

THE EFFECT OF PSYCHOLOGICAL FACTORS ON ENGLISH SPEAKING PERFORMANCE

THESIS

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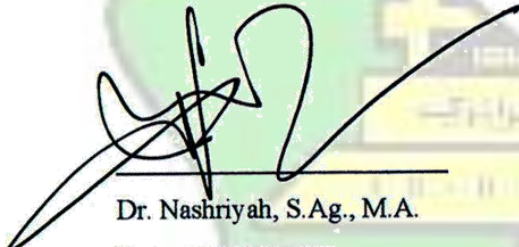
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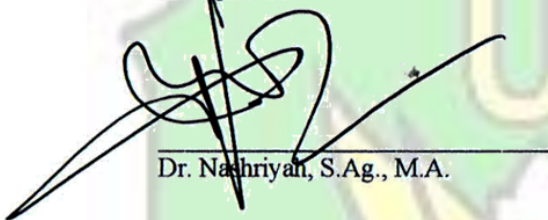
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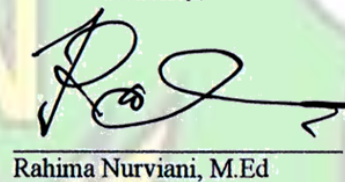
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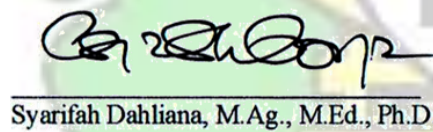
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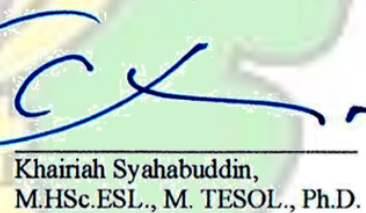
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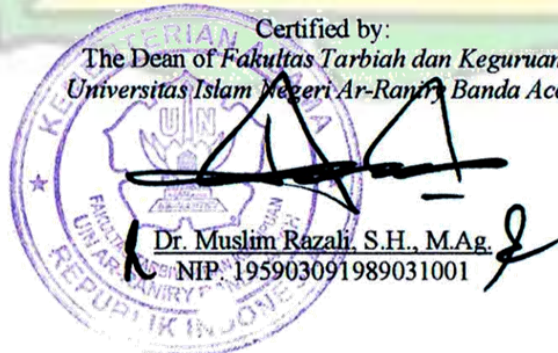
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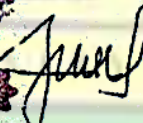
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Banda Aceh, 26 Desember 2020

Saya yang membuat surat pernyataan,




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First, all praises are due to Allah the Almighty who has given me health and opportunity in writing and completing this research under a title “The Effect of Psychological Factors on English Speaking Performance”. Secondly, peace and salutation to our Prophet Muhammad *Shallallahu ‘alaihi wassallam*, who has brought us from the time of ignorance to the Islamic age.

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Finally, I believed that this thesis still needs improvement, suggestion and critic. I wish this thesis could give valuable and useful information for the reader.

Banda Aceh, 26th December 2020
The writer,

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ABSTRACT

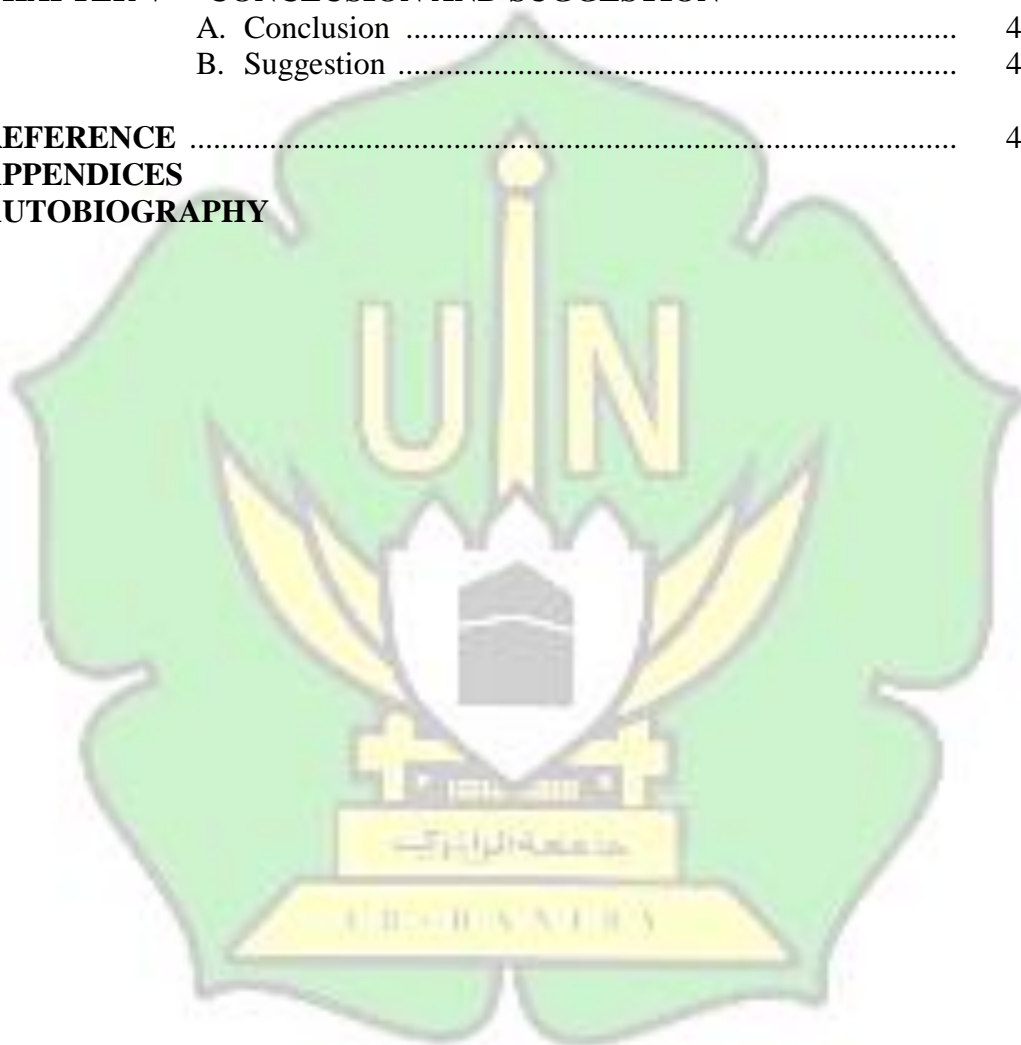
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Keywords : Psychological Factors; Speaking Performance; Motivation; Anxiety; Attitude; Self-Confidence

This research aims to investigate the correlation between psychological factors and speaking performance and which psychological factors most affect on English speaking performance. This research was quantitative research with the descriptive approach and used questionnaire as the research instrument. The questionnaire was adapted from AMTB (Attitude/ Motivation Test Battery) (Gardner, 1985) and FLCAS (Foreign Language Classroom Anxiety Scale) (Horwitz et al, 1986). The population of this research was PBI's students from batch 2016. To select the participants, purposive sampling was used in this research; seventy-five students who have finished all of the speaking's subject become the participants in this research. The psychological factors score and speaking score were analyzed by using Pearson's Product moment correlation coefficient on SPSS. The result shows that there was a weak correlation between psychological factors and speaking performance, where r value is $-0,010$ and based on p value there was no significant correlation between psychological factors and speaking performance, the p value was $0,932$ which is higher than $0,05$. While, based on the students' responses, the most affected psychological factors was motivation. This finding is not surprised because based on the theory that motivation determines the success of learning to speak English.

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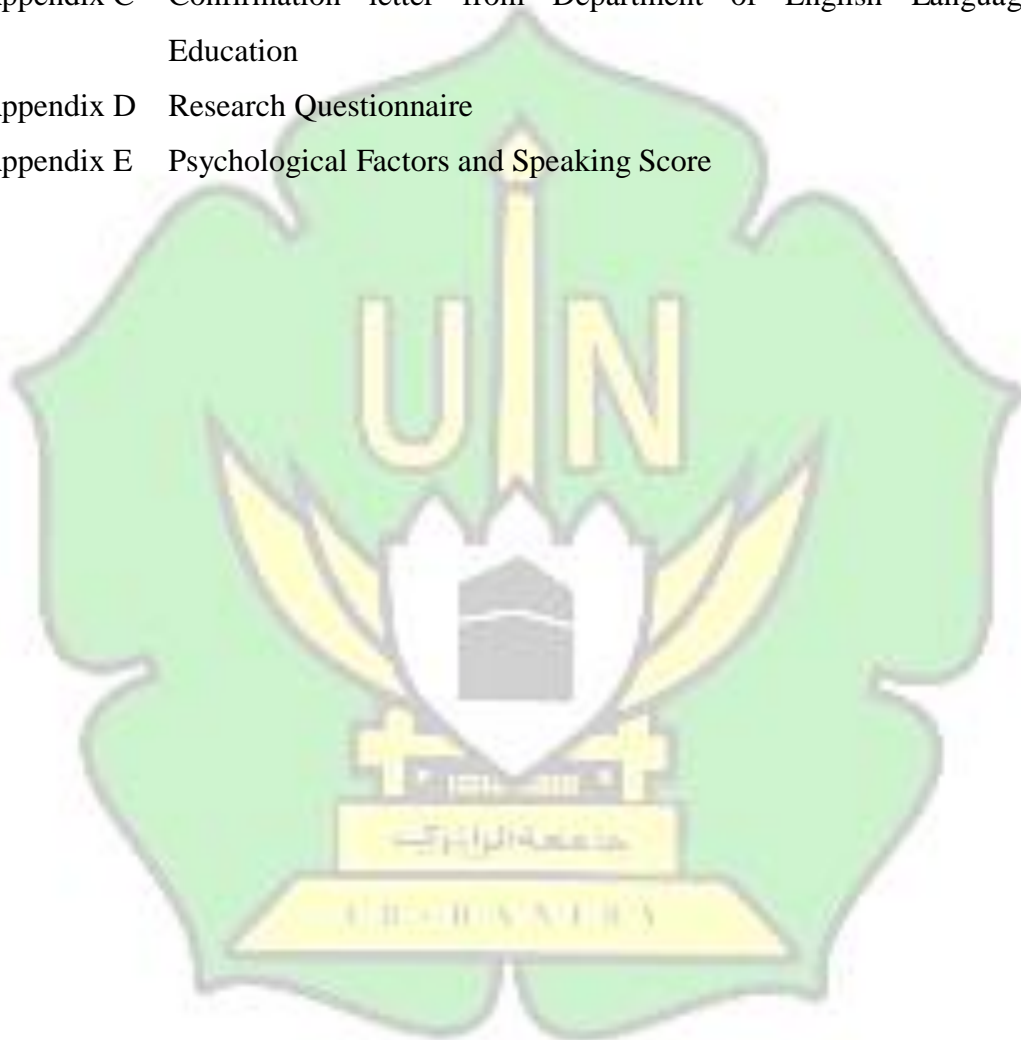
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CHAPTER 1

