

**AN ANALYSIS OF INTERNAL FACTORS THAT AFFECTING
STUDENTS' SPEAKING PERFORMANCE AT MAN INSAN
CENDIKIA BENGKULU TENGAH
(A STUDY AT ELEVENTH GRADE IN ACADEMIC YEAR
2019/2020)**

THESIS

**Submitted as a Partial Requirements for Sarjana Degree
in English Education Program**



By:

Sita Rusani

1516230012

**TARBIYAH AND TADRIS FACULTY
TADRIS ENGLISH STUDY PROGRAM
STATE INSTITUTE FOR ISLAMIC STUDIES BENGKULU
2020 ACADEMIC YEAR**



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu

Subject : Thesis of Sita Rusani
 SRN : 1516230012

To: The Dean of Islamic Education and Tadris Faculty
 IAIN Bengkulu
 In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors,
 we state that the thesis of:

Name : Sita Rusani

NIM : 1516230012

Title : **An Analysis Of Internal Factors That Affecting Students' Speaking Performance (A study At Eleventh Grade Students Man Insan Cendikia Bengkulu Tengah In Academic Year 2019/2020).**

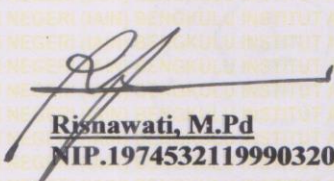
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

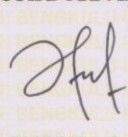
Wassalmu'alaikum Wr. Wb

First Advisor,

Bengkulu,.....

Second Advisor,


Risnawati, M.Pd
 NIP.197453211999032002


Dedi Efrizal, M.Pd
 NIDN. 2013129001



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled “*An Analysis that affeting Students’ Speaking Performance at MAN Insan Cendikia in Academic Years 2019/2020*” by **Sita Rusani** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Riswanto, Ph.D
NIP. 19720410199032002

Secretary
Endang Haryanto, M.Pd
NIDN. 2004058601

Examiner I
Risnawati, M.Pd.
NIP.197505231999032002

Examiner II
Fera Zesrianita, M.Pd
NIP. 197970172009172003

Bengkulu, February 2020
Approved by the Dean of Islamic and Tadris Faculty



Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ My lord Allah SWT, Still given to me a chances to give my toga for My Angels.
- ❖ My beloved father Amran, thank you very much for all your love, your great prayers, your support, and thank you very much for always being there for me. And my beloved mother Mahuya (Almh) Even though you have gone but you always in my deep heart.
- ❖ All of my siblings ; DangMegaandherlittlefamily,DangSukardi and his little family, DoErni Johan and his little family, WoHartiyani and his little family, DangcikJohari and his little family, Lasttwo Haliya and his little family. Thank you very much for all your incredible love, supports and best prayer, then thank you for always being my best siblings.
- ❖ My first supervisor, Risnawati, M.Pd and my second supervisor, Dedi Efrizal, M.Pd. Thank you very much for your suggestions, corrections and ideas during the process of writing this thesis.
- ❖ All of my lecturers teach in Tarbiyah and Tadris Faculty, especially in the English Education Study Program. Thank you for everything you gave me.
- ❖ All of my friends at TBI 2015, especially for my first best friend Cinthya Lovenna and all of Cecela's members Eka, Dayang, Dini, Utari, Ummik Nisa, Lola. Thank you very much for our friendship, InsyaAllah till jannah.
- ❖ All of my great friends: Via, Rinda, Inga Reti, Mirna, Helsa, Chinta, Rafika, Selvi, Nanda, Ice, Gunawan, Intan, Wito, and etc that I can't mention one by one. Thank you very much for always give the best color to my life and thank you for always being there when I needed you the most.
- ❖ Great people in my life: Inga Nini Hawati And oppa Abd. Azis, Thank you very much for your kindness.
- ❖ Fajar Astawa, thank you always being there when I needed you the most.
- ❖ My future priest who is still a secret from God, may we be met at the best time.
- ❖ All of my organizations: Risma 1 Pondok kubang, Karang Taruna Pondok kubang, HMJ Tadris 2017-2018, Relawan Nusantara Bengkulu, and others. Who has supported me to be the best human.
- ❖ KKN group 114 year 2015 Air Kemuning Village, PPL 2015 SDN 38 Kota Bengkulu.
- ❖ MAN Insan Cendikia Bengkulu Tengah.
- ❖ My great Almamater IAIN Bengkulu



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

Disetujui dengan la Akademik Year 2019/2020 Faculty Of Tarbiyah And Tadris Supervisor I: Riswadi, M.Pd And Supervisor Dedi Idrizal, M.Pd

Kata Kunci : Penampilan & Pronouncement

PRONOUNCEMENT

Name : Sita Rusani
NIM : 1516230012
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "An Analysis of Internal Factors that Affecting Students' Speaking Performance At MAN Insan Cendikia Bengkulu Tengah (a study at Eleventh Grade in Academic Year 2019/2020) is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, February 2020

Stated by ,



Sita Rusani
NIM : 1516230012

ABSTRAK

Sita Rusani. (2019) . *The Analysis Of Internal Factors That Affecting Students' Speaking Performance (A study At Eleventh Grade Students Man Insan Cendikia Bengkulu Tengah In Academic Year 2019/2020)*. Faculty Of Tarbiyah And Tadris.
Supervisor 1: Risnawati, M.Pd;And Supervisor Dedi Efrizal, M.Pd.

Kata Kunci : Penampilan Berbicara, Deskriptif Kualitatif

Memahami faktor internal yang mempengaruhi kinerja berbicara siswa merupakan langkah penting untuk menciptakan pengalaman belajar mengajar yang baik. Tujuan dari penelitian ini ialah untuk mengetahui apa saja faktor-faktor yang mempengaruhi kinerja berbicara siswa MAN Insan Cendikia kelas sebelas tahun ajaran 2019/2020. Penelitian ini merupakan penelitian yang menggunakan metode deskriptif kualitatif. Dalam pengumpulan data, penelitian menggunakan beberapa jenis instrument. Pertama menggunakan observasi kelas guna untuk mengamati secara cermat bagaimana siswa saat proses belajar mengajar. Kedua, questionnare atau penyebaran angket , instrumen ini untuk mengetahui faktor-faktor internal apa sajakah yang mempengaruhi kinerja berbicara siswa. Ketiga, Interview , interview ini dilakukan untuk mengetahui lebih dalam faktor internal apa saja yang mempengaruhi speaking performance siswa. Dari berbagai jenis instrumen ini peneliti menemukan beberapa faktor internal yang mempengaruhi kinerja berbicara siswa yaitu Kecemasan, Kurang Percaya Diri, Kurang Motivasi dan Takut akan melakukan kesalahan.

ABSTRACT

Sita Rusani. (2019) . *The Analysis Of Internal Factors That Affecting Students' Speaking Performance (A study At Eleventh Grade Students Man Insan Cendikia Bengkulu Tengah In Academic Year 2019/2020)*. Faculty Of Tarbiyah And Tadris. Supervisor 1: Risnawati, M.Pd;And Supervisor Dedi Efrizal, M.Pd.

Key Word : Speaking Performance, Qualitative Descriptive.

Understanding internal factors that enhance students' speaking ability is an important step to creating a good teaching and learning experience. The purpose of this study is to study what are the factors that influence the performance of students of MAN Insan Cendikia eleventh grade in 2019/2020. This research is a qualitative descriptive methods. In meeting data, research uses several types of instruments. First, use classroom observation to carefully observed students into the learning process. Second, questionnaire or questionnaire distribution, an instrument to find out what internal factors affect students' speaking performance. Third, Interview, this interview is conducted to find out more about internal factors.. From some of research instruments, several internal factors that increase students' speaking performance are anxiety, lack of confidence, lack of motivation and fear of mistakes.

TABLE OF CONTENT

	Page
COVER	i
ADVISOR SHEET	ii
RATIFICATION.....	iii
MOTTO	iv
DEDICATION.....	v
PRONOUNCEMENT	vi
ABSTRACT	vii
ABSTRAK	viii
ACKNOWLEDGEMENT	ix
LIST OF CONTENT	x
LIST OF TABLE	xiii
LIST OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I : INTRODUCTION	1
A. Background of Study	1
B. Identification of The Problems.....	4
C. Limitation of the Problem	5
D. Research Question.....	5
E. The objective the Study	6
F. Significance of The Study.....	6
G. Definition of Key Terms	6
CHAPTER II LITERATURE REVIEW	8
A. The Nature of Speaking	8
1. Definition of Speaking	8
2. The Importance of Speaking	9
3. Function of Speaking	10
4. Types of Speaking Performance	12
B. Factor Affecting Speaking Performance.....	14
1. External Factors	14

2. Internal Factors.....	15
1. Anxiety.....	17
2. Lack of Confidence.....	19
3. Lack of Motivation.....	20
4. Fear of Mistakes.....	23
C. Research Analysis.....	24
D. Speaking Test.....	25
E. Related Previous Study.....	25
CHAPTER III RESEARCH METHOD	27
A. Research Design.....	27
B. Subject of the Research.....	29
C. Instruments.....	29
D. Data Collecting Technique.....	32
E. Technique of Data Analysis.....	33
CHAPTER IV RESULT AND DISCUSSION	36
A. Result of the Research	36
1. The Result of Internal Factors that Affects Students' Speaking Performance Base on Classroom Observation and Speaking Performance.....	36
2. Internal Factors that Affects Students' Speaking Performance Based on the Result of Questionnaire.....	42
3. Internal factors that affects students' speaking performance based on the Result of Interview.....	62
B. Discussion.....	70
1. Internal factors that affecting students' speaking performance.....	70
2. Problem students encountered in speaking english.....	71
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion	74

B. Suggestion 74

REFERENCES

APPENDICES

LIST OF TABLES

	<i>Page</i>
Table 1: The Result of questionnaire	43
Table 2 : The Result of questionnaire	45
Table 3 : The Result of questionnaire	46
Table 4 : The Result of questionnaire	48
Table 5 : The Result of questionnaire	50
Table 6 : The Result of questionnaire	52
Table 7 : The Result of questionnaire	53
Table 8 : The Result of questionnaire	55
Table 9 : The Result of questionnaire	56
Table 10 : The Result of questionnaire	58
Table 11 The Result of questionnaire	60
Table 12 The Result of questionnaire	61

LIST OF CHARTS

	<i>Page</i>
Chart 1: The Result of questionnaire	44
Chart 2 : The Result of questionnaire	46
Chart 3 : The Result of questionnaire	47
Chart 4 : The Result of questionnaire	49
Chart 5 : The Result of questionnaire	51
Chart 6 : The Result of questionnaire	53
Chart 7 : The Result of questionnaire	54
Chart 8 : The Result of questionnaire	56
Chart 9 : The Result of questionnaire	57
Chart 10 : The Result of questionnaire	59
Chart 11 The Result of questionnaire	61
Chart 12 The Result of questionnaire	62

LIST OF APPENDICES

Appendix 1	The Transcript of Interview
Appendix 2	The Result of Questionnaire
Appendix 3	The Result of Observation
Appendix 4	Documentation

CHAPTER I

INTRODUCTION

A. Background of the Study

English has been the first foreign language logically, there is the second one in Indonesia. Indonesia has been carrying out teaching EFL (English Foreign Language) in level of schools, starting to be taught in basic primary school until secondary school. English has four skills that should be mastered by the learners until they can use it for communication. Those skills are listening, speaking, reading and writing which need components such as structure, grammar, spelling and vocabulary.

Brown stated that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which can affect the validity of the oral test.¹ speaking skills will talk about two or more people, who provide information and who receive information or conversions.

Speaking skill is very important to master so that we can more easily speak and understand foreign languages, english also includes economic language so that those who first language is not english will find it easier to do business

¹Suwandi dan Taufiqulloh.2009. Designing Speaking Test. *Journal Of Speaking Test Performance*. Vol.4. No.8. P.183.

with foreigners, and to more easily follow developments in the age. Therefore we are highly recommended to learn english.

Skill of speaking is also very important for senior high school students, because to continue to higher education english will be tested during registration and in the interview test. So for senior high school students learning english starting early is very important so that they are able to graduate from school.

Good and correct learning speaking is very important to be applied to school children, especially senior high schools because they will immediately feel the importance of learning english when entering college and jumping into employment. As according to experts, lukman ali stated that the application is to practice, pair.² we can see in the statement that a good way to learn speaking in the classroom is to directly apply or practice it directly, both teachers and students and fellow students should interact directly using english, therefore it can remind well in the long term.

De kort & Leerdam said that performance, denotes the production of actual utterances as a result of certain psychological processes.³ while speaking is speaking is one of the skills that must be possessed by everyone. Thus, speaking performance is the result of certain psychological processes speaking skills in public.

² Hemerka. *Low Speaking Performance in Learners of English*. Masaryk University Brno. Brno. Vol.11,2017,P.56

³Widyatama. Definisi kinerja. Retrieved on 08 March 2018 <https://Repository.Widyatama.Ac.Id/Xmlui/Bitstream/Handle/123456789/6788/Bab%202.Pdf>.

Many problems can cause difficult students why in speaking performance. As Horwitz said, some learners may have a mental block against anxiety when they come to learn to speak a second or foreign language.⁴

It can be seen from the statement that anxiety is one of the causes of difficult students in speaking performance, in that case students will experience a lack of confidence in using English.

From the statement above the researcher wants to know that's problem happens with students of MAN or not. On January 31, 2019 the researcher made observations at MAN Insan Cendikia Bengkulu Tengah, observation was conducted by interviewing one of English teachers, she stated that the factors that caused students of MAN Insan Cendikia Bengkulu Tengah to be difficult in speaking performance were because the students prefer to sit rather than come on front of the class for speaking performance, sometimes if they perform often lost eye contact with people around, this happens because they lack of vocabulary, lack of motivation and etcetera.

Then not only interview with the teacher the researcher also conducted interview with students at MAN Insan Cendikia Bengkulu Tengah. On 05 February 2019 the researcher back to MAN Insan Cendikia aimed at interviewing students. Students stated that they don't really like English lessons, then students also stated that they also often stammer when speaking performance, not only that

⁴ Rio Herwanto. Factors That Cause Language Anxiety In The English Classroom Speaking Performance In Smp Negeri 4 Pakem Yogyakarta. Retrieved on 02 February 2015. http://Eprints.Uny.Ac.Id/45504/1/Rio%20herwanto_07202244125.Pdf.

they also when waiting their turn when called by the teacher for speaking performance they also often feel cold hands..

