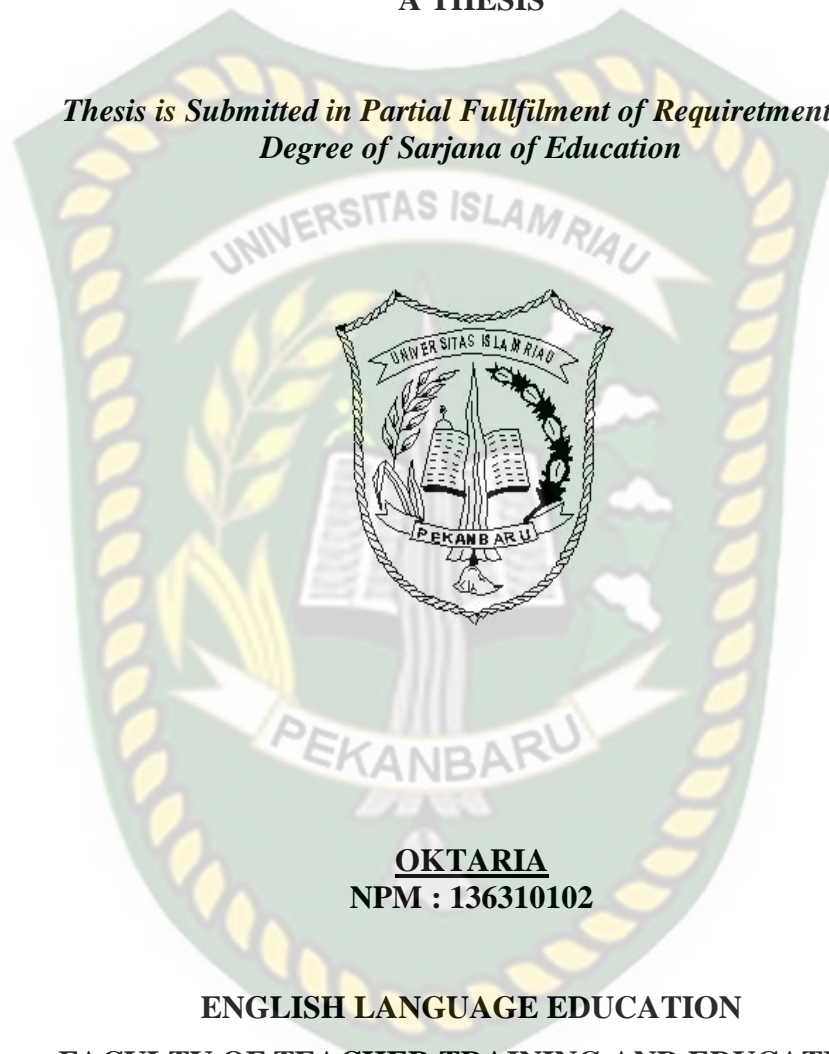


**AN ANALYSIS OF PSYCHOLOGICAL FACTORS IMPACTING SPEAKING
PERFORMANCE AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR**

A THESIS

*Thesis is Submitted in Partial Fullfilment of Requirement for
Degree of Sarjana of Education*



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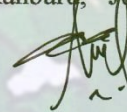
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TABLE OF CONTENT

THESIS APPROVAL	i
THESIS GUIDANCE AGENDA I	ii
THESIS GUIDANCE AGENDA II	iii
LETTER OF NOTICE	iv
DECLARATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
ABTRACT	xii
CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 Setting of Problem	4
1.3 Focus of Problem	5
1.4 Research Questions	6
1.5 Assumption	6
1.6 Objective of the research	6
1.7 Defenition of Key Term	6
CHAPTER II THEORETICAL FRAMEWORK	
2.1 Relevance Theories	7
2.1.1 Defenition of Speaking	7
2.1.2 Speaking Components.....	8
2.1.3 Speaking Performance	10
2.1.4 Psychological factors Impacting Speaking	12
2.2 Relevance Studies	19
2.3 Theoritical Frame Work.....	20
2.4 Assumption	21

CHAPTER III RESEARCH METHOD

3.1 Research Design	22
3.2 Location and Time of the Research	22
3.3 Participant	22
3.4 Instrument of the Research	23
3.5 Data Collection Technique	23
3.6 Data Analysis Technique	23

CHAPTER IV RESEARCH FINDING

4.1 Data Description	24
4.1.1 Students' Self-confidence and Aptitude in Psychological factors	26
4.1.2 Students' Anxiety in Psychological Factors.....	29
4.2 Data Interpretation	32

