

**AN ANALYSIS OF PSYCHOLINGUISTICS FACTORS ON STUDENTS'
SPEAKING ACHIEVEMENT AT SMPN 13 MAKASSAR**



A THESIS

**Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in part fulfillment of the requirements for the degree
of Education in English Education Department**

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12/12/24	1-3	- Introduction - Problem - addition - anxiety	Sh
14/12/24		- theories of anxiety.	Sh
17/12/24		- literature - findings	Sh
17/12/24		- process - discussion	Sh
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04/01/2025	I III IV	Past Tense form Reorganize the Findings Only extract the answer of two p.s.	f
09/01/2025	IV V	Findings Discussion	f
14/01/2025	III	simple Past Tense	f
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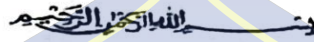
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MOTTO AND DEDICATION

Motto

“The future depends on what you do and think today”

Dedication

I dedicate this thesis to:

I dedicate this thesis to all parties who have provided support, hopes and prayers to the author, from the beginning of preparation to the end of writing this thesis. Infinite thanks to my beloved parents, to my supervisors, siblings, family and friends all and the most special thing is to myself. Because at this point in my struggle I have reached the process of completing my final assignment as a student. I hope that in the future I personally can become someone who can be a good role model and can inspire other people out there. Aamiin

ABSTRACT

Ayu Anisa 2025, Analysis of Psycholinguistic Factors on Students' Speaking Achievement at SMPN 13 Makassar. Thesis, English Education Department Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. (Supervised by Eka Prabawati Rum and St. Asmayanti. AM)

This study explains how anxiety contributes to low speaking achievement of students at SMPN 13 Makassar. The researcher took Anxiety as one of the psycholinguistic factors where Anxiety is divided into three parts, namely Communication apprehension, Test anxiety and Fear of negative evaluation. There were six students in this study in class XI of SMPN 13 Makassar. The researcher used a qualitative method. The researcher modified various instruments before adopting them. The researcher conducted interview to collect data. There were 10 questions given by the researcher to the students. Based on the researcher findings, of the six students who participated, all of them had three parts of the anxiety which caused low student speaking achievement. It is hoped that this study can increase our knowledge about how anxiety contributes to low student speaking achievement at SMPN 13 Makassar.

Keywords: Psycholinguistics factors, Speaking achievement, Anxiety

ABSTRAK

Ayu Anisa 2025, An Analysis of Psycholinguistics Factors on Students' Speaking Achievement At SMPN 13 Makassar. Skripsi Program studi pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing Oleh Eka Prabawati Rum dan St. Asmayanti. AM)

Penelitian ini menjelaskan tentang Bagaimana kecemasan berkontribusi terhadap rendahnya prestasi berbicara siswa di SMPN 13 Makassar. Peneliti mengambil Anxiety sebagai salah satu factor psycholinguistic dimana Anxiety tersebut terbagi menjadi tiga bagian yaitu Communication apprehension, Test anxiety dan Fear of negative evaluation. Ada enam orang siswa pada penelitian ini di kelas XI SMPN 13 Makassar. Peneliti menggunakan metode kualitatif. Peneliti memodifikasi berbagai instrument sebelum mengadopsinya. Peneliti melakukan wawancara untuk mengumpulkan data. Ada 10 pertanyaan yang diberikan peneliti pada siswa. Berdasarkan temuan peneliti, dari ke enam siswa yang menjadi partisipan semuanya memiliki tiga bagian dari anxiety tersebut yang menyebabkan prestasi bicara siswa rendah. Diharapkan dengan adanya penelitian ini dapat menambah pengetahuan kita mengenai bagaimana kecemasan berkontribusi terhadap rendahnya prestasi berbicara siswa di SMPN 13 Makassar.

Kata kunci: Faktor Psikolinguistik, Prestasi Berbicara, Kecemasan

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CHAPTER I

INTRODUCTION

A. BACKGROUND

Psycholinguistics is the study of language and communication from a mental point of view. Its primary focus is on how language is represented and processed in the brain. A branch of cognitive science, psycholinguistics is a subfield of psychology and linguistics. Psycholinguistic is an adjective. The word "psycholinguistics" was first used by American psychologist Jacob Robert Kantor in his 1936 book "An Objective Psychology of Grammar." "A Review of Language and Psycholinguistics" The earliest known mention of psycholinguistics as an academic field dates back to a foundational lecture held at Cornell University in 1951. According to Harley (2020) it's "a study about mental processes in language use.

According a study by Dewaele (2005) adult EFL learners are vulnerable to shifts in their mental composition and attitude toward the target language. Their learning process may be positively or negatively impacted by this affectation. Since the influencing factors often relate to the learner's mental health, they are called psycholinguistic factors. According to Yuan (2020) states that the most common elements selected for additional analysis in this study are self-confidence, motivation, and anxiety. Conversely, students with low levels of anxiety about learning and strong levels of desire and self-confidence perform poorly in the

language; those Individuals had high levels of worry and low levels of drive and self-confidence were better at learning the language.

According to Worde's (2023) states that chronic anxiety is categorized as a personality disorder. A person who has the condition avoids situations that make them anxious. A foreign language learner might, for example, have extreme anxiety when speaking the language, which would make them shy away from speaking it to others. This kind of situation calls for caution. For instance, Roberts (2020) warns language testers about the issues with anxiety related to foreign languages that UK healthcare personnel who have relocated face. According to Al-Khotaba (2019), some studies have looked into how learner anxiety relates to certain English language abilities, such speaking or reading anxiety.

According to Horwitz, Horwitz, and Cope (1986, as cited in Abrar, 2018), anxiety in the context of learning a foreign language also refers to a unique complex of beliefs, values, feelings, and attitudes related to language acquisition in the classroom that result from the diversity of the foreign language learning process. It is widely held that anxiety hinders language acquisition, particularly while speaking the language (Minghe and Yuan, 2013, as cited in Debreli & Demirkan, 2015). Anxiety thus impairs students' self-esteem, confidence, and other learning components, which significantly affects their learning process and achievements. Prasetyaningrum et al. (2020) cite Essau (2003) as saying that anxiety is one of the prevalent mental health conditions that affect children.

According to Harmer (2007), an achievement is any accomplishment that results from success and learning something new. According to the statement, achievement is everything that students can accomplish to be successful. This achievement is measured when students pass an assessment test given by the school. Low academic attainment among students is one of the most challenging problems that both students and teachers face, according to Al-Zoubi (2015). Teachers may use their understanding of the various causes of some students' poor performance to assist them in overcoming these challenges. Therefore, all teachers and students who receive low achievement must be able to address these problems.

According to Ria's (2021) students' psychological factors, such as lack of desire, fear, and lack of confidence, impacted their ability to speak English. Additionally according to Ahmad (2022), the study's results showed that students' psychological problems included worry about meeting new people, lack of confidence, and anxiety about making mistakes. Poor pronunciation, a small vocabulary, anxiety over one's appearance, and a fear of criticism were other contributing reasons to the problems.

Based on previous research, it appears that there are several psycholinguistic factors that influence students' speaking achievement. In this research the researcher was conduct research in a different context, in this case in the context of SMPN 13 Makassar. The reason the researcher chose SMPN 13 Makassar as the research location was because the researcher had made initial observations and there were

students who had low speaking achievement at SMPN 13 Makassar. This is in accordance with the aim of this research, namely to find out how anxiety contributes to students' low speaking achievement at SMPN 13 Makassar.

Reffering to the explanation above the research excited to conduct research entitled "An Analysis of Psycholinguistics Factors on Students' Speaking Achievement At SMPN 13 Makassar”

B. PROBLEM STATEMENT

Given the context of the aforementioned concerns, the researcher would formulate the problem as follows: How does anxiety contribute to the students low speaking achievement?

C. RESEARCH OBJECTIVE

According to the foregoing formulation of the problem, the aim of this study is to investigate how anxiety contributes to poor speaking performance.

D. SIGNIFICANCE OF STUDY

The following key theoretical and practical outcomes are anticipated from this research:

1. Theoretical significance

It is anticipated that this study will provide useful data and further the theory of English language instruction by examining the psycholinguistic elements that affect students' speech.

2. Practical significance

a. For students

For foreign language learners looking to improve their oral communication skills, this paper can become a foundational resource.

b. For Teachers

The research's findings may inspire speaking instructors to improve their pedagogical approaches. Teachers can, however, assist pupils in overcoming any psycholinguistic variables that affect their English-speaking abilities.

c. For Speakers

Through this research, increase knowledge and understanding about how anxiety contributes to students' low achievement in speaking.

E. SCOPE OF THE RESEARCH

In order to collect relevant data, it is important to establish the scope of the study. The purpose of this scope is to determine how anxiety contributes to the low speaking achievement of students at SMPN 13 Makassar. There are a number of signs of anxiety, including Communication apprehension, Test anxiety Fear of negative evaluation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previews Related Studies

The research of Oktaria (2020), The study's findings suggest that anxiety in students is caused by two different elements: internal and external ones. Both internal and external influences have a significant impact on students' nervousness before giving a speech. The findings of data analysis on speaking performance at the student level demonstrate this. Thus, it can be said that both internal and external variables contributed to students' anxiousness when giving speeches. There are three different categories of anxiety among students: low, medium, and high levels.

The research of Elinda (2021)'s research, there are three things that make students anxious while speaking English: communication anxiety, exam anxiety, and fear of making a mistake.

The research of Marisca (2020) conducted study with the goal of determining the best teaching-learning approach for speaking sessions by looking at the elements impacting the fluency of English speaking among Focus course students. The case-study approach was used to bring this investigation to a close. 127 students majoring in information systems and management, accounting, Japanese, and international relations who registered for an English focus course during the odd semester served as the study's participants.

The research of Ria (2021)'s research, students faced a number of psychological factors that affected their ability to speak English, including: a lack of motivation, anxiety, confidence, shyness, fear of making a mistake, factors related to the learning environment, and performance conditions. The main contributing cause to these issues was the fear of making mistakes. The majority of pupils admitted that their fear of speaking stemmed from their inability to pronounce words correctly. The majority of them should avoid speaking in English since they are terrified of making mistakes.

The research of Ahmad's research (2022), the researcher discovered that students' psychological issues included anxiety, a lack of confidence, and a fear of making mistakes. Other contributing factors to the problems included poor pronunciation, a limited vocabulary, worry about what other people would think of them, and a fear of being judged.

Based on the above studies, it can be concluded that there are several factors that influence students' speaking ability. The similarity of previous research with the research that was be conducted by researchers in this study is both examining what Psycholinguistics factors affect student speaking achievement. While the difference between this research and previous research is that in this study researchers only focus on students who have low speaking achievement.

B. Some Pertinent Ideas

1. Psycholinguistics in EFL

a. Definition of Psycholinguistics

Psychology plays a critical role in human development. Its foundations lie in the broad ideas of psychology, the science of human behavior, and linguistics, the study of language. According to Harley (2020) describes it as "a study about mental processes in language use."

The three main topics of psycholinguistics are language understanding, language production, and language learning, according to the source given in Dardjowidjojo.

The study of human language use and acquisition is known as psycholinguistics. Psycholinguistics is a method to the study of language knowledge, language in use, language change, and related issues that are difficult to acquire or approach that combines linguistics and psychology. According to Robert (2021) via each of these two disciplines independently, or independently between linguistics and psychology. The study of language and communication from a mental perspective is known as psycholinguistics. According to Richard (2019) claims that the representation and processing of language are its main areas of focus. According to Ronald (2021) psycholinguistics is the study of behavior or linguistic behavior, i.e., performance or acts and apparatus or equipment.

b. Psycholinguistics Factors

Both good and negative effects on learning a foreign language can be attributed to psycholinguistic variables, motivation, anxiety related to learning a language, and self-assurance. If these elements have a detrimental impact on the learning process, they take on the status of "barriers" to language acquisition. According to Klimova (2020) posits that psycholinguistic barriers can have multiple origins and can therefore be attributed to a variety of factors, which can impact learners in different ways. However, the three factors anxiety, motivation, and self-confidence that were selected for this study's examination are among the most prevalent and have a detrimental impact on a significant proportion of learners of foreign and second languages. Nevertheless, it's also noteworthy that older individuals who study a foreign language benefit psychologically from it rather than experiencing worry.

