STUDENTS' PSYCHOLOGICAL SPEAKING PROBLEMS AT THE ELEVENTH GRADE OF LINGUISTIC MAJOR OF SENIOR HIGH SCHOOL 2 PURWOKERTO, BANYUMAS REGENCY

IAIN PURWOKERTO

THESIS

Submitted to Faculty of Tarbiya and Teacher Training
Of IAIN Purwokerto as a Partial Fulfilment of the Requirements
For achieving the Degree of *Sarjana Pendidikan* (S. Pd) in English Education

By:

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2020

STATEMENT OF ORIGINALITY

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  Declare that this script is entirely my own research outcome or work, except some parts the sources of which are cited.

  In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

<div style="text-align:right">

Purwokerto, 18th June 2020

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APROVAL SHEET

Thesis entitled:

STUDENTS' PSYCHOLOGICAL SPEAKING PROBLEMS AT THE ELEVENTH GRADE OF LINGUISTIC MAJOR OF SENIOR HIGH SCHOOL 2 PURWOKERTO, BANYUMAS REGENCY

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OFFICIAL NOTE OF SUPERVISOR

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Assalamu'alaikumWarahmatullohiWabarokatuh

Having guided, analysed, directed, and corrected thesis by Siti Khapsoh, Student Number 1522404039, entitled:

STUDENTS' PSYCHOLOGICAL SPEAKING PROBLEMS AT THE ELEVENTH GRADE OF LINGUISTIC MAJOR OF SENIOR HIGH SCHOOL 2 PURWOKERTO, BANYUMAS REGENCY

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies Purwokerto, and examined in order to get Undergraduate Degree in English Education (S.Pd).

Wassalamu'alaikumWarrahmatullahiWabarakatuh

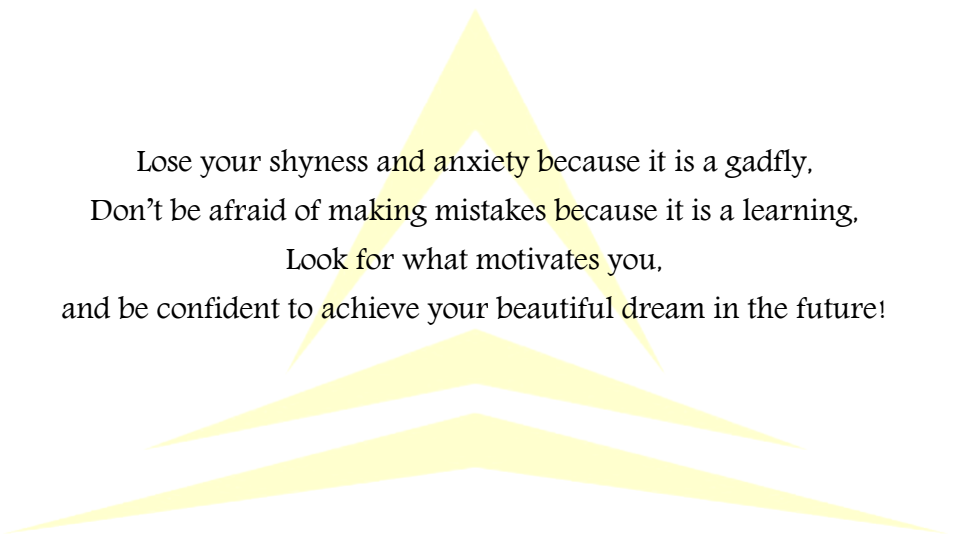Purwokerto, 17th May 2020

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MOTTO

مَنْ جَدَّ وَ جَدَ

"Never Say Never"

Lose your shyness and anxiety because it is a gadfly,

Don't be afraid of making mistakes because it is a learning,

Look for what motivates you,

and be confident to achieve your beautiful dream in the future!

DEDICATION

My beloved parents, Achmad Solihun and Suyinah,
My great teacher, Abah and Ibu,
My beloved English teachers who have taught me everything about English,
My beloved friends and all the readers who have taken time to read this thesis.

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The writer offers the greatest gratitude to the presence of Allah SWT because of his grace and blessing, the writer could finish this thesis well. *Allhamdulillahirobbil'allamiin,* the thesis entitled **"Students' Psychological Speaking Problems at the Eleventh Grade of Linguistic Major of Senior High School 2 Purwokerto, Banyumas Regency"** has finished. Shalawat and greeting are poured out to our lord the great prophet Muhamad SAW, who has brought us from ignorance era to a bright age fully of knowledge.

The completion of this thesis is inseparable from the help of various parties. Therefore, the writer wishes to express thanks to:
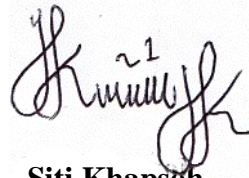
1. Dr. Suwito, M. Ag., Dean of Faculty Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.

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5. Tri Rachmijati., M. Pd., Head Administration of Faculty Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.

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The writer could not say anything except expression of gratitude and prayer that good deeds were expected by Allah SWT and recorded as pious charity. The writer realized that there were many mistakes and deficiencies both in terms of writing and the content of thesis. Thus, the writer always accepts constructive criticism and suggestions of the readers. Finally, the writer apologized for those mistakes and deficiencies. Hopefully, this thesis will be useful for the writer particularly and the readers generally.

Purwokerto, 18th June 2020

The writer,

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STUDENTS' PSYCHOLOGICAL SPEAKING PROBLEMS AT THE ELEVENTH GRADE OF LINGUISTIC MAJOR OF SENIOR HIGH SCHOOL 2 PURWOKERTO, BANYUMAS REGENCY

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ABSTRACT

This study aims to find out psychological speaking problems that mostly faced by students and the causes of the problems. Psychological speaking problems are the difficulties based on psychological factors that hinder students from practicing their speaking in English class. Some psychological speaking problems are anxiety, fear of mistakes, lack of confidence, lack of motivation and shyness. Based on the preliminary observation was conducted by the researcher, psychological speaking problems were also experienced by students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto which they still have a big fear for expressing their English skill through speaking. It was interesting to be learned and ascertained further regarding psychological speaking problems faced by students in the linguistic major because students in this major should already have a better communication skill (speaking) than the others and they have been studying English for a long time as well.

This study was classified as qualitative and descriptive. Data were obtained through questionnaire, in-depth interview, observation and documentation. Questionnaire was designed by giving 5 questions to 34 students. Meanwhile, in-depth interview was addressed to 5 five students for discussing students' psychological speaking problems further. Furthermore, the data were analysed through some steps among data reduction, data display and conclusion drawing. Regarding data verification testing, triangulation technique was applied in this study which the data were collected through questionnaire interview then checked by data obtained from in-depth interview and observation.

Two findings were required in this research. The first, most students revealed that they have psychological speaking problems which fear of mistakes took the first and become the most frequent problem (91%), lack of confidence was the second (76%), continued by anxiety (65%), shyness (47%), and lack of motivation (32%). The second, there were two causes of students' psychological speaking problems including linguistic and non-linguistic factors. The most frequent causes of linguistic factors involved lack of vocabulary, lack of grammar mastery, and low pronunciation ability, while non-linguistic factors included anxiety (nervousness), fear of mistakes, fear of negative evaluation, lack of interested and shyness.

Keywords: *Psychological Speaking Problems*

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STUDENTS' PSYCHOLOGICAL SPEAKING PROBLEMS
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ABSTRACT

Penelitian ini bertujuan untuk menemukan *psychological speaking problems* yang paling sering dihadapi para siswa dan faktor-faktor penyebabnya. *Students' psychological speaking problems* merupakan kesulitan yang dihadapi siswa saat berbicara dalam bahasa Inggris disebabkan oleh faktor psikologi. *Psychological speaking problems* meliputi rasa cemas, malu, takut akan membuat kesalahan, kurang percaya diri dan kurang motivasi. Berdasarkan observasi pendahuluan yang dilakukan oleh peneliti, *psychological speaking problems* dialami pula oleh siswa kelas sebelas jurusan bahasa SMAN 2 purwokerto dimana mereka masih memiliki rasa takut yang besar untuk berbicara dalam bahasa Inggris. *Psychological speaking problems* yang dihadapi oleh siswa jurusan bahasa menarik untuk dipelajari dan dipastikan lebih jauh karena seharusnya siswa dalam jurusan bahasa sudah memiliki kemampuan komunikasi (*speaking*) yang lebih baik dibandingkan jurusan lain, terlebih mereka sudah lama belajar bahasa inggris.

Penelitian ini diklasifikasikan sebagai penelitian kualitatif dan deskriptif. Data diperoleh melalui kuesioner, wawancara mendalam, observasi, dan dokumentasi. Kuestioner/ angket dirancang dengan memberi 5 pertanyaan kepada 34 siswa, sementara wawancara mendalam diajukan kepada 5 siswa untuk mendiskusikan *psychological speaking problems* yang dihadapi siswa lebih lanjut. Selanjutnya, data dianalisis melalui beberapa tahapan diantaranya *data reduction, data display* dan *conclusion drawing*. Teknik trianggulasi digunakan sebagai *data verification testing* dalam penelitian ini yang mana data yang terkumpul melalui kuesioner kemudian dicek dengan data yang diperolah dari wawancara mendalam dan observasi.

Terdapat dua penemuan dalam penelitian ini. Pertama, sebagian besar siswa memiliki *psychological speaking problems* yang mana takut membuat kesalahan berada diurutan pertama dan menjadi masalah yang palingsering dialami siswa (91%), kurang percaya diri diurutan kedua (76%), diikuti rasa cemas (65%), malu (47%) dan kurangnya motivasi (32%). Kedua, penyebab *psychological speaking problems* yang dihadapi para siswa disebabkan oleh faktor linguistik dan fakto non-linguistik. Penyebab pada faktor linguistik yang paling banyak dihadapi siswa meliputi kurangnya kosa kata (*vocabulary*), kurangnya kemampuan tata bahasa (*grammar*), dan kurangnya kemampuan pelafalan/pengucapan (*pronunciation*), sedangkan pada faktor non-linguistik meliputi kecemasan (gugup), takut membuat kesalahan, takut mendapatkan evaluasi negatif, kurang minat (tertarik) dan malu.

Keywords: *Psychological speaking problems*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation, (Finnochiaro and Brumfit, 1983: 40; Nirmawati, 2015: 8). In addition, Clark and Clark in Zyound (2016:3) mentioned that in speaking, a speaker expresses his thought and feeling in the word, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences. Through speaking, we can express our thought, idea, and feeling, with the aims of providing information, and feeling expression. Many people can capture ideas or opinion by using oral communication.

Speaking is owned and obtained naturally because of the stimulus of the learning process from the environment. Deese in Okoli (1990; Omego, 2014: 152) noted: "the development of language in children is sensitive to the kind of environment". Growth and development of person since she/ he was born indeed inseparable from the environment where it becomes a place to introduce and learn language. As we know, Indonesian inhabit has bilingual both regional and national language, the children here generaly develops, and learns two languages which they learn since was be an infant. Speaking skill increases over time in line with the human interaction of their environments.

As argued by many theories, speaking has an important role in human interaction and communication. According to Ur (1996: 120), of all the four skill (listening, speaking, reading and writing) speaking seems intuitively the most important. Besides, Nunan (2000: 39) in Sari (2017: 1) said that speaking is very important in our life because without speaking we cannot know what the other talk and speaking is the way used for interaction with the other people. Moreover, Thornbury (2005: 1) in (Fauzan, 2014: 267) stated

that speaking is so much part of daily life that we take it for granted. Everyone produces a thousand words every day and we do it all over each day.

The importance of speaking is in line with the difficulty to have this ability. Speaking is considered as the hardest skill among reading, listening, and writing, which this ability is used directly at the time in communicating. Bailey (2003: 47) is cited Nunan (2003: 48), many people feel that speaking in a new language is harder than reading, writing, or listening because unlike reading or writing, speaking happens in real-time: usually, the person we are talking is waiting for us to speak right then, and we cannot edit and revise what we wish to say, as we can if we are writing. In this case, people in various countries get the experience of speaking difficulty because English is classified as a foreign language. In line with this, Thornbury (2005: 1) in Fauzan (2014: 267) stated that many people struggle to speak in such a way in a foreign language. Regarding this, English becomes a foreign language in many countries, and Indonesia is included one of them which faces speaking difficulty as well.

Sayuri (2016: 48) stated that for Indonesian, to understand English speaking is difficult because their mother tongue is not English. In this country, English is not used as social communication and most people remark that speaking is hard. Indonesian societies, in particular the students, face many speaking problems because English is a foreign language here which is not use in daily communication. Related to this issue, Heriansyah (2012: 40) argued that the difficulties faced or felt by the students in speaking can be divided into two kinds of problems namely linguistic and non-linguistic problems. Regarding this, linguistic problems are correlated with the language itself, while non-linguistic are linked with problems outside of the language.

Concerning speaking problems, students at Senior High School 2 Purwokerto experienced these problems as well. Students still obtained speaking problems even though they learn in the school which is categorized to be a good institution. In term of Senior High School 2 Purwokerto, this school is located in the city that has good quality which is proven by the mark

"A" of the accreditation (Dapodikdasmen.Kemendikbud.go.id, 2019). Furthermore, curriculum 2013 as new curriculum is applied here, in which students are encouraged to be more active in practicing material and become a centre of the learning process. In this case, Sani (2015: 45) as cited in Sofyan (2016: 3) stated that curriculum 2013 defines the appropriate Graduates' Competency Standards as the criteria regarding the qualifications of graduates' capabilities that includes attitudes, knowledge, and skill. Regarding this, Davie and Pearse in Leong and Ahmadi (2014: 34) explained that the main of English language teaching is to give the learners the ability to use English effectively and correctly in communication. Therefore, students are expected not only to get the knowledge but also the skill or the ability.

In spite of the fact that Senior High School 2 Purwokerto has classifications of a good institution, its students still have some learning difficulties, most especial of speaking English. This fact was clearly stated by students themselves like what student A and W (*initial*) said, and information about this was also found in the interview with Mr. M (*initial*) on 6th December 2019, the English teacher at the Eleventh grade of linguistic major of Senior High School 2 Purwokerto said that most of the students have speaking problems such as grammar, vocabulary, pronunciation, fear of mistake, lack of confidence, lack of motivation, etc. Common sense, those are included into linguistics and non-linguistic factors. In this context, he said that non-linguistic factors, especially for psychological factor have a big influence to hinder students for practicing speaking. Consequently, even if students have been learned about English such as vocabulary, grammar and pronunciation, they are still hard/ not capable to practice their speaking and it is mostly caused by their lack of confidence and lack of motivation.

Regarding psychological factors that hinder students from speaking are mentioned as psychological speaking problems and it is explained by some following reverences. Coon and Mitterer (2011: 15) mentioned that psychology is now defined as the scientific study of behaviour and mental process. Thus, psychological problem is a problem related to mental and

behaviour. In addition, Burns and Joyce in Nunan (1999; Schawartz, 2005; Tornbury, 2005; Juhana, 2012: 100) argued, "Psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are commonly that hinder students from speaking. Many people do not realize and assume that those are normal symptoms experienced by almost everyone in speaking English without considering the subsequent impact. In this case, students are failed in having speaking ability after they are lost many times to study it. In line with this, Bueno, Madrid, & Mclaren (2006) cited in Leong and Masoumeh (2017: 35), many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably.

Correlating this, the researcher wanted to ascertain more psychological problems that hinder students from practicing their speaking in English class and the causes of the problems as well. Furthermore, to find its problems, the researcher intended to carry out the study by considering students' responses. Students' estimation is expected to be able to find out and explore their psychological speaking problem. The study chose a class as the research place that was at the eleventh grade of linguistic major of Senior High School 2 Purwokerto. Linguistic major was chosen by the consideration that students here are obligated or required to have oral communication ability more than the other majors in this school. Moreover, one of the important purposes of learning a language generally is to use its language in speaking or oral communication. Based on the explanation above, the researcher was interested to conduct research entitled **STUDENTS' PSYCHOLOGICAL SPEAKING PROBLEMS AT THE ELEVENTH GRADE OF LINGUISTIC MAJOR OF SENIOR HIGH SCHOOL 2 PURWOKERTO, BANYUMAS REGENCY**.