CHAPTER V CONCLUSION

5.1 Conclusion	34
5.2 Suggestion	34

REFERENCE..... 36

APPENDIX 39

LIST OF TABLES

Tabel 4.1 Students' Answers of Psychological factors do Impact the Speaking Performance	24
Table 4.2 Categories of Students' Psychological factors which Impact the Speaking Performance	26
Table 4.3 Students' Self-confidence and Aptitude	27
Table 4.4 Categories of Students' Psychological factors which Impact the Speaking Performance	28
Table 4.5 Students' Anxiety	29
Table 4.6 Categories of Students' Psychological factors which Impact the Speaking Performance	31

LIST OF FIGURES

Figure 1. The Comparison of The Students' Self-Confidence and Aptitude, and also the Students' Anxiety in Psychological Factors in Impacting Their Speaking Performance 32



AN ANALYSIS OF PSYCHOLOGICAL FACTORS IMPACTING SPEAKING PERFORMANCE AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

ABSTRACT

Speaking performance is necessary for the learners to figure out factors that affect their speaking performance. Students' speaking performance can be affected by some factors. The objective of the research is to find out what kind of psychological factors do impact speaking performance at English Language Education of FKIP UIR.

This is qualitative research. This research was conducted at the third year semester English Language Education of FKIP UIR, and the time of the research carried out in March 2020. The researcher used purposive sampling to find the class. The sample of this class is class C. The number of sample was 42 students. This is qualitative research. This research was conducted at the third year semester English Language Education of FKIP UIR, and the time of the research carried out in March 2020.

Based on the research finding, it can be seen that the total score of the students' average score in Psychological factors in impacting the speaking performance was about 72,25%. From another research finding it showed the total score of the Students' Self-confidence and Aptitude in Psychological factors impact the speaking performance about 75,74%. The next research finding showed that Students' anxiety in Psychological factors impact the speaking performance about 68,75%. The process of speaking English language is affected by many factors. The present study investigated on these three areas. Referring to the aim of the study it can be concluded that university students have psychological factors that hinder them from practicing speaking such as lack of self-confidence, lack of aptitude and anxiety. It can be seen that the three factors are interrelated to each other and all of them lead to failure especially when speaking.

Keywords: Psychological Factors , Speaking performance

ANALISIS FAKTOR PSIKOLOGIS YANG MEMPENGARUHI KEMAMPUAN PEMBICARAAN DI PENDIDIKAN BAHASA INGGRIS DI FKIP UIR

ABSTRAK

Pelajar Bahasa Inggris perlu mengetahui faktor-faktor yang mempengaruhi kemampuan berbicara mereka. Kemampuan berbicara siswa dapat dipengaruhi oleh beberapa faktor. Tujuan dari penelitian ini adalah untuk mengetahui faktor psikologis apa yang mempengaruhi kemampuan berbicara di Pendidikan Bahasa Inggris di FKIP UIR.

Penelitian ini adalah penelitian kualitatif. Penelitian ini dilakukan pada semester ketiga Pendidikan Bahasa Inggris di FKIP UIR, dan waktu penelitian dilakukan pada bulan Maret 2020. Peneliti menggunakan *purposive sampling* untuk mencari sampel penelitian. Sampel dari kelas ini adalah kelas C. Jumlah sampel adalah 42 siswa.

Berdasarkan temuan penelitian, dapat dilihat bahwa skor total skor rata-rata siswa pada faktor Psikologis dalam mempengaruhi kemampuan berbicara adalah sekitar 72,25%. Dari penelitian lain yang ditemukan menunjukkan skor total rasa percaya diri dan bakat siswa dalam faktor psikologis berdampak pada kemampuan berbicara sekitar 75,74%. Temuan penelitian berikutnya menunjukkan bahwa kecemasan siswa dalam faktor-faktor psikologis berdampak pada kemampuan berbicara sekitar 68,75%. Kemampuan berbicara bahasa Inggris dipengaruhi oleh banyak faktor. Penelitian ini menyelidiki tiga bidang ini yaitu percaya diri, bakat dan kecemasan pada mahasiswa bahasa inggris. Mengacu pada tujuan penelitian, dapat disimpulkan bahwa mahasiswa memiliki faktor psikologis yang menghambat mereka untuk berlatih berbicara seperti kurangnya kepercayaan diri, kurangnya bakat dan kecemasan.

Kata kunci: Faktor Psikologis, Kemampuan Berbicara

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

One of the language skills is speaking which is very important in learning English as a foreign. Speaking is important to be learnt by students in language learning process as speaking is one of tools in communication. As one of the productive skills, speaking activity must focus on how students use and communicate in English. most students often evaluate their success in language learning as well as the effectiveness of their English skill on the basis of how much they feel they have improved in their speaking proficiency. That is why so many efforts should be focused on developing students' ability to speak since learning to speak is considered as the greatest challenge for all language learners. Early research on second language acquisition (SLA) emphasized cognitive variables like intelligence, language aptitude, learning styles, and so forth.

In addition, speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties.