According to Hakim (2019) it would be impractical to cite only a few references in this regard due to the extensive research that has been conducted on the effects of psycholinguistic factors on the performance of EFL (English as a Foreign Language) learners in conventional, teacher-dominated language classrooms. It would suffice to mention that nearly all of those studies have reported a negative impact of psycholinguistic factors on EFL learners' language acquisition and proficiency development. But recently, there have been significant

changes in pedagogical methods due to technology interventions in the classroom.

c. Psycholinguistic Factor Impacting Speaking Achievement

1. Anxiety

According to Horwitz as cited in Quinto & Macayan, (2019), anxiety in language learning is a distinct complex of selfperceptions, beliefs, feelings, and behaviors linked to language learning in the classroom that arises from the language learning process's uniqueness. In addition, Horwitz and Cope as cited in Lu et al, (2019) argued that students' perception of speaking in the target language is threatening. The development of communicative competence becomes more difficult for anxious students.

Stress, tension, and worry are feelings that are linked to anxiety. explains, for instance, how to effectively analyze the relationship between guilt and anxiety related to learning a foreign language. It also discusses topics like anxiety and cognitive interference, situational anxiety, facilitative and debilitating anxiety, specific foreign language anxiety, L2 anxiety studies, and more. Anxiety can have physical manifestations like elevated blood pressure and tense muscles.

According to Worde (2023) states that a personality disorder is diagnosed for persistent anxiety. A person with the illness stays away from anxious circumstances. For instance, a learner of a foreign language may

have severe anxiety when speaking the language, which would cause them to avoid conversing in it with other people. A scenario like this requires care. According to Robert For example, alerts language testers to the problems with foreign language anxiety that relocated healthcare workers in the UK confront.

According to Al-Khotaba (2019) states that some research have investigated learner anxiety in relation to different English language skills, such speaking or reading anxiety. The main viewpoints from which foreign language anxiety has been researched include test anxiety, communication anxiety, and fear of receiving a poor social assessment.

According to Worde (2023) states that a personality disorder is identified in cases of persistent anxiety. A person with the illness stays away from anxious circumstances. For instance, a learner of a foreign language may have severe anxiety when speaking the language, which would cause them to avoid conversing in it with other people. A scenario like this requires care. For example, Roberts (2020) alerts language testers to the problems with foreign language anxiety that relocated healthcare workers in the UK confront. According to Al-Khotaba (2019) states that some research have investigated learner anxiety in relation to different English language skills, such speaking or reading anxiety. According to Rezarisharif (2021) claims that restlessness is a sign of students who feel anxious when speaking. According (Akramy & Tesol, 2020) anxiety is

supported by emotions such as fears, apprehension, and uneasiness, or they are the symptoms that arise during language acquisition. According to Rajitha and Alamelu (2020), they have identified a number of elements that contribute to speaking anxiety, including shyness, lack of confidence, peer pressure, stage fear, language, grammar, and pronunciation. According to Utari et al. (2022), anxiety is the sensation of tension and trepidation when doing a task in front of others. When asked to speak in front of their class, students frequently experience anxiety (Ariani & Dewi, 2020). According to Ariani & Dewi (2020), there are three main causes of anxiety among students: fear, concern, and anxiousness.

According to Spielberger and Sarason (2009), where anxiety has the following characteristics:

1. Assessing the situation as something frightening, difficult and challenging.
2. Reduced ability and effectiveness to cope with and carry out all tasks assigned to him.
3. Difficulty coping with and carrying out tasks related to cognitive activities.
4. Difficulty concentrating and adequately bearing the various consequences and risks faced.

2. Different Types of Anxiety

Brown (2000) distinguished between two types of anxiety: trait anxiety and state anxiety. As a long-term stable personality trait, trait anxiety is innate and causes people to become more concerned under a variety of circumstances. Reactions may vary from person to person. Furthermore, it has been demonstrated that trait anxiety affects cognitive function, disrupts memory, and causes people to avoid tasks (MacIntyre and Gardner, 1991, as quoted in Lu et al., 2019). In summary, trait anxiety results in a cognitive impairment that impairs an individual's ability to regulate their anxious emotions.

According to Brown (2017), state anxiety is an additional form of anxiety. When triggered by a particular, transient circumstance, this anxiety will become active. As a result, people become apprehensive in certain situations or incidents. In this instance, Abrar (2017) claimed that when the frightening circumstance ends, anxiety naturally decreases or even goes away.

3. Origin of Anxiety

Psychologists explained anxiety is a state of apprehension, a vague fear that is only indirectly associated with an object" (Tanveer, 2007, as cited in Shabani, 2012). Young (1991, as cited in

Shabani, 2012) mentioned the six origin fear of anxiety: personal and impersonal anxieties, learners' beliefs about learning a foreign language, teachers' beliefs about teaching a foreign language, classroom procedures, and testing. Personal and interpersonal often related to low self-esteem and competitiveness. The usual cause of low self-esteem is worrying about friends' thoughts about them. For competitiveness, it was happen when students compare themselves to others or even make unrealistic expectations of themselves.

The next factor that causes anxiety is learners' beliefs about language. There is a common belief that speaking is the most essential skill to acquire in foreign or second language cases. Many students also believe mastering pronunciation is a must before speaking. Unintentionally, this belief was hold students to start speaking before they are competent in particular aspects. Unfortunately, this belief is not in line with the language learning process. This contradiction was produce frustration and stress.

The third factor of anxiety is the instructors' beliefs about language. The instructor believes that they must constantly correct students' mistakes. The teacher thinks that allowing pupils to work in groups is impossible because it is hard to manage, or that his primary responsibility is to speak and instruct rather than to act as a facilitator. According to Subasi (2010, as referenced in Alnahidh &

Altalhab, 2020), one of the primary causes of FLSA is teachers' attitudes about their pupils' speaking faults. Furthermore, according to Young (1991, referenced in Alnahidh & Altalhab, 2020), more powerful professors felt obligated to address every student's mistakes. Without consideration, teachers can provoke anxiety behavior in the classroom.

Procedures in the classroom might sometimes cause anxiety. Even though speaking in front of people can cause anxiety among language learners, it is a popular classroom practice that requires students to provide an oral performance. It supports the findings of Daly (1991), who claimed that public speaking of a foreign language increases anxiety in learners. As a remedy, the instructor must take anxiousness into account while choosing a classroom protocol. According to Alnahidh & Altalhab (2020), MacIntyre (1991) recommends establishing a welcoming and encouraging classroom atmosphere. It implies avoiding the atmosphere of competition and self-comparison.. The second source of anxiety is oral tests and

being required to react orally in the target language. Oral actions in the target language are disliked when speaking a foreign language. Pupils frequently worry about specific aspects of their English ability. Testing is the final cause of anxiousness. Evaluation

scenarios like written or oral exams and presentations can cause feelings of failure before, during, or after the test.

One major conclusion can be drawn from the aspects that have been discussed regarding anxiety: the classroom environment can both be a friend and an enemy to pupils. According to Ferdinand and Lukas (2020), learning achievement and the classroom atmosphere are closely related. Learning achievement is positively correlated with teacher-student interpersonal conduct in the areas of leadership, understanding, and being amiable and helpful. However, there is a negative correlation between the characteristics of discontent and strictness. Therefore, one of the best ways to help students avoid feeling apprehensive is to create a happy environment.

2. Speaking

a. Definition of Speaking

Speaking is often understood to be the capacity to engage in conversation about a subject with others, both the speaker and the listener. Speaking is a useful verbal skill that involves thoughts and opinions, expressing a desire to accomplish something, bargaining to obtain something, and fostering interpersonal connections. Thus, it can be said that speaking serves as a means of expression for ideas, opinions,

and feelings in addition to being a means of communication with others. The Speech Character When learning English as a second language, students need to master four essential qualities. These can be divided into two categories: receptive abilities (reading and listening) and speaking and writing. There is a connection between these skills. Being an expert in every field is

Speaking is a common activity in daily life. Speaking is the way to communicate and interact between speaker and listener. According to Lingga et al. (2020) defined speaking as the ability of humans to make sounds and express opinions from their minds. By speaking, the speaker delivers information and lets the listener know what the speaker talk about. In order for the listener to understand the information conveyed, the speaker must speak clearly. According to Prasetyaningrum et al. (2020), the goals of speaking are to tell the ideas, when the speaker initiates their talk then the listener understands the speaker is telling or sharing their ideas.

The teacher constantly provides opportunities for pupils to speak English and interact with others during the teaching and learning of the language. Although students communicate in their everyday lives, speaking a foreign language might be challenging due to several factors that need to be taken into account. Speaking is thought by students to be the hardest skill to master because it requires

preparation, such as knowing what to talk about with classmates, how to start the conversation, how to carry it on, and how to end it politely. This is according to Lingga (2020). Speaking abilities serve as a gauge of a student's proficiency in the language. Yoestara (2019) asserts that speaking is an essential

One of the most important aspects of learning a language is speaking, which is also one of the useful skills that is taught in great detail. Speaking has always been a vital ability, according to Nazir et al. (2019). The ability to communicate or express oneself in spoken language is known as speaking. The talents that provide us the capacity for successful communication are our speaking skills. The speakers are able to convey their messages with conviction, passion, and thoughtfulness because to this ability. Producing, receiving, and digesting information all play a part in the dynamic meaning-building process that is speaking. According to Safarovna (2020) speaking is crucial since it allows one to have discussions, share ideas, and communicate information with others.

As a quick summary of the previous point, speaking is a typical way for speakers and listeners to engage and communicate in daily life. Speaking in a foreign language can be challenging, even though it's a necessary part of daily living. Students believe that speaking is the

hardest skill to acquire and that speaking proficiency serves as a gauge of their language learning achievement.

b. Component of Speaking

According to Asma (2023), speaking is one of the four basic language skills and since then it has become the basis of communication skills which play an important role in everyday life. Speaking must have several existing criteria, such as:

a. Pronunciation

One of the skills for creating connections that are simple to grasp is pronunciation. The fundamentals of pronunciation instruction are covered in the pedagogy's core topic. The first is convenience, when a command mimics repeatedly to generate a sound without more guidance. Language practice, which is the second activity, consists of specific activities that involve using a word or phrase to practice sounds, sound sequences, punctuation, rhythm, and intonation. The third is practical phonetics, which covers intonation, emphasis, rhythm, and description of sounds as well as linguistic organs. As a result, pronunciation influences how sounds in a language change and pattern, and it also represents an individual's manner of pronouncing a word.

b. Grammar

Grammar is a collection of potential and necessary rules that specify how words, phrases, and sentences are put together in a particular natural language. Grammarians point out that without grammar, learning a language would not be feasible due to its strong structure.

c. Vocabulary

The right words to employ when communicating are known as vocabulary. The knowledge of words and their definitions is known as vocabulary. A collection of words that correspond to its substance is referred to as vocabulary. A vocabulary consisting of prepositions, pronouns, and connectors can be separated into two classes: a general class and a private class.

d. Fluency

The smoothness or flow of syllables, words, and sentences that match words is known as fluency. Fluency is defined as speaking at a regular pace, such as that of a native speaker or a guy who is proficient in the language since they are able to communicate effectively in it. The most efficient use of the sound system that kids have yet to master is fluency. It concerns a person who can communicate verbally intelligibly and rapidly.

e. Comprehension

The ability to comprehend language is known as comprehension, and it may be improved via reading, listening to others, and responding to

inquiries. Comprehension is the capacity for understanding, and it is a skill that is developed or tested in written or spoken language. Furthermore, understanding is the capacity to completely comprehend and identify circumstances, details, etc. It is the capacity to comprehend the overall meaning and aim of the speaker.

c. Speaking Achievement

According to, Fulcher (2003) the capacity for oral communication is known as speaking accomplishment. It involves more than just using grammatically right sentences; it also involves knowing who to use them for and when. The laws of grammar and language usage have an impact on communication skills. Speaking is an oral phenomena related to communication skills. The negotiation or meaning between two or more people who have some level of language proficiency is what determines one's ability to communicate. Thus, rather than being an intrapersonal quality, communication competence is an interpersonal quality. Speaking is the main objective of acquiring a language, as the researcher previously said in the context of teaching foreign target languages. The students have to

Researchers might draw the conclusion that accomplishment is something that students attain via the training they have received, which is often quantified by assessments administered by the institution, based on the explanations provided by experts in the field. The capacity of pupils to articulate ideas and thoughts verbally in a way that allows them to communicate

effectively—including proper grammar and pronunciation—thus may be understood as speaking accomplishment.