INTRODUCTION

A. Background of Study

English is one of the most widely used language in the world. Al-Jamal (2014) states that English is used in every corner of the world as a medium to interact among people from different cultural, ethnic, and social backgrounds. Almost all of the countries in the world use English either as a first or second language or even as a foreign language. In Indonesia, an incredibly diverse and multicultural country, English is regarded as one of the most popular foreign languages which are taught in each school in Indonesia. Since English has been taught in junior high school until senior high school, students in Indonesia should be familiar with English. However, many students that cannot express their feeling or thought in English. They find that speaking English is difficult to master. Producing a good speaking performance in English is not easy for EFL students. It is very challenging for the students since it needs a great effort (Fauzan, 2016).

English has four skills that students need to master, namely: reading, speaking, writing, and listening. From those skills, speaking is the most important skill in communicating (Tridinanti, 2018). Speaking is one of the productive skills that enable people to show or express feelings or opinions in spoken language. It is needed to communicate with other people by sharing the point of view at

different times and places. Akhyak and Indramawan (2013) state that it is important to improve English speaking competence because it will give a big contribution to their communication performance.

For Indonesian students, reluctant speaking has resulted from the minimum used of language and lack of exposure with a native speaker (Sutarsyah, 2017). The status of English is only for formal used and it is spoken rarely. In Indonesia, English has never been used for communication purpose (Lauder, 2008). However, English is learned for the educational requirement. As a result, most students cannot use the language for communication purposes. They have problem to express their ideas in English.

Some studies were conducted to find out speaking difficulty within students. Misbah, Mohammad, Yunus, and Ya'acob (2017) have done a research in Malaysia with 116 students were involved. From the research, they found that students difficult to speak in English caused by lack of vocabulary, socio-economic status, and the influence of their first language. In contrast, Al-Hosni (2014) in her qualitative research about "speaking difficulties encountered by young EFL learners" argued that linguistic difficulties, mother tongue, and inhibition were the main problems faced by students when speaking in English. Leong and Ahmadi (2017) added the difficulties of English-speaking encounter by students were that they could not remember anything and low of participation in classroom.

However, Arianty (2016) stated that psychological factors or cognitive could be the reason for the difficulty of English-speaking performance. If the

students with a good cognitive ability still have speaking difficulty, the main psychological factors such as motivation, self-esteem, and anxiety are potential aspects in influencing the students' performance (Aouatef, 2015). Haidara (2016) in his research found that there were four psychological factors most affect students' speaking performance; fear of making mistake, feeling shy, feeling hesitated, and lack of self-confidence. While Arifin (2017) have done the same research about psychological factor in English speaking found that low self-confidence, low self-esteem, anxiety, and less concentration were common psychological factors faced by the students. Moreover, Arianty (2016) believed that psychological factors which become the problem for students in English speaking performance are anxiety, fear of making mistakes, shyness, lack of motivation, and lack of self-esteem. Therefore, from the finding above motivation, self-esteem, self-confidence, and anxiety are the common psychological factors faced by students in speaking English. Motivation refers to the desire of the students in learning a language. Anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled (Javed, 2013). Speaking anxiety is a person's reluctance to participate in conversations using a particular language (Tsiplakides, 2009). While self-esteem represents the degree of one's confidence and belief in himself or herself; It is one of the psychological factors which present much contribution in students' speaking performance.

Moreover, Habiburrahim, Risdaneva, Putri, Dahliana, and Muluk (2020) in "The effect of anxiety toward Acehnese students' English-speaking ability" which has done at PBI, stated that speaking anxiety was caused by personality

traits, low self-confidence, and lack of competency. All of the causes affected speaking performance negatively. In addition, the role of classroom activities and self-perception of personal competency were the reason for students' anxiety, but self-perception probably played the bigger part (Habiburrahim et al., 2020). As a result, language anxiety might not be avoided by students and it is almost impossible for students not to have language anxiety (Sutarsyah, 2017).

Furthermore, many experts pointed out that psychological factors gave the most negative influence on the students' speaking activities (Bourezzane, 2014). Not only presented the negative influence, but the psychological factors also could make students difficult to perform their English speaking skill. Putri (2014) stated that psychological factors are potential things that affected the students' oral performance negatively.

Tridinanti (2018) has done a research at one of the universities in Palembang about the correlation between speaking anxiety, self-confidence, and speaking achievement found that there was a significant correlation between self-confidence and speaking achievement, but the result showed that speaking anxiety had no significant correlation with speaking achievement. Nevertheless, Sutarsyah (2017) found that there was significant correlation between speaking anxiety and speaking performance. The research which conducted in Lampung found that students with lower anxiety level speak English better than the higher anxiety level. While, Maulana, Wahyuni, and Siregar (2018) in their research about the correlation between motivation and speaking ability stated that there was no significant correlation between motivation and speaking. The research showed

that students who had lower motivation could speak as fluently as students who had higher motivation. In contrast, Rahman and Deviyanti (2012) believed that speaking performance and motivation had a significant correlation, as a result student with higher motivation had better speaking performance.

Based on that phenomenon, it is very interesting to highlight why Indonesian students still reward as low achievers in spoken English; psychological factors can be one of its causes. Based on the phenomenon and findings above, the researcher of this paper attempts to explore the effect of psychological factors on English speaking performance. In this research, the researcher only focuses on several psychological factors; motivation, anxiety, attitude, and self-confidence.

B. Research Questions

To investigate further about this issue, the researcher attempted to investigate:

1. What is the correlation between psychological factors and English speaking performance among PBI's students?
2. Which are the most psychological factors that affect on student' English speaking performance?

C. Research Aims

This research is aimed:

1. To find out the correlation between psychological factors and English speaking performance

2. To investigate the most psychological factors that affect students' English speaking performance

D. Research Hypothesis

Hypothesis are prediction made by the researcher about the expected results of relationship among variables (Creswell, 2009). It is a prediction that can be tested by a research. The hypothesis of this research is:

H_a: there is significant correlation between psychological factors and speaking performance.

H₀: there is no significant correlation between psychological factors and speaking performance.

E. The Significance of The Research

This research will be beneficial for English researchers, students university, and the lecturers of the English language.

For English researchers, this research will be one of the sources for the research in the future which related to psychological factors that affect English speaking. In addition, they can take this research as the literature review and support their research.

In order to fix students' deficiencies, this research can be self-reflection for students. As a result, they can improve their ability in English speaking performance.

This research consists of the speaking aspect which will be an inspiration and useful for lecture in classroom activity. So that the lectures can use appropriate method in classroom based on students' needs.

F. Terminology

Some terminology are used in this paper as the limitation of the data that being observed:

1. *Psychological Factor*

According to Collins dictionary, psychological is the way how human think and feel toward something. Also, it concerns with the proses of mental that is separated from mind or soul. In addition, psychological is person's behavior and experience that reveal the way the person's thought works and behaves. According to Leong and Ahmadi (2017), psychological factors deals with the way someone think and behave that give effect on their decision. The psychological relates to human's behavior and experience (Tuan & Mai, 2015). Therefore, the psychological factor in this research refers to feelings, thought or behavior that influence PBI's students performance in speaking English.

2. *English Speaking Performance*

In the main skill of language learning, speaking is one of the productive skills. Speaking consist of communicative elements, such as vocabulary, intonation, grammar, pronunciation, etc. (Kusumawati, 2019). Moreover, speaking help students to improve their knowledge in language learning process; it considers as an important aspect in language learning process. In this study,

English speaking performance means the way how students express their feeling and thought in English.



CHAPTER II

LITERATURE REVIEW

This chapter presents some literature that support this research. It includes nature of speaking skill, types of classroom speaking performance, speaking performance problem, psychological factors that hinder students in English speaking, previous studies on the factors affecting speaking skill.

