factors that cause students difficulties in speaking skills. The most influential factor is lack of motivation because the percentage is 23,8%. The second factor is anxiety with a percentage of 19,9%. The third factor is the fear of making mistakes with a percentage of 19,6%. The fourth factor is shyness with a percentage of 18,7%. The fifth factor is lack of confidence, getting a percentage of 18%.

In overcoming these psychological factors requires efforts from lecturers and students themselves, such as creating a comfortable learning environment and expanding knowledge, so that students can overcome psychological problems and develop their speaking skills.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. For students

Students are expected to be able to overcome psychological factors that can hinder their speaking abilities, such as fear of making mistakes, shyness, anxiety, lack of confidence and lack of mot motivation. To overcome this, students need thorough preparation before speaking, expanding general knowledge and

language skills through reading, watching, and taking courses can also make speaking practice easier. By focusing on psychological factors, preparation, and increasing knowledge students can gradually improve their speaking skills.

2. For Lecturers

Lecturers are expected to provide general knowledge and language skills to students to facilitate speaking practice, create a comfortable learning environment, and provide emotional support.

3. For Other Researchers

The researcher hope that these findings can be useful for other researchers who are interested in investigating similar topics, especially those related to psychological factors. Hopefully this thesis can be useful in providing contributions and information for future researchers and it is hoped that future researchers can improve this research further by adjusting the methodology and variables.

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DATA ON TRY OUT RESULTS

NO	ITEMS																									Tot
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	2	2	4	3	3	2	3	2	4	3	3	3	2	3	3	2	2	2	3	4	4	4	3	4	4	74
2	4	3	4	3	3	3	2	3	2	4	4	4	2	4	3	2	2	2	3	3	4	4	4	4	4	80
3	4	4	4	2	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	76
4	2	2	2	2	3	2	2	2	2	2	2	2	3	2	2	2	3	3	3	2	3	3	3	3	3	60
5	3	3	4	2	4	1	1	2	2	4	3	3	2	4	3	2	3	3	3	2	4	4	3	4	3	72
6	2	2	3	2	3	2	2	2	1	1	2	3	3	3	3	3	3	3	3	2	3	4	3	4	4	66
7	3	2	3	2	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
8	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	3	69
9	3	2	4	3	3	2	2	3	2	3	3	4	3	4	3	2	3	2	3	4	4	4	4	4	4	78
10	3	3	3	2	3	2	2	3	3	3	3	2	2	2	2	2	3	2	3	3	3	3	3	3	3	66
11	2	3	3	1	4	1	2	2	3	2	3	3	2	3	2	2	3	2	3	3	3	4	4	4	4	68
12	3	2	3	1	4	3	1	1	1	1	2	2	3	3	2	2	3	3	3	3	4	4	4	4	4	66
13	3	1	3	2	3	3	2	3	4	3	4	4	2	4	3	1	2	2	3	3	3	4	3	3	4	72
14	3	3	3	2	3	2	1	2	3	2	4	3	3	2	3	4	2	3	3	2	4	3	3	4	4	71
15	1	1	1	4	4	1	1	1	1	1	1	1	4	1	1	3	3	3	3	3	4	4	4	4	3	58
16	4	3	4	3	2	3	3	3	4	4	4	4	2	4	4	2	2	2	3	4	3	3	3	3	4	80
17	4	3	4	3	2	3	3	4	4	4	4	4	2	4	4	2	2	2	3	4	3	3	3	3	4	81
18	1	3	2	1	3	2	1	2	3	1	2	3	3	1	2	2	3	3	3	2	3	4	3	3	3	59
19	4	3	4	3	2	3	3	3	4	4	4	4	2	4	4	2	2	2	3	4	3	4	3	3	4	81
20	3	2	3	2	3	1	1	2	2	3	3	3	3	3	3	3	3	3	3	2	3	4	4	4	4	70

Appendix 3. Reliability

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

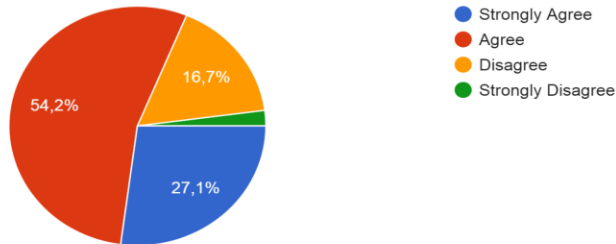
Cronbach's Alpha	N of Items
.769	25

The internal consistency of the questionnaire is 0.769, so the items have a “Acceptable” internal consistency rating.