Beside, speaking for English foreign learners is to convey information and ideas, and maintain social relationship by communicating with others. In addition, a large percentage of the world's language learners study English in order to be able communicate fluently. Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency.

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. It is an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English..

Speaking performance is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

This research will be conducted in the English Language Education in FKIP UIR. The researcher will choose a class to conduct the research. The class was chosen because the researchers observed the class and found that they have problems in speaking performance.

This reason of choosing the psychological factors influence students' speaking performance it because of some studied has ever done the research to investigated psychological factors the students' speaking performance. However, the researcher found some problem in speaking class; First, Some students were afraid of or anxious for speaking English. Most of student got anxiety in speaking English because they did not feel confident; they were afraid to speak English. students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety. Second, Students are afraid of making mistakes in front of their friends and their lecturer. Those factors, like fear of making mistakes. The feeling of fear of making mistakes, somehow related to the students' lack of self-esteem in using English so that they often combine their speaking with their mother tongue. Third, some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. They do not see a real need to learn or speak English.

This research is based on previous research by Juhana (2012) had conducted research on psychological factors faced by senior high school students in Tangerang, Banten. Based on the research, the factors of fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. The possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English is worth considering. The different of the researcher's research is that in the problem and factor are in different subject, the subject of the research is the third year students at FKIP UIR. According to the problems, this is become the background of the writer to choose a title "An

Analysis of Psychological factors Impacting Speaking Performance at English Language Education of FKIP UIR”

1.2 Identification of Problem

There are some difficulties encountered by the third semester of English Language Education Students FKIP UIR.

First, Some students are afraid of or anxious for speaking English. These happened may be due to having no belief or confidence in the personality abilities which refers to the low self-esteem that learners have. Most of student got anxiety in speaking English because they did not feel confident; they were afraid to speak English. students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes. They feel embarrassed, anxious and humiliated. These feelings may cause reticence. When they are anxious, they can't speak. When they can't speak, they become more anxious.

Second, Students are afraid of making mistakes in front of their friends and their lecturer. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. Most of student got anxiety in speaking English because they did not feel confident; they were afraid to speak English. The feeling of fear of making mistakes, somehow related to the students' lack of self-esteem in using English so that they often combine their speaking with their mother tongue.

Third, some learners also have lack the motivation to speak English. They do not see a real need to learn or speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

1.3 Focus of Problem

Based on the setting of the problem above, the research found many problem Psychological factors Impacting Speaking Performance at English Language Education of FKIP UIR. In this research, the reseracher focus on what are the problems of the third semester of English Language Education Students FKIP UIR encounter when they learn to speak English . Speaking a foreign language, especially English, has been a constant problem to the teachers, educationists and parents. The researcher noticed that most of the Sudanese students can not speak English fluently. So, this study is going to investigate different psychological factors affecting the learners' ability to speak English as a foreign language. Therefore, the study will deal with some psychological factors affecting learning speaking, in particular self-confidence, aptitude and anxiety Self-confidence refers to a feeling of trust in one's abilities, qualities, and judgement. Anxiety refers to a feeling of worry, nervousness about something with an uncertain outcome. While, Aptitudeis natural ability to do something.

1.4 Research Questions

Based on the background of the problem the research question of this research is:

1. What kind of psychological factors do impact speaking performance at English Language Education of FKIP UIR?

1.5 The Objective of the research

The objective of the research is :

1. To find out what kind of psychological factors do impact speaking performance at English Language Education of FKIP UIR.

1.6 Significant of the Research

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can enrich the theories of language teaching technique in teaching speaking. Then, practically, it is expected that this research can be a guideline or information for English teacher about factors affecting students' speaking performance.

1.7 The Defenition of Key Term

1. Psychological factors is the feeling that influence on the ability, willingness and motivation of the students to achieve speaking competence(Ellis, 2003: 11)
2. Speaking Performance

Speaking performance consists of the use of this grammar in the comprehension and production of language (Ellis, 2003: 13)

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Relevance Theories

The researcher took relevance theories relate to the research. The theory are about speaking especially speaking performance and also factors affecting students' speaking performance.

2.1.1 The Definition of Speaking

Learning a foreign language require students to learn language skills such as speaking, listening, reading and writing. As one of the skills in learning language, speaking enables people to send and receive information or messages to others. Speaking is a process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts (Chaney, in Kayi 2006).

It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary (Brown, 2001)

Thornbury (2005) state speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. Lewis and Hill (1993: 54) stated speaking is a process that covers many things in addition to the pronunciation of

individual sounds. It also covers pronunciation, stress, and intonation. At last, speaking also help the students to deliver a speech confidently.

Poerdarminta (2007) states that the classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. Tarigan (2007) states that speaking is one of the language skills in oral form to express the speakers' ideas to everybody else. While, speaking is the informal interchange of thought and information by spoken words.