From the results of some interviews above, the researcher assumed that there were problems in speaking performance of students at MAN Insan Cendikia Bengkulu Tengah.

Then the researcher will conduct a research entitled analysis Internal factors that affecting of students' speaking performance at MAN Insan Cendikia Bengkulu Tengah. In this research the analysis will be based on Thornbury's theory explained that Internal factors affecting of students' speaking performance.

According to Thornbury that internal factors such as anxiety, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.⁵

It also happened to MAN Insan Scholar students, so the researcher was interested in doing research at the school.

B. Identification of the problems

As the researcher explained above English is a foreign language in Indonesia. It is one of the foreign language subject that taught at Man Insan Cendikia Bengkulu Tengah. Based on the background above the problems are students stated that anxiety is one of internal factor in speaking performance, then students also stated that the lack of motivation including facts in this case, they also have lack confident and fear of mistake .

⁵ Yasti Yanuaria dan Suswati Hendriani. *STUDENT' ANXIETY IN LEARNING SPEAKING*. ISELT-42016. Sumatera Barat. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4). 2016

C. Limitation of the Problem

MAN Insan Cendekia Bengkulu Tengah is the prototype of the ministry of religion's flagship madrasa based on scientific academics which is carried out in a residential system (boarding school). English is one of the language lessons taught at MAN IC Bengkulu Tengah. Location of is MAN Insan Cendekia in Rena Lebar Village, Kecamatan Karang Tinggi, Kabupaten Bengkulu Tengah , Bengkulu.

This study is focused on analyzing the problems of internal factors that affecting student's speaking performance at MAN Insan Cendekia Bengkulu Tengah of eleventh grade academic years 2019/2020. There is a class of students that helps researcher to collect data. The researcher conducts a descriptive qualitative analysis in this research study.

D. Research Question

The research is conduct to answer the problem formulated as follow :

1. What are internal factors that affects students' speaking performance at MAN Insan Cendekia Bengkulu Tengah?

E. Objective the Study

The study of analyzing :

1. To find out the what are the internal factors affectings of students' speaking performance at eleventh grade of MAN Insan Cendikia Bengkulu Tengah.

F. Significance of the Study

The significances of this researchare:

1. For teacher this research is expected to be one input to improve their teaching strategies especially in teaching speaking. Giving contributions sinergis and applicative on the learning process theaching on the subject english. Then, giving an information about internal factors that affecting students' speaking performance..
2. The findings of this research may be a reference for further researchers who will come and can be useful for anyone.

G. Definition of the Key Term

1. Analysis factors is an analysis of what are factors make students of man ic bengkulu difficult to understand the lessons of english especially in speaking skill. The factors included are they still anxiety or shyness, lack of confidence, lack of motivation and fear of mistakes.

2. Performance comes from the word performance which means work results or work performance. While speaking is speaking is one of the skills that must be possessed by everyone. Thus, speaking performance is the result of work or performance skills speaking in public.

3. There are internal factors affects students' speaking performance, they are : anxiety or shyness, lack of confidence, lack of motivation and fear of mistakes.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

1. Definition of Speaking

Speaking is one of the skills that many people must possess, especially Indonesians between listening, writing and reading. According to Chastain speaking is a productive skill since it produces ideas, messages, and suggestions and we need to practice it. According to David Nunan "speaking is the most important aspect of learning a second or foreign language," and "successfully measured in terms of the ability to carry out a conversation in the language".⁶

According to Harmer speaking is a complex skill at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension.⁷ Mastery of speaking skills in English is a priority for second language students who are interested in being able to be used for the future.

Thus, it will create many benefits for the social environment, then it will facilitate the provision of various information. Then speaking is also very influential in other skills such as listening skills. It cannot be imagined when someone is rarely socializing so he will talk about a little and poor information.

¹ Husnawati's Thesis. Students' Speaking Performance: Some Challenging Factors. <https://Repository.Ar-Raniry.Ac.Id/1236/2/Husnawati.Pdf>, 17-03-2017.

⁷ Reza. Literature Review. Retrieved on 1 May 2013 <http://Eprints.Ung.Ac.Id/2763/5/2013-1-88203-321409176-Bab2-01082013022155.Pdf>.

2. The Importance Of Speaking

Speaking is one skill that is very difficult to master especially for people who are English, not their mother tongue. Speaking is very important in everyday life, speaking is also a skill that influences social life both on a national and international scale.

Gilakjani expressed that speaking is of great significance for the people interaction where they speak everywhere and every day.⁸ Louma is said to be in language teaching and learning it is an important part of curriculum.⁹ Thornbury said speaking is a part of daily life that we take it for granted.¹⁰

As stated by experts above, wherever and whenever it is. Then the lesson is important in the curriculum. According to Grauberg for many pupils the prime goal of learning a foreign language is to be able to speak it.¹¹ Many students argue that fluency to communicate verbally with others is often considered more important than the ability to read or write.¹² Many also state that the purpose of learning is a case where learning is the language of English is able to speak in the language itself. Learning speaking is also more important than reading or writing, because before we learn to read and write we speak earlier.

3. Function of Speaking

⁸ Lai-Mei Leong & Seyedeh Masoumeh Ahmadi. 2017. An Analysis Of Factors Influencing Learners' English Speaking Skill. Universiti Sains Malaysia, Malaysia

⁹ Husnawati's Thesis. Students' Speaking Performance: Some Challenging Factors. Retrieved on 17 March 2017 <https://Repository.Ar-Raniry.Ac.Id/1236/2/Husnawati.Pdf>. 17-03-2017.

¹⁰ Englishindo. Pentingnya Mempelajari Speaking. Accessed from <https://www.englishindo.com/2011/10/Pentingnya-Mempelajari-Speaking.Html> 18-03-2019.

¹¹ Ibid

¹² Aswadi Jaya. *The Influence Of The Teacher's Questioning Strategies On The Eleventh Grade Students' Speaking Achievement At Smkn 1 Palembang*.

Many functions of speaking in everyday life both in national and international local environments. Because in everyday we cannot escape from communicating. The purpose of speaking in general is to tell, entertain, report, persuade, and convince someone with what we say.

There are three functions of speaking according to brown and yule, which are quite distinct in terms of form and function, and each requires different teaching approaches, as follows:

1. Speaking As Interaction

Interaction is social relations carried out by two or more people with the intention to convey something. Understanding of interaction according to the big indonesian dictionary is an activity carried out by 2 people or more in carrying out actions, relationships and influences.¹³

According to hormans is an event when the activity or sentiment carried out by someone against another individual is rewarded (reward) or punishment (punishment) by using an activity or sentiment by another individual who becomes his partner.¹⁴ macionis said that interaction is a process of carrying out

¹³ Kamus Besar Bahasa Indonesia

¹⁴Ustman Ali. Pengertian Interaksi Dan Bentuk Interaksi. Accessed From <Http://Www.Pengertianpakar.Com/2015/03/Pengertian-Interaksi-Dan-Bentuk-Interaksi.Html#>

actions and giving reactions in the relationship of socialization with the community.¹⁵

Thus based on the opinion above that speaking as interaction is the most difficult skill to be taught because interactional talks are very complex and subtle phenomena that occur under the control of unspoken rules.

2. Speaking as transaction

Talking as a transaction is talking which refers to situations that only focus on the subject, not how they talk and how long they talk. Then speaking as a transaction more towards the message that we convey accurately and clearly.

3. Speaking as performance

Talking as a performance is a conversation that is done in a monologue rather than a dialogue. Speaking as performance can also be said by speaking alone in public, for example a public speech.

According to oxford dictionary Performance is the act of performing a play, concert or some other form of entertainment. *The term performance or in English performance is the appearance / performance or form of action, work that has been achieved or carried out.*

Speaking performance, or oral production, is a popular research target and has been assessed in many fields. For example, with the advent of task-based learning and teaching a substantial amount of research has been conducted into task

¹⁵Area Baca.Pengertian Dan Bentuk Interaksi Menurut Para Ahli. Accessed From [Http://Www.Areabaca.Com/2015/12/Pengertian-Dan-Bentuk-Interaksi-Menurut.Html](http://www.Areabaca.Com/2015/12/Pengertian-Dan-Bentuk-Interaksi-Menurut.Html).

effects on speaking performance in second language acquisition. Robinson stated that Regardless of the area of study, two methods are often used in assessings peaking performance: the use of rating scales and of speaking performance measures.¹⁶

Skehan stated that from many aspects of speaking performance, fluency, accuracy, and complexity were targeted in research because of their wide use and importance as learning objectives. Fluency is defined as how fast and how many students speak without signs of disfluency (repetition without intersections, self-correction, and false starts) in overcoming real-time processing. Accuracy refers to how much students learn without mistakes in real-time communication. Complexity is defined as the extent to which students use diverse and sophisticated structures and vocabularies in speaking.¹⁷ Thus speaking performance is a monologue speaking performance such as speeches, Master of ceremonies but there is also a speaking performance done by two or more people called dialogue.

4. Types of speaking performance

According to brown (2004) there are 5 basic types of classroom speaking performance, they are:¹⁸

A. Imitative

¹⁶ Koizumi. Speaking performance measures of fluency, accuracy, syntactic complexity, and lexical complexity . ABAET (Japan-Britain Association for English Teaching) Journal, No 9. Vol.5. 2015. P.33.

¹⁷ Ibid. P.33

¹⁸ Ibid 20

Imitative is an advanced behavior which individually observes and replicates another's behavior. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. According to graham richards in rizki utami's thesis imitation is different from identification because it only involves simulations that are clearly visible from the behavior of others, without having to include an insight or empathy for them.¹⁹ thus from imitative we can imitate someone's speech style so that we can speak clearly because they often imitate someone.

B. Intensive

Intensive is an activity that has a motive to improve the production of pronunciation. According to andrew f. Sikula incentive is something that encourages or has a tendency to stimulate an activity, incentives are motives and rewards that are formed to improve production.²⁰ so incentives are stimuli to talk.

C. Responsive

Responsive is the nature of responding to what other people say. Responsive assessment tasks include interaction, understanding somewhat limited levels very briefly during conversations, standard greetings and small talk, simple requests and comments, and the like.

¹⁹ Rizki Utami. Identifikasi Perilaku Imitasi Negatif Anak Tunalarasdi Slb E Prayuwana Yogyakarta. Accessed From [Http://Eprints.Uny.Ac.Id/56894/1/10103241029_Rizki%20utami.Pdf](http://Eprints.Uny.Ac.Id/56894/1/10103241029_Rizki%20utami.Pdf).

²⁰ Dosen Pendidikan 2. 10 Pengertian Insentif Menurut Para Ahli Terlengkap. Accessed From <https://www.dosenpendidikan.com/10-pengertian-insentif-menurut-para-ahli-terlengkap/>.

D. Interactive

Interactive comes from the word interaction, which is mutual action, relating, and influencing between relationships. According to Warsita the definition of interactive is a two-way communication that is related or an event that is mutually acting, interconnected and has mutually reciprocal relationships with one another.²¹ Based on the opinion above it can be concluded that interactive is interconnected communication between two or more people.

E. Extensive (monologues)

Extensive is something that is broader in nature. Extensive communication is normal, some sort of monologue.²² An example from extensive in this case is to submit a report or short speech when ending class hours.

B. Factor Affecting Speaking Performance

1. External Factors

There are some external factors that affect students' speaking performance, they are:

a. Performance Condition

Performance condition is a condition and situation when we perform. According to Nation & Newton, the performance conditions can affect speaking

²¹ Galery Ilmu Pengetahuan. Pengertian Interaktif Menurut Para Ahli. Accessed From <http://www.menggalilmu.com/2017/01/definisi-interaktif.html>. 21-03-2019.

²² Zinio. Types Of Speaking In Esl. Accessed From <https://educationalresearchtechniques.com/2017/07/21/types-of-speaking-in-esl/>.

performance.²³ Which includes the types of performance conditions, namely suggest include time pressure, planning, the standard of performance and the amount of support.

b. Learning environment

Learning Environment is also one of external factors. A good learning environment is an interactive environment and interesting when the learning process takes place. The most important safe and positive learning environment is the teacher.²⁴ Thus a good learning environment is a comfortable learning environment and there is interaction between students and teachers so students are more willing to ask questions and answer.

2. Internal Factor

The internal factor is the factor that drives from within ourselves. Psychology is one of the fields of science and applied science that studies scientific human behavior and mental functions. Speaking performance depends on one's psychology.

According to Thornbury argues that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are

²³Nguyen Huang Tuan. FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE AT LE THANH HIEN HIGH SCHOOL. AsianJournal of EducationalResearch.Vol.3, No.2. University of Thu Dau Mot VIETNAM. 2015.

²⁴ Hopperson. **Learning Environment.** Accessed from https://www2.education.uiowa.edu/html/eportfolio/tep/07e190191folder/LearningEnvironment/learning_environment.htm.

common factors that hinder students from speaking.²⁵ the factors mentioned by a linguist above are factors that often occur in everyone, most people experience a lack of confidence when asked to speak performance due to anxiety and fear of misfortune when they have not done that. A person's self-esteem can be proven by his level of confidence, if a student has a strong level of confidence then he will master the lesson well especially that the foreign language in this case is english.

A research was conducted by park and lee in 2005 korea. In the korean situation, park and lee in 2005 they also examined the relationships between 12 learners' anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on 12 learners' oral performance. They stated that if the learners were more confident, they would have better oral performance. From this study it can be seen that when a student has good self-confidence then when they are asked or appointed for speaking performance they immediately approve and their delivery method in public will be better.

In this research the researcher assessed that the factors that influence students' speaking performance are related to matters relating to propositional matters, such as concerning students' beliefs, expectations, supports, and desires when speaking about performance both in dialogue and in front of the class. So psychology is a science that is related to mentality, so that when someone's

²⁵ Yasti Yanuaria dan Suswati Hendriani. *STUDENT' ANXIETY IN LEARNING SPEAKING*. ISELT-42016. Sumatera Barat. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4). 2016

psychology is good, the level of self confidence in speaking performance will be good too.

1. Anxiety

Anxiety disorders are excessive anxiety over threats that are not necessarily real. According to Horwitz anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language.²⁶ In this case anxiety is a situation where someone feels nervous and tense when going to face something.

