

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS
AFFECTING EFL LEARNING SPEAKING SKILLS**
(A Descriptive Qualitative Study at SMAN 09 Bengkulu)

THESIS

**Submitted as a Partial Requirements
for the degree of *Sarjana Pendidikan* (S.Pd) in English
Language Education**



By:

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MOTTO

*The strongest act for a daughter first is to love herself,
be herself, and shine among those who never believed
she could.”*

— Yopi Sita Sari



DEDICATION

Bismillahirrohmanirrohim

In the name of Allah, the most gracious and merciful. All praise and gratitude who have given patience, strength and perseverance to finish this thesis. *Shalawat* and *Salam* may be conveyed to our prophet Muhammad SAW, his families, colleagues and followers until the end of the days.

The thesis is proudly dedicated to:

- My god, Allah SWT and prophet Muhammad SAW.
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I hereby sincerely state that the thesis titled " An Analysis Psychological Factors Affecting EFL Learning Speaking Skills (A Descriptive Qualitative Study at SMAN 09 Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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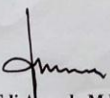
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Bengkulu, 2023
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ABSTRACT

Yopi Sita Sari. January 2023. An Analysis Psychological Factors Affecting EFL Learning Speaking Skills (A Descriptive Qualitative Study at SMAN 09 Bengkulu)

Advisor I: Riswanto, Ph.D Advisor II: Feny Martina, M.Pd

This study is about students who have some problems speaking English. This study was carried out at SMAN 09 Bengkulu. The purpose of this study was to determine the factors that affect the effectiveness of students in learning English skills. The design of this study used a qualitative descriptive method. The subjects of this study were students of SMAN 09 Bengkulu, class XI. Research data were collected using observation and in-depth interviews. Observations were made by researchers with English subject teachers for eight meetings to observe students' English-speaking skills in class with four factors assessed: shyness, anxiety, confidence, and motivation with aspects of the assessment including very good, good, quite good, not good, and bad, while the interviews were conducted with 20 11th-grade students of SMAN 09 Bengkulu, from these 4 factors, 2 factors were most dominantly felt by students, namely shyness and lack of confidence. This is because these two factors influence each other and can even influence other factors on students. Most of the students admitted that they were afraid to speak because they could not pronounce it. Most of them are afraid of making mistakes, so they feel unable to try to speak English. English as a foreign language (EFL) for students is something new to learn and use in their environment, so it has many influences, such as psychological factors.

Keywords: *Students EFL, Speaking English, and Factor Psychological.*

ABSTRAK

Yopi Sita Sari. January 2023. An Analysis Psychological Factors Affecting EFL Learning Speaking Skills (A Descriptive Qualitative Study at SMAN 09 Bengkulu)

Advisor I: Riswanto, Ph.D Advisor II: Feny Martina, M.P

Studi ini adalah tentang siswa yang memiliki beberapa masalah berbicara bahasa Inggris. Penelitian ini dilaksanakan di SMAN 09 Bengkulu. Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi keefektifan siswa dalam pembelajaran keterampilan bahasa Inggris. Rancangan penelitian ini menggunakan metode deskriptif kualitatif. Subyek penelitian ini adalah siswa kelas XI SMAN 09 Bengkulu. Data penelitian dikumpulkan dengan menggunakan observasi dan wawancara mendalam. Observasi dilakukan peneliti dengan guru mata pelajaran Bahasa Inggris selama delapan kali pertemuan untuk mengamati kemampuan berbahasa Inggris siswa di kelas dengan empat faktor yang dinilai yaitu rasa malu, cemas, percaya diri, dan motivasi dengan aspek penilaian diantaranya sangat baik, baik, cukup baik, tidak baik dan buruk, sedangkan wawancara dilakukan dengan 20 siswa kelas 11 SMAN 09 Bengkulu, dari 4 faktor tersebut di hasilkan 2 faktor yang paling dominan dirasakan oleh siswa yaitu factor rasa malu dan kurang percaya diri. Hal ini dikarenakan dua factor tersebut saling mempengaruhi factor-factor penghambat lainnya pada siswa. Sebagian besar siswa mengaku takut berbicara karena tidak bisa mengucapkannya. Kebanyakan dari mereka takut melakukan kesalahan, sehingga mereka merasa tidak mampu untuk mencoba berbahasa Inggris. Bahasa Inggris sebagai bahasa asing (EFL) bagi siswa merupakan sesuatu hal yang baru untuk dipelajari dan digunakan di lingkungannya, sehingga memiliki banyak pengaruh, seperti faktor psikologis.

Kata kunci: Siswa EFL, Berbicara Bahasa Inggris, Factor Psikologis.

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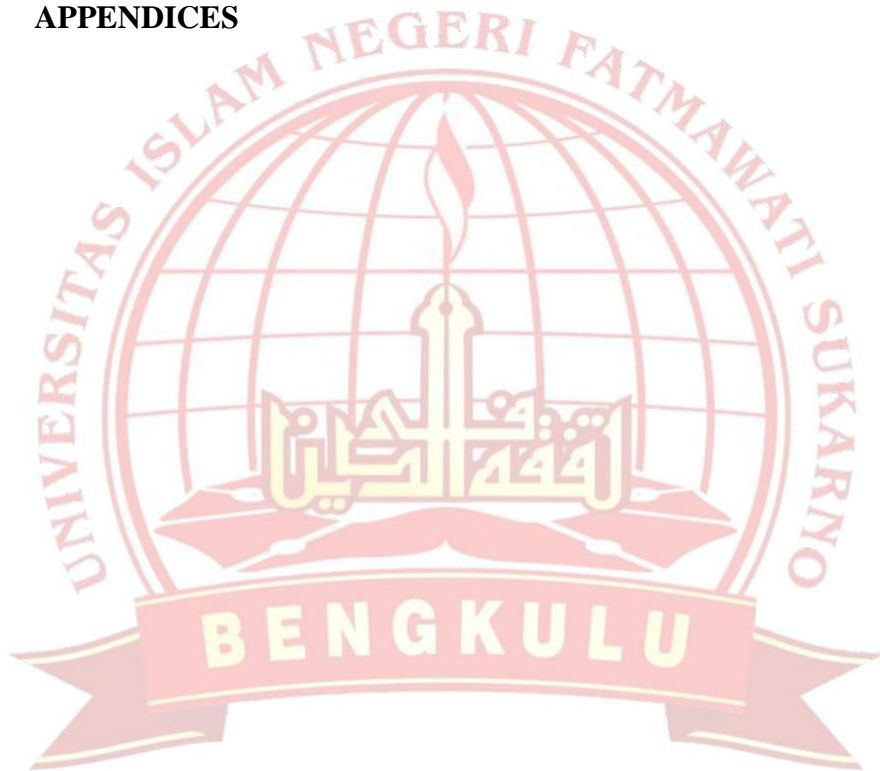
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CHAPTER I

INTRODUCTION

A. BACKGROUND

The United Nations recognizes English as an international language. Therefore, good English language learning is needed. This study was conducted by adults aged 18 to 40 years from 112 countries whose native language is not English, according to research conducted by the world education institution English First 2021. In this study, the Netherlands was ranked first, and Indonesia was ranked 80th in the low category and 14th in Asia (EF EPI, 2021). From the EF EPI research above, it is hoped that it can make various educational parties in Indonesia aware of the importance of learning good English.

A planned effort to realize the learning process is called education, so that students are active in developing their potential, personalities, noble characters, and skills needed by themselves, society, and the country. A teacher must equip himself with several other knowledge and skills that are

needed, and the success of being a professional teacher is an effort to provide a stimulus for teaching, guidance, and encouragement to students in the education process. A teacher must interact with students directly during the teaching and learning process. The students that must be faced by the teacher are unique individuals and differ from one individual to another. Students have different backgrounds, both ethnic, economic, religious, intellectual, and other talents with differences, in the opinion of (Sharma, 2021). A teacher who recognizes each student's unique qualities becomes a barometer of learning implementation success.

In this case, the teacher must master and deepen psychological science in students for these students' characteristics to develop. This time, the psychology being examined is an examination of psychological aspects that influence EFL students' English-speaking abilities.

(Christoper, 2018), psychology is the science that understands the behavior of humans and animals, both directly and indirectly. psychology is an applied science that studies

human behavior and scientific mental functions. In learning, trying to study mental functions in individual or group behavior as well as learning about the physiological and neurobiological processes that exist in psychology also has a direct goal of understanding behavior by paying attention to personal principles.

The Greek words *psyche* (*psukhe*), which means warm-blooded and refers to a ghost's life, and *logos*, which means knowledge, are the origins of the word psychology. *Actin* is derived from the entire literal meaning of psychology in other languages. Psychology, which is used by humanities and Croatian experts, and Croatian literature in Latin in his book "*Psicologia De Ratione Animse Humane*" in the 15th and 16th centuries AD, understands "anatomy" forms the body and that psychology shapes the soul. According to (Dodi, 2016), The notion of psychology is the study of all behavior, both open and closed, in individuals and groups in the environment. Referred to as "open behavior," this is behavior in individuals who are physically motorized, namely behavior or actions in

talking, sitting, walking, and others, while "closed behavior" is an act of individuals who learn to think, belief, feel, etc. Psychology perspectives are an understanding of human behavior with their environment. English is a language for communication tools in information, interpersonal relations, and the exchange of information in the English language and culture. Speaking is a skill in a language that develops in everyday life and is preceded by listening skills, at which point the ability to talk is learned.

Psychological factors have a significant impact on a student's ability to learn a language the difficulty EFL students have learning to speak English could be caused by psychological factors. Students' oral performance could be influenced by psychological elements such as shyness, anxiety, lack of motivation, and lack of confidence Thornbury, 2005 (Qureshi et al., 2020). When students are required to speak in front of the class, they have fears of making mistakes, a lack of confidence, motivation, and shame, as well as anxiety. Behavior that is too shy, anxious, and afraid to make mistakes

is caused by the opportunity given to students who rarely practice speaking and the corrections given by the teacher directly when students speak. It is important to underline that psychological factors such as self-esteem, anxiety, and motivation are important aspects in determining the success of students' language learning. Many experts show that psychological factors have the greatest negative effect on students' speaking activities (Sakerebau, 2018).

Speaking is a way for pupils to understand what the teacher is teaching them, and it is the primary source of language learning for them. Speaking is one of the abilities that students possess and need to develop to learn to speak English, according to (Abrar et al., 2018). One of the crucial abilities students must master when learning English is the ability to learn the language. The statement that develops in society is that if there is a student who has good speaking skills, it means that the student has succeeded in learning the language at school. In addition, it is a benchmark for students' success in language learning. Mastering English-speaking

skills is not an easy thing for students to learn and apply. Speaking requires interpersonal skills when expressing what we feel, think, and evaluate in an aspect of life. Many EFL students still find it difficult to use English when speaking, even though they have learned it in school.

School is an institution as a place to teach students by teachers. Quality education in schools is the most important thing to make learning more enjoyable. Each individual has a unique and different perspective on learning speaking skills in teaching and learning. Many obstacles must be faced by students and teachers. Due to this, researchers from State Senior High School 09 in Bengkulu City conducted a study titled “An Analysis of Psychological Factors Affecting EFL Learning Speaking Skills”. The location of State Senior High School 09 Bengkulu City is directly adjacent to Central Bengkulu Regency, so students there are not only from the city of Bengkulu but also from Central Bengkulu Regency, so various cultures and regional languages are different and attached to each student even more. This regional language is

also used not only outside the classroom but also when learning in the classroom, and this is one of the reasons for the habitual factors that make it difficult for students to speak English. Data gathering approaches, including observation, interviews, and documentation, are all used in this study.

B. IDENTIFICATION OF THE PROBLEM

The primary issue facing the researcher is an analysis of psychological factors affecting EFL learning speaking skills.

C. THE PROBLEM OF THE STUDY

Related to the background above, the main problems of this research are:

1. To what extent do psychological factors affect students' speaking skills?
2. What are the factors that affect the psychology of students in learning English?

D. THE OBJECTIVE OF THE RESEARCH

According to the problem statement above, there are objectives of the research that the researcher wants to explain in the findings, those are:

1. To explain the extent to which psychological factors influence students' English learning.
2. To identify the psychological influencing factors faced by students when learning English in the classroom

E. LIMITATIONS OF THE RESEARCH

This study only discusses the analysis of psychological factors that affect EFL learners' speaking skills, with four aspects examined, including shyness, anxiety, confidence, and motivation that exist in students learning English.

F. THE SIGNIFICANT OF THE RESEARCH

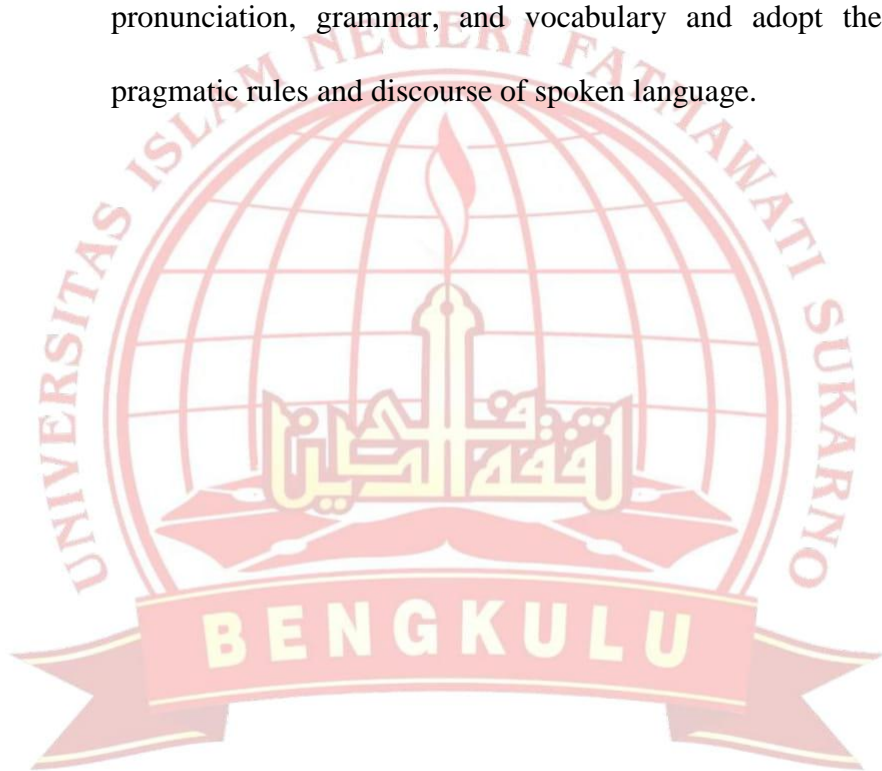
By focusing on students' developmental psychology, this research can help prospective undergraduate students better understand English teaching. This research is also very much needed by teachers and lecturers to pay attention to and understand the psychology of students before teaching to find out which teaching method is most suitable to be applied in class, especially in the English-speaking class, and to consider more effective ways of looking at students' backgrounds in their second language understanding. On the other hand, this

opens up educational insights into how the psychology of students influences teaching and learning.

G. DEFINITION OF KEY TERM

1. Psychology is the science that studies human behavior as individuals and with their environment. Visible or invisible behavior and conscious or unconscious behavior are all examples of behavior. Because of its abstract nature, psychology does not directly investigate the soul or mind, but limits the manifestations and expressions of the soul or mind to behavior in processes or activities, so that psychology can be viewed as a science that analyzes behavior and thoughts.
2. EFL stands for English as a Foreign Language. English taught in non-native English countries refers to English being taught to speakers of other languages. EFL is usually learned in an environment where English is not a community or school language.
3. The skill of speaking in English is a person's skill to convey his thoughts to anyone orally. Speaking is also defined as

the ability to express something verbally, coherently, fluently and precisely in providing a meaningful context to serve transactional and interactional purposes use correct pronunciation, grammar, and vocabulary and adopt the pragmatic rules and discourse of spoken language.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of the theory or literature that underlies the research, which explains the concepts of EFL learning, the concept of speaking in EFL, and the concept of psychology in EFL learners.

A. CONCEPT OF EFL LEARNING

1. The Nature of EFL Learning

The study of English by non-native speakers in nations where English is not their first language is referred to as English as a foreign language (EFL). The linguistic theory of language extension described by linguist Braj Kachru somewhat corresponds to English as a foreign language. According to this idea, there are three concentric rings of world English, including inner, outer, and growing circles, that can be used to organize regions where English is studied and used. The developing world is made up of countries where English is spoken but not widely used. The inner circle is made up of countries with native English

speakers; the inner circle is also made up of nations outside of English-speaking nations that have historically adopted English as a second language or lingua franca, and the outer circle is made up of nations that have historically adopted English as a lingua franca. The circles indicate the various degrees of English proficiency in each country. English is a second language in the outer circle (ESL), a mother tongue in the inner circle (ENL), and a foreign language in the emerging circle (EFL).