B. Operational Definition

To avoid misunderstanding between the writer and the reader in interpreting the terminologies of the title unit, thus the writer defined the terminologies as follows:

Psychological Speaking problems

Psychological speaking problems are speaking problems caused by psychological factors. Psychological problems are the problems which often involve emotional or physical health (Jannah and Wuli, 2016: 68). In addition, according to Open Stax Collage (2014: 31), Psychology is defined as the scientific of mind and behavioural. Bisides, Coon and Mitterer (2011: 15) mentioned that psychology is now defined as the scientific study of behaviour and mental process. Hence, psychology is scientific of mind, mental, emotional and behaviour. In this case, Burns and Joyce in Nunan (1999; Schawartz, 2005; Tornbury, 2005; Juhana, 2012: 100) argued that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation and fear of mistakes are commonly that hinder students from speaking.

Based on those statements, psychological speaking problems are the difficulties based on psychological factors including mind, mental, emotional and behaviuoral that hinder students for speaking; some of them are anxiety, fear of mistake, lack of confidence, lack of motivation and shyness.

C. Problem Statements

Based on the background of the problem, the researcher formulated the problem statement as follows:

1. What are psychological problems that mostly hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking in English class?
2. What are the most frequent causes of psychological problems that hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking in English class?

D. Objectives and Significances of the Research

1. Objectives of the Research:

   a. To find out psychological problems that mostly hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking in English class.

   b. To find out the most frequent causes of psychological problems that hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking in English class.

2. Significances of the Research:

   a. Theoretically, the study hopefully can increases, and provides knowledge and insight for the writer, the teacher, the students, and the school. Moreover, this study is expected to be able to develop the existing knowledge related to speaking in general and psychological speaking problems in particular.

   b. Practically, this research is expected to give some benefits:

      1) For Students

         a) Students are expected to know and realize the importance of speaking skill.

         b) Students are expected to know the psychological speaking problems that they have and attempt to decrease it.

         c) Students are expected to be able to develop their speaking ability.

      2) For Teacher

         Teacher is expected to be able to help students in developing their speaking skill in English lesson by considering psychological speaking problems.

      3) For School

         The research is expected able to be a reference in preparing syllabus of English material, especially in speaking skill which is one of the materials in English learning without ignoring students' psychological speaking problems.

4) For the Researcher

Through this research, the writer expects to gain new knowledge, insight and experience regarding English education in general as well as psychological speaking problems in particular. Thus, it is can be a provision when the writer works in the future later.

E. Structure of The Study

To give a clear understanding of the content of this study, the writer presented this thesis in 5 chapters, those are as follows:

Chapter I deals with introduction, which consists of background of the problem, operational definition, problem statements, objectives and significances of the research, and structure of the research.

Chapter II is theoretical framework, which consists of literature review, conceptual framework and review of relevant studies.

Chapter III is research methodology, which consists of research method, time and place of the research, data sources, data collecting techniques and research instrument, data analysis technique, and data verification testing.

Chapter IV is research findings and discussions of the research, which consists of profile of Senior High School 2 Purwokerto, and students' psychological speaking problems and the causes of the problems

Chapter V is conclusions and suggestions, which consists of conclusion that takes a simple review about the result of the research and suggestions.

CHAPTER II

THEORITICAL FRAMEWORK

A. Literature Review

1. Speaking

a. The Nature of Speaking

There are several relevant studies about the definition of speaking; according to Webster New World Dictionary as cited in Nunan (1995; Leong and Masoumeh, 2017: 35), speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech.

Nunan (2003: 48) stated that speaking is the productive aural/ oral skill. It consists of producing systematic verbal utterances to convey meaning. Finnochiaro and Brumfit (1983: 40) as mentioned in Nirmawati (2015: 8) explained that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.

Brown (1994; Burns & Joyce, 1997; Zyoud, 2016: 2) defined that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Johnson and Morrow (1981: 70) as cited in (Nirmawati, 2015: 8) mentioned that speaking, which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Based on those interpretations, speaking is a process of creating meaning through saying words using voice for producing, receiving, and processing information between speakers and listeners, which is common in term of oral communication.

b. **The Importance of Speaking**

For Indonesian, it is hard to have speaking ability because, in this country, English is recognized as a foreign language. Lauder (2008: 11) as cited in Simatupang (1999: 64) defined that:

> In Indonesia, although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts and the education system, and is not accorded a special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign language to be thought.

Eventhough English is accepted as a foreign language and Indonesian students do not get more time to practice speaking in their neighbourhood, it does not mean that students cannot get the opportunity to have speaking skill. Even if speaking is included to be one of the difficult skills in learning English, students are still able to learn, practice and develop this skill. If English of Foreign Language (EFL) learners have speaking ability, it will allow them to get several advantages especially on doing interaction and transaction.

According to Brown and Yule (1993: 9), as mentioned in Bahadorfar and Omidvar (2014: 9), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction, and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. The distinct to the others, speaking is used directly when we interact with a person in conversation, our interlocutors cannot wait too long to get our answer, statement or opinion. Meanwhile, reading, writing, and listening are not used in the real-life condition, speaking is used in the real-life situation which is may not be delayed.

Speaking takes two important roles. Brown and Yule (1983) in Richards (1997: 21) made a useful distinction between interaction functions of speaking (in which it serves to establish and maintain social relations), and the transactional functions (which focus on the

exchange of information). Thus, they mentioned two important roles of speaking, those are interaction and transaction; intraction is related to building, and keeping social relation and transaction is connected with exchanging information.

On the function of interaction, Haidara (2014: 514) stated that one of the productive skills of English teaching and learning is speaking. Speaking is so intertwined with interaction that it is not easy to give a unique and concise definition to it. In line with Haidara, Richards (2008: 22) stated that:

> Talks as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the massage.

As they said, speaking has a vital role in supporting interaction of a person in daily life, and to build social relationship by making conversation or discussion.

Meanwhile, on the function of transaction, Richards (2008: 25) explained that:

> Speaking as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately are the central focus, rather than the participants and how they interact socially with each other.

Dealing with Richards, Brown (2001: 2) said that in primarily transactional language, the speaker has primarily in mind is the efficient transference of information. Two kinds of transaction are explained by Burn (1998) as cited in Richards (2008: 26):

> He distinguishes between two different types of talk as transaction. The first type involves situations where the focus on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). The second type is transaction that focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

Not only 'interaction' but 'transaction' also has the significant roles, interaction is to build social relations, while transaction is to interchange information. If Indonesian students have speaking skill, they will be easy to communicate in learning English, to continue their study, to get a job in the future, and to make an interaction and transaction with people from various countries because common sense, English is the most popular language for communication and information transfer.

c. Speaking Problems

Even though speaking is important and will very beneficial for EFL students who have this ability, the fact is very difficult to have this ability for them. It is in line with Heriansyah's explanation (2012: 37) stating that one of English language skills that must be mastered by any foreign language learner is the ability to speak. Nevertheless, Brown and Yule (1983) as cited in Tuan and Mai (2015: 8) stated that spoken language production is often considered one of the most difficult aspects of language learning. According to Broughton et al (1980: 76), however good a student may be at listening and understanding, it doesn't follow that he will speak well. A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well. Thus, many learners get many difficulties in speaking, they feel when people speak in foreign language they also have to master the other aspects of that language such as grammar, vocabulary and soon. In addition, if students good at listening and understanding what people say in English, it doesn't mean that they are able to speak in English. For EFL, it takes a lot of practice to be able to speak fluently.

Beuno, Madri, and Mclarner (2006) in Leong and Masoumeh (2017: 35) explained that many learners state that they have spent so many years studying English language but cannot speak appropriately and understandably. Related to this context, Indonesian' students get

experience about its problem as well, even if they have studied English for many years, Setiyadi (2006: 21-22) in Damai (2018:14):

> English is learned in Indonesia by talking about the grammatical rules of English, and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society; accuracy is really the focus in learning English.

Based on the explanation above, Heriansyah (2012: 40) argued that the difficulties faced or felt by the students in speaking can be divided into two kinds of problems namely linguistic and non-linguistic problems. Linguistic factor is often appearing on speaking problem than non-linguistic factor but actually non-linguistic factors have big influence as well. In response to this, Taiqin (1995) as cited in Heriansyah (2012: 38), ninety percent students got speaking difficulty that is caused of psychological factor (non-linguistic factor). Related to this issue, Howritz et al, (1986: 118) in Wahyuni et al, (2012: 2) stated that:

> Language learning has some factors that contribute to students' speaking problems; these factors are derived from linguistic and psychological perspectives. He defined three linguistic problems namely; lack of vocabulary, pronunciation, and grammar, beside that he also classified psychological problems namely; lack of, and fear of making mistake.

As he said, one of non-linguistic factor on speaking problem is psychological perspective. Regarding to this, Juhana (2012: 104) in his research found that most students have psychological factors in term of practicing speaking in English class.

Therefore, speaking is divided into two kinds of the problems; linguistic and non-linguistic factors. Linguistic problems include incompetence of vocabulary, pronunciation, and grammar, while non-linguistic problems are outside of linguistic problems, one of the main of non-linguistic problems is psychological problem.

2. The Nature of Psychological Speaking Problems

Psychological speaking problems are speaking problems caused by psychological factors. Psychological problems are the problems which often involve emotional or physical health (Jannah and Wuli, 2016: 68). In addition, according to Open Stax Collage (2014: 31), Psychology is defined as the scientific of mind and behavioural. Bisides, Coon and Mitterer (2011: 15) mentioned that psychology is now defined as the scientific study of behaviour and mental process. Hence, psychology is scientific of mind, mental, emotional and behaviour. In this case, Burns and Joyce in Nunan (1999; Schawartz, 2005; Tornbury, 2005; Juhana, 2012: 100) argued that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation and fear of mistakes are commonly that hinder students from speaking.

Based on those statements, psychological speaking problems are the difficulties based on psychological factors including mind, mental, emotional and behaviuoral that hinder students for speaking; some of them are anxiety, fear of mistake, lack of confidence, lack of motivation and shyness. Psychological problems faced by students are as follows:

a. Anxiety

1) The Nature

Ansari (2015: 39) stated that anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. In line with Ansari, Blau (1955) as cited in Shabani (2012: 2378) explained that anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tensions in the face an expected danger. In addition, Howritz et al, as cited in Nascente (2001; Juhana, 2012: 102) stated that anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. In line with this, Szirmai (2011: 3) added that anxiety is

characterized by a diffuse, unpleasant, vague sensation of fear or anguish accompanied by autonomic symptoms such as head ache, sweating, palpitations, tachycardia, gastric discomfort, etc. Further Basic (2014: 4) in Kurniawati (2017: 19) interprets that speaking anxiety is a fear to express oneself verbally which can be characterized by psychological signs, such as tension, sweating, irregular heartbeat. Thus, anxiety is uncomfortable feeling of anxious, nervous, worried, fearful, powerless, and tension apprehension in learning foreign language.

2) The Causes

In this case, Howritz and Cope (1986) as cited in (Zhou Na, 2007; Juhana, 2012: 102), based on the findings of their study, found out three main causes of students' anxiety i. e communication apprehension, test anxiety, and fear of negative evaluation. Moreover, Hashemi and Abbasi (2013) as cited in Elaldi (2016: 220) who stated that language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language. As they said, anxiety is caused by linguistic difficulties, fear of communication/ communication apprehention, test anxiety, and fear of negative evaluation.

b. **Shyness**

1) The Nature

Januariza and Hendriani (2016: 470) revealed that shyness is an emotional condition that many students suffer from at some time when they are required to speak in English class. In addition, Antony (2004: 6) stated that:

> The term *shyness* refers to tendency to be withdrawn, anxious, or uncomfortable in situations involving interpersonal contact, such as conversations, dating, meeting new people, making small talk, talking on the phone, being assertive, dealing with conflict, or talking about oneself.

Pilkonis (1977: 585) as cited in Turner (1990: 498) stated that shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations. Furthermore, Zimbardo (1977) as cited in Henderson, and Zimbardo (2001: 21) stated that shy people mentain minimal eye contact and smilling, and have a closed, "defensive" posture, low speaking voice, and constrained body movements, with minimal hand and gesturing. In consequence, Harmer (2007: 345), students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. It can be concluded that shyness is emotional condition that suffer EFL learners, tendency to avoid social relations and to unsuccessful for contributing properly in social situation and have characteristics of minimal facial expressions and body movements.

2) The Causes

Zimbardo (1977) as cited in (Crozier, 2001; Cowden, 2005: 66) stated that one factor on which worry and shyness may vary is embarrassment. Shy individuals report embarrassment as a commonly experienced problem. Bisides, Saurik (2011) as cited in Juhana (2012: 101) identified:

> Most of English students feel shy when they speak language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that student' shyness is their perception on their own ability.

Bowen (2005) and Robby (2010) in Juhana (2012: 101), some shy learners are caused by their nature that they are very quite. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. Hence, some causes of students' shyness include embarrassment feeling, fear of mistake, afraid of

being laughed, perception of their ability, and their nature that are very quiet.

c. Fear of mistake

1) The Nature

Tsui in Nunan; Yi Htwe (2007; Robby, 2010; Juhana, 2012: 101) stated that as argued by many theorists, fear of mistake becomes one factor of students' reluctance to speak in English in the classroom. Moreover, Aftat in Juhana (2012: 101), Fear is linked to the issue of correction and negative evaluation. This is much influenced by the students' fear of being laughed by the other students or being critized by the teacher. In addition, Aydin (2008: 422) defined that fear of negative evaluation is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluation by the others and avoidance of evaluative situations. It can be concluded that fear of mistake is correlated to fear of negative evaluation and escaping of evaluative condition by the others, and feels incompetent of making good social impress.

2) The Causes

According to Horwitz at al., (1986) as explained in Aydin (2008: 424), fear of negative evaluation is triggered by the teacher as a fluent speaker and the classmates. In addition, Young (1991) in Aydin (2008: 424-425) argued that the reason why learners do not participate in the classroom activities is the fear of committing a verbal error. Regarding this, Kurtus (2001) as cited in Juhana (2012: 101) said that the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them. This can be done, fear of mistake is caused worrying of required verbal error, and scared of looking stupid in front of people or frightened to the others' perspective.

d. Lack of Confidence

1) The Nature

Burton and Platts (2006: 10) stated that confident is the ability to take appropriate and effective action in any situation, however challenging it appears to you or other. Meanwhile, Gürler (2015: 15) specified that lack of self-confidence can be thought under the both titles of psychological and attitudinal barriers that makes learner hard to speak in foreign language and even in mother tongue. In addition, Viswat and Jackson (1993:17) as cited in Jamila (2014: 158) added that basically, when the learners suffer from lack confidence, 'they lack affective strategies such as being able to praise themselves for doing something well or having confidence in themselves'. With respect to this issue, Tsui as cited in Nunan (1999; Juhana, 2012: 102) said that the students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. He and Chen (2010) in Juhana (2012: 102) stated that the main cause of students' confidence is their low ability in speaking English. In line of those studies, lack of confidence is mental and attitudinal obstacles that caused EFL learner getting difficult to speak or communicate either in first or foreign language and they feel incompetence about speaking.

2) The Causes

In line with this, He and Chen (2010) in Juhana (2012: 102) stated that the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. Further Brown (2001) in Juhana (2012: 102) mentioned that the other cause of students' lack of confidence also deals with the lack of encouragement from the teacher. It means that the main factors causing students' lack of confidence are that they have low

ability in speaking or they think that their speaking skill is bad, and their teachers are lack of reinforcement them.

e. Lack of Motivation

1) The Nature

According to Amirkhanova et al., (2016: 15), the term motivation comes from the Latin verb "move" which is, to put simply, the force that makes someone do something. In line with Amirkhanova, Dembo (2004: 10) stated that motivation as the internal process that gives behaviour its energy and direction. These internal processes include your goals, beliefs, perceptions, and expectations. Moreover, Nunan (1999) in (Juhana, 2012: 103) stressed that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Furthermore, in defining lack of motivation, Aktif (2013: 1370) stated that lack of motivation is the case, where desire that leads person to behave is not at the optimum level. Thus, lack of motivation on speaking is lack of energy or desire that lead person to speak in English.

2) The Causes

Garden in Nunan (1999) in Juhana (2012: 103) elaborates that:

> The causes of the studens' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further say, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom.

Some of the reasons for lack of motivation can be listed as the absence of sufficient grounds to overcome the difficulties students face, not have a purpose, and difficulty determining priorities

(Akif, 2013: 1370). Besides, Babu (2010) in Juhana (2012: 103) argued that lack of motivation in learning causes students' hesitation to speak English in the classroom. Connected to this issue, Dembo (2004) cited in Rany et al., (2013:185) stated that:

> At present, many numbers of Lao students have failed in their English language learning because of lack of motivation from some elements such as family background, social-environment, physical environment, culture, methods of learning and so forth.

