

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁵⁵ It is important skill to support human quality in their communication and interaction to other. It is a productive language that influences human perception in getting information orally. Speaking can be learned by people to conduct communication directly. It can be used by people to maintain human relationship. They can use it to convey the purpose of information. Butler and Silliman explain language in their book that it is a tool for analyzing, synthesizing, and integrating what is heard or read in order to construct and express new interpretations.⁵⁶

Speaking skill is used to transfer information, ideas, describe things, conduct discussion with other people, and entertain people with our stories. So, some information can be taken and shared by people to another communicatively. It is like Willing's perception in Bailey and Nunan's book, communicative learners like talking to friends in English, listening to native speakers, and learning

⁵⁵ Kathleen M. Bailey and David Nunan (Series Editor), *Practical English Language Teaching Speaking* (Boston: Mc Graw Hill, 2005), 2.

⁵⁶ Katharine G. Butler and Elaine R. Silliman, *Speaking, Reading, and Writing in Children with Language Learning Disabilities* (London: Lawrence Erlbaum Associates, 2002), 6.

through conversation.⁵⁷ Brown and Yule explain in their book that the speaker has available to him the full range of ‘voice quality’ effects (as well as facial expression, postural and gestural systems).⁵⁸ Speakers give some expressions when they conduct communication to other people. The expressions can be used to reinforce the purpose of speakers’ saying in sharing information activity. It can describe how the situation of the information from speakers is. In addition, the listeners feel more believe to the information of speakers.

When the speaking activity is conducted, the speakers should give attention to some components of speaking. The communication will be more understood when the speakers conduct speaking activity systematically. Bailey says that speaking consists of producing systematic verbal utterances to convey meaning.⁵⁹ According to Jill and Charles:

Speakers need to think of something to say in second language and feel confident enough to try to express it. Then they have to put words phrases and sentences together—using grammar and vocabulary—to express what they want to say in a way that others can understand. They have to able to vocalize this—using pronunciation and intonation—in a way that is clear enough for others to understand. In order to do all this quickly enough to keep up the flow of conversation they need to be reasonably fluent.⁶⁰

⁵⁷ Bailey and Nunan, *Practical English Language Teaching Speaking*, 170.

⁵⁸ Gillian Brown and George Yule, *Discourse Analysis* (Cambridge: Cambridge University Press, 1983), 4.

⁵⁹ Bailey and Nunan, *Practical English Language Teaching Speaking*, 2.

⁶⁰ Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), 105.

The components of speaking can advance the speaking quality of speakers. Those include fluency and accuracy. The accuracy is related with pronunciation, grammar, and vocabulary. Those are useful to enhance students' speaking quality.

The importance of speaking has been taught in every teaching learning system in school. Teachers manage their students to master their speaking ability in English learning. Students are stimulated to develop their speaking ability and practice it in their daily life. However, there are some factors that disturb the good quality of speaking activity in their learning. Students often have some problems in mastering the components to produce good speaking in their practices. Those can come from their own themselves or the out of them. Students often feel that they have some lacks when they are asked to practice their speaking ability. The problems will decrease students' speaking quality in English lesson.

The problems of speaking are found in previous study related with the case. Research was conducted by Juhana indicated that there were most of psychological factors that hinder by students in speaking class. Researcher found that there are some students have fear of mistake, shyness, anxiety, and the like that hinder them from practicing their speaking in English class.⁶¹ Besides that, Lismia Damayanti also observed some problems in doing presentation faced by the English Department students. Those problems involve fear of mistake, shyness, anxiety, lack of confidence and lack of motivation. In this research researcher get

⁶¹ Juhana, "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)," *Journal of Education and Practice* Vol 3 No 12 (2012), 108.

one of the aspects that influences to the ability of students in presentation, which is feeling anxiety.⁶² The other study from Ahmad Munirul Huda also found some lack factors that can influence speaking quality. The factors can come from vocabulary mastery, less of motivation, lack activity and ability in learning, teacher's method in learning process, and students didn't concern in learning process.⁶³

Moreover, based on the researcher's observation, the psychological problems of learning speaking also happened in MAN Mejayan. It is located in Mejayan, Madiun. The students have faced some problems when they practice speaking in class. They are not confident and indicate other problems because of some reasons like fear of mistakes, shyness, anxiety, so on. Besides that, students confess that they still have low vocabulary mastery to conduct good speaking. They also have less of practice in daily life. The factors can be reasons which students have psychological problems in learning speaking.

Furthermore, solutions of those problems are required by English teachers in MAN Mejayan to decrease even cope the students' problems. The solutions are used to support students in catching good speaking activity. The problem solving can be formed by some attractive materials, strategies, methods, approaches, tasks, even motivation to students so that they will give more attention to the teachers'

⁶² Lismia Damayanti, "The Problems in Doing Presentation Faced by The English Department Students of IAIN Tulungagung", (Skripsi, IAIN, Tulungagung, 2014), 56.

⁶³ Ahmad Munirul Huda, "The Teacher's Role to Solve The Students' Problem in Improving English Speaking Ability at Islamic Senior High School "Sulamul Huda" Siwalan Mlarak Ponorogo in Academic Year 2009/2010", (Skripsi, STAIN, Ponorogo, 2010), 56.

lesson in English. Teachers are demanded to have innovative ideas to grow students' spirit in learning speaking and create interactive circumstances in class.

Teachers have important role that have been written by Brown in his book. Teacher has some roles to be an interactive teacher, they are: 1) teacher as controller, 2) teacher as director, 3) teacher as manager, 4) teacher as facilitator, and 5) teacher as resource.⁶⁴ Furthermore, Brown also conveys other roles of teacher as authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent.⁶⁵ Teachers should guide and facilitate students so that they can reach what they want to be learned. According to the case, researcher will conduct research and carry out the study entitle "The Psychological Problems in Learning Speaking" at the eleventh grade students of MAN Mejayan in academic year 2014/2015.

B. Focus of Study

This research focuses on psychological problems faced by the eleventh grade students of MAN Mejayan in learning speaking and the teachers' efforts to solve the problems in academic year 2014/2015.

C. Statement of Problem

Based on the background of the study, the researcher formulated the statements of problems as follow:

⁶⁴ H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy* (Second Edition), (San Francisco: Longman, 2000), 167-168.

⁶⁵ *Ibid.*, 200.

1. What kinds of psychological problems are faced by students in learning speaking at the eleventh grade students of MAN Mejayana in academic year 2014/2015?
2. How are the teachers' efforts to solve the psychological problems in learning speaking at the eleventh grade students of MAN Mejayana in academic year 2014/2015?

D. Objective of Study

Based on the statements of problems, the researcher formulated the objectives of study to know:

1. The kinds of psychological problems faced by students in learning speaking at the eleventh grade students of MAN Mejayana in academic year 2014/2015.
2. The teachers' efforts to solve psychological problems in learning speaking at the eleventh grade students of MAN Mejayana in academic year 2014/2015.

E. Significance of Study

1. Theoretically
 - a. The result of study will be useful to the scientific teaching learning in the education field.
 - b. This study can be used as information and reference for other researchers who want to conduct further research with similar research topic.
2. Practically
 - For the Teachers

This research can be used to know the psychological problems those are indicated by the students in learning speaking, so that the teachers will know how to solve those problems with purpose to support their teaching learning.