EFL is typically studied in a setting where English is not the community's or the school's primary language. It can be challenging for EFL teachers to come up with solutions and offer English models to their students. EFL stands for English as a Foreign Language. English taught in countries that do not speak English as a native language refers to English taught to speakers of other languages. (Sakkir et al., 2021) state that when teaching a language, we also need to think about all the children we teach not just

individuals, and encourage general and equitable educational development.

The topic may not be very important in learning, but it should be developed or expanded so that the learner can learn something new. Teachers can choose different types of language activities, and teachers can combine different types of learning activities. Improving students' speech production is the aim of speaking instruction. Therefore, language learning exercises in the classroom should aim to encourage each student to use their language to the fullest. Speaking is the most important talent among the four abilities to listen, speak, read, and write because people who learn a language are known as speakers of that language. This demonstrates that knowing a language is less important than being able to utilize it because knowing a language is useless if you can't put it to use (Pazilova, 2021).

English is an international language that is spoken in a variety of countries. There are several varieties of English,

such as British, American, Singaporean, Indian, Australian, East African, etc. In the use of English There are two types of varieties of English according to geographical differences: first language situations where it is the mother tongue (MT), such as in the United States or Australia, and second language situations (SL), such as in Ghana or Singapore, where it is both the mother tongue and the official language of the government, business, and educational institutions.

The practice of teaching EFL, especially English in conversation, mostly feels insecure. English educators are required not only to teach the language but also to present the context or topic in which the language is used. Students need to learn the language and culture of the people who use the language. Success or failure in teaching EFL in an educational context is influenced by many factors. One important factor is the method and strategy of teaching EFL in the classroom. It is hoped that students will acquire foreign language skills and become more effective learners.

Recognizing the importance of speaking skills in the EFL program, it is critical to comprehend and use the teaching techniques, materials, activities, media, and other needs that will help learners master speaking skills. In addition to the belief that speaking is the most complex and challenging skill to master, many EFL students still find it very challenging to master. Speaking a foreign language is difficult, especially for EFL students. Sometimes they create some pauses, hesitations, and fillers, especially when speaking spontaneously and quickly.

2. English As a Foreign Language Learning in Indonesia

In nations where English is not commonly spoken, such as China, Indonesia, Japan, and several Middle Eastern countries, learning English as a foreign language is common. English is utilized as an EFL in a wide variety of countries. Students in Indonesia are taught English as a foreign language as a topic in school. According to (Renandya et al., 2018), in EFL in Indonesia, many variables make teaching challenging. First and foremost,

EFL teachers must instruct pupils in large groups with a significant number of students. Second, not all pupils in English classes are eager to learn. Third, in schools, the focus of English instruction is mostly on reading abilities, with little attention paid to English grammar and vocabulary. In Indonesia, English is a required subject in junior and senior high schools, as well as in higher education.

Indonesia faces a unique challenge because experts can't agree on whether English belongs there as a second language or as a foreign language. The use of English as a language is the cause. The Handbook of World English has settled the debate over whether Indonesia, a former Dutch colony, was the state that prioritized the teaching of the Dutch language. Since Indonesian state independence, English has been taught as a foreign language and is now the primary language of instruction outside of Indonesia. English is taught from elementary school to the university level. The main goal is to provide reading skills so that

Indonesian people can read science-related materials in English.

English is more commonly taught and studied as a foreign language in Indonesia than it is in other countries. where English is learned and taught more often than in everyday life, In Indonesia, English learners do not yet have ready access to media that allows them to utilize English as a medium of communication outside of the classroom. According to (Zuparova et al., 2020), a foreign language is taught only through formal education. The process of teaching and learning English in Indonesia poses unique obstacles that are not seen in places where English is more widely used in daily life, such as the United States. Foreign language learning is the target language of learning in countries that do not use English as the main language. Therefore, when the target language or foreign language is rarely used outside the classroom, the use of language in the classroom is very important.

Three aspects can affect the success of teaching English as a second language in Indonesia. These are student motivation, class size, and instructional concentration. Teaching and learning English is less effective in Indonesia, mostly due to class size and student motivation. Brad Ford also includes teacher factors as the cause of the limited effectiveness of EFL teaching. Teaching English in schools and universities in Indonesia has been very unsatisfactory in recent years. (Getie, 2020) argues that the reasons for the limited effectiveness of teaching and learning EFL in Indonesia are:

- 1) English learners' exposure to conversational English is restricted hence most EFL learning takes place in a classroom setting.
- 2) The teacher and the learning materials provided in the classroom are the only sources of learning.
- 3) Students may not be motivated to learn English because it is a required part of the school curriculum.

B. THE CONCEPT OF ENGLISH-SPEAKING SKILLS IN EFL LEARNING

1. The Nature of Speaking Skill

Indonesia is a country located in Southeast Asia that has a large number of languages used by various ethnic groups, cultures, and regions in its archipelago. In the 1950s, the Indonesian government's anti-western policies caused the English language program in the Indonesian education system to decline (Alfarisy, 2021). However, historical evidence suggests that English has developed from only one of the existing foreign languages to become the first foreign language in Indonesia. The fact that English has fulfilled many communication needs means that it cannot entirely displace Indonesian as the language of the nation.

Talking is the ability to express and convey information using words. Researchers in language learning have defined many definitions of the word "talk." Speaking is defined by Webster's New World Dictionary as "saying

words orally, communicating through speech, making requests, and making speeches". Speaking on the other hand according to (Rao, 2019), is a process of creating and sharing to use verbal and nonverbal signals in various word settings. Data production, reception, and processing are all involved in the interactive process of producing meaning that is speech.

According to (Larasati, 2018), speaking is the generation of auditory signals that generate various verbal replies from listeners. It's like putting sounds and words together in a systematic way to create meaningful phrases. Speaking as a two-way process is included in the conveyance of information or emotions. In this top-down viewpoint, the spoken word is viewed as a collaboration between two or more people to share time and context. Humans are governed and guided to speak before they understand reading and writing. With this, humans have more time to interact orally in language than they do in written interactions. Speaking is a skill that is given priority

because it is one of the skills that are necessary for having a conversation. Speaking English is not easy because you have to know a lot of important things, such as grammar, pronunciation, vocabulary, understanding, and fluency. Students must have sufficient English proficiency to be able to communicate easily and fluently. examines how language is used outside of the classroom and discovers that deep speaking is used more frequently than both reading and writing put together.

Speaking is very important as a means of interaction with other people. in communication wherever they speak and at any time of the day. Speaking is a way of verbally communicating the art of words and messages. If we want to support students to communicate in English, we must use English as real communication and ask them to carry out the teaching and learning process so that they are accustomed to the psychology of the student's school environment. Where the emphasis is on reading and writing skills, (Dewi, 2018) suggests that conventional methods of

speaking skills are no longer overlooked. Reading and writing are crucial abilities in some methods, such as the translation-grammar technique, although speaking and listening are not. Listening, speaking, reading, and writing is the four language skills. The most important skill for effective communication is speaking. The definition of speaking is indicated by the integration of skills in the use of other languages.

It is not easy to describe what is meant by "speaking skills" in various disciplines. The explanations are different because experts have different perspectives on defining it. One of them said that in situations of language use when people speak, it does not mean that they only open their mouths and say words or sentences. Speaking is an interactive process that also develops meaning, according to (Larasati, 2018), which encompasses the creation and receipt of information speaking as the production of auditory signals to produce different verbal responses between two or more people in shared time and shared

contexts. Mastering English is not as easy as applying the first language, especially for Indonesian students, where English is a foreign language for students. This is a challenge for students because it takes hard work in daily communication. English is one of the compulsory courses that must be taught in Indonesia from elementary school to university level, demonstrating that Indonesian students have been learning English for years.

Students apply and receive information in an interactive process of the meaning formation called speaking. All individuals in this world understand the purpose of speaking to carry out activities in daily life. Each individual speaks because they live in a society that requires social interaction with one another. Speaking, which is an interactional activity that makes use of gestures and facial expressions, refers to the realization of language as used in verbal interaction and visual media. While (Namaziandost & Shafiee, 2018), argue that speaking is a part of everyday life that we consider less important. The

average person generates tens of thousands of words every day, sometimes more than that. Spoken language is a process consisting of short sentences that are connected within a range of pronunciations. There is often a lot of repetition and overlap between one speaker and another in these sentences, and the speaker often uses non-specific focus.

It can be deduced from the previous reasoning that speaking is the most crucial skill in language acquisition. When it comes to speaking abilities, one can say that someone who learns a language is successful and skilled in mastering the language. This indicates that a significant amount of time and energy must be spent giving students numerous opportunities to speak, both inside and outside of the classroom. The more time students have to spend learning a language, the better. Students will be more confident and motivated to learn and practice the language. Speaking is one of the most difficult aspects for students because they do not have enough exposure to master

English, rarely practice speaking English in daily life, and feel shy and lazy about learning English.

2. The Importance of English-Speaking Skills

Speaking comes naturally to a person before learning to read and write. A person spends more time interacting verbally than in written form. Due to the ability required to carry on a conversation, speaking is a very important skill. Speaking English is a difficult talent to master because it involves a thorough understanding of key components such as pronunciation, fluency, grammar, vocabulary, and comprehension. Students must have sufficient English language skills to communicate easily and effectively. (Hailegeisa, 2022) explained that speaking requires twice as many skills as reading and writing put together, that using the language outside of the classroom, and understanding this.

A person must have good speaking skills so that his ideas or opinions can be communicated properly to others. In the opinion of Jack C. Richard, speaking is used for

many different purposes, and each purpose involves different skills. When we use casual conversation, for example our purposes may be to make social contact with people, to establish rapport. When we engage in discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

Speaking skills play an important role in a group of individuals, especially EFL speakers. Speaking is not a simple skill because it requires some experience and practice. Speaking is a productive language skill in the sense that speaking is a person's skill in producing sounds that have meanings that are understood by others, to create good communication. (Riasati & Rahimi, 2018) explains that speaking using a foreign language is a very difficult thing to do and also requires having speaking competence,

which takes a long time to understand a language. EFL learners must master the language by using appropriate language in their vocabulary and be able to arrange words clearly without hesitation.

Speaking is very important when interacting with people. Speaking is a way of expressing an idea and message verbally. When supporting students to communicate in English, educators must also be able to use the language when communicating and ask to do the same process. That is the traditional method, learning to speak is neglected in class because learning focuses on reading and writing skills. According to the grammar-translation method, speaking and listening skills are not as crucial as reading and writing, but reading and writing are still important skills to have. The importance of learning English is not only in writing but how it can be used in everyday life and communication as used by people around the world (Di et al., 2022). I explained that English is a language needed by many people around the world because

it has aspects such as education, the economy, tourism, etc. Speaking English is the most important skill to learn and develop, as everyone can communicate with other people from different countries by using English.

Speaking is the ability in English that must be learned and mastered by students. Having a broad view and being able to think in English is a special thing because students are dealing with the contextual use of a language. Speaking is one of the language skills that students need to master and comprehend, and this is an undeniable reason why. Speaking English is an important skill in language learning. Students should pay more attention to the linguistic aspects of learning English. Given the importance of speaking English skills, students should pay more attention to the elements of the language, especially English. (Mar, 2021) states three important elements that students need to know to have better English-speaking skills as follows:

- a) The structural view relates to how something is conveyed and understood by the listener.

- b) Functional appearance refers to a language's form and how it is used when communicating.
- c) Both structural and functional perspectives can connect form and meaning. Students must be able to use communicative language and must be aware of its meaning structure.

3. Faktor Affecting Speaking Skills

The speaking abilities of EFL students are influenced by many linguistic aspects of the language, including phonology, vocabulary, syntax, and semantics, as well as psychological factors like motivation and personality, (Peniro & Cyntas, 2019). For EFL students, learning the phonology of a language is challenging. English is not a phonetic language, which means that the pronunciation of English words is not similar to the original spelling in Indonesian. Due to context, including tenses and phonemes, words with similar spellings may occasionally have different pronunciations. This can cause many problems for non-native English speakers because it confuses the

understanding of English words, so EFL students must have more knowledge of words and sentences to learn English.

Students who are learning a language become more perceptive to the audio-lingual aspects of language because they are more aware of accents and pronunciation. Language learners need to develop their speaking abilities as well as their communicative competence. For students, speaking will not serve its intended purpose if it does not appear to be speaking. Speaking the language makes students feel excessive anxiety and can cause hopelessness and a sense of failure in their learning. Native English speakers say speaking English is not a problem because they are used to the language. Consider other ways of saying things if you're having trouble expressing some ideas. There are some syntactical mistakes people make that don't significantly alter the meaning of the sentences they're trying to say, so their listeners won't have a hard time understanding them. But the mistakes that are often made by non-native speakers are those that change the meaning

of the language being conveyed and can cause some problems for other understandings (Nodira Oybekovna, 2020).

The factors that affect students' speaking abilities during speaking tasks include performance circumstances, affective components, listening skills, and feedback. Some of the elements that affect the development of speaking abilities include the following:

a) Performance condition

Students that participate in speaking activities in a variety of settings encounter a variety of performance challenges, including time constraints, planning, performance quality, and the quantity of support available (Wahab & Iskandar, 2020).

b) Affective factors

(Tatipang et al., 2022) argues that the affective side of the students themselves is one of the most crucial factors in language learning. Many affective variables are always associated with the mastery of a second

language with motivation, self-confidence, shyness, and anxiety, which are the four main types that are often investigated by many researchers.

c) Listening ability

That learner cannot improve students' speaking skills unless the students themselves develop their listening skills. Learners must understand what will be said to have a good dialogue. (Xu & Qiu, 2022) explains that when students talk, their peers will respond through active listening. The speaker has a role as a listener as well as a speaker. It can be concluded that many students are unable to respond if they cannot understand what is being said because speaking is related to listening.

d) Topical knowledge.

The structure of knowledge in long-term memory is how it is described (Sudirman, 2019). That is, topical knowledge refers to the speaker's understanding of related facts. This permits children to apply language to the world around them. (Sudirman, 2019) found that

learners' speaking performance is greatly influenced by their thematic knowledge.

e) Reciprocity during speaking activities

Many students expect a teacher to provide the necessary feedback when learning speaking skills. A decision that is made by the instructor on the performance of students depends on the stages of the lesson, assignments, exercises, and the types of mistakes that students make. That if the instructor is allowed to directly correct the learning problems of students, it will not improve learning. (Tavoosy & Jelveh, 2019) support this and say that if students are always corrected directly, they will lose motivation and be afraid to speak. For this reason, it is recommended that an educator always positively corrects students' mistakes and provides more support and persuasion when speaking English.

C. THE CONCEPT OF PSYCHOLOGY IN EFL LEARNING

1. The Nature of Psychology in EFL Learning

Psychology is the study of human behavior as an individual and with its surroundings. Visible or unseen conduct and conscious or unconscious behavior are all examples of behavior. Because of its abstract character, psychology does not directly investigate the soul or mind, but it does confine the manifestation and expression of the soul or mind to behavior in processes or activities, hence psychology can be viewed as a science that analyzes behavior and mind. Today, there are so many definitions of psychology described by so many researchers that it is difficult to say that there is one generally accepted definition.

Understanding psychology is still developing today. Here are some definitions of psychology according to experts:

- 1) Gardner Murphy: In his view, psychology is a science that studies the response of living things to the surrounding environment.
- 2) Clifford T. Morgan views psychology as the study of human and animal behavior.
- 3) Dakir 1993 (Degeng et al., 2022) explain the understanding of psychology by discussing human behavior concerning the environment.
- 4) Psychology, according to Muhibbin syah 2001 (Degeng et al., 2022), is a science that examines and closes human behavior in connection to the open environment, both as individuals and in groups. Psychomotor behavior involves talking, sitting, walking, and other activities, whereas closed behavior includes thinking, believing, feeling, and other activities.

Psychological factors include cognitive processes that can produce meaningful and correct sentences as a whole from grammatical structures, including processes that make expressions, words, and writing in individuals.

The psycholinguistic theory is the study of mental structures and processes involved in acquiring words and using language. The merging of two sciences, psychology and linguistics, is known as psycholinguistics. The study of thoughts and behavior is known as psychology.