Furthermore, Garden in Nunan (1999) and Babu (2010) as cited in Juhana (2012: 106) stressing that:

> Motivation is a product of good teaching, not its prerequisite, students are unmotivated and unwilling to speak English in the classroom among others are because uninspiring teaching and lack of appropriate feedback.

As a result, lack of motivation or unwillingness of students in speaking are because uninspired teaching, boredom, lack of perceived relevance of materials, lack of knowledge about the objectives of the education program, method of learning, family background, social situation, physical environment, culture, etc.

3. The Nature of English Class

Online Oxford learner dictionary (2020) stated that English is the language, originally of England, now spoken in many other countries and used as a language of international communication throughout the world. While online Cambridge dictionary (2020) explained that class is a period of time in which students are though something. It can be conclude that English class is when students learn English together with their teacher.

B. Conceptual Framework

To make the reader easier to understand the route of the study, below is the conceptual framework of the study:

Speaking Problems

Linguistic Factor

Non-linguistic Factor

The Others

Psychological Problems

1. Anxiety
2. Shyness
3. Fear of Mistake
4. Lack of Confidence
5. Lack of Motivation

Psychological Speaking Problems

The objectives of the study

To find out psychological problems that mostly hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking in English class as well as the most frequent causes of the problems.

Data collecting techniques

Questionnaire/open-ended question (contained 5 items and 10 items question), in-depth interview, (addressed to 5 student), observation and documentation

Data analysis technique

Data reduction, data display and conclution drawing

Data verification testing

Trianggulation technique: the data are obtained through questionnaire then checked by the data are gained from in-depth interview and observation

Related to the conceptual framework above, two factors that caused speaking problems are linguistic and non-linguistic factor. The study discussed non-linguistic factors, and specifically concerned into psychological factor which is included one of non-linguistic factor. Simply, the object of this study was psychological speaking problems. Five psychological speaking problems are anxiety, shyness, fear of mistake, lack of confidence, and lack of motivation. The data was expected able to answer two objectives of the study which were to find out psychological problems that mostly hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking skill in English class as well as the most frequent causes of the problems. The data was collected by questionnaire and applied open-ended question that was contained 5 items and 10 sub items question of psychological speaking problems. Besides, the data was also obtained through in-depth interview that was adressed to 5 students for discussing further about their psychological speaking problems, observation, and documentation. Data analysis technique in this study applied some steps among data reduction, data display and conclusion drawing. Meanwhile, triangulation technique became data verification testing which the data was obtained through questionnaire then checked by the data was gained from in-depth interview and observation.

C. Review of Relevant Studies

Below are the studies relevant to this research that is used as a theoretical foundation and reference for the researcher:

1. A thesis entitled "*Psychological Factors that Hinder Students in Speaking Skill in the Classroom (A case study of the Seventh grade students of SMP N 2 Banyubiru in the Academic Year of 2017/2018)*" was written by Muhammad Misbakhul Munir. This research took 64 seventh grade students as participants. The research aimed to find out psychological factors that hinder students in speaking skill in the classroom, and the causes of the factors as well as the possible solutions to overcome the

factors. The results of this research were as follows: first, the study reveals that most students have psychological factors in term of practicing speaking in the classroom. Second, of the five psychological factors, shyness ranges first (33%), while fear of mistake was the second (24%), followed by lack of confident (20%), anxiety (17%), and the last is lack of motivation (6%). Those factors, like of shyness, are commonly psychological factors for the most participants. Third, the possible solution to overcome those psychological factors, most of the students believes that motivating them to be more confident to speak English is worth considering. Fourth, this finding suggests that the teachers should be more aware of their students' hindrance to speak in the classroom. The similarities between Muhammad's research and this study were the focus of the research i. e psychological problems that hinder students from practicing their speaking in English class. The differences were in the subject of the study which Muhammad' research concerned to general major students at the seventh grade students on SMP N (Junior High School) 2 Banyubiru, while this research concerned to linguistic major students at the eleventh grade of Senior High School 2 Purwokerto, Banyumas regency.

2. A journal entitled *"Psychological Factors that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)"* was written by Juhana in the academic year 2012. The research took 62 students at the second grade as participants. The study aimed to find out psychological factors that hinder students from speaking, and the causes of the factors as well as the possible solution to overcome the factors. The result of the research were as follows: first, the study reveals that psychological factors such as fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in English class. Second, fear of mistakes is commonly caused by their fear of being laughed at by their friends. Third, the possible solution to overcome those psychological factors, most

students believes that motivating them to be more confident to speak English is worth considering. The similarities between Juhana's study and this research were the concern of the research i.e psychological factors that hinder students from practicing their speaking in English class. The differences were the subject of the research which juhana's research took a Senior High School in South Tangerang, Banten, Indonesia, while this research took, a specialization class, linguistic major students at the eleventh grade of Senior High School 2 Purwokerto, Banyumas regency.

3. A thesis entitled *"A Study of Students' Problem in Learning Speaking English at The Second Grade of SMP Negeri Talaga"* was written by Devi Novita Swary in the academic year 2014. The research took 26 students as participants. The research objectives were to know and investigate the students' problems in learning English speaking, and also to find some ways to solve it. The results of the research were as follows: first, the study concludes that the students have problems in term of learning English speaking. Second, low of vocabulary mastering, limited of grammar knowledge and pronunciation, shyness, nervousness, fear of making mistakes, lack of confidence, limited of practice, minimum opportunities, environment factor, mother tongue used dominantly, low of motivation are the kinds of students' problems in learning English speaking. Third, more practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give opportunities to all students, keep to speak English, join the extra class of English are the ways to solve the kinds of problems in learning English speaking.The similarities between Devi's research and this study were the focus of the research i.e students' problem in speaking. The differences were the subject of the study which Novi's research focused to general students at second grade of SMP (Junior High School) Negeri Talaga, while this research focused on linguistic major students at the eleventh grade of Senior High School 2 Purwokerto, Banyumas regency.

Thus, the unique or the difference between this research and the previous studies were that the subject of this study focused only on linguistic major students which it was at the eleventh grade of Senior High School 2 Purwokerto, Banyumas regency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This study is classified into qualitative and descriptive research. Of qualitative study, Creswell (2003: 18) stated that:

> A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from the data.

Moreover, this study is included descriptive which regards this, Gall and Borg (2007) as cited in Nassaji (2015:129) stated that the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data. Besides, this research is also completed by a bit of quantitative data to count the number of students' psychological speaking problems.

B. Time and Place of the Research

The research was conducted on 22 December – 12 February 2019, and was implemented at the eleventh grade of linguistic major of Senior High School 2 Purwokerto that is located in Jend. Gatot Subroto street, No. 69, Karangjengkol, Sokanegara, Purwokerto Timur, Banyumas, Jawa Tengah 53115.

C. Data Sources

1. Object of Data Source

   The object of the data source in this research is students' psychological speaking problems at the eleventh grade of linguistic major of Senior High School 2 Purwokerto, Banyumas regency.

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2. Subject of Data Source

The subject of the data source in this research is students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto, Banyumas Regency, as the main subject who provides information related to their psychological speaking problems.

D. Data Collecting Techniques and Research Instrument

1. Questionnaire

Questionnaire was applied as the data collection technique in this research and implemented open-ended question as the research instrument. Nunan (1992: 143) stated that an open item is one in which the subject can decide what to say and how to say it, for example: 'What do you think about the proposal that foreign languages should be compulsory in high school?' Questionnaires can consist entirely of closed questions, open questions or mixture. The questionnaire in the research was adapted from Juhana's study (2012: 104). Questionnaire was carried out to find out students' responses related to psychological factors that hinder them from speaking in English class. In line with this, questionnaire in this study was addressed to 34 students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto which studentsare given 5 items and 10 sub items question. Regarded to the implementation, questionnaire ware shared to students on 13 January 2019, which they were given 30 minutes to fill it. The table below is the list of five psychological problems:

Table 1.1

The List of Psychological Speaking Problems

No	Psychological Speaking Problems
1.	Lack of Confidence
2.	Anxiety
3.	Lack of Motivation
4.	Shyness
5.	Fear of Mistake

3. In-depth Interview

   Boyce (2006: 3) mentioned that in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation. In this study, in-depth interview was carried out to gain further information of students' responses in regard with psychological problems that mostly hinder students from practicing their speaking in English class and the most frequent causes of the problems. In addition, In-depth interview was addressed to 5 students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto and was conducted on 22 and 24 January 2020.

2. Observation

   Marshall (1995) as cited in Sugiono (2017: 226) stated that "through observation, the researcher learns about behaviour and the meaning attached to that behaviour. In this case, this researcher implemented participant observation which classified into passive participation. Sugiono (2017: 227) stated that passive participantion means that the researcher is present at the scene of action but does not interact or participate. The observation in this study was carried out to find out students participation and responses in speaking. Observation was conducted three times, on 14, 21 and 28 January 2020, and was carried out in the English class at the eleventh grade of linguistic major of Senior High School 2 Purwokerto.

3. Documentation

   Documents can be in the form of writing, images, or monumental works from someone (Sugiono, 2017: 240). Documentation is one of data collecting techniques of this study which is used for evidencing the existences. Students' questionnaire, field note, RPP (lesson plan), transcript in-depth interview, photo and recording are documentation of this study.

E. Data Analysis Technique

Miles and Huberman (1984) as cited in Sugiono (2017: 246) stated that activities in data analysis, namely: data reduction, data display, conclusion drawing/ verification:

a. Data Reduction

Sugiono (2017: 247), reducing data means summarizing, choosing the main things, focusing on the important matters, and looking for the theme and the pattern. In this step, after the data was obtained from interview, observation and documentation in the form of notes, recording and photos, the data were selected or sorted. The data were chosen based on the focus of the study which this related to students' psychological speaking problems.

b. Data Display

Sugiono (2017: 249), data display or data presentation can be done in the form of the brief description, charts, and relationship between categories, flowchart and its terms. After the required data according to the research purposes were obtained and already through the data reduction, the next step, the data was displayed. Regarding the type of the research in this study, the qualitative method, most of the data were presented in descriptive text, and it were also equipped with tables and chart.

c. Conclusion Drawing/ Verification

Sugiono (2017: 253), conclusion in the qualitative research is a new finding that had never been there before. Findings can be in the form of description of an object that was previously still dim or dark so that after the research is conducted, it becomes clear, and it can be a causal or interactive relationship, hypothesis or theory. After the data was presented, the final step in this research was to draw a conclusion. The conclusions of the study were a simple description to illustrate the results of the study briefly which answered the research questions.

F. Data Verification Testing

Data of the research that has collected have to across the validity testing to determine the degree of accuracy. Therefore, the data generated is scientific data that can be justified. Regard this, Sugiono (2017: 267) explained that a valid data means the data which does not differ between the data reported by the researcher and the actual occurs on the research object. Related to data validity testing, Sugiono (2017: 270) stated that validity testing in qualitative research includes test of credibility (interval validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

The study used credibility (interval validity) as data validity testing, and triangulation was applied as the credibilty. Wiliam Wiersma (1986) as cited in Sugiono (2017: 273) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Sugiono (2017: 273) mentioned that there are three kinds of triangulation: source, technique, and time. This research used technical triangulation which Sugiono (2017: 274) stated that technical triangulation is to test the credibility of the data by checking the data to the same source with different techniques. For example, the data is gained by interview, and then checked by observation, documentation or questioner. In this research, technical triangulation was carried out by checking the data were obtained from questionnaire with the data were gained from in-depth interviews and observations.

CHAPTER IV

FINDING AND DISCUSSION

A. Profile of Senior High School 2 Purwokerto

1. General Information

   Senior High School 2 Purwokerto is a state high school located in Jend. Gatot Soebroto street No.69, Sokanegara Village, Purwokerto Timur, Banyumas, Jawa Tengah. This school has NPSN/ NSS (school identification code): 20302165/ 301030226001 and has obtained ISO (The International Organization for Standardization) certificate with No.9001:2000 in the academic of 2009/2010. Moreover, this school is an accredited school with the value 'A' and has been known as the best school in Purwokerto. The school is led by Drs.Tjaraka Tjunduk Karsadi, M.Pd. 1.184 students were registered studying in this school in the academic year of 2018/ 2019. There are three majors in this school including natural science, social science, and linguistic.

2. Linguistic Major

   Focus on the research place, linguistic major as the specialization class only has a class. Related to the number of students, there are 36 students at the tenth grade, 34 students at the eleventh grade and 36 students at the twelfth grade. Linguistic major has a striking difference compared to the others. The important one is in this major students get more material on the language. Below are the language lessons that are learned by students in the linguistic major of Senior High School 2 Purwokerto:

Table 1.2

The List of Language Lessons of Linguistic Major

No	Language Subjects
1.	Indonesian Language
2.	English Language
3.	Javanese Language
4.	Indonesian Language and Literation

5.	English Language and Literation
6.	Mandarin Language and Literation
7.	France Language and Literation

B. Psychological Speaking Problems that Mostly Hinder Students and the Most Frequent Causes of the Problems

This research found that there were some psychological speaking problems of students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto. The data of this research consisted of the numbers of the students that experience each factor and were elaborated with the psychological experience of students dealing with speaking activities. Bellows were the result of the questionnaire which shows each student's response to the following questions:

Q1: *"Apakah anda merasa cemas ketika anda berbicara dalam bahasa Inggris*
pada saat pembelajaran (bahasa Inggris)?Jika iya mengapa, dan jika tidak mengapa?"

Q2: *"Apakah anda merasa malu ketika anda berbicara dalam bahasa Inggris*
pada saat pembelajaran (bahasa Inggris) Jika iya mengapa, dan jika tidak mengapa?"

Q3: *"Apakah anda merasa takut akan membuat kesalahan ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya mengapa, dan jika tidak mengapa?"*

Q4: *"Apakah anda merasa kurang percaya diri ketika anda berbicara dalam*
bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya mengapa,dan jika tidak mengapa?"

Q5: *"Apakah anda merasa kurang termotivasi ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya mengapa, dan jika tidak mengapa?"*

The question is presented in Indonesian to avoid misunderstanding and students were asked to answer it in Indonesian as well, so that they could freely express their idea without language disturbance. Followings were the students' answers to each question:

1. **Q1 (Anxiety)**

Meanwhile, Q1 was experienced by 22 students which showed that 65 % of students experienced anxiety, and their answers about the reasons why they experience such a factor are as follows:

Table 1.3

Students' Responses of Anxiety

No	Name	Students' Responses of Anxiety
1.	#S1	*"Yes, because I am not habituated to say grammatically in English"*
2.	#S2	*"Yes, because I often feel nervous when suddenly I am asked to speak, especially in speaking English, I am like, I don't know anything. Anxiety is there automatically and it is followed by nervousness, panic, and fear of mistake.*
3.	#S5	*"Yes, because I haven't mastered all vocabularies in English"*
4.	#S6	*"Yes, because of shame and easily to stammer when I am talking (stuttering). Besides, I am also fear of making mistake"*
5.	#S7	*"Yes, I am afraid of being wrong and making my interlocutor get confused"*
6.	#S8	*"Yes, I get anxious if I use the wrong grammar or mispronounce"*
7.	#S10	*"Yes, because I don't understand much vocabulary"*
8.	#S11	*"Yes, I am afraid if I am wrong in translating words to be conveyed and to be spoken"*
9.	#S13	*"Yes, because I don't speak English fluently yet"*
10.	#S15	*"Yes, because I am lack of mastering a lot of vocabulary"*
11.	#S17	*"Yes, because I am still lack of confidence in speaking English"*
12.	#S19	*"Yes, I am afraid of being wrong because I am lack of confidence"*
13.	#S20	*"Yes, lack of confidence and fear of making mistake"*
14.	#S21	*"Yes, because I am not very good in English and haven't known what is the right and what is the wrong to be spoken"*
15.	#S23	*"Yes, because I feel my grammatical knowledge is still less"*
16.	#S27	*"Yes, I am not too fluent if I should speak in English, I am still hesitate and afraid of being wrong"*
17.	#S28	*"Yes, because I cannot understand quickly in arranging the sentence to be spoken as well as how the pronunciation"*

18.	#S29	*"Yes, because I am lack of understanding when I am communicating directly*
19.	#S31	*"Yes, because usually I am asked to talk in front of many people. I prefer to talk only in front of my interlocutor"*
20.	#S32	*"Yes, because sometimes I am confused about what to say and I though too long with the words that I want to use"*
21.	#S33	*"Yes, I don't really understand many vocabularies, and I am afraid if the grammar is wrong"*
22.	#S34	*"Yes, because I am lack of practicing and I don't really understand the vocabularies"*

According to the reasons above, it can be classified into linguistic and non-linguistic factors. The causes of each factor of anxiety are taken from the most frequent reasons choose by students. The following are classified:

a. **Linguistic Factor**

On linguistic factor, there were 3 most frequent causes of students' anxiety as follows:

1) Lack of Vocabulary

In term of Vocabulary, students said that they felt anxious in speaking because they were lack vocabulary. With this, 7 (#S5, #S10, #S11, #S15, #S21, #S33, #S34) students experienced anxiety based on vocabulary factors and 3 students represented their statements below:

#S5   *"Yes, because I haven't mastered all vocabularies in English"*

#S11   *"Yes, I am afraid if I make mistakes in translating words to be conveyed and to be spoken"*

#S33   *"Yes, I don't really understand much vocabulary, and I am afraid if the grammar is wrong"*

In line with the statements above, students were lack of vocabulary because they haven't mastered much vocabulary and were hard in translating vocabulary. It relevant to Gebhard (2000) in Juhana (2012: 105) stated that not knowing the meaning of words or sentences can make students feel anxiety to speak. Having limited vocabularies, students find it difficult to convey what they wanted to say. This condition can create students' anxiety resulting in their reluctance to speak.