Appendix 4. Google Form

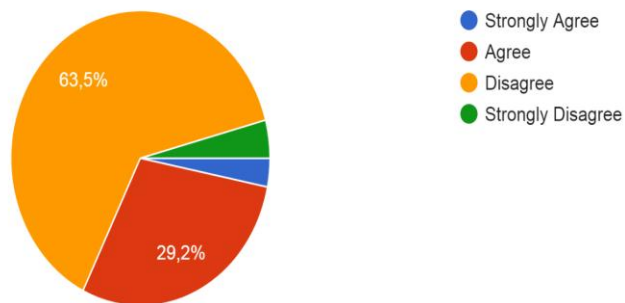
I am afraid of making mistakes while speaking English. (Saya takut membuat kesalahan saat berbicara bahasa Inggris)

96 jawaban



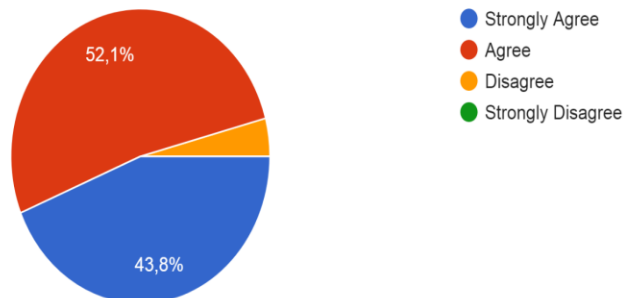
I am not always afraid of forgetting my speech. (Saya tidak selalu takut lupa dengan ucapan saya)

96 jawaban



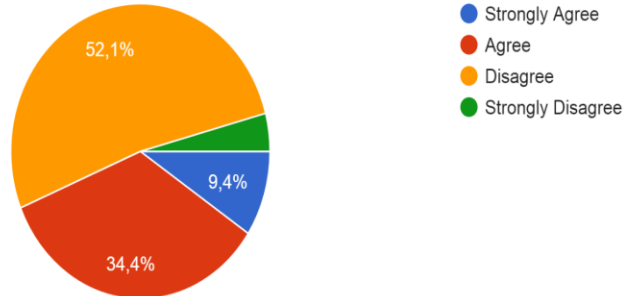
I feel confused when I miss words while speaking English. (Saya merasa bingung ketika kosakata saya hilang saat berbicara bahasa Inggris)

96 jawaban



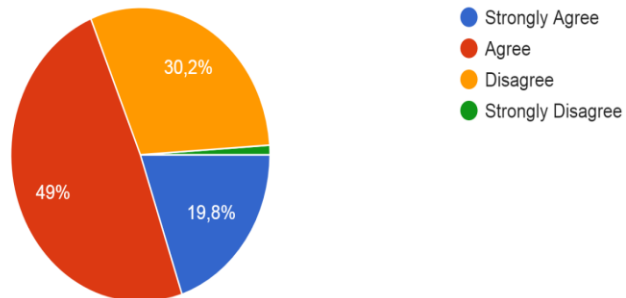
I am not worried if the other students will laugh at me when I make a mistake in speaking English. (Saya tidak khawatir jika siswa lain akan...elakukan kesalahan dalam berbicara bahasa Inggris)

96 jawaban



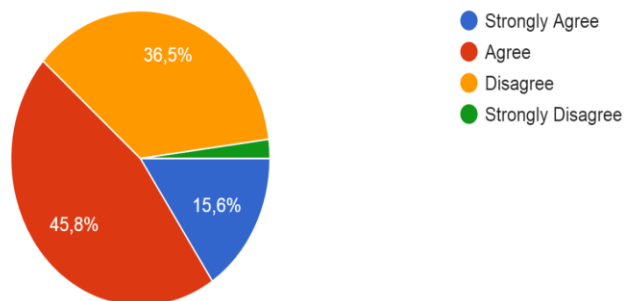
I prefer to speak English and make a mistake than keep silent. (Saya lebih suka berbicara dalam bahasa Inggris dan membuat kesalahan daripada diam saja)