Language is the subject of linguistics, whereas the study of the mind and language is known as psycholinguistics. It examines the neural mechanisms that the brain uses to interpret and comprehend language, so it has to do with how language and the human mind interact. Psycholinguistics' three main facets are language acquisition, language perception, and language production. Language production is the process of using language to create and describe meaning. Language perception is the term used to describe the steps taken to understand and comprehend both written and spoken language. The process of learning a native or second language is referred to as language acquisition.

Numerous theories in psycholinguistics have been proposed to explain the previous three points. In the field of teaching languages in language-learning classrooms, these theories are very helpful. It serves as a fundamental theory for some experts when creating language teaching techniques.

The psycholinguistic approach is what is used in this. Language teaching is an embodiment of linguistic psychology as a science. Studying the psychological elements that affect language acquisition is beneficial. The field of psycholinguistics focuses on how language and communication are used. Applying various techniques that enable students to easily understand a language requires choices. As an approach, there are several methods based on psycholinguistic theories that have been widely used in language teaching in various countries of the world. When using EFL, many factors influence students and will make it difficult for students to successfully use the language. (Sun, 2013) explains that no cognitive or affective activity

can be done without a level of self-confidence in students, knowledge of yourself, and belief in your ability to learn better.

2. The Impacts of Psychological Factors on EFL Speaking

Robe Teachers College in Ethiopia, (Abda, 2017) did a similar investigation into the elements that influence the acquisition of speaking skills. Many students were unable to do well in speaking performances, (Abda, 2017) due to a lack of vocabulary, lack of enthusiasm, lack of confidence, lack of background knowledge, and fear of making mistakes. Students' levels of shyness can vary, and there is a positive correlation between shyness and self-esteem.

English language learners encounter psychological and cognitive barriers when speaking the language Thornbury, 2005 (Qureshi et al., 2020). Factors affect EFL students both positively and negatively so these factors can increase student enthusiasm or can be a barrier to learning to speak English. Students can become proficient English speakers if they have a solid command of several

psychological aspects. Thornbury, 2005 (Qureshi et al., 2020) argues that learning effectiveness is influenced by the following factors:

a) Shyness

Shyness is defined as an emotional thing experienced by many students when asked to speak English. This shows that shyness can be a source of problems in student learning activities, especially when learning to speak English. (Ramli et al., 2020) argues that speaking in public is one of the common fears faced by many students. Feelings of shame make students' minds blank and make them forget what to say. When students speak English in front of the class, most of them will lower their faces, cover their mouths with their hands, and most of them will rarely volunteer to answer questions in a speaking class. Shyness can be a source of problems for students' activities, especially when speaking English.

When EFL students are required to speak in English in class, they feel embarrassed. The most prevalent anxiety that most individuals have is public speaking, which can produce emptiness, which is why many students struggle when speaking English. Shy pupils are worried when giving oral presentations in class and strive to avoid doing so in front of their peers and lecturers. Shyness is ingrained in students' perceptions of their abilities to communicate in English. Teachers should help students understand that shyness can be overcome and that success and failure are both parts of learning a foreign language. As a result, shyness plays an important role in and influences students' oral English performance.

b) Anxiety

Anxiety is a feeling of tension, worry, and nervousness that is excessive and related to situations when learning a foreign language, so anxiety affects students learning a language. The ability of students who

are lacking in this aspect causes feelings of anxiety among many students. Speaking in a foreign language, both in social contexts and in the academic field, must take risks where students who are not in the target language experience many obstacles in learning. Anxiety is a feeling of worry about something bad happening. One of the psychological problems that affect students' English learning the most, which states that one the main obstacles that must be overcome in learning to speak is the anxiety that arises from the risk of saying the wrong things and not being understood by others. When students feel anxious, their speaking performance will be affected. That anxiety will cause a nervous breakdown in which students cannot speak anything.

Language anxiety is one of the factors included in the process of learning a foreign language. According to (Neman & Ganap, 2018), the anxiety experienced when learning English can weaken and affect student learning achievement. Thus, it is one of the most significant

factors affecting the language learning process is anxiety, language anxiety is caused by:

- 1) Personal and interpersonal reasons.
- 2) Students' beliefs about the language learning process.
- 3) Teachers' perceptions of language anxiety.
- 4) In-class interaction between teacher and students.
- 5) Class procedures or rules.
- 6) Language testing software.

Anxiety harms language learning performance, especially during speaking performances. Language anxiety may also come from conditions and situations in the classroom that consist of different levels of language ability. (Diep et al., 2022) explain that two things characterize language anxiety. The first is the case of students becoming anxious under any conditions. For example, when students have to speak in front of many classmates or when the teacher corrects their mistakes directly and continuously. The second is students'

perception of their competence to communicate in a foreign language.

Anxiety can be defined as a feeling associated with a person's inner fear, anxiety, and shame. Most students feel stressed when they have to speak English in front of the class and feel burdened. Anxiety is an effective inhibiting factor. Anywhere, such as at work, in school, or any situation in life, a person can experience anxiety. Anxiety is very common among EFL students during exams, presentations, and speaking in front of the class as well as outside the classroom. The quality and fluency in learning to speak English can also be affected due to high levels of anxiety. Teachers should be able to make the classroom environment comfortable and this can help EFL learners develop oral skills.

c) Lack of confidence

In general, it can be understood that students lack confidence when speaking and realize that the other person cannot understand them. The main factor

contributing to students' lack of confidence is their poor English-speaking skills, (Sudirman, 2019). A lot of students feel they can't speak English well and that their English is poor. Students' inability to receive support from their environment is another factor contributing to their lack of confidence. The concept of self-confidence is closely related to self-esteem, both of which have the same problem in individual perceptions of their abilities.

When they are unable to understand and communicate in English, students experience a loss of confidence. Because most teachers do not think it necessary to do so, students lack confidence and view learning EFL as demotivating rather than motivating them to learn. This is because they do not receive any encouragement or positive feedback from their teachers. This demonstrates that encouraging teacher feedback is the most crucial element in fostering trust among EFL students.

d) Lack of motivation

The educational psychology of motivation relates to a student's willingness to perform a task. Motivation plays an important role in the language learning process and can support and guide language learning activities. that students' motivation is one of the most crucial factors affecting their success in learning a language. Cognitive and behavioral motivation are the two different types of motivation. Behavioral motivation is related to the desire to achieve respect and anticipation. While cognitive motivation is related to the desires and decisions taken by students, as well as enjoying the experience of decisions that have been taken or avoided. Instrumental motivation is a student's desire to get something concrete and practical from the language learning carried out. Motivation plays an important part in failure and success in language learning. In the learning process, when students have less motivation, they will lose attention to the learning.

Motivation is important as a tool in improving students' learning outcomes for language skills. Motivation is considered an important element that involves students in learning. The involvement of students' motivation can lead them to higher academic achievement and achieve their learning outcomes. When students are involved in language learning motivation, they will commit to achieving their goals. Language learning also requires a great commitment, but only because it motivates you to have an interest in language learning (Roy Nor Dani, 2018). Therefore, learning and motivation have the same importance in achieving something. Learning helps students acquire new knowledge and skills, as well as the motivation that encourages or supports them to go through the learning process.

3. Psychological Problems Related to EFL Students in Speaking

Speaking is one of the important skills that need to be developed for students to be able to communicate effectively in different contexts. The ability to communicate with others orally is the same as knowing the given language because speaking is the main means of communication between humans. (Wulandari et al., 2022) explains that interaction difficulties arise when students encounter terms they do not recognize or know, as well as types of terms they may not know how to use or feel reluctant to communicate. The main problem with speaking skills in foreign languages is the difficulty for students in learning, because learning foreign languages, including English, requires more than grammatical awareness. These problems can be an obstacle for students trying to enrich and develop communication skills. Many learners have difficulty communicating negligible errors in syntax, vocabulary, and pronunciation. This is a linguistic problem.

The ability of these complications to be vulnerable to many problems that can prevent students from becoming excellent English speakers is psychological problems. Physical disorders are problems of physical well-being.

That many students are frequently hesitant and have no idea how to develop their speaking skills or address challenges. The definition of speaking is one of the most difficult aspects for students to master because they do not have enough knowledge of English and they rarely practice speaking English in their daily lives.

As seen in the taxonomy below, there are various basic forms of speech:

- 1) The ability to replicate words, phrases, or sentences is at one extreme of the spectrum of speech performance kinds.
- 2) Intensive spoken language to demonstrate grammatical, phrasal, lexical, or phonological links.
- 3) Responsive, which includes engagement and comprehension but only on a restricted scale of testing,

such as very short chats, greetings, and small talk, as well as simple requests or comments.

- 4) Interactive: The distinction between responsive and interactive speaking is the length and briefness of the conversational topic.

The problems with speaking from the teacher's and students' side are:

- 1) From the teacher's perspective, it is related to teaching methodologies, teaching materials, and teaching and learning management.
- 2) From the student's perspective, it relates to the cognitive, psychomotor, source, and class domains as well as the affective domain. In the affective domain, problems always include student motivation, self-confidence, not being brave, being ashamed of making mistakes, etc.

These problems can be categorized as psychological factors that affect the speaking ability of students. One of the biggest problems affecting students' speaking ability is not only the lack of vocabulary and grammar points but

also psychological factors in students. According to (Souisa, 2020), For most EFL students, psychology is the most important factor in their success in learning to speak English. Most of the EFL students who have studied English in school for many years have difficulty using the language due to a lack of vocabulary. In addition, there is not only a lack of grammar or vocabulary but also a lack of student psychology.

Most students lack motivation, never develop confidence, are afraid to make mistakes, and are also embarrassed to speak in front of others. Several main factors affect students' speaking ability, these factors come from students' psychology, such as motivation, age, student discipline, and fear of making mistakes when trying to speak English in class or outside the classroom.

There are several problems faced by students when speaking:

- 1) This relates to the condition of students who lack vocabulary which makes it difficult to pronounce words during class discussions.
- 2) Some of the students are not confident in speaking English for fear of being wrong. They are afraid that some students are not confident because their pronunciation is not as good as native speakers.
- 3) They prefer to communicate in their native language or their everyday language.

Speaking a foreign language is a difficult task, especially for EFL students. They can sometimes cause pauses, hesitations, and fillers, especially when speaking fast and spontaneously.

4. The Importance of Psychology in Education

- 1) Situational Analysis in the Learning Process Psychology can help teachers and future teachers increase the effectiveness of the learning process in a variety of situations, as seen below:

a) Students' awareness of personal differences A teacher must carefully manage a group of students in the classroom because each student's characteristics are unique. To build an effective and efficient learning process, it is critical to recognize the differences in the features of these children at various stages of growth and development. Instructors and prospective teachers might benefit from educational psychology to better grasp the characteristics of these kids.

b) In the classroom, by creating a positive learning environment, teachers who have a thorough awareness of the classrooms used in the learning process can more efficiently present material to pupils.

The teacher must create a positive learning environment for the teaching and learning process to be successful. For improved teaching and learning outcomes, a teacher must understand the proper concepts in the teaching and learning process, as well as diverse teaching styles. Educational psychology

aids instructors in creating a positive socio-emotional atmosphere in the classroom so that learning can take place efficiently.

c) Students' learning strategies and methods are chosen based on their developmental features. Educational psychology can help teachers choose acceptable and appropriate learning tactics or approaches, as well as tie them to individual characteristics and uniqueness, different types of learning and learning styles, and different levels of development that students are experiencing.

d) Providing Guidance to Pupils In schools, teachers must fulfill a variety of duties, including not only teaching but also serving as a mentor to students.

Guidance is a type of assistance given to students to help them deal with problems. Teachers with an understanding of educational psychology can provide essential educational and vocational counseling to students of various ages.

e) Monitoring and evaluating learning results Teaching and evaluating are the two main responsibilities of teachers in the classroom. Measurement of student learning outcomes is aided by evaluation activities. Both in technical evaluation, completing evaluation principles, and determining evaluation outcomes, educational psychology can assist teachers and students in learning more fairly. teacher candidates in the evaluation process.

2) To put teaching and learning principles into practice.

a) The Goals Students' behavioral modifications once the learning process is applied are referred to as learning objectives. Teachers can use educational psychology to help them figure out what kind of behavior change they want to see as a learning goal.

b) Instructional Media Teachers must have a basic understanding of educational psychology to correctly prepare the learning material that will be used. For

example, the use of audio-visual material to offer students with realistic pictures.

c) Lesson Plan Preparation The lesson plan must be created depending on the pupils' psychological situations. Subjects that are thought to be challenging for pupils, such as mathematics, are placed at the beginning of the class when the students' minds are still fresh and eager to learn the material. This description leads to the conclusion that.

3) Psychology for Students As a scientific discipline, the objectives of student psychology are:

a) To provide, measure, and explain changes in behavior and abilities that are developing according to age level and that have universal characteristics, meaning that they apply to children everywhere and in any socio-cultural environment.

b) Researching the general characteristics of student development, including physical, cognitive, and psychosocial development.

- c) Investigating personal differences at various stages or stages of development.
- d) Studying the behavior of children in certain environments causes different reactions.
- e) Investigating a person's behavioral deviations, such as delinquency, abnormalities in intellectual functionality, and others.

D. PREVIOUS RESEARCH

Based on the theory of Thornbury, 2005. Similar research conducted by (Qureshi et al., 2020) revealed that psychological factors are closely related to students' mental states, especially during learning. Students are very interested in learning a foreign language, but psychological factors, as described in the theory of Thornbury (2005), hinder the student learning process.

Thornbury's theory has also been proven by several other studies such as (Leong & Ahmadi, 2017) the title “An Analysis of Factors Influencing Learners’ English Speaking Skill” The results of this study indicate that students with low

self-esteem, high anxiety, and low motivation experience serious difficulties with their speaking skills, even though they have acceptable linguistic skills. This shows that students who have higher motivation and lower anxiety can speak easily and effectively. Thus, students must have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. Based on the research literature review, teachers should understand the interests and feelings of their students, increase their students' self-confidence, and choose the best teaching methods to keep their students engaged in speaking activities. The literature review from this study shows that teachers should give students sufficient time to develop their speaking skills, help them overcome their fears through friendly behavior to make them feel comfortable when speaking, remind their students not to worry about making mistakes, and give them proper instructions.

The research (Januariza & Hendriani, 2016) entitled “Students’ Anxiety in Learning to Speak” with Results Based

on the research findings, it can be concluded that the causes of anxiety originate from students themselves, namely: students are afraid of being wrong, afraid of being laughed at or ridiculed by other students, students are less capable, students are less prepared, students lack practice, students lack vocabulary, students lack confidence, students lack motivation, students are embarrassed, and students do not like speaking about subjects. External causes include the teacher's teaching method and the attitude and behavior of the lecturer speaking. Based on these conditions, it is suggested that students manage their feelings, thoughts, and perceptions if they want to be free from anxiety while learning to speak. As the results of previous studies indicate, psychological factors play an important role in learning.

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

This study describes the psychological factors that affect students' speaking skills based on the theories used, namely Thornbury's theory which explains that there are 4 psychological factors that influence students in learning language, namely shyness, anxiety, self-confidence, and motivation. The results of this study will be explained in the form of concluding sentences. This study used descriptive qualitative method. Qualitative research is a type of research that seeks to dig up in-depth and open information for all subjects and not just answer yes or no. This research tries to ask people to share their thoughts on a topic without giving them much direction or guidance.

Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically, and in a descriptive way in the form of words

and language, in a special context that is natural and with using natural methods. The approach to this study is a qualitative approach because it has characteristics in accordance with the characteristics of qualitative research.

Descriptive research is generally carried out with the main objective, which is to systematically describe the facts and characteristics of the object or subject studied accurately. In recent developments, descriptive research methods have also been widely used by researchers for two reasons. First, from empirical observations it was found that most of the research reports were carried out in descriptive form. Second, the descriptive method is very useful for getting a variety of problems related to the field of education and human behavior.

B. RESEARCH SETTING

1. Subject of the Research

The subject of the study was carried out in class 11 students of Bengkulu City 9 State Senior High School by examining 20 students using a purposive sampling technique. purposive sampling is a technique of

determining the sample with the consideration of the researcher in accordance with the wishes of the researcher where the researcher relies on his own judgment when selecting members population to participate in this research because it takes a relatively short time and is more effective in qualitative research.

2. Place and Time

This study examines the factors that influence students' psychological skills in speaking English which are carried out at SMA Negeri 09 Bengkulu. the selection of research locations based on the considerations and problems that exist in students at SMAN 09 Bengkulu city, this is in accordance with the experience of the researcher's internship when teaching English. Bengkulu City 9 State Senior High School is the place of research because it is directly adjacent to Central Bengkulu Regency, so that students who attend school there are not only students from the city of Bengkulu but also many students from Central Bengkulu Regency. various cultures and regional languages

that are different and inherent in each student, even this regional language is not only used outside the classroom as well as when learning in the classroom. According to the researcher, this is one of the habitual factors that make it difficult for students to speak English.