➤ For the Students

After the teachers find solution to the problems, the students can improve their performance and try to be better in their learning speaking, so that the students can reach good quality of their speaking skills.

F. Research Method

1. Research Design

This research applied a qualitative research in the first model, which is descriptive study. The qualitative research is concerned in qualitative phenomenon relating to or involving quality or kind.⁶⁶ Mackey and Gass explain in brief definition that qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures.⁶⁷ Kothari describes that:

“Qualitative research is especially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior. Through such research we can analyze the various factors which

⁶⁶ C.R. Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition), (New Delhi: New Age International Publishers, 2004), 3.

⁶⁷ Alison Mackey and Susan M. Gass, *Second Language Research; Methodology and Design* (London: Lawrence Erlbaum Associates Publishers, 2005), 162.

motivate people to behave in a particular manner or which make people like or dislike a particular thing.”⁶⁸

He gives other definition related with qualitative approach that is concerned with subjective assessment of attitudes, opinions and behavior. Research in such a situation is a function of researcher’s insights and impressions.⁶⁹

Bogdan and Taylor in Moleong explain that qualitative methodology as research procedure that creates descriptive data in the form of written or oral texts from the participants and behavior that can be observed.⁷⁰ Then, Moleong concluded that qualitative research is research to conceive phenomenon related research subjects’ experiences like behavior, perception, motivation, action, etc., in descriptive way that is utterances at a natural specific context and using scientific method.⁷¹ Furthermore, Wahyuni explains qualitative research⁷²:

“Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. It is related with data which is usually not in the form of numbers. Qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person’s or group’s experience.”

⁶⁸ Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition), 3.

⁶⁹ *Ibid.*, 5.

⁷⁰ Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2013), 4.

⁷¹ *Ibid.*, 6.

⁷² Sari Wahyuni, *Qualitative Research Method; Theory and Practice* (Jakarta; Salemba Empat, 2012), 1.

Holloway in Wahyuni's book also explains that qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.⁷³ Researcher will conduct descriptive analysis that includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present.⁷⁴

The type of this research is case study that tends to provide detailed descriptions of specific learners (or sometimes classes) within their learning setting.⁷⁵ Case study is used to reach the basic causal relations. Such studies usually go deep into the causes of things or events that interest us, using very small samples and very deep probing data gathering devices.⁷⁶ Researchers continue to use the case study research method with success in carefully planned and crafted studies of real-life situations, issues, and problems.⁷⁷ In this case, researcher studies problems which are faced by students when they do practical speaking in class. When they indicate problems, researcher tries to describe them then invites English teacher to solve the problems together.

2. Researcher Role

⁷³ Ibid., 2.

⁷⁴ Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition), 2.

⁷⁵ Mackey and Gass, *Second Language Research; Methodology and Design*, 171.

⁷⁶ Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition), 4.

⁷⁷ Wahyuni, *Qualitative Research Method; Theory and Practice*, 10.

The characteristic of qualitative research has the natural setting as the direct source of data and researcher as the key instrument in collecting data. The data collected are in the form of words or pictures rather than number.⁷⁸ Qualitative researchers are concerned with process rather than simply with outcomes or products.⁷⁹ Researcher conducts direct observation which it requires the researcher to become a participant in the culture or context being observed. The literature on participant observation discusses how to enter the context, the role of the researcher as a participant, the collection and storage of field notes, and the analysis of field data.⁸⁰

In this study, researcher obtains as the key instrument has role to collect data in conducting research. Researcher observes the cases according to situation and setting naturally. The research will be described based on real situation in the school. The researcher conducts direct observation of the situation in the school. Researcher interviews the participant to gains data related the problems in learning speaking. The participant can come from students and English teacher. Researcher reports the problems which are appeared by students in learning speaking and seeks the solutions of the problems together with the English teacher.

3. Research Location

⁷⁸ Ibid., 12.

⁷⁹ Ibid.

⁸⁰ Ibid., 22.

This research takes place at MAN Mejayan on eleventh grade students. According to brief interview with headmaster of MAN Mejayan, Mr.Orbasan Wazir, the reasons of selecting this school are:

- a. The school has students with their problems when they conduct speaking in class. The case is suitable with the topic that researcher wants to observe.
- b. The school needs to know the problems which are faced by student in English lesson, especially in learning speaking, and then the problems need to be solved by English teacher and researcher. The purpose of the research is to make their speaking qualities are better than before.

4. Data Source

Data source of this research consists of the students, English teacher, and the environment school of MAN Mejayan.

5. Technique of Data Collection

➤ Observation

Observation is an activity that is done by the researcher observes the object of research directly. Observation has a purpose to get the information by seeing and hearing the phenomenon that happening in the object location. Kothari has perspective related observation is the information is sought by way of investigator's own direct observation without asking from the respondent.⁸¹ Besides that, Patricia and Peter Adler explain related observational methods in Denzin and Lincoln's book.

⁸¹ Kothari, Research Methodology: Methods and Techniques (Second Revised Edition), 96.

Naturalistic observation, going to a social situation and looking, is another favorite way of gathering material about the social world. Noting that observation methods remain a stepchild to their more widely recognized offshoot, participant observation.⁸²

Wahyuni also conveys that observation is the selection and recording behaviors of people in their environment.⁸³ Researcher conducts direct observation to the school and gets information directly related with some psychological problems in speaking class. The data is referred by real situation and condition from school, so researcher makes natural experiences.

➤ Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews.⁸⁴ Interviewing involves asking questions and getting answers from participants in a study.⁸⁵ Denzin and Lincoln have interview definition:

It is a conversation, the art of asking questions and listening. It is not a neutral tool, for the interviewer creates the reality of the interview situation. In this situation answers are given. Thus the interview produces situated understandings grounded in specific interactional episodes. This method is influenced by the personal

⁸² Norman K. Denzin and Yvonna S. Lincoln, *Handbook of Qualitative Research*, (United States of America: Sage Publication, Inc., 1994), 354.

⁸³ Wahyuni, *Qualitative Research Method; Theory and Practice*, 21.

⁸⁴ Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition), 97.

⁸⁵ Wahyuni, *Qualitative Research Method; Theory and Practice*, 25.

characteristics of the interviewer, including race, class, ethnicity, and gender.⁸⁶

Researcher make interview by conduct meeting that is done by two or more people to exchange the information. The researcher can reach information by exchange the questions and responses. In this research, researcher conducts depth interview with participants in the eleventh grade students in MAN Mejayana to reach data related with the problems that they are felt during present in speaking class. Depth interview has explained by Kothari:

Depth interviews are those interviews that are designed to discover underlying motives and desires and are often used in motivational research. Such interviews are held to explore needs, desires and feelings of respondents. In other words, they aim to elicit unconscious as also other types of material relating especially to personality dynamics and motivations.⁸⁷

On the other hand, researcher also conducts interview to the English teacher related with the students' difficulties in speaking practice which teacher was found in English class and discuss about the solutions.