96 jawaban



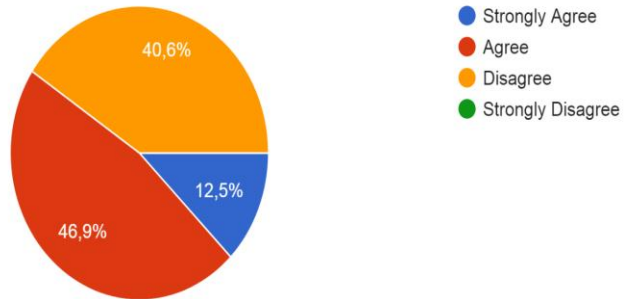
I am not afraid of starting a conversation in English. (Saya tidak takut memulai percakapan dalam bahasa Inggris)

96 jawaban



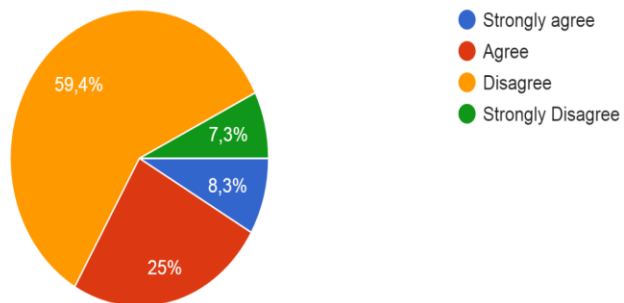
I do not feel shy when speaking English. (Saya tidak merasa malu ketika berbicara bahasa Inggris)

96 jawaban



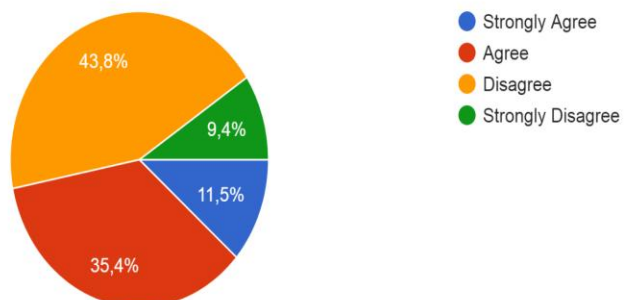
I am not afraid of speaking English in public places. (Saya tidak takut berbicara bahasa Inggris di tempat umum)

96 jawaban



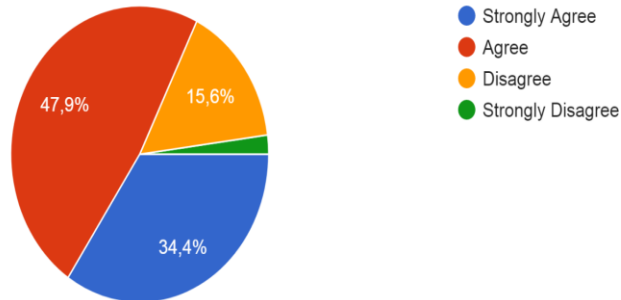
I feel shy when speaking English because I am an introvert and I can not mingle with a lot of people. (Saya merasa malu ketika berbicara dalam...dan saya tidak bisa bergaul dengan banyak orang)

96 jawaban



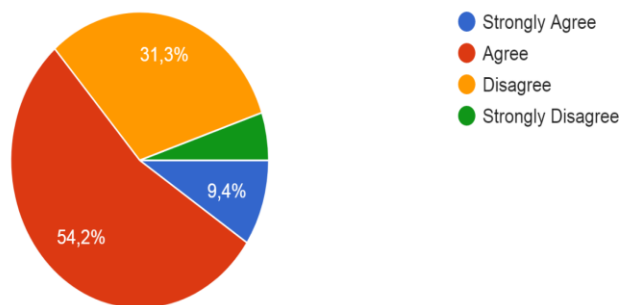
I am shy to speak English because of lack of vocabulary. (Saya malu berbicara bahasa Inggris karena kurangnya kosakata)

96 jawaban



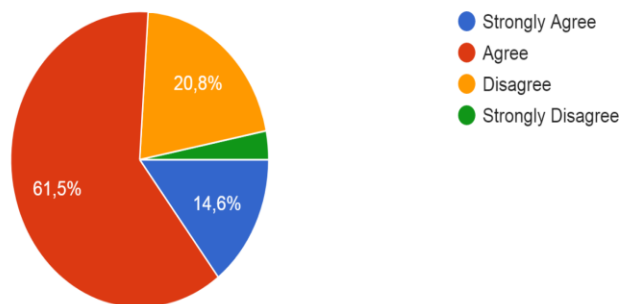
I feel nervous when someone is speaking English to me. (Saya merasa gugup ketika seseorang berbicara bahasa Inggris kepada saya)