According to Bahrani (2012), effective teachers teach students speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Teachers help students learn to speak so that the students can use speaking to learn.

Based on some experts; theories it can be concluded that speaking is students' skill to tell the story that includes the skill to express their ideas and content, organize them well in a good statement and use correct language to have a good performance.

2.1.2 Speaking Components

A part of that, to speak English, There some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Songsiri (2007) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. The student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 2001: 4).

2.1.3 Speaking Performance

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students’ speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, even college students’ speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included:

1. Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners’ speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

2. Fluency

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lade (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

3. Pronunciation

According to Thornbury (2005: 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001: 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

4. Grammar

According to Brown (2001: 62) "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

5. Vocabulary

Thornbury (2005: 22) suggests three usual things used by speakers in what they are being said:

- a. When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity

- c. speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

6. Interactive Communication

Thornbury (2005:129) “Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements”. Brown (2001:269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

2.1.4 Psychological factors Impacting Speaking Performance

It is mentioned in the literature that, naturally, to speak means to produce some words representing one’s ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006).

In line with this issue, there have been some relevant researches conducted. Burns and Joyce in Nunan (2015); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of

motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

a) Anxiety or shyness

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000).

In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

b) Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (2015) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the

teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

c) Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (2015) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

With respect to the causes of lack of motivation, Gardner in Nunan (2015) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students'

motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

d) Fear of Mistake

Aftat (2008) states that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 2015 Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation.

In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

In terms of possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates

a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

e) lack of Aptitude

According to Richard and Renandya (2008:205), "Lack of Aptitude" is influenced by a number of factors. Age is one of the most commonly cited determinant factors of success or failure in Second Language (henceforth L2). This shows that the aging process itself may affect or limit adult learners' ability to pronounce the target language fluently. Adult learners do not seem to have the same innate language – specific endowment or propensity as children for acquiring fluency and naturalness in spoken language.

Littlewood (2008:62) proposes to use „ability“ in a broader sense than is often the case. The term is often restricted to cognitive aspects of a person's ability to learn, notably intelligence and a set of more specific language-learning abilities called „language aptitude“. Here Littlewood uses it to refer to a broader set of factors which – given similar motivation and opportunities – make some people better at learning than others.

People greatly differ in how fast, how well and by what means they learn an additional language. The variability in rates, outcomes and processes can be strikingly large, particularly for people who begin learning an L2 later in life (Ortega 2009:145). Aptitude is an important psychological factor. It is the student's ability in learning a language. According to Griffiths (2009:142), language aptitude is defined in terms of speed in language learning.

According to Ortega (2009:158-165), language aptitude is the psychological formulation behind the intuition that some people have a gift for additional language learning while others seem to struggle. Language aptitude partially overlaps with traditional intelligence and with early first language ability. Many SLA researchers believe that children learn their first language so well because they have the cognitive and linguistic endowment to learn it entirely implicitly.

2.2 Relevance Studies

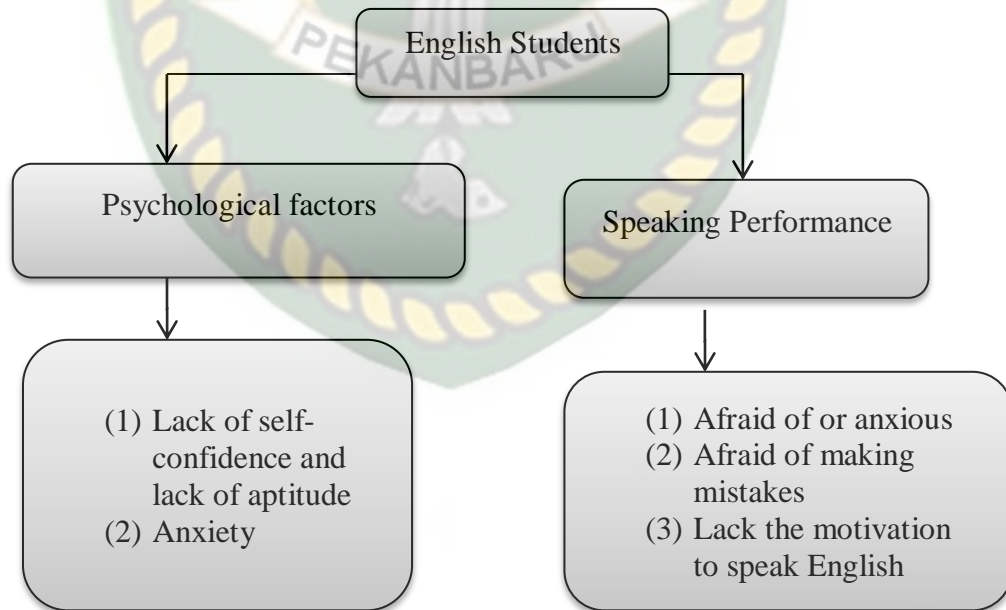
A lot of researchers had already reported their research about self esteem. Some of findings of related research are presented in section as follows:

1. Juhana (2012) with title “Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)” The study aims to find out psychological factors that hinder students from speaking and the causes of the factors as well as the possible solutions to overcome the factors. The data were obtained through classroom observations, questionnaires and interviews. In terms of findings, the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.
2. Ariyanti (2016) with research title “Psychological Factors Affecting EFL Students’ Speaking Performance”. This research goal is to investigate

psychological barriers faced by Indonesian students which affect their speaking performance. This research is a qualitative study, the researcher use interview to know what psychological factors influence their oral performance in the class. Based on the research findings from observation and interview show that the students tend to feel anxious when performing their speaking because they are afraid of making mistakes. The feeling of fear of making mistakes, somehow related to the students' lack of self esteem in using English so that they often combine their speaking with their mother tongue

2.3 Theoretical Frame Work

Figure 2.1 Theoretical Frame Work



Based on the theoretical frame work it can be seen that English students have Psychological factors such as motivation, anxiety, Self esteem that will affect their speaking performance. The psychological factors influence students' speaking performance it because of some students were afraid of or anxious for speaking English. Most of student got anxiety in speaking English because they did not feel confident; they were afraid to speak English. students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety. Second, Students are afraid of making mistakes in front of their friends and their lecturer. Those factors, like fear of making mistakes. The feeling of fear of making mistakes, somehow related to the students' lack of self-esteem in using English so that they often combine their speaking with their mother tongue. Third, some learners also lack the motivation to speak English

2.4 Assumption

Based on the problem of the research, the writer assumes that the third semester of English Language Education of UIR have some problems related to Psychological factors in their speaking performance.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This is qualitative research. Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2004). One identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. In this research the writer use one variable. The variable is psychological factors impacting speaking performance at the third year semester English Language Education of FKIP UIR.

3.2 Location and Time of the Research

This research was conducted at the third year semester English Language Education of FKIP UIR, and the time of the research was carried out in March 2020.

3.3 Participant

A research participant, also called a human subject or an experiment, trial, or study participant or subject, is a person who participates in human subject research by being the target of observation by researchers (Howel, 2000). The participant of this research was taken through random sampling technique. Each member of the population has an equal chance of being selected as subject. The entire process was done in a single step where each subject selected independently of the other members of the participant. The researcher used purposive sampling to find the class. The sample of this class was class C The first inclusive is the students who have taken

Speaking class , and second inclusive the researcher have observed the class and found that the participant have problem in speaking. The number of sample was 42 students.

3.4 Instrument of the Research

The research instrument of this research is questionnaire. Questionnaires are some written questions which use in obtaining information from the respondents such as report about their personal, or anything which they know (Arikunto, 2013). The questionnaire was adopted from Coopermith scale Ajizah (2013), while the scoring system were: Strongly Agree (SA) =4, Agree (A)=3, Disagree (D)=2, Strongly Disagree (SD)= 1 for favorable items. While, the scoring system for unfavorable items were Strongly Agree (SA) =1, Agree (A) =2, Disagree (D) =3, Strongly Disagree (SD)= 4.

3.5 Data Collection Technique

Collecting the data is a compulsory activity that is used by the researcher, because the researcher cannot get conclusion without collecting the data. Collecting the data is used to answer the research questions (Riduwan, 2012). The data was analyzed through calculation, classification and the information will be connected to one another to see the relationship occur.

3.6 Data Analysis Technique

Data was analyzed by using frequencies, and percentages to know the psychological factors impacting speaking performance at the third year semester English Language Education of FKIP UIR.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Description

All the data needed in this research were collected by the questionnaire. The questionnaire was used to know how big is and what kind of psychological factors do impact speaking performance at English Language Education of FKIP UIR. There were become 42 students become the sample. The score can be seen in Table 4.1

Tabel 4.1 Students' Answers of Psychological factors do Impact the Speaking Performance

NO	Sample	Total	Score
1	Students 01	47	73,44
2	Students 02	40	62,50
3	Students 03	40	62,50
4	Students 04	45	70,31
5	Students 05	45	70,31
6	Students 06	54	84,38
7	Students 07	58	90,63
8	Students 08	46	71,88
9	Students 09	49	76,56
10	Students 10	48	75,00
11	Students 11	52	81,25
12	Students 12	40	62,50
13	Students 13	47	73,44
14	Students 14	58	90,63
15	Students 15	50	78,13
16	Students 16	46	71,88
17	Students 17	34	53,13
18	Students 18	39	60,94
19	Students 19	47	73,44
20	Students 20	49	76,56
21	Students 21	44	68,75
22	Students 22	48	75,00

Tabel 4.1 Students' Answers of Psychological factors do Impact the Speaking Performance (Continue)