In this research, researcher conducts semi-structured interview. Chirban in Wahyuni's book explains that semi-structured interview is flexible; allowing new questions to be brought up during the interview as a result of what the interviewee says.⁸⁸ According to Wahyuni, the advantages

⁸⁶ Denzin and Lincoln, *Handbook of Qualitative Research*, 353.

⁸⁷ Kothari, *Research Methodology: Methods and Techniques (Second Revised Edition)*, 110.

⁸⁸ Wahyuni, *Qualitative Research Method; Theory and Practice*, 54.

of this interview are questions can be prepared ahead of time. This allows the interviewer to be prepared and appear competent during the interview. This type of interview also allows informants the freedom to express their views in their own terms.⁸⁹

Researcher determines the participants by using purposive sampling. Purposive sampling is one of the most common sampling strategies in selecting groups' participants according to pre-selected criteria relevant to a particular research question.⁹⁰ Creswell added about purposeful sample that will intentionally sample a group of people that can best inform the researcher about the research problem under examination.⁹¹ Researcher chooses participants that have problems related with psychological problems in learning speaking. They are students who have low on speaking score.⁹²

➤ Documentation

Documentation is reaching information by using written statement from some data. It can be called as secondary data. Secondary data is the data which have already been collected and analyzed by someone else.⁹³ It can be used to fulfill and reinforce the other technique to collect data. Researcher gets data from teacher's report value, daily tasks, and result of

⁸⁹ Ibid., 55.

⁹⁰ Ibid., 33.

⁹¹ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (Second Edition), (United Kingdom: SAGE Publications, 2007), 118.

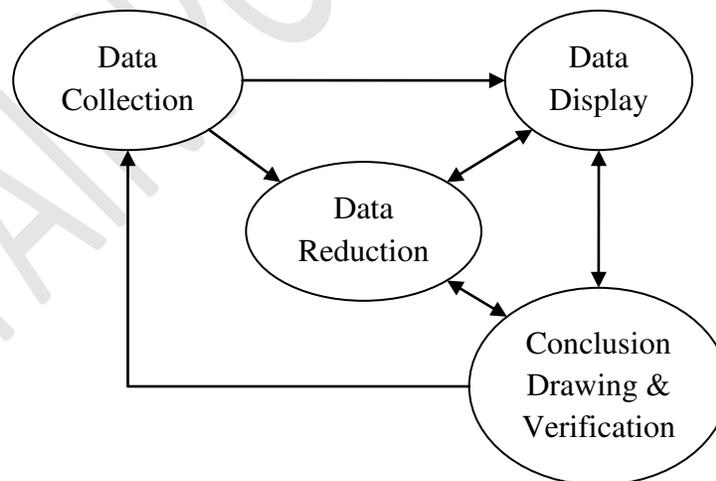
⁹² Look at Documentation Transcript in Appendix 27-30.

⁹³ Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition), 111.

examinations. The documentation refers to the daily assessment of the eleventh grade students in MAN Mejayan. The documentation can be used to reinforce researcher's data from observation and interview method.

6. Data Analysis

The data analysis is gotten when the researcher observes the object of research. It can be gotten from the observation directly or interview the informants. Data analysis can be completed and developed while the researcher collects the data from the research object. The process in qualitative research is cycle and will be conducted simultaneously. Miles and Huberman define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/ verification.⁹⁴ They also describe the cycle process in the components of data analysis⁹⁵:



⁹⁴ Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*; Second Edition, (United States of America: SAGE Publications, 1994), 10.

⁹⁵ *Ibid.*, 12.

- Data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures. The main purpose of data collection is to verify the research hypotheses.⁹⁶
- Data reduction is a stage of summarizing, classifying, and focusing on the essential things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed.⁹⁷ Miles and Huberman said that with data reduction, the potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research questions, cases, and instruments.⁹⁸
- Data display is a stage of organizing the data into patterns of relationship. The data display can make the collected data easier to be understood.⁹⁹ Data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis.¹⁰⁰

⁹⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited Publishers, 2006), 212.

⁹⁷ Huda, *The Teacher's Role to Solve The Students' Problem in Improving English Speaking Ability at Islamic Senior High School "Sulamul Huda" Siwalan Mlarak Ponorogo in Academic Year 2009/2010*, 11.

⁹⁸ Denzin and Lincoln, *Handbook of Qualitative Research*, 429.

⁹⁹ Huda, "The Teacher's Role to Solve The Students' Problem in Improving English Speaking Ability at Islamic Senior High School "Sulamul Huda" Siwalan Mlarak Ponorogo in Academic Year 2009/2010", 11.

¹⁰⁰ Denzin and Lincoln, *Handbook of Qualitative Research*, 429.

- Conclusion drawing/verification involve the researcher in interpretation: drawing meaning from displayed data.¹⁰¹

According to the components of data analysis, researcher starts the research by collecting data of research related to psychological problems at the eleventh grade students of MAN Mejayan in learning speaking. It can be gotten from the observation or interview during research happens. The data collection can helps researcher to analyze and evaluate the result of research.

Furthermore, Researcher summarizes the problems of students when they conduct learning speaking. Then, researcher can make points of the students' problems based on the interview or observation with the participants in eleventh grade students of MAN Mejayan. The case can help researcher to know the points of topic research. Besides that, researcher also summarizes the data related with students' problems from the English teacher.

In data display, researcher explains the points of data reduction related with the psychological problems which are appeared by eleventh grade students of MAN Mejayan into clear description. It can be used by researcher to create conclusion of research. Researcher can add the information from the English teacher to reinforce data result.

The last step, researcher concludes the data related with the topic of research to report the psychological problems of students in learning speaking. Researcher also conveys the solutions that can be used to decrease even copes

¹⁰¹ Ibid.

the problems. The problem solving can be obtained from the discussion with the English teacher even from students' ideas.

7. **Checking of Data Validity**

Validity addresses whether your research explains or measures what you said you would be measuring or explaining.¹⁰² Wahyuni noted Kvale's emphasis on validity as a process of checking, questioning and theorizing, not as a strategy for establishing rule-based correspondence between researcher's finding and the real world.¹⁰³

According to the data of research, researcher uses triangulation method to check the data validity. Wahyuni explained that the idea behind triangulation is that the more agreement of different data sources on a particular issue, the more reliable the interpretation of the data. Triangulation is typically a strategy for improving the validity and reliability of research or evaluation of findings.¹⁰⁴ Mathison elaborated this by saying in Wahyuni's book, triangulation has raised an important methodological issue in naturalistic and qualitative approach to evaluation [in order to] control bias and establishing valid propositions because traditional scientific technique are incompatible with this alternate epistemology.¹⁰⁵

¹⁰² Wahyuni, *Qualitative Research Method; Theory and Practice*, 36.

¹⁰³ *Ibid.*, 41.

¹⁰⁴ *Ibid.*, 40.