Any accomplishment that is the product of learning something new and achieving success is considered an achievement. Achievement, in the words of Harmer (2007), is everything that pupils are capable of doing to succeed. When pupils complete an assessment exam administered by the school, this accomplishment is quantified. Al-Zoubi (2015) states that one of the most difficult issues that both students and instructors deal with is the issue of low academic attainment among pupils. Teachers are aware that there are several reasons why certain students do poorly, and they may utilize this knowledge to help students overcome these obstacles. As a result, all educators and pupils who get low achievement have to be able to resolve these issues.

In the opinion of Ariani & Dewi (2020), students feel anxious for three reasons: nervousness, worry, and fear. Because of these conditions, students suffer from a self-confidence crisis that affects their speaking ability. Another study according Horwitz in Aisah (2020) has identified the components of foreign language anxiety named:

1. Communication apprehension.

Talking in groups, communicating, and being in front of others are all linked to communication anxiety. Speaking in a foreign language class, where speech is restricted and performance is continuously evaluated, is

likely to be even more challenging for those who struggle with group communication, according to Horwitz et al. (1986).

2. Test anxiety.

Test anxiety, according to Horwitz et al. (1986), is a form of performance anxiety brought on by a fear of failing. Students who are test-anxious frequently set unreasonable expectations for themselves. Test anxiety is also thought to be one of the key components of negative motivation, according to Mahmoodzadeh (2012). When it comes to test anxiety, many students experience increased pressure when asked to perform in a foreign or second language since they find it difficult to remember and coordinate numerous grammar points at once within the constrained exam time.

3. Fear of negative evaluation.

The assumption that a student will receive a poor grade from others in circumstances like oral exams or in-class presentations is known as the fear of negative evaluation. Mahmoodzadeh (2012) discovered in another study that because teachers' presumptions about their role in the language classroom may not always align with the individual needs or expectations that L2 learners would consider for their teachers, it appears that teachers' beliefs about language teaching may act as some obstacles for L2 learners and thus cause language anxiety in them (Sulistyowati, 2023)

C. Conceptual Framework

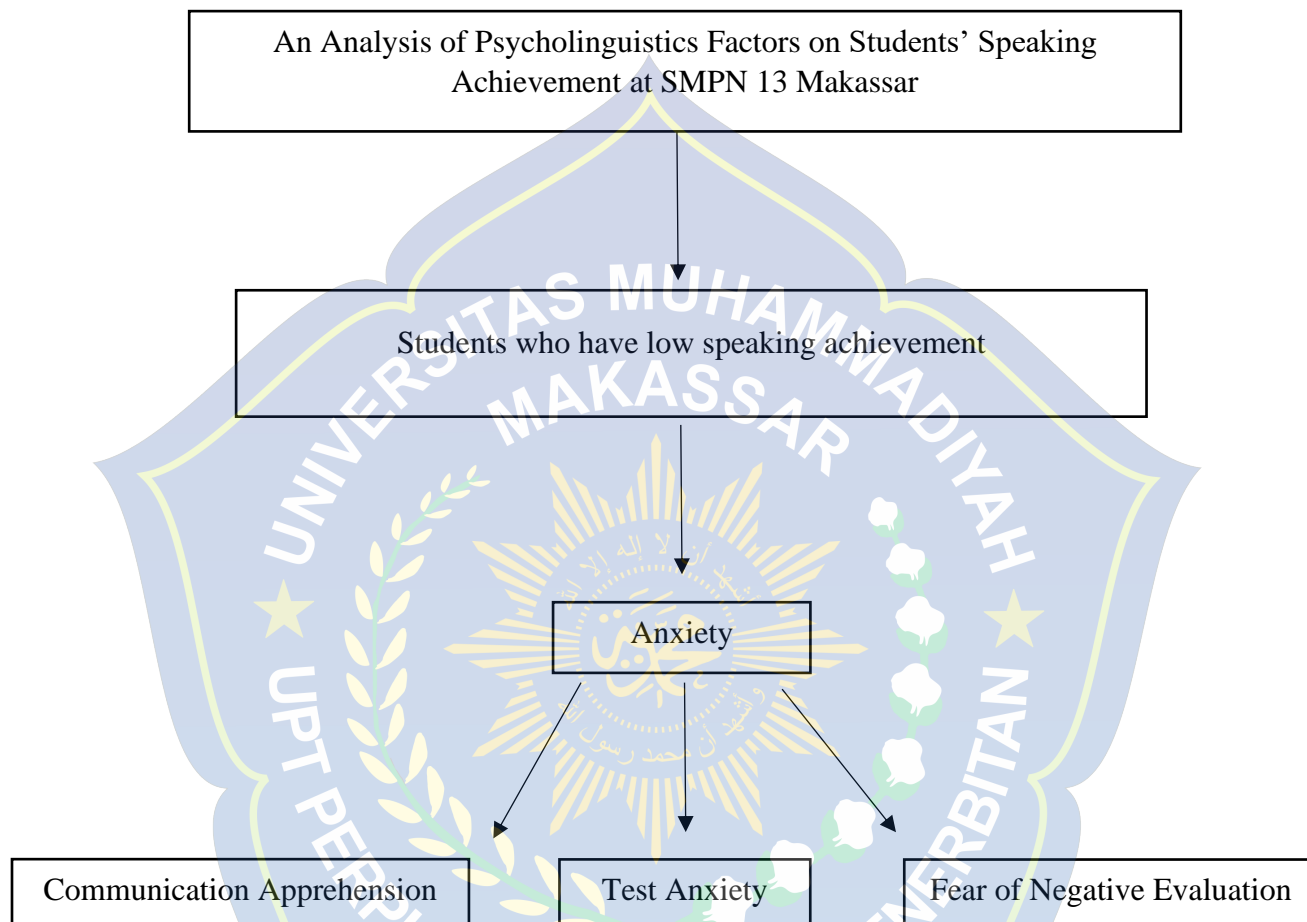


Figure 2.1 Conceptual Framework

In this study, researcher was examine students who have low speaking achievement. Researcher was examine how anxiety contributes to the low speaking achievement of students with anxiety indicators at SMPN 13 Makassar. Researcher was conduct interviews as research instrument. After investigating and analyzing the data, researcher was draw conclusions.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Research Design

This investigation used a unit case study design with a qualitative technique. The study was qualitative in character. Murdiyanto (2024) asserts that qualitative research is a method for investigating human issues and societal events. Another definition of qualitative research is provided by Sidiq (2019), who states that it is a multimethod, focused, natural, holistic approach to analyzing concepts, meaning, symptoms, symbols, and descriptions of a phenomenon. It also uses a narrative presentation style and multiple methods to prioritize quality in scientific research.

B. Research Subject

The subject in this study was students of SMPN 13 Makassar in the academic year 2024-2025. The research subjects class IX students at SMPN 13 Makassar in the 2024/2025 school year. Researcher selected 6 students who had been chosen as research partisipants.

C. Research Instrument

Sugiyono (2020) defines a research instrument as a tool for measuring social and natural phenomena that have been observed. The researcher used the following instruments in this investigation:

Interviews: Open-ended questions are frequently used in qualitative interviews

to elicit information about a subject and stimulate discussion among participants. Finding out how worry affects students' poor speaking performance is the aim of this interview.

D. Procedures of Collecting Data

Grenier (2019) asserts that the data collection strategy is determined by the study topic and data source that provides the most information to address the inquiry.

1. Researcher observed students whose speaking scores were low.
2. Researcher conducted interview with students whose speaking scores were low.
3. The researcher analyzed the students' answers
4. Researcher summarized the data

E. Technique of Data Analysis

In qualitative research, data analysis leads to the findings of prior studies related to the supported title, where the research result has an undeniable atmosphere. The researcher used the Gay (2012) procedure to evaluate the data after they were collected, and summarizing is done reflectively in understanding various data sources in the form of interviews. According to Gay (2012), the data analysis method used in this study goes through four stages:

1. Data Analysis

Analysis can be defined as a process involving data transformation, data modeling, and data cleaning to facilitate the process of obtaining more accurate and useful descriptions. More accurate descriptions to make statements. The purpose of data analysis is to collect descriptions of a set of data and develop conclusions based on data analysis. In the first step of analysis, researcher analyze data in the field through interviews. At this stage, researcher focus on analyzing how anxiety contributes to students' low speaking achievement.

2. Classifying Data

Data classification is the process of organizing and grouping raw data into meaningful categories or themes based on shared characteristics or patterns. The goal is to help researcher manage large amounts of information by grouping similar data points, making it easier to analyze and identify relationships. By grouping data, researcher can focus on specific, relevant aspects of their research, making it easier to interpret and draw conclusions. After the data was collected, the results of the student interview were then grouped according to the anxiety components, namely Communication apprehension, Test anxiety and Fear of negative evaluation. After that, the results were concluded whether anxiety with its three components contributed to the low speaking achievement of students.

3. Data Display

The researcher drew the data in the data display when the data subtraction was finished. The focus of the study dictated how the data was presented. This study aims to ascertain the connection between anxiousness and students' poor performance when speaking in class.

4. Confirmation and Conclusion Drawing

At this point, the researcher drew inferences from the presented data. Scholars are keen to investigate the relationship between anxiousness, motivation, and self-confidence in relation to students' poor performance in class speaking.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research background, supporting theory of the research, formulation issues as a topic, and the research methodology used in this study were all discussed in the previous chapter. Through information gathered from observations and interviews with six respondents, this chapter discusses many research findings related to how anxiety contributes to students' low achievement in speaking at SMPN 13 Makassar.

1. The contribution of anxiety to students' low speaking achievement which consists of three parts, namely Communication apprehension, Test anxiety and Fear of negative evaluation.

a. Communication Apprehension

The researcher asked students about their confidence in speaking English in class. The students' answers can be seen as follows:

P1: I still hesitate and still lack confidence when speaking English especially in front of many people because sometimes I don't know how to pronounce it and my English vocabulary is still very limited so I don't have the confidence to speak English.

P3: I might be confident when I have studied hard and practiced more often to be able to perform well, but I also usually feel anxious and unconfident when I am going to perform because I am embarrassed to be seen by my friends.

P5: The feeling that I often experience when speaking English is not being confident in my English skills. I am also afraid that I will suddenly go blank and not be able to express what I am thinking fluently.

P6: My feelings when I speak English I always feel nervous when I am asked to speak English I am very afraid that I will pronounce it wrong and not be fluent when I speak English especially if I am asked to speak in front of the class I will definitely sweat and be anxious.

The researcher asked about the students' feelings when they have to give answers voluntarily in speaking class and the researcher findings about the responses from the results of 6 students are as follows.

P1: The feeling that I usually experience when suddenly asked to answer in English is that I feel nervous because I have to speak English without preparation in class.