NO	Sample	Total	Score
23	Students 23	53	82,81
24	Students 24	46	71,88
25	Students 25	46	71,88
26	Students 26	40	62,50
27	Students 27	48	75,00
28	Students 28	46	71,88
29	Students 29	48	75,00
30	Students 30	41	64,06
31	Students 31	37	57,81
32	Students 32	52	81,25
33	Students 33	56	87,50
34	Students 34	45	70,31
35	Students 35	45	70,31
36	Students 36	39	60,94
37	Students 37	58	90,63
38	Students 38	44	68,75
39	Students 39	48	75,00
40	Students 40	37	57,81
41	Students 41	43	67,19
42	Students 42	44	68,75
Total			3034,38
Avarage			72,25
Percentage			72,25%

Based on table 4.1 It can be seen that the total score of the students' answer was 3034,38 and the avarae was 72,75. It also can be conclude that Psychological factors do impact the speaking performance about 72,25%. To see the categories of Psychological factors do impact the speaking performance can be seen in following Table 4.2 :

Table 4.2 Categories of Students' Psychological factors which Impact the Speaking Performance

	Categories	Interval	Frequency	Percentage
1	Low	53 - 65	10	23,80%
2	Fair	66 - 78	24	57,15%
3	High	79 - 91	8	19,04%
	Total		42	100%

Table 4.2 showed that mostly the students at the third semester of English Language Education Students FKIP UIR have fair categories on how the Psychological factors do impact the Speaking Performance, it was about 57,15% students Psychological factors impact their speaking performance fairly, but for 10 students (23,80%) impact their speaking lowly and for 8 students (19,04%) Psychological factors do impact the Speaking Performance highly.

Speaking is one of core components in English language proficiency which is highly important to acquire by students. To acquire this skill, students need a special ability rather than only mastering a language in terms of grammatical terms or semantic rules. The students need to collaborate those two important items and how to use the language based on context of situation where the language is used. Knowing above facts on how a language is used orally by a certain person, it is true that producing a good speaking performance in English is not easy for EFL students. In addition, acquiring English speaking is not as easy as first language especially for Indonesian students where English is a foreign language for them. It is very

challenging for the students since it needs a great attempt because of its regularly present in the real life in everyday communication.

Difficulty of students on performing English speaking probably caused by cognitive or psychological factors. However, if the students with a good cognitive ability still have a difficulty on speaking, main psychological factors as motivation, self-esteem, and anxiety are potential aspects in influencing the students' oral performance. Particularly, there are the feeling of being afraid in making mistakes, lack of confidence and motivation, shyness, and also anxiety which exist when the students have to speak in front of the class . For instance, the behavior of being too shy, anxious, and fear of making mistakes are caused by opportunity that the students seldom to get to speak as well as corrections which are given by the teacher directly when the students are performing their speaking . Another theory notices that it is important to highlight that psychological or personality factors such self confident, anxiety are urgent aspects in assigning the successfulness of the students' language learning.

4.1.1 Students' Self-confidence and Aptitude in Psychological factors

With regard to lack of confidence, students found this feeling as an obstacle for them to speak in English class. The cause of feeling lack of confidence and aptitude was their inability to speak English. While, Aptitude is an important psychological factor. It is the student's ability in learning a language. According to Griffiths (2009:142), language aptitude is defined in terms of speed in language learning To see the Students' Self-confidence and Aptitude in Psychological factors can be seen in the following Table 4.3:

Table 4.3 Students' Self-confidence and Aptitude

NO	Sample	Total	Score
1	Students 01	27	84,375
2	Students 02	20	62,5
3	Students 03	20	62,5
4	Students 04	22	68,75
5	Students 05	22	68,75
6	Students 06	31	96,875
7	Students 07	30	93,75
8	Students 08	24	75
9	Students 09	25	78,125
10	Students 10	25	78,125
11	Students 11	25	78,125
12	Students 12	22	68,75
13	Students 13	23	71,875
14	Students 14	32	100
15	Students 15	25	78,125
16	Students 16	24	75
17	Students 17	17	53,125
18	Students 18	20	62,5
19	Students 19	24	75
20	Students 20	25	78,125
21	Students 21	25	78,125
22	Students 22	27	84,375
23	Students 23	27	84,375
24	Students 24	25	78,125
25	Students 25	26	81,25
26	Students 26	21	65,625
27	Students 27	25	78,125
28	Students 28	27	84,375
29	Students 29	24	75
30	Students 30	21	65,625
31	Students 31	18	56,25
32	Students 32	27	84,375
33	Students 33	29	90,625
34	Students 34	23	71,875

Table 4.3 Students' Self-confidence and Aptitude (Continue)