A. Nature of Speaking Skill

Speaking consider as a crucial ability to see how effective the language usage, especially for English. Students should master the English speaking, because English has been used universally as communication purposes. Speaking is a language process which built meaning in which producing, receiving, and processing are involved in the process (Abrar, 2018). Moreover, speaking is concerned to not only the utterance, but also how the expression being delivered orally. Therefore, it is called as students' oral production that students need to learn in language learning. Mustafa (2015) believes speaking is a ability in English that have to be learned and mastered by the students

Louma (2004) states that the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Having knowledge and being able to express thought in English is kind of special thing, because students deal with contextual use of a language. Richard (2008) states that student often see the improvement and the effectiveness of their English learning based on the success of their spoken language proficiency. That is the

undeniable reason why speaking is one of language skill that students need to be mastered.

Because of English speaking is important skill in language learning, students should be aware and give more attention on the language aspect, especially English learning. According to Hemerka (2009), in order to have good English speaking, students need to be considered to the three elements in speaking skill. The three elements are explained as following.

a) Structural view

Structural view concerns with the way the meaning is deliver and understood by the listener

b) Functional view

Functional view deals with the language form and its use in communication.

c) Relating form to meaning

Relating form meaning is a balance between structural view and functional view. In this section students not only able to use language communicatively, but also have to be aware to the meaning and its structure.

B. Types of Classroom Speaking Performance

Brown (2007) states that there are six types of classroom speaking performance. Those types are imitative, intensive, responsive, transactional, interpersonal, and extensive. In imitative activity, students will imitate some

phrase or sentence (Brown, 2007). This activity only focuses on some aspect in language form, such as pronunciation and intonation. The teacher uses drilling in the process of language learning. It makes students get more chance to imitate what teacher said. Acting for script is included in this type. The role of the teacher in acting for script is as theatre director who give example how to produce good intonation and stress (Hammer, 2001). Before start the real acting, the students have opportunity to rehearse their dialogue, so that the students get more acting for script experience.

Intensive activity concerns with practicing some phonological and grammatical aspect of language (2007). In intensive activity, students do a task with their friend or in pairs. One of the activities of this type is communication games, the game will make students communicate actively with their friends (Hammer, 2007). The example of the game are puzzle, draw a picture, put thing in the right order or find the similarities and differences between picture.

The next activity is responsive. Responsive is kind of short replies from students for the teacher question or comment (Brown, 2007). Responsive activity makes students give their real though or opinion toward something. Buzz group, instant comment, and formal debate are some activities in responsive. In buzz group, students discuss about something and teacher will ask their real opinion. The instant comment activity relates to the impromptu activity. The students will be asked to give comment immediately and fluently (Hammer, 2007). While the formal debate students will give some topic and prepare their opinion whether support or against the topic.

Transactional activity concern with the aims in collecting and exchanging information in form of responsive language (Brown, 2007). Prepared talk is one of the activities in transactional, where students will make presentation about their own topic. When students present their topic, they need to speak and use note than read a script.

The next type of speaking activity is interpersonal. Interpersonal deals with the purpose of conveying the social relationship rather than the purpose of collecting information and facts' transmission (Brown, 2007). In this activity students need to be aware to the casual register, colloquial language, slang, ellipsis, and slang. The example of the activity in interpersonal is questionnaire. In this activity, students create short question about a topic, say it to their friends and then design it as a questionnaire. The result from the questionnaire can be resource for teacher in evaluating students (Harmer, 2007)

The last type is extensive. In extensive activity, intermediate and advance students give a monologue, such as in form of speech, report orally, and summaries (Brown, 2007). Moreover, when performing the monologue, the students have to pay attention to pronunciation, vocabularies and the language function that they use. However, this activity can be a prepared activity or impromptu activity. Before performing the real performance, the students are allowed to do some simulation to see their pronunciation and their fluency, so that they can improve it (Harmer, 2007)

C. Speaking Performance Problem

Everyone has some speaking performance problems, especially students. To solve the problems the teacher should help them and make students speak in classroom. According to Tuan and Mai (2015) students used to face many problems in speaking performance, such as lack of self-confidence, cannot think of anything, low of participation and comfortable to use mother-tongue.

The first problem is students' self confidence; many students feel inhibited in language classroom when they try to speak because of lack of self-confidence. They experience the worried feeling about the mistakes. Lack of self-confidence makes them feel ashamed to participate in classroom. Littlewood (2007) believes that inhibition and anxiety come easily to the students when they are at foreign language classroom. Moreover, students face the difficulty and do not feel comfortable at the classroom. When the feeling of uncomfortable happened several times, students will face second language anxiety (Awan, Azhar, Anwar, & Naz, 2010)

On the other hand, the student may be good and competent in English learning, but if they have low self-confidence, they think that they are not success in language learning (Haidara, 2016). The students' development in speaking skill are related to students' awareness toward goal of language learning. Because self-confidence always deals with personal power, self-assurance, self-control, and self-belief. In making decision, self-confidence will always strengthen mind to not feel nervous which cause anxious. In addition, self-confidence is an indispensable factor of metacognition in psychology and education field (Aouatef, 2015)

The second problem that students face in speaking classroom is they cannot think of anything so that they have nothing to say. Rivers (cited in Tuan & Mai, 2015) states that one of the reasons why students have nothing to say are caused by the topic chosen by teacher that is not appropriate for them or they have little knowledge about the topic. Students feel the difficulty in foreign language class when teacher ask about a topic that they are unfamiliar and have little idea about it.

The third problem in speaking performance is low participation (Arianty, 2016). Speaking class consist of a large group of students which each student will have very little talking time, because only one participant can talk at time to dominate, while other students speak very little or not at all and the duration of classroom is limited (Brown, 2007). The last speaking performance problem that commonly faced by the students is the mother-tongue usage; students feel more comfortable use mother-tongue in foreign language classroom because they do not know the related vocabulary. According to Harmer (2007) students tend to use mother-tongue because of they unable to express their thought or opinion about a topic in English, they feel that they incapable to talk about the topic, then they use mother-tongue naturally. Moreover, the role of teacher is very important here. Teacher need to encourage students to speak in English, so that students will use English more often than mother tongue when explaining about something to others

D. Psychological factors in learning a language

According to Budianto (2010) there are some psychological factors in learning a language, as explained below:

1. Motivation

Motivation plays the crucial role in the language learning process. It supports and guides the activities of language learning. Long, Ming, and Chen (2013) believe that one of the important factors that influence the success of students in language learning is motivation. Motivation is the combination between energy and willingness to reach the goal (Wagiyo, 2018). According to Brown (2007), there are two types of motivation; behavioral motivation and cognitive motivation. Behavioral motivation concerns with desire reach the reward and anticipate it (Nguyen, 2019). While the cognitive motivation is deals with the relationship between desire and decision students take, and also, they enjoy the experience from decision that they take or avoid (Nguyen, 2019). In addition, Budianto (2010) states that motivation consist of positive attitude, desire, and effort in language learning to reach the goal. It could be said effort to reach the goal, desire to reach the goal, and positive attitude in language learning are main motivation component.

However, Gardner (as cited in Budianto, 2010) states that integrative motivation and instrumental motivation is two kind of motivation in language learning. Integrative motivation deals with students' positive attitude toward the foreign language and they have desire to be more integrated into it. Instrumental

motivation is students desire to get something concrete and practical from the language learning.

Nguyen (2019) believes that motivation take crucial part in the failure and success of language learning. In learning process, when students have low motivation, they will lose their attention. It also may cause students misbehave and cause the discipline issue. On the other hand, the students will participate actively in the learning process if they have high motivation and pay much attention to the learning activity process.

Motivation is important as a tool to improve the outcomes of the students in language learning process (Woolfolk & Margaret, 2007). It is viewed as an important element which is engaging students in learning (Zyngier, 2008). Furthermore, students' engagement can lead them to higher academic achievement throughout students' life. When students are engaged in learning language, they will have commitment to reach the goal. In addition, language learning needs commitment and only motivates people who have interest in language learning (Masgoret & Gardner, 2003). Therefore, learning and motivation have the same importance in order to achieve something. Learning helps students gain new knowledge and skills, and motivation pushes them to encourage them to go through the learning process.

2. *Anxiety*

Language anxiety is consider as a variable in language learning (Sutarsyah, 2017). It means that language anxiety has become one of the factors included in the language learning process. Moreover Khattak, Jamshed, Ahmad,

Mirza and Baig (2011, p. 1602) state that “ anxiety experienced in learning English can be debilitating and may influence students’ achievement of their goals”. In other words, one of the most significant factors which influence the process of language learning is anxiety. Ying (2008) believes that language anxiety is caused by (a) personal and interpersonal reason, (b) the belief of learner about the process of language learning, (c) teacher belief about language anxiety, (d) the interaction between teacher and students in classroom, (e) classroom rules or procedures, and (f) language testing.

Moreover, Leong and Ahmadi (2017) state that the fear of language learning is related to personality construct like anxiety. Extreme anxiety can cause the students experience discouragement and a feeling of failure in learning language (Bashir, Azeem, & Dogar, 2011). According to Woodrow (2006), anxiety gives negative influence on the language learning performance, especially on the speaking performance. Language anxiety may come from the condition and situation of a classroom which consist of different abilities level of language learner (Leong & Ahmadi, 2017).

"...speaking anxiety has affected learners' ability to communicate in English. This reflected in their words that they have a problem to convey the message due to the difficulty to express the idea in English, thus the communication does not happen and they lose their opportunity to widely practice speaking in the classroom in order to have English proficiency" (Habiburrahim, Risdaneva, Putri, Dahliana, Muluk, 2020, p. 266)

Spielberger and Sarason (2005) state that there are two things which characterize language anxiety. The first is the case of students become anxious in any condition (Spielberger & Sarason, 2005). For example when the students have

to speak in front of their classmates or when the teacher correct their mistakes directly. The second characteristic is students' perception for their competence in communicating in a foreign language (Spielberger & Sarason, 2005). Therefore, some students tend to underestimate their competence in foreign language learning; that is the reason why students experience language anxiety.