Steven Schwartz stated anxiety is a negative emotional state marked by foreboding and somatic signs of tension, such as racing heart, sweating, and often, difficulty breathing, (anxiety comes from the Latin word *anxius*, which means constriction or strangulation). anxiety is characterized by apprehension about unpredictable dangers that lie in the future”.²⁷

Behnke stated if the cause of this particular anxiety, as mentioned in their study, was students being uncomfortable in new contexts given in class by the instructor. In their research, public speaking being “impromptu” or “extemporaneous” was very stressful for students and made the learners quite anxious.²⁸

²⁶ Yasti Januariza dan Suswati Hendriani. STUDENT' ANXIETY IN LEARNING SPEAKING. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4). Sumatera Barat. 2016.

²⁷ Dona. *Konsep Kecemasan (Anxiety) pada Lanjut Usia (Lansia)*. Padang, Indonesia. Vol, 5. No,7. 2016. P.94.

²⁸ Rezvan Khoshlessan. Analyzing International Students' Study Anxiety in Higher Education. Journal of International Students, Lamar University, USA. Vol. 7 No.2, 2017. P. 316-317.

According to Gail Stuart he has classified anxiety in behavioral, cognitive and affective responses, among them.²⁹

1. Behavior, including: 1) restlessness, 2) physical tension, 3) tremor, 4) surprised reaction, 5) fast talking, 6) lack of coordination, 7) tend to experience injury, 8) withdrawing from interpersonal relationships, 9) inhibition, 10) running away from problems, 11) avoidance, 12) hyperventilation, and 13) being very alert.

2. Cognitive, including: 1) disturbed attention, 2) poor concentration, 3) forgetfulness, 4) wrong judgment, 5) preoccupation, 6) thinking barriers, 7) field of decreased perception, 8) creativity decreases, 9) productivity decreased, 10) confused, 11) very alert, 12) self-awareness, 13) loss of objectivity, 14) fear of loss of control, 15) fear of visual images, 16) fear of injury or death, 17) flashbacks, and 18) dreams bad.

3. Affective, including: 1) easily disturbed, 2) impatient, 3) restless, 4) tense, 5) nervous, 6) fear, 7) alert, 8) horror, 9) worry, 10) anxiety, 11) numbness, 12) guilt, and 13) shame.

Anxiety disorders share the characteristics of excessive fear and anxiety and related behavioural alterations. In anxiety disorder, the stimulus, internal, produces a disproportionate anxiety that is the source of intense distress or significant impairment of functioning. Another characteristic of anxiety disorders is anxious anticipation, or rising levels of concern and tension at the approach of a feared situation, and avoidance of stimuli or situations that trigger anxiety, with further limitations in functioning.

²⁹ Ibid

2. Lack of Confidence

Confidence is confident in the capabilities possessed. According to brown confidence is the capability of taking risk in having mistakes in the effort of using the language actively and passively.³⁰ in this case someone must have and bear the risk of what will be obtained after doing something. Confidence is very important for us to have in our daily lives be it to talk, socialize and so forth.

Enung Fatimah, a psychologist, said that some of the characteristics of individuals who have proportional self-confidence are as follows:³¹ (1) Believe in one's abilities or competencies, so that they do not need praise, recognition, acceptance or respect from others. (2) Not motivated to show conformist attitude in order to be accepted by other people or groups. (3) Dare to accept and face the rejection of others, dare to be yourself. (4) Have good self-control (not moody and emotionally stable). (5) Having an internal locus of control (looking at success or failure, depending on one's own efforts and not easily giving up on fate or circumstances and not depending or expecting help from others). (6) Having a positive perspective on yourself, others and situations outside of him. (7) Having realistic expectations of oneself, so that when expectations are realized, he is still able to see the positive side of himself and the situation that occurs.

³⁰ Suryadi. The Effects of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill. *Journal of English Language Studies* Volume 3 Number 2 (2018) 192-202. Banten. 2018.

³¹ Dewi's Thesis. HUBUNGAN PERCAYA DIRI SISWA DENGAN HASIL BELAJAR GEOGRAFI KELAS XI IPS DI SMA N 1 BAYANG KABUPATEN PESISIR SELATAN. Universitas Negeri Padang, Padang. P.37

According to Rogers self-confidence is related to mental processes, and generally occurs while the speaker is performing, including: ³² a) Repeating words, sentences, or messages, so the speaker sounds like a broken radio. b) Memory loss, including the inability of the speaker to remember facts or numbers correctly, and forget things that are very important. c) Other forms of general disorder such as nervousness or halting when talking. d) Blocked thoughts, which make the speaker, do not know what to say next.

But in this point, someone feels a lack of confidence when asked to speak performance using a foreign language. Feelings of fear, anxiety, frustration and also anxiety arise unconsciously when we feel the lack of confidence.

Lack of student confidence when performing presentations in front of the class due to several things, among them are feeling scared when making mistakes using vocabulary or English when presenting.

3. Lack of Motivation

Motivation is also the most important thing in internal factors, in this case motivation is put into someone's psychology. According to the american encyclopedia motivation as a tendency a trait which is the subject of opposition) in a person who raises the support and directs his actions. ³³ so motivation is an encouragement that comes from within ourselves so that motivation is also one of

³² Nahar. PENGARUH KEPERCAYAAN DIRI DAN KETERAMPILAN BERKOMUNIKASI TERHADAP KEMAMPUAN PUBLIC SPEAKING MAHASISWA PROGRAM STUDI PENDIDIKAN ADMINISTRASI PERKANTORAN FAKULTAS EKONOMI UNIVERSITAS NEGERI YOGYAKARTA. Yogyakarta. 2016.

³³ Lenteraku. Pengertian Motivasi Menurut Para Ahli. Accessed from <https://www.lentera.my.id/post/pengertian-motivasi/>.

the most important things in speaking performance. When a person lacks motivation, he also lacks the desire to stand in public.

Motivation can push someone to complete a course of work. Motivation is also a passion to do something. Therefore, motivation plays very important role in language learning. Based on Hornby's dictionary Motivation is defined as something that causes someone to act.³⁴ Motivated behavior, therefore, will lead to various actions in order to reach a goal. Someone is 'integratively motivated' if they are learning English through a desire to learn more about a culture, its language and people – to 'integrate' more within the target-language society. Instrumental motivation involves learning in order to achieve some other goal, such as being able to speak English in order to get a better job.

Rogers stated that motivation is essential for learning and achievement in all fields of human endeavor.³⁵ Motivation and educational achievement as reflected in grade point average are positively correlated at all levels of schooling, elementary through college. Success or failure in language learning seems largely dependent on students' motivation to learn the target language.

According to William motivation into two kinds, namely intrinsic motivation and extrinsic motivation. "When the acts of doing something generate interest and enjoyment, it can be called as intrinsic motivation. While if the only reason for performing an act is to gain something outside the activity itself, such

³⁴ Anna. STUDENTS' MOTIVATION IN LEARNING ENGLISH LANGUAGE (A CASE STUDY OF ELECTRICAL ENGINEERING DEPARTMENT STUDENTS). The Journal of English Language. Vol. 01, No. 02, 2016, P.65

³⁵ Ibid

as passing an exam or obtaining financial rewards; it is called as an extrinsic motivation.”³⁶ Overall, intrinsic motivation can be concluded that an action if arise from within the individual himself and without coercion or encouragement from people others but rather comes from one's own volition. Whereas extrinsic motivation is motivation arising from outside the individual due to coercion, order, or coercion from other people so that someone wants to do something.

According to Donald the cause of low motivation to learn the students' English language is as follows:³⁷

1. It is assumed that English is a complicated and difficult language, especially for beginners, if the delivery is less interesting, students find it difficult to followed him and the lack of attention was taught to him.
2. Fighting power and willingness of students who are weak as reluctant to think, do not want anymore doing something a little difficult, making students have the motivation to learn low English language. Armed with English lessons obtained by students before entering lectures is inadequate and profound because most of them is a boarding school graduate or Islamic boarding school that does not prioritize the eyes local language lessons like English.

4. Fear of Mistakes

Fear is one form of basic emotions, besides happiness, sadness, and anger. According to tallis, fear is an inability to control bad thoughts repeatedly

³⁶ Mufidah. UPAYA PENINGKATAN MOTIVASI BELAJAR BAHASA INGGRIS PADA MAHASISWA IBRAHIMY GENTENG BANYUWANGI . Vol.8, No 1. 2016. P.131.

³⁷ Ibid

and the tendency to think that things will get worse are two important characteristics of anxiety.³⁸ all forms of situations that threaten the well-being of organisms can cause anxiety.

Fear of mistakes is one of the factors stated by Thornbury a linguist. The fear of mistakes in question is fear when wrong in pronunciation, in explanation and fear of the inability to master vocabulary when speaking performance.

Dorney stated that giving understanding that mistakes are normal part of the learning process is a good way for students to feel comfortable so they can prepare their learning arrangements well.³⁹ According to Nunan Students often assume that making mistakes are not sins. so when the students are afraid of making mistakes, they are will be reluctant to talk in class and if they are reluctant to talk, that means they are lack of practice and not learning, which is on eventually lead to bad performance.

Their aversion might be related to their concern for perception other students or even their teachers. Students are afraid that if they make a mistake they will be laughed at and criticized by their friends.⁴⁰

Therefore their perception that silence or not do something related to speaking performance that uses English rather than speaking in front of the class but what they say is wrong so that makes the people around him laugh for him.

³⁸ Johan Kusuma. Apakah yang dimaksud dengan takut?. Accessed from <https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383>.

³⁹ Thomas. DAMPAK DAN STRATEGI UNTUK MENGATASI KECEMASAN BERBICARA DALAM PEMBELAJARAN BAHASA INGGRIS SEBAGAI BAHASA KE-2 (ESL) DAN ASING (EFL). Jurnal Lingua Aplicata Volume 2, Nomor 2, 2018. P.13.

⁴⁰ Ibid.

The researcher explained about internal and external factors that affecting students' speaking performance. But in this research the researcher only focused to internal factors that affecting students' speaking performance.

C. Research analysis

Research is an investigation, examination, observation, experiment that requires accuracy by using certain methods / rules to obtain a result with a specific purpose.

According to pradley said that analysis is an activity to look for a pattern besides analysis is a way of thinking that relates to systematic testing of something to determine parts, relationships between parts and their relationship with the whole.

Thus, resesarch analysis is research in the form of examining and looking at a problem with a particular method.

D. Speaking test

Speaking activity can be interpreted as speaking activities, where the speaking activity in question is speaking in english. When viewed from as long as he says, the word "speaking" comes from the speak word, "speak is to express opinions; to say; to converse ". So speak here is a way of issuing or expressing opinions, words that we want to express.

The test is a benchmark that controls the material that has been delivered. Thus, speaking tests are benchmarks of how far the test taker is in speaking skills. Speaking test or oral test is defined as a test in which a person is encouraged to

speak, and then assessed on the basis of that speech. In spite of the difficulties in testing speaking, it can be very beneficial in that it encourages the teaching of speaking in class. Reading aloud, conversational exchanges, and tests using visual material as stimuli are common test items for testing speaking. Direct *tests* evaluate *speaking* skills and abilities in actual performance.

E. Related Previous Study

1. Factors affecting students' speaking performance at lethanh hien high school

There are some studies which have been conducted regarding the factors. Affecting students' speaking performance. One of them is nguyen hoang tuan in 2015 doing research at the le thanh hien high school school in the eleventh grade, the research was titled "factors affecting students' speaking performance at lethanh hien high school ".⁴¹

The results in this study indicate that there are factors affecting student's speaking performance. Then in the research conducted by nguyen huang tuan focused on the factors affecting students' speaking performance vietnam people. While in this study the researcher conducted research and the subject was an indonesian and analyzed based on pernanda theory.

2. exploring anxiety in speaking exams and how it affects students' performance

⁴¹ Nguyen Hoang Tuan. Factors Affecting Students' Speaking Performance At Le Thanh Hien High School. Vol. 3, No. 2, 2015 *Issn 2311-6080*. University Of Thu Dau Mot . University Of Thu Dau Mot . Vietnam . 2015.

This study aims to contribute to the present studies carried on the speaking anxiety of students during oral exams, and examines a group of students in order to explore their ideas and performances about the computer-based oral exams compared to face-to-face oral exams in terms of causing anxiety. In order to lessen the students' face-to-face oral exam anxiety it is thought that computer-based oral tests can be helpful to increase speaking performance while mitigating the anxiety level. With this purpose, 28 subjects in the freshman year who enrolled to the english language teaching department at university were measured with a questionnaire consisted of 36 items. 'cronbach's correlation alpha' was administered to check the validity of the questionnaire, and 'frequency and percentile' tables were used for the interpretation of the data. The study and the questionnaire results showed that computer-based oral exams did not provide much difference on the oral exam anxiety of students despite the positive attitudes of some subjects towards computer-based exams.⁴²

3.an analysis on the students' speaking performance in giving presentation

This study is conducted to analyze the students' speaking performance in giving presentation. The technique used in this research is direct technique with direct observation of behavior. Tools of data collecting used are rubric, observation sheet and video recorder. The method applied is descriptive study. Based on the observation result, the data of content aspect showed that 16 students (64%) get = 2 score, 7 students (28%) get score between 2.1 – 2.5, and only 2

⁴² Betul Ayse Sayin. Exploring Anxiety In Speaking Exams And How It Affects Students' Performance. International Journal Of Education And Social Science . Samsun, Turkey. Vol. 2 No. 12; December 2015.

students (8%) get score = 2.6. Then from the result, the data of delivery aspect showed that 11 students (44%) get score between 2.1 – 2.5, 10 students (40%) get score = 2, and 4 students (8%) get score = 2.6. Based on those result, it can be concluded that the third semester students of english education study program of fkip untan pontianak in academic year 2014/ 2015 especially the students who were in class b of speaking for academic presentation have moderate abilities of speaking performance in giving presentation.⁴³

⁴³ Fajar. An Analysis On The Students' Speaking Performance In Giving Presentation. English Education Study Program, Fkip Untan, Pontianak. 2017.