NO	Sample	Total	Score
35	Students 35	26	81,25
36	Students 36	21	65,625
37	Students 37	30	93,75
38	Students 38	22	68,75
39	Students 39	25	78,125
40	Students 40	20	62,5
41	Students 41	23	71,875
42	Students 42	23	71,875
Total			3181,25
Avarage			75,74
Percentage			75,74%

Based on table 4.3 It can be seen that the total score of the students' answer was 3181,25 and the avarage is 75,74. It also can be conclude that Students' Self-confidence and Aptitude in Psychological factors impact the speaking performance was about 75,74%. To see the categories of Students' Self-confidence and Aptitude in Psychological factors in impacting the speaking performance can be seen in following Table 4.4 :

Table 4.4 Categories of Students' Psychological factors which Impact the Speaking Performance

	Categories	Interval	Frequency	Percentage
1	Low	53 – 69	13	30,95%
2	Fair	70 - 86	24	57,14%
3	High	87 – 100	5	11,90%
	Total		42	100%

Table 4.4 showed that mostly the students at the third semester of English Language Education Students FKIP UIR have fair categories on how the Students' Self-confidence and Aptitude in Psychological factors impact the Speaking Performance, it was about 57,14% students feel that psychological factors impact their speaking performance fairly, but for 13 students (30,95%) impact their speaking lowly and for 5 students (19,04%) Self-confidence and Aptitude in Psychological factors do impact the Speaking Performance highly.

However, speaking is regarded as being difficult by some students in learning a foreign language since learners need to build and sharing thoughts are often very complicated . This impacts result in students' low capability of speaking in English. In addition, some aspects affect the students' problem in speaking, one of which is lack of confidence. Therefore, some students are often embarrassed when they make mistake or being laughed. In short, students with high selfconfidence will involve actively during the learning activity rather than those with low self confidence.

4.1.2 Students' Anxiety in Psychological Factors

Anxiety is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign language. It is considered as one of the most psychological factors that affect students learning a foreign language in particular when speaking. To see how bis is anxiety impact the students speaking performance can bee seen in the following tabel:

Table 4.5 Students' Anxiety

NO	Sample	Total	Score
1	Students 01	20	62,50
2	Students 02	20	62,50
3	Students 03	20	62,50
4	Students 04	23	71,88
5	Students 05	23	71,88
6	Students 06	23	71,88
7	Students 07	28	87,50
8	Students 08	22	68,75
9	Students 09	24	75,00
10	Students 10	23	71,88
11	Students 11	27	84,38
12	Students 12	18	56,25
13	Students 13	24	75,00
14	Students 14	26	81,25
15	Students 15	25	78,13
16	Students 16	22	68,75
17	Students 17	17	53,13
18	Students 18	19	59,38
19	Students 19	23	71,88
20	Students 20	24	75,00
21	Students 21	19	59,38
22	Students 22	21	65,63
23	Students 23	26	81,25
24	Students 24	21	65,63
25	Students 25	20	62,50
26	Students 26	19	59,38
27	Students 27	23	71,88
28	Students 28	19	59,38
29	Students 29	24	75,00
30	Students 30	20	62,50
31	Students 31	19	59,38
32	Students 32	25	78,13
33	Students 33	27	84,38
34	Students 34	22	68,75
35	Students 35	19	59,38
36	Students 36	18	56,25

Table 4.5 Students' Anxiety (Continue)

NO	Sample	Total	Score
37	Students 37	28	87,50
38	Students 38	22	68,75
39	Students 39	23	71,88
40	Students 40	17	53,13
41	Students 41	20	62,50
42	Students 42	21	65,63
Total		924	2887,50
Avarage			68,75
Percentage			68,75%

Based on table 4.5 It can be seen that the total score of the students' answer was 2997,50 and the avarage is 68,75. It also can be conclude that Students' anxiety in Psychological factors impact the speaking performance about 68,75%. To see the categories of Students' anxiety in Psychological factors in impacting the speaking performance can be seen in following Table 4.6 :

Table 4.6 Categories of Students' Psychological factors which Impact the Speaking Performance

	Categories	Interval	Frequency	Percentage
1	Low	68,75	16	38,09%
2	Fair	68,75	19	45,23%
3	High	68,75	8	19,04%
	Total		42	100%

Table 4.4 showed that mostly the students at the third semester of English Language Education Students FKIP UIR have fair categories on how the Students'

anxiety in Psychological factors impact the Speaking Performance, it was about 38,09% students feel that anxiety impact their speaking performance lowly, but for 19 students (4,5,23%) impact their speaking fairly and for 8 students (19,04%) anxiety in Psychological factors do impact the Speaking Performance highly.