¹⁰⁵ *Ibid.*

Denzin and Lincoln explained that triangulation have several forms to ensure the validity, they are source triangulation, investigator triangulation, location triangulation, examination of rival explanation, the use of peer debriefing, negative case analysis, member checking, even prolonged engagement, so on.¹⁰⁶

In this research, researcher uses sources triangulation to ensure the result of research. Source triangulation involves gathering data from multiple sources in order to minimize and understand any differences/biases held by people in various roles.¹⁰⁷ Researcher involves several sources to conduct triangulation in checking data validity. Those include researcher's observation, interview results by students and English teachers, and even students' study reports of English teacher to reinforce the data validity. Researcher checks the data validity from the comparison between observation results during conduct research in MAN Mejayan and gathers information when conduct interview with participants from eleventh grade students. Moreover, researcher reinforces the result of comparison with English teacher's perspective. The perspective of English teacher contains teacher's observation about students' problems in speaking. Then, researcher compares the result of previous comparison with the documentation. Researcher used students' study reports as the documentation.

¹⁰⁶ Ibid., 41-42.

¹⁰⁷ Ibid., 41.

8. Research Procedure

In this research procedure, there are five stages to arrange research. The stages depend on Bailey's perspective in Bungin's book¹⁰⁸, they are: a) find the problem, b) arrange research plan, c) collecting data, d) coding and analyzing the data, e) data interpretation.

Researcher starts to conduct research by doing problem finding. It is beginning in research process that is needed by researcher to conduct research action. Problem finding can be studied and observed furthermore to produce research result. The research will not be presented without problem finding.

Researcher also arranges research plan to reach research appropriate with researcher's plan. It consists of research plans those are planning, application, and reporting. In planning, researcher prepares beginning preparation related permission letter, approval, even research instruments. In application, researcher observes the problems that hinder in research location and starts the research by using the instruments. Researcher conducts interview to the participant related with the problem of research. Furthermore, the problem will be analyzed and interpreted to reach the conclusion of study. Afterwards, researcher conducts reporting activity to report the result of study.

The third stage is collecting data. Researcher collects the data by using some instruments; they are observation, interview, and documentation. The

¹⁰⁸ Burhan Bungin, *Analisis Data Penelitian Kualitatif*, (Jakarta: PT RajaGrafindo Persada, 2012), 37.

instruments can help researcher to get information related with the psychological problem of students in learning speaking. Afterward, the data collection was analyzed in data analysis process.

The next stage is analyzing data. Researcher processes the data by analyze it related with the advantages and weaknesses of problem furthermore tries to search the solution of it. Researcher also analyzes the research with the previous research that has similar study. Researcher can make data analysis cycle to conduct the analysis. Researcher reduces the data collection, show the display of data until the data was concluded.

Last stage is about data interpretation. This stage is closer with conclusion of research. Researcher has observed the problem study, and then the data result can be interpreted or concluded. The conclusion consists of the explanation related with the finding that has been found by researcher during conduct research.

G. Organization of Thesis

In this organization of thesis, researcher described thesis design and divided thesis into five chapters. The sequence of the chapter is as follows;

Chapter I is introduction of the research which deals with the background of study, focus of study, statement of problem, objective of research, significance of study, research method, and organization of thesis.

Chapter II is review related literature. It presents theoretical study and previous research finding. The theoretical study involves materials related with

speaking even psychological problems in learning speaking and the solution of students' psychological problems in learning speaking. The previous research finding concludes the result of previous studies that have similar cases with this research.

Chapter III is data description. This chapter conveys general data description that consists of information related with the location of research and specific data description.

Chapter IV is discussion. It deals with the finding of the research. It loads the result of process analyzing data. Researcher analyzes and produces interpretation of data based on the problem.

Chapter V is closing. It consists of conclusion of the research and recommendation. The conclusion loads summary of the discussion based on research problems. The recommendation contains suggestion for further research to make better study.

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Study

1. Psychological Problem

a. Definition of Psychological Problem

The word “psychology” is derived from the Greek psyche (mind, soul or spirit) and logos (knowledge, discourse or study). Literally, then, psychology is the study of the mind.¹⁰⁹ Watson defined psychology as the division of Natural Science which takes human behavior – the doings and sayings, both learned and unlearned – as its subject matter.¹¹⁰

Isaacson, Hutt and Blum conveyed that psychology is only one of many areas of science which are concerned with the study of behavior.¹¹¹ Noer Rohmah explains the meaning of psychology in her book which psychology cannot be interpreted as knowledge that learn soul, because the rule of knowledge must has objects to be learned. Whereas, the “soul” is a thing that has abstract character and cannot be learned directly.¹¹² Sartain in

⁵⁵ Hodder Arnold, *Psychology; The Science of Mind and Behaviour* (Fifth Edition), (London: Richard Gross, 2005), 4.

¹¹⁰ Ibid.

¹¹¹ Robert L. Isaacson, Max L. Hutt, and Milton L. Blum, *Psychology; The Science of Behavior*, (United States of America: Harper and Row Publishers, 1965), 7.

¹¹² Noer Rohmah, *Psikologi Pendidikan* (Yogyakarta: Teras, 2012), 1.

Noer Rohmah's book explains that, psychology is the study of behavior of living organism, with especial attention given to human behavior.¹¹³

Woodworth in Noer Rohmah give explanation related psychology's meaning that "psychology studies the individual's activity in relating with the environment".¹¹⁴ Then, Noer Rohmah also borrows ideas from Crow and Crow that "psychology is the study of human behavior and human relationship".¹¹⁵ Furthermore, Ahmadi writes that psychology is knowledge that learns about the human soul related the kinds of its indications, processes, or the background.¹¹⁶ In the other hand, Santrock reinforced that psychology is the scientific study of behavior and mental processes.¹¹⁷

The term "problem" in Cambridge Advanced Learner's Dictionary (3rd Edition) is a situation, person or thing that needs attention and needs to be dealt with or solved.¹¹⁸ Whereas, in Oxford Learner's Pocket Dictionary (4th Edition), problem is thing that is difficult to deal with or understand.¹¹⁹ According to the definitions, problem is a situation that cannot be understood and need attention to be solved. The problem is not appropriate

¹¹³ Ibid., 2.

¹¹⁴ Ibid.

¹¹⁵ Ibid.

¹¹⁶ Abu Ahmadi, Psikologi Umum (Fourth Edition), (Jakarta: Rineka Cipta, 2009), 1.

¹¹⁷ John W. Santrock, Educational Psychology (Fifth Edition), (New York: McGraw-Hill, 2011), 2.

¹¹⁸ Cambridge Advanced Learner's Dictionary (Third Edition), 2008.

¹¹⁹ Oxford Learner's Pocket Dictionary (Fourth Edition), (New York: Oxford University Press, 2008), 350.

with the expectation. It can be an obstruction in gaining particular purpose that want to be reached.

According to the definitions of psychology and problem, researcher concludes that psychological problem is difficulty that is felt by human related with their behavior and mental process and should be given attention to cope it. The psychological problem can impede human desire to reach particular goals.

b. Kinds of Psychological Problem

The kinds of psychological problem can be found by researcher from educational psychology's field. Educational psychology is the branch of psychology that specializes in understanding teaching and learning, in educational settings.¹²⁰ In educational psychology, there are several disabilities that can be handicap to learn materials. They are: 1) learning disabilities, 2) attention deficit hyperactivity disorder, 3) mental retardation, 4) physical disorders, 5) sensory disorders, 6) speech and language disorders, 7) autism spectrum disorders, and 8) emotional and behavioral disorders.¹²¹

According to Santrock's explanation, children with learning disability has difficulty in learning that involves understanding or using spoken or written language, and the difficulty can appear in listening, thinking, reading, writing, and spelling. Learning disability also may involve

¹²⁰ Santrock, Educational Psychology (Fifth Edition), 2.