CHAPTER III

RESEARCH METHOD

A. Research design

The research conducted descriptive qualitative research. This descriptive qualitative research tried to describe social phenomena. Another expert named keraf interpreted decryption as a form of discourse that indeed had the purpose of presenting a thing or object of conversation that seemed to make the object seen directly by the readers and at the same time before the eyes of the readers.⁴⁴ thus description is something that describes something.

According to saryono qualitative research is research that is used to investigate, describe, explain, find quality or privilege of social influences that cannot be explained, measured or described through a quantitative approach.⁴⁵

Descriptive research is a study designed to depict the participants in an accurate way. Descriptive qualitative also describes how the population and participants are in an accurate way.

⁴⁴ Sela. *Pengertian Deskripsi Menurut Ahli*. Retrieved on 7 December 2017 from <https://arti-pengertian.com/deskripsi/>.

⁴⁵ Rofiana. *Pengertian Penelitian Kualitatif Dan Kuantitatif Menurut Para Ahli*. Retrieved on 14 October 2018 <https://www.idpengertian.com/pengertian-penelitian-kualitatif-dan-kuantitatif/>.

Descriptive research is aimed at casting a process that allows you to describe a situation that is not possible without employing this method.⁴⁶ three main purposes of research are to describe, explain, and validate findings.

Description emerges following creative exploration, and serves to organize findings in order to explain them, and then test or validate those explanations.⁴⁷ so descriptive qualitative is a research method that describes the population and participants in an accurate way.

There are some advantages of descriptive research, they are:⁴⁸

1. Effective to analyze non-quantified topics and issues
2. The possibility to observe the phenomenon in a completely natural and unchanged natural environment
3. The opportunity to integrate qualitative and quantitative methods of data collection
4. Less time-consuming than quantitative experiments.

⁴⁶John .Descriptive Research. Retrieved on 5 JanuAry 2018 <https://research-methodology.net/descriptive-research/>.

⁴⁷ErtaAECT.DefinitionofDescriptive.Retrievedon15JanuAry2018<http://members.aect.org/edtech/ed1/41/41-01.html>.

⁴⁸ Ibid4

B. Subject Of The Research

The subject in this study was to find out what are internal factors that affecting students' speaking performance at MAN Insan Cendikia Bengkulu Tengah.

The sample to be examined by the researcher is MAN Insan Cendikia Bengkulu Tengah. MAN Insan Cendikia Bengkulu Tengah has two majors, each grade has two majors namely science (IPA) and social sciences majors (IPS).

According to Eli at al that the participant in qualitative research has the same job to do; taking on any one of these depends on the opportunities the setting provides as well as the researcher's abilities and desire to do so.⁴⁹ It is one of reason why he researcher only chose one class because in eleventh grade students were the same of activities.

In this study the researcher chose eleventh grade of majoring in science (IPA) because the teacher of English teacher both of them is same. Thus, the the teacher recommended the researcher take a study at IPA. According the teacher IPA is better than IPS. Students in the class themajorofsciencethere were 22 students, namely eleven female students and eleven female students.

⁴⁹ Margot Ely, at al. Doing Qualitative research: circle within circle. (London: Falmer: 2015)

C. Instruments

In this research the researcher has three instruments, they are :

a. Classroom Observation

Observation methods are direct observation using sensory devices or tools for sensing a subject or object. This observation method is often a complementary method for collecting data obtained from interviews.

Observation is also one method of collecting data by observing or reviewing it carefully and directly at the location of the study to find out the conditions that occur or prove the truth of a research design.

According to prof. Heru observation method is an observation showing a study or learning that is carried out intentionally, directed, sequentially, and in accordance with the objectives to be achieved in an observation that recorded all the events and phenomena called the observation results.⁵⁰ the results of these observations are explained in detail, meticulously, precisely, accurately, useful and objective in accordance with the observations made. So the observation method is a method that goes directly to the location of research and makes observations accurately through the sensory devices or sensory aids.

⁵⁰ Zakky. Pengertian Observasi Menurut Para Ahli dan Secara Umum. Retrieved on 30 September 2016 <https://www.zonareferensi.com/pengertian-observasi/>.

b. Questionnaire

Questionnaire method is a method that gets data based on questionnaires. According to Anas Salahudin in his book guidance and counseling , a questionnaire or often called a questionnaire is a list that contains questions that must be answered or worked on by the person who was the target of the questionnaire.⁵¹ furthermore, the questionnaire according to suharsimi arikunto can be divided into:⁵²

1. An open questionnaire that is a questionnaire that is presented in such a way that the respondent can provide the contents in accordance with his wishes and circumstances. Open questionnaires are used if researchers have not been able to estimate or predict the possible alternative answers available to respondents.
2. Closed questionnaire which is a questionnaire which is presented in such a way that the respondent only needs to give a check mark in the appropriate column or place.
3. Mixed questionnaire, which is a combination of open questionnaires and closed questionnaires.

In this study the researcher used a closed questionnaire method in which students only ticked the appropriate column.

⁵¹ Sofianti. METODE PENGUMPULAN DATA KUESIONER ATAU ANGKET .retrieved on 15 May 2016 <https://sofiianti.wordpress.com/2016/05/15/metode-pengumpulan-data-kuesioner-atau-angket/>.

⁵² .Jasa Metode Pengumpulan Data dengan Kuesioner pada Penelitian Kuantitatif .Retrieved on 12 July 2012 <https://panduanskripsi.com/metode-pengumpulan-data-dengan-kuesioner-pada-penelitian-kuantitatif/>.

c. Interview

Interview is a question and answer between two parties, namely the interviewer and the resource person to get data, information or opinions about a matter. According to Lexy J. Moleong Interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer (the question asked) and the interviewee (who gives the answer to that question). According to Charles Stewart and W.B. Cash Interview is a communication process that is paired with a serious purpose and has been determined for the interests in question.⁵³

Based on the opinions of experts on interviews involving thought processes with specific objectives conducted by second parties, namely interviewers and sources.

D. Data Collection Technique

1. Classroom observation

In this instrument the researcher brought directly to the location, namely man ic bengkulu tengah with the aim to look carefully at how the students were studying, and how they responded when the teacher explained and asked them questions. Do they answer directly when asked or do they need a moment to think, even if they can answer the question but are embarrassed to raise their hands and answer the question.

⁵³ Aris, *Definition of Interview*. Retrieved on 30 June 2016
<https://www.gurupendidikan.co.id/definisionofinterview/>

From this instrument the researcher could found out what are internal factors affect students' speaking performance.

2. Questionnaire

After conducting an observation class, proceed to the questionnaire stage. In this instrument the researcher collected data by distributing questionnaires to students and asked all of students at at eleventh grade of majoring in Science to answer a number of questions, the questionnaire used was a closed questionnaire so that students only gave a checklist in the column provided based on the answers they felt were appropriate for themselves.

The questionnaire was taken from the journal created by Nguyen Hoang Tuan, which was used as a previous research by the researcher.

3. Interview

Interviews are conducted after Questionnaire, interviews are conducted in order to find out in more detail what are internal factors affect students' speaking performance. Interviews were conducted with students and teachers teaching in the class, for students the questions given were the same as the questionnaire questions. Then for the teacher questions are given relating to factors that influence students' speaking performance.

E. Technique of Data Analysis

According to Biklen , definition of data analysis is the process of finding and compiling systematic data through transcripts of interviews and field notes, as

well as documentation that accumulates to add to the understanding of researchers found.⁵⁴ the way to analyze data is as follows:

1. Data Reduction

Data reduction techniques can be used to obtain reduced representation of data sets that are much smaller in volume but still contain critical information. Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that the final conclusions can be drawn and verified.

After collecting data, the researcher analyzes the data by making data reducing which will make a summary of the interview results, observation questionnaire and documentation.

In this study the researcher conducted interviews with all students at eleventh grade majoring of IPA. Thus to make the data in this study the researchers describe and do data reduction.

2. Persentation of Data (display)

Understanding display data is presenting data in the form of matrices, charts or graphs, networks and so on. This display data is one of the techniques of data analysis techniques. This technique is done because the data that is still stacked is difficult to make images of the results of the instrument. So from that

⁵⁴ Ali Samiun. Pengertian Analisis Data, Tujuan dan Tekniknya. Retrieved on 24 August 2015 <http://www.informasiahli.com/2015/08/pengertian- analisis- data- tujuan- dan- teknik- nya. html#>.

the researcher performs data display so that the researcher can master the data properly.

3. Verify the data and draw conclusion

After making data reduction and display data, the researcher performs verify data and draw conclusion. This technique is the last technique in conducting research. At this point the researcher makes a decision from the data and the researcher must arrive at a conclusion and conduct verification, both in terms of meaning and in terms of the truth of the conclusions agreed upon by the subject where the research was conducted. The meaning formulated from the data must be tested first about the truth, compatibility and strength.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

The result in this point is to find out and explain how the results of the research the researcher has done at MAN Insan Cendikia, located in Rena Lebar Village, Bengkulu Tengah. The researcher would explain the results of observations, speaking tests, questionnaires and interview result that have been carried out by the researcher in eleventh grade students majoring in local science a on July 26-31, 2019. In this research, the researcher answered the research question that about internal factors that influence students' speaking performance at MAN Insan Cendikia Bengkulu Tengah. The results of this research would be explained in the following explanation.

1. The Result of Internal Factors that Affects Students' Speaking Performance Based on Classroom Observation and Speaking Performance

In chapter III, the researcher has mentioned that classroom observation is one of the instruments for collecting data in this study. This observation has been done 3 times by the researcher. The first step in analyzing this data, the researcher data that obtained from students based on categories and elements that can be assessed so that it is considered an internal factor in students' speaking performance.

Classroom Observation has been done by researchers in class eleven to the science department, in the class there were 22 students, namely eleven female students and eleven female students. Before conducting classroom observation the researcher had a conversation with a teacher who taught. A teacher said that students often did not want to be asked to do a speaking performance, a teacher also stated that students in the eleventh grade class A were not all interested in English subjects. They will be eager to learn when the topic or material fits their criteria.

Before made observations a teacher also gave students grades that were mostly less than the target because their KKM was 80. The teacher also said that they usually could answer and know with the answers but they were embarrassed to point their hands. After having a lot of chat with a teacher the researcher immediately made a class observation by following a teacher into the classroom to teach.

During the process of teaching and learning activities taking place in the classroom the researcher observed how the expression and what students do when a teacher asks. According to the researcher's observations, what is true is said by the teacher if students sometimes know about the material, but they are embarrassed to answer even though not everything that can be with the subject matter is because they are afraid of making mistakes, there are also students who when they want to advance for their own speaking performance said my palms sweat so it feels cold, then there are also those who have advanced but have not yet started speaking he says my heart is beating faster, there are also those who

are not so enthusiastic about this lesson, and lastly they have advanced and done speaking performance but not making eye contact with people around him due to lack of confidence.

Observations were made by the researcher when the eleventh grade was carrying out teaching and learning activities, the subject matter at that time was daily activity, the first 30 minutes the teacher explained about the material. After explaining the teacher asks students to ascertain whether they have gotten the points explained or not. When students are considered able to understand the points that have been delivered, the teacher asked to tell their daily activity when Rhamadan from wake up till back to sleep again in front of the class using english.

The teacher asked who wants to appear first without having to be called. It was seen that some of the twenty two students wanted to raise their hands but they were still doubtful it could be said that they felt anxiety because they felt they could not do speaking performance properly.

When the teacher seen that her students do not have the courage and go forward, then the teacher appoints one by one his students to go forward. Four students are appointed and asked to forward. All of the students were very difficult to forward, but finally they also spoke performance in front of the class after being encouraged by the teacher and classmates. When they are in front of the class their expressions are not as usual, how they talk is also not like usual.

They often looked down and sometimes looked at the classroom roof, they did not see their classmates, moreover saw their teacher. The way of explanation is sometimes they use one word in english then stop then start talking again but use indonesian. They stammer in using english which is why they are anxious and lack of confidence in their abilities even though he is quite proficient in vocabulary.

When classroom observation the teacher also conducts a speaking test, so the researcher also observes and examines what happens at that time but does not make an assessment because assessment is the right of a teacher who is in the classroom.

In this speaking performance, the teacher asks students to tell them everything they did, from wake up to going back to sleep during the fasting month.

First student's speaking test the student seemed to be more clever in speaking, but he looked down more often to refuse eye contact with people around. Giovanni Caputo, an Italian psychologist, points out that when looking into someone else's eyes for 10 minutes can induce awareness. Participants involved in the study experienced hallucinations and felt they saw monsters, relatives and their own faces.⁵⁵

⁵⁵ Sakinah. Alasan Sulit melakukan kontak Mata. Accessed from <https://nationalgeographic.grid.id/read/13310042/term.html?page=2>. 21-10-2019.

Based on the expert opinion above, it can be seen that they avoid eye contact because they are anxious and lack of confidence so that when they look at the audience they feel like seeing a monster.

The second student the researcher can also see that he looks anxious and afraid so he is often blank when speaking tests, this also will cause that he will talk nonsense even though then he will fix it again. Proven by when he said bilang “after prayer subuh I take a bath, after that i’m tahfidz Alqur’an from 7 a.m until 3 p.m. sorry maksud saya from 7 a.m sampai bukul 9 pagi”.

If he is not anxious then he is unlikely to forget the time of tahfidz quran. The researcher also sees that this student will not master vocabulary so he often uses Indonesian and he has also muttered "uhmmm aaaa" for a long time.

According to Ivi Marie Blackburn & Kate M. Davidson share functional analysis of anxiety disorders, including. 1. Mood, including: anxiety, irritability, very tense feelings. 2. Thoughts, including: worry, difficulty concentrating, empty thoughts, exaggerate threats, view themselves as very sensitive, and feel helpless.⁵⁶ Based on the opinion above can be assumed if the student concerned is experiencing anxiety.

Then, The third student seemed to lack confidence because starting from the beginning of speaking performance about daily activities until he finished his head down so that only twice he raised his head.

⁵⁶ Dona Fitri Annisa&Ifdil. “Konsep Kecemasan(*Anxiety*)pada Lanjut Usia (Lansia).” *Konselor* Volume5|Number2 | June2016ISSN: Print1412-9760Received April11, 2016;Revised May11, 2016;AcceptedJune30,2016. P.95.

according to Tallis, fear is an inability to control bad thoughts repeatedly and the tendency to think that things will get worse are two important characteristics of anxiety.⁵⁷

In this third student the researcher also believes that he also experiences anxiety and is afraid of making mistakes so that he forgets what he has to say next and he often repeats the previous word. He seemed to forget and mumbled "uhmmmm" during the speaking test and he also said "session four forth session" it is because of anxiety.