3. *Attitude*

When talking about learning a language, it is undeniable that attitude is one of the important psychological factors in language learning. Montero, Chaves and Alvarado (2014) found that the way learners develop their language ability is mostly influenced by the attitude that they process, either to target language or a target culture. Moreover, Abidin, Pour-Muhammadi, and Alzwari (2012) believe that attitude plays a crucial role in language learning which influences the success and failure of the learners.

Houssein and Pourmandnia (2013) categorize attitude in two kinds; negative attitude and positive attitude. The positive attitude supports the learning process, while the negative attitude hinders the learning process. Therefore, if students have positive attitude toward language learning, they will enjoy the lesson, then they can get more knowledge and skill of the language. Whereas the students who have negative attitude toward language learning, they will be reluctant and pay less attention during the learning process.

Further, attitude is constructed by some distinguishable aspects. It is divided into three aspects; cognitive, affective, and behavioral aspects (Wenden, as cited in Riyanto, Bambang, & Kadaryanto, 2015). Cognitive aspect consists of

the belief and thought about something. This aspect affects the learning process very much because it relates to learners' mind and perception (Riyanto et al., 2015). While affective consists of learners' emotion and feeling toward something. Affective affects on learners' preference, like stand for or against, or the feeling of like or dislike. The last aspect is behavioral, this aspect deals with learners' action or perception to practice the language (Riyanto et al., 2015).

4. *Aptitude*

Aptitude in language learning refers to a set of cognitive abilities that are “predictive of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions” (Carroll & Sapon, 2002, p. 62). The existence of aptitude is very important for language learning. Language learning aptitude is a capacity or cognitive ability that enables students to master a language (Skehan, 2012). Further, aptitude can be the predictor of language learning success (Budianto, 2010). There are four component of an aptitude for foreign language, a) phonetic decoding, b) grammatical sensitive, c) inductive language-learning ability, d) memory and learning (Carrol, as cited in Singleton, 2017).

- a) Phonetic decoding, it is an ability to differentiate among foreign sound and to encode the sound in a manner, so that it could be recalled later.
- b) Grammar sensitivity, this is the ability of recognizing the function of words in the sentence.

- c) Inductive language-learning ability, this is the ability to infer, induce or abduct rules or generalization about language from sample of the language.
- d) Memory and learning, it is the ability to make and recall association between words and phrases in a native language and a second language.

E. Psychological Factors that Hinder Students in English Speaking.

The psychological factors becomes an influential element that give a big impact on the way students acquire language in the speaking area. Therefore, it is necessary to point out the psychological factors based on various theories.

The first factor is motivation. Motivation is referred as the desire of someone in learning a language. Since students need to provide a great effort to reach their goals, desire is not enough (Ortega, 2009). Al Othman and Shuqair (2013) believe that factor which provoke students' motivation is a manner of the reason why they want to perceive their intended result. So, either the decision of being involved or not to a certain situation in language learning such as in speaking class can be influenced by their motivation.

Further, Long, Ming and Chen (2013) believe that motivation plays an important role in the language learning field which influences students' achievement. Students will participate actively in language learning class if they have motivation to learn a foreign language. But if they do not have motivation in learning a foreign language, they will not enjoy the learning activity and tend to be bored and careless about the lesson.

The second factor is anxiety, anxiety is a natural psychological aspect which consist of the feeling of fear which sometimes cannot be controlled (Javed, 2013). Language anxiety becomes one of the factors involve in the success of language learning, either negative or positive. However, language anxiety might not be eliminated or avoided. In addition, do not feel anxious in the language is almost impossible for the language learner. Feeling anxious is a sign that students have the resoluteness to be a successful language learner. It is undeniable that students cannot avoid the existence of fear and have great tension when they think of a foreign language (Ortega, 2009).

Speaking anxiety is a common phenomenon in learning English as foreign language. Kayaoglu and Sağlamel (2013) state that there are several cause of language anxiety; (a) the difficulty of linguistic can be find on lack of vocabulary, lack of grammatical understanding, and bad pronunciation, (b) the challenge of cognitive in the form of feeling of fear cannot communicate actively and being afraid in making mistakes, (c) low understanding of original language, (d) teacher's role and competitiveness in language classroom.

The third psychological factor that affects speaking performance is self-esteem. According to Juhana (2012), self-esteem is the psychological factor which reveal many contributions in students' speaking performance at classroom. Those who have high self-esteem are the potential to perform English speaking fluently because they make the problem of making mistake become the last matter to think about. However, self-esteem becomes one of the big challenges for students to deal with and it is mostly faced by students at university (Jamila, 2013). Since

self-esteem becomes one of the influential factors, students with high self-esteem will perceive better achievement rather than those who do not.

Another factor that affect English speaking performance is self-confidence. Self-confidence is a firm belief (Murray, 2006). According to Lawrence (2006), self-confidence is a set of beliefs about someone's talent and ability. If a person believe in something, he or she will not worry about the result and he or she takes it for granted that it will go well. According to Ansari and Oksrochi (2004), self-confidence is related to selection, motivation, perseverance, vulnerability, and pattern of subject expectations, ambition and ambitious influence of one's self. Moreover, a person with high self-confidence is more likely to achieve positive and successful result. In addition, Adalikwu (2012) states that self-confidence as belief that someone has in her or his ability to succeed in a task, based on whether he or she is able to do that or not a task in the past. So, students who are confident are successful in their language learning because they believe in their abilities.

F. Previous Studies on The factors Affecting Speaking Skill

In this section, some researches pertinent to the factors influencing speaking are reviewed. Tanver (2007) examined the factors that caused anxiety for learners in learning speaking ability and the impact of anxiety on target language communication, the obtained results indicated that the learners' feeling of stress and anxiety stop their language learning and performance abilities. The researcher emphasized that high anxiety lowers the learners' speaking

performance. Park and Lee (2005) investigated the connection between second language learner's anxiety, self-confidence, and speaking performance. One hundred and thirty-two Korean learners participate in this research. The result showed that students' anxiety levels had a negative relationship with their oral performance. Another research was conducted by Urrutia and Vega (2010) about encouraging teenagers to improve speaking skill through games. They revealed that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It also indicated that learners' cooperation, self-confidence, vocabulary, and knowledge encouraged them to improve their speaking skills.

Most of the previous studies about factors which affect speaking skill focused on anxiety factors. However, speaking performance is not only influenced by anxiety but also influenced by other psychological factors such as self-confidence, self-esteem, motivation, and shyness. So in this research, researcher investigated various possible psychological factors that may affect students' speaking performance.

CHAPTER III

METHODOLOGY

A. Research Design

This research is conducted by using a descriptive-quantitative method and is designed to find out some information from actual conditions. Aliaga and Gunderson (2002) states that quantitative research is a method which explains an issue or phenomenon through numerical data and it is analyzed with the aid of mathematical methods; in particular statistics. Further William (2011, p. 66) states that “quantitative research involves the collection of data so that the information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims”. The use of quantitative design in this research is because of the purpose of the present research to provide quantitative description of the effect of psychological factors in English speaking classrooms.

B. A Brief Description of Research Location

This section discusses the description of the location clearly and briefly. The research took place at UIN Ar-Raniry, Banda Aceh. It was IAIN Ar-Raniry before officially changed its status to the Stated Islamic University (UIN) on October 1st, 2013. IAIN firstly established on October 5th, 1963, located on Jl. Ar-Raniry Kopelma Darussalam-Banda Aceh, Aceh Province.

UIN Ar-Raniry consists of nine faculties. They are Education and Pedagogy Faculty, Dakwah and Communication Faculty, Syariah and Law

Faculty, Adab and Humanities Faculty, Science and Technology Faculty, Psychology Faculty, Islamic Economy and Business Faculty, Ushuluddin Faculty and Faculty of Social and Government Knowledge. Furthermore, Education and Pedagogy Faculty was divided into nine departments; Islamic Department, Arabic Department, Islamic Education Management Department, English Department, Physics Department, Biology Department, Chemistry Department, Mathematics Department, Education for Islamic Elementary School Teacher. Department of English Education or also known as PBI is where the data and research take place.

Department of English Education (PBI) is one of the major of Education and Pedagogy Faculty. It was firstly established in 1964. This department focuses on teaching English as the foreign language. The aim of this department is to educate prospective professional English teacher at islamic schools, state schools, and other formal or informal educational institution. Furthermore, students of Department of English Education are taught various subjects, such as Academic Writing, Listening, Speaking, Reading Comprehension, Linguistics, Teaching Methodology, Cross-Cultural Understanding, Grammar, etc.

C. Population and Sample

Population is the whole object used by researcher to conduct the data. Population is a generalization region that consists of objects that have quality and certain characteristics that have prescribed by researcher (Sugiono, 2010). The population of this research are PBI students from batch 2016 in UIN Ar-Raniry. Meanwhile, the sample is a small proportion of a population selected for

observation and analysis (Sugiono, 2010). The sample is a representation of the total population. Purposive sampling is used in this research. Miles, Huberman, and Saldana (2014) believe that purposive sampling is better than random sampling. Purposive sampling is more specific and purposive since the researcher focuses on unique contexts of a case; meanwhile, random sampling sometime will make the researcher deals with a biased thing. In this research, the researcher choose 75 PBI students from batch 2016. They are from 9th semester students who have finished all of the speaking's subject.