¹²¹ Ibid., 181.

difficulty in doing mathematics.¹²² Besides that, attention deficit hyperactivity disorder is the trouble in attending to the teacher's instructions and is easily distracted. The person who has this problem can't sit still for more than a few minutes at a time, and his handwriting is messy.¹²³ People with this problem, consistently, show one or more of these characteristics over a period of time: (1) inattention, (2) hyperactivity, and (3) impulsivity.¹²⁴

Furthermore, mental retardation is condition with an onset before age 18 that involves low intelligence (usually below 70 on a traditional individually administered intelligence test) and difficulty in adapting to everyday life.¹²⁵ Whereas, Gargiulo and Heller explain that physical disorders in children include orthopedic impairments, such as cerebral palsy, and seizure disorders. Many children with physical disorders require special education and related services, such as transportation, physical therapy, school health services, and psychological services.¹²⁶

Moreover, sensory disorders include visual and hearing impairments. Visual impairments include the need for corrective lenses, low vision, and being educationally blind. People who have impaired hearing may be born

¹²² Ibid., 182.

¹²³ Ibid., 184.

¹²⁴ Ibid., 185.

¹²⁵ Ibid., 189.

¹²⁶ Ibid., 191.

deaf or experience a loss in hearing as they develop.¹²⁷ Then, speech and language disorders include several of speech problems (such as articulation disorders, voice disorders, and fluency disorders) and language problems (difficulties in receiving information and expressing language).¹²⁸

The next problem is autism spectrum disorders. They range from the severe disorder labeled autistic disorder to the milder disorder called Asperger syndrome. People with these disorders are characterized by problems in social interaction, verbal and nonverbal communication, and repetitive behaviors.¹²⁹ In addition, Santrock also explains the last problems. The problems are emotional and behavioral disorders. They are serious and persistent problems that involve relationships, aggression, depression, fears associated with personal or school matters, and other inappropriate socio-emotional characteristics.¹³⁰

c. Student's Psychological Problems

The psychological problems can disturb students to mastering particular lesson. Students felt unconfident with their potentials and fear to make mistakes when do the instructions or assignments of teacher. They were shy to explore their abilities. The case can be caused by the lack of motivation from their personalities, family even environments.

¹²⁷ Ibid.

¹²⁸ Ibid., 192.

¹²⁹ Ibid., 194.

¹³⁰ Ibid., 195.

Harmer explained that there are many reasons for problem behavior. It can come from students' reactions to their teacher's behavior, from other factors inside the classroom, or from outside one. The factors either inside or outside are: the family, education, self-esteem, boredom, external factors, and what the teacher does.¹³¹ Students' experiences in their families have profound influence on their attitudes in learning.¹³²

The family can support students' attitude because every student spent their major time in life with the family. They have been accustomed with the family's rule so that what they got will give impact to their behavior in daily life. Furthermore, the education of previous learning experiences also affects students' behavior.¹³³ Students have memorized what they were learnt in previous study. So, when students have accustomed to be passive individual in previous learning, they would be like that in the next study. The case was an inhibitor to decrease students' problem in learning.

Besides that, student's self-esteem is vitally important if effective learning is to take place.¹³⁴ Students who did not have esteem to themselves from their environments tend to be unconfident person. It could be a problem factor of students. Furthermore, the problem factor also could come from students' boredom. It would be happen when students are engaged with a

¹³¹ Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition), (Longman), 126-127.

¹³² *Ibid.*, 126.

¹³³ *Ibid.*

¹³⁴ *Ibid.*, 127.

task or a topic they are unlikely to behave disrupted.¹³⁵ The boredom could come from the teacher's materials that inappropriate with students' interest. They would behave badly by did not give attention during the lesson.

The problems could arrive from the external factors like the class circumstances. The bad circumstances of class would be factor to make students' comfortable. The other external factor could come from students' conditions. Harmer explained if they are tired they will not be able to concentrate.¹³⁶ Students would not focus to the teacher's lesson. The factor could make students were not master the materials from teacher. Moreover, the last factor from harmer is what the teacher does. The case had relevancy with the teacher behavior during taught in class, especially what the teacher damaged students' self-esteem or not by the teacher's disciplines. Students would feel intimidation when participate in class.

2. Learning Speaking

a. Learning

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.¹³⁷ Kimble and Garnezy define learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.¹³⁸ Based on the definitions, we can get point that

¹³⁵ Ibid.

¹³⁶ Ibid.

¹³⁷ Brown, Principles of Language Learning and Teaching (Fourth Edition), 7.

¹³⁸ Ibid.

learning is a process to get knowledge which it can be conducted in formal study or learners' experiences to produce better change behavior of learners.

In learning process, we can find decision learning. It is a strategy which teachers create, plan and organize an environment so that children decide what they will do with their time.¹³⁹ Decision learning has aim to support learners' achievements:

One aim of decision learning is to create a busy, engaged classroom community where tasks are achievable and interesting, and lead to further questions, enquiries and discussions. In addition there is the expectation that all members of the class will be supported by all others, in the understanding that learning will happen for everyone, not just for some. By working together, everyone can do better than if each child worked alone; the class can take pride in itself as a unit, and each child can feel that they have made a significant contribution to class achievement.¹⁴⁰

The aims can be used by teachers to make students be more active in class. They are stimulated to give participation by using interesting materials, innovative strategies, and enjoyable class circumstances.

b. Speaking

1) Definition of Speaking

Speaking consists of producing systematic verbal utterances to convey meaning.¹⁴¹ It is an activity in oral speech that is conducted by people to establish communication and send messages. According to

¹³⁹ Lyn Dawes, *Creating Speaking and Listening Classroom; Integrating Talk for Learning at Key Stage 2* (London and New York: Routledge Taylor & Francis Group, 2011), 64.

¹⁴⁰ *Ibid*, 65.

¹⁴¹ Bailey and Nunan (Series Editor), *Practical English Language Teaching Speaking*, 2.

Brown that speaking is a productive skill that can be directly and empirically observed.¹⁴² It can produce information or ideas that can be shared by people directly.

Speaking activity can be based on people experiences in daily life so that people can observe and practice it to other. Luoma has concluded that speaking as meaningful interaction between people.¹⁴³ So, speaking is activity that full of meaning which can bring ideas and information so that people can develop them to maintain human interaction.

2) The Functions of Speaking

Speaking is one of media to conduct communication and maintain human relationship. People speak to others with their language that can be understood by speaker and listener to send messages. Brown and Yule in Richards's book made useful distinction between interactional functions of speaking, which it serves to establish and maintain social relations, and transactional functions, which focus on the exchange of information.¹⁴⁴

Brown and Yule expanded the function of speaking, they are: a) talk as interaction, b) talk as transaction, and c) talk as performance.¹⁴⁵

Talk as interaction refers to the conversation that is conducted by people to other. They exchange information, show expression to other, talk their

¹⁴² Brown, *Language Assessment: Principles and Classroom Practices*, (Longman), 140.