96 jawaban



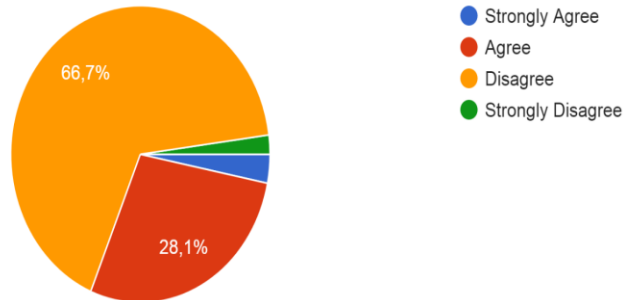
I get nervous when speaking English during lectures. (Saya merasa gugup ketika berbicara bahasa Inggris selama perkuliahan)

96 jawaban



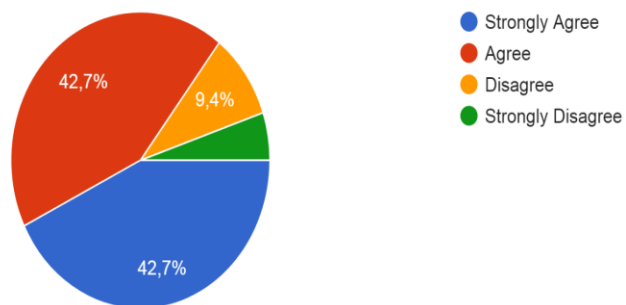
I feel sure and relaxed when speaking English. (Saya merasa yakin dan santai ketika berbicara bahasa Inggris)

96 jawaban



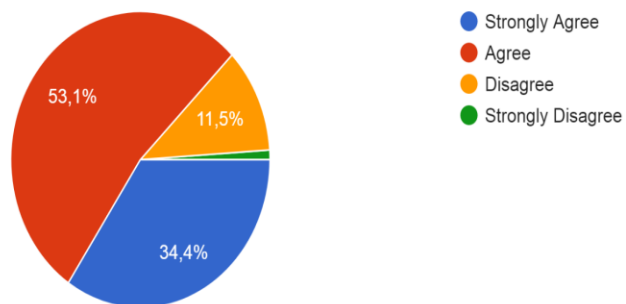
I start to panic when I have to speak without preparation in the speaking class. (Saya mulai panik ketika harus berbicara tanpa persiapan di kelas berbicara bahasa Inggris)

96 jawaban



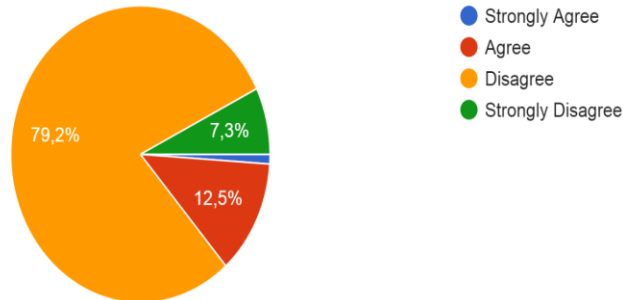
Even though I have prepared well for speaking class, I feel anxious about it. (Meskipun saya telah mempersiapkan diri dengan baik untuk kelas berbicara bahasa Inggris, saya merasa cemas)

96 jawaban



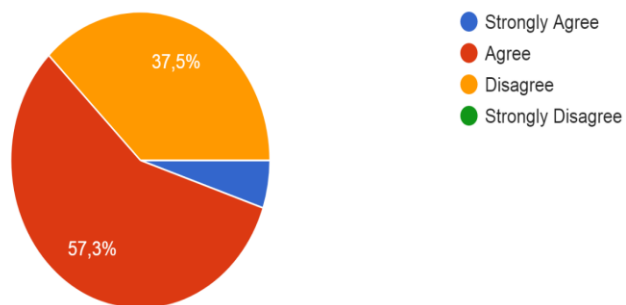
I speak English fluently with my English lecturer. (Saya berbicara bahasa Inggris dengan lancar dengan dosen bahasa Inggris saya)