D. The Technique of Data Collection

In this research, the researcher used survey questionnaire and document analysis to collect the data. Questionnaire is a research instrument which consist of a series of question for the purpose of collecting information from responden (Miles et al., 2014). It is one of the most common method of data collection. Moreover, questionnaire allows the researcher to gather information which let the respondents report about themselves. One of the advantages of questionnaires is being economical and practical, it can bring about longitudinal information from respondents in a short period of time (Creswell, 2009). In addition, questionnaire can be administered in many forms; via e-mail, by phone, website, etc.

Further, the questionnaire used was closed question structure that the participants only respon into pre-decided categories. In addition, the questionnaire involves rating scale to measure the strength of attitude or emotion. Likert scale is used in this questionnaire; a five point scale (strongly disagree = 1, disagree = 2,

neutral = 3, agree = 4, 5 = strongly disagree) which is used to allow the participants to show how much they agree or disagree with a particular statement. The participants are given a questionnaire which consists of 40 questions (1-10 are for motivation, 11-20 are for anxiety, 21-30 are for attitude, and 31-40 are for self confidence).

To see which psychological aspect that most affect on speaking performance, the researcher classified the questions into motivation, anxiety, attitude, and self-confidence questions. The questionnaire was adapted from some sources and being modified by the researcher. The questions are adapted from AMTB (Attitude/ Motivation Test Battery) (Gardner,1985) and FLCAS (Foreign Language Classroom Anxiety Scale) (Horwitz, Horwitz, & Cope,1986). The question 1-15, 21-22,24-25,27-35, and 39 are adapted by AMTB and being modified by the researcher. Then the questions16-20,23, 36-38, and 40 are adapted from FLCAS and also being modified by the researcher. This questionnaire was written in English and have been examined by supervisors. In addition, before this questionnaire were delivered to the respondents, it has been tested on subject who are not the respondents of this research for checking pilot test.

The next data collection in this research is document analysis. Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic material (Corbin & Strauss, 2008). There are two kinds of document according to Creswell (2008); public and private document. The example of public document are journal and newspaper, while private document

consists of transcript and letter. Further, for this research, the researcher chose students' academic transcript as the document analysis to obtain the data. The researcher only analyzed students' academic transcripts to look at the speaking score of the participants. Specifically, the researcher only took final score from the students' transcript. Further the researcher saw the correlation between psychological factors score and students' speaking score.

E. The Technique of Data Analysis

Since this research is descriptive-quantitative research, the researcher utilized descriptive statistics to analyze the data. Descriptive analysis is the process of analysis which constructs of interest that to be described, aggregated, and presented statistically (Bhattacharjee, 2012). Moreover, descriptive analysis consists of descriptive measures including means and correlation of the research. In this research, the data tabulated and analyzed using frequency count in order to describe which psychological factor most affect on English speaking performance. In addition the data analyzed were presented in tabular format per factor. Then the researcher analyzed the correlation between the psychological factors and students' speaking scores by using Pearson product moment correlation coefficient. To prove the result from SPSS, the researcher also calculated the data manually by using Pearson correlation formulas.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

where,

r_{xy} : correlation coefficient variable x and y

x: psychological factors

y: speaking performance

n: number of sample

Moreover, the finding of questionnaire is analyzed in descriptive percentage by using formulas as following:

$$P = \frac{\sum f}{\sum n \sum x} \times 100\%$$

Where,

P = percentage

f = frequency

n = the number of response

x = the number of questions

Since this research aims to find out the correlation between psychological factors and speaking performance, the researcher only took speaking score from students' academic transcript as document analysis. Furthermore, the students' score would be used to see the correlation between psychological factors and speaking performance by calculating manually and using SPSS.

CHAPTER IV

FINDING AND DISCUSSION

This chapter covers the research findings and its discussion. The statistics analysis is used on this chapter to answer the research questions.

A. Research Finding

This part revealed the finding from the questionnaire to fulfill the aims of the research. The aims of the research are to find out the correlation between psychological factors and English speaking performance and to investigate the most psychological factors affect students' English speaking performance.

1. The correlation between psychological factors and speaking performance

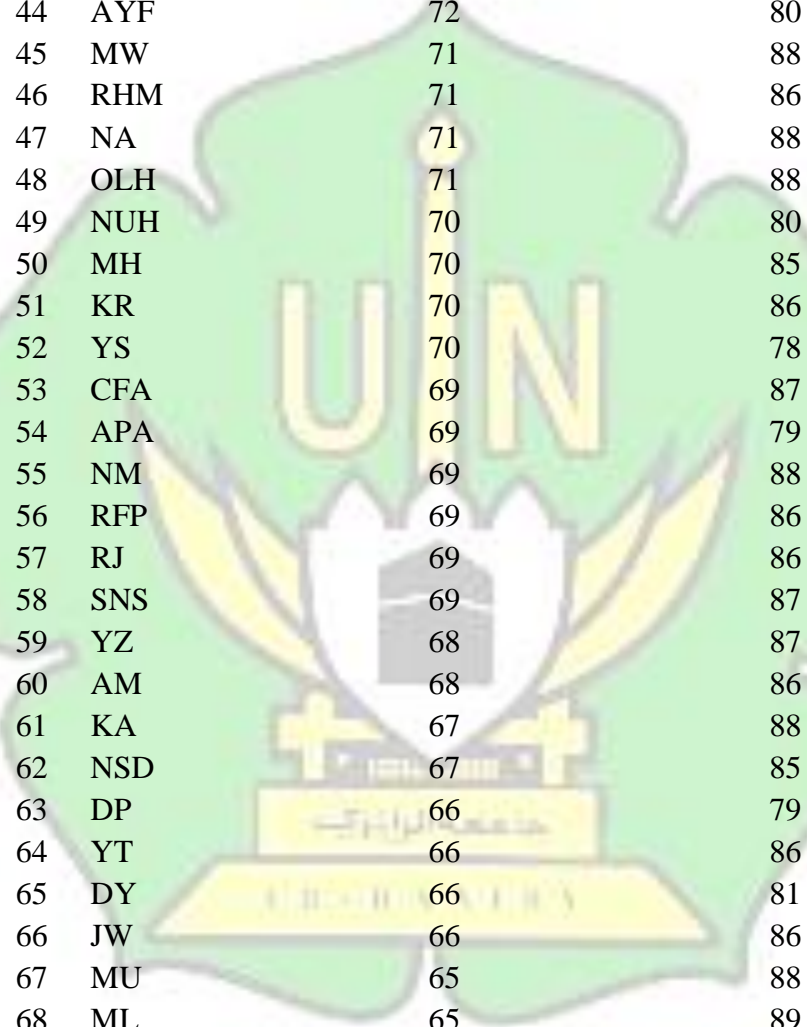
In this section, the researcher revealed the finding from questionnaire. The statistical analysis is used. Since the research aims to find out the correlation between psychological factors and English speaking performance, the score of psychological factors and speaking performance was analyzed by using SPSS. Moreover, the score of psychological factors were from the questionnaire which have been distributed on December, 7th 2020. While, the score of speaking performance were taken from public speaking score; final score.

The following table highlight number of students as the sample of this research and their psychological factors score and speaking performance score.

Table 4.1

psychological factors score and speaking performance score


No	Initial	Psychological factors' score	Speaking performance's score
1	DA	87	86
2	OS	85	92
3	CHF	84	86
4	AS	84	86
5	DLF	82	88
6	EY	80	88
7	CYP	80	87
8	NH	79	87
9	AAD	78	86
10	SF	78	86
11	AIS	78	79
12	RA	78	87
13	MIAN	78	88
14	FRY	77	86
15	SN	77	86
16	AP	77	88
17	DSD	76	87
18	YR	76	24
19	RRT	76	83
20	SR	76	82
21	UHM	75	87
22	WM	75	86
23	HAN	75	85
24	FR	75	87
25	ZAA	75	78
26	TR	75	87
27	DH	75	87
28	SI	75	88
29	YM	74	87
30	RMH	74	87
31	ZH	74	86
32	TS	74	10
33	RFA	74	89
34	LF	74	74
35	IY	74	82



36	NM	74	87
37	ZA	73	86
38	SRM	73	86
39	PY	73	86
40	MS	73	86
41	VY	73	78
42	MSAAP	72	86
43	MT	72	90
44	AYF	72	80
45	MW	71	88
46	RHM	71	86
47	NA	71	88
48	OLH	71	88
49	NUH	70	80
50	MH	70	85
51	KR	70	86
52	YS	70	78
53	CFA	69	87
54	APA	69	79
55	NM	69	88
56	RFP	69	86
57	RJ	69	86
58	SNS	69	87
59	YZ	68	87
60	AM	68	86
61	KA	67	88
62	NSD	67	85
63	DP	66	79
64	YT	66	86
65	DY	66	81
66	JW	66	86
67	MU	65	88
68	ML	65	89
69	AR	65	86
70	RK	64	86
71	LAL	64	85
72	RR	63	77
73	DR	63	86
74	DZH	63	87
75	MJJ	59	82

Further, the researcher used SPSS to analyze the correlation between psychological factors and speaking performance. Also, Pearson Product Moment was used in this research. In addition, the researcher used the $<0,05$ significant level of correlation in this research. The result of the analysis was shown in the following table.

Table 4.2
Pearson correlation result

Correlations			
		Psychological Factors	Speaking performance
Psychological Factors	Pearson Correlation	1	-.010
	Sig. (2-tailed)		.932
	N	75	75
Speaking performance	Pearson Correlation	-.010	1
	Sig. (2-tailed)	.932	
	N	75	75

According to the result of the Pearson correlation above, it showed that sig. (2-tailed) or p was 0,932 and Pearson correlation was -0,010. Therefore, p value was higher than 0,05; $p > 0,05$. It indicated that there was no significant correlation between psychological factors and speaking performance.