2) Low Grammar Mastery

In term of grammatical mastery, students assumed that they felt anxious in speaking because they were not mastery in grammar. In this case, 7 (#S1, #7, #S8, #S21, #S23, #28, #S33) students experienced anxiety based on low grammar mastery and 3 students represented their statements below:

#S1	*"Yes, because I am not habituated to say grammatically in English"*
#S23	*"Yes, because I feel my grammatical knowledge is still less"*
#S28	*"Yes, because I cannot understand quickly in arranging the sentence to be spoken as well as how the pronunciation"*
#S33	*"Yes, because I don't really understand much vocabulary, I am afraid if the grammar is wrong"*

In accordance with the statements above, low grammatical mastery was the cause of students' anxiety in speaking which students were still hard in arranging words to be a sentence and they were not habitual to say grammatically. It is in line with Aida (1994) as cited in Maclntyre, (1995; Young, 1991; Ahmed et al, 2017: 103) the fear of communicating with foreign language instructors caused anxiety among learners since they were afraid of committing grammatical errors. The anxiety in learning and producing of foreign language discourse often causes anxiety among FFLs.

3) Low Pronunciation Ability

In term of pronunciation, students stated that they felt anxious in speaking because they were low pronunciation ability. In this manner, there were 5 students (#S7, #S13, #S21, #27, #S28) who experienced low pronunciation ability and 3 students vice their statements below:

#S7   *"Yes, I get anxious if I use the wrong grammar or mispronounce"*

#S21 *"Yes, because I am not very good in English and haven't known what is the right and what is the wrong to be spoken"*

#S28 *"Yes, because I cannot understand quickly in arranging the sentence to be spoken as well as how the pronunciation"*

In regard with the statements above, low pronunciation was the cause of students' anxiety which students did not understand the correct pronunciation yet and were afraid of mispronouncing. Related this, some studies Horwitz et al (1986, in Baran-Lucarz, 2011: 495; Price, 1991) have already revealed that pronunciation can be considered a significant cause of language anxiety.

The statements above explained that students' anxiety was triggered by their incompetence in the linguistic factor or speaking mastery such as their lack of vocabulary, low grammatical mastery, and low pronunciation ability. These responses are relevant to Hashemi and Abbasi (2013) as cited in Elaldi (2016: 220) who stated that language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language.

The reasons were also supported by some students' explanation in the in-depth interview. For instance, the reason related to vocabulary and grammar were stated by student 'W' (*initial*) as follows:

"Iya, cemas, karena takut salah, kadang takut grammar nya nggak jelas, verb nya juga berantakan. Terus, saya juga masih terlalu lama berfikir dengan kata yang ingin saya ucapkan dimana saya masih merasa kalau vocab saya kurang meskipun saya sudah belajar bahasa Inggris semenjak saya berada dikelas satu SD. Sebenarnya, saya sudah mempelajari banyak vocab namun karena mungkin saya kurang suka bahasa Inggris jadi vocab yang sudah saya pelajari ngilang begitu aja. Grammarnya juga masih berantakan".

"I feel anxious because of fear of mistake. Sometimes, I am afraid that the grammar and the vocabulary are wrong. I think too much about the vocabulary, what vocabulary for this word. I

believe that I am still lack in vocabulary mastery, eventhough I have been learning English since I was in the first grade of elementary school. Actually, I have learned a lot of vocabulary but maybe because I don't like English so the vocabularies that I learned just disappeared. My grammatical mastery is also still unorganized." (Interview, 22ᵗʰ January 2020)

Student W clarified that she felt anxious because she hasn't mastered a lot of vocabulary which they think too much about the vocabulary to use and they lost their vocabularies that they have learned because they don't like English. Besides, their anxious was triggered because they were low grammar mastery which they can't arrange a sentence correctly and the sentence that they made was still unorganized. The other reason was stated by student 'I':

"Iya, karena saya kurang tahu speaking yang benar itu gemana, saya juga takut buat salah. Saya ngrasa cemas, gerogi, nggak nyaman, susah dan terbata-bata kalau ngomong bahasa Inggris. Gimana ya, susah kan kalau kita belum tahu yang bener gimana. Terus, saya juga masih kurang vocab meskipun saya sudah belajar semenjak SD, kurang paham grammar, dan masih susah ngafalin kosa kata"

"Yes, I feel anxious because I don't know how to pronounce correctly. Besides, I am afraid of making mistake, anxious, uncomfortable, difficult, and stammered when I speak English. It is hard to speak when we don't know what is the correct yet. Moreover, I am also lack of vocabulary, lack of grammar comprehension, and still difficult to memorize vocabulary eventhough I have studied it since I was in elementary school."(Interview, 22ᵗʰ January 2020)

Thus, student 'I' stated that she was still confused to pronounce correctly, lack of grammar comprehension, and difficult to memorize vocabulary although they have been studying long time.

Students' incompetence in English as the reason for their anxiety appeared through observation. It was seen when they got mispronouncing in some vocabularies, make mistakes in grammar and think too much about the vocabulary, they appeared tense in practicing their speaking.

Be based on the discussion, it can be concluded that students' incompetence in speaking as linguistic factors become the reasons for their speaking anxiety. Students' speaking incompetences were lack of vocabulary, lack of grammar mastery, and low pronunciation ability. In line with lack of vocabulary, students explained that they were thinking too much about the vocabularies to use and they forgot their vocabulary that they have learned before. Besides, students said that they haven't mastered much vocabulary, were hard to translate it, and were difficult to memorize it. In the issue of grammar, students were difficulty, and not habitual to arrange a sentence grammatically and correctly. In regard with pronunciation, students still do not understand the correct pronunciation and were afraid of misunderstanding.

b. Non-Linguistic Factor

Meanwhile, 3 most frequent causes of students' anxiety of non-linguistic factor are as follows:

1) Shyness

Regarding this, students mentioned that they had anxious in speaking because they were shyness. There were 3 students (#S2, #S6, and #S31) students who experienced anxiety be based on shyness and following were their reasons:

#S2	*"Yes, because I often feel nervous when suddenly I am asked to speak, especially in speaking English, I am like I don't know anything. Anxiety is there automatically and it is followed by nervousness, panic, and fear of mistake"*
#S6	*"Yes, because of shame and easily to stammer when I am talking (stuttering). Besides, I am also fear of making mistake"*
#S31	*"Yes, because usually I am asked to talk in front of many people. I prefer to talk just in front of my interlocutor"*

According to the statement above, students' anxiety was caused by their shyness which the symptoms included going blank and feeling uncomfortable to speak in public. It is relevant to Greco

and Morris (2001 as cited in Rubin et al., 2009; Walker, 2011:1) defined that:

> Shyness is considered a potential precursor for later development of social anxiety disorder and has also been linked to a host of adjustment problems including children's internalizing problems (i.e., anxiety, loneliness) obstacles in peer relationship (i.e., peer rejection, poor friendship quality), and school difficulties (i.e., poor school liking, school avoidance).

It is also in line with the symptom of shyness as mentioned in Baldwin (2011) as cited in Juhana (2012: 101) stated that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

2) Nervousness

In this term, students described that they became anxious in speaking because of their nervous. There were 3 students (#S2, #S6 and #S32) who experienced anxiety based on their nervousness, and the following were their reasons:

> #S2   *"Yes, because I often feel nervous when suddenly I am asked to speak, especially in speaking English, I am like I don't know anything. Anxiety is there automatically and it is followed by nervousness, panic, and fear of mistake"*
>
> #S6   *"Yes, because of shame and I am easily to stammer when I am talking (stuttering). Besides, I am also fear of making mistake.*
>
> #S32   *"Yes, because sometimes I am confused about what to say and I though too long with the words that I want to use"*

Related to those statements, some indications of students' nervousness were panic, confused, stammered, and too much thinking. Nervous is a part of anxiety as explained in Howritz et al as cited Nascente (2001; Juhana: 2012: 102), anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Thus, such feelings that

pour in students statements called nervous are the symptoms of anxiety.

3) Fear of Mistake

In this term, students stated that they became anxious in speaking when they were afraid of mistakes. In line with this, there were 5 students (#S2, #S6, #S7, #S20 and #S27) who experienced anxiety based on fear of mistake, and following statements were their reasons:

#S2   *"Yes, because I often feel nervous and when suddenly I am asked to speak, especially in speaking English, I am likeI don't know anything. Anxiety is there automatically and it is followed by nervousness, panic, and fear of mistake.*

#S6   *"Yes, because of shame and I am easily to stammer when I am talking (stuttering). Besides, I am also fear of making mistake"*

#S20   *"Yes, I am lack of confidence and fear of mistake"*

#S27   *"Yes, I am not too fluent if I should speak in English, I am still hesitate and afraid of being wrong"*

According the statements above, Students' fear of mistake was completely becoming the cause of their anxiety. This is in line with what MacIntyre & Gardner (1989 as cited in Zhou, 2004; Liu, 2007; Juhana, 2012: 105) arguing that error and afraid of being evaluated are the causes of anxiety that make students very anxious in learning oral English.

The data related to the causes of anxiety were also obtained through in-depth interview. In line with fear of mistake, student 'S' stated that:

"Iya, saya merasa cemas. Takut salah siy, terusan aku juga belum bisa nata kalimat dengan benar serta bagaimana pronunciation nya. Kalau, untuk pronunciation, saya masih suka bingung bagaimana pengucapan yang benar untuk kata-kata yang baru saya dengar, karena tulisan dan cara pengucapan kosa kata bahasa Inggris kan beda ya. Kalau untuk grammar, saya bingung buat nata kalimatnya, ini harus diletakan dimana dan harus pakai tenses apa. Saya juga masih belum terlalu kompeten dalam penguasaan vocabulary"

"Yes, I am anxious because I am afraid of being wrong, I also still haven't been able to arrange a sentence correctly and how the pronunciation is? Moreover, I am still confused about the correct pronunciation of the vocabularies that I just heard because in English, the writing and the pronunciation of the vocabulary are different. For grammar, I am confused about where I should put and which tenses to use in a sentence. I am also still not very competent in mastering vocabulary." (Interview, 22th January 2020)

Student 'S' revealed that the reason for her anxiety was fear of making mistake and it was affected by incompetence in vocabulary, pronunciation and grammar.

In addition, the cause of anxiety in regard with nervousness and shyness, student 'I' explained that:

"Iya, karena saya kurang tahu speaking yang benar itu gemana, saya juga takut buat salah. Saya ngrasa cemas, gerogi, nggak nyaman, susah dan terbata-bata kalau ngomong bahasa Inggris. Gimana ya, susah kan kalau kita belum tahu yang bener gimana. Terus, saya juga masih kurang vocab meskipun saya sudah belajar semenjak SD, kurang paham grammar, dan masih susah ngafalin kosa kata yang bener"

"Yes, I feel anxious because I don't know how to speak correctly. Besides, I am afraid of making mistakes, nervous, uncomfortable, difficult, and stammer when I speak English. It is hard to speak when we don't know what is the correct yet. Moreover, I am also lack of vocabulary, lack of grammar comprehension, and still difficult to memorize the correct vocabulary even though I have studied it since I was in elementary school." (Interview, 22th January 2020)

Student 'I' explained that she felt anxious which she got nervous, difficulty and stammered in speaking. In addition, she also obtained shyness which she felt uncomfortable.

The supporting data based on observation technique was required as well. When students were getting stammered, confused, afraid and hard in pronouncing some vocabulary, it encouraged them to get anxious. It indicated that students' anxiety was influenced by nervousness and fear of mistake. Besides, students appeared anxious

when they were going blank and lose their idea suddenly. It specified that students' anxiety was also affected by their shyness which in this case going blank and lose idea were identified by shyness.

For those reasons, there were some causes of students' anxiety in accordance with non-linguistic factors consisted of shyness, nervousness, and fear of mistake. In term of shyness, students were uncomfortable and going blank or lose their idea when speaking in front of many people. In regard with nervousness, students found panic, confused, too much thinking, stammered, and hard about speaking. Of fear of mistake, students were afraid of making mistakes because they are lack of vocabulary, grammar and pronunciation.

The above explanation related to the reasons why students experienced anxiety can be summarized in the following table:

Table 1.4

The Most Frequent Causes of Students' Anxiety

No	The Most Frequent Causes of Students' Anxiety	
1.	Linguistic Factors	Lack of Vocabulary
		Lack of Grammar Mastery
		Low Pronunciation Ability
2.	Non-Linguistic	Shyness
		Nervousness
		Fear of Mistake

2. **Q2 (Shyness)**

Relating Q2, 16 students experienced shyness and showed that 47% students experienced shyness which the following were the causes of their answer:

Table 1.5

Students' Responses of Shyness

No	Name	Students' Responses of Shyness
1.	#S2	*"Yes, because I am fear of making mistake and if I do that my shyness is getting bigger and it will happen in another time"*
2.	#S5	*"Yes, because we are still learning"*
3.	#S6	*"Yes, I am afraid to mispronounce and often think negatively on the opinion of interlocutor or others""*
4.	#S10	*"Yes, I am afraid of making mistake in arranging vocabularies so that it makes me shamed.*
5.	#S13	*"Yes, because I don't speak fluently in English yet"*
6.	#S15	*"Yes, I am afraid of making mistake in arranging vocabularies so that it makes me shamed.*
7.	#S17	*"Yes, I am ashamed to speak English because I am still not fluent in pronouncing vocabulary and I am afraid of being wrong"*
8.	#S19	*"Yes, because noticed by many people"*
9.	#S20	*"Yes, because when I speak, I will noticed by many people"*
10.	#S21	*"Yes, because I don't know grammar, a lot of vocabulary, and the correct pronunciation"*
11.	#S24	*"Yes, because I am not accustomed to use English"*
12.	#S27	*"Yes, I am afraid if my pronunciation is wrong"*
13.	#S30	*"Yes, sometimes I am still not fluent in pronouncing vocabulary"*
14.	#S32	*"Yes, because I am lack of grammatical understanding"*
15.	#S33	*"Yes, I am afraid of mispronounce of vocabulary"*
16.	#S34	*"Yes, I am afraid of making mistake on reading/ speaking"*

Similar with (Q1) anxiety, students' reasons of shyness was also can be divided into linguistic and non-linguistic factor as follow:

a. Linguistic

Concerning to linguistic factor, there were 2 most causes of students' responds on shyness bellow:

1) Lack Grammar Mastery

In term of grammar mastery, students specified that lack grammar mastery was the reason of their shyness. Regard this, 4 (#S10, #S15, #S21, and #S32) students experienced shyness based on low grammatical mastery:

#S10	*"Yes, I am afraid of making mistake in arranging vocabularies so that it makes me shamed"*
#S15	*"Yes, I am afraid of making mistake in arranging vocabularies so that it makes me shamed"*
#S21	*"Yes, because I don't know grammar, a lot of vocabulary, and the correct pronunciation"*
#S32	*"Yes, because I am lack of grammatical understanding"*

Related this, Students were lack of grammar mastery because they haven't understood the grammar yet and afraid of making mistake in arranging vocabularies to be a sentence.