P2: I would definitely feel embarrassed and very awkward especially when I was asked to give answers directly and voluntarily in class.

P3: Since I haven't prepared enough to speak English well, I will undoubtedly feel worried and frightened when I have to respond in English in class. When I am unable to speak English fluently, my classmates will also make fun of me.

P4: Of course I would feel nervous because I am not confident with my English, especially if I was asked to speak English suddenly while the teaching and learning process was still going on.

P5: I will definitely feel shocked and nervous when asked to speak English in front of my friends, especially to express my opinion, because I will definitely be confused about what I want to convey with the limited vocabulary that I have.

The researcher wanted to know the students' opinions about how when students speak English with teachers. The results of the students' answers that have been interviewed are as follows.

P1: In my opinion, when speaking English with native speakers in class, I feel embarrassed and nervous. I am also afraid that I will make mistakes.

P3: In my opinion, if a student speaks English with a teacher, it depends on the student, but for me, I may feel watched with my English ability especially speaking English in front of my friends.

P4: In my opinion, speaking English with a teacher will make students more careful in speaking and we will definitely feel anxious that if we make a mistake, we will definitely be judged.

P5: I think if I speak English directly with a teacher, I will definitely feel nervous and afraid of making mistakes.

The researcher asked why students feel nervous when students don't understand what is said when the teacher explains in English, the results of the students' answers can be seen as follows.

P2: Because I do not understand what the teacher says and I feel embarrassed and awkward even when I ask.

P3: Because I do not understand the teacher's explanation, I am also afraid that my teacher will suddenly point at me and ask me to speak in English in class.

P4: Because I will feel watched and pressured when the teacher explains in English but I do not understand what the teacher is explaining so I will feel nervous when trying to understand the teacher's explanation.

P5: Because I am afraid of being pointed at and suddenly asked to speak in English.

P6: I often feel nervous and tense when my teacher is angry with her students. I am afraid that when I am asked to explain in English I will immediately be asked to repeat what the teacher explained to my classmates, even though I clearly do not remember what sentence the teacher explained previously in English.

Based on the results of interviews on 4 questions about Communication apprehension to 6 students, for the first question there were 4 students' answers that were included in Communication apprehension, for the second question there were 5 students, for the third question there were 4 students, and for the fourth question there were 5 students. Of the 4 questions, all are included in Communication apprehension. So the researcher can conclude that anxiety with the Communication apprehension indicator contributes to students' low speaking achievement.

b. Test Anxiety

The researcher asked how students feel when they have to speak English without preparation in class, the results of students' answers can be seen as follows.

P1: Despite my preparation, I constantly feel weak and get stomachaches when I wish to talk in English.

P2: When I speak English without preparation, I feel anxious and nervous because my friends will see me and I also don't have confidence when I appear to speak English.

P3: Whether I am unprepared or have preparation, I always feel anxious when I am going to speak in English, especially when I have already performed, I am very nervous and don't know what else I want to say.

P4: What I feel when speaking English in class is that I feel anxious, nervous and not confident because I have no preparation before speaking because I am not very good at English.

P5: As for me, I feel worried about the way I speak English because I find it very difficult to pronounce sentences in English.

P6: In my opinion, it would be terrible if I was asked to speak English without preparation because I would not be confident in my English skills. Even though I prepare myself to speak English, I still often make mistakes in pronunciation and even suddenly forget sentences that I have memorized.

The researcher asked how the students reacted during English speaking test in class, the results of the statements are as follows.

P1: Usually, my anxiety stems from my fear of making mistakes and my fear that my friends would make fun of me for them.

P2: I' I'm nervous because I'm worried about making a mistake and my buddies noticing. If I make a mistake, they will laugh and make fun of me.

P3: I always feel nervous, anxious and my face usually turns pale when asked to speak in English, especially if the speaking test is in English.

P4: I usually feel cold sweat when I am going to speak in class because I am afraid that I will not be fluent in speaking English and that I will make mistakes in pronouncing English words.

P5: As for me, I feel worried about the way I speak English because I find it very difficult to pronounce sentences in English.

P6: My heart usually beats faster, sometimes I also have stomach cramps, I'm really afraid that I'll make a mistake even though I've already studied.

The researcher asked the 6 students why they often think that other students speak English better than them, related to the reasons the students could be as follows.

P1: Maybe I will think like that when I see my friend is better at speaking English because I am not confident with my ability so I see my friend as better than me.

P2: Because they can speak better than me so I usually think they are better than me.

P3: Because I am aware that my knowledge of English is still very limited, especially when asked to speak English, I barely know how to pronounce it and it is very difficult for me to learn it, so I think my friends are better than me.

P4: Because students who have higher English scores than me definitely have good English, that's why students who have higher English scores are better than me.

P5: Because other students are more fluent in English than me, they also have a lot of vocabulary that they have memorized compared to me who still has a small vocabulary.

P6: Because I think I am stupid and my friends are probably better than me when they speak English.

The researcher asked students why they felt pressured when asked to prepare well for speaking class, this can be seen as follows.

P1: The thing that usually makes me stressed is the feeling of not believing in myself that I can do my best.

P2: Because I feel preparing myself to speak English is a bit difficult so there is pressure from the challenge to learn.

P3: I am stressed because I know that learning to speak English is difficult for me to learn, especially since my vocabulary is still very limited.

P4: Because I think English is a difficult subject, so when I am told to prepare myself well to speak English, it makes me feel burdened because it is difficult for me to understand and memorize English sentences.

P5: Because I think English lessons are difficult, especially if I am asked to memorize and then asked to speak English in front of the class, it will make me very stressed.

P6: I definitely feel pressured if I am told to memorize English sentences because I think they are very difficult for me to memorize because the spelling and pronunciation are different, making it difficult for me to understand and remember them.

Based on the results of interviews with 4 questions about Test anxiety to 6 students. Of the 6 students who answered the 4 questions, all were included in Test anxiety if seen from the answers of students who felt stressed, anxious, pale, not fluent in speaking English, lack of vocabulary mastery and sweating when facing the exam. This is what causes students' speaking ability to be poor so

that researchers can conclude that anxiety contributes to students' low speaking achievement.

c, Fear of Negative Evaluation

The researcher asked 6 students who were participants about what makes students afraid when other students will ask students who speak English and then the teacher will correct every mistake they make, the students' answers can be seen as follows.

P1: What worries me is that when I speak English, I fear that my teacher will correct me and give me poor grades, and I fear that my friends will tease me when I make mistakes.

P2: I'm afraid that they will think I'm very stupid when I speak English and for my teacher I might not be too happy either but talking to a teacher might be better than talking to a friend because the teacher will correct our way of speaking when we make mistakes.

P3: I'm just embarrassed when my friends see me speaking English but I can't and I might not be embarrassed when speaking to my teacher because my teacher already knows what my abilities are like.

P4: What scares me is that my friends will judge me badly because I am not fluent and am still very stiff when speaking English. For corrections from my teacher, I am only afraid of getting a low grade when my way of speaking English is very bad.

P5: Actually, what makes me afraid is that I'm afraid that they will look down on me just because I'm not fluent in English. For the teacher's assessment, it doesn't matter if I get a low score because my English ability is very limited.

P6: I'm just afraid that my friends will badmouth me to other people and I'm embarrassed.

The researcher asked students why students feel afraid of making mistakes when spoken to by others but feel happy when spoken to by the teacher, the answers from the students can be seen as follows.

P1: I am afraid because if someone else talks to me I will feel stupid when I look stiff and nervous when talking to other people, it is different when I am talked to by a teacher because I might feel nervous but I will not worry when I make a mistake because the teacher will understand it.

P2: Because I'm afraid they will judge me badly if I can't speak English, even though I can actually speak English but it's still limited.

P3: Teachers may be able to help us when we make mistakes when we speak in English with them, but other people will ridicule us for not being able to communicate in the language.

P4: Because when I speak English with friends, I get nervous and not fluent. My friends don't help me correct the mistakes I make in speaking English, but they just laugh at me, unlike teachers, teachers will correct me when I make mistakes in English.

P5: Because I am afraid and embarrassed when I am reprimanded by friends or other people when I speak English and I make mistakes unlike teachers who will help us when we feel difficult.

P6: I myself am not afraid but I might be embarrassed when I make a mistake and they laugh at me and I would definitely be happy when the teacher guides and helps me correct my mistakes.

Based on the results of interviews with 2 questions about Fear of negative evaluation to the six students, the 2 questions are

included in Fear of negative evaluation when viewed from the students' answers, namely fear of being judged as unable to speak English, being embarrassed when making mistakes, fear of being teased and laughed at. When viewed from the students' answers, the 2 questions for 6 students are all included in Fear of negative evaluation. So the researcher can conclude that anxiety contributes to students' low speaking achievement.

Based on the findings of the researchers' interviews. When considering the three components of anxiety—communication apprehension, test anxiety, and fear of a poor evaluation—researchers can infer that a number of factors contribute to students' incapacity to talk. Researchers can draw conclusions from the three primary components of anxiety: students experience fear, anxiety, tension, embarrassment, and nervousness. Some even experience pale faces and perspiration when speaking in English.

This is due to lack of vocabulary, minimal language skills, not being used to using English, fear of mispronunciation because the writing and reading are different, embarrassed to be seen by many people and lack of preparation before performing. Students also feel better speaking English with teachers than with their friends because students feel that speaking with teachers can help students when students make mistakes when speaking English. So researchers can conclude that anxiety contributes to students' low speaking

achievement, this can be seen from the results of student interview answers with the 10 questions above.

B. Discussion

The following are the findings of researchers related to the 3 components of anxiety, namely Communication apprehension, Test anxiety and Fear of negative evaluation. Researchers found that anxiety contributes to low student speaking achievement and this finding is in line with the theories of experts.

Based on the findings of the study, the researcher concluded that students' poor speaking performance is a result of communication anxiety. These include a lack of confidence, anxiety, uneasiness, and humiliation when speaking in front of large crowds. This result supports the assertion made by Tuttyandari (2005). In summary, students' fear and nervousness stem from their anxiety and stress, which hinders their ability to communicate effectively. Furthermore, Ahmad claims According to research findings from 2022, students' psychological issues include nervousness around new people, lack of confidence, and concern about making mistakes. Furthermore, Ria's research from 2021 indicates that students deal with a variety of psychological factors that impact their English-speaking proficiency, such as a lack of motivation, worry, and self-assurance.

Based on the findings that have been conducted by researchers, researchers found that Anxiety with the Test anxiety indicator contributes to

low student speaking achievement. Like when students face exams, some feel stressed, anxious, pale, not fluent in speaking English, lack vocabulary mastery and sweating. This finding is in line with Rathus, (2021) et al classifies anxiety based on its unique characteristics, including. First, restlessness, nervousness, trembling or shaking hands or other limbs, excessive perspiration, lightheadedness or fainting, trouble speaking, trouble breathing, cold fingers or other limbs, chills, etc. are all physical signs of anxiety. Ningsih (2017) found that students stressed that they did not have a lot of vocabulary to use when they wanted to respond to a teacher's question or say something. In other cases, students knew the vocabulary but were hesitant because they initially believed she didn't know the words. As a result, individuals experience anxiety and nervousness when they participate in speaking exercises in class.

Based on the findings that have been conducted by researchers, researchers found that anxiety with the Fear of negative evaluation indicator contributes to low student speaking achievement. Factors that cause this include fear of being judged as unable to speak English, embarrassment, fear of being ridiculed and laughed at. This result is consistent with A person with a fear of negative evaluation (FNE) frequently experiences anxiety and depression in social settings due to their concern about being mocked or criticized, claim Leary and Kowalski (1995).

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

From the discussion in the previous chapter, it is clear that anxiety contributes to the low speaking achievement of students at SMPN 13 Makassar. The results of the study showed that 6 grade XI students who were participants had all three parts of anxiety, namely Communication anxiety, Anxiety and Fear of negative evaluation. This is shown by the results of the researcher's interview, which showed that each of the 6 students interviewed had anxiety and this affected students' speaking achievement.