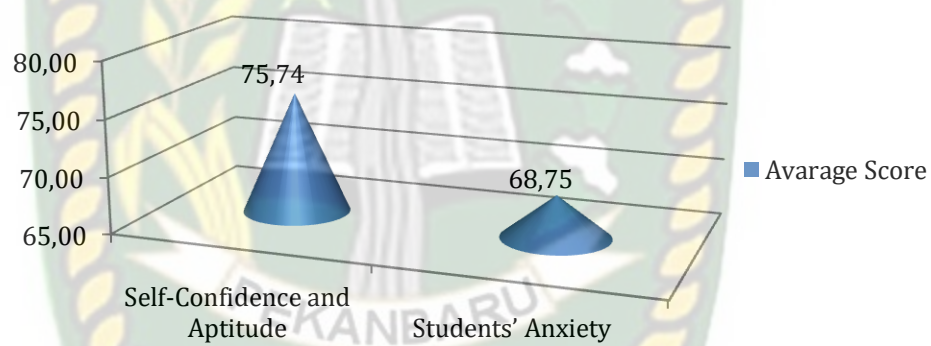
Based on the two explanations of (1) the students' Self-confidence and Aptitude in Psychological factors and (2) the students' anxiety in Psychological factors, to see how those Psychological factors do impact the Speaking Performance can be seen in the following figure:

From table 4.6 it can be seen that students categories in anxiety is low. It also identified in the present research as a major factor that hindered the students from talking to others in English in class. Thus, students may feel weak in speaking English, perceived their English to be poor, and may feel that the others is better than him or her. It can be happen because in the context of speaking English, being able to speak to friends, lecturer and even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. However, the biggest problem students of English face are to speak in it.

Consequently, many reasons to take into consideration might be lack of confidence in terms of anxiety about making errors. It can be stressful when they are expected to speak in the second/foreign language before the fluency is achieved. In line with the issue of anxiety, there will be several caused such as that lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking.

In conclusion the researcher found that the students' problem in speaking English were there were many students lack of vocabularies, some of the students seldom to practice in speaking and some of the students were difficulty in pronunciation. The students need a confidence to speak in front of the class, but some of students had an anxiety when speak in classroom.

Figure 1. The Comparison of The Students' Self-Confidence and Aptitude, and also the Students' Anxiety in Psychological Factors in Impacting Their Speaking Performance



Based on the figure it can be seen that Students' Self-Confidence and Aptitude have bigger impact on speaking performance than anxiety in Psychological Factors in Impacting Their Speaking Performance.

4.2 Data Interpretation

Based on the research finding, It can be seen that the total score of the students' average score in Psychological factors in impacting the speaking

performance was about 72,25%. It is in line with theory of Ellis (2000) that It is not always easy to speak spontaneously in a foreign Language. This may be because the students feel nervous or anxious about speaking or because they lack self-confidence or they don't have the ability to speak English. The students must be given a certain environment, to see how far they can communicate in situations where all the choices of language. According to the researcher, there are several psychological factors that hinder students when speaking such as lack of confidence and aptitude and anxiety. Gebhard (2000) says that the students' problems in speaking are caused mostly by their self-confidence or anxiety.

Most researchers concentrated mainly on three psychological factors: motivation, attitudes and anxiety. Therefore, this study will concentrate mainly on the other psychological factors that hinder students when speaking English such as self-confidence, aptitude in addition to anxiety as a related factor.

From another research finding it showed the total score of the Students' Self-confidence and Aptitude in Psychological factors impact the speaking performance about 75,74%. Aptitude is an important psychological factor. It is the student's ability in learning a language. According to Griffiths (2009:142), language aptitude is defined in terms of speed in language learning. According to Carroll (1981:84), aptitude refers to a disposition to be able to do something well and perfectly. According to Ortega (2009:158-165), language aptitude is the psychological formulation behind the intuition that some people have a gift for additional language learning while others seem to struggle. Language aptitude partially overlaps with

traditional intelligence and with early first language ability. Many SLA researchers believe that children learn their first language so well because they have the cognitive and linguistic endowment to learn it entirely implicitly. While, It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers

The next research finding showed that Students' anxiety in Psychological factors impact the speaking performance about 68,75%. The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the research finding, It can be seen that the total score of the students' average score in Psychological factors in impacting the speaking performance was about 72,25%. From another research finding it showed the total score of the Students' Self-confidence and Aptitude in Psychological factors impact the speaking performance was about 75,74%. The next research finding showed that Students' anxiety in Psychological factors impact the speaking performance was about 68,75%. The process of speaking English language is affected by many factors. The present study investigated on these three areas. Referring to the aim of the study it can be concluded that university students have psychological factors that hinder them from practicing speaking such as lack of self-confidence, lack of aptitude and anxiety. It can be seen that the three factors are interrelated to each other and all of them lead to failure especially when speaking.

5.2 Suggestions

Many issues seem to emerge from the responses and view of the study. There are other factors than self-confidence, aptitude and anxiety which still need to be investigated within the area of learning spoken English. More research in this area should be undertaken in-depth and detailed studies to fill the gaps that this study points out.

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