¹⁴³ Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), 27.

¹⁴⁴ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice* (United States of America: Cambridge University Press, 2008), 21.

¹⁴⁵ *Ibid.*

experiences, and so on which were done to make interaction each other. The interaction was established to create comfortable circumstances with others in conducting communication and sending messages. It focused on the interaction process between speakers and the listeners. Furthermore, talk as transaction refers to the situation in sending message. It focuses on the message that would be transferred to others. The messages could be formed by ideas even behavior that can be interpreted by listeners. So, talk as transaction gives more attention to the messages that other people would be understood. Besides that, the function of speaking is talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.¹⁴⁶ Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language.¹⁴⁷

3) Aspects of Speaking

Aspects of speaking are used by speakers to advance speaking ability. They should understand them to reduce complexities of speaking. Bailey explained that one of those complexities is balancing fluency and accuracy. A proficient speaker is both fluent and accurate.¹⁴⁸ Harmer explained that teachers need to decide whether a particular activity in the

¹⁴⁶ Ibid., 27.

¹⁴⁷ Ibid.

¹⁴⁸ Bailey and Nunan (Series Editor), *Practical English Language Teaching Speaking*, 5.

classroom is designed to expect students' complete accuracy—as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example—or whether asking students to use the language as fluently as possible.¹⁴⁹ Furthermore, researcher concluded that accuracy and fluency were aspects of speaking. Speakers are demanded to understand and master them so that they can conduct proficient speaking.

a) Accuracy

Accuracy refers to the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English.¹⁵⁰ Speakers should know it to conduct good speaking that involves how they pronounce words accurately, how they choose appropriate words to send messages, and how they arrange grammatical structures of statements.

- Pronunciation

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.¹⁵¹ Pronunciation or, more

¹⁴⁹ Harmer, *The Practice of English Language Teaching* (Third Edition), 104.

¹⁵⁰ Bailey and Nunan (Series Editor), *Practical English Language Teaching Speaking*, 5.

¹⁵¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Fourth Edition), (Malaysia: Pearson, 2010), 469.

broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.¹⁵² Moreover, Luoma explained which it often includes speed, intonation, stress and rhythm, all of which may be more important for the overall comprehensibility of the talk than the accuracy of individual sounds.¹⁵³ Ur also explained that the concept of pronunciation includes the sounds of the language (phonology), stress and rhythm, even intonation.¹⁵⁴

So, pronunciation was concluded as how speakers pronounced every word in English that involves the sound of speech, intonation, stress, rhythm, pausing, so on. Derwing and Munro convey that having a good pronunciation of the language can help in normal communication, particularly intelligibility.¹⁵⁵

- Vocabulary

Vocabulary can be defined as the words which were taught in the foreign language.¹⁵⁶ It was important to be mastered by students in conducting speaking English. Speakers could practice good speaking by proficient vocabulary mastery. Rivers has argued

¹⁵² Luoma, *Assessing Speaking*, 11.

¹⁵³ *Ibid.*

¹⁵⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory* (United Kingdom: Cambridge University Press, 1991), 47.

¹⁵⁵ I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), 75.

¹⁵⁶ Ur, *A Course in Language Teaching: Practice and Theory*, 60.

that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, speakers will be unable to use the structures and functions that they may have learned for comprehensible communication.¹⁵⁷

Vocabulary is the first thing that should be mastered by the speakers when they would conduct good even proficient speaking. The vocabulary mastery was needed by them to avoid stagnation when they conducted speaking which was caused by the less of vocabulary mastery. The situation could be an inhibitor in sending messages correctly. The listeners could receive different purpose with the speakers had.

- Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.¹⁵⁸ The definition was reinforced by Richards and Schmidt that grammar usually takes into account the meanings and functions these sentences have in the overall system

¹⁵⁷ David Nunan, *Language Teaching Methodology*, (UK: Prentice Hall International, 1991), 117.

¹⁵⁸ Harmer, *The Practice of English Language Teaching* (Third Edition), 12.

of the language. It may or may not include the description of the sounds of a language.¹⁵⁹

Larsen-Freeman and Long explained in Luoma that both first and second language learners' progress is often tracked according to the grammatical forms that they can produce accurately.¹⁶⁰ Grammar is one of aspects which were important to determine what the speakers' purpose in sending messages. When the grammatical structure was not given attention by speakers, the purpose of messages could be wrong interpretation by the receivers.

b) Fluency

Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community. Richards and Schmidt conveyed that fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.¹⁶¹

Bailey adopted Hammerly's explanation related with fluency which although the word 'fluency' has long been used in everyday speech to mean speaking rapidly and well, it has largely come to mean

¹⁵⁹ Richards and Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics (Fourth Edition), 252.

¹⁶⁰ Luoma, Assessing Speaking, 11.

¹⁶¹ Richards and Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics (Fourth Edition), 222.

speaking rapidly and smoothly but not necessarily grammatically.¹⁶²

Based on the definitions, researcher concluded that fluency is speakers' capacities to speak fluidly that have considered the intonation, rhythm, and other sound of speech but unnecessarily grammatical structure.

4) The Characteristics of Successful Speaking

The characteristics of successful speaking have been conveyed by Penny Ur's book that involves (a) learners talk a lot, (b) participation is even, (c) motivation is high, and (d) language is of an acceptable level.¹⁶³

The learners talk a lot as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.¹⁶⁴

The learners should try to talk everything with purpose to advance their ability in speaking. Learners can tell their information related stories, news, procedures of particular activities, and so on. The case stimulates learners to talk a lot in gaining successful speaking process.

Participant is even. Classroom discussion is not dominated by a minority of talkative participants.¹⁶⁵ It means that all of learners have same chance to speak in the classroom. They can share whatever

¹⁶² Bailey and Nunan (Series Editor), *Practical English Language Teaching Speaking*, 124.

¹⁶³ Ur, *A Course in Language Teaching: Practice and Theory*, 120.

¹⁶⁴ Ibid.

¹⁶⁵ Ibid.

information to other learners. This chance should be used by all of participant both of active and passive speakers in class. This way can be used to stimulate learners so that they can talk a lot in class.

Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.¹⁶⁶ Teacher should give motivation in material topic forms that want to be talk in class. The interesting topic can attract learners' ambition to participate in class.

Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.¹⁶⁷ Learners speak utterances with their own words and pay attention to the good speaking. Besides that, teacher should give more instructions during learners talk in class to enhance learners' speaking quality. It is effective way to give direct experiences to the learners in real action. They can observe some faults that is appeared by them when conduct speaking with other participants.

5) Problems in Speaking

¹⁶⁶ Ibid.

¹⁶⁷ Ibid.

Penny Ur conveys some problems in speaking, such as (a) inhibition, (b) nothing to say, (c) low or uneven participation, and (d) mother-tongue use.¹⁶⁸

Besides the characteristics of successful speaking, there are some problems in speaking. It can disturb learners' effort to advance their ability in speaking. One of the problems is inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.¹⁶⁹ The inhibitions can make the learners or speakers have less effort to dig their own ability. They fear to make some mistakes when speak in front of class. They also fear to the scolding from other participants even they worried about the teacher's anger to them. So, they feel that learning speaking is a difficult activity to be mastered.