B. Suggestion

1. For English teachers

By telling students to get used to using English when learning English in class, students will reduce anxiety when they want to speak English because they have practiced a lot and are used to it.

2. For Other Researchers

It is recommended that other researcher look for other psycholinguistic factors that cause students' low speaking achievement.

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INTERVIEW

1. How do you feel about your confidence when speaking in class?
2. How do you feel when you have to volunteer answers in speaking class?
3. What do you think about speaking English with a teacher?
4. Why do you feel nervous when you don't understand every word your language teacher says?
5. How do you feel when you have to speak without preparation in speaking class?
6. What are your typical reactions during speaking tests in class?
7. Why do you often think that other students speak English better than you?
8. Why do you feel pressured to prepare well for speaking class?
9. What makes you afraid that other students will ask you questions and the teacher will correct every mistake you make when speaking in English?
10. Why do you feel afraid of making mistakes when spoken to by others, but feel happy when given guidance to speak by your teacher?¹

¹ Adapted by Horwitz (2020)

APPENDIX I

INTERVIEW

Interview result (P1)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P1: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about anxiety which contributes to students' low speaking achievement. Are you ready to answer.

P1: Yes miss

Researcher: Okay, then please answer the questions according to what you know.

Excerpt (1) How do you feel about your confidence when speaking in class?

I still hesitate and still lack confidence when speaking English especially in front of many people because sometimes I don't know how to pronounce it and my English vocabulary is still very limited so I don't have the confidence to speak English. (P1)

Saya masih ragu dan masih kurang percaya diri ketika berbicara bahasa Inggris terutama di depan banyak orang karena terkadang saya tidak tahu bagaimana cara mengucapkannya dan kosakata bahasa Inggris saya masih sangat terbatas sehingga saya tidak memiliki kepercayaan diri untuk berbicara dalam bahasa Inggris

Excerpt (2) How do you feel when you have to volunteer answers in speaking class?

The feeling that I usually experience when suddenly asked to answer in English is that I feel nervous because I have to speak English without preparation in class. (P1)

Perasaan yang biasanya saya alami ketika tiba-tiba diminta menjawab dalam bahasa Inggris adalah saya merasa gugup karena harus berbicara bahasa Inggris tanpa persiapan di kelas.

Excerpt (3) What do you think about speaking English with a teacher?

In my opinion, when speaking English with native speakers, I feel embarrassed and nervous. I am also afraid that I will make mistakes. (P1)

Pendapat saya ketika bicara dalam bahasa Inggris dengan penutur asli saya merasa malu dan gerogi saya juga takut kalau saya melakukan kesalahan.

Excerpt (4) Why do you feel nervous when you don't understand every word your language teacher says?

I'm nervous because I'm not confident in my abilities and I'm afraid of making mistakes. (P1)

Saya gugup karena saya tidak yakin dengan kemampuan saya dan saya takut salah.

Excerpt (5) How do you feel when you have to speak without preparation in speaking class?

I usually feel weak and have stomachaches when I want to speak in English, even though I have prepared, but I always feel that way. (P1)

Saya biasanya merasa lemas dan mules ketika ingin tampil bicara dalam bahasa inggris walaupun saya sudah punya persiapan tapi saya selalu merasakan hal itu.

Excerpt (6) What are your typical reactions during speaking tests in class?

Usually I feel anxious because I am afraid of making mistakes and afraid that my friends will laugh at me when I make mistakes. (P1)

Biasanya saya merasa cemas karena takut salah dan takut jika teman teman saya menertawakan saya ketika saya membuat kesalahan.

Excerpt (7) Why do you often think that other students speak English better than you?

Maybe I will think like that when I see my friend is better at speaking English because I am not confident with my ability so I see my friend as better than me. (P1)

Mungkin saya akan berpikir seperti itu ketika saya melihat teman saya lebih baik caranya berbicara dalam bahasa inggris karena saya tidak yakin dengan kemampuan yang saya punya jadi saya melihat teman saya lebih baik daripada saya.

Excerpt (8) Why do you feel pressured to prepare well for speaking class?

The thing that usually makes me stressed is the feeling of not believing in myself that I can do my best. (P1)

Hal yang biasanya membuat saya tertekan karena rasa tidak percaya kepada diri sendiri kalau saya bisa melakukannya yang terbaik.

Excerpt (9) What makes you afraid that other students will ask you questions and the teacher will correct every mistake you make when speaking in English?

What scares me is when I speak English I am afraid that my friends will make fun of me when I make mistakes and I am afraid that my teacher will correct me and give me bad marks. (P1)

Yang membuat saya takut adalah ketika saya bicara dalam bahasa inggris takut jika teman saya mengejek saya ketika saya membuat salah dan takut ketika guru saya mengoreksi dan memberikan saya nilai yang jelek.

Excerpt (10) Why do you feel afraid of making mistakes when spoken to by others, but feel happy when given guidance to speak by your teacher?

I am afraid because if someone else talks to me I will feel stupid when I look stiff and nervous when talking to other people, it is different when I am talked to by a teacher because I might feel nervous but I will not worry when I make a mistake because the teacher will understand it. (P1)

Saya takut karena jika di ajak bicara oleh orang lain saya akan merasa bodoh ketika saya terlihat kaku dan gugup ketika bicara dengan orang lain berbeda ketika saya di ajak bicara oleh guru karena saya mungkin akan merasa gugup tapi saya tidak akan khawatir ketika saya salah karena guru akan memaafkannya.

Interview result (P2)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P2: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about anxiety which contributes to students' low speaking achievement. Are you ready to answer.

P2: Yes miss

Researcher: Okay, then please answer the questions according to what you know.

Excerpt (1) How do you feel about your confidence when speaking in class?

I feel awkward when speaking English in class because I am not confident in my abilities with the very limited vocabulary that I have so I don't know what other words I want to connect when I speak English. (P2)

Saya merasa kaku ketika bicara dalam bahasa inggris didalam kelas karena saya tidak yakin dengan kemampuan saya dengan kosakata yang masih sangat minim yang saya punya sehingga saya tidak tahu kata apalagi yang ingin saya sambungkan ketika saya bicara dalam bahasa inggris.

Excerpt (2) How do you feel when you have to volunteer answers in speaking class?

I would definitely feel embarrassed and very awkward especially when I was asked to give answers directly and voluntarily in class. (P2).

Saya pasti merasa malu dan sangat kaku apalagi ketika saya diminta memberikan jawaban secara langsung dan sukarela dikelas.

Excerpt (3) What do you think about speaking English with a teacher?

My opinion about students who speak English with teachers is that they might not feel as scared as when speaking with friends because when speaking with teachers we can learn more when we make mistakes. (P2)

Pendapat saya tentang siswa yang bicara dalam bahasa inggris dengan guru mungkin tidak akan terlalu merasa takut seperti jika bicara dengan teman karena jika bicara dengan guru kita akan lebih bisa belajar ketika melakukan kesalahan.

Excerpt (4) Why do you feel nervous when you don't understand every word your language teacher says?

Because I didn't understand what the teacher said and I was embarrassed and awkward even when I asked questions. (P2)

Karena saya tidak paham dengan apa yang diucapkan oleh guru dan untuk bertanya pun saya malu dan kaku.

Excerpt (5) How do you feel when you have to speak without preparation in speaking class?

When I speak English without preparation, I feel anxious and nervous because my friends will see me and I also don't have confidence when I appear to speak English. (P2)

Saya ketika bicara dalam bahasa inggris tanpa persiapan saya akan merasa cemas dan gerogi karena dilihat oleh teman teman saya dan juga saya tidak percaya diri ketika tampil bicara bahasa inggris.

Excerpt (6) What are your typical reactions during speaking tests in class?

I'm anxious because I'm afraid of making a mistake and being seen by my friends. They will mock and laugh at me if I make a mistake. (P2)

Cemas karena saya takut salah dan dilihat oleh teman teman saya nanti mereka mengejek dan menertawai saya kalau saya melakukan kesalahan.

Excerpt (7) Why do you often think that other students speak English better than you?

Because they can speak better than me so I usually think they are better than me. (P2)

Karena mereka bisa bicara lebih bagus dari saya jadi saya biasanya berpikir mereka lebih baik dari saya.

Excerpt (8) Why do you feel pressured to prepare well for speaking class?

Because I feel preparing myself to speak English is a bit difficult so there is pressure from the challenge to learn. (P2)

Karena saya merasa mempersiapkan diri untuk bicara dalam bahasa inggris itu sedikit sulit jadi ada tekanan dari tantangan itu untuk dipelajari.

Excerpt (9). What makes you afraid that other students will ask you questions and the teacher will correct every mistake you make when speaking in English?

I'm afraid that they will think I'm very stupid when I speak English and for my teacher I might not be too happy either but talking to a teacher might be better than talking to a friend because the teacher will correct our way of speaking when we make mistakes. (P2)

Takut kalau mereka menilai saya sangat bodoh ketika saya bicara dalam bahasa inggris dan untuk guru saya mungkin saya juga tidak terlalu senang tapi bicara dengan guru mungkin lebih baik daripada dengan teman karena guru akan membenarkan cara bicara kita ketika melakukan kesalahan.

Excerpt (10). Why do you feel afraid of making mistakes when spoken to by others, but feel happy when given guidance to speak by your teacher?

Because I'm afraid they will judge me badly if I can't speak English, even though I can actually speak English but it's still limited. (P2)

Karena takut mereka menilai saya dengan buruk kalau saya tidak bisa bicara dalam bahasa inggris walaupun sebenarnya saya bisa tapi masih terbatas.

Interview result (P3)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P3: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about anxiety which contributes to students' low speaking achievement. Are you ready to answer.

P3 : Yes miss

Researcher: Okay, then please answer the questions according to what you know.

Excerpt (1). How do you feel about your confidence when speaking in class?

I might be confident when I have studied hard and practiced more often to be able to perform well, but I also usually feel anxious and unconfident when I am going to perform because I am embarrassed to be seen by my friends. (P3)

Saya mungkin akan percaya diri ketika saya sudah belajar dengan giat dan berlatih lebih sering untuk bisa tampil dengan baik tapi saya juga biasanya merasa cemas dan tidak percaya diri ketika akan tampil karena saya malu dilihat oleh teman teman saya.

Excerpt (2). How do you feel when you have to volunteer answers in speaking class?

When I want to give an answer suddenly using English in class, I will definitely feel nervous and anxious because I do not have enough preparation

to be able to speak English well. I will also be embarrassed by my classmates when I cannot speak English fluently. (P3)

Ketika saya ingin memberikan jawaban secara tiba-tiba menggunakan bahasa Inggris di kelas, saya pasti akan merasa gugup dan cemas karena saya belum memiliki persiapan yang cukup untuk dapat berbicara bahasa Inggris dengan baik. Saya juga akan dipermalukan oleh teman-teman sekelas saya ketika saya tidak dapat berbicara bahasa Inggris dengan lancar.

Excerpt (3). What do you think about speaking English with a teacher?

In my opinion, if a student speaks English with a teacher, it depends on the student, but for me, I may feel watched with my English ability especially speaking English in front of my friends.(P3)

Menurut pendapatku, jika seorang siswa berbicara Bahasa Inggris dengan seorang guru, itu tergantung pada siswa itu sendiri, tetapi bagiku, aku mungkin merasa diawasi dengan kemampuan Bahasa Inggrisku, terutama ketika berbicara Bahasa Inggris di depan teman-temanku.

Excerpt (4). Why do you feel nervous when you don't understand every word your language teacher says?

Because I do not understand the teacher's explanation, I am also afraid that my teacher will suddenly point at me and ask me to speak in English in class. (P3)

Karena saya tidak mengerti penjelasan guru tersebut, saya juga takut kalau tiba-tiba guru saya menunjuk saya dan meminta saya berbicara dalam bahasa Inggris di kelas.