2) Low Pronunciation Ability

In term of pronunciation ability, students believed that low pronunciation ability was the cause of their shyness. Following this, 8 students (#S3, #S13, #S17, #S21, #S27, #S30, #S33, and #S34) experienced anxiety based on low pronunciation ability and 4 students signified their statements below:

#S3	*"Yes, I am afraid to mispronounce and often think negatively on the opinion of interlocutor or others""*
#S17	*"Yes, I am ashamed to speak English because I am still not fluent in pronouncing vocabulary and I am afraid of being wrong"*
#S21	*"Yes, because I don't know grammar, a lot of vocabulary, and the correct pronunciation"*
#S27	*"Yes, I am afraid if my pronunciation is wrong"*

Thus, students were afraid of mispronunciation and didn't know the correct pronunciation becoming the reasons of their low pronunciation ability.

In regard with grammar and pronunciation, the reasons for students' shyness were caused by their perception about their ability to speaking mastery. It is in line with Saurik (2011; Juhana, 2012: 101) found in the data of his study that students' shyness is their perception on their own ability. Thus, students' shyness is caused by incompetence on some speaking ability either lack of vocabulary, low grammatical mastery, and low pronunciation ability.

Several reasons were also required from in-depth interview related to students speaking difficulty that made students getting shyness. The first reason related with students inability of grammar and pronunciation was mentioned by student 'W' as follows:

> *"Iya, aku cukup malu, aku bukan anak pemalu, malunya ya karena aku takut salah aja. Aku bisa natap temen-temen aku waktu ngomong bahasa Inggris kalau aku sudah paham sama apa yang aku katakana, jadi kaya aku butuh latian/ persiapan buat ngomong bahasa Inggris. Disini, aku masih kesulitan juga dengan cara pengucapan yang bener itu gemana, kadang tensesnya juga masih kebalik-balik kaya penerapan verb (–ed) sama verb (-ing)"*

> *"I am not a shy person, I am embarrassed because I am afraid of being wrong. Acctualy, I need preparation in advance for speaking. In this case, when I have understood what I am saying, I can look at my friend but if I haven't, I can't. In addition, I have trouble to pronounce vocabulary correctly. Sometimes, the tenses are still reversed which I still difficult to distinguish the use of verb (-ing) and verb (-ed)."(Interview, 22th January 2020)*

Students 'W' stated that she still had low pronunciation mastery which made her got difficulty in pronouncing vocabulary correctly. Besides, she had low grammatical mastery which she was incompetence on tenses.

For the next reason, student 'I' explained that incompetence in pronunciation and grammar triggered her shyness. The following was the explanation:

> *"Iya, malu, karena aku takut salah, terus cara ngomongnya juga belum fasih. Aku takut salah dalam pengucapannya, terkadang kan ada kata-kata yang pengucapannya mirip-mirip kaya kata 'know' sama 'now'. Mengenai grammar, saya juga masih bingung, harus pakai tenses apa. Kalau liat rumus siy saya bisa buat nyusun kalimat, tapi kalau tidak liat rumus masih bingung"*

> *"Yes, I feel ashamed because I am afraid of being wrong, I do not speak fluently either. I am afraid of getting mispronunciation. Sometimes, there are words that have a similar pronunciation such as 'now' and 'know'. Regarding grammar, I am confused about what is the tense should be used. If I see the tenses formula I can arrange a sentence but if I don't I am still confused."* (Interview, 22th January 2020)

Student 'I' clarified that she was not fluent in pronunciation and she also was afraid of getting mispronounce especially when she found the similar pronunciation of the words. Furthermore, she has difficulties in grammar competence such as she still confused about the tenses and she was not being able to a arrange sentence without see the formula.

Furthermore, students 'R' added about her difficulty in grammar and bellow:

> *"Iya, kalau buat maju siy nggak malu. Malunya karena belum terbiasa pakai bahasa Inggris. Selain itu malu kalau salah siy, saya masih bermasalah dengan vocabulary, pronunciation sama grammar. Saya masih salah dalam pengucapan, penyusunan kalimatnya juga masih bingung. terus masih lumayan bingung sama penerapan verb –ed dan memahami gerund (kata benda)"*

> *"Yes, I don't feel ashamed when I came forward in front of the class, my shyness is triggered because I am not habitual about speaking and I have trouble either in vocabulary, pronunciation, and grammar competence. I still make mistakes in pronunciation and am confused about sentences arrangements such as the implementation of the verb (-ed) and understanding gerund (noun)."* (Interview, 24th January 2020)

Student 'R' said that he got difficulty either in vocabulary, pronunciation, and grammar. In term of grammar, he felt hard to arrange words to be a sentence and to understand tenses, for instance:

to understand the implementation of the verb (-ed) and gerund. Besides, she believed that she still made a mistake in pronunciation.

Of observation technique, some relevant data related to students' inability in speaking because of shyness are acquired. Actually, just a little of students that were appeared shyness, it means most of students were not. In line with this, some students who experienced shyness obtaining several symptoms either when students were not fluent or make mistakes in pronunciation and were forgetting the rule of grammar, they cannot establish eye contact of their friends and appeared uncomfortable when they speak.

Therefore, the most frequent causes of students' who experienced shyness regarding linguistic factor were low grammar mastery and low pronunciation ability. Concerning low grammatical mastery, students believed that they haven't mastered the grammar yet which they were hard to understand tenses so that they felt hard to arrange sentences without seeing the tenses formula, for instance: to understand gerund and the implementation of the verb (-ed). In line with low pronunciation ability, students assumed that they didn't know how or were hard to pronounce the vocabulary correctly, to distinguish the similar pronunciation of the words, and to pronounce the vocabulary fluently.

b. **Non-linguistic Factors**

Fear of Mistake

In term of fear of mistake, students assumed that fear of mistake made students felt shy in speaking. In accord with this, there were 3 students who experienced anxiety based on fear of mistake which gave statements below:

#S2	*"Yes, because I am fear of making mistake and if I do that my shyness is getting bigger and it will happen in another time"*
#S17	*"Yes, I am ashamed to speak English because I am still not fluent in pronouncing vocabulary and I am afraid of being wrong"*
#S34	*"Yes, I am afraid of making mistake on reading/ speaking"*

Regarding this, students' fear of mistakes defined that students were afraid of making mistakes which made them getting ashamed in speaking. It is in line with Saurik (2011) as cited in Januariza (2016: 470) identified that most of English students feel shy when they speak the language because they think they will make mistakes when they talk.

To support the explanation above, the other statement was obtained through In-depth interview. For the main reason, the statement related to fear of making mistakes was revealed by student 'W' bellow:

> *"Iya, aku cukup malu, aku bukan anak pemalu, malunya ya karena aku takut salah aja. Aku bisa natap temen-temen aku waktu ngomong bahasa Inggris kalau aku sudah paham sama apa yang aku katakana, jadi kaya aku butuh latian/ persiapan buat ngomong bahasa Inggris. Disini, aku masih kesulitan juga dengan cara pengucapan yang bener itu gemana, kadang tensesnya juga masih kebalik-balik kaya penerapan verb (–ed) sama verb (-ing)"*

> *"I am not a shy person, I am embarrassed because I am afraid of being wrong. Acctualy, I need preparation in advance for speaking. In this case, when I have understood what I am saying, I can look at my friend but if I haven't, I can't. In addition, I have trouble to pronounce vocabulary correctly. Sometimes, the tenses are still reversed which I still difficult to distinguish the use of verb (-ing) and verb (-ed)."(Interview, 22th January 2020)*

Student 'W' stated that she felt ashamed because she was afraid of making mistakes. In this case, she should practice or prepared in advance, and understood what they want to say before. According to this statement, student who experienced shyness in this research did

not experienced because she naturally is a shy person that has characteristic of being quite.

Of observation technique, students' shyness was identified by their uncomfortable feeling when they were speaking in front of their teacher. Students shyness were appeared when students was worring for expressing their idea, at that time they also were getting uncomfortable and were going blank or forget what they want to say. It directed that students' fear of making mistake have a big possibility affected their shyness.

Hence, of non-linguistic factor, the cause of students' shyness that hindered them in practicing their speaking was completely feared of mistakes to speak in public. In regard with fear of mistakes as the cause of shyness, students stated that they needed preparation or practicing before they speak and understood what they wanted to say because they can't spoke directly or spontaneity.

The above description correlated to the causes why students experienced shyness can be summarized in the following table:

Table 1.6

The Most Frequent Causes of Students Shyness

No	The Most Frequent Causes of Students Shyness	
1.	Linguistic	Lack of Grammar Mastery
		Low Pronunciation Ability
2.	Non-Linguistic	Fear of Mistake

3. **Q3 (Fear of Mistakes)**

Additionally, Q3 was experienced by 31 students which revealed 91 % of students experienced fear of mistakes and the following were their statements why they experienced fear of mistakes:

Table 1.7
Students' Responses of Fear of Mistake

No	Name	Students' Responses of Fear of Mistake
1.	#S1	*"Yes, because I am afraid that what I say can cause a wrong meaning and offend others"*
2.	#S2	*"Yes, because I often feel stupid if I am faced the English lesson. Actually, I feel it too in the others lesson which I feel stupid and difficult"*
3.	#S3	*"Yes, because if we are miss in speaking, it will give a different meaning"*
4.	#S5	*"Yes, because I haven't understood yet all the basic theory about speaking"*
5.	#S6	*"Yes, I am afraid of the others opinion who hear and make them confused"*
6.	#S7	*"Yes, because I will make my interlocutor confused with what I say"*
7.	#S8	*"Yes, I am afraid of being wrong because I am not good at grammatical and pronunciation yet. I am afraid of getting bad opinion and being mocked by others.*
8.	#S10	*"Yes, I am afraid of making mistake in the arrangement and the pronunciation"*
9.	#S11	*"Yes, I am afraid if I am wrong in translating words to be conveyed and to be spoken"*
10.	#S12	*"Yes, I am afraid of making mistake in the pronunciation and the grammar"*
11.	#S13	*"Yes, because my speaking ability is not good enough yet"*
12.	#S14	*"Yes, I am afraid because sometimes , I forget the grammar, make mistake in pronunciation, and also forget the vocabulary to describe what I say"*
13.	#S15	*"Yes, I am afraid of arrangement (grammar) and pronunciation"*
14.	#S16	*"Yes, because I am afraid that my vocabulary is wrong and unclear, as well as the speaking"*
15.	#S17	*"Yes, because I can't speak English yet that is good and right so that I am afraid of making mistakes"*
16.	#S18	*"Yes, because I understand that I am very lack of grammar and vocabulary"*
17.	#S19	*"Yes, because mispronounce, and the order of sentences*

18.	#S20	*that must be pronounced"*
		"Yes, because mispronounce, and the order of sentences that must be pronounced"
19.	#S21	*"Yes, because I will being laughed and mocked.*
20.	#S23	*"Yes, I cannot arrange the grammar neatly and I still don't have a lot of vocabulary"*
21.	#S24	*"Yes, because I am not fully mastery in speaking which is good and right"*
22.	#S25	*"Yes, because as much as possible we should minimize mistakes"*
23.	#S26	*"Yes, because sometimes there are new words that I have never said before"*
24.	#S27	*"Yes, I am still not too fluent in pronouncing vocabulary"*
25.	#S28	*"Yes, because I am still often to mispronounce and misinterpret in English words or sentences"*
26.	#S29	*"Yes, my interlocutor will feel uncomfortable and the atmosphere becomes awkward"*
27.	#S30	*"Yes, I still feel scared when I talk because I am afraid of mistranslating words"*
28.	#S31	*"Yes, because when I make a mistake someone else can imitate it especially when I speak"*
29.	#S32	*"Yes, sometimes I am not confidence"*
30.	#S33	*"Yes, because I am still lack of English learning such as in vocabulary, pronunciation and grammar"*
31.	#S34	*"Yes, because afraid of pronouncing and arranging the words"*

Similar with (Q1) anxiety and (Q2) shyness, the causes of students' shyness were separated into linguistic and non-linguistic factor as follow:

a. Linguistic

Concerning to linguistic factor, there were 3 most causes of students' responds on shyness bellows:

1) Lack of Vocabulary

In term of vocabulary, students found that their fear of mistake was triggered by lack of vocabulary. In this matter, 9 students (#S10, #S11, #S14, #S16, #S18, #S21, #S23, #S26, and #S33) experienced shyness based on lack of vocabulary mastery, and 3 students represented the reasons for their statements:

> #S11   *"Yes, I am afraid if I am wrong in translating words to be conveyed*
>
> #S14   *"Yes, I am afraid because sometimes I am forget the grammatical, make mistake in pronunciation, and am also forget the vocabulary to describe what I say"*
>
> #S18   *"Yes, because I understand that I am very lack of grammar and vocabulary"*

With this, there were several aspects of students' fear of mistakes involved incompetence to understand and to translate the meaning of vocabulary, and their nature for forgetting vocabulary.

2) Lack of Grammar Mastery

In term of grammar mastery, students revealed that their fear of mistake was caused by low grammar mastery. In this case, 14 students (#S8, #S10, #S12, #S14, #S15, #S18, #S19, #S20, #S21, #S23, #S28, #S30, #S33, and #S34) experienced fear of mistake based on grammatical problem and 3 students mentioned the causes of their statements:

> #S12   *"Yes, I am afraid of making mistake in the pronunciation and the grammar"*
>
> #S14   *"Yes, I am afraid because sometimes I forget the grammar,make mistake in pronunciation, and also forget the vocabulary to describe what I say"*
>
> #S23   *"Yes, I cannot arrange the grammar neatly and I still don't have a lot of vocabulary"*

In this sense, students were lack of grammar mastery, they were afraid of making mistakes, forgot, and cannot arrange the grammar (the sentence) neatly.

3) Low Pronunciation Ability

In term of Pronunciation ability, students supposed that their fear of mistake was instigated by low pronunciation ability. Related this, 18 students (#S5, #S7, #S8, #S10, #S12, #S13, #S14, #S15, #S16, #S17, #S19, #S20, #S21, #S24, #S27, #S28, #S33, and #S34) experienced fear of mistakes based on low pronunciation ability and 3 students denoted the reasons for their statements as follows:

#S8 *"Yes, I am afraid of being wrong because I am not good at grammatical and pronunciation yet. I am afraid of getting bad opinion and being mocked by others.*

#S27 *"Yes, I am still not too fluent in pronouncing vocabulary"*

#S34 *"Yes, because afraid of pronouncing and arrangin the words"*

In line with this, students believed that had low pronunciation ability which they were not fluent and afraid of mispronouncing.

Based on the statements above, students got problems about speaking skill based on fear of mistake caused some factors either in lack of vocabulary, low grammar mastery, and low pronunciation ability. Young (1991) as cited in (Aydin, 2008: 424-425) argued that the reason why learners do not participate in the classroom activities is the fear of committing a verbal error.

The causes above were reinforced by several data from in-depth interview. For the leading statement related to students' fear of mistake was caused of pronunciation and vocabulary, it was mentioned by student S:

"Iya, saya takut membuat kesalahan karena tidak tahu cara bacanya/ cara ngomongnya bagaimana. Terus takut salah ngartiin kata misalnya nemuin kata baru yang aku nggak tahu artinya itu apa"

"Yes, I am fear of mistakes because I don't know the way to pronounce vocabulary, and I afraid of misinterpreting it like when I find new vocabularies that I don't know the meaning."(Interview, 22th January 2020)

Student 'S' clarified that she was afraid of making mistake in speaking because she didn't know how to pronounce vocabulary and she was afraid of misinterpreting new vocabulary that she haven't known the meaning before.

In addition, related to students' fear of mistake in regard with low of grammar mastery was mentioned by student 'W' as follows:

"Iya, takut salah, karena aku kurang percaya diri, aku kan nggak paham grammar terus juga nggak terlalu suka bahasa

Inggris jadi kalau disuruh maju walaupun aku orangnya nggak pemalu dan ngomong apa yang nggak terlalu aku tahu jadinya takut. Mungkin, karena aku tidak terlalu suka bahasa Inggris jadi apa yang aku pelajari susah diserep"

I feel afraid of making mistakes in English because I am lack of confidence. Besides, I also don't understand the grammar and I don't like English as well. Hence, even though I am not a shy person but when I am asked to come forward and say what I don't too know, I feel worried. Maybe, because I don't really like English so it is hard to absorb what I learn (Interview, 22th January 2020)

In this case, student 'W' mentioned that she didn't understand grammar. Besides, she didn't like English so that she was difficult to comprehend the knowledge of grammar that they learned.

In the issue of pronunciation, the reason why students were not mastery in pronunciation represented by student R:

"Saya kira saya belum bisa melafalkan bahasa Inggris dengan benar karena saya merasa masih sangat kurang berlatih berbicara dalam bahasa Inggris"

"I think, I am not good at pronunciation yet because I am less to practice my speaking skill" (Interview, 24th January 2020)

He said that he was less practicing speaking so that he felt inability in pronunciation.