This research was conducted 8 times with observations from 30 August 2022 to 22 September 2022 in class 11 natural sciences 3 and class 11 social sciences 1, carried out during English learning in class lasts approximately 120 minutes. In the next stage, the researcher conducted interviews in 1 meeting on September 22, 2022. The research was carried out for approximately one month at SMA 09 Bengkulu.

C. RESEARCH PROCEDURE

In this study there are two procedures of research:

1) Research Preparation Phase

This study uses the observation checklist and in-depth interview question method as an instrument to be delivered to students. It aims to obtain information about the

psychological factors faced by students in learning English. The researcher made a series of interviews following the problems faced by the subject in the study. This interview guide contains the basic questions that will be asked during the interview, and it is used by researchers to prepare for interviews. The next preparatory stage is when the researcher makes a series of observations that are arranged based on the results of observing the behavior of research subjects during interviews and observations of the school environment. The subject was asked by the researcher if he was ready to be interviewed before the interview began. Following the subject's consent to be interviewed, the researcher and the subject agree on the date, time, and location of the interview.

2) Procedure of Research Implementation

After preparation, the researcher conducted interviews, which were carried out according to the previous agreement. The researcher transferred the interview results in written form after the interviews were

completed. Additionally, the researchers carried out data analysis. After that, they created psychological dynamics, came to conclusions, and offered ideas for future research.

D. DATA COLLECTION TECHNIQUES

The existence of a data set as the study's conclusive finding was a requirement for data collection. The researcher used several methods of data collection for concrete data, including:

1. Observation.

Making an observation format or form as a research instrument as a method of observation (checklist observation). The compiled format contains bullet points about the event or behavior to be studied. Observation is defined as recording the research being investigated. In this study, observation is used to collect data, including observing the condition of students at school, observing teachers in the field of English education, and observing the school environment. In this case, the researchers made direct observations at SMAN 09, Bengkulu. Direct

observation is carried out to fully understand the focus of the research and collect observational data. The following is a description of the student observation sheet instrument:

Table 3.1
Checklist Observation Instrument

NO	ASPECT	STATEMENT	CHECKLIST				
			5	4	3	2	1
1.	MOTIVATION	get used to coming on time and going to class on time					
		get used to obeying class or school rules					
		prepare well when starting to learning					
2.	CONFIDENT	students are very happy with learning English in class					
		students always dress neatly when going to school					

		dare to show the ability					
3.	ANXIETY	students actively participate in class learning					
		students look calm when appointed by the teacher to answer questions					
		Students are more comfortable studying alone or in groups					
4.	SHYNESS	students dare to ask questions and express opinions					
		students dare to speak in front of the class					
		Students can understand and re-explain what was previously explained by the teacher					

Table Description:

5= Very Good, 4= Good, 3= Quite Good, 2= Not Good, 1= Bad

2. Interview

The interview method employs an in-depth interview technique, which is the method of gathering data for research through face-to-face questions and answers between the interviewer and interviewee, with or without the use of interview guidelines, in which the interviewer and informant are engaged in a relatively long social life. Respondents are asked questions and asked to provide written and verbal responses by researchers. An interview is a conversation that has a specific goal and involves two people: the interviewer, who asks questions, and the resource person, who responds. Conversation and question-and-answer sessions were used to conduct interviews with the study's participants, who were students. Following a brief description of each interviewee's identity, a description of the interview's setting or context, a description of the problem, and a description of the data, the findings from the interviews were condensed.

E. DATA ANALYSIS TECHNIQUES

Miles and Huberman (1984), argued that activities in qualitative data analysis are carried out interactively and continuously until completion, so that the data is saturated. The measure of data saturation is indicated by the absence of new data or information. Activities in the analysis include data reduction, data display, and conclusions or verification. Some qualitative researchers try to collect data as long as possible and intend to analyze it after leaving the field. This method is wrong for qualitative researchers, because many situations or contexts are not recorded and the researcher forgets to appreciate the situation, so that various related things can turn into meaningless fragments. So that the work of collecting data for qualitative researchers must be immediately followed by the work of writing, editing, classifying, reducing, and presenting. The qualitative data analysis of the Miles and Huberman model consists of 3 (three) stages:

1. Data reduction

Data reduction is the abstraction of all data gathered through field notes, observations, interviews, and other sources. Data reduction is a type of data analysis in which the relevant things are expected, the unneeded things are discarded, and data is classified, directed, and organized in such a way that it is systematic and can be used to conclude from the study results. As a result, the data will be collected, selected, and categorized, and the study will be ended without the data losing its value.

2. Data Display

The process of presenting this data is carried out as a whole from the data obtained so that it is easy to read and understand, with narrative text being the most commonly used format for presenting data in qualitative research. Data that will explain the Analysis of Psychological Factors Affecting EFL Learning Speaking Skills of SMAN 09 Bengkulu Students.

3. Conclusion or Verification

Conclusion or verification data preliminary expressed are still tentative, and will change when not found evidence of strong supporting evidence at the stage of data collection. The third step in the analysis of qualitative data is conclusion based the way and situation of the how speaking activities and teaching and learning process in the class. After that, the researchers described the information of the data by the researcher's opinion after getting information from the interview and observation.

In this study, data analysis was carried out on statements made by informants. This was done by means of the researchers reading all interview transcripts and describing all observational experiences found in the field.

Then, researchers draw conclusions and verify based on the results of the research. So, the researcher drew conclusions and verified them from field observation notes and in-depth interviews. Then, the researcher compared the data with several previous studies on the factors that influence

students' speaking skills in English class XI students at SMAN 09 Bengkulu.

F. DATA VALIDITY CHECK TECHNIQUE

A step to reduce errors in the process of gathering research data is to verify the validity of the data (trustworthiness). This has an impact on the validity of the study's final results, so it is important to do this. To produce data that can be justified, trusted, and meets a high standard of credibility, researchers verify the validity of the data (trustworthiness). Credibility, transferability, dependability, and confirmability are all factors that contribute to the data in qualitative research being valid.

1. Credibility is a criterion to meet the truth value of the data and information collected. This means that research results must be critically trusted as information by all readers and respondents.
 - a) Extensions of observations to assess the reliability of research findings focused on evaluating the data already collected. The information obtained after

being verified again in the field is accurate or not, has changed, or remains the same. The extension of the observation must be terminated once it has been determined that the data obtained can be accounted for and is true (true meaning credible) after returning to the field.

- b) Researchers can improve the precision of their research by reading a wide range of references, books, previous research findings, and related documents and comparing them to the current research findings.

This will make researchers more cautious when creating reports, which will result in higher-quality reports in the end.

- c) Triangulation is the process of comparing data from different sources using a variety of techniques in the credibility testing process.

- 1) Source triangulation to test the credibility of the data is done by checking the data that has been obtained from several sources. The data obtained

were analyzed by researchers to conclude, and then an agreement was requested (member check).

- 2) Triangulation techniques involve comparing data from the same source using various methods to assess the reliability of the information. If the data credibility test technique yields different data, for instance, the researcher conducts further discussions with the pertinent data source to ensure which data is regarded as correct. Other methods of verifying the data include interviews, observation, and documentation.
- d) References are used as backers to support the data that the researcher has discovered by supporting it with reference materials. It is preferable in the research report if the information is supported by images or official documents so that it can be trusted.
- e) When performing a member check, the goal of the member check is to determine how closely the data obtained matches the data provided by the data

provider. Therefore, the goal of the member check is to ensure that the data collected and used to create the report is consistent with what the informant or data source means.

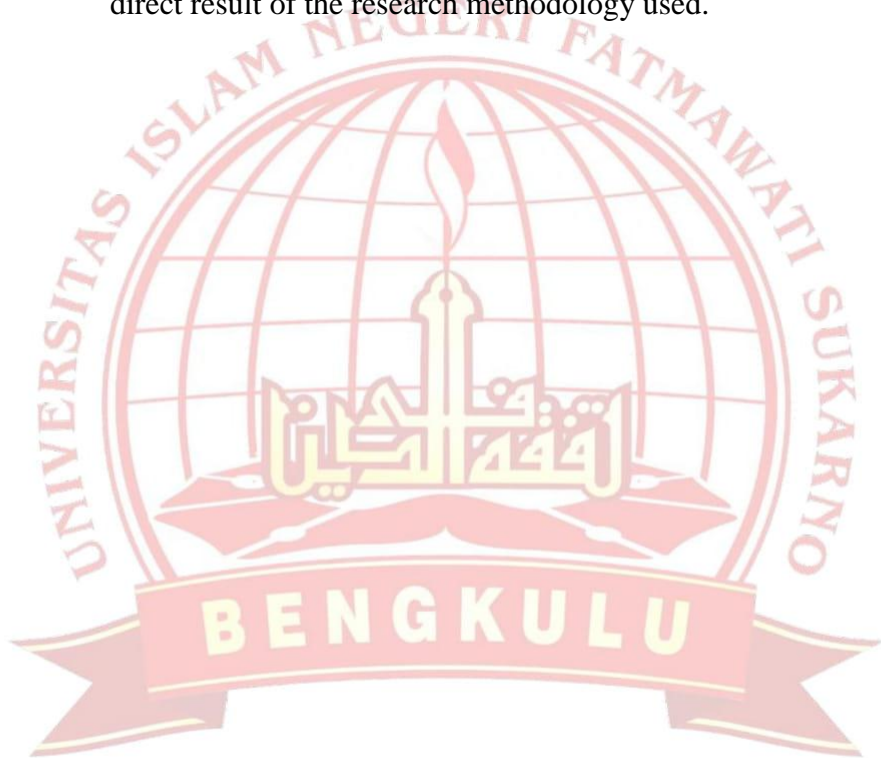
2. External validity in qualitative research is transferability.

The degree of accuracy or applicability of research findings to the population from which the sample was drawn is known as external validity.

3. Auditing the entire research process is how reliability testing is carried out. through the use of an independent auditor or independent supervisor to audit all of the actions taken by researchers while conducting their research. For instance, it can begin when the researcher decides to investigate a problem, goes out into the field, chooses data sources, performs data analysis, runs data validity checks, and compiles reports on observations.

4. If more people concur with the research's findings, it can be said that the research was objective. The term "qualitative research confirmability test" refers to the

process of evaluating the research findings that are connected to the process that has been used. The research has met the confirmability standard if the findings are a direct result of the research methodology used.



CHAPTER IV

RESULT AND DISCUSSION

A. RESEARCH RESULT

1. The Results from Student's Observation

Researchers observed students' capacity to speak English during eight meetings with an English subject teacher, assessing four factors: shyness, anxiety, self-confidence, and motivation. with evaluation criteria including, very good, good, not good, and bad.

The findings of observations in the research analysis of psychological elements effective in teaching speaking skills at the state senior high school 09 in Bengkulu are explained as follows:

The first observation took place in Social Sciences 1, SMA Negeri 09, Bengkulu City, on August 30, 2022. It was classified as "very good" based on the results of checklist observations of students in class regarding their motivation to learn. and attending class on time get a good category, and preparation and compliance with class rules also get a

good category at the time of observation. In the second aspect, the students' self-confidence in learning in class is included in the "fairly good" category. For learning ability, daring to ask questions and express opinions in class also gets a good rating. The third aspect is anxiety, the feeling of anxiety felt by students when studying in class; the results of observations show that students look calm when appointed by the teacher, and students feel comfortable studying alone or in groups, both of which are included in the "good" and "quite good" categories. The fourth aspect of shame is that the results of the checklist observations that have been carried out fall into the good and good enough categories because students can follow the teacher's instructions, understand and explain the material, and speak English without hesitation or fear.

The second observation was on September 1, 2022, in grade 11 (IPA 3, SMAN 9, Bengkulu City). The results of the second observation are based on the aspects studied in the checklist observations that were carried out. There are

several points in the first aspect of students' lives, namely motivation. For example, when the learning process begins, almost all students have high motivation to come on time with very good assessments. When performing learning activities in class, students prepare themselves well and adhere to the rules that are included in the assessment. The next aspect is students' self-confidence, based on the results of observations made when the learning process began. Students dare to show their abilities and dare to ask questions and express opinions while studying in class, including in a fairly good assessment. This is due to the lack of application and use of English, which makes students less confident, while students' enthusiasm for learning is included in a good assessment.

On aspect of anxiety, it is included in the good category for actively participating in learning in class and feeling comfortable when studying alone or in groups when learning takes place. Students' anxiety is reduced in dealing with learning because they use learning methods carried out

by playing games to make the class action, and almost all students show sportsmanship when appointed by the teacher to answer questions. On the aspect of feeling shy, it is included in the good category that there are only a few students who still feel ashamed of their abilities.

The third observation was on September 6, 2022, in class 11 Social Studies 1 State Senior High School 9 Bengkulu city. The results of this third observation are on the motivational aspect such as coming on time which is included in a very good assessment in terms of preparing and complying with class rules including in the good category even though each student has different motivations in speaking English. On the aspect of self-confidence, students' courage to show their abilities and always be enthusiastic when learning takes place is included in the good category, and students' confidence to ask questions and express opinions are included in a fairly good assessment of each student. The aspect of anxiety in the classroom learning students feel comfortable both for

themselves and in groups very well, activate students in class ninth very well, and the anxiety felt by students when appointed to answer questions students respond quite well. Regarding the aspect of shyness, the response given by students is good in participating in learning and student responses are quite good in overcoming shyness when understanding and re-explaining the learning material almost all students feel embarrassed when asked to speak in front of the class they are included in the category of not good in learning.

The fourth observation was on September 8, 2022, in grade 11 natural science 3. As for the results of the observations namely on the aspect of motivation, students' motivation in learning English to come and enter class is included in the good category, while in preparing and obeying class rules, it is included in a pretty good assessment. The aspect of student's confidence in learning to show their abilities and enthusiasm when learning takes place is included in a good assessment while the confidence

to dare to ask questions and express opinions with a fairly good category. Aspects of anxiety in students to participate actively and feel comfortable in learning English are included in a good assessment while students' anxiety when appointed by the teacher to answer questions is included in a fairly good assessment of this aspect of anxiety, the checklist observation points obtained are the same as previous observations. The last aspect of shame in students from the results of the fourth observation was obtained which in the previous observation the good category became quite good. This is because when the teacher explains the material or a new learning chapter some students feel afraid and embarrassed if suddenly asked to re-explain the material for fear of making mistakes.

The fifth observation was on September 13, 2022, this observation was carried out in class 11 Social Sciences 1, Senior High School number 9 Bengkulu city. The results of observations on aspects of student motivation are decreasing from very good to quite good. This is because

every student has different motivations and enthusiasm for learning. Many of them just follow the learning as it should. Aspects of confidence such as daring to show abilities and always being enthusiastic in learning are included in a fairly good assessment while students' confidence to dare to ask questions and express opinions are included in a good assessment when learning begins and the teacher explains the learning material almost all students can re-explain learning material but not confident to try to speak in English. Then the aspect of student anxiety and comfort in learning alone and in groups are included in the good category while anxiety, when students are appointed by the teacher in student, responds quite well to the aspect of shame felt by students slightly reduced from previous observations from poor results to good when participating in learning and being able to understand and re-explain the material while students' shyness in speaking English is considered quite good.

The sixth observation was on September 15, 2022; this observation was carried out in grade 11 natural science 3 at State Senior High School 9 in Bengkulu city. The results of this observation are on the aspect of student motivation: students coming and entering class on time are considered good. In this observation, motivation for preparing and obeying the rules when studying is considered quite good. This is because all students have the motivation to learn but lack it in the use of language. The aspect of students' self-confidence in showing their abilities is considered good, while their confidence to ask questions and express opinions and their enthusiasm for learning are considered quite good. Finally, the shyness aspect of students participating in learning is considered good, and understanding and explaining the material is considered quite good, but when speaking English, there are many doubts and fears in students. This is considered not good at the time of observation.

The seventh observation on September 20, 2022, this observation was carried out in class 11 Social Sciences 1, State Senior High School 9 Bengkulu City. The results of this observation on the motivational aspect were assessed both at the arrival point and in preparing themselves while complying with class rules during learning it was considered quite good the aspect of self-confidence in showing ability and enthusiasm for learning was considered quite good, while confidence in asking questions and expressing opinions was category good. On the aspect of anxiety, active participation and anxiety when appointed by the teacher were considered quite good, while the comfort in learning alone or in groups felt by students was considered good because during the teaching and learning process it was carried out when the teacher asked all students to collect assignments that had been previously given to them. Feel a little anxious for fear of giving the wrong answer. On the aspect of shyness in participating in student learning, it is considered good in this observation,

while in understanding, explaining, and speaking skills, it is considered quite good.