Excerpt (5). How do you feel when you have to speak without preparation in speaking class?

Whether I am unprepared or have preparation, I always feel anxious when I am going to speak in English, especially when I have already performed, I am very nervous and don't know what else I want to say. (P3)

Saya tanpa persiapan atau ada persiapan saya selalu merasa cemas ketika akan tampil bicara dalam bahasa Inggris apalagi kalau saya sudah tampil saya sangat gugup dan tidak tahu apa yang ingin lagi saya ucapkan.

Excerpt (6). What are your typical reactions during speaking tests in class?

I always feel nervous, anxious and my face usually turns pale when asked to speak in English, especially if the speaking test is in English. (P3)

Saya selalu merasa gugup, gelisah dan muka saya biasanya pucat ketika disuruh bicara dalam bahasa Inggris apalagi kalau ujian bicara dalam bahasa Inggris.

Excerpt (7). Why do you often think that other students speak English better than you?

Because I am aware that my knowledge of English is still very limited, especially when asked to speak English, I barely know how to pronounce it and it is very difficult for me to learn it, so I think my friends are better than me. (P3)

Karena saya sadar kalau pengetahuan tentang bahasa inggris saya masih sangat sedikit apalagi kalau disuruh untuk bicara dalam bahasa inggris saya hampir tidak tahu cara pengucapannya dan saya sangat sulit untuk belajar itu jadi saya anggap teman teman saya lebih baik daripada saya.

Excerpt (8). Why do you feel pressured to prepare well for speaking class?

★ I am stressed because I know that learning to speak English is difficult for me to learn, especially since my vocabulary is still very limited. (P3)

Saya tertekan karena saya tahu untuk belajar bicara dalam bahasa inggris itu sulit untuk saya pelajari apalagi dengan kosakata yang saya miliki masih sangat terbatas.

Excerpt (9). What makes you afraid that other students will ask you questions and the teacher will correct every mistake you make when speaking in English?

I'm just embarrassed when my friends see me speaking English but I can't and I might not be embarrassed when speaking to my teacher because my teacher already knows what my abilities are like. (P3)

Saya hanya malu ketika saya dilihat oleh teman teman saya bicara dalam bahasa inggris tapi saya tidak bisa dan saya mungkin tidak malu ketika

bicara dengan guru saya karena guru saya sudah tahu kemampuan saya seperti apa.

Excerpt (10). Why do you feel afraid of making mistakes when spoken to by others, but feel happy when given guidance to speak by your teacher?

Because other people will judge us as not being able to speak English and then laugh at us, unlike teachers, when we speak in English with teachers, maybe teachers will guide us when we make mistakes. (P3)

Karena orang lain akan menilai kita tidak bisa berbahasa inggris lalu menertawakan kita berbeda dengan guru ketika kita bicara dalam bahasa dengan guru mungkin guru akan membimbing kita ketika kita melakukan kesalahan.

Interview result (P4)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P4: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about anxiety which contributes to students' low speaking achievement. Are you ready to answer.

P4 : Yes miss

Researcher: Okay, then please answer the questions according to what you know.

Excerpt (1). How do you feel about your confidence when speaking in class?

When I speak English I always feel insecure because I can't speak English fluently because I still need to study more often and memorize more vocabulary. (P4)

Saat saya bicara dalam bahasa inggris saya selalu merasa tidak percaya diri karena saya tidak bisa lancar dalam berbahasa inggris karena saya masih perlu belajar lebih sering dan menghafal lebih banyak kosakata.

Excerpt (2). How do you feel when you have to volunteer answers in speaking class?

Of course I would feel nervous because I am not confident with my English, especially if I was asked to speak English suddenly while the teaching and learning process was still going on. (P4)

Pasti saya akan merasa gugup karena saya tidak percaya diri dengan bahasa inggris yang saya miliki apalagi kalau saya disuruh untuk bicara dalam bahasa inggris secara tiba tiba ketika proses belajar mengajar masih berlangsung.

Excerpt (3). What do you think about speaking English with a teacher?

In my opinion, speaking English with a teacher will make students more careful in speaking and we will definitely feel anxious that if we make a mistake, we will definitely be judged. (P4)

Menurut saya berbicara dalam bahasa inggris dengan guru akan membuat siswa lebih berhati hati untuk bicara dan pasti kita akan merasa cemas jika kita melakukan kesalahan pasti akan dinilai.

Excerpt (4). Why do you feel nervous when you don't understand every word your language teacher says?

Because I will feel supervised and pressured when the teacher explains in English but I don't understand what the teacher is explaining so I will feel nervous when I try to understand the teacher's explanation. (P4)

Karena kita akan merasa terawasi dan tertekan ketika kita guru menjelaskan dalam bahasa inggris tapi kita tidak mengerti apa yang guru jelaskan jadi kita merasa gugup ketika kita mencoba memahami penjelasan dari guru.

Excerpt (5). How do you feel when you have to speak without preparation in speaking class?

What I feel when speaking English in class is that I feel anxious, nervous and not confident because I have no preparation before speaking because I am not very good at English. (P4)

Yang saya rasakan ketika berbicara dalam bahasa inggris di kelas saya akan merasa gelisah serta gerogi dan tidak percaya diri karena tidak adanya persiapan sebelum berbicara karena saya tidak terlalu pintar dalam bahasa inggris.

Excerpt (6). What are your typical reactions during speaking tests in class?

I usually feel cold sweat when I am going to speak in class because I am afraid that I will not be fluent in speaking English and that I will make mistakes in pronouncing English words. (P4)

Saya biasanya merasa keringat dingin ketika akan tampil berbicara di kelas karena saya takut saya tidak lancar untuk bicara dalam bahasa inggris dan nantinya saya salah dalam menyebutkan kata bahasa inggris.

Excerpt (7). Why do you often think that other students speak English better than you?

Because students who have higher English scores than me definitely have good English, that's why students who have higher English scores are better than me. (P4)

★ *Karena siswa yang mempunyai nilai bahasa inggris yang tinggi dari saya pasti bahasa inggrisnya juga bagus itulah kenapa siswa yang tinggi nilai bahasa inggrisnya lebih baik dari saya.*

Excerpt (8). Why do you feel pressured to prepare well for speaking class?

Because I think English is a difficult subject, so when I am told to prepare myself well to speak English, it makes me feel burdened because it is difficult for me to understand and memorize English sentences. (P4)

Karena pelajaran bahasa inggris menurut saya adalah pelajaran yang sulit jadi ketika saya disuruh untuk mempersiapkan diri dengan baik untuk bicara dalam bahasa inggris akan membuat saya merasa terbebani karena sulitnya saya memahami dan menghafal kalimat bahasa inggris.

Excerpt (9). What makes you afraid that other students will ask you questions and the teacher will correct every mistake you make when speaking in English?

What scares me is that my friends will judge me badly because I am not fluent and am still very stiff when speaking English. For corrections from my teacher, I am only afraid of getting a low grade when my way of speaking English is very bad. (P4)

Yang membuat takut karena teman teman akan menilai saya buruk karena saya tidak lancar bahkan masih sangat kaku ketika bicara dalam bahasa inggris untuk koreksi dari guru saya hanya takut mendapat nilai rendah ketika cara bicara dalam bahasa inggris saya sangat tidak bagus.

Excerpt (10). Why do you feel afraid of making mistakes when spoken to by others, but feel happy when given guidance to speak by your teacher?

Because when I speak English with friends, I get nervous and not fluent. My friends don't help me correct the mistakes I make in speaking English, but they just laugh at me, unlike teachers, teachers will correct me when I make mistakes in English. (P4)

Karena ketika saya bicara dalam bahasa inggris dengan teman lalu saya gugup dan tidak lancar teman teman tidak membantu saya memperbaiki kesalahan apa yang saya buat dalam bicara bahasa inggris saya tapi mereka hanya akan menertawakan saya berbeda dengan guru, guru akan memperbaiki ketika saya membuat kesalahan dalam bahasa inggris.

Interview result (P5)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P5: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about anxiety which contributes to students' low speaking achievement. Are you ready to answer.

P5 : Yes miss

Researcher: Okay, then please answer the questions according to what you know.

Excerpt (1). How do you feel about your confidence when speaking in class?

The feeling that I often experience when speaking English is that I am not confident in my English skills. I am also afraid that I will suddenly go blank and not be able to express what I am thinking fluently. (P5)

Perasaan yang sering saya alami ketika bicara dalam bahasa Inggris adalah tidak percaya diri dengan kemampuan bahasa Inggris yang saya punya saya juga takut nanti saya tiba-tiba ngeblank dan tidak bisa mengungkapkan apa yang saya pikirkan dengan lancar.

Excerpt (2). How do you feel when you have to volunteer answers in speaking class?

I will definitely feel shocked and nervous when asked to speak English in front of my friends, especially to express my opinion, because I will definitely

be confused about what I want to convey with the limited vocabulary that I have. (P5)

Saya pasti akan merasa kaget dan grogi ketika diminta berbicara dalam bahasa Inggris di depan teman-teman, apalagi untuk menyampaikan pendapat, karena saya pasti akan bingung dengan apa yang ingin saya sampaikan dengan keterbatasan kosakata yang saya miliki.

Excerpt (3). What do you think about speaking English with a teacher?

I think if I speak English directly with a teacher, I will definitely feel nervous and afraid of making mistakes. (P5)

Saya berpendapat jika bicara dalam bahasa Inggris dengan guru langsung pasti saya merasa tegang dan takut untuk salah.

Excerpt (4). Why do you feel nervous when you don't understand every word your language teacher says?

Because I was afraid of being pointed at and suddenly asked to speak in English. (P5)

Karena takut ditunjuk lalu di suruh tiba tiba bicara dalam bahasa Inggris.

Excerpt (5). How do you feel when you have to speak without preparation in speaking class?

As for me, I feel worried about the way I speak English because I find it very difficult to pronounce sentences in English. (P5)

Kalau yang saya rasakan saya merasa khawatir tentang cara saya bicara dalam bahasa inggris karena saya sangat sulit mengucapkan kalimat dalam bahasa inggris.

Excerpt (6). What are your typical reactions during speaking tests in class?

I was anxious because I wasn't ready even though I had studied because I knew my ability to speak English was very limited. (P5)

Gelisah karena tidak siap walau saya sudah belajar karena saya tahu kemampuan saya sangat terbatas dalam bicara bahasa inggris.

Excerpt (7). Why do you often think that other students speak English better than you?

Because other students are more fluent in English than me, they also have a lot of vocabulary that they have memorized compared to me who still has a small vocabulary. (P5)

Karena siswa lain lebih lancar bicara dalam bahasa inggris daripada saya mereka juga punya banyak kosakata yang mereka hafal di banding saya yang masih punya kosakata sedikit.

Excerpt (8). Why do you feel pressured to prepare well for speaking class?

Because I think English lessons are difficult, especially if I am asked to memorize and then asked to speak English in front of the class, it will make me very stressed. (P5)

Karena menurut saya pelajaran bahasa inggris itu sulit apalagi jika disuruh untuk menghafal lalu ditugaskan lagi untuk bicara dalam bahasa inggris di depan kelas itu akan membuat saya sangat tertekan.

Excerpt (9). What makes you afraid that other students will ask you questions and the teacher will correct every mistake you make when speaking in English?

Actually, what makes me afraid is that I'm afraid that they will look down on me just because I'm not fluent in English. For the teacher's assessment, it doesn't matter if I get a low score because my English ability is very limited.

(P5)

Sebenarnya yang membuat saya takut itu takut kalau mereka merendahkan saya hanya karena saya tidak lancar bicara dalam bahasa inggris kalau untuk penilaian guru tidak jadi masalah kalau memang saya mendapat nilai rendah karena memang kemampuan bahasa inggris yang saya punya sangatlah terbatas.