96 jawaban



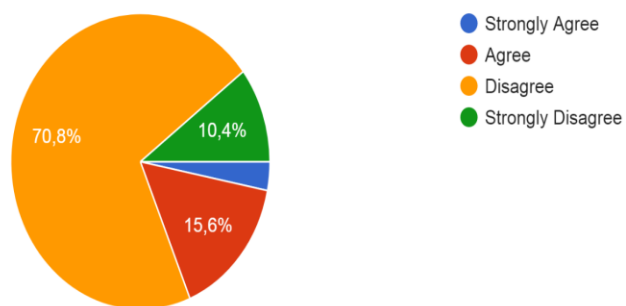
I speak English well with my classmates. (Saya berbicara bahasa Inggris dengan baik dengan teman sekelas saya)

96 jawaban



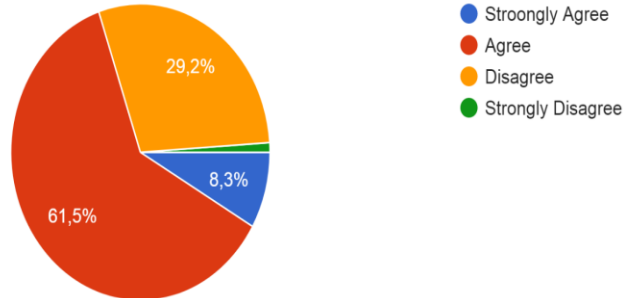
I speak English well in front of the audiences. (Saya berbicara bahasa Inggris dengan baik di depan audiens)

96 jawaban



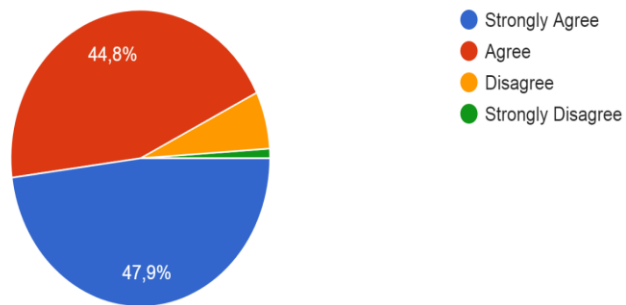
I am sure my friends understand what I am saying in the speaking class. (Saya yakin teman-teman saya memahami apa yang saya katakan di kelas berbicara bahasa Inggris)

96 jawaban



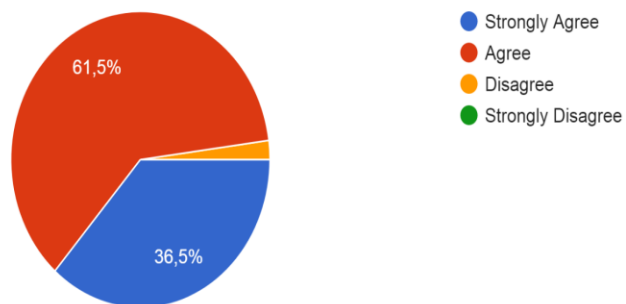
I always feel that other students speak better than me. (Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya)

96 jawaban



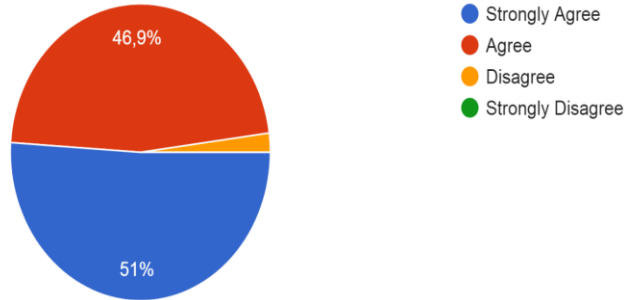
I try to find out how to improve my English accent. (Saya mencoba mencari cara untuk meningkatkan aksen bahasa Inggris saya)

96 jawaban



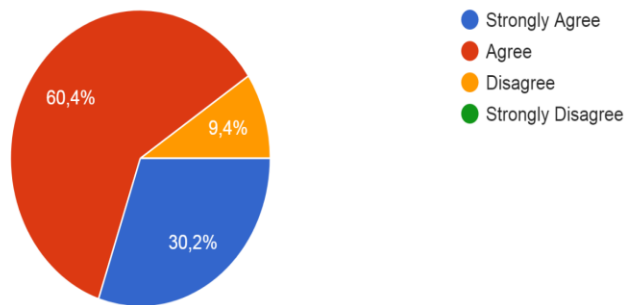
I think I will speak perfect English someday. (Saya rasa saya akan berbicara bahasa Inggris dengan sempurna suatu hari nanti)