The eighth observation was in grade 11 natural science, State Senior High School 9, Bengkulu City, on September 22, 2022. According to the findings of these observations, student motivation to come to class and study is very good, as is preparation and following the rules when studying, which are also considered quite good. Confidence in demonstrating abilities and students in learning is also considered good, as is confidence in asking questions and expressing opinions. Furthermore, the anxiety aspect of students participating in class learning is considered very good, while students' anxiety when appointed by the teacher and comfort in learning are considered good from the results of the assessment increasing from previous observations. Finally, the shyness aspect in following the lesson according to the teacher's instructions was considered good in this observation, while the students'

ability to understand and speak English was considered quite good.

From the results of observations made in 11th grade at State Senior High School 9, Bengkulu, observations made in 11th-grade social science 1 and 11th-grade natural sciences 3 have different results in each observation. This depends on the learning material provided at that time and on the students' understanding when the teaching and learning process is carried out.

2. The Results from Students Interview

The results of the interview in the research analysis of psychological factors effective in learning speaking skills at the state senior high school 09 in Bengkulu are explained as follows:

a) Shyness

From the results of in-depth interviews, shyness is one of the factors most frequently expressed by students as the cause of their not speaking English in class. Some of the students studied responded and admitted that they

felt embarrassed because they were afraid of being laughed at when they mispronounced English words, so they did not dare to start speaking English before a friend started first because they were afraid to answer the teacher's questions correctly. They use English, and they admit that they feel ashamed if the words they use are not correct.

From the results of interviews, shame is the first obstacle for students to speak English. The main cause is when students try to speak English and make mistakes, and automatically other students will laugh at the student's mistakes. This situation physiologically harms students who are trying to show their abilities in front of the class, so this will make them afraid to try and learn again because this mistake is not a joke to be laughed at. After all, it is very simple but important, which is often forgotten by teachers as well as students.

From the experience of researchers during internships at schools during the teaching and learning

process, most students who feel shy when speaking English in front of the class will reflexively cover their faces with books to reduce the volume of their voices and excessive body movements and smile a lot. This is done by students to reduce their shyness when speaking in front of the class.

b) Anxiety

Based on the results of the study, most of the students said that they felt anxious about speaking English and were nervous and afraid of what to say. The feeling of anxiety experienced by students is one of the factors that affect their effectiveness in learning English. From the results of interviews conducted by researchers, most of the students studied said that they felt anxious.

This was answered by the students with answers that were almost the same as each other. The students felt nervous if they were asked to speak in front of them so they were afraid of learning English because some students were anxious for fear of making mistakes when

speaking English in front of their friends and this makes them depressed during the teaching and learning process.

From these interviews, all discussion of answers was almost the same in every student in this study who felt anxious when speaking English, because anxiety is one aspect that can affect students' speaking ability, and for that reason, students must study hard to find out or at least to minimize this factor if they want to improve their speaking skills. Because most of the problems faced by students are that when they come forward and have to speak in front of their classmates and teachers, they are so nervous that this makes them lose the words they wanted to talk about, even though they were prepared beforehand. This condition arises from the students themselves and occurs spontaneously in students as a result of excessive anxiety.

c) Lack of confidence

A lack of confidence is one of the inhibiting factors for students in learning English. From the results

of interviews that have been carried out, students admit that the aspect that makes them less confident when learning English is they feel they cannot speak English properly so they feel less confident and are not accustomed to using English, it is recognized by students because they are used to it. Use the local language in their daily life and feel insecure in using English which they consider a foreign language.

From the results of interviews conducted, the cause of students feeling less confident is not their ability to speak English, because the most important thing to have the ability to speak English is confidence in students. Because when someone tries to speak, they must have a lot of confidence so that it can help them have the ability to speak English as well as possible.

When you're feeling confident No matter how often students practice using English, it will still help improve their abilities, but if they lack confidence, it can make them feel they can't speak the language well. They

have no confidence that they can speak. can speak English clearly if they have high confidence. This lack of confidence can affect students' ability to communicate in English because they are accustomed to speaking in regional languages because English is a foreign language to them.

In this case, the researcher found that students who had low achievement in speaking English, especially in speaking skills, felt that this made them lazy to learn to speak more. Students who lacked confidence and doubted their abilities felt that they could not compare to their classmates. Students are not confident in this ability, which makes them not confident in trying to speak English.

d) Lack of motivation

In research conducted on 11th-grade students, observations and interviews of students stated that the cause of the lack of motivation in learning English is caused by the way the teacher teaches, and they feel

bored because they do not understand the material taught in class. In addition, the lack of student motivation is also caused by a lack of support. In the school environment, there are no facilities or extracurriculars in the field of English. From the results of interviews conducted, most of the students studied responded and acknowledged the same thing, namely they were not motivated because they felt unfocused and had difficulty understanding what the teacher was teaching and some other students did not like learning English, especially when asked to speak English, the students felt Learning English is complicated easy to understand and find it difficult to use. According to the researcher, this is because English is a foreign language for students and is a new thing to learn in their daily life.

One of the obstacles in learning to speak English is that their view of English is quite low. There is no student motivation to study harder so students' interest in learning English needs to be increased from the results

of observations and interviews. All students studied know that learning English is very important. It has become one of the international languages nowadays. Then, from the results of observations and interviews with students, it can be concluded that some of the students studied do not like English lessons, and this can change depending on the teacher's material, strategy, learning methods, and learning time. For example, when they study English in the afternoon, students start to feel sleepy, lazy, and tired. Learning will be easy to understand if the teacher is good and the materials and learning methods are interesting. This also influences students' learning, so A is motivated to learn. This conclusion was drawn in a study of 11th-grade students, and this opinion can still change.

From the results of observations made from August 30, 2022, to September 22, 2022, as many as 8 observations were made in class 11 natural science 3 4 times and class 11 general science 1 4 observations with

different results at each meeting, in every aspect of the observation aspect the checklist got good and quite good results except in the aspect of feeling embarrassed to speak English to students with poor points during observations made in 11th grade Social Sciences 1 on 6 September 2022 and in 11th-grade natural science 3 on September 15, 2022. from the interview results, this is because students' understanding of speaking English is very poor from the four factors described at the time the interview was conducted on 20 students, namely 10 students in grade 11 Social Sciences 1 and 10 students in grade 11 natural sciences 3. The factors that were asked were shyness, anxiety, lack of confidence, and lack of motivation. Of the four factors that have an equally important influence on the psychology, but from these 4 factors that were expressed by many students were shyness and self-confidence factors affect the psychology of students in EFL learning so that it needs

better attention from both the students themselves and the subject teachers.

B. DISCUSSION

The discussion in this section presents a discussion based on the findings of the researchers. The results of this study discuss the answers to the problem formulation, which aims to find out how psychology affects the learning of speaking skills in EFL learning. In-depth interview questions were used for data collection. Students speaking English are affected by physiological factors such as fear of shyness, anxiety, lack of confidence, and lack of motivation. These factors affect the effectiveness of students' speaking English.

1. Shyness

As seen from the results of interviews and observations on students most of the students have feelings of shame when trying to speak in English this shame can also be a barrier in teaching and learning activities shame is also closely related to a lack of self-confidence. So, during the teaching and learning process, this psychological factor

is also very important to pay more attention to because it can help students be more prepared and braver in trying something new, such as learning a foreign language. From the results of in-depth interviews, the researchers found that when students tried to speak in English and when they made mistakes spontaneously, other students would laugh at them. The situation, of course, had a physiologically negative impact on students who tried to show their speaking skills in front of the class.

(Pratiwi et al., 2020) argue that shyness can also be caused by the nature of someone who is very quiet. Some students are also worried when trying to speak and pronounce the wrong words and sentences in English, so they feel embarrassed and, in the end, do not want to try again. When the students were asked by the teacher to try to speak, they felt embarrassed and felt so intimidated that they were afraid to try to speak because most of the students thought they would make a mistake while speaking and chose not to say or speak anything. Because this is their

perception of their abilities, it is recommended that educators pay more attention to students in class, support and encourage them not to be afraid to try new things, because basically, students are only afraid of being ridiculed by friends in class and teachers because of their low English skills.

2. Anxiety

The results of the research conducted showed that most of the students said that they felt anxious when asked to speak English because they were nervous and afraid of saying something wrong. According to the results of the interviews conducted, most of them feel nervous when trying to speak English, so they forget what they want to say in front of the class.

During the process of observation and in-depth interviews with the students, they explained when they spoke in front of their classmates. And also, their teacher felt anxious and afraid even though they were prepared beforehand, but when it was time to speak, the anxiety

would arise. This anxiety becomes one of the inhibiting factors in learning, not only in learning English but in all subjects. Students must study hard to find out about or at least minimize their anxiety, because anxiety is one of the factors that can affect the student's learning process, especially when learning to speak English.

3. Lack of confidence

The next factor discussed in this study is the lack of confidence felt by students in learning English. This was based on the results of observations and in-depth interviews conducted with students. The cause of students feeling less confident is their inability to speak English with other students. This is because of the position of English as a foreign language for them, and they cannot speak English. When students are not confident in their abilities, other factors that affect them, such as shyness and anxiety, make them less enthusiastic about learning. Most students who lack self-confidence feel doubt about their abilities, especially when compared to other students. According to

the results of the study, the lack of confidence of students greatly affects learning activities, so it has the potential to hinder students from trying to speak and learn English.

4. Lack of motivation

The findings revealed that most students felt less motivated to learn English due to a lack of motivation, so other psychological factors such as lack of confidence, shame, and anxiety emerged as significant influences on students' English learning. (Hailegeisa, 2022) argues that motivation is very important to pay more attention to so that students are enthusiastic about learning English, and it is very important for teachers to better understand that motivational factors have a major influence on students' abilities and achievements to determine student success.

Based on the results of the interviews, students' ability to improve will be influenced by whatever form of motivation they receive. Students realize that learning English is very important, but it does not make them more enthusiastic and motivated to learn it. Boring learning, too

much material, and a lack of interaction between teachers and students reduce students' motivation to learn. Teachers must find strategies to keep students motivated in their learning. This also applies to every subject. Some students have low motivation to learn, but the researcher also found that some students have good motivation and English skills. This is proven by their involvement with the English learning process in their classrooms; they actively interact with the teacher and understand the learning material well.

In fact, (Shanti Manipuspika, 2018) explains that most EFL students are afraid to try to speak the foreign language they are learning. They store so many vocabulary words that they know, but if they master all the grammar but they never practice speaking, it will be in vain. How can someone master a speaking skill not only in English but in all languages if they never practice just because they are afraid of making mistakes, for that the environment of students and schools that must continue to support the creativity of every student who wants to try new things,

such as learning a foreign language because of a foreign language? This is important for the future of students.

From the results of interviews, several respondents told the researchers that most of them rarely practice speaking English because what they get in class is more theory or just learning material. Language should be practiced, not just theorized. In this case, based on the results of interviews, students who are afraid to speak will make mistakes, so they prefer not to say or speak anything. A student who lacks confidence will have difficulty conveying sentences, and what makes students not want to participate in shame is that they worry too much about making mistakes and being laughed at when they can't speak a foreign language properly.

Another problem is their habit of using their local language, which also affects the student's learning environment. When they get used to and practice using English, they will be fluent in it, but sometimes students use regional languages, and many teachers are also

dominant in using regional languages in the learning process. Students who are accustomed to using the local language both in class and outside the classroom when they explain something in front of their friends use everyday language because it will be easier for those who are used to hearing it. If they use English when explaining something, it might affect their English skills.

Based on the results of observations of the dominant students in the class, they were able to speak during the teaching and learning process, which was very active and enthusiastic, while most of them were passive and did not say anything during the learning process. These passive students only paid attention and did the exercises given by the teacher without any reciprocal or trying to speak in English. Students do not get the opportunity to speak in English, so they are afraid and not confident because the class process is dominated by minority students. Some problems and factors such as shyness, anxiety, lack of confidence, and motivation. the most dominant factor is a

lack of self-confidence and a lack of motivation when these two factors affect students, the factors of shame and anxiety will appear in students. Most of the students explained that they were afraid to speak because they could not pronounce the words in English and Some of them were afraid of making mistakes in pronunciation.

The oral performance of EFL students can be affected by several factors which may be internal or external. Many studies have studied this issue, but their findings vary depending on the study participants, the research context, and the time when the research was conducted. The findings of this study indicate that there is a direct relationship between students' oral performance and psychological factors. Several main psychological factors affect students' oral performance. These factors are lack of motivation, lack of self-confidence, anxiety, and shame. These factors affect not only the people who are presenting or the speakers in the class but also the people who sit as spectators and listeners. The results of the study revealed

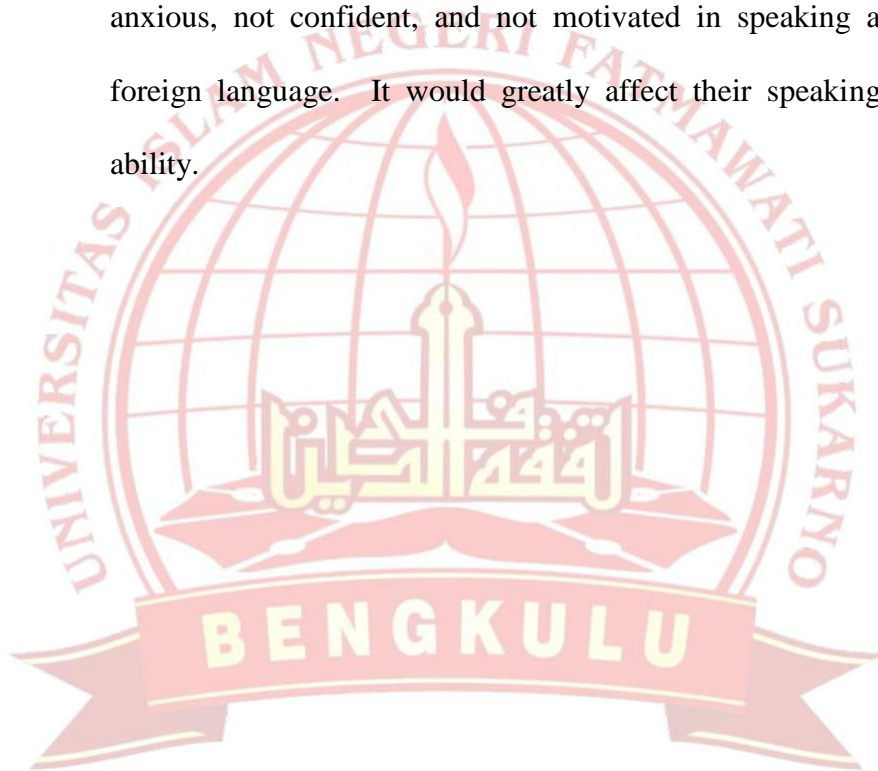
that psychological factors were related to the inner state of students, especially when speaking in foreign languages, and the most common reasons that hindered oral performance were lack of self-confidence, lack of motivation, anxiety, and shyness in students. students are very interested in learning a new language, but this psychological factor creates obstacles in their learning process. In another study conducted (Abda, 2017), the findings show that many students agree that they cannot practice English mostly because of the influence of these psychological factors.

How can someone master speaking skills, not just understand English, most of the students understand grammar, etc., but if they never practice it will be in vain, and the students will not be able to speak English at all, several respondents told the researchers that most of them rarely practice speaking English. every language if they never practice just for fear the EFL is afraid to try to speak in the foreign language they are learning. Even they keep

so many vocabularies in their mind, even if they master all of them. And after getting the information, the researcher tried to make observations from fathoms. Some people stated that language is a practice, that statement was agreed by the researcher as well as some respondents. But in reality, most of the students just stay silent for fear of making mistakes when trying to practice their English-speaking skills.