Last The fourth student looks more confident when speaking even though he mostly uses Indonesian. At first he looked awkward in using Indonesian, but until then he looked comfortable and didn't feel awkward anymore. Sometimes he also mixes using English. He is less proficient in English but he has a higher level of confidence than others. This is because before asking them to become volunteers the teacher said that those who would come forward to do speaking performance would be added 50 points.

Currently the researcher analyzes that giving or adding value to students will increase their enthusiasm or can be called by their motivation for speaking performance even though they are not too good at English correctly.

From this instrument the researcher can see that the level of confidence is very influential in students' speaking performance. If the student lacks vocabulary, but he has a good confident and they have a level of confidence that he wants so

⁵⁷ Johan Kusuma. Apakah yang dimaksud dengan takut?. Accessed from <https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383>.

he is fluent in speaking performance. But if the opposite happens, he mastered vocabulary, but he was difficult in controlling his confidence, then it is likely that what he had prepared before speaking performance and vocabulary that he had mastered would be lost and he would stammer in conveying something during the monologue.

Based on the results of classroom observation it turns out that what Thornbury said states that there are four internal factors that affect students' speaking performance such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are common factors that hinder students from speaking. It turns out that this also happened in the eleventh grade of Local A MAN Insan Cendikia Bengkulu Tengah.

After conducting classroom observations and the speaking test the researcher also uses a questionnaire to strengthen the results of classroom observations, anything that influences speaking performance.

2. The Result of Internal Factors that Affects Students' Speaking Performance Based on Questionnaire

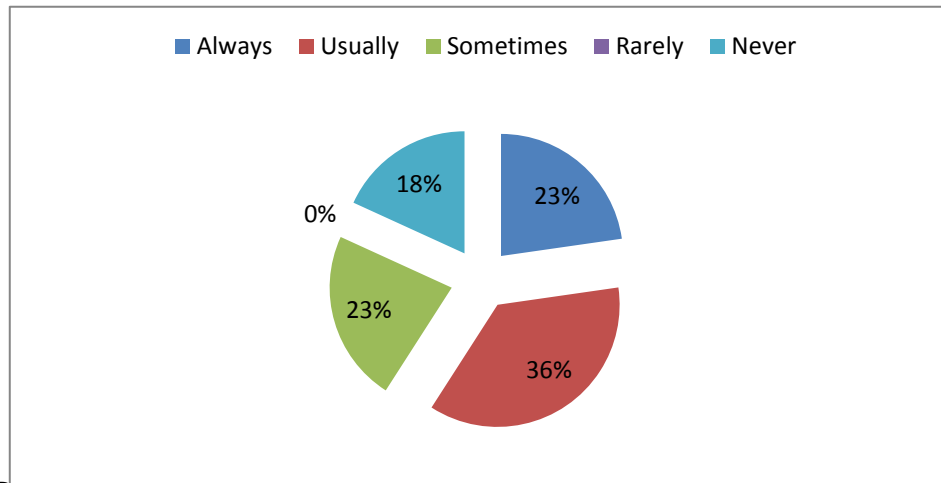
The following are the results of a questionnaire given by the researcher to eleven grade students local A major IPA, questions and answers can be seen on the appendix sheet.

1. While waiting for my turn to speak performance in front of the class my hands feel cold.

Q.1 options	Frequency	Percentage
Always	5	22,73%
Usually	8	36,36%
Sometimes	5	22,73%
Rarely	0	0%
Never	4	18,18%

Table 1 : *1. While waiting for my turn to speak performance in front of the class my hands feel cold.*

Based on the table above, this shows that 36% or 8 students are usually respondent or often feel cold hands, cold hands due to anxiety that attacks. While 23% or 5 other students always feel anxious when waiting for their turn to be called to the front of the class, and 23% or 5 more students feel normal, they are not too anxious and not too relaxed when waiting for their turn, then 18% or 4 more students choose never because he never felt cold hands because he felt enjoy while waiting his turn, but 0% or none of the 22 students chose rarely. Then the reserhercher makes a pie diagram so that the results in the table are clearer.



Pie Diagram 1 : The pie diagram of questionnaire number 1.

As Bucklew said that experts generally divide anxiety into two levels, namely the psychological level and physiological level. Psychological level, namely anxiety in the form of psychiatric symptoms such as tension, confusion, worry, difficulty concentrating, feeling uncertain and so on. The physiological level, namely anxiety that has influenced or manifested in physical symptoms, especially in the functioning of the central nervous system. For example, unable to sleep, palpitations, excessive cold sweat, frequent trembling, stomach nausea, and so on.⁵⁸

From these results we can assume that most of them often feel anxious while waiting for their speaking performance, which makes their hands cooler than usual.

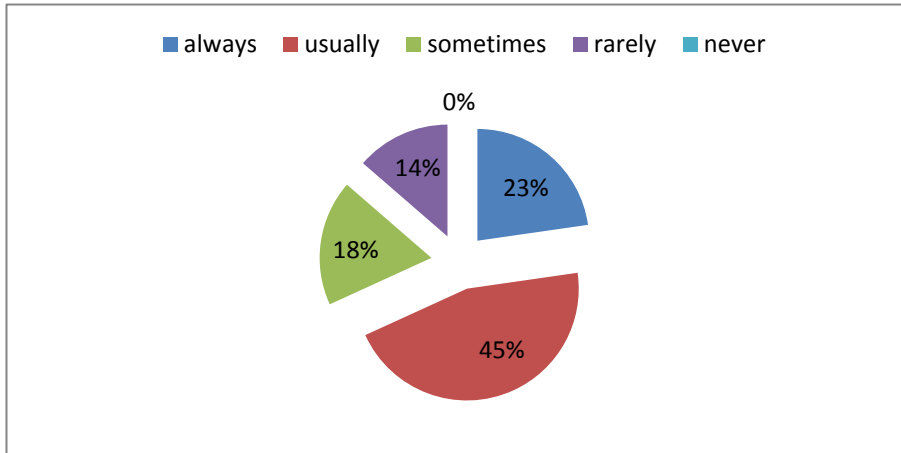
⁵⁸ Alif Mu'arifah." HUBUNGAN KECEMASAN DAN AGRESIVITAS". Humanitas : Indonesian Psychological Journal Vol. 2 No. 2 Agustus 2005 : 102 – 111. 2005. P 105.

2. When the teacher calls me to a speaking performance in front of the class, my breath becomes faster than usual.

Q.2 options	Frequency	Percentage
Always	5	22,73%
Usually	10	45,45%
Sometimes	4	18,18%
Rarely	3	13,64%
Never	0	0%

Table 2 : When the teacher calls me to a speaking performance in front of the class, my breath becomes faster than usual.

Based on the table above, it can be seen that most or the percentage in percentage of 45% or 10 students are students who often experience anxiety by feeling a heartbeat that is faster than usual when called to do a speaking performance, while 23% or 5 other students always feel more heartbeats when they are asked to do a speaking performance. And 18% or 4 other students choose sometimes because they sometimes feel anxious, then 13% or 3 other students choose rarely because they don't always feel anxious when asked to speak performance in front of the class, they rarely feel this like what their friends his friend felt when called to the front of the class. Then the researcher makes a pie diagram so that the results in the table are clearer.



Pie Diagram 2 : the diagram of questionnaire number 2

As said by an expert above who states that nervousness or worry is part of anxiety, then the anxiety makes their hearts beat faster than usual. From this it can be assumed that most students feel anxious by feeling the heartbeat faster than usual.

3. Eventhough I have mastered the material, my chest will pound when Performance English speaking.

Q.3 options	Frequency	Percentage
Always	4	18,18%
Usually	11	50%
Sometimes	3	13,64%
Rarely	4	18,18%
Never	0	0%

I have mastered the material, my chest will pound when Performance English speaking.

Judging from the pie chart 50% or half of the students (11 students) in the class often feel their heart beating faster than usual when doing speaking performance even though they have mastered the material well before going to the front of the class. Whereas 18% or 4 other students also often feel the chest trembling, as well as the 13% or 3 students subsequently they sometimes feel the trembling chest but not always sometimes feel like the others sometimes do not feel. Furthermore, 18% or 4 more students rarely feel palpitations in speaking performance. But not at all among students or 0% in the class chose never, it means they have felt a trembling chest when speaking performance, although rarely. Then the researcher makes a pie diagram so that the results in the table are clearer.

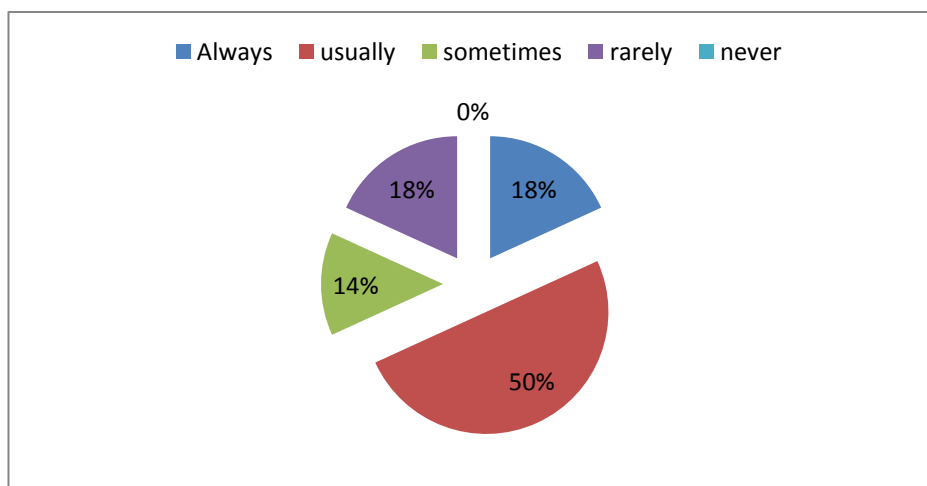


Chart 3 : The pie diagram of questionnaire number 3

Judging from the table and pie diagram above, when they do speaking performance even though they have mastered the material well but when they

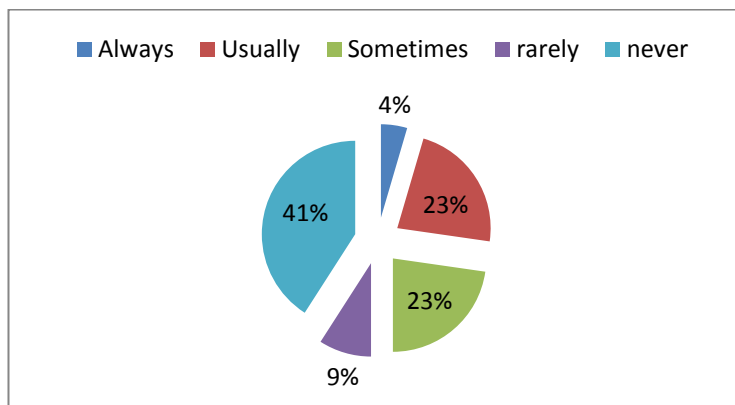
come forward and do speaking performance, they still feel their heart palpitations and faster than usual. Question number three is almost the same as question number two about whether their hearts vibrate faster than usual when dealing with speaking performance, but question number three is more likely to students who when doing speaking performance but he from the beginning has mastered the material will be delivered and when speaking performance their hearts beat faster. As Bucklew said in point 1 that heart palpitations are one of the physical symptoms which is a sign that a person is experiencing anxiety. From this we can assume that even though some of them have memorized and prepared as well as possible the material that he will convey they will also still feel the chest pounding than usual.

4. I bow when speaking performance to eliminate my sense of gerogi.

Q.4 options	Frequency	Percentage
Always	1	4,54%
Usually	5	22,73%
Sometimes	5	22,73%
Rarely	2	9,09%
Never	9	40,91%

Tabel 4 : *4. I bow when speaking performance to eliminate my sense of gerogi.*

From the table above, there are 41% or 9 students who chose never because they felt that bowing is not one way to reduce or overcome the sense of gerogi, but 23% or 5 other students often bow when speaking performance and 23% or 5 students others also rarely do this when in front of the class, while 9% or 2 students rarely do it but never, and the remaining 4% or 1 students always look down because he thinks to overcome the discipline he should look down and not look at the people around him. Then the researcher makes a pie diagram so that the results in the table are clearer.



Pie Diagram 4 : The diagram of questionnaire number 4

Giovanni Caputo, an Italian psychologist, points out that when looking into someone else's eyes for 10 minutes can induce awareness. Participants involved in the study experienced hallucinations and felt they saw monsters, relatives and their own faces.⁵⁹

⁵⁹ Sakinah. Alasan Sulit melakukan kontak Mata. Accessed from <https://nationalgeographic.grid.id/read/13310042/term.html?page=2>. 21-10-2019.

From the opinions and results above, we can assume that there are still some students who think that bowing or avoiding eye contact is not a good way to overcome the sense of gerogi.

5. Because of shame and anxiety, i becomes less focused when speaking performance.

Q.5 options	Frequency	Percentage
Always	4	18,18%
Usually	4	18,18%
Sometimes	9	40,91%
Rarely	5	22,73%
Never	0	0%

Tabel 5 : 5. Because of shame and anxiety, i becomes less focused when speaking performance.

It can be seen from the table above that most with a percentage of 41% or 9 students choose sometimes because when they are Anxiety And Shames they don't feel that they will lose focus on the material that will be delivered because of that. While 23% or 5 other students chose rarely because they rarely lost focus because of anxiety and shame in the meaning of their words to stay focused in the material to be conveyed. And 18% or 4 other students chose Always and the

remaining 18% or 4 students chose usually because they felt that shame and anxiety had a great effect on focus. And none or 0% of students chose never. Then the researcher makes a pie diagram so that the results in the table are clearer.