96 jawaban



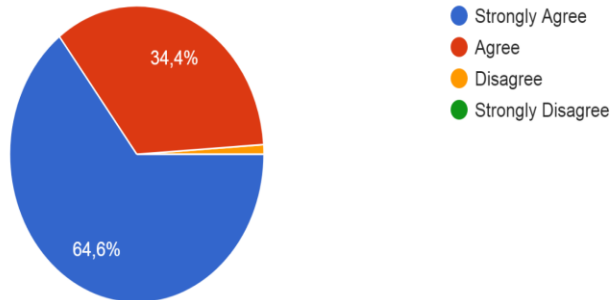
I am always motivated when learning English course. (Saya selalu termotivasi ketika belajar bahasa Inggris di kursus bahasa Inggris)

96 jawaban



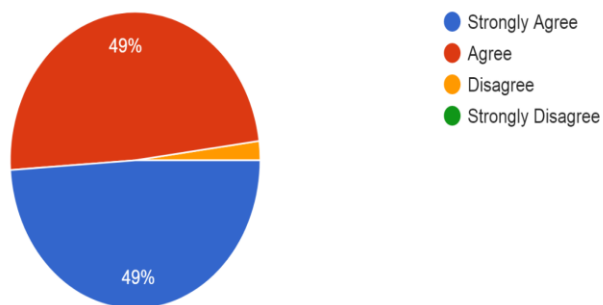
Learning to speak English is important because I will be able to interact more easily with English speaker. (Belajar berbahasa Inggris itu penting k... mudah berinteraksi dengan penutur bahasa Inggris)

96 jawaban



My speaking lecturer is a great source of inspiration for me. (Dosen mata kuliah berbicara bahasa Inggris saya adalah sumber inspirasi bagi saya)

96 jawaban



Appendix 5. Result Questionnaire

Items								
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
Q1	2	2,1	16	16,7	52	54,2	26	27,1
Q2	4	4,2	61	63,5	28	29,2	3	3,1
Q3	0	0,0	4	4,2	50	52,1	42	43,8
Q4	4	4,2	50	52,1	33	34,4	9	9,4
Q5	1	1	29	30,2	47	49	19	19,8
Q6	2	2,1	35	36,5	44	45,8	15	15,6
Q7	0	0,0	39	40,6	45	46,9	12	12,5
Q8	7	7,3	57	59,4	24	25	8	8,3
Q9	9	9,4	42	43,8	34	35,4	11	11,5
Q10	2	2,1	15	15,6	46	47,9	33	34,4
Q11	5	5,2	30	31,3	52	54,2	9	9,4
Q12	3	3,1	20	20,8	59	61,5	14	14,6
Q13	2	2,1	64	66,7	27	28,1	3	3,1
Q14	5	5,2	9	9,4	41	42,7	41	42,7
Q15	1	1	11	11,5	51	53,1	33	34,4
Q16	7	7,3	76	79,2	12	12,5	1	1
Q17	0	0,0	36	37,5	55	57,3	5	5,2
Q18	10	10,4	68	70,8	15	15,6	3	3,1
Q19	1	1	28	29,2	59	61,5	8	8,3
Q20	1	1	6	6,3	43	44,8	46	47,9
Q21	0	0,0	2	2,1	59	61,5	35	36,5
Q22	0	0,0	2	2,1	45	46,9	49	51
Q23	0	0,0	9	9,4	58	60,4	29	30,2
Q24	0	0,0	1	1	33	34,4	62	64,6
Q25	0	0,0	2	2,1	47	49	47	49

BIOGRAPHY



Sri Manangkalu is a writer of this research. Her nickname is Sri. She was born in Kota Donok village, Lebong regency on Mei 19th 2001. She is the fifth daughter from Mr. Jauhari and Mrs. Kamariah. She has two sisters and two brothers named Ewis Darlia, Wike Winarni, Surwo Edi and Daimul Ikhsan. She completed her elementary school at SDN 69 Lebong and graduated in 2013. Then she continued her study to junior high school at SMP Negeri 01 Lebong Selatan and graduated in 2016. Next, she attended senior high school at SMA Negeri 2 Lebong and graduated in 2019. After that, she entered to IAIN Curup and chose the English Tadris Study Program, tarbiyah faculty. Alhamdulillahirabbil'amin, she has successfully completed her studies. Another words, she finished her 'Sarjana' degree (S1) in this year (2024).