Regarding to vocabulary, grammar, and pronunciation problems that caused fear of mistake, student 'I' mentioned that:

"Iya, saya takut melakukan kesalahan, alasannya malunya siy, karena belum bisa menggunakan bahasa inggris yang baik dan benar berkaitan sama tenses, vocab, dan pengucapan.

"Yes, I am afraid of making mistakes, the reason is shyness, because I haven't been able to use English properly and correctly in regard with tenses, vocabulary, and pronunciation" (Interview, 22th January 2020)

With this, student 'I' explained that she hasn't been able to use English correctly and properly such in the grammar like the tenses, the vocabulary and the pronunciation.

Of observation, students' fear of mistake seemed when they practice their speaking and memorize the vocabulary well, before they came forward to their teacher for the real speaking test. In this case, it indicated that students were afraid of making mistakes and didn't want to look stupid. In addition, students appeared afraid when they got mistakes in pronouncing words, forgot the vocabulary, make a mistake in using the grammar, they also became afraid when they were getting evaluations from their teacher about their speaking skill. Concerning students' afraid of making mistake, it was relatable with their mastery in the vocabulary, the grammar and the pronunciation which proofed that their fear of mistake was affected by those factors.

Thus, students' fear of mistake based on linguistic factor was caused by some problems including lack of vocabulary, lack of grammar mastery and low pronunciation ability. Related to lack of vocabulary, students mentioned that they haven't mastered the vocabulary both they were difficult for understanding, misinterpreting/ mistranslating vocabulary and having a nature to forget it. In term of low grammar mastery, students believed that they were hard to understand the grammar and they were easy to forget the grammar that has learned, for examples: in the rule and the tenses which they were hard in arranging words to be a sentence correctly and organized. In regard with low pronunciation ability, students were not fluent, were afraid of mispronunciation, and didn't know the correct pronunciation yet.

b. Non-Linguistic factor

Fear of Negative Evaluation

In this item, students mentioned that their fear of mistake was caused by their worry to get a negative evaluation. 6 students (#S3, #S6, #S7,

#S8, #S21, and #S29) experienced this problem and 3 students represented their statements as follows:

#S3 *"Yes, because I am afraid that what I say can cause a wrong meaning and offend others"*

#S8 *"Yes, I am afraid of being wrong because I am not good at grammatical and pronunciation yet. I am afraid of getting bad opinion and being mocked by others"*

#S29 *"Yes, I am afraid of my interlocutor will feel uncomfortable and the atmosphere becomes awkward"*

Thus, students were fear of mistake because they were afraid of getting negative evaluation which they were afraid of getting bad opinion or perceptions and being mocked by the others. It is in line with Hieu (2011) and Zang (2006) as cited in He and Chen (2010; Juhana, 2012: 101) explained that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Moreover, Jones (2004: 31) as cited in (Antoro et al, 2015: 4) stated "Classroom is always a problem… you find many people watching you and try to correct you, laugh at you, you will be blamed for any mistakes, and you have to be correct because it is a class.

Based on the in-depth interview, students' fear of negative evolution was the reason for their fear of mistake as explained by student 'I' bellow:

"Saya takut diejek temen-temen saat saya berbicara dalam bahasa Inggris, sebenernya, mungkin niat mereka baik untuk ngasih tahu kalau aku salah, tapi cara mereka untuk menyampaikan itu kurang tepat"

I am afraid of being mocked of my friends when I am speaking English. Maybe, they have good intention to remind me that I was wrong but I don't think that the way to remind me is right" (Interview, 22th January 2020)

In regard with this, students 'I' explained that she was afraid of being mocked by her friends, it signed that she was afraid of getting a negative evaluation.

Through observation, students' fear of mistake was caused by fear of negative evaluation appeared when students were practicing their speaking and their teacher look at them seriously, they were thinking hard to remember the conversation that they have been memorized before. Furthermore, students' fear of negative evaluation appeared after they finished practicing their conversation when the teacher gave evaluations of every student about their speaking. At that time, students appeared afraid of the evaluations that were given by their teacher. In this case, the teacher gave students comments and suggestions to improve their ability in speaking. Students' afraid indicated that they were fear of negative evaluation so that they were thinking hard, didn't want to make mistakes, and tried to practice their speaking correcly. It can be concluded that students' fear of negative evaluation influenced their fear of mistake.

Therefore, the reason of students' fear of mistake in regard with non-linguistic factor was caused by their fear of negative evaluation which they were afraid of getting negative evaluations from their friends or their teacher as the listeners. With this, students were afraid of getting negative comments or evaluations by their teacher, and requiring negative opinions and being mocked by their friends. Regarded this, Kurtus (2001) as cited in (Juhana, 2012: 101) said that the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them.

The above description associated with the causes of why students experienced fear of mistake when they speak, can be summarized in the following table:

Table 1.8

The Most Frequent Causes of Students' fear of Mistakes

No	The Most Frequent Causes of Students' fear of Mistakes	
1.	Linguistic	Lack of Vocabulary
		Lack of Grammar Mastery
		Low Pronunciation Ability
2.	Non-Linguistic	Fear of Negative Evaluation

4. Q4 (Lack of Confidence)

Furthermore, Q4 was experienced by 76 % students which directed that 26 students experienced lack of confidence, and bellow were their reasons why they experienced several factors:

Table 1.9

Student Responses of Lack of Confidence

No	Name	Students' Responses of Lack of Confidence
1.	#S1	*"Yes, because I am not proficient in English and my dialect is different with English pronunciation"*
2.	#S2	*"Yes, because I am afraid. I don't like to speak in the other languages except Indonesian when I speak in public. It has happened a long time ago and it still carries on. I feel more confident using Indonesian compered to foreign languages"*
3.	#S5	*"Yes, because I haven't understood all the basic theory about speaking yet"*
4.	#S6	*"Yes, because I am lack of confidence especially if I am talking to interlocutor in English"*
5.	#S8	*"Yes, fear of mistakes"*
6.	#S9	*"Yes, because I am still nervous and not fluent when I am speaking in front of class or many people"*
7.	#S10	*"Yes, because I am not fluent in pronunciation"*
8.	#S11	*"Yes, sometimes I am lack of confidence because I am low vocabulary mastery"*
9.	#S12	*"Yes, because sometimes I mispronounce"*
10.	#S13	*"Yes, because I am afraid that my English ability is not good enough"*
11.	#S15	*"Yes, because I am not fluent in pronunciation"*
12.	#S16	*"Yes, fear of making mistake in answering question"*
13.	#S17	*"Yes, because I feel that I cannot speak English yet, I am afraid of making mistakes so that I feel lack of confidence"*

14.	#S18	*"Yes, because I often to make mistakes"*
15.	#S19	*"Yes, fear of mistakes"*
16.	#S20	*"Yes, fear of mistakes"*
17.	#S21	*"Yes, because I haven't mastered it (speaking) properly"*
18.	#S23	*"Yes, fear of mistakes"*
19.	#S24	*"Yes, I am still afraid of making mistakes in English"*
20.	#S27	*"Yes, I am not too fluent in pronunciation"*
21.	#S28	*"Yes, I feel, I am still lack if I am compered to my friend"*
22.	#S29	*"Yes, because I am not fluent in English"*
23.	#S30	*"Yes, sometimes I am still awkward when I am speaking"*
24.	#S32	*"Yes, because I am not sure with what I say"*
25.	#S33	*"Yes, because I am lack of confidence in public speaking both in Indonesia or in English*
26.	#S34	*"Yes, because I don't understand English very well"*

In connection with the reasons above, Q4 was distributed into linguistic and non-linguistic factors as well as in line with Q1 (anxiety), Q2 (shyness), and Q3 (fear of mistake). Bellows were the distribution:

a. **Linguistic Factor**

For this, there was a most frequent cause of students' responses on lack of confidence:

Low Pronunciation Ability

In term of pronunciation, students saw that their lack of confidence was affected by low pronunciation ability. In this case, 9 students (#S1, #S5, #S9, #S10, #S12, #S13, #S15, #S17, #S21, #S27, #S28, and #S29) got shyness based on low pronunciation ability as mentioned by 3 students' below:

  #S1   *"Yes, because I am not proficient in English and my dialect is different with English pronunciation"*

  #S10   *"Yes, because I am not fluent in pronunciation"*

  #S12   *"Yes, because sometimes I mispronounce"*

Thus, students explained that they obtained lack of confidence because they got inabilities in pronunciation which was caused by their dialect or pronunciation differences, fluency and mispronunciation.

In this way, students also described their reasons about their lack of confidence in regard with linguistic factor on in-depth interview. Correlated with low pronunciation ability as the reason for students' lack of confidence, student 'W' explained that:

> *"Iya, aku ngrasa kurang percaya diri karena kadang-kadang aku ragu dan plin plan sama apa yang saya katakana untuk apa yang belum aku tahu, ini pengucapannya bagaimana? kaya gini apa kaya gini, jadi masih labil, ini gimana ya, ini gimana ya. Sebenernya kalau sudah tahu si yakin-yakin aja"*

> *I am lack of confidence and hesitate about what I say for anything that I haven't known yet. What is the correct pronunciation? Actually, if I already knew I will be confident. (Interview, 22th January 2020)*

Students 'W' explained about lack of pronunciation, she said that she was hesitated and confused about the correct pronunciation, and she believed if she has known the correct pronunciation they would feel confident in speaking.

Of observation, some appearances were obtained. At the main point, when students got mispronunciation and stammered, they appeared hesitated and were not completely confident with what they said. It showed that students' low pronunciation ability affected them to become lack of confidence.

Therefore, the reason for students' lack of confidence based on linguistic factor was low pronunciation ability which in this case, became the most frequent cause. Relating this, students haven't mastered the pronunciation yet which they still faced some problems among mispronunciation, lack of understanding of the dialect or pronunciation differences between Indonesia and English, influence, hesitated and confused with the correct pronunciation. In this matter, He and Chen (2010) in Juhana (2012: 102) stated that the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well.

b. Non-linguistic Factor

With regard with non-linguistic factor, there were 3 most frequent causes of students' responses including:

1) Anxiety

Interrelated with this cause, students mentioned that anxiety was the trouble that caused their lack of confidence. In this occasion, 3 students (#S2, #S9, and #S30) experienced lack of confidence based on anxiety which their reasons including:

#S2	*"Yes, because I am afraid. I don't like to speak in the other languages except Indonesian when I speak in public. It has happened a long time ago and it still carries on. I feel more confident using Indonesian compered to foreign languages"*
#S9	*"Yes, because I am still nervous and not fluent when I am speaking in front of class or many people"*
#S30	*"Yes, sometimes I am still awkward when I am speaking"*

Hence, students' anxiet was proofed by some symptoms that they faced among nervousness, awkward and hesitated.

2) Fear of Mistake

In line with this context, students understood that their fear of mistake made them obtaining a lack of confidence. Regard this, 6 students (#S16, #S18, #S19, #S20, #S32, and #S33) experienced lack of confidence based on fear of mistake and the reasons for their statements are presented by 3 students bellow:

#S16	*"Yes, fear of making mistake in answering question"*
#S18	*"Yes, because I often to make mistakes"*
#S19	*"Yes, I am still afraid of making mistakes in English"*

It can be concluded that students' lack of confidence was triggered by their worry of making mistakes.

Through in-depth interview, students also delivered the reasons about their lack of confidence. Interconnected with anxiety, student 'S' mentioned that:

"Iya, aku ngrasa minder kalau temen aku bisa ngomong bahasa inggris dengan baik, kaya kok dia bisa aku nggak.

> *Aku juga ngrasa masih kurang buat praktik speaking siy di kelas. Disini kan jarang buat maju speaking satu persatu kalau bisa dibanyakin lagi untuk praktik speaking nya jadi guru tahu mana nih yang sudah bisa mana yang belum jadi speaking kita bisa berkembang. Pembelajarannya menurut aku juga kurang cair gemana ya suasananya masih cukup spanteng, itu membuat saya merasa kurang nyaman".*

> *"Yes, I am not confidence. When my friends have a good performance in speaking, I feel that it is quite intimidating me and builds my fears. How they can do it? and how about me?. Besides, I am lack of practicing my speaking in class. We are still seldom to come forward and practice our speaking skill one by one. I think we need a lot of speaking practices so the teacher knows which students are already able to speak and which are not yet. Thus, we can improve our speaking ability. Furthermore, the atmosphere of our English class still runs rigid, and it makes me feel uncomfortable." (Interview,* 22th *January 2020).*

Student 'S' described that she felt afraid to speak when her friends have a good performance in practicing their speaking, and it was quite intimidating her. In this case, students' fear indicated their anxiety. Regarding anxiety as the cause of students' lack of confidence, Tsui as cited in Nunan (1999; Juhana, 2012: 102) said that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. In regard with communication apprehension, McCroskey (1997) as cited in Amiri and Puteh (2018: 164) explained that communication apprehention is defined as an individual's level of of fear or anxiety about oral communication associated with either real or anticipated communication with another person or persons.

Besides, interrelated to fear of making mistake, student 'I' stated that:

> *"Iya, aku kurang percaya diri karena takut pengucapannya kurang bener, takut salah, dan kurang menguasai spaking"*

> *"Yes, I am lack of confidence because I am afraid of mispronunciation, fear of mistake and I am not mastery in speaking" (Interview,* 22th *January 2020)*

Student 'I' stated that she was afraid of making mistakes and it made her getting lack of confidence. It is in line with Gürler (2015: 15) specified that lack of self-confidence can be thought under the both titles of psychological and attitudinal barriers that makes learner hard to speak in foreign language and even in mother tongue. Related this, students' mistake were be able to make students lose their confidence. In line with this, Zua (2008) as cited in Juhana (2012: 106) notices that how to treat students' mistake in communication will become the key to carry out a communication. Further, she argues if the teacher corrects a students' error at an unsuitable time he will lose his confidence.

Additionally, through observation, the researcher found that some student were seen tense, it proofed that they were anxious. Besides, some students were afraid, and speak carefully and slowly, it signed they were afraid of making mistakes. Those matters made students didn't speak expressively which it was a sign of lack of confidence. Thus, students' anxiety and fear of mistakes triggered their lack of confidence.

The discussion above explained that students' lack of confidence was triggered by anxiety and fear of mistake. In line with anxiety, students stated that they got lack of confidence because they hesitated and had nervous, awkward and tense. Moreover, they felt fear to speak when their friends have a good performance in practicing speaking. In regard with fear of making mistakes, students believed that their lack of confident was completely triggered by their worry of making mistakes which they felt afraid, and speak carefully and slowly.

The above explanation related to the reasons why students experienced lack of confidence can be shortened in the table below:

Table 1.10

The Most Frequent Causes of Students' Lack of Confidence

No	The Most Frequent Causes of Students' Lack of Confidence	
1.	Linguistic	Low Pronunciation Ability
2.	Non-Linguistic	Anxiety
		Fear of Mistake

5. Q5 (Lack of Motivation)

Connecting to Lack of Motivation, Q5 were experienced by 32 % students which presented that there were only 11 students who had lack of motivation. Below were their reasons why they experienced lack of motivation:

Table 1.11

Students' Responses of Lack of Motivation

No	Name	Students' Responses of Lack of Motivation
1.	#S10	*"Yes, I am lack of understanding English"*
2.	#S15	*"Yes, because I am lack of understanding English"*
3.	#S16	*"Yes, I am afraid to speak and misword, but as much as possible I keep to learn English"*
4.	#S19	*"Yes, because I am lack of understanding English as well as the pronunciation"*
5.	#S20	*"Yes, because I am lack of understanding English as well as the pronunciation"*
6.	#S24	*"Yes, actually I not too interest in English but I keep trying to learn it, I know English is important in the college and in the time of work"*
7.	#S25	*"Yes, because I often don't understand and feel unmotivated"*
8.	#S27	*"Yes, because I am ashamed"*
9.	#S31	*"Yes, because I am more motivated to learn the other things"*
10.	#S33	*"Yes, because there is no reason that encourages me to learn English more"*
11.	#S34	*"Yes, I am lack of understanding English"*

Similar to the others (Q1, Q2, Q3 and Q4), this factor divided above reasons became linguistic and non-linguistic factors. However, students' lack of motivation just had a cause based on non-linguistic factor as follows:

Lack of Interested

In this case, students believed that they were lack of interested to learn English so that they felt unmotivated in speaking. With this, 4 students (#S24, #S25, #S31, and #S33) experienced lack of motivation based on lack of Interested and the following were their reasons:

#S24   *"Yes, actually I do not too interest in English but I keep trying to learn this language, I know English is important in the college and in the time of work"*

#S25   *"Yes, because I often don't understand and feel unmotivated"*

#S31   *"Yes, because I am more motivated to learn the other things"*

#S33   *"Yes, because there is no reason that encourages me to learn English more"*

Based on the statements above, students stated that the reason of students' lack of motivation was caused by their lack of interested in learning English either they didn't have any reason in learning English and they were more interested to learn the others.