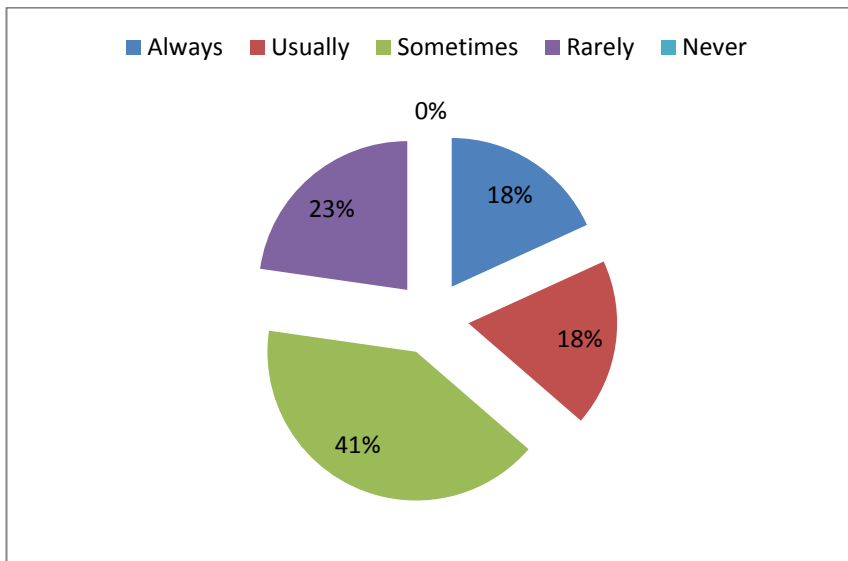


Chart 5 : The pie diagram of questionnaire number 5

According to Ivi Marie Blackburn & Kate M. Davidson (1994: 9) share functional analysis of anxiety disorders, including. 1. Mood, including: anxiety, irritability, very tense feelings. 2. Thoughts, including: worry, difficulty concentrating, empty thoughts, exaggerate threats, view themselves as very sensitive, and feel helpless. 3. Motivation, including: avoiding situations, high dependency, and wanting to run away. 4. Behavior, including: restlessness, nervousness, excessive vigilance. 5. Biological symptoms, including: increased automatic movements, such as sweating, trembling, dizziness, palpitations,

nausea, and dry mouth.⁶⁰ In this case it can be assumed that some students feel the influence of anxiety and shame that is they feel less focused or lost focus on the material that will be delivered.

6. I am not interested in learning english.

Q.6 options	Frequency	Percentage
Always	4	18,18%
Usually	5	22,23%
Sometimes	4	18,18%
Rarely	8	36,36%
Never	1	4,54%

Table 6 : **6. I am not interested in learning english.**

Based on the table above 36% or 8 students feel seldom about their disinterest in English. The meaning of the words they are a little interested in the study, 18% or 4 students feel normal about English lessons, they are not too interested nor are they avoiding too much when learn English. 23% or 5 students subsequently chose usually because they were not so interested in English but not always, and 18% or 4 other students always did not like English lessons regardless

⁶⁰ Dona Fitri Annisa&Ifdil. "Konsep Kecemasan(*Anxiety*)pada Lanjut Usia (Lansia)." *Konselor* Volume5|Number2 | June2016ISSN: Print1412-9760Received April11, 2016;Revised May11, 2016;AcceptedJune30,2016. P.95.

of the topic in the lesson. And there is 1 person or 5% of students choose never because he is very interested in learning English. Then the researcher makes a pie diagram so that the results in the table are clearer.

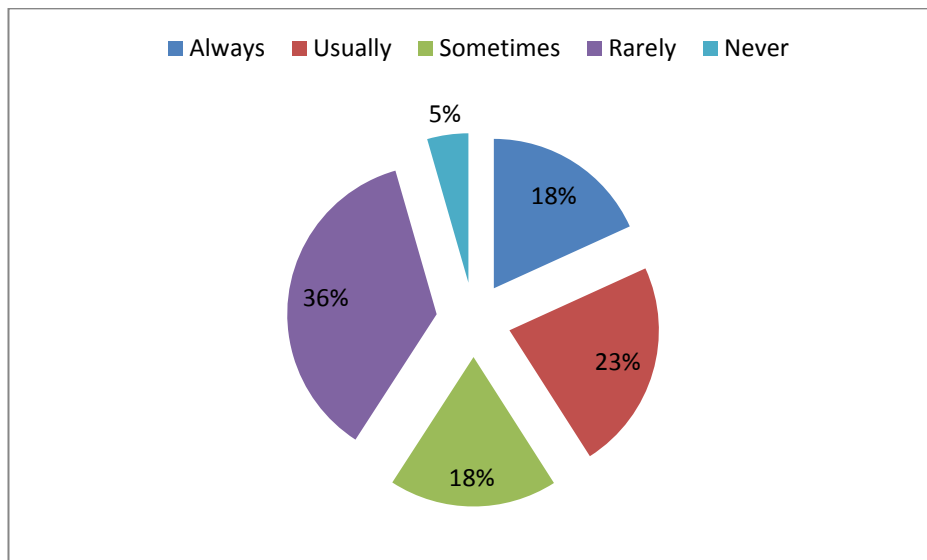


Chart 6 : The pie diagram of questionnaire number 6

According to Hermayati found that there are five kinds of difficulties students in learning English (1) feel compelled (2) lack of understanding of basic concepts of English (3) environment that is less supportive (4) forget (less intensive) (5) less opportunity in practice.⁶¹ From this it can be assumed that some students or not all students are interested in English lessons and they also lack motivation in this lesson.

7. I feel bored studying english.

⁶¹ Tasnim Lubis. FAKTOR YANG MEMPENGARUHI KESULITAN MAHASISWA DALAM MENYELESAIKAN DAILY ENGLISH VOCABULARY. Jurnal Bisnis Administrasi Volume 06, Nomor 01, 2017, 29-36. P31.

Q.7 options	Frequency	Percentage
Always	6	27,27%
Usually	3	13,64%
Sometimes	8	36,36%
Rarely	5	22,73%
Never	0	0%

Table 7 : *7. I feel bored studying english.*

From the results of the table above, we can see that there are 36% or 8 students who prefer mediocrity when given sentences or questions in this questionnaire, while 27% or 6 other students choose Always bored when learning English. Furthermore, 23% or 5 students chose rarely and the remaining 14% or 3 students chose it usually means that they did not always feel bored while learning English, but no one or 0% of students in the class chose never. Then the researcher makes a pie diagram so that the results in the table are clearer.

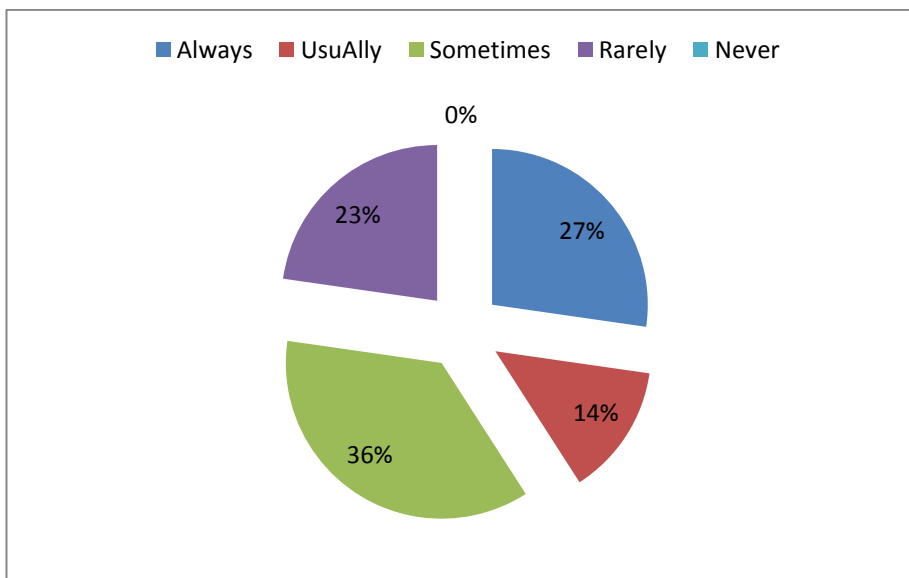


Chart 7 : the pie diagram of questionnaire number 7.

From this we can assume that none of the students in the class never feel they are never bored when learning English, even though more students choose to be indifferent. From this we can assume that none of the students in the class never feel they are never bored when learning English, even though more students choose to be indifferent.

8. I am not very enthusiastic about english lessons.

Q.8 options	Frequency	Percentage
Always	6	27,27%
Usually	6	27,27%
Sometimes	5	22,73%
Rarely	5	22,73%

Never	0	0%
-------	---	----

Tabel 8 : 8. I am not very enthusiastic about english lessons.

Based on the table above that shows that there are 27% or 6 students choosing Always and 27% or 6 students also choosing usually when given a statement about not very enthusiastic to learn English, while 23% or 5 more students choose sometimes and the rest there 23% or 5 students choose rarely, it means they feel normal and have also sometimes felt less enthusiastic when learning English. Then the researcher makes a pie diagram so that the results in the table are clearer.

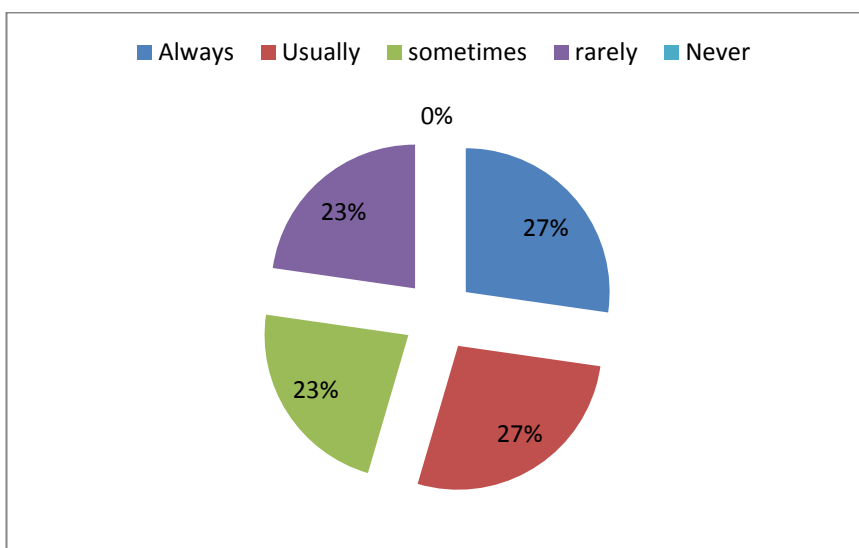


Chart 8 : the pie diagram of questionnaire number 8

From this fact we can see that most of them prefer always and often not so enthusiastic in learning English, then there is an equal percentage between sometimes and rarely. Then it can be seen from the tables and pie charts that there

is none or 0% of students choose never, it means that although not always, they also feel that they are not so enthusiastic when learning English.

9. I am afraid to raise my hand to answer the teacher's question.

Q.9 options	Frequency	Percentage
Always	5	22,73%
Usually	7	31,82%
Sometimes	6	27,27%
Rarely	2	9,09%
Never	2	9,09%

Table 9 : *I am afraid to raise my hand to answer the teacher's question.*

From the table above we can see that 32% or 7 students want to raise a hand when they want to respond to what the teacher says or asks but they feel scared, then there are 27% or 6 students choose sometimes which means they feel normal just when they want to raise a hand they are not so afraid nor feel so brave, and there are 23% or 5 students prefer Always which means fear when they want to raise a hand fear always hits them, then there are 9% or 2 students choose rarely and 9 % or 2 more students choose never which means that fear is not so great. Then the researcher makes a pie diagram so that the results in the table are clearer.

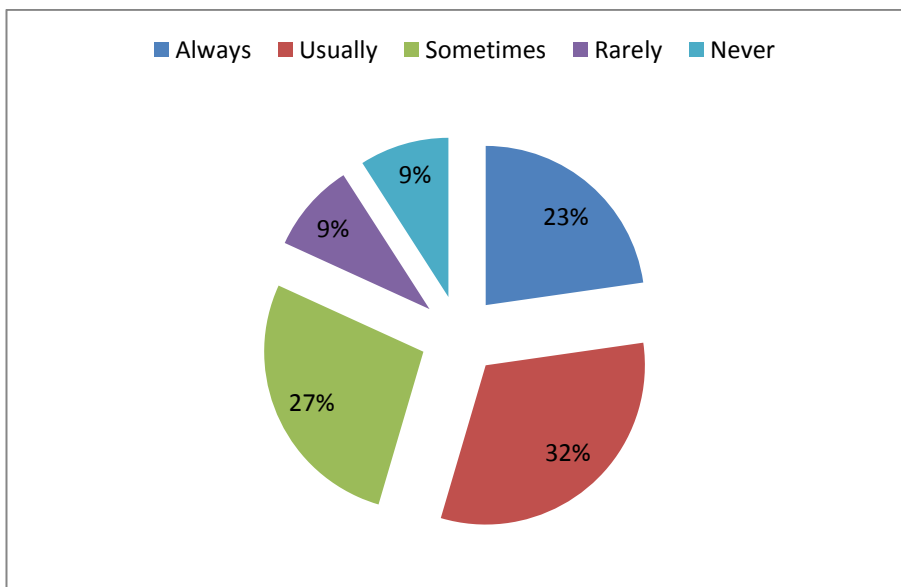


Chart 9 : The pie diagram of questionnaire number 9.

According to Tallis, fear is an inability to control bad thoughts repeatedly and the tendency to think that things will get worse are two important characteristics of anxiety.⁶² Based on this percentage there are still students feeling afraid that they will make mistakes when they want to raise a hand.

10.I lack mastering vocabulary, so when speaking performance in front of class my voice stammers.

Q.10 options	Frequency	Percentage
Always	3	13,64%
Usually	6	27,27%
Sometimes	3	13,64%

⁶² Johan Kusuma. Apakah yang dimaksud dengan takut?. Accessed from [or https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383](https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383).

Rarely	6	27,27%
Never	4	18,18%

Table 10 : I lack mastering vocabulary, so when speaking performance in front of class my voice stammers.

Based on the table above, there are still many students who feel nervous or stammer when speaking performance even though they have mastered vocabulary. There are 27% or 6 students choose usually which means they are often nervous when speaking performance in front of the class, and 27% or 5 other students choose rarely he has felt the same as other students but he does not always feel it means in terms of only certain things and times. Whereas 14% or 3 of the next students prefer Always which when speaking performance he is always nervous, and 18% or 4 students prefer never that means he never feels nervous when speaking performance even feels enjoy because he has mastered a lot of vocabulary. And the remaining 14% or 3 students choose sometimes. Then the researcher makes a pie diagram so that the results in the table are clearer.