Further, the researcher also calculated the data manually by using Pearson's correlation formula as follow:

$$\begin{aligned}
 r_{xy} &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] [n(\sum y^2) - (\sum y)^2]}} \\
 &= \frac{75 (454395) - (5442)(6263)}{\sqrt{[75 (397222) - (29615364)] [75 (533007) - (39225169)]}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{3407625 - 34083246}{\sqrt{[29791650 - 29615364] [39975525 - 39225169]}} \\
&= \frac{-3621}{\sqrt{(176286)(7503556)}} \\
&= \frac{-3621}{\sqrt{132277257816}} \\
&= \frac{-3621}{363699,4} \\
&= -0,010
\end{aligned}$$

The result above showed that the Pearson correlation (r) was -0,010, it showed that there was a linear negative correlation between psychological factors and speaking performance. In addition, the researcher compared r with correlation coefficient from Evans's theory (1996, cited in Dalila, 2018) to see the level of correlation.

Table 4.3
correlation coefficient table

Correlation coefficient (r)	Interpretation
0,80 – 1,00	Very strong
0,60 - 0,79	Strong
0,40 - 0,59	Moderate
0,20 – 0,39	Weak
0,00 – 0,19	Very weak (or no correlation)

The table showed that if the value close to 0, it indicated the correlation was weak, While the correlation was strong if the r value close to +1 (Collidge, 2012). Nevertheless, the r value from table and manual calculating was -0,010, it could be concluded that there was weak correlation between psychological factors and speaking performance in negative side.

2. Psychological factors most affect on English speaking performance

To answer the second research questions, the researcher involved the finding of questionnaire which have been categorized by the type of psychological factors and is divided in four table; motivation, anxiety, attitude and self-confidence.

a) Motivation

The motivation question in this research consisted of 10 question which is shown as following.

Table 4.4
Students motivation on English speaking performance

No	Item	SA	A	N	D	SD
1	I have strong desire to know all aspect of English	20	34	18	3	-
2	Learning to speak English is important because I will be able to interact more easily with English's speaker	52	21	2	-	-
3	Learning to speak English is important because it will allow me to be more at ease with people who speak English	52	22	1	-	-
4	Learning to speak English is important because I will need it for my career	47	21	7	-	-
5	Knowing English is a really important goal in my life	31	31	13	-	-
6	My parents feel that it is very important for me to learn English	26	27	19	3	-
7	I want to learn English speaking that it	29	37	8	1	-

	will become natural for me					
8	My speaking lecturer is a great source of inspiration for me	21	28	23	3	-
9	Learning to speak English is important because other people will respect me more if I can speak English	15	26	25	9	-
10	Learning to speak English help me integrate more easily into English speaking communities	30	37	8	-	-
Total		323	284	124	19	0
Percentage		43,07%	37,87%	16,53%	2,53%	0%

The finding showed that the students gave varied feedback on the motivation questionnaire. The majority of respondents agreed about the motivation statement. While, only 2,53% of respondents disagreed about the statement. It could be concluded that most respondents believed that motivation affected their English speaking performance.

Moreover, from the table could be seen that many respondents strongly agreed about the statement. Fifty-two respondents chose strongly agree on the 2nd and 3rd questions. It showed that students believed that learning to speak English is important to interact easily with English native speakers. Also, 47 respondents strongly agreed about the 4th question. Students believed that English is important for their career in the future. In conclusion, the students' goal and students' expectation of English-speaking play important role in learning to speak English.

b) Anxiety

To find out how anxiety affects on English speaking performance, the result of anxiety question from questionnaire is served as following.

Table 4.5
Students' anxiety on English speaking performance

No	Item	SA	A	N	D	SD
11	I don't get anxious when I have to answer a question in my speaking class	5	23	34	11	2
12	I would get nervous if I had to speak English to a tourist	7	32	26	10	-
13	It worries me that other students in my class seem to speak English better than I do	8	31	26	8	2
14	I get nervous when I am speaking in my speaking class	9	35	17	12	2
15	I feel anxious if someone asks me something in English	2	16	33	19	3
16	I tremble when I know that I'm going to be called into the speaking class	6	18	35	13	3
17	I start to panic when I have to speak without preparation in the speaking class	15	29	20	9	2
18	I worry about the consequence of failing my speaking class	3	34	26	11	1
19	Even if I am well prepared for speaking class, I feel anxious about them	2	27	23	17	6
20	I am afraid that other student will laugh at me when I speak English	7	11	28	23	6
Total		64	256	268	133	27
Percentage		8,53%	34,13%	35,73%	17,73%	3,60%

Table 4.5 revealed that the respondents gave different responses for each statement. It showed that many respondents disagreed about the statement and

almost half of respondents agreed about the anxiety statements. To conclude, anxiety did not really affect English speaking performance.

Further, there were only several respondents who chose strongly agree about the statement. From the 17th question, 15 respondents strongly agreed about being panic when they have to speak without any preparation. While on the 14th question, 35 respondents were agreeing about being nervous when they were speaking English. Yet, many respondents disagreed about the statement. From 20th question, 23 respondents disagreed about the feeling of afraid that other students would laugh at them when they were having English speaking. Even though there were respondents agreeing about the anxiety statement, there were also respondents who disagreed and strongly disagreed. It indicated that not all students felt speaking anxiety.

c) Attitude

The same as motivation and anxiety, attitude also has variation of responses from the respondents. The table of following reveals those variation.

Table

4.6 Students' attitude on English speaking performance

No	Item	SA	A	N	D	SD
21	I pay much attention to the feedback I receive in my speaking class	21	42	11	1	-
22	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something	3	9	21	33	9
23	I like to speak in English at speaking class	17	30	26	1	1
24	I take pleasure in doing assignments for speaking	12	36	22	3	1

	class					
25	I make a point of trying to understand what the lecturer and my friends are saying	15	39	20	1	-
26	I work hard to learn English speaking	18	42	15	-	-
27	I enjoy the activities of our speaking class more than those of my other classes	12	35	17	10	1
28	I do not want miss the speaking class	12	36	24	2	1
29	Learning to speak English is great	36	33	4	-	2
30	When I have a problem understanding something in my speaking class, I always ask for help from teacher	6	27	37	4	1
Total		152	329	197	55	16
Percentage		20,27%	43,87%	26,27%	7,33%	2.13%

The table above showed that most respondents agreed to the statements; more than half of respondents. While, there are also respondents who disagreed with the statements. Not only that, but also 26,27% of respondents gave neutral feedback, which indicated that the respondents do not even agree or disagree. In conclusion, the attitude affect enough on English speaking performance.

From the table above the researcher found that many respondents chose strongly agreed and agreed. The question 21st and 26th both get 42 respondents who chose to agree. Forty-two respondents agreed about their effort in learning to speak English. Also, the statement of students' attitude in paying attention to the feedback they get from the teacher have 42 respondents agreed. Moreover, 39 respondents were agreeing that they made a point of trying to understand what the lecturer and their friends were saying. This also indicated that they put some efforts on learning English speaking.

d) Self-confidence

The last psychological factors that being discussed on this section was self-confidence. Moreover, self-confidence also consisted of 10 questions on this questionnaire, the result could be seen as following.

Table 4.7
students' self-confidence on English speaking performance

No	Item	SA	A	N	D	SD
31	I never feel quite sure of myself when I am speaking in our speaking class	5	20	42	6	2
32	I feel confident when asked to speak in my speaking class	7	23	34	10	1
33	It embarrassed me to volunteer an answer at our speaking class	5	19	34	12	5
34	I always feel that other students speak better than me	13	3	24	4	3
35	I look forward to giving a speech in English	2	30	36	7	-
36	I feel that my friends will laugh if I make mistake	7	12	28	23	5
37	I do eye contact with audience/ my friend when giving a speech at the speaking class	12	35	24	3	1
38	I am confident speaking in English with the lecturer	5	27	34	8	1
39	I am calm whenever I have to speak at the speaking class	3	20	38	13	3
40	I am sure my friends understand what I am saying at the speaking class	12	40	20	2	1
Total		71	229	314	88	22
Percentage		9,47%	30,53%	41,87%	11,73%	2,93%

From the table above, the respondents tended to give neutral feedback for self-confidence statements. Also, almost half of them agreed to the effect of self-confidence on their speaking performance. But, there were the minority of respondents who disagreed to the statements and influence this finding. To conclude, self-confidence does not affect speaking performance.

The researcher found that many respondents tend to answer neutral. The 31st question showed that 42 respondents chose neutral as their answer. It indicated that they had neutral feeling about the question. While 40 respondents agreed to the 40th question; they were sure that their friends understood what they said at the speaking class. Moreover, 35 respondents chose agree to the 37th question; they did eye contact with the audience when gave a speech at the speaking class. It means they had higher self-confidence so that they could do eye contact with the audience. But some students disagreed about the self-confidence statements. Ten respondents chose that they are not confident to speak English in speaking class. Also, 19 respondents agreed about being embarrassed when volunteering at the speaking classroom.

B. Discussion

The main aims of this research are to look for the correlation between psychological factors and speaking performance and to find out psychological factors most affect on English speaking performance.

Based on the result of data analysis about the correlation between psychological factors and speaking performance above, the researcher found that the significant value (p) was 0,932, it means that p value was higher than 0,05. It indicated that there was no significant correlation between psychological factors and speaking performance. Further, this finding also supported by another data analysis result; the comparison between r value and correlation coefficient table. Both the result from SPSS and manual calculation found that r value was -0,010, where it indicated weak correlation. The r value in this research revealed a negative result and it indicated as a weak correlation based on the table coefficient scale. From the result could be concluded that H_0 was accepted, while H_a was rejected.