Excerpt (10). Why do you feel afraid of making mistakes when spoken to by others, but feel happy when given guidance to speak by your teacher?

Because I am afraid and embarrassed when I am reprimanded by friends or other people when I speak English and I make mistakes unlike teachers who will help us when we feel difficult. (P5)

Karena saya takut dan malu ketika di tegur oleh teman atau orang lain ketika saya bicara dalam bahasa inggris dan saya melakukan kesalahan beda dengan guru yang akan membantu kita ketika kita merasa kesulitan.

Interview result (P6)

Researcher: Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.

P6: Morning miss, thank God good miss.

Researcher: Today I will conduct an interview about anxiety which contributes to students' low speaking achievement. Are you ready to answer.

P6: Yes miss

Researcher: Okay, then please answer the questions according to what you know.

Excerpt (1). How do you feel about your confidence when speaking in class?

My feelings when I speak English I always feel nervous when I am asked to speak English I am very afraid that I will pronounce it wrong and not be fluent when I speak English especially if I am asked to speak in front of the class I will definitely sweat and be anxious. (P6)

Perasaan saya ketika saya bicara dalam bahasa inggris saya selalu merasa gugup ketika saya diminta untuk bicara dalam bahasa inggris saya sangat takut saya salah pengucapan dan tidak lancar ketika saya bicara dalam bahasa inggris apalagi kalau diminta untuk bicara didepan kelas pasti saya sudah keringat dingin dan gelisah.

Excerpt (2). How do you feel when you have to volunteer answers in speaking class?

I will feel calm when I have studied in advance and then asked to speak in English, at least I can memorize the words I want to say, unlike when I am

asked to speak directly without preparation, I will definitely be shocked and definitely will not be fluent. (P6)

Saya akan merasa tenang ketika saya sudah belajar lebih awal lalu diminta untuk bicara dalam bahasa inggris setidaknya saya bisa menghafal kata apa yang ingin saya ucapkan berbeda dengan ketika saya diminta untuk bicara secara langsung tanpa persiapan pasti saya syok dan pastinya tidak akan lancar.

Excerpt (3). What do you think about speaking English with a teacher?

For me personally, when I talk to a teacher, I feel better than talking to a friend because with my friends they used to make fun of the way I speak English. With a teacher, even if we make mistakes, the teacher can understand and the teacher will definitely help us correct the mistakes we make. (P6)

Kalau saya pribadi ketika saya bicara dengan guru, saya merasa lebih baik daripada bicara dengan teman karena dengan teman mereka pernah mengejek cara saya bicara dalam bahasa inggris kalau guru walaupun kita melakukan kesalahan guru bisa memakluminya dan guru pasti membantu kita membenarkan kesalahan yang kita ucapkan.

Excerpt (4). Why do you feel nervous when you don't understand every word your language teacher says?

I often feel nervous and tense when my teacher is angry with her students. I am afraid that when I am asked to explain in English I will immediately be asked to repeat what the teacher explained to my classmates, even though I

clearly do not remember what sentence the teacher explained previously in English.(P6)

Saya sering merasa gugup dan tegang ketika guru saya sedang marah kepada murid-muridnya. Saya takut ketika diminta menjelaskan dalam bahasa Inggris saya akan langsung diminta mengulang apa yang dijelaskan guru tersebut kepada teman-teman sekelas saya, meskipun saya jelas tidak ingat kalimat apa yang dijelaskan guru tersebut sebelumnya dalam bahasa Inggris.

Excerpt (5). How do you feel when you have to speak without preparation in speaking class?

★ *In my opinion, it would be terrible if I was asked to speak English without preparation because I would not be confident in my English skills. Even though I prepare myself to speak English, I still often make mistakes in pronunciation and even suddenly forget sentences that I have memorized. (P6)*

Kalau menurut saya sih parah kalau saya diminta bicara dalam bahasa inggris tanpa persiapan karena saya tidak akan percaya diri dengan kemampuan bahasa inggris saya biarpun saya mempersiapkan diri untuk bicara dalam bahasa inggris saya masih sering salah dalam pengucapan bahkan kalimat yang sudah saya hafal tiba tiba saya lupa.

Excerpt (6). What are your typical reactions during speaking tests in class?

My heart usually beats faster, sometimes I also have stomach cramps, I'm really afraid that I'll make a mistake even though I've already studied. (P6)

Jantung saya biasanya berdetak lebih cepat kadang saya juga mules saya sangat takut kalau saya melakukan kesalahan sedangkan saya sudah belajar.

Excerpt (7). Why do you often think that other students speak English better than you?

Because I think I am stupid and my friends are probably better than me when they speak English. (P6)

Karena saya pikir saya memang bodoh dan teman teman saya mungkin lebih baik daripada saya ketika mereka bicara dalam bahasa inggris

Excerpt (8). Why do you feel pressured to prepare well for speaking class?

I definitely feel pressured if I am told to memorize English sentences because I think they are very difficult for me to memorize because the spelling and pronunciation are different, making it difficult for me to understand and remember them. (P6)

Pasti saya merasa tertekan jika saya disuruh menghafal kalimat kalimat bahasa inggris karena menurut saya itu sangat sulit untuk saya hafal karena tulisan dan pengucapannya yang beda sehingga sulit bagi saya memahami dan mengingatnya.

Excerpt (9). What makes you afraid that other students will ask you questions and the teacher will correct every mistake you make when speaking in English?

I'm just afraid that my friends will badmouth me to other people and I'm embarrassed. (P6)

Saya cuman takut teman teman saya menjelek jelekkan saya kepada orang lain dan saya malu.

Excerpt (10). Why do you feel afraid of making mistakes when spoken to by others, but feel happy when given guidance to speak by your teacher? I myself am not afraid but I might be embarrassed when I make a mistake and they laugh at me and I would definitely be happy when the teacher guides and helps me correct my mistakes. (P6)

Saya sendiri tidak takut tapi saya mungkin akan malu ketika saya salah lalu mereka menertawai saya dan saya pasti senang ketika guru membimbing dan membantu saya memperbaiki kesalahan saya.



APPENDIX II CERTIFICATE TURNITIN



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ayu Anisa

Nim : 105351108420

Program Studi : Pendidikan Bahasa Inggris

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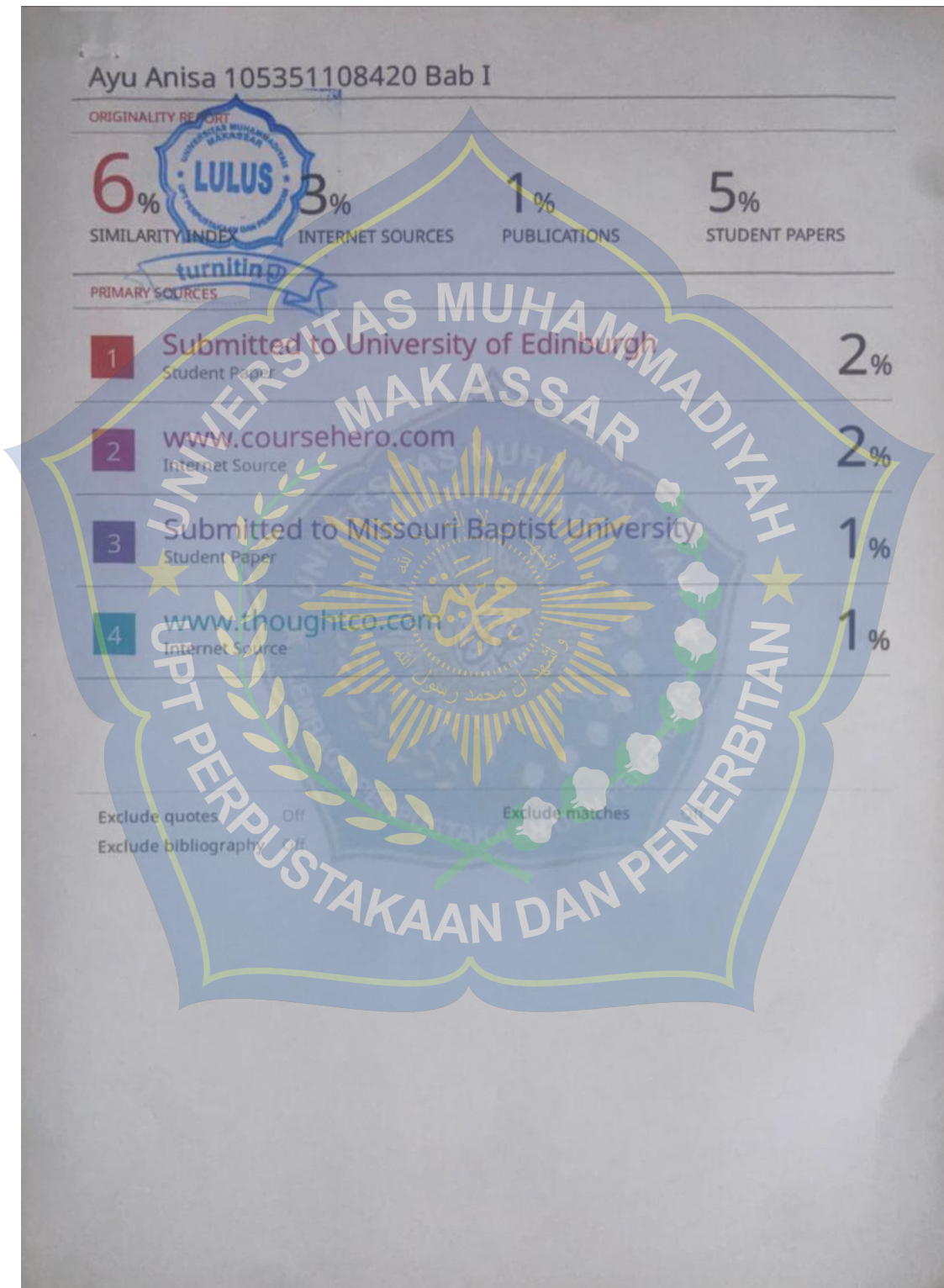
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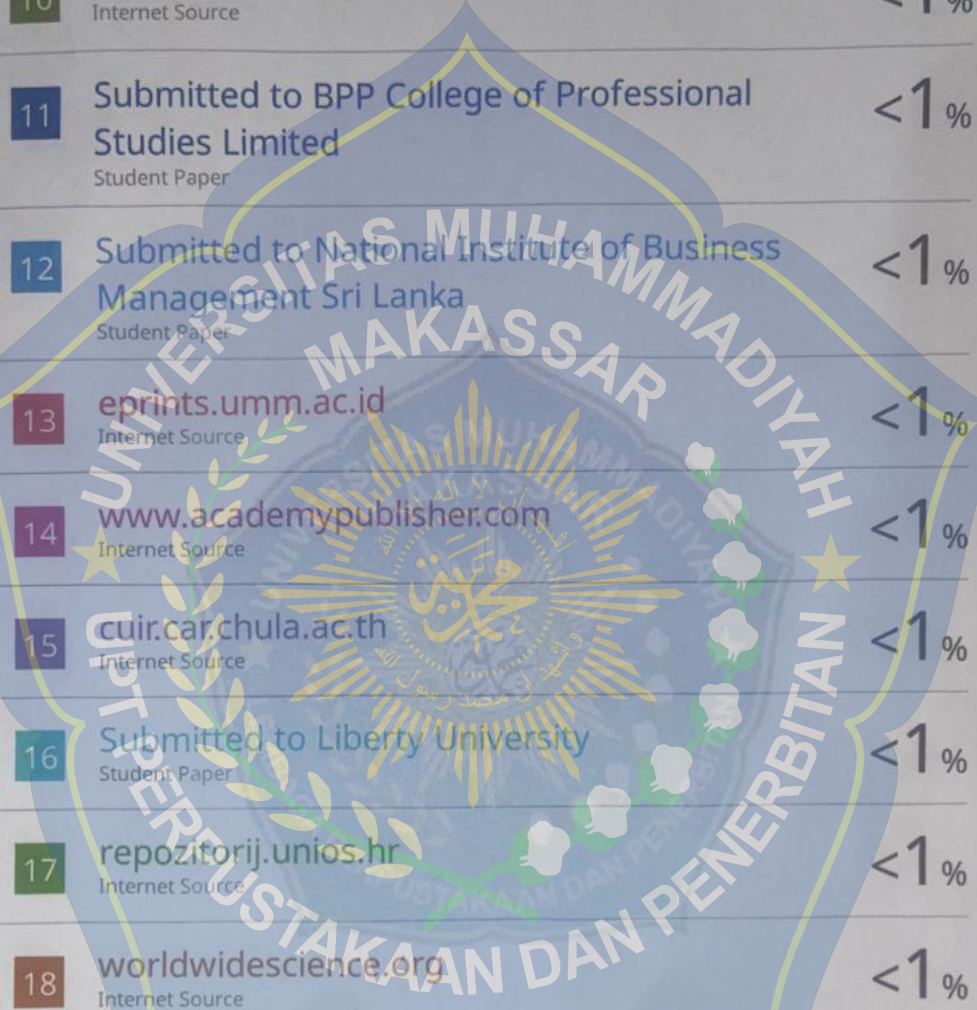
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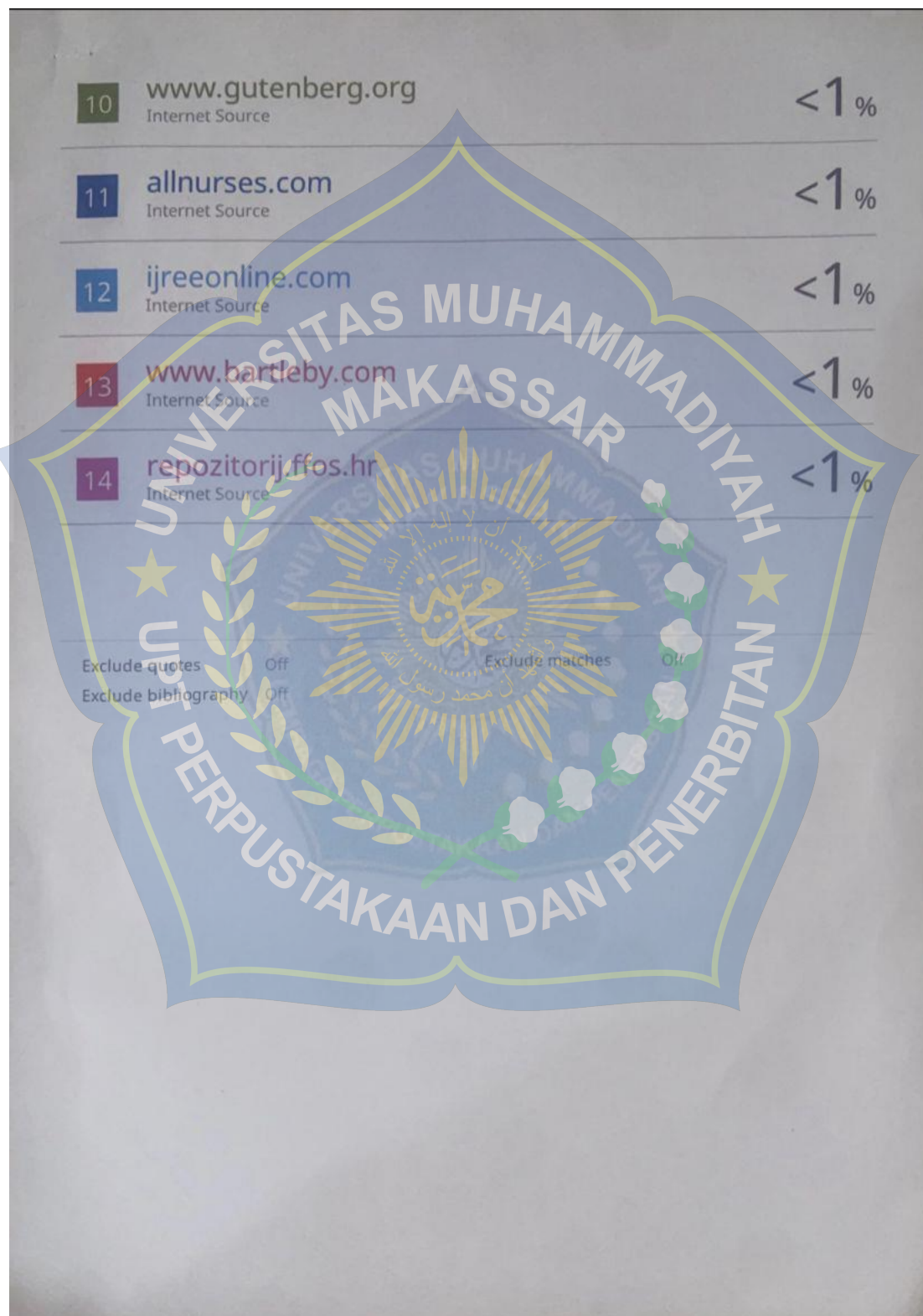
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar

Telp : 0411-860837 / 860132 (Fax)

Email : kip@unismuh.ac.id

Web : <https://kip.unismuh.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

UNIVERSITAS MUHAMMADIYAH

MAKASSAR

Nomor : 17032/FKIP/A.4-II/XI/1446/2024

Lampiran : 1 (Satu) Lembar

Perihal : Pengantar Penelitian

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Ketua LP3M Unismuh Makassar

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Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: Ayu Anisa
Stambuk	: 105351108420
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Pulau Sapuka / 07-11-2002
Alamat	: BTN Nusa Tamarunang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An Analysis of Psycholinguistic Factors on Student Speaking Achievement at SMPN 13 Makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Makassar, 6 Jumadal Ula 1441 H

06 Nopember 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.

NBM. 860 934



APPENDIX IV LETTER FROM LP3M

 <p>MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id</p>	
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Lamp : 1 (satu) Rangkap Proposal	07 Jumadil awal 1446
Hal : Permohonan Izin Penelitian Kepada Yth, Bapak Gubernur Prov. Sul-Sel Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan di - Makassar ﷻ	
Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 17032/FKIP/A.4-II/XI/1446/2024 tanggal 6 November 2024, menerangkan bahwa mahasiswa tersebut di bawah ini : Nama : AYU ANISA No. Stambuk : 10535 1108420 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan Jurusan : Pendidikan Bahasa Inggris Pekerjaan : Mahasiswa Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul : "An Analysis of Psycholinguistic Factors on Student Speaking Achievement at SMPN 13 Makassar" Yang akan dilaksanakan dari tanggal 13 Nopember 2024 s/d 13 Januari 2025. Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku. Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran ﷻ	
Ketua LP3M,  Muh. Arief Muhsin, M.Pd. NBM 1127761	

APPENDIX V RESEARCH CONTROL


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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan : Jalan Jendral T. 159 Makassar
 Telp : 0411 272111 (Secretary)
 Email : prodi_pendidikan@umma.ac.id
 Web : http://puni.umma.ac.id

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ayu Anisa
 NIM : 105351108420
 Judul Penelitian : *An Analysis of Psycholinguistics Factors on Students Speaking Achievement at SMPN 13 Makassar*
 Tanggal Ujian Proposal : 19 Oktober 2024
 Tempat/Lokasi Penelitian : SMPN 13 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat, 15 Nov 2024	menyampaikan surat pengantar ke sekolah	Hj. Usmariani, S.Pd	
2	Selasa, 19 Nov 2024	Bertemu dengan kepala sekolah	Hj. Usmariani, S.Pd	
3	Kamis, 21 Nov 2024	Bertemu dengan guru penerjemah yg ditugaskan	Hj. Usmariani, S.Pd	
4	Jumat, 22 Nov 2024	Pembagian kelas untuk diujikan penelitian	Hj. Usmariani, S.Pd.	
5	Senin, 27 Nov 2024	Hasil dikalase 1x untuk observasi	Hj. Usmariani, S.Pd	
6	Kamis, 28 Nov 2024	Hasil dikalase 1x untuk wawancara	Hj. Usmariani, S.Pd	

Jalan Sudirman Alauddin No. 251 Makassar
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**MAJELIS DIKTILITEAS MUHAMMADIYAH
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11. Desember 2024

Mengetahui,

Ketua Program Studi,
FKIP-Unismuh Makassar



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM 977807

Mengetahui,
Kepala Sekolah/Instansi



Dr. R. M. M. Pd
NIBK 9661109 199602 1 002



Mendeley

APPENDIX VI CERTIFICATE OF HAVING CONDUCTED RESEARCH

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UPT SPF SMP NEGERI 13 MAKASSAR
Alamat: Jl. Tamalate VI No.2, Rappocini, Makassar, Sulawesi Selatan
Tlp. 0411-868415

SURAT KETERANGAN
 Nomor: 800 / 584 / UPT SPF SMPN. 13 / XI / 2024

Yang bertanda tangan di bawah ini:

Nama : Drs. RAMLI, M.Pd.
 NIP : 196611091996021002
 Jabatan : Kepala UPT SPF SMP Negeri 13 Makassar

Dengan ini menerangkan bahwa:

Nama : Ayu Anisa
 NIM : 105351108420
 Program Studi : Pendidikan Bahasa Inggris
 Strata : S1
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Telah selesai melakukan penelitian di UPT SPF SMP Negeri 13 Makassar yang dilaksanakan dari tanggal 28 November – 5 Desember 2024 untuk memperoleh data dalam rangka penyusunan skripsi dengan judul ***“AN ANALYSIS OF PSYCHOLINGUISTICS FACTORS ON STUDENTS’ SPEAKING ACHIEVEMENT AT SMPN 13 MAKASSAR”***.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 9 Desember 2024
 Kepala UPT SPF SMP Negeri 13 Makassar

Drs. RAMLI, M.Pd.
 NIP. 196611091996021002

APPENDIX VII LETTER OF ACCEPTANCE



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : proddb@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0954/BG-FKIP/LOA/B/I/1446/2025

Dear **AYU ANISA**

It is our pleasure to inform you that, after reviewing your paper:

**AN ANALYSIS OF PSYCHOLINGUISTICS FACTORS ON
STUDENTS' SPEAKING ACHIEVEMENT AT SMPN 13 MAKASSAR**

The manuscript ID: 1720

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been **ACCEPTED** to publish with **Indonesian Journal of Psycholinguistics**, ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at fjp@bg.unismuhmakassar.ac.id

Makassar, 29 January 2025 M
29 Rajab 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

APPENDIX VIII DOCUMENTATION



The researcher interview with students





The researcher interview with students

Curriculum Vitae



Ayu Anisa was born on November 7, 2002 in Pl. Sapuka, Liukang Tangaya District, Pangkep Regency. The author is the first child of three siblings of Mr. Safaruddin and Mrs. Kamriani. The author took her first education at Kindergarten in 2007-2008, and continued elementary school at SDN 4 Sapuka in 2009-2014, then the author continued to the next level of education at SMP Negeri 1 Liukang Tangaya in 2015-2017. After that the author continued to the next extension of education at SMA Negeri 6 Pangkep in 2018-2020, and in 2020 the author continued her education at one of the universities in Makassar, namely at the Universitas Muhammadiyah Makassar. The author majored in English Education at the Faculty of Teacher Training and Education. All praise be to Allah SWT who has given strength to the author, as well as motivation and prayers from the author's parents and inspiration from siblings, as well as support from all family and friends who always accompany the author, so that the author is able to complete the thesis entitled " An Analysis of Psycholinguistics Factors on Students Speaking Achievement at SMPN 13 Makassar"