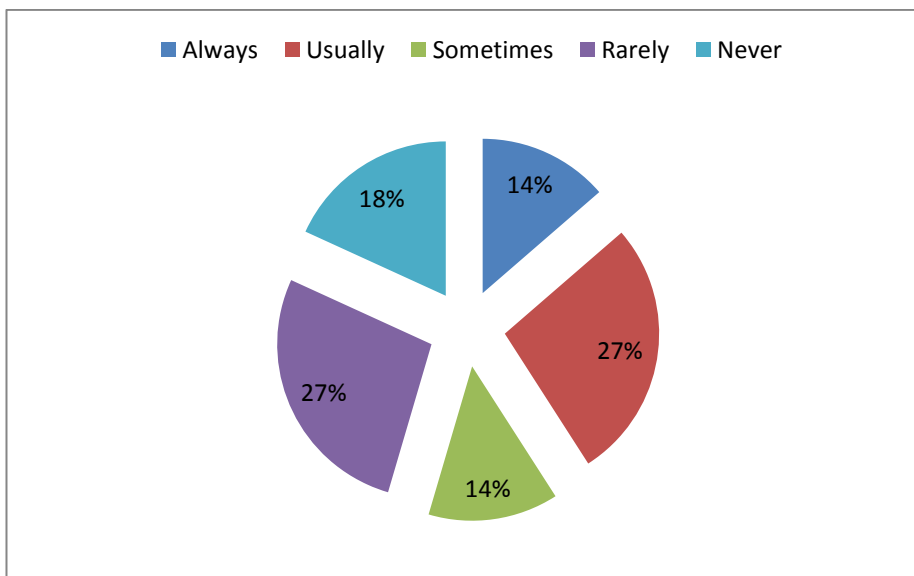


Chart 10 : The pie diagram of questionnaire number 10.

According to Ivi Marie Blackburn & Kate M. Davidson shared functional analysis of anxiety disorders, including. 1. Mood, including: anxiety, irritability, very tense feelings. 2. Thoughts, including: worry, difficulty concentrating, empty thoughts, exaggerate threats, view themselves as very sensitive, and feel helpless. 3. Motivation, including: avoiding situations, high dependency, and wanting to run away. 4. Behavior, including: restlessness, nervousness, excessive vigilance. 5. Biological symptoms, including: increased automatic movements, such as sweating, trembling, dizziness, palpitations, nausea, and dry mouth.⁶³

Based on this percentage and expert opinion it can be assumed that most students feel tense or nervous when speaking performance even though not all students feel this.

⁶³ Dona Fitri Annisa&Ifdil. “Konsep Kecemasan(*Anxiety*)pada Lanjut Usia (Lansia).” *Konselor* Volume5|Number2 | June2016ISSN: Print1412-9760Received April11, 2016;Revised May11, 2016;AcceptedJune30,2016. P.95.

11. *It is hard for my mind to focus on the material that i will convey when speaking performance.*

Q.11 options	Frequency	Percentage
Always	4	18,18%
Usually	5	22,73%
Sometimes	7	31,82%
Rarely	5	22,73%
Never	1	4,54%

Table 11 : . *It is hard for my mind to focus on the material that i will convey when speaking performance*

From the table above there are still students who find it difficult to focus when delivering a speaking performance. 32% or 7 students prefer sometimes which means he is not always difficult to focus on when speaking performance, and there are 23% or 5 students prefer usually, 23% or 5 students choose rarely, and the remaining 4% or 1 student choose never. Then the researcher makes a pie diagram so that the results in the table are clearer.

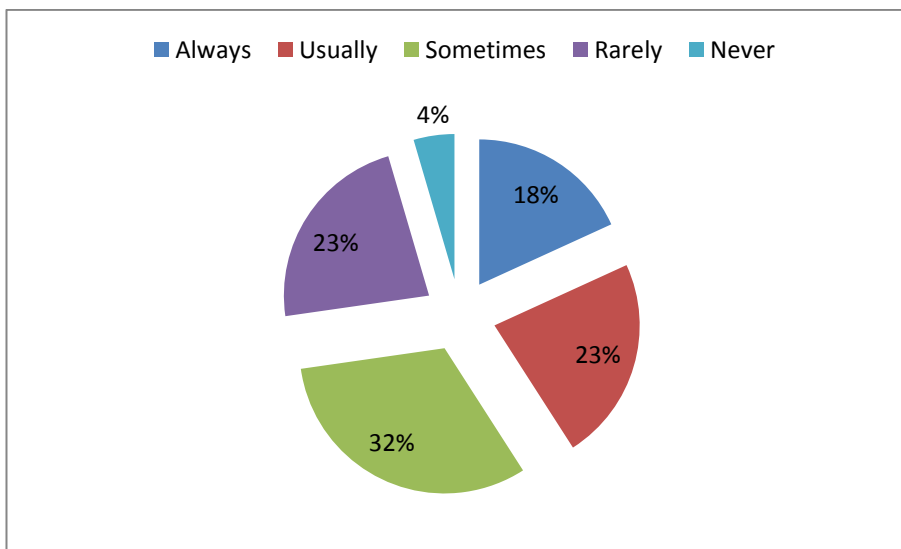


Chart 11 : The pie diagram of number 11

From this we can assume that not all students find it difficult to focus when speaking performance even though many of them feel that.

12. I am afraid of making mistakes by saying in my english. So i am not sure about my ability for speaking performance.

Q.12 options	Frequency	Percentage
Always	7	31,82%
Usually	4	18,18
Sometimes	8	36,36%
Rarely	3	13,64%
Never	0	0%

Table 12 : ***I am afraid of making mistakes by saying in my english. So i am not sure about my ability for speaking performance.***

From the pie chart and diagram it can be seen that there are 36% or 8 students who prefer sometimes because they are normal when asked to speak performance because they do not feel afraid of mistakes, and 32% or 7 students prefer Always where he is always afraid of make mistakes so they are not so sure of their English skills. Then 18% or 4 students chose often and 14% or 3 students chose rarely. Then the researcher makes a pie diagram so that the results in the table are clearer.

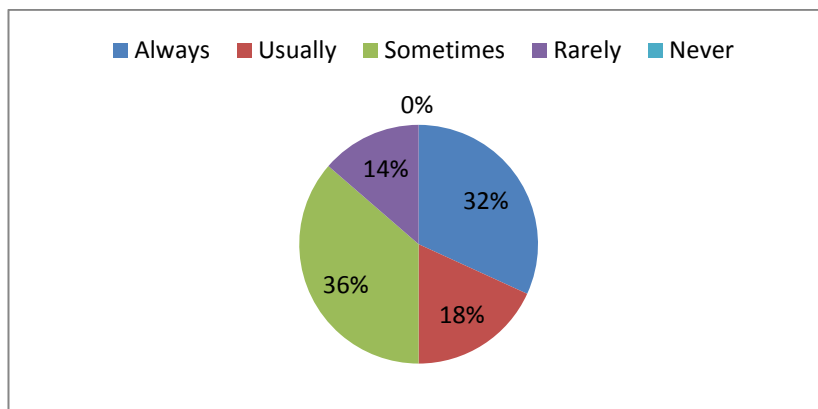


Chart 12 : The pie diagram of questionnaire number 12.

We can see that no students choose never which means that many students still feel afraid of making mistakes when speaking performance so that they are not so sure of their ability to speak English even though they may have good speaking performance abilities.

3. The Result of Internal Factors that Affects Students' Speaking Performance Based on Interview

Interviews are conducted when students have completed the questionnaire given by the researcher, after which two students volunteer to be interviewed by the researcher. This interview was conducted without coercion from any party.

a). The result of an interview with the students

a. From the results of this interview it can be seen that students have felt cold hands while waiting for their speaking performance, this happened because students lacked vocabulary so they lacked confidence when speaking performance.

As Bucklew said that experts generally divide anxiety into two levels, namely the psychological level and physiological level. Psychological level, namely anxiety in the form of psychiatric symptoms such as tension, confusion, worry, difficulty concentrating, feeling uncertain and so on. The physiological level, namely anxiety that has influenced or manifested in physical symptoms, especially in the functioning of the central nervous system. For example, unable to sleep, palpitations, excessive cold sweat, frequent trembling, stomach nausea, and so on.⁶⁴

From the opinion of a psychologist above that states that one form of physiological level anxiety is excessive cold sweating, in this case students also feel it but in this case students experience cold hands caused by anxiety, anxiety occurs because they lack control vocabulary so as to make them insecure and anxiety arises with him.

⁶⁴ Alif Mu'arifah." HUBUNGAN KECEMASAN DAN AGRESIVITAS". Humanitas : Indonesian Psychological Journal Vol. 2 No. 2 Agustus 2005 : 102 – 111. 2005. P 105.

- a. As stated by the two students where they answered that they had felt the heart beat faster even one of them said that he often felt this. They answered that this could happen because they were lacking in vocabulary so they felt nervous and felt their hearts beat faster than usual. As said by an expert above who states that being nervous or worried is part of anxiety, the anxiety makes them less confident.
- b. As seen from the interview results that they often feel the heartbeat when speaking performance, this happens because they do not understand the material that will be delivered when speaking performance and they are also afraid of being laughed at by people around when they make mistakes. As Bucklew said in point 1 that heart palpitations are one of the physical symptoms which is a sign that a person is experiencing anxiety. So it can be concluded that they experience anxiety because they do not understand the material to be conveyed so that when speaking performance they experience heart palpitations.
- c. From interviews that asked about whether they often looked down when speaking performance they answered yes stating that they had indeed done this. This is done because they lack confidence so as to reduce the feeling of trying to bow. Giovanni Caputo, an Italian psychologist, points out that when looking into someone else's eyes for 10 minutes can induce awareness. Participants involved in the study experienced hallucinations

and felt they saw monsters, relatives and their own faces.⁶⁵ In this case 2 of the MAN IC students also often refused to make eye contact with other audiences because they lacked confidence, so they made a bow.

- d. They also had a hard time focusing when speaking performance because they were ashamed to speak in front of the class and they were also afraid of being laughed at by their friends.

According to Ivi Marie Blackburn & Kate M. Davidson (1994: 9) share functional analysis of anxiety disorders, including. 1. Mood, including: anxiety, irritability, very tense feelings. 2. Thoughts, including: worry, difficulty concentrating, empty thoughts, exaggerate threats, view themselves as very sensitive, and feel helpless. 3. Motivation, including: avoiding situations, high dependency, and wanting to run away. 4. Behavior, including: restlessness, nervousness, excessive vigilance. 5. Biological symptoms, including: increased automatic movements, such as sweating, trembling, dizziness, palpitations, nausea, and dry mouth.⁶⁶

based on the expert opinion above which states that difficulty in concentration is one of anxiety disorders. So based on the case above it can be stated that the two students concerned are experiencing anxiety disorders.

⁶⁵ Sakinah. Alasan Sulit melakukan kontak Mata. Accessed from <https://nationalgeographic.grid.id/read/13310042/term.html?page=2>. 21-10-2019.

⁶⁶ Dona Fitri Annisa&Ifdil. "Konsep Kecemasan(*Anxiety*)pada Lanjut Usia (Lansia)." *Konselor* Volume5|Number2 | June2016ISSN: Print1412-9760Received April11, 2016;Revised May11, 2016;AcceptedJune30,2016. P.95.

- e. When asked if they like English lessons, they say they are not always interested in this lesson, this is because they often do not understand the topics to be discussed in the lesson.

According to Hermayati found that there are five kinds of difficulties students in learning English (1) feel compelled (2) lack of understanding of basic concepts of English (3) environment that is less supportive (4) forget (less intensive) (5) less opportunity in practice.⁶⁷

Based on the opinion above, it can be seen that students are less interested in languages due to lack of learning motivation.

- f. When asked if they have ever felt bored while learning English, they answered yes ever, they gave a reason that they did not understand the topic to be discussed.

Bored due to lack of understanding of the topic and subject matter at the time, this can also occur when they are forced to learn, feel forced to occur due to lack of motivation in learning.

- g. Then they were asked about being enthusiastic about learning English, and they said that it was normal and not very enthusiastic about the reason because they were not very interested in this lesson. There were also those who were enthusiastic when the topics discussed were interesting.

Enthusiastic happens when they understand the topic of learning, but they often do not master the topic being discussed. Based on the expert's lack of

⁶⁷ Tasnim Lubis. FAKTOR YANG MEMPENGARUHI KESULITAN MAHASISWA DALAM MENYELESAIKAN DAILY ENGLISH VOCABULARY. *Jurnal Bisnis Administrasi* Volume 06, Nomor 01, 2017, 29-36. P31.

understanding of the subject matter is one form of lack of motivation to learn.

- h. They are often afraid and some are always afraid when raising their hands to respond to what is said by the teacher, they give an excuse that they do not really master the vocabulary so they do not really believe in what they have.

according to Tallis, fear is an inability to control bad thoughts repeatedly and the tendency to think that things will get worse are two important characteristics of anxiety.⁶⁸

Based on the above understanding, the students above are classified as those who are afraid of mistakes

- i. Often stammer when speaking performance is something they feel when speaking performance, this happens because they forget what they are going to say and this also happens because they lack mastering vocabulary. This is also included in anxiety.

according to Ivi Marie Blackburn & Kate M. Davidson (1994: 9) share functional analysis of anxiety disorders, including. 1. Mood, including: anxiety, irritability, very tense feelings. 2. Thoughts, including: worry, difficulty concentrating, empty thoughts, exaggerate threats, view themselves as very sensitive, and feel helpless. 3. Motivation, including: avoiding situations, high dependency, and wanting to run away. 4.

⁶⁸ Johan Kusuma. Apakah yang dimaksud dengan takut?. Accessed from <https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383>.

Behavior, including: restlessness, nervousness, excessive vigilance. 5. Biological symptoms, including: increased automatic movements, such as sweating, trembling, dizziness, palpitations, nausea, and dry mouth.⁶⁹

based on the above definition the student is difficult to concentrate due to lack of comfort, discomfort sometimes also caused by lack of mastering vocabulary so it is difficult in concentration.

- j. When asked about the difficulty of focusing on what would be conveyed during the speaking performance they said yes which meant they had difficulty focusing, they also gave the reason this happened because they were uncomfortable and lacked understanding of the material to be delivered.

Similarly, the point above if he finds it difficult to concentrate is classified as anxiety.