This finding was supported by Maulana, Wahyuni, and Siregar (2018), they believed that there was weak correlation between psychological factors and speaking ability. Where the value of correlation coefficient was 0,045, it indicated that between psychological factors and speaking ability have weak correlation. While Arianty (2016) on her qualitative research stated that psychological factors become a problem in speaking performance; it was a barrier for students. However, in this research proved that between psychological factors and speaking performance had weak correlation.

Since this research aims to find out the correlation between psychological factors and speaking performance, the researcher took speaking scores to find out the correlation between psychological factors and speaking performance; the different standard of lecturers in giving score might affect this finding.

In order to answer the second research question, the researcher analyzed the responses from questionnaire. It was analyzed based on the type of psychological factors; motivation, anxiety, attitude, and self-confidence. The finding showed that the most affected psychological factors on English speaking performance was motivation. The majority of respondents believed that motivation gave crucial influence on their speaking performance. Motivation consists of effort, desire, and favorable attitude (Budianto, 2010). In order to achieve their goal in English speaking, students will put some efforts to achieve the goal, have big desire to achieve the goal and have favorable attitude toward English speaking performance.

A research by Al-Othman and Shuqair (2013) found that motivation played important role in learning to speak English; it determined the success of learning to speak English. They added that students' motivation greatly affect their willingness in English speaking class. "Students' motivation contributes to the successful teaching learning process as it determines self-engagement and participation in the classroom." (Dahlia, 2019, p. 75). Motivation took crucial part in the success of English-speaking classroom. Lack of motivation in learning to speak English could hinders students to speak English in the classroom (Babu, cited in Nijat et al, 2019).

However, these finding only apply to the respondents of this research, the next research might find the different result.

BAB V

CONCLUSION AND SUGGESTION

After analyzing and discussing the research finding on the previous chapter, the researcher would like to draw conclusion on this chapter. Further, the researcher also added some suggestions for the readers.

A. Conclusion

Based on the finding of this research and the discussion from the previous chapter, the researcher would like to draw some conclusions as following:

- 1) There was no correlation between psychological factors and speaking performance. The results show that p value was 0,932. It indicated no correlation because p value was higher than 0,05. In addition, from the r value also showed that between psychological factors and speaking performance had weak correlation. It was based on the correlation coefficient table, 0,00-0,19, which was interpreted as weak correlation, where the r value was -0,010. To be conclude, H_a was rejected and H_0 was accepted.
- 2) In this research, the researcher only focused on some psychological factors, such as motivation, anxiety, attitude, and self-esteem. The most affected psychological factor on speaking skills according to this research was motivation. This finding was supported by some previous studies. The researchers from the previous studies stated that motivation took important role in language learning process.

B. Suggestion

Since this research only focuses on the psychological factor and its effect on English speaking, the researcher would like to suggest to the next researcher to explore the effect of psychological factors on other English skills, such as reading, listening or writing. As a result, the effect psychological factors on other English skill can be revealed.

Although the finding of this research shows that there is no significant correlation between psychological factors and speaking performance, the lecturers and students should be aware about the importance of psychological factors in language learning, especially in speaking performance.

In learning process, the lecturer is expected to be more active to motivate students in learning to speak English. Moreover, the lecturer should design an appropriate syllabus and teaching approach for speaking activity. So that the lecturer will be able to have memorable and successful learning process as the students will face less psychological factors problem

The last suggestion is for students. From this research, the researcher found that almost all of the students have psychological factors problem. In order to overcome those problem, the students should be aware of their barriers in learning activities. In addition, if a student finds that another student has difficulty in classroom, either it is caused by psychological factors or the other factors, they should help them to overcome it.

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- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
 1. Dr. Nashriyah, MA
 2. Syarifah Dahliana, M. Ag., M. Ed., Ph. D
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 Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : **Yuliana**
 NIM : **160203160**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **The Effect of Psychological Factors on English Speaking Performance**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
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- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 24 Januari 2020
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 Dekan,

Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

11/30/2020

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13141/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **YULIANA / 160203160**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Tgk. Ibrahim Gampoeng Limpok Kec. Darussalam Kab. Aceh Besar.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***The Effect of Psychological Factors on English Speaking Performance***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 November 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 27 November
2021

Dr. M. Chalis, M.Ag.



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SURAT KETERANGAN

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Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13141/Un.08/FTK.I/TL.00/11/2020 tanggal 23 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Yuliana
NIM : 160203160
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

The Effect of Psychological Factors on English Speaking Performance.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Desember 2020
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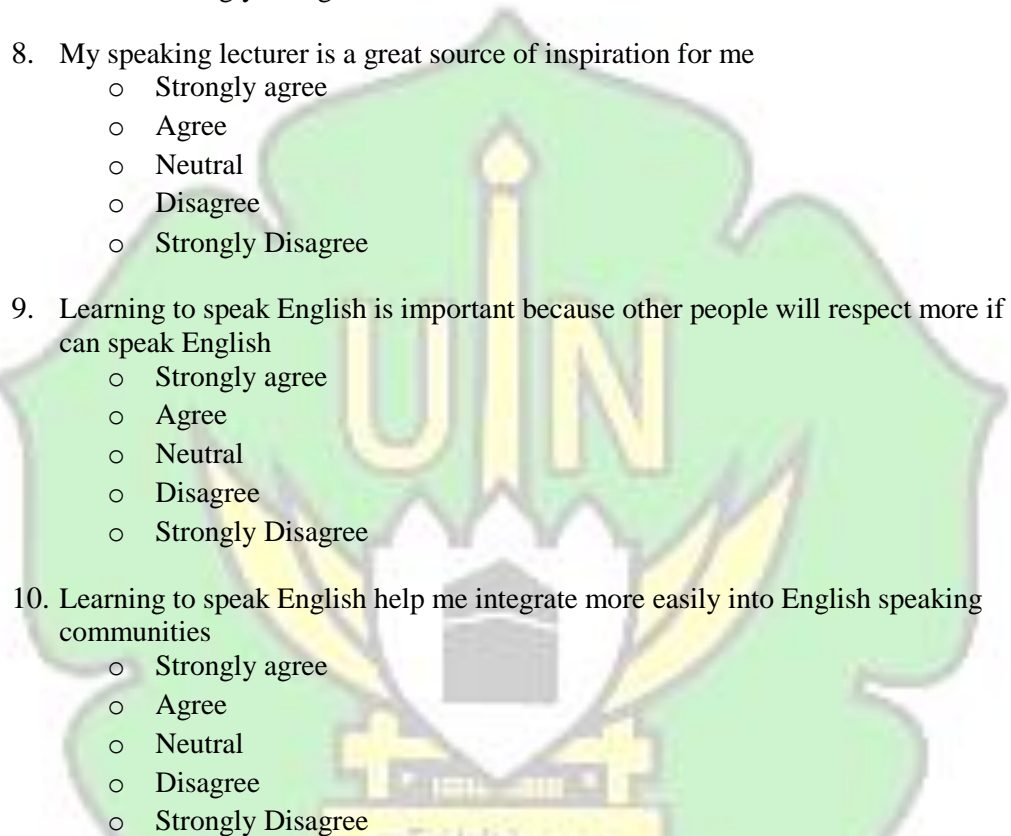

T. Zulfikar

The Effect of Psychological Factors on English Speaking Performance

Research Questions

A. Motivation

1. I have a strong desire to know all aspects of English
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
2. Learning to speak English is important because I will be able to interact more easily with English's speaker
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
3. Learning to speak English is important because it will allow me to be more at ease with people who speak English
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
4. Learning to speak English is important because I will need it for my career
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
5. Knowing English is a really important goal in my life
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
6. My parents feel that it is very important for me to learn English
 - ☐ Strongly agree
 - ☐ Agree
 - ☐ Neutral

- Disagree
 - Strongly Disagree
 - 7. I want to learn English speaking that it will become natural for me
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - 8. My speaking lecturer is a great source of inspiration for me
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - 9. Learning to speak English is important because other people will respect more if I can speak English
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - 10. Learning to speak English help me integrate more easily into English speaking communities
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 
- The logo of UIN Ar-Raniry is a large, light green watermark in the background. It features a central yellow torch with a flame, set against a white lotus flower. Above the lotus is a yellow banner with the letters 'UIN' in a stylized font. Below the lotus is a yellow banner with Arabic text. The entire logo is enclosed in a green, leaf-like border.