Another problem is about the dominant mother tongue. Mother tongue also affects students' learning environment, when they use English at home automatically, they will be able to speak English fluently. From the observation, it can be seen that the teacher is also dominant in using Indonesian in the learning process. The problem itself is not only from the students, but during the observation, the researcher found that both teachers and students did the same thing. If this is done continuously, it will make students unable to speak English. This happens because if they explain everything in front of their friends

using everyday language, it will be easier for those who have heard it. It will be different if they use English when explaining something so that it makes them shy, feel anxious, not confident, and not motivated in speaking a foreign language. It would greatly affect their speaking ability.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The ability to speak English fluently among the students of State Senior High School 09 Bengkulu, specifically for grade 11, is still relatively low and needs to be improved. Some of them cannot speak English clearly, which is caused by several psychological factors such as shyness, anxiety, lack of confidence, and lack of motivation. This can affect their ability to produce words, phrases, and sentences in English, but some students have good English skills, especially in speaking, and some other students fall into the category of being fairly good at learning English.

From the research results, psychological factors such as shyness and lack of self-confidence are the most dominant factors felt by students in learning to speak English. Shyness is a factor that is often expressed by students, they admit that they feel afraid when they make mistakes while speaking English, so that shyness is the main obstacle when students try

to speak English. then on the aspect of student self-confidence. students lose their confidence when they cannot speak English well, so it requires better attention from both the students themselves and the subject teachers. The students stated that speaking English was difficult because the way of writing and pronouncing the words was very different, making them feel foreign when using the language. This is also because students are accustomed to using regional languages in their daily lives.

B. SUGGESTION

Based on the results of the research, the researcher provides some suggestions for students and educators. These suggestions are expected to be taken into consideration in developing the quality of learning skills in foreign languages for students.

1. For the Students

Students must study hard and practice speaking more because it is the key to be able to communicate in English. Students should not be ashamed to express their ideas or their speaking skills in front of others. Students do not need

to be afraid of making mistakes or losing confidence because they are still learning. Students should practice speaking a lot in front of other people, especially their classmates. Try to make a mandatory 1-day schedule for speaking English in class because, with practice, students can improve the quality of their speaking and can also minimize the psychological factors that will be faced by learners.

2. For the Teachers

Teachers should pay more attention to students' psychological problems because psychological factors in learning to speak play an important role in improving students' abilities, and teachers should pay more attention to the techniques and strategies used in learning so that students are motivated and interested in learning English and are not afraid to try to speak English, and teachers can make students confident in their abilities. Providing motivation and simulating students' opinions is very important to increase students' attention in teaching English.

more often invite students to interact with one another using English, and familiarize students with English in the classroom when learning takes place.

3. For the Next Researcher

As good researchers, they must be creative to make something new in the future and of course in the way of teaching learning process in order when they do the research to the students and teachers can take positive effect. Future researchers are expected to examine more sources and references related to student psychology in learning and the effectiveness of the process of learning to speak English so that the results of their research can be better and more complete. Future researchers are expected to be more prepared in the process of taking and collecting and everything so that research can be carried out better.

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DOCUMENTATION

1. Subject teachers



Picture 1.1



Picture 1.2

2. Observation



Observasi 2.1



Observasion 2.2



Observasion 2.3



Observation 2.4



Observation 2.5



Observation 2.6



Observation 2.7



Observation 2.8

3. Studied students



Picture 3.1



Picture 3.2



Picture 3.3



Picture 3.4



Picture 3.5



Picture 3.6



Picture 3.7



Picture 3.8



Picture 3.9



Picture 3.10



Picture 3.11



Picture 3.12



Picture 3.13



Picture 3.14



Picture 3.15



Picture 3.16



Picture 3.17



Picture 3.18



Picture 3.19



Picture 3.20



**AN ANALYSIS OF PSYCHOLOGICAL FACTORS
AFFECTING EFL LEARNING SPEAKING SKILLS
(A Descriptive Qualitative Study at SMAN 09 Bengkulu)**

In-depth interview

1. Peneliti : Hy, Good Morning?
Siswa : Morning too miss.
Peneliti : What's your name?
Siswa : My name is Zhitra Adilia Maharani
Peneliti : Where do you live?
Siswa : I live in Surabaya Housing miss
Peneliti : Ok Zhitra kita langsung aja ke topik wawancaranya
Siswa : Yes miss
Peneliti : Do you think English is important or not?
Siswa : Yes miss
Peneliti : Why?
Siswa : Because, menurut Zhitra kemampuan Bahasa Inggris itu bagus dalam meningkatkan karir, di dunia pekerjaan kedepannya dan menurut saya Bahasa Inggris kemajuan di era digital saat ini juga menjadikan Bahasa Inggris itu penting miss.
Peneliti : Ok Zhitra, menurut Zhitra bagaimana kemampuan Bahasa Inggris Zhitra sekarang?
Siswa : Masih tahap belajar miss
Peneliti : Apa kesulitan yang kamu hadapi dalam belajar Bahasa Inggris?
Siswa : Accent miss, karena perbedaan pengucapan dan cara kita terbiasa menggunakan Bahasa daerah dan pasti itu sangat mempengaruhi, dan juga lingkungan miss. Lingkungan yang kurang mendukung kadang malu bahkan jadi tidak percaya diri kalo sok-sokan ngomong Bahasa Inggris miss.
Peneliti : Kalo dalam lingkungan kelas?

Siswa : Ya suka-suka aja miss, sir lugi juga sangat membantu dalam pembelajaran.

Peneliti : Bearti zhitra memiliki motivasi yang besar dalam belajar Bahasa Inggris?

Siswa : of course, miss.

Peneliti : Ok enough zhitra. Thank you

Siswa : you're welcome miss

2. Peneliti : Good Morning, Abel Rivai Macan, Benar?

Siswa : Morning too miss, iya miss

Peneliti : Gimana pembelajaran Bahasa Inggris, seru?

Siswa : Seru miss

Peneliti : Serius

Siswa : Iya miss, tapi kadang suka pusing miss, enggak paham bahasanya.

Peneliti : Jadi misal kamu disuruh berbicara menggunakan Bahasa Inggris sama sir Lugi gimana?

Siswa : hmm, iya enggak bisa miss, enggak ngerti.

Peneliti : Menurutmu apa yang membuatmu kesulitan dalam pembelajaran Bahasa Inggris.

Siswa : Bahasa Inggris ken Bahasa asing miss, jadi kalo ngomong sama baca tulisannya itu beda miss, jadi suka bingung, terus malu kalo salah baca, suka di tertawakan sama temen-temen.

Peneliti : Enggak apa-apalah, bearti menghibur teman-teman dong,

Siswa : Tapi jadi bikin enggak percaya diri miss,

Peneliti : oh iya Abel, cukup terimakasih iya untuk waktunya.

Siswa : Iya miss, sama-sama

3. Peneliti : Hello

Siswa : Hello juga miss

Peneliti : What's your name?

Siswa : Andini Wulandar miss,
Peneliti : Gimana belajar Bahasa inggrisnya tadi
Siswa : Asik miss
Peneliti : enak enggak belajar sama sir Lugi?
Siswa : Enak miss, Cuma sir Lugi sering tiba-tiba nanya, jadi kalo di awal atau diakhir pembelajaran jadi takut kalo di tunjuk.
Peneliti : Kenapa takut?
Siswa : Soalnya kadang di suruh jawab pertanyaan miss, iya kalo tau jawabannya kalo enggak, apalagi kalo di suruh pakai Bahasa inggris.
Peneliti : Iya enggak apa-apa kenapa takut.
Siswa : enggak bisa miss, enggak paham Bahasa inggris.
Peneliti : Misal kamu tidak paham materi pembelajaran yang di sampaikan, apakah kamu selalu bertanya langsung kepada guru?
Siswa : Saya lebih baik bertanya sama teman sekelas miss, karena saya enggak percaya diri, takut kalo nanyo langsung miss.
Peneliti : Menurut Andini Bahasa inggris itu penting tidak?
Siswa : Penting miss, keren aja kalo bisa Bahasa inggris miss.
Peneliti : Bearti Andini termotivasi untuk itu?
Siswa : iya miss
Peneliti : Ada perasaan cemas tidak saat belajar Bahasa inggris?
Siswa : Ada miss, apalagi kalo belum ngerjain tugas miss, hehehe
Peneliti : Hmm, ok Andini terima kasi hiya
Siswa : Sama-sama miss

4. Peneliti : Hy, Good Morning
Siswa : Morning too miss
Peneliti : What's your name?

Siswa : Cesyia Agam Zahiya Putri
Peneliti : Panjang iya Namanya. Baik cesya langsung aja, menurut mu pembelajaran Bahasa Inggris itu penting tidak.
Siswa : Sangat-sangat penting miss, apalagi untuk kedepannya baik di dunia pekerjaan maupun lain-lainnya miss pasti banya yang memerlukan kemampuan Bahasa.aa.
Peneliti : Menurutmu kemampuan Bahasa Inggrismu bagaimana?
Siswa : Hmm..., enggak banget miss, hahaha
Peneliti : Apa penyebab atau kesulitan yang kamu hadapi dalam belajar berbicara Bahasa Inggris.
Siswa : Kosakata mungkin miss
Peneliti : Kalau misal diwajibkan atau di tunjuk tiba-tiba untuk berbicara Bahasa Inggris apa yang kamu rasakan?
Siswa : Cemas miss, jangan sampai kayak gitu. Kecuali udah persiapan
Peneliti : Udah persiapan ni, berani?
Siswa : Berani miss, tapi tetap enggak percaya diri.
Peneliti : Kemaren pas pembelajaran kamu berani maju.
Siswa : Itu karena berkelompok miss, jadi berani kalo sendiri malu miss.
Peneliti : Apakah kamu sering mempraktekkan atau belajar menggunakan kosakata Bahasa Inggris setiap hari?
Siswa : Enggak miss, kadang di sekolah bahaso dusun kolo dkek tobo ko miss.
Peneliti : Ok cesya, udah cukup. Terima kasi iya cesya.
Siswa : Sama-sama miss

5. Peneliti : Hy
Siswa : Hy miss
Peneliti : What's your name?
Siswa : Sephia Dede Tri Utari miss
Peneliti : Sephia senang belajar Bahasa Inggris?
Siswa : Senang miss
Peneliti : Kalo belajar dengan sir luigi senang?
Siswa : Senang miss, walaupun sering bikin degdegan, hehehe
Peneliti : kenapa?
Siswa : Sir tu kalo baru masuk atau habis pembelajaran, tengoklah maren miss, galak nanyo tibo-tibo, kadang disuruh maju kedepan, jadi galak cemas-cemas belajar dekek dio miss. Tapi seru miss kadang ado mainannya biar idak bosan dekek sir tu.
Peneliti : Menurutmu kemampuan Bahasa Inggris mu bagaimana?
Siswa : Sangat tidak layak untuk di dengar miss.
Peneliti : Apa kesulitan dalam berbicara Bahasa Inggris?
Siswa : Banyak miss idak paham galo
Peneliti : Kalo misal disuruh untuk berbicara Bahasa Inggris bisa
Siswa : Jangan miss malu-malul bae kelak
Peneliti : Menurutmu penting atau tidak belajar Bahasa Inggris?
Siswa : Penting sekali miss, cumun tulah sulit miss, bahaso orang luar negeri.
Peneliti : Iyolah Sephia, udah terima kasih.
Siswa : Terima kasih kembali miss.
6. Peneliti : Good morning, What's your name?
Siswa : My name, Muhammad Akbar Putra
Peneliti : Bagaimana menurutmu akbar dalam belajar Bahasa Inggris?
Siswa : Iya biasa aja miss
Peneliti : Suka belajar berkelompok atau sendiri?

Siswa : Berkelompok aja miss, suka enggak paham kalo sendiri.
Peneliti : Jika kamu tidak mengerti pembelajaran di kelas lebih suka bertanya langsung dengan guru apa sama teman-teman.
Siswa : Lebih suka sama teman-teman miss, soalnya enggak percaya diri kalo nanya langsung sama miss.
Peneliti : Apakah kamu merasa malu saat teman-teman kelas lebih memahami pembelajaran?
Siswa : Dikit miss
Peneliti : Apakah kamu merasa tertekan saat menghadiri kelas Bahasa Inggris?
Siswa : Iya miss, apalagi kalo banyak tugas.
Peneliti : Pertanyaan terakhir, apakah kamu lebih memilih untuk berbicara Bahasa Inggris dan membuat kesalahan atau memilih untuk diam?
Siswa : Memilih diam miss, dari pada salah kelak malu-malun miss
Peneliti : Ok akbar, thank you
Siswa : Ok miss.

7. Peneliti : Hello, what's your name?
Siswa : Muhamad Bintang Saputra
Peneliti : Rengking berapa kemaren bintang?
Siswa : Enggak dapat miss, hehehe.
Peneliti : Suka mata pelajaran Bahasa Inggris enggak?
Siswa : Dikit miss
Peneliti : Kok dikit bintang?
Siswa : Sulit miss, idak paham
Peneliti : Menurutmu apa penyebab sulitnya pelajaran Bahasa Inggris?
Siswa : Banyak hafalan miss, kosa kata kurang
Peneliti : Apa perasaanmu kalo di suruh berbicara Bahasa Inggris?

Siswa : Campur aduk miss, yang pastinya tidak percaya diri dekek kemampuan sendiri, sadar diri miss dari pada malu-maluu.

Peneliti : Oh seperti itu bintang

Siswa : Iya miss, hehehe

Peneliti : sudah cukup wawancaranya, terima kasih bintang

Siswa : Siapp miss sama-sama.

8. Peneliti : Hy, siapa namanya?

Siswa : Mutiara Rahmadani miss

Peneliti : Langsung aja iya tiara

Siswa : iya miss

Peneliti : Ok tiara, seberapa penting si Bahasa inggris menurutmu?

Siswa : Penting sekali miss, karena menurut tiara Bahasa inggris adalah salah satu Bahasa asing yang banyak di gunakan miss.

Peneliti : Bearti kamu termotivasi untuk bisa Bahasa inggris?

Siswa : Iya miss, biar bisa keluar negeri

Peneliti : Apa kesulitan yang kamu hadapi dalam belajar Bahasa inggris?

Siswa : Bahasa inggris tuken Bahasa asing miss, kadang tulisan sama bacaan suka beda, jadi bingung miss.

Peneliti : Apakah kamu merasa panik jika guru memintak untuk berbicara dalam Bahasa inggris dengan atau tanpa persiapan?

Siswa : Jangan miss, paniklah pasti miss, di persiapkan nengok tesk aja masih jagak salah miss, apolagi idak ado persiapan samo sekali

Peneliti : hmmm, baik tiara, cukup terima kasih

Siswa : Sama-sama miss

9. Peneliti : what's your name?
Siswa : Tri Asmarani Fortuna
Peneliti : Okey Tri
Siswa : Iya miss
Peneliti : Menurut tri, apa kesulitan yang di hadapi dalam belajar bahaasa inggris?
Siswa : Susah galo miss, mungkin kerna tidak terbiasa miss.
Peneliti : Bagaimana pembelajaran dikelas?
Siswa : Mudah miss, ngerti pas di hari itu pas pertemuan selanjutnya lah lupa pembelajaran sebelumnya, hehehe
Peneliti : Apakah kamu percaya diri jika disuruh berbicara Bahasa inggris di depan kelas ?
Siswa : Percaya diri miss kalolah sudah hapalan sebelumnya, apolagi boleh nengok text miss
Peneliti : Termotivasi untuk belajar Bahasa inggris
Siswa : Termotivasi miss
Peneliti : Bearti belajar terus, jangan malas-malasan
Siswa : Iya miss
Peneliti : Udah tri wawancaranya, terima kasih iya, nanti miss hubungi lagi untuk tanya-tanya boleh tri?
Siswa : Iya miss, boleh

10. Peneliti : Hy siapa namanya?
Siswa : Ririn listari miss
Peneliti : Menurut ririn enak atau tidak belajar Bahasa inggris selama ini di sekolah?
Siswa : Tergantung gurunya miss
Peneliti : Penting tidak pembelajaran Bahasa inggris
Siswa : Penting miss
Peneliti : Kalo misal saat belajar di kelas di tunjuk tiba-tiba di suruh jawab pakai Bahasa inggris gimana?