- k. Then the last question the researchers asked if they had felt fear when they wanted to raise a hand to respond to the teacher, they answered yes they had felt it, the reason given was because they were afraid of making mistakes and did not believe in their abilities.

according to Tallis, fear is an inability to control bad thoughts repeatedly and the tendency to think that things will get worse are two important characteristics of anxiety.⁷⁰

⁶⁹ Dona Fitri Annisa&Ifdil. "Konsep Kecemasan(*Anxiety*)pada Lanjut Usia (Lansia)." *Konselor* Volume5|Number2 | June2016ISSN: Print1412-9760Received April11, 2016;Revised May11, 2016;AcceptedJune30,2016. P.95.

Berdasarkan definisi ini jika students merasakan takut dengan apa yang akan terjadi ke depannya, sehingga ia digolongkan orang yang fear of mistakes.

Based on the results of the interview above it turns out the factors that affect students' speaking performance according to Thornbury which states that there are 4 factors that affect students speaking performance, namely Anxiety, Lack of confident, lack of motivation and fear of mistakes, this is also experienced by students eleventh grade Madrasa Aliyah Negeri Insan Cendikia Bengkulu Tengah.

b). The result of the interview with the Teacher

From interviews conducted by the researcher with one of the English teachers who teach in local eleven grade A, we can see that the teacher also felt that the eleventh grade local students A MAN Insect Cendikia experienced internal factors that influenced their speaking performance. The opinion of the resource person or teacher is also the same as the students the researcher has interviewed, the teacher states if they or students often experience anxiety, lack of confidence, lack of motivation and fear of mistakes.

⁷⁰ Johan Kusuma. Apakah yang dimaksud dengan takut?. Accessed from <https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383>.

B. Discussion

From classroom observation, speaking test and questionnaire, it can be concluded that there are problems encountered in internal factors that affect students' speaking performance.

1. Internal Factors that Affecting Students' Speaking Performance

This study found various internal factors that influence students' speaking performance, some students agreed that the level of confidence in students is very important and has an impact on speaking performance. Then after the level of confidence they also feel that anxiety is very influential in their speaking performance, when they are anxiety then most of them will feel cold hands, heart beats faster caused by anxiety so that when speaking performance they often also feel forgotten about what material he will deliver even though not all students feel this. Furthermore, after the level of anxiety the level of lack of motivation to learn also makes them dislike in learning english so that makes them bored, when they are already bored, if they have started, they will not pay any attention to what is delivered by the topic. Fear of mistakes is also an important thing in influencing students' speaking performance, this is agreed by students because sometimes they know what they are supposed to answer and sometimes they also know what to do but because of their fear of mistakes they don't dare to raise hands when you want to respond to what is conveyed by the teacher.

From the students' responses in the questionnaire then interview with students and interviewed with teacher, the researchers also found that there were some of them who liked english and had a good vocabulary, but because they had

a high level of making mistakes they were often very often discouraged from raising their hand.

2. Problem Students Encountered In Speaking English

From the results of the inauguration, the researcher found out that there are internal factors that influence students' speaking performance. The number of students not being able to speak English is that they feel anxiety, anger of confidence, anger of motivation and fear of frustration when they do their speaking performance. The results of the meeting in this study were also supported by observation of the class, speaking test and also the results of the questionnaire conducted by the researcher.

When observing the researchers found some internal factors, they felt anxiety when they wanted to respond to what was conveyed by the teacher. There are some people who really want what they want to raise and also when they raise anxiety. After the anxiety awareness of confidence is also evident by them often bowing to the speaking performance of their own beliefs. Then the lack of motivation but not all of the students felt this, and what happened was their speaking. They felt fear of mist.

Then the speaking test the researcher found is that anxiety is evidenced by those who explain the activities of each day, often when they are a lot of sleep, often due to repeated use, often due to their frequent in they're all in English. Then they also feel the confidence of confidence so that their explorations are often

turned down, then the fear of mist is proven when they want to say what they want to say.

Further analysis of these internal factors is also supported by the results of the questionnaire. Anxiety also occurs when it gets "even though i have mastered the material, my chest will pound when speaking performance." in this statement, 50% of students choose. The application of the applications seen from the tables and pie diagrams of the questionnaire, when they do speaking performance even though they have mastered the material well, when they come forward and do speaking performance they still feel their heart palpitations and faster than usual. Question number three is almost the same as question number two about whether their hearts vibrate faster than usual when dealing with speaking performance, but question number three is more likely to students who when doing speaking performance but he from the beginning has mastered the material will be delivered and when speaking performance their hearts beat faster. Judging from the pie diagram 50% or half of the students in the class often feel their heart beating faster than usual when doing speaking performance even though they have mastered the material well before going to the front of the class.

Even though they don't all feel anxious at the time being learned from the uk, there are also those who are still feeling motivated to learn.

Briefly, just the same as thornbury's internal factors affected by anxiety, lack of confidence, lack of motivation and fear of mist health. It was also the same that happened with class students before man ic. This internal factor also happened to them.

These internal and problem factors are a great contribution to the success of students and the students' performance in speaking performance. So the teacher should pay more attention to this matter and find a solution to improve the students' speaking performance. This also aims to create a front for them

Chapter V

Conclusion and Suggestion

A. Conclusion

After all data have been investigated, the research question can be answered properly. Then it can be concluded that the factors that influence students' speaking performance are (1) anxiety, they often worried when speaking performance, (2) lack of confidence, they often bow and are caused by lack of confidence, (3) fear of mistakes , even though they know what they will sometimes say will be true but they still often feel scared, (4) lack of motivation, they are still lacking motivation so sometimes they get bored while learning english.

The lack of vocabulary is also a problem faced by them. Furthermore, the researchers also found that preparation time was very important for them. If they have less time, their confidence will be less and anxiety levels will be greater, but if they prepare or they have more time then they will be more flexible than when asked for sudden speaking performance.

B. Suggestion

After all, after concluding the researcher also wants to give suggestions for students' speaking performance to be better in the future. Actually they know and realize that learning english is very important and plays a role in their future careers but still they are lazy to practice speaking outside the classroom.

Regarding the results of the study, it can be seen that the problems faced by students are anxiety, lack of confidence, lack of motivation and fear of mistakes. All of these factors are also caused by the lack of vocabulary mastered by students.

Therefore the researcher gives a few suggestions, (1) suggest your students to speak english at least one day they speak if there are no friends, then speak in front of the mirror assume if the mirror is your interlocutor or consider the mirror as the audience when you speak performance, this done to train self-confidence, reduce anxiety and will add vocabulary. (2)ask your students to watching a video in english both about the lesson and about the speech, after that try to mimic how to speak the people in the video. (3) Suggest your students not to think that english is difficult to understand and make it as a motivation for the future.

Referensi

- Renda.(2014).*Metode Pengumpulan Data dengan Kuesionir*. Retrieved from Accessed from <https://panduanskripsi.com/metode-pengumpulan-data-dengan-kuesioner/>. Accessed from <https://sofianti.wordpress.com/2016/05/15/metode-pengumpulan-data-kuesioner-atau-angket/>.
- Ali Samiun. Pengertian Analisis Data, Tujuan dan Tekniknya. Accessed from <http://www.informasi ahli.com/2015/08/pengertian-analisis-data-tujuan-dan-tekniknya.html#>.
- Alif Mu'arifah." HUBUNGAN KECEMASAN DAN AGRESIVITAS".
Humanitas : Indonesian Psychological Journal Vol. 2 No. 2 Agustus 2005 : 102 – 111. 2005. P 105.
- Area Baca.Pengertian Dan Bentuk Interaksi Menurut Para Ahli. Accessed From <Http://Www.Areabaca.Com/2015/12/Pengertian-Dan-Bentuk-Interaksi-Menurut.Html>.

Aris, Pengertian Wawancara. accessed from

<https://www.gurupendidikan.co.id/pengertian-wawancara/>

Aswadi Jaya. *The Influence Of The Teacher's Questioning Strategies On The Eleventh Grade Students' Speaking Achievement At Smkn 1 Palembang* .

Betul Ayse Sayin. Exploring Anxiety In Speaking Exams And How It Affects Students' Performance. *International Journal Of Education And Social Science* . Samsun, Turkey. Vol. 2 No. 12; December 2015.

Dona Fitri Annisa&Ifdil. "Konsep Kecemasan(*Anxiety*)pada Lanjut Usia (Lansia)." *Konselor* Volume5|Number2 | June2016ISSN: Print1412-9760Received April11, 2016;Revised May11, 2016;AcceptedJune30,2016. P.95.

Dosen Pendidikan 2. 10 Pengertian Insentif Menurut Para Ahli Terlengkap. Accessed From <https://www.dosenpendidikan.com/10-pengertian-insentif-menurut-para-ahli-terlengkap/>.

Englishindo.PentingnyaMempelajariSpeaking.AccessedFrom<https://www.englishindo.com/2011/10/Pentingnya-Mempelajari-Speaking.Html> 18-03-2019.

ErtaAECT. What Is Descriptive Research?. Accessed from <http://members.aect.org/edtech/ed1/41/41-01.html>.

Factors. Accesed From <https://repository.ar-raniry.ac.id/1236/2/Husnawati.Pdf>. 17-03-2017.

Fajar. An Analysis On The Students' Speaking Galery Ilmu Pengetahuan. Pengertian Interaktif Menurut Para Ahli. Accessed From <http://www.menggalilimu.com/2017/01/Definisi-Interaktif.Html>. 21-03-2019.

Hemerka. Low Speaking Performance in Learners of English. Masaryk University Brno. Brno.2009.

Husnawati's Thesis. Students' Speaking Performance: Some Challenging Jasa Metode Pengumpulan Data dengan Kuesioner pada Penelitian Kuantitatif

Johan Kusuma. Apakah yang dimaksud dengan takut?. Accessed from <https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383>.

Johan Kusuma. Apakah yang dimaksud dengan takut?. Accessed from <https://www.dictio.id/t/apakah-yang-dimaksud-dengan-takut/8383>.

.

John .Descriptive Research. Accessed from <https://research-methodology.net/descriptive-research/>.

Kamus Besar Bahasa Indonesia

Lai-Mei Leong& Seyedeh Masoumeh Ahmadi. 2017. An Analysis Of Factors Influencing Learners' English Speaking Skill. Universiti Sains Malaysia, Malaysia

Lenteraku. Pengertian Motivasi Menurut Para Ahli. Accessed from <https://www.lentera.my.id/post/pengertian-motivasi/>.

Nguyen Hoang Tuan. Factors Affecting Students' Speaking Performance At Le Thanh Hien High School. Vol. 3, No. 2, 2015 *Issn 2311-6080*. University Of Thu Dau Mot . University Of Thu Dau Mot . Vietnam . 2015.

Performance In Giving Presentation. English Education Study Program, Fkip Untan, Pontianak. 2017.

Reza. Literature Review. <Http://Eprints.Ung.Ac.Id/2763/5/2013-1-88203-321409176-Bab2-01082013022155.Pdf>.

Rio Herwanto. Factors That Cause Language Anxiety In The English Classroom Speaking

PerformanceInSmpnegeri4pakemyogyakarta.Accessedbyhttp://Eprints.Uny.Ac.Id/45504/1/Rio%20herwanto_07202244125.Pdf. 22-2-2019.

Rizki Utami. Identifikasi Perilaku Imitasi Negatif Anak Tunalarasdi Slb E Prayuwana Yogyakarta. Accessed From Http://Eprints.Uny.Ac.Id/56894/1/10103241029_Rizki%20utami.Pdf.

Rofiana. Pengertian Penelitian Kualitatif Dan Kuantitatif Menurut Para Ahli. Accessed from <https://www.idpengertian.com/pengertian-penelitian-kualitatif-dan-kuantitatif/>.

Sakinah. Alasan Sulit melakukan kontak Mata. Accessed from <https://nationalgeographic.grid.id/read/13310042/term.html?page=2>. 21-10-2019.

Sela. Pengertian Deskripsi Menurut Ahli. Accessed from <https://arti-pengertian.com/deskripsi/>.

Sofianti. METODE PENGUMPULAN DATA KUESIONER ATAU ANGKET Suryadi. The Effects of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill. *Journal of English Language Studies* Volume 3 Number 2 (2018) 192-202. Banten. 2018.

Suwandi dan Taufiqulloh.2009. Designing Speaking Test. *Journal Of Speaking Test Performance*. Vol.4. No.8. P.183.

Tasnim Lubis. FAKTOR YANG MEMPENGARUHI KESULITAN MAHASISWA

Tasnim Lubis. FAKTOR YANG MEMPENGARUHI KESULITAN MAHASISWA DALAM MENYELESAIKAN DAILY ENGLISH VOCABULARY. *Jurnal Bisnis Administrasi* Volume 06, Nomor 01, 2017, 29-36. P31.

Ustman Ali. Pengertian Interaksi Dan Bentuk Interaksi. Accessed From <Http://Www.Pengertianpakar.Com/2015/03/Pengertian-Interaksi-Dan-Bentuk-Interaksi.Html#>

Wahyuni Abbas. Pengertian assessment dan evaluasi masing-masing menurut 3 ahli dari3 buku.Accessedfrom[https://www.academia.edu/32871553/Pengertian assessment dan evaluasi masing-masing menurut 3 ahli dari 3 buku](https://www.academia.edu/32871553/Pengertian_assessment_dan_evaluasi_masing-masing_menurut_3_ahli_dari_3_buku).

Widyatama.Definisikinerja.Accessedfrom<https://Repository.Widyatama.Ac.Id/Xmlui/Bitstream/Handle/123456789/6788/Bab%202.Pdf>. 08 March 2019

Yasti Januariza dan Suswati Hendriani. STUDENT'ANXIETY IN LEARNING SPEAKING. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4). Sumatera Barat.2016.

Yasti Yanuarita dan Suswati Hendriani. *STUDENT'ANXIETY IN LEARNING SPEAKING*. ISELT-42016.Sumatera Barat. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4). 2016

Zakky. Pengertian Observasi Menurut Para Ahli dan Secara Umum. Accessed from <https://www.zonareferensi.com/pengertian-observasi/>.

Zinio.TypesOfSpeakingIn Esl.AccessedFrom

<https://Educationalresearchtechniques.Com/2017/07/21/Types-Of-Speaking-In-Esl/>.