B. Anxiety

11. I don't get anxious when I have to answer a question in my speaking class
- Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

12. I would get nervous if I had to speak English to a tourist

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

13. It worries me that other students in my class seem to speak English better than I do

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

14. I get nervous when I am speaking in my speaking class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

15. I feel anxious if someone asks me something in English

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

16. I tremble when I know that I'm going to be called into the speaking class

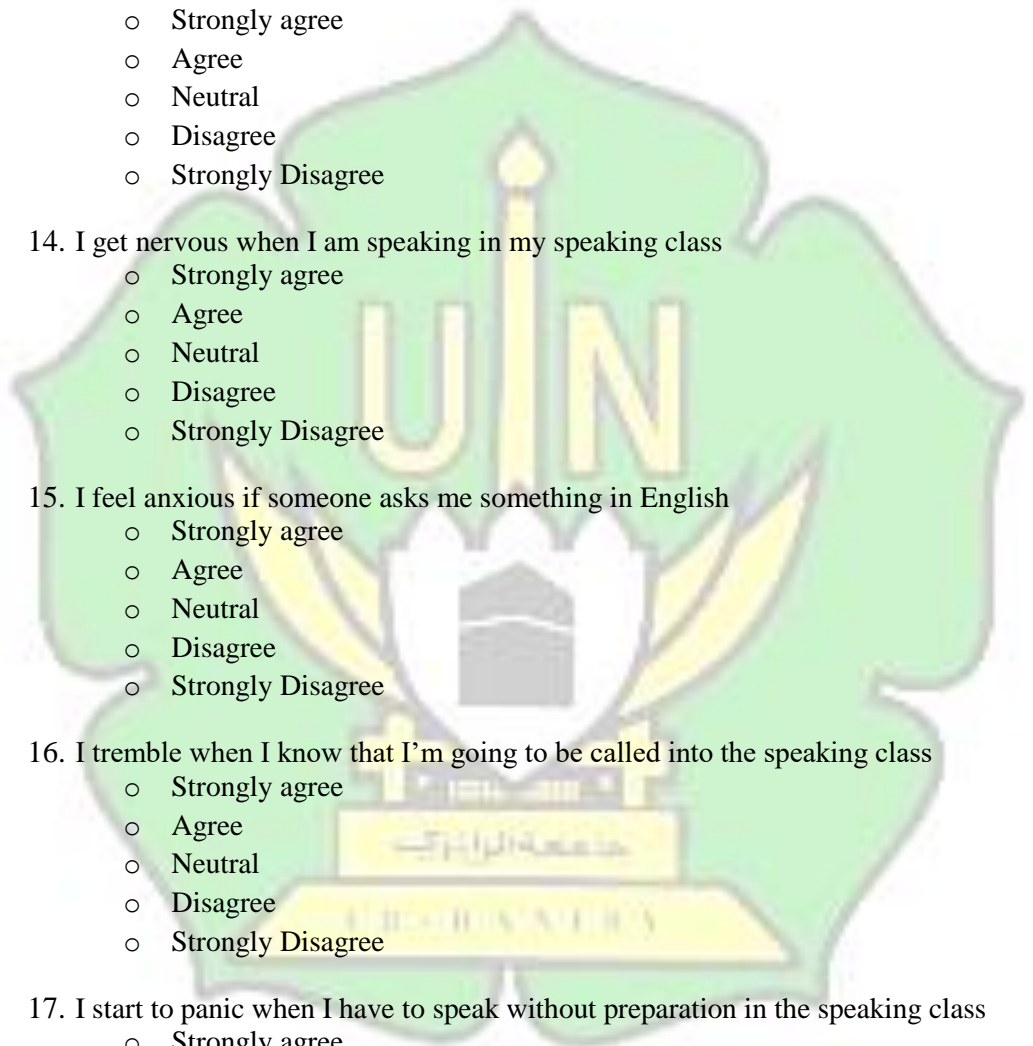
- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

17. I start to panic when I have to speak without preparation in the speaking class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

18. I worry about the consequence of failing my speaking class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral



- Disagree
- Strongly Disagree

19. Even if I am well prepared for speaking class, I feel anxious about them

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. I am afraid that other students will laugh at me when I speak English

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

C. Attitude

21. I pay much attention to the feedback I receive in my speaking class

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

22. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

23. I like to speak in English at speaking class

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

24. I take pleasure in doing assignments for speaking class

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

25. I make a point of trying to understand what the lecturer and my friend are saying

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

26. I work hard to learn English speaking

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

27. I enjoy the activities of our speaking class more than those of my other classes

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

28. I do not want to miss the speaking class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

29. Learning to speak English is great

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

30. When I have a problem understanding something in my speaking class, I always ask for help from the teacher

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

D. Self-Confidence

31. I never feel quite sure of myself when I am speaking in our speaking class

- ☐ Strongly agree

- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

32. I feel confident when asked to speak in my speaking class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

33. It embarrassed me to volunteer an answer in our speaking class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

34. I always feel that other students speak English better than me

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

35. I look forward to giving a speech in English

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

36. I feel that my friends will laugh if I make mistakes

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

37. I do eye contact with the audience/my friends when giving a speech in the speaking class

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

- Strongly Disagree

38. I am confident speaking in English with the lecturer

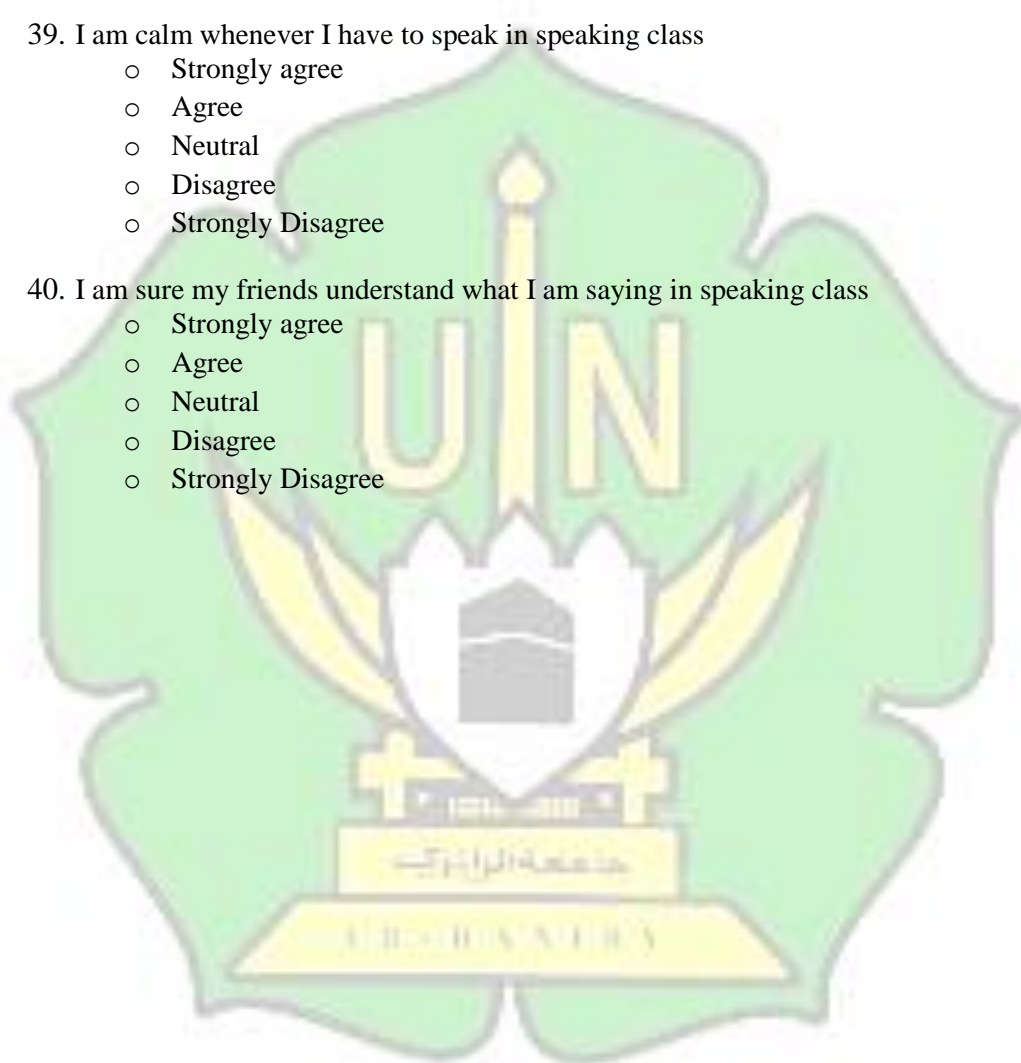
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

39. I am calm whenever I have to speak in speaking class

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

40. I am sure my friends understand what I am saying in speaking class

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



Psychological Factors Score and Speaking Score

No	Initial	Psychological factors' score	Speaking performance's score
1	DA	87	86
2	OS	85	92
3	CHF	84	86
4	AS	84	86
5	DLF	82	88
6	EY	80	88
7	CYP	80	87
8	NH	79	87
9	AAD	78	86
10	SF	78	86
11	AIS	78	79
12	RA	78	87
13	MIAN	78	88
14	FRY	77	86
15	SN	77	86
16	AP	77	88
17	DSD	76	87
18	YR	76	24
19	RRT	76	83
20	SR	76	82
21	UHM	75	87
22	WM	75	86
23	HAN	75	85
24	FR	75	87
25	ZAA	75	78
26	TR	75	87
27	DH	75	87
28	SI	75	88
29	YM	74	87
30	RMH	74	87
31	ZH	74	86
32	TS	74	10

33	RFA	74	89
34	LF	74	74
35	IY	74	82
36	NM	74	87
37	ZA	73	86
38	SRM	73	86
39	PY	73	86
40	MS	73	86
41	VY	73	78
42	MSAAP	72	86
43	MT	72	90
44	AYF	72	80
45	MW	71	88
46	RHM	71	86
47	NA	71	88
48	OLH	71	88
49	NUH	70	80
50	MH	70	85
51	KR	70	86
52	YS	70	78
53	CFA	69	87
54	APA	69	79
55	NM	69	88
56	RFP	69	86
57	RJ	69	86
58	SNS	69	87
59	YZ	68	87
60	AM	68	86
61	KA	67	88
62	NSD	67	85
63	DP	66	79
64	YT	66	86
65	DY	66	81
66	JW	66	86
67	MU	65	88
68	ML	65	89
69	AR	65	86
70	RK	64	86
71	LAL	64	85

72	RR	63	77
73	DR	63	86
74	DZH	63	87
75	MJJ	59	82