Siswa : Takut miss, suka ceman mendadak, sir
Lugi suka kayak gitu miss, hahaha
Peneliti : Hmm, termotivasi untuk bisa Bahasa
inggris?
Siswa : Iya termotivasilah miss
Peneliti : Ok ririn cukup, terima kasih
Siswa : Ok miss

11. Peneliti : Hello, what's your name?
Siswa : Reki revaldo, di panggil Reki miss
Peneliti : Bagaimana menurutmu pembelajaran
Bahasa inggris di kelas
Siswa : Asik miss, apalagi sama miss
Peneliti : Oklah reki, kita lanjut ok. Apa kesulitan
dalam pembelajaran, Bahasa inggris iya,
yang kamu hadapi selama ini?
Siswa : Kalo di suruh ngomong Bahasa inggris
miss, idak ngerti apo-apo miss
Peneliti : Misal disuruh apa yang kamu rasakan?
Siswa : Iyak idak percayo dirilah miss, tau apo-
apo bae idak
Peneliti : Menurutmu Bahasa inggris itu penting
atau tidak?
Siswa : Penting miss
Peneliti : Kenapa?
Siswa : Iya bagus di pergunakan untuk masa
depan, hehehe
Peneliti : Belajar reki, jangan galak bolos, ok cukup
wawancaranya terima kasih.
Siswa : Iya, ok miss
12. Peneliti : Hy, Good morning
Siswa : Hy juga miss
Peneliti : What your name?
Siswa : My name is Rani dwita putri
Peneliti : Dipanggil Rani?
Siswa : Iya miss
Peneliti : Ok rani, seberapa penting pembelajaran
Bahasa inggris di sekolah menurutmu

- Siswa : Penting sekeli miss, karena sekarang juga banyak perlombaan di bidang Bahasa Inggris miss
- Peneliti : Kesulitan apa yang kamu hadapi dalam belajar Bahasa Inggris.
- Siswa : Karna mungkin Bahasa orang luar miss jadi kurang mengerti, dan susah di belajari.
- Peneliti : Jika disuruh berbicara Bahasa Inggris apa yang kamu rasakan.
- Siswa : Tidak percaya diri miss, karena pronunciation saya masih kacau miss.
- Peneliti : Termotivasi untuk belajar Bahasa Inggris.
- Siswa : Sangat termotivasi miss.
- Peneliti : Ok cukup rani. terima kasih iya.
- Siswa : Iya miss
13. Peneliti : Hy, how are you
- Siswa : I am fine miss
- Peneliti : What your name?
- Siswa : Inga melisa
- Peneliti : Jadi panggilannya apa
- Siswa : Melisa miss
- Peneliti : Bukan inga
- Siswa : Bukan miss
- Peneliti : Menurut melisa penting tidak belajar Bahasa asing?
- Siswa : Penting miss, karna Bahasa asing terutama Bahasa Inggris menurut melisa adalah salah satu bahasa internasional miss
- Peneliti : Apa kesulitan melisa selama belajar Bahasa Inggris
- Siswa : Mungkin karena Bahasa Inggris sebagai Bahasa asing bagi melisa adalah sesuatu hal yang baru yang melisa pelajari miss. Jadi banyak Kesulitan miss.
- Penelitian : Apa perasaan melisa Ketika disuruh berbicara Bahasa Inggris.

- Siswa : Takut miss, karena melisa tidak paham
Peneliti : Kalo misal tiba tiba ditunjuk oleh sir lagi saat pembelajaran .
- Siswa : Diam mungkin miss, karena tidak mengerti kecuali cuman disuruh baca Text
Peneliti : Merasa tertekan enggak sih belajar Bahasa inggris selama ini dikelas
- Siswa : Enggak miss, belajar sama sir luigi asik
Peneliti : Ok, terimah kasih melisa
- Siswa : Sama sama miss.
14. Peneliti : Hy, siapa namanya
Siswa : Anggun permata sari
Peneliti : Menurut anggun belajar Bahasa inggris itu sulit atau tidak
Siswa : Sebenarnya sih ngak miss, tergantung siapa gurunya, terus kebiasaan, kebiasaan dalam penggunaan Bahasa tersebut
Peneliti : Menurut anggun penting atau tidak belajar Bahasa inggris
Siswa : Penting miss, untuk pengetahuan dibidang Bahasa.
Peneliti : Apa perasaan anggun kalo berbicara Bahasa inggris
Siswa : Enggak percaya diri miss, soalnya vocab saya masih kurang , pronation juga masih kurang
Peneliti : kalau misal tiba tiba disuruh berbicara didepan kelas baik Menggunakan text atau tidak, gimana?
Siswa : kalo menggunakan text malu mis nanti salah pengucapan, apa lagi enggak pakai text enggak bisa miss enggak paham, paling yes, no , yes no.
Peneliti : Tapi suka sama pelajara Bahasa inggris?
Siswa : Suka miss, dikit
Penelitian : Kok dikit
Siswa : Tergantung mis siapa yang ngajar
Penelitian : Ok, terimah kasih anggun

15. Penelitian : Good morning
Siswa : Morning too miss
Penelitian : What your name
Siswa : Hanifah miss
Penelitian : Kepanjangannya
Siswa : Hsnifah azizah miss
Penelitian : Ok hanifah langsung aja iya
Penelitian : Menurut hanifah pembelajaran Bahasa inggris selama ini gimana Ada peningkata?
Siswa : enggak ada miss, yaa gitu gitu aja miss, enggak paham miss Bahasa Inggris
Penelitian : kalo pembelajaran dikelas gimana susah enggak
Siswa : Paham sih miss, kalo untuk materi yang diajarkan , tapi kalo untuk Brbicara Bahasa inggris enggak ngerti miss, malu juga miss kalo sok-sok tau miss
Penelitian : Menurutmu apa yang membuat kamu tidak bisa berbicara Bahasa Inggris
Siswa : Mungkin karna tidak terbiasa iya miss, dirumah juga terbiasa Bahasa dusun miss, disekolah juga gitu . jadi kurang kosa kata miss
Peneliti : Pernah mencoba untuk berbicara Bahasa inggris?
Siswa : Tidak pernah miss, kalo dikelas kebiasaan berbahasa daerah miss
Peneliti : Termotivasi untuk bisa berbicara Bahasa inggris
Siswa : Termotivasi miss.
Peneliti : Ok terimah kasih hanifah
Siswa : Sama sama miss.
16. Peneliti : Hy, what's your name?
Siswa : Iya miss, anes budi asti
Peneliti : Rengking berapa kemaren nes?
Siswa : 5 besar miss

Peneliti : Good job, bagaimana dengan nilai Bahasa inggris mu?
Siswa : Lumaya miss
Peneliti : Sulit tidak belajar Bahasa inggris
Siswa : Sulit banget miss
Peneliti : menurut mu apa kesulitan belajar Bahasa inggris
Siswa : Mungkin karena Bahasa asing
Peneliti : Apa yang kamu rasa kan bila diminta berbicara Bahasa inggris dikelas
Siswa : Cemas, enggak percaya diri miss
Peneliti : Kenapa?
Siswa : Karna tidak bisa miss nanti mala malu malu
Peneliti : Kemaren pas pembelajaran berani maju berdialog baerbahasa inggris
Siswa : Karna berkelompok , kalo sendiri sendiri sendiri malu miss
Peneliti : Ok cukup terimah kasih ya
Siswa : Ok miss.

17. Peneliti : Hy, Good morning
Siswa : Morning too miss
Peneliti : Siapa Namanya?
Siswa : Husdan Nur Mutaqin miss
Peneliti : Kenapa tadi datang telat?
Siswa : enggak apa-apa miss
Peneliti : Tugas dari sir Lugi tadi di kumpulkan tidak?
Siswa : Dikumpul miss
Peneliti : Senang enggak belajar Bahasa inggris di kelas?
Siswa : Senang miss
Peneliti : Menurutmu apa kesulitan belajar Bahasa inggris?
Siswa : Iya banyak miss, idak paham galo
Peneliti : Kalo disuruh berbicara Bahasa inggris di deoan apa yang kamu rasakan?

Siswa : Hmm, cemas, tidak percaya diri karna tidak mengerti apa-apa miss
Peneliti : Penting tidak belajar Bahasa inggris?
Siswa : Penting miss
Peneliti : ok terima kasih husdan
Siswa : Udah miss, cuman itu. Ok miss.

18. Siswa : Assalamualaikum miss
Peneliti : Waalaikumsalam, siapa Namanya?
Siswa : Masa lupa miss, Teguh Ramadhan miss
Peneliti : Hmm. Ok teguh, bagaimana pandangan kamu mengenai pembelajaran Bahasa inggris?
Siswa : Menurut saya, belajar Bahasa inggris itu sulit miss, karena kami tidak terbiasa menggunakannya, jadi tidak percaya diri kalo ngomong Bahasa inggris miss, malu pula kalo salah.
Peneliti : Bagaimana jika kamu disuruh untuk maju berbicara di depan kelas?
Siswa : Iya, bisa-bisa aja miss, asal jangan aku yang pertama, kalo ado yang duluan aku berani miss.
Peneliti : Termotivasi untuk belajar Bahasa tenguh?
Siswa : Termotivasi miss
Peneliti : Ok cukup teguh, thank you.
Siswa : Sama-sama miss

19. Peneliti : Hello, Good Morning
Siswa : Good morning miss
Peneliti : What your name?
Siswa : My name kamelia indah sofiiyyah
Peneliti : Ok kamelia, miss boleh nanya seputar pembelajaran Bahasa inggris di kelasmu?
Siswa : Iya miss
Peneliti : Apakah menurutmu pembelajaran Bahasa inggris itu penting?
Siswa : Iya miss, sangat penting

Peneliti : Kenapa?
Siswa : Karena Bahasa Inggris itu Bahasa internasional miss, jadi itu adalah salah satu Bahasa asing yang sering di gunakan miss.
Peneliti : Ok kamelia, apakah kamu suka berbicara Bahasa Inggris?
Siswa : Enggak miss, saya enggak ngerti
Peneliti : Ada perasaan cemas atau malu enggak kalo kamu tidak bis ajika di suruh berbicara Bahasa Inggris
Siswa : Kalo cemas enggak miss, paling malu aja di liatin teman-teman kelas
Peneliti : Bagaimana cara kamu mengatasi rasa malu di hadapan teman-teman?
Siswa : Iya santai aja miss, tidak usah di perdulikan, kadang suka malas aja miss kalo di ketawaain.
Peneliti : Iya harus begitu, semangat belajar. Ok cukup thank you kamelia
Siswa : Iya miss, sama-sama.

20. Peneliti : What's your name?
Siswa : Eko Nugraha
Peneliti : Tinggal dimana?
Siswa : Pondok kelapa miss
Siswa : suka miss
Peneliti : Apa kesulitan kamu dalam berbicara bahasa Inggris?
Siswa : Tidak terbiasa miss, dan sulit untuk dimengerti miss
Peneliti : Kalau di suruh berbicara bahasa Inggris di kelas gimana?
Siswa : Tidak percaya diri miss, soalnya karna orang Jawa jadi logatnya sering kebawah miss jadi malu kalo ngomong bahasa Inggris

Peneliti : Kalo untuk pembelajaran yang kemaren
berdialog apakah kamu percaya diri
Siswa : Iya miss, soalnya bareng-bareng sama
teman-teman maju ke depan kelas.
Peneliti : Oh, oke, Thank you.
Siswa : Sama-sama miss



DATA SISWA SMAN 09 KOTA BENGKULU DALAM PENELITIAN
AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

NAMA PENELITI : YOPI SITA SARI

NIM : 1811230139

NO	NAME	CLASS
1.	Abel rivai macan	XI IPA 3
2.	Andini wulandari	XI IPA 3
3.	cesya Agam Zahiyah p.	XI IPA 3
4.	Sephia dede tri U.	XI IPA 3
5.	M. akbar putra	XI IPA 3
6.	Eko Nugroho	XI IPA 3
7.	Anes budiasti	XI IPA 3
8.	Husdan Nur Mutaqin	XI IPA 3
9.	Tri Asmarani fortuna	XI IPA 3
10.	Ingga Melisa	XI IPA 3
11.	Hanifah Azizah	XI IPS 1
12.	Anggun permata sari	XI IPS 1
13.	Teguh ramadhan	XI IPS 1
14.	Rani Duita p.	XI IPS 1
15.	M. Bintang Saputra	XI IPS 1
16.	Kamelia Indah Sofiyah	XI IPS 1
17.	Mutlara rahmadani	XI IPS 1
18.	Zhitra Adilia maharani	XI IPS 1
19.	Kirin Listari	XI IPS 1
20.	Reki renaldo	XI IPS 1

Bengkulu, 14 Juli 2022

Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Observation checklist : X1 IPS I

Date : Selasa, 30 Agustus 2022

NO	ASPECK	STATEMENT	CHECKLIST				
			5	4	3	2	1
✓ 1.	MOTIVATION	Students arrive on time and enter class when learning starts	✓				
		Students prepare themselves well when starting learning		✓			
		Students obey class and school rules		✓			
2.	CONFIDENT	Students dare to show their abilities			✓		
		Students dare to ask questions and express opinions			✓		
		Students are always enthusiastic when learning takes place		✓			
J 3.	ANXIETY	Students actively participate in class learning	✓				
		Students look calm when appointed by the teacher to answer questions			✓		
		Students feel comfortable both studying alone and in groups			✓		
✓ 4.	SHYNESS	Students follow learning activities according to teacher instructions		✓			
		Students are able to understand and re-explain the learning material			✓		
		Students are able to speak English without hesitation and fear			✓		

Table Description:

5= Very Good 4= Good 3= Quite Good 2= Not Good 1= Bad

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

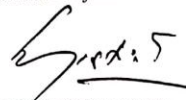
(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 1

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	Students are very enthusiastic in learning English.
2.	CONFIDENT	Each student has a different level of confidence.
3.	ANXIETY	Students follow the lesson well but there are some things that make students feel anxious when learning begins.
4.	SHYNESS	Some students feel shy due to lack of courage in students.

Bengkulu, 2022
Guru Mata Pelajaran



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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Observation checklist : X¹ IPA 3

Date : Kamis, 01 September 2022

NO	ASPECK	STATEMENT	CHECKLIST				
			5	4	3	2	1
1.	MOTIVATION	Students arrive on time and enter class when learning starts	✓				
		Students prepare themselves well when starting learning		✓			
		Students obey class and school rules		✓			
2.	CONFIDENT	Students dare to show their abilities			✓		
		Students dare to ask questions and express opinions			✓		
		Students are always enthusiastic when learning takes place		✓			
3.	ANXIETY	Students actively participate in class learning		✓			
		Students look calm when appointed by the teacher to answer questions			✓		
		Students feel comfortable both studying alone and in groups		✓			
4.	SHYNESS	Students follow learning activities according to teacher instructions		✓			
		Students are able to understand and re-explain the learning material		✓			
		Students are able to speak English without hesitation and fear		✓			

Table Description:

5= Very Good 4= Good 3= Quite Good 2= Not Good 1= Bad

Bengkulu, 2022
Guru Mata Pelajaran


LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

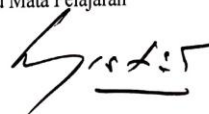
(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 2

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	almost all students have motivation in learning and follow the lesson well
2.	CONFIDENT	all students enjoy learning English in class but lack confidence in speaking because it is considered a foreign language.
3.	ANXIETY	The anxiety felt by students began to decrease when learning was done by playing games.
4.	SHYNESS	the class is active, almost all of the students are sporty, there are only a few students who still feel ashamed to show their abilities.

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Observation checklist : *X1 IPS 1*

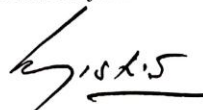
Date : *Selasa, 06 September 2022*

NO	ASPECK	STATEMENT	CHECKLIST				
			5	4	3	2	1
1.	MOTIVATION	Students arrive on time and enter class when learning starts	✓				
		Students prepare themselves well when starting learning			✓		
		Students obey class and school rules			✓		
2.	CONFIDENT	Students dare to show their abilities			✓		
		Students dare to ask questions and express opinions		✓			
		Students are always enthusiastic when learning takes place			✓		
3.	ANXIETY	Students actively participate in class learning		✓			
		Students look calm when appointed by the teacher to answer questions			✓		
		Students feel comfortable both studying alone and in groups	✓				
4.	SHYNESS	Students follow learning activities according to teacher instructions		✓			
		Students are able to understand and re-explain the learning material			✓		
		Students are able to speak English without hesitation and fear				✓	

Table Description:

5= Very Good 4= Good 3= Quite Good 2= Not Good 1= Bad

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 3

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	every student has low motivation in speaking English.
2.	CONFIDENT	there are some students who lack confidence when appointed to the front of the class.
3.	ANXIETY	students feel anxious and choose to avoid if appointed by the teacher because they feel they do not understand the material.
4.	SHYNESS	almost all students feel embarrassed when asked to speak in front of the class.