The above statements were also sustained by the reason that required through in–depth interview. Student 'R' explained the reason for his lack of interested as follows:

"Saya kurang minat untuk speaking karena menurut saya pembelajarannya kurang menarik, mungkin metode pembalajarannya harus dibanyakin lagi. Kaya games nya ditambahin lagi atau listening/ mendengarkan lagu. Saya canggung ketika mau tanya mengenai bahasa Inggris ke guru saya karena saya merasa guru saya tidak terlalu welcome dan saya merasa kurang akrab.

I am not interested in speaking because the class is not interesting to me. It happened maybe because the learning method should be more varied such as adding more games or listening to the song. I feel awkward when I am asking questions about English to my teacher, and I feel that my teacher does not welcome and I don't feel close to him."(Interview, 24th January 2020)

Student 'R' explained that he was not interested when his teacher delivered the material because the learning methods were lack of varied, so that he was not interested in practicing his speaking. In addition, he felt that his teacher didn't not welcome so he felt awkward when he wanted to ask about English.

Through observation, the researchers found that some students who were not seen interested to follow their teacher in practicing speaking together and also looked bored with the English learning. Because students were lack of interested, they lost their spirit to practice their speaking. It represented that students' unmotivated was caused by their lack of interested.

As a result, the reason for students' lack of motivation in practicing their speaking was a lack of interested or it can be said as uninspired teaching. In this case, students felt bored because the learning methods were not varied, they were bored and more interested in learning the other, and they didn't felt close to their teacher which it made the situation felt awkward. In line with this, Gardner as cited in Nunan (1999; Juhana, 2012: 103) uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom.

Table 1.12

The Most Causes of Students' Lack of Motivation

No	The Most Causes of Students' Lack of Motivation	
1.	Non-Linguistic	Lack of Interested

According to the above explanation, the most frequent causes of psychological speaking problems were separated into linguistic and non-linguistic factors, the reasons of linguistic factors included lack of vocabulary, lack of grammar mastery, and low pronunciation ability, while non-linguistic factors involved anxiety (nervousness), fear of mistake, fear of negative evaluation, lack of interested, and shyness. Below is the complete summarizing of all reasons:

Table 1.13

The Most Frequent Causes of Students' Psychological Speaking Problems

No	Students' Psychological Speaking Problems	The Causes of Psychological Speaking Problems	
1.	Anxiety	Linguistic Factor	Lack of Vocabulary
			Low of Grammar Mastery
			Low Pronunciation Ability
		Non-linguistic Factor	Shyness
			Nervousness
			Fear of Mistake
2.	Shyness	Linguistic Factor	Low of Grammar Mastery
			Low Pronunciation Ability
		Non-linguistic Factor	Fear of Mistake
3.	Fear of Mistakes	Linguistic Factor	Lack of Vocabulary
			Low of Grammar Mastery
			Low Pronunciation Ability
		Non-linguistic Factor	Fear of Negative Evaluation
4.	Lack of Confidence	Linguistic Factor	Low Pronunciation Ability
		Non-linguistic Factor	Anxiety
			Fear of Mistake
5.	Lack of Motivation	Non-linguistic Factor	Lack interested

In accordance to the statements of the table above, it can be concluded that students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto faced psychological speaking problems which were triggered by linguistic and non-linguistic factor. In this case, between linguistic and non-linguistic factor influenced each other. As some previous studies, speaking problems are separated into linguistic and non-linguistic factor. Of linguistic factor such as grammar, vocabulary and so on are caused by some non-linguistic problems. Meanwhile, some non-linguistic problems in speaking like

shyness, lack of motivation and lack of confidence are instigated by several linguistic problems including grammar, vocabulary and the others as mentioned in this research.

Of all the explanation above, it described that students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto have psychological speaking problems that hinder them from practicing their speaking in English class. Of five psychological speaking problems, fear of mistakes took the first and became the most problem (91%), followed by lack of confidence (76%), and continued by anxiety (65%), shyness (47%) and lack of confidence (32%). The following table is the distribution of students' psychological speaking problems:

Table 1.14

The Distribution of Students' Psychological Speaking Problems

No	Psychological Speaking Problems	Perceived by the students (Respondents Numbers)	Total	%
1.	Fear of Mistake	S1, S2, S3, S5, S6, S7, S8, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34	31	91
2.	Lack of confidence	S1, S2, S5, S6, S8, S9, S10, S11, S12, S13, S15, S16, S17, S18, S19, S20, S21, S23, S24, S27, S28, S29, S30, S32, S33, S34	26	76
3.	Anxiety	S1, S2, S5, S6, S7, S8, S10, S11, S13, S15, S17, S19, S20, S21, S23, S27, S28, S29, S31, S32, S33, S34	22	65
4.	Shyness	S2, S5, S6, S10, S13, S15, S17, S19, S20, S21, S24, S27, S30, S32, S33, S34	16	47
5.	Lack of Motivation	S10, S15, S16, S19, S20, S24, S25, S27, S31, S33, S34	11	32

The table above directed that most of the students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto have psychological problems that hinder them from practicing their speaking (psychological speaking problems) in English class and, in this case, fear of mistakes became

the most or main difficulty of the problems. In line with this, the teacher should be aware of these problems, look for the causes further and help the students to overcome it so that they can develop their speaking skill. Moreover, Gebhard (2000) as cited in Juhana (2012: 104) argued that the teachers should actually try to find out the reason why the students did not want to speak in speaking class when they found that the students were passive. Furthermore, if students are known to have psychological speaking problems, Juhana (2012: 109) in his study found that the possible solution to overcome the psychological factors that hinder students from speaking, student believed that motivating them to actively participate in speaking in the class. All of them suggest the importance of creating a supporting atmosphere of learning in the classroom. Hence, teacher' motivation and a comfortable class are required to reduce students' psychological speaking problems, and students are expected to be able to develop their speaking skill.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research finding and the study in the previous chapter, it can be drawn the following conclusion:

1. Most students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto revealed that they have psychological problems that hinder them from practicing their speaking skill in English class. Of five psychological speaking problems, fear of mistakes took the first (91%), followed by lack of confidence (76%), and continued by anxiety (65%), shyness (47%) and lack of confidence (32%). Thus, fear of mistake became psychological problems that mostly hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking in English class.

2. The most frequent causes of psychological problems that hinder students at the eleventh grade of linguistic major of Senior High School 2 Purwokerto from practicing their speaking were as follows:

   a. Anxiety

   In line with this, the causes of students' anxiety about speaking regarding linguistic factor included lack of vocabulary, lack of grammar mastery, and low pronunciation ability, while non-linguistic factor were shyness, nervousness and fear of mistake.

   b. Shyness

   Turning to this term, the causes of students' shyness about speaking in line with linguistic factor consisted of lack of grammar mastery and low pronunciation ability, while non-linguistic factor was fear of mistake.

c. Fear of Mistake

In term of fear of mistake, the causes of students' fear of mistake about speaking in regard with linguistic factor included lack of vocabulary, lack of grammar mastery and low pronunciation ability, while non-linguistic factor was fear of negative evaluation.

d. Lack of Confidence

Of the causes for students' lack of confidence about speaking connected to linguistic factor encompassed low pronunciation ability, while non-linguistic factor involved anxiety and fear of mistakes.

e. Lack of Motivation

In this issue, students' lack of motivation about speaking just had a cause based on non-linguistic factor that was lack of interested.

B. Suggestions

1. For the Students

Most of students have psychological speaking problems, mostly and particularly on fear of mistakes. According to the most frequent causes of students' psychological spaking problems, students should overcome their problems and could improve their speaking ability by developing their mastery in English or linguistic mastery such us the vocabulary, the grammar and the pronunciation. Besides, to develop speaking ability, students should realize and try hard to decrease their psychological disorders as the non-linguistic problems among anxiety (nervousness), fear of mistake, fear of negative evaluation and lack of interested.

2. For the teacher

The teacher should be aware of students' psychological speaking problems, and help students in overcoming their problems by motivating them to build their confidence and making the comfortable speaking class to improve their speaking skill.

3. For the next researcher

As good researchers, they must be patient to look at every detail symptom of students' psychological speaking problems because it will be challenging and it is required a big effort. Thus, they can obtain a lot of information about students' problems.

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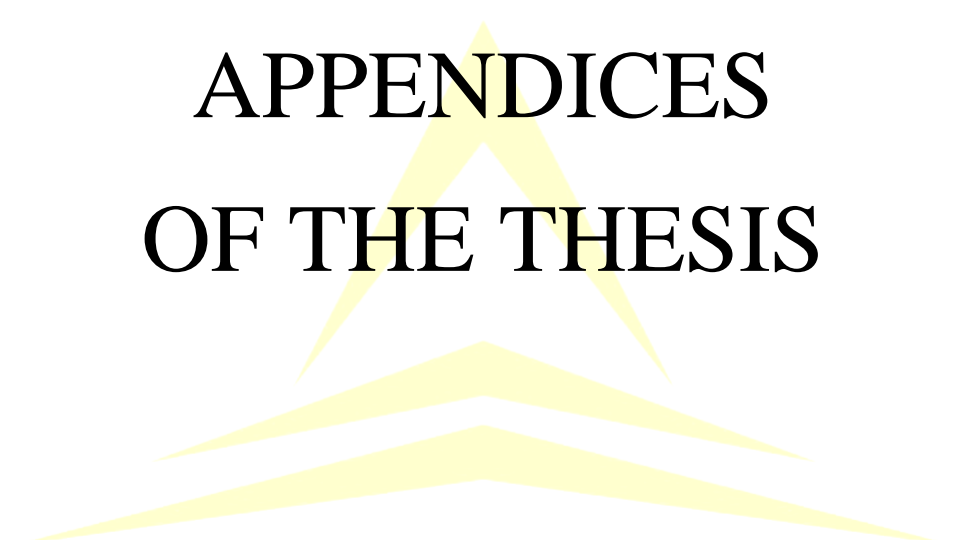
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APPENDICES
OF THE THESIS

OBSERVATION

(LEMBAR OBSERVASI GURU)

Hari/ Tanggal   : Selasa, 28 Januari 2019

Tempat   : Ruang Kelas IX Bahasa SMAN 2 Purwokerto

Waktu   : 07.00-08.30

Tahap	Aspek yang diamati	Deskripsi
Pembukaan	1. Mengucapkan salam	Guru mengucapkan salam untuk membuka pembelajaran.
	2. Menanyakan kabar	Guru menyapa dan menanyakan kabar para murid menggunakan bahasa Inggris
	3. Mengulas meteri pembelajaran sebelumnya	Guru mengulas materi pembelajaran sebelumnya mengenai penggunaan sentences connector. Selain itu, guru menannyakan tugas untuk berlatih *speaking* dirumah
Inti	1. Berlatih *speaking* kembali	Siswa diminta untuk berlatih *speaking* kembali selama dengan teman sebangku mereka selama 30 menit. Mereka menghafalkan teks yang diberikan guru pada saat pembelajaran minggu lalu.
	2. Mempraktikan speaking dihadapan guru mereka secara berpasangan	Siswa mempraktikan *speaking* mereka secara berpasangan dihadapan guru mereka secara bergantian.
	3. Mengevaluasi speaking siswa	Siswa diberi evaluasi baik kelebihan maupun kekurangan mereka pada saat speaking. Selain mendapatkan evaluasi

		dari guru mereka, siswa juga mendapat saran membangun dai guru mereka.
Penutup	1. Memotivasi siswa agar belajar speaking lagi	Guru memotivasi siswa untuk belajar speaking kembali dirumah. Selain itu, guru mengingatkan siswa yang belum maju untuk mempersiapkan diri mereka untuk maju dan mempraktikan speaking mereka minggu depan
	2. Menutup pembelajaran dengan mengucapkan salam	Guru menutup pembelajaran dengan menggunakan salam

IAIN PURWOKERTO

FIELD NOTE

Kegiatan   : Observasi

Hari/Tanggal : Selasa, 27 Januari 2020

Tempat   : Ruang Kelas IX Bahasa SMAN 2 Purwokerto

Waktu   : 07.00-08.45

Berikut ini adalah runtutan alur proses pembelajaran bahasa Inggis di kelas IX Bahasa di SMAN 2 Purwokerto. Pembelajaran Bahasa Inggris dimulai pukul 07.00. Siswa berdoa bersama sebelum pembelajaran dimulai. Setelah doa selesai, guru mengucapkan salam untuk membuka pembelajaran. Guru menyapa dan menanyakan kabar para murid menggunakan bahasa Inggris dan mengulas materi pembelajaran sebelumnya mengenai penggunaan *sentences* connector. Kemudian, guru menannyakan tugas mereka untuk berlatih *speaking* dirumah. Setelah itu, siswa diminta untuk berlatih *speaking* mereka kembali selama 30 menit. Siswa berlatih *speaking* secara berpasangan dengan teman sebangku mereka dan menghafalkan teks yang sudah diberikan guru. Mereka terlihat sangat antusias saat mereka berlatih mempraktikan *speaking*. Sebagian besar dari mereka terlihat antusias pula pada saat mereka maju untuk *speaking* dihadapan guru mereka. Sebagian besar dari mereka tidak terlihat malu. Hal ini ditandai dengan mereka mampu membangun kontak mata dengan lawan bicara mereka. Mereka tampak lancar berbicara dalam bahasa Inggris namun mareka masih tampak kurang percaya diri dimana meskipun mereka sudah beberapa kali berlatih namun mereka tidak *expressive* pada saat mereka mempraktikan *speaking* mereka. Jika dilihaat secara sekilas mereka tidak tampak gerogi namun jika diperhatikan lebih lanjut mereka tampak tegang, bingung, terlalu lama berfikir dan beberapa dari mereka terlihat terbata-bata. Selain itu, beberapa siswa lupa dengan apa yang mereka katakan, alhasil ada yang membuka HP mereka untuk mengingat kembali dialog yang akan mereka katakanan. Siswa diberi evaluasi baik kelebihan maupun kekurangan mereka pada saat *speaking*. Mereka

terlihat cukup takut dan cemas pada saat mereka diberi evaluasi oleh guru mereka. Selain mendapatkan evaluasi dari guru mereka, siswa juga mendapat saran yang membangun dari guru mereka. Pada akhir pembelajaran, guru memotivasi siswa untuk belajar *speaking* kembali dirumah. Selain itu, guru mengingatkan siswa yang belum maju untuk mempersiapkan diri mereka untuk maju dan mempraktikan *speaking* mereka minggu depan. Pada pukul 08.45, guru menutup pembelajaran dengan menggunakan salam.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

"CAUSE AND EFFECT"

MATA PELAJARAN	: BAHASA INGGRIS
KELAS /SEMESTER	: XI
PROGRAM	: IPA/IPS
PENYUSUN	: MUCHDIRIN, M.Ed
SATUAN PENDIDIKAN	: SMAN 2 Purwokerto

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DINAS PENDIDIKAN PROVINSI JATENG
SMAN 2 PURWOKERTO
2020

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA BPI 1 BANDUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Materi Pokok : CAUSE AND EFFECT
Alokasi Waktu : 2 Jam pelajaran @ 45 Menit
Jumlah Pertemuan : 4 Pertemuan

A. Kompetensi Inti

KI 1 dan 2	
1. Menghayati dan mengamalkan ajaran agama yang dianutnya 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	
KI 3	**KI 4**
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Tujuan Pembelajaran

Melalui pembelajaran berbasis *Problem- based learning* dalam mempelajari materi tentang menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya., serta siswa dapat menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	No	Kompetensi Dasar (KD)
3.7	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of ..., due to ..., thanks to ...*)	4.7	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
No	**Indikator Pencapaian Kompetensi (IPK)**	**No**	**Indikator Pencapaian Kompetensi (IPK)**
3.7.1	Mengidentifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya	4.7.1	Mengidentifikasikan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.7.2	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya	4.7.2	Membedakan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.7.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	4.7.3	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

	transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya		

D. Materi Pembelajaran:

1. Materi Fakta:
- Berbagai jenis teks cause and effect

2. Materi Konsep:

3. Prinsip
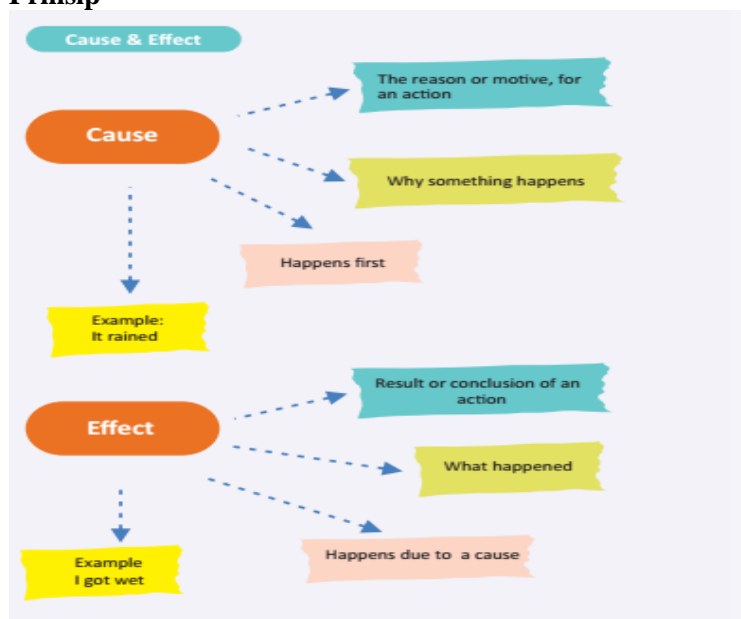
4. Prosedural

Let's take a look at the sentence structure of cause and effect.

a. **Due to, because of, owing to** and **thanks to** are followed by a noun.