Besides above inhibition, learners also have nothing to say. Learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.¹⁷⁰ The case can be caused that learners have less training to speak a lot. Whereas, they can speak free topics according to their own

¹⁶⁸ Ur, *A Course in Language Teaching: Practice and Theory*, 121.

¹⁶⁹ *Ibid.*

¹⁷⁰ *Ibid.*

desire to practice their ability in speaking. The main purpose of speaking a lot is how speakers develop their speaking ability are, before paying attention to the topics of speaking activity.

On the other hand, in speaking class, there is a problem related low participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.¹⁷¹ From this case, speaking activity just dominated by some participants that have good motivation in learning. Whereas, the others learners do not indicate desire to learn speaking. It also can be caused by teacher give more attention to some participants rather than others. So, the teacher's attention has not been addressed to all of learners totally. It can bring social jealousy from the learners who not dominant in speaking class, so that they feel that must not pay attention to the lesson seriously and ignore their participation to speaking class.

The next problem is mother-tongue use. In classes where all, or a number of, the learners share the same mother-tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they

¹⁷¹ Ibid.

are speaking their mother tongue.¹⁷² Learners will be difficult to master target language if they still use mother-tongue in their daily speaking. Besides, the use of target language in routine speaking activity can enhance their speaking ability. They regard about conduct speaking using target language is difficult to be adapted. They give reason that they already have been familiar with their mother-tongue language.

3. Psychological Problem in Learning Speaking

Students had several problems when the learning speaking takes place. The problems can obstruct students in practicing proficient speaking. According to Bailey, the students' reticence could be attributed to five factors, they are (1) the students' low English proficiency; (2) the students' fear of mistakes and the derision they thought they would face as a result; (3) the teachers' intolerance of silence; (4) the teachers' uneven allocation of turns; and (5) incomprehensible input from the teachers.¹⁷³ The problems were dealt by students can be caused from the students themselves, their classmates as well as the teachers. Students who have low effort to advance their ability would have low achievement in their learning. Students should do routine practice to master particular lesson that they were not yet capable. Besides that, their classmates also had influences to other students. When there was a student who made a mistake in class, the other students begin ridicule each other. The case caused

¹⁷² Ibid.

¹⁷³ Bailey and Nunan (Series Editor), *Practical English Language Teaching Speaking*, 163.

each student had fear to contributed participation in class. It could decrease students' inner motivation to advance their abilities.

Furthermore, the other problems could come from the teachers. Teachers might have fewer strategies to motivate class circumstances. Moreover, the teachers brought incomprehensible materials to the students. The case could make students thought that the materials were difficult to be learnt. Students would get down before they try to learn the materials. The causes could make students become passive participants in class so that they had low achievements in particular lesson.

According to Juhana's finding from the research, the factors of problem that hinder by students are related with (a) fear of mistakes, (b) shyness, (c) anxiety, (d) lack of confidence, and (e) lack of motivation.¹⁷⁴ The psychological factors were appeared by students when they practice speaking in English class. Students tend to felt fear to make some mistakes when they spoken in class. They worried several things like the other students would ridicule them or even the teacher would scold their mistakes. The case could make students felt fear and constricted their mental even before they practiced speaking in class. Moreover, students felt shyness to conduct speaking before they tried to practice it in class. They worried that the other students would

¹⁷⁴ Juhana, "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)," 101-103.

laugh them in front of class. Students were also shy with their ability in speaking which they had minimal ability in speaking even inability of it.

Besides that, students also felt anxiety to practice speaking. Students tend to go blank when they have been in front of class so that they did not know what they should speak. Zeidner and Matthews defined anxiety as a basic negative emotion, along with anger, sadness, disgust, and perhaps others.¹⁷⁵ Hence, Horwitz, Horwitz, and Cope have defined foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”.¹⁷⁶ It is distinct from general anxiety even though it seems to be comparatively related to the first component of anxiety in which the anxious of second or foreign language learners feel tension, apprehension, nervousness, and worry in some specific situations.¹⁷⁷ Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things.¹⁷⁸ Zia and Sulan concluded their research that learners were especially apprehensive about teacher’s correction, speaking in front of others and volunteering to answer in

¹⁷⁵ Moshe Zeidner and Gerald Matthews, *Anxiety* 101, (New York: Springer Publishing Company, 2011), 2.

¹⁷⁶ Murad M. Al-Shboul, et al., “Foreign Language Anxiety and Achievement: Systematic Review,” *International Journal of English Linguistics*, Vol. 3, No. 2 (2013), 33.

¹⁷⁷ Ibid.

¹⁷⁸ Ziash Suleimenova, “Speaking anxiety in a foreign language classroom in Kazakhstan,” *Procedia - Social and Behavioral Sciences*, 93 (2013), 1860.

the class because they were afraid of losing face and getting embarrassed for making mistakes.¹⁷⁹

Then, students had lack of confidence. It is inhibitor that decreases speakers' bravery to explore their ideas. Carnagey and Esenwein explained:

There is a strange sensation often experienced in the presence of an audience. It may proceed from the gaze of the many eyes that turn upon the speaker, especially if he permits himself to steadily return that gaze. Most speakers have been conscious of this in a nameless thrill, a real something, pervading the atmosphere, tangible, evanescent, indescribable. All writers have borne testimony to the power of a speaker's eye in impressing an audience. This influence which we are now considering is the reverse of that picture--the power their eyes may exert upon him, especially before he begins to speak: after the inward fires of oratory are fanned into flame the eyes of the audience lose all terror.¹⁸⁰

Students also could be influenced by their ability in speaking. When the students had minimal ability to speak English, they would be unconfident to practice it in front of people. Students had minimal ability in speaking could be caused there is low of motivation from themselves as well as family even environment. Harmer defined motivation as some kind of internal drive which pushes someone to do things in order to achieve something.¹⁸¹ Ur also defined motivation is willing or even eager to invest effort in learning activities and to progress.¹⁸² It is important to grow up students' pretension to master what they

¹⁷⁹ Ziaurahman Zia and Norrihan Sulan, "EFL Learners' Levels of Classroom Performance Anxieties and Their causes in Classroom Speaking Activities in Afghanistan," *International Journal of English and Education*, Vol. 4, Issue 1 (January, 2015), 246.

¹⁸⁰ Dale Carnagey and J. Berg Esenwein, *The Art of Public Speaking*, (Springfield Mass., 2005), 7.

¹⁸¹ Harmer, *The Practice of English Language Teaching* (Third Edition), 51.

¹⁸² Ur, *A Course in Language Teaching: Practice and Theory*, 274.

want. The motivation could come from students themselves, family or society in life, teachers, classmates, circumstances of the class, and teaching learning methodology to convey lesson materials. When students had lack of motivation in learning speaking, they would not have desire to learn it. The case cause students were difficult to master speaking English. In addition, motivation is the main thing that should be applied by them previously before learn something.