Bengkulu, 2022
Guru Mata Pelajaran



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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Observation checklist : XI IPA 3

Date : Kamis, 08 September 2022

NO	ASPECK	STATEMENT	CHECKLIST				
			5	4	3	2	1
1.	MOTIVATION	Students arrive on time and enter class when learning starts		✓			
		Students prepare themselves well when starting learning			✓		
		Students obey class and school rules			✓		
2.	CONFIDENT	Students dare to show their abilities		✓			
		Students dare to ask questions and express opinions			✓		
		Students are always enthusiastic when learning takes place		✓			
3.	ANXIETY	Students actively participate in class learning		✓			
		Students look calm when appointed by the teacher to answer questions			✓		
		Students feel comfortable both studying alone and in groups		✓			
4.	SHYNESS	Students follow learning activities according to teacher instructions			✓		
		Students are able to understand and re-explain the learning material		✓			
		Students are able to speak English without hesitation and fear			✓		

Table Description:

5= Very Good 4= Good 3= Quite Good 2= Not Good 1= Bad

Bengkulu, 2022
Guru Mata Pelajaran



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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 4

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	lack of motivation in students due to lack of ability in foreign languages
2.	CONFIDENT	Low self-confidence in students is caused by a fear of showing their abilities.
3.	ANXIETY	students feel very anxious when entering new learning material or chapters.
4.	SHYNESS	there are some students who feel afraid and embarrassed if they are asked to explain the evaluation of the material for fear of being wrong.

Bengkulu, 2022
Guru Mata Pelajaran


LUGISTI SURYADINATA, Gr. S.Pd
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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Observation checklist : xi ips 1

Date : Selasa, 13 September 2022

NO	ASPECK	STATEMENT	CHECKLIST				
			5	4	3	2	1
1.	MOTIVATION	Students arrive on time and enter class when learning starts			✓		
		Students prepare themselves well when starting learning			✓		
		Students obey class and school rules			✓		
2.	CONFIDENT	Students dare to show their abilities			✓		
		Students dare to ask questions and express opinions		✓			
		Students are always enthusiastic when learning takes place			✓		
3.	ANXIETY	Students actively participate in class learning		✓			
		Students look calm when appointed by the teacher to answer questions			✓		
		Students feel comfortable both studying alone and in groups		✓			
4.	SHYNESS	Students follow learning activities according to teacher instructions		✓			
		Students are able to understand and re-explain the learning material			✓		
		Students are able to speak English without hesitation and fear			✓		

Table Description:

5= Very Good 4= Good 3= Quite Good 2= Not Good 1= Bad

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

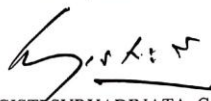
(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 5

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	every students has the motivation to prepare for learning well even though there are some students who just follow the lesson.
2.	CONFIDENT	almost all students can explain the learning material but are not confident to try to speak.
3.	ANXIETY	students are active and there are only a few students who feel a little anxious when asked to re-explain the material.
4.	SHYNESS	good understanding of the material to students but students are shy to explain again.

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Observation checklist : 1/1 Pa 3

Date : Kamis, 15 September 2022

NO	ASPECK	STATEMENT	CHECKLIST				
			5	4	3	2	1
1.	MOTIVATION	Students arrive on time and enter class when learning starts		✓			
		Students prepare themselves well when starting learning			✓		
		Students obey class and school rules			✓		
2.	CONFIDENT	Students dare to show their abilities		✓			
		Students dare to ask questions and express opinions			✓		
		Students are always enthusiastic when learning takes place			✓		
3.	ANXIETY	Students actively participate in class learning			✓		
		Students look calm when appointed by the teacher to answer questions		✓			
		Students feel comfortable both studying alone and in groups		✓			
4.	SHYNESS	Students follow learning activities according to teacher instructions		✓			
		Students are able to understand and re-explain the learning material			✓		
		Students are able to speak English without hesitation and fear				✓	

Table Description:

5= Very Good 4= Good 3= Quite Good 2= Not Good 1= Bad

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
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**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**


(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 6

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	all students have motivation in learning but not in the application of language.
2.	CONFIDENT	almost all students can master the learning material but the students are not confident in the application of language.
3.	ANXIETY	to reduce anxiety students prefer group assignments to individual tasks.
4.	SHYNESS	when presenting assignments in class, almost all students are embarrassed to come forward first

Bengkulu, 2022
Guru Mata Pelajaran



LUGIATI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Observation checklist : 11 IPS

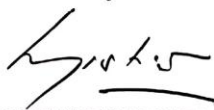
Date : Selasa, 20 September 2022

NO	ASPECK	STATEMENT	CHECKLIST				
			5	4	3	2	1
1.	MOTIVATION	Students arrive on time and enter class when learning starts		✓			
		Students prepare themselves well when starting learning		✓			
		Students obey class and school rules			✓		
2.	CONFIDENT	Students dare to show their abilities			✓		
		Students dare to ask questions and express opinions		✓			
		Students are always enthusiastic when learning takes place			✓		
3.	ANXIETY	Students actively participate in class learning			✓		
		Students look calm when appointed by the teacher to answer questions			✓		
		Students feel comfortable both studying alone and in groups		✓			
4.	SHYNESS	Students follow learning activities according to teacher instructions		✓			
		Students are able to understand and re-explain the learning material			✓		
		Students are able to speak English without hesitation and fear			✓		

Table Description:

5= Very Good 4= Good 3= Quite Good 2= Not Good 1= Bad

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 7

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	there are some students who have less motivation in understanding learning
2.	CONFIDENT	there are some students who have low self-confidence in learning.
3.	ANXIETY	students feel anxious when asked to collect assignments that have been given previously.
4.	SHYNESS	there are some students who feel embarrassed when they are afraid to start asking questions or expressing opinions.

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004

**AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING
SPEAKING SKILLS**

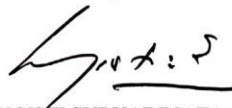
(A DESCRIPTIVE QUALITATIVE STUDY AT SMAN 09 BENGKULU)

Field Notes 8

Date :

NO	ASPECK	NOTE
1.	MOTIVATION	Each students has a different motivation in learning.
2.	CONFIDENT	students self - confidence decreases when they are too to speak in front of the class using English for fear of making mistake.
3.	ANXIETY	students feel very anxious when asked questions because they don't understand the material.
4.	SHYNESS	there are only one to five students who have feelings of shame because of the quiet character in students

Bengkulu, 2022
Guru Mata Pelajaran



LUGISTI SURYADINATA, Gr. S.Pd
NIP. 197610032006041004



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Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0589 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Ph.D 197204101999031004	P I	Yopi Sita Sari 1811230139	TBI	Psychological Development of Students: Analysis of Factors Affecting English Speaking Skills
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 05 Februari 2022



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu
Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Yopi Sita Sari

NIM : 1811230139

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **Psychological Development Of Students: Analysis Of Factors Affecting English Speaking Skill**

Menjadi : **An Analysis Psychological Factors Affecting EFL Learning Speaking Skill (A Descriptive Qualitative Study At SMAN 09 Bengkulu)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 21 April 2022

Disetujui oleh,

Pembimbing I

Riswanto, Ph.D
NIP. 197204101999031004

Pembimbing II

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002



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Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Yopi Sita Sari, NIM : 1811230139 yang berjudul "An Analysis Of Psychological Factors Affecting Efl Learning Speaking Skills (A Descriptive Qualitative Study At SMAN 09 Bengkulu)". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Senin, 06 Juni 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Juni 2022

Penyeminar I

Feny Martina, M.Pd
NIP. 198703242015032002

Penyeminar II

Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003



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Website: www.uinfasbengkulu.ac.id

Nomor : 818 / Un.23/F.II/TL.00/06/2022

24 Juni 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 09 Bengkulu
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "***AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING SPEAKING SKILLS (A Descriptive Qualitative Study At SMAN 09 Bengkulu)***".

Nama : Yopi Sita Sari
NIM : 1811230139
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMAN 09 Bengkulu
Waktu Penelitian : 24 Juni s/d 29 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mulyadi



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Website: www.uinfasbengkulu.ac.id

Nomor: 253 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Drs. Lukman, SS, M.Si
(kompetensi UIN)

2. Dr. Gyamsul Rizal, M.Pd
(kompetensi jurusan/Prodi)

3. Valisneria Utami, M.Ed
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Selasa, 07 Juni 2022

Waktu : 13.30-16.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Hidayatun Kasanah	1811230097
2	Ines Anjelita	1811230074
3	Rekha Dwi Nurul Khotimah	1811230098
4	Yopi Sita Sari	1811230139
5	Anna Yolanda	1811230146

Demikianlah, agar dilaksanakan sebagaimana mestinya

Bengkulu, 6 Juni 2022

Dekan





**PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 9 BENGKULU
TERAKREDITASI : A**



Alamat : Jl. WR. Supratman RT.21 RW.001 Kel.Bentiring Kota Bengkulu Kode Pos. 38116 Telp (0736)7312660
Email : smanegeri9.kotabengkulu@gmail.com - Website: www.smanegeri9kotabengkulu.sch.id

**SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 800 /165 / SMAN 9 / 2022**

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 9 Kota Bengkulu dengan ini Menerangkan:

Nama : Yopi Sita Sari
NPM : 1811230139
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Keguruan dan Ilmu Pendidikan

Telah melakukan penelitian Terhitung 24 Juni – 29 Juli 2022.

.Dengan judul "*AN ANALYSIS OF PSYCHOLOGICAL FACTORS AFFECTING EFL LEARNING SPEAKING SKILLS (A Descriptive Qualitative Study At SMAN 09 Bengkulu)*."

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Bengkulu, 1 Agustus 2022

Kepala Sekolah



Basuki Dwiyanto, S.Pd

NIP. 196602151988121002



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Website: www.iainbengkulu.ac.id

KARTU BIMBINGAN

Nama Mahasiswa : Yopi Sita Sari
NIM : 1811230139
Jurusan : Tadris
Program Studi : Bahasa Inggris

Pembimbing I : Riswanto, Ph.D
Judul Skripsi : An analysis psychological factors affecting EFL learning speaking skill.
(A descriptive qualitative study at SMAN 09 Bengkulu)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	30/3/2022	paraphrase, Subunit Structure		
2	8/4/2022	Validity test	pel-	
3	14/4/2022	Spelling/grammar errors + materi-	pel-	
4	20/4/2022	All Seminar proposal		



Mengetahui,
Dekan
M. Mulvadi, M.Pd
197005142000031004

Bengkulu, 20 April 2022

Pembimbing I

Riswanto, Ph.D
NIP. 198703242015032002



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KARTU BIMBINGAN

Nama Mahasiswa : Yopi Sita Sari
NIM : 1811230139
Jurusan : Tadris
Program Studi : Bahasa Inggris

Pembimbing I : Riswanto, Ph.D
Judul Skripsi : An analysis psychological factors affecting EFL learning speaking skills.
(A descriptive qualitative study at SMAN 09 Bengkulu)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
5	23/11/2022	Abstrak + Bab 1	baik	
6	25/11/2022	ACE dan Skripsi		

Mengetahui,
Dekan,

Dr. Mulyadi, M.Pd
NIP. 1700514200031004

Bengkulu,
Pembimbing I

Riswanto, Ph.D
NIP. 197204101999031004



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KARTU BIMBINGAN

Nama Mahasiswa : Yopi Sita Sari
NIM : 1811230139
Jurusan : Tadris
Program Studi : Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi : An analysis psychological factors affecting EFL learning speaking skill.
(A descriptive qualitative study at SMAN 09 Bengkulu)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Kamis, 10-02/2021	BAB I, BAB II	→ Cari beberapa referensi jurnal → Topik → Penambahan materi	
2.	Jumat, 25-02/2022	BAB I	→ Perbaiki judul → Penambahan Topik → Materi	
3.	Selasa, 08-03/2022	BAB II	→ Penambahan materi BAB II	
4.	Rabu, 23-03/2022	BAB III	→ Questionnaire sesuai dengan Teori	
5.	Jumat, 25-03/2022	BAB III	→ Kisi-kisi → Lembar observasi	
6.	Senin, 28-03/2022	Ace Sempop	Ace Sempop	

Bengkulu, 21 April 2022

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002



Mengetahui,

Mulyadi, M.Pd
NIP. 197005142000031004



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Website: www.iainbengkulu.ac.id

KARTU BIMBINGAN

Nama Mahasiswa : Yopi Sita Sari Pembimbing II : Feny Martina, M.Pd
NIM : 1811230139 Judul Skripsi : An analysis psychological
Jurusan : Tadris factors affecting EFL learning speaking skills.
Program Studi : Bahasa Inggris (A descriptive qualitative study at SMAN 09
Bengkulu)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	04 Agustus / 2022	BAB 4 dan BAB 5	- Perbaiki Struktur Penulisan - Penambahan materi Hasil observasi dan interview	
2.	10 Agustus / 2022	BAB 4	- Penambahan Topik dan materi BAB 4	
3.	24 Agustus / 2022	BAB 4	- Perbaiki Hasil observasi siswa - Penambahan Instrumen observasi checklist	
4.	11 Oktober / 2022	BAB 4	- Perbaiki Struktur penulisan.	
5.	20 Oktober / 2022	Ace Mulyadi	Ace Mulyadi	

Mengetahui,
Dekan



Bengkulu,

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002



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Website: www.uinfasbengkulu.ac.id

Nomor : 992 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1.Feny Martina, M.Pd Penyeminar I)

2 Zelvia Liska Afriani, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 06 Juni 2022

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Tasha Bella Ananda Nasution 1711230118	08.00-08.50 WIB	The Effect Of Using Instagram Assisted Vlogging on EFL students' Speaking Ability (A Quasi Experimental Research At 4 th Semester Students of English Department UIN FAS Bengkulu)
2.	Nurmela 1711230128	08.50-09.40 WIB	The Application Of English Conversation Pocket Book In Improving Students' Speaking Skill (A Qualitative Study At MTS Ja-Alhaq Bengkulu City In The Academic Year 2021/2022)
3.	Yopi Sita Sari 1811230139	09.40-10.30 WIB	An Analysis of Psychological Factors Affecting EFL Learning Speaking Skill (A Descriptive Qualitative Study At SMAN 09 Bengkulu)
4.	Ega Rizki Ardia 1811230076	10.30-11.20 WIB	An Analysis Of Students' Ability In Translating Abstract Text (A Descriptive Qualitative Research At The Fourth Semester Students of English Department In UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022)
5.	Anandia Erianti Zulhijjah 1811230081	11.20-12.00 WIB	The Analysis Of Teachers' Challenges In Teaching English As Foreign Language (TEFL) At Rural Areas (A Case Study of MTS In Pondok Kubang Sub-District)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 7 Juni 2022

Dekan,





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Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
website: www.uinfashengkulu.ac.id

Bengkulu, 22 Desember 2022

Nomor : 6120/Un.23/F.II/PP.00.9/12/2022
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.
1. Kasmantoni, MA
(Ketua)
2. Heny Friantary, M.Pd
(Sekretaris)
3. Feny Martina, M.Pd
(Penguji I)
4. Anita, M.Hum
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : 2 Januari 2022
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Widi Astuti 1811230085	08.00- 09.00	Promoting Students Critical Thinking Skill By Using Role-Play Strategy
2.	Evi Cut Mulia 1811230161	09.00- 10.00	Critical Discourse Analysis Of Multicultural Education Values In Senior High School English Textbook At SMAN 3 Kaur
3.	Yopi Sita Sari 1811230139	10.00- 11.00	An Analysis Of Psychological Factors Affecting EFL Learning Speaking Skills (A Descriptive Qualitative Study At SMAN 09 Bengkulu)
4.	Aditya Rachman 1811230003	11.00- 12.00	Development English Learning Media Based On Character Education Using Sparkol Videoscribe (A Research & Development Study At Eight Grade Students' Of SMPN 05 Kota Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,


Mhs Mulyadi



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Website: www.iainbengkulu.ac.id

SURAT PERNYATAAN PUBLIKASI ARTIKEL JURNAL

Saya yang bertanda tangan dibawah ini:


Nama : Yopi Sita Sari
NIM : 1811230139
Pembimbing : 1. Riswanto, Ph.D
2. Feny Martina, M.Pd
Program Studi : Tadris Bahasa Inggris
Instansi : Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Menyatakan bahwa artikel jurnal ilmiah saya yang berjudul **“An Analysis of Psychological Factors Affecting EFL Learning Speaking Skills”** (A Descriptive Qualitative Study at SMAN 09 Bengkulu) telah di terbitkan pada Jurnal Pustaka Indonesia tahun 2022.

Demikian surat pernyataan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 2022

Mengetahui
Koordinator Prodi TBI


Feny Martina, M.Pd
NIP.198703242015032002


Menyatakan

Yopi Sita Sari
NIM. 1811230059

Cek turnitin Yopi_TBI

09/10/22

Handwritten signature and date: (Handwritten signature) 10/10/22

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