4. Teacher's Problem Solution

Psychological problems can block the learners' effort and spirit to gain good speaking ability in learning. They always feel there are some things that make them are fear to master the speaking ability. According to some psychological Problems above, Penny Ur offers some problem solutions. Teachers can: 1) use group work, 2) base the activity on easy language, 3) make a careful choice of topic and task to stimulate interest, 4) give some instruction or training in discussion skills, and 5) keep students speaking the target language.¹⁸³ Some the solutions can help teacher to repair and develop students' speaking ability.

Teacher uses group work. This strategy can be done by teacher to make every student talks in group. It is true that teacher cannot supervise every student's speaking totally. Nevertheless, every student can be stimulated by others to talk more than in full-class. Other students can stimulate the students that unwilling to speak in full-class. This strategy also help teacher to create

¹⁸³ Ibid., 121-122.

economizing time. The remaining time can be used by teacher to conduct other speaking practices.

Furthermore, teacher conducts the activity with easy language. Students are allowed to use their own language according to their knowledge in speaking activity without foreknow the grammatical theory. They can use their basic vocabulary to talk in class. This method helps students to feel confident when they share information in class. They will not feel afraid to make mistake in their speaking, because the teacher will be present to correct and gives direction to them. Furthermore, teacher also can discuss and correct the students' vocabulary use that is not fully correct to correct vocabulary together with other students. So, all of students know and learn vocabulary automatically. The belief feeling will be created by students and teacher because of this method. Moreover, the comfortable circumstances will be felt in class.

Teacher makes a careful choice of topic and task to stimulate interest. The interest material that teacher brings into class can establish enjoyable class. Students will be curious by the material from teacher. They will be paid attention and wait continuance of the teacher's material. Students also indicate their spirit to some tasks from teacher that can trigger them to seek the answers. Lyn Dawes explains in book that students work together to ask and answer questions and to pursue ideas of interest. Teacher can offer such choice. Teacher can set up conditions in which children make their own understanding

as they raise questions, discuss what to do and what they are doing, and enlist group involvement in decision making and problem solving.¹⁸⁴

Furthermore, teacher gives some instruction or training in discussion skills. Students in group will be given some challenges to certain that all of students in group will give contribution in discussion activity. Penny Ur give a suggestion that can be practiced by the teacher, such as appoint a chairperson to each group who will regulate participation.¹⁸⁵ This way can help teacher to manage each group. The chairperson should give fair chance to the members of group. Each person in group also should give attention and opinion to the speaker. This approach can be used to explore students' potential in speaking.

Besides that, teacher keeps students speaking the target language. Teacher does not forget to the main purpose of learning speaking which the students can master the target language. Students will be directed to the target language acquisition regularly. Students in discussion group also can be practiced to use target language. According to Penny Ur's explanation that teacher might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty

¹⁸⁴ Dawes, *Creating Speaking and Listening Classroom; Integrating Talk for Learning at Key Stage 2*, 64.

¹⁸⁵ Ur, *A Course in Language Teaching: Practice and Theory*, 122.

attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.¹⁸⁶

Gregersen in Keramida's research has explained that teachers should not be consider withdrawn students as lazy, lacking in motivation, or having "poor attitude".¹⁸⁷ Instead, Aida gives suggestion that teachers should identify anxious learners and make interventions to help them overcome foreign language anxiety.¹⁸⁸ Those statements give considerations to the teachers which they should not leave their students that have some problems in their learning. However, teachers should stand by students' sides and give support to them related speaking development.

B. Previous Research Finding

The content of previous research finding is the previous studies which have similar consideration with this research. The previous studies can be developed in further research by different researcher, research object even location of research. Essentially, researcher used the previous research findings to support this research. The previous research findings also were used to develop this research with the researcher's limitation in the focus of study.

The first previous research finding was acquired from the study of Juhana with the title of research "Psychological Factors That Hinder Students from

¹⁸⁶ Ibid.

¹⁸⁷ Areti Keramida, "Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations," *International Education Studies* Vol.2 No.4 (November, 2009), 43.

¹⁸⁸ Ibid.

Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)”. The study aims to find out psychological factors that hinder students from speaking and the causes of the factors as well as the possible solutions to overcome the factors. In terms of findings, the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. The possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students’ hindrance to speak in English.

Furthermore, the second previous research finding was retrieved from Lismia Damayanti entitled “The Problems in Doing Presentation Faced by The English Department Students of IAIN Tulungagung”. In this research, the previous researcher had aims to conduct study. The aims: 1) To know the psychological problems faced by the English Department Students in doing presentation; 2) To know the language problems faced by the English Department Students in doing presentation; 3) To know how to solve the psychological problems faced by the English Department Students in doing presentation.

According to the researcher’s finding, the problem was found that the presenters looked nervous and anxiety. So, the presenter did not speak fluently in explaining their material, and the audience could not catch the explanation well.

Researcher also got similar answers among the students related with the cause of the problems faced by the students in doing presentation. The cause of the problems are students being afraid of making mistakes and feels anxious of having limited vocabulary and lacking of grammar knowledge. It was showed when they often used Indonesian in explaining material. Besides that, researcher got similar answers among the students related with the strategy to overcome those problems. Based on those students' answers, the researcher can get the point that most of students must prepare the material before doing presentation to overcome the problem. Whereas, lecturer has to have a strategy to make the students speak up. Firstly, the lecturer has to stimulate the students to speak up in doing presentation. Stimulating the students is important because it is mediator between the students' need and activities applied. The lecturer must give correct word or sentence to help the students to speak up in doing presentation.

Moreover, researcher also carried out the third previous research finding entitles "The Teacher's Role to Solve the Students' Problem in Improving English Speaking Ability at Islamic Senior High School "Sulamul Huda" Siwalan Mlarak Ponorogo in Academic Year 2009/2010" by Ahmad Munirul Huda. The previous researcher wanted to know the problems of students to improve English speaking ability and the efforts of the teacher to solve the problem of students in improving English speaking ability in that school. According to the research, previous researcher found there were some problems of speaking English teaching in the school, such as: a) students haven't master vocabulary enough, b) less of their

motivation to follow learning process well, c) lack of students activity and ability in the process of teaching English speaking, d) the method that teacher used inappropriate or incompatible with students' condition and ability at learning process, and e) students didn't concern to the material of speaking that was extended by teacher. Besides that, researcher also found several attempts by teachers to enhance students' ability in speaking English, which include; (a) conducting the muhadarah program (public speaking) and *tasji' al-lughah*, (b) teacher used an effective teacher method in giving speaking material to stimulate psychomotor aspects of students to more actively participate in the process of learning English, and (c) teacher also conducted the speech contest which merged in the sport and art challenge (PORSENI) that is conduct in the end of academic year.

According to the previous studies, researcher will conduct the research related with the psychological problems that are faced by students in MAN Mejayan. Researcher wants to know what the kinds of problems which are felt by students when they participate in speaking class. Researcher also wants to verify are the eleventh grade students of MAN Mejayan having similar kinds of problems in learning speaking or not. Moreover, researcher will find the solution related with the problems of students.

The content of this research is researcher will explore the kinds of psychological problems that are faced by the students of MAN Mejayan. The problems can come from their own personalities even out of them. Furthermore,

researcher will search the solution of the problems according to the English teacher's perspective and reinforce it with the students' perspective related with their effort to reduce the problems.

STANPONOROGO