Due to Because of Owing to Thanks to	+ Noun

b. **Because, since, as, for** are followed by a verb.

Because Since As For As a result of	Subject + verb

E. Metode Pembelajaran:
1. **Pendekatan** : Scientific Learning
2. **Strategi** : Observing, Questioning, Associating, Communicating Experimenting,
3. **Metode** : Problem- based learning

F. Langkah-langkah Pembelajaran

Pertemuan ke-1

No IPK	IPK
3.7.1	Mengidentifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya

Pertemuan ke-2

No IPK	IPK
3.7.2	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya

Pertemuan ke-3

No IPK	IPK
3.7.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya

Pertemuan ke-4

No IPK	IPK
3.7.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya

Pertemuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan ▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain. ▪ Guru menyapa kelas dan mengajak siswa untuk berdoa sebelum memulai pelajaran. ▪ Untuk mengetahui sejauh mana pemahaman siswa tentang *cause and effect*, guru menceritakan sebuah kejadian (bisa pengalaman sendiri, pengalaman orang lain atau dari gambar), misalnya kejadian kecelakaan di jalan raya, dan menanyakan siswa sebab akibat yang mungkin ada atau muncul dari kejadian tersebut. ▪ Lalu guru menjelaskan tujuan pembelajaran Chapter 6 dan kegiatan yang akan siswa lakukan untuk mencapai tujuan tersebut.	20

Inti	▪ Guru memulai pelajaran dengan meminta siswa membaca sebuah percakapan yang ada di buku teks Bab 6. ▪ Setelah selesai membaca, guru mengajukan pertanyaan-pertanyaan seputar isi percakapan. Selanjutnya, guru mengarahkan diskusi untuk membahas *cause* dan *effect*. ▪ Berdasarkan teks percakapan yang telah dibaca, guru menjelaskan definisi, kata-kata penanda, struktur kalimat dancontoh-contoh ekspresi untuk mengungkapkan *cause* dan *effect*. ▪ Setelah mendengarkan penjelasan guru tentang *cause and effect* siswa mengerjakan latihan pada bagian *Let's Practice* untuk lebih memperkuat pemahaman mereka.	60
Penutup	▪ Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran. ▪ Refleksi: Memberikan pertanyaan (kuis) berkaitan dengan ungkapan cause and effect ▪ Tindak lanjut: **Penugasan** ▪ Menyampaikan rencana pembelajaran selanjutnya	10

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan ▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain. ▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain. ▪ Sebagai pemanasan, guru dapat melakukan suatu permainan atau membaca cerita tentang *cause and effect*. Untuk permainan guru harus menyiapkan 2 set kartu. Satu set adalah kelompok kartu yang bertuliskan ungkapan *cause*, yang satu set lagi bertuliskan ungkapan *effect*. Jumlah kartu disesuaikan dengan jumlah siswa. Jika siswa di kelas 20 orang, guru menyiapkan 10 kartu *cause prompt*	15

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
	dan 10 kartu *effect prompt*. ▪ Kalau jumlah siswa ganjil, digenapkan oleh guru. Guru membagi kelas menjadi 2 kelompok, *cause and effect*. Bagikan kartu secara random sesuai kelompoknya. Kartu *cause* untuk kelompok *cause*, kartu *effect* untuk kelompok *effect*. Setelah semua kartu terbagi, masing-masing mencari pasangan yang sesuai antara *cause and effect*.	
Inti	▪ Siswa diminta untuk bekerja secara berpasangan. Lalu masing-masing membuat sebuah percakapan sesuai topik yang telah ditentukan. Guru menekankan bahwa percakapan tersebut harus mengandung kalimat-kalimat yang menunjukkan *cause* dan *effect*. Kemudian siswa tampil membawakan dialog yang sudah dibuat	60
Penutup	▪ Resume :Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran. ▪ Refleksi: Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan. ▪ Penugasan: Guru menutup pelajaran dengan memberi *feed- back* dan pekerjaan rumah bagi yang belum selesai mengerjakan. ▪ Guru menutup pertemuan dengan doa.	15

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. ▪ Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan ▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan keadaan, dan lain-lain ▪ Guru dapat memulai kegiatan dengan sebuah permainan. Kelas dibagi 2 kelompok yaitu *Cause* dan *Effect*. Kelompok *Cause* tugasnya membuat kalimat yang memuat ungkapan *cause*. Kelompok *Effect* membuat kalimat yang memuat ungkapan *effect*. Permainan dimulai, salah satu perwakilan kelompok maju. Siswa	15

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
	dari kelompok *Cause* memberikan kalimat ungkapan *cause* dan siswa kelompok *Effect* membuat ungkapan *effect* dari kalimat tersebut. Waktu untuk menjawab adalah 50 detik. Kemudian bergantian kelompok *Effect* menyampaikan kalimat ungkapan *effect,* siswa kelompok *Cause* membuat kalimat *cause* berdasarkan kalimat *effect* tersebut. Pemenang permainan ini adalah yang skornya paling besar.	
Inti	▪ Di bab ini, siswa akan membuat sebuah dialog sesuai topik. Siswa dapat bekerja berpasangan/ ▪ berkelompok. Siswa memilih salah satu dari topik yang diberikan. ▪ Guru mengawasi proses menulis dan memberi bantuan jika dibutuhkan.	60
Penutup	● Resume: Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga pembelajaran akhir. ● Refleksi: Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan. ● Guru menutup pertemuan dengan doa.	15

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
Pendahuluan	▪ Guru memberikan salam ▪ Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. Guru menawarkan diri untuk memimpin doa. ▪ Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan ▪ Guru membuka pelajaran dengan menyapa siswa, menanyakan kabar, dan lain-lain. ▪ Guru mengulas sekilas pelajaran yang lalu. ▪ Guru mengondisikan kelas dengan suatu permainan singkat atau percakapan singkat.	15

Inti	▪ Siswa diminta memilih salah satu dari 3 kegiatan yang ditentukan pada bagian *Let's Create/ Contribute*. ▪ Guru menyampaikan hal-hal apa saja yang akan dinilai oleh guru. ▪ Guru melakukan observasi selama siswa membuat proyeknya. Siswa diberi waktu 1 minggu untuk menyelesaikan proyek ini. Proyek yang terbaik akan diberi kesempatan untuk dipresentasikan.	60
Penutup	▪ Resume: Guru mengulas kembali kegiatan latihan yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran. ▪ Refleksi: Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan dan meminta siswa mengisi format refleksi di bagian akhir bab. ▪ Guru mengingatkan siswa target penyelesaian proyeknya dan menutup pelajaran dengan doa.Guru menutup pertemuan dengan doa.	15

G. Sumber Belajar/Bahan Ajar/Alat

  a. Sumber belajar:
  - ➢ Buku Bahasa Inggris - Wajib Siswa Kelas XI, Kemendikbud, tahun 2017
  - ➢ e-dukasi.net
    - *www.dailyenglish.com*
    - *http://americanenglish.state.gov/files/ae/resource_files*
    - *http://learnenglish.britishcouncil.org/en/*
  - ➢ Buku refensi yang relevan,
  - ➢ Lingkungan setempat

  b. Media/Alat:
  - • Komputer, Proyektor, fasilitas internet (wifi).
  - • *Worksheet* atau lembar kerja (siswa)
  - • Lembar penilaian
  - • Audio CD/VCD/DVD
  - • Suara Guru
  - • Penggaris, spidol, papan tulis

H. Penilaian

Kisi-kisi penilaian

No.	Aspek	No. IPK	IPK	Teknik Penilaian	Bentuk Penilaian
1.	Pengetahuan	3.7.1	Latihan soal di bagian *Lets Practice*	Tes Tertulis	PG
2.	Keterampilan	4.7.1 4.7.2	*Penilaian Keterampilan* Unjuk kerja berupa: • Melakukan percakapan • Menulis dialog berisi ungkapan *cause* dan *effect* • Membuat proyek	Penugasan	Portofolio
3	Sikap	1.1.1	Aspek Sikap: ✓ Berdoa secara khusu ✓ Bersyukur ✓ Cermat ✓ Teliti ✓ Rasa ingin tahu ✓ Jujur ✓ Kerjasama	Observasi	

Rubrik Penilaian Unjuk Kerja

Rubrik Penilaian Percakapan

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan *(Pronounciation)*	Lafal dapat Dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang Menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan Frekuensinya Sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat Dimengerti
Tata Bahasa *(Grammar)*	Hampir tidak ada kekeliruan tata Bahasa	Terjadi beberapa kekeliruan tata bahasa, tetapi tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang Mempengaruhi arti dan sering kali	Tata bahasa sangat buruk sehingga percakapan sangat sulit dipahami

			harus menyusun ulang kalimat Percakapan	
Kosakata (Vocabulary)	Kadang-kadang Pelafalan tidak tepat dan Mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat Sehingga dialognya menjadi terbatas karena kosakata yang Terbatas	Menggunakan kosakata yang salah sehingga tidak dapat Dipahami	Kosakata sangat terbatas sehingga tidak Memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit Menemui Kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan Bahasa	Sering berhenti dan diam selama dialog sehingga dailog tidak Tercipta

Comprehension	Seluruh isi percakapan dapat dipahami meskipun sesekali ada pengulangan di bagian-bagian tertentu	Sebagian besar isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali di bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara penilaian percakapan

No.	Nama Siswa	Perolehan Skor					Jumlah Skor Perolehan
		Aspek ke-1	Aspek ke-2	Aspek ke-3	Aspek ke-4	Aspek ke-5	
1.	Annisa Larasati	4	3	3	2	4	16
2.	Asep Sudrajat	3	3	3	3	3	15
3.	Beni Hermawan	3	4	4	3	3	17
....	....	...	...	...	...	...	

Rumus perhitungan nilai siswa sebagai berikut:

Jumlah skor yang diperoleh siswa
———————————————— X 100 = ...
Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke-5.

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4×5 = 20

Perhitungan nilai akhir siswa adalah:

1. Annisa Larasati: $\dfrac{16}{20} \times 100 = 80$ 2. Asep Sudrajat: $\dfrac{15}{20} \times 100 = 75$

Rubric Penilaian Menulis

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan *genre* yang dipilih, ide dikembangkan dengan tepat dan terarah	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan
Organisasi/ Struktur Teks dan Isi	Teks sesuai dengan *genre* yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memnuhi semua kriteria yang ditetapkan
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap makna kalimat dan isi teks	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan

No.	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek ke-1	Aspek ke-2	Aspek ke-3	Aspek ke-4	
1.	Annisa Larasati	4	3	3	2	12
2.	Asep Sudrajat	4	3	3	4	14
3.	Beni Hermawan	3	4	4	3	14
....	....	...	...	...	...	

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100 =$$

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari aspek ke-1 sampai dengan ke-4.

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah aspek yang ditetapkan (ada 4 aspek). Jadi, skor maksimal/ideal= 4x4 = 16.

- Sehingga perhitungan nilai akhir siswa adalah:

1. Annisa Larasati : $\dfrac{12}{16} \times 100 = 75$

2. Asep Sudrajat : $\dfrac{14}{16} \times 100 = 87{,}5$

Rubrik Penilaian Proyek

Orisinalitas Ide	Ide ditentukan sendiri dengan mandiri	Ide dirumuskan dengan adanya masukan dari guru atau pihak lain	Ide dirumuskan dengan bantuan guru atau pihak lain	Ide diberikan oleh guru atau pihak lain
Kreativitas	Kreativitas dalam membuat proyek sangat menonjol dengan adanya komposisi warna, garis, bentuk, dan ornamen-ornamen yang menarik dan variatif, tanpa mengganggu	Kreativitas cukup dengan adanya variasi warna, garis, dan bentuk, tetapi tampilan kurang menarik, sedangkan isi dan tujuan proyek sudah sesuai dengan ketentuan yang ditetapkan.	Kreativitas kurang sehingga tampilan kurang menarik, namun isi dan tujuan proyek masih sesuai dengan ketentuan yang ditetapkan	Baik kreativitas maupun isi dan tujuan proyek tidak sesuai dengan yang telah ditetapkan

Waktu penyelesaian proyek	Proyek diselesaikan sesuai dengan target waktu yang diberikan	Proyek diselesaikan dengan sedikit tambahan waktu, tetapi tidak melebihi hari yang ditetapkan	Proyek diselesaikan dengan tambahan waktu maksimum 1 hari	Proyek tidak selesai meskipun sudah diberikan tambahan waktu 1 hari
Kesesuaian Proyek dengan Permintaan Tugas	Proyek memenuhi semua ketentuan yang ditetapkan	Ada sebagian kecil ketentuan tidak terpenuhi	Sebagian besar ketentuan tidak terpenuhi.	Proyek tidak sesuai dengan ketentuan sama sekali

Cara Penilaian Proyek

No.	Kelompok	Perolehan Skor				Jumlah Skor Perolehan
		Aspek ke-1	Aspek ke-2	Aspek ke-3	Aspek ke-4	
1.	Kelompok 1	3	3	3	3	12
2.	Kelompok 2	4	3	3	4	14
3.	Kelompok 3	3	4	4	3	14
....	....	...	...	...	...	

Rumus perhitungan nilai kelompok, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh kelompok}}{\text{Skor maksimal/ideal}} \times 100$$

Keterangan:

- Jumlah skor yang diperoleh kelompok adalah jumlah skor yang diperoleh siswa dari aspek ke-1 sampai dengan ke-4

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah aspek yang ditetapkan (ada 4 aspek). Jadi, skor maksimal/ideal = 4x4 = 16.

- Sehingga perhitungan nilai akhir kelompok adalah:

  Kelompok 1: $\frac{12}{16} \times 100 = 75$ Kelompok 2: $\frac{14}{16} \times 100 = 87,5$

Nilai kelompok secara otomatis akan menjadi nilai anggotanya.

Penilaian Sikap melalui observasi

Jurnal Perkembangan Sikap

No.	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Tindak Lanjut

Contoh Jurnal Perkembangan Sikap Spiritual

No.	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Tindak Lanjut
1	15/07/2016	Andika	Tidak mengikuti kegiatan sholat berjamaah	Ketaqwaan	Pembinaan
2	18/08/2016	Budiman	Mengajak temannya untuk berdoa sebelum pertandingan sepakbola di lapangan olahraga sekolah.	Ketaqwaan	Diberikan penguatan
3	20/08/2016	Dinda	Ikut membantu temannya untuk mempersiapkan perayaan keagamaan yang berbeda dengan agamanya di sekolah.	Toleransi beragama	Diberikan penguatan

Contoh Jurnal Perkembangan Sikap Sosial

No.	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Tindak Lanjut
1	15/07/2016	Dinda	Menolong orang lanjut usia membawakan barang	Kepedulian	Diberi penguatan
2	18/08/2016	Joko	Membuang sampah sembarangan	Peduli lingkungan	Pembinaan
3	20/08/2016	Andika	Membantu teman yang kesulitan belajar	Kerjasama	Diberikan penguatan

I. Program Tindak Lanjut

Pembelajaran Remedial dan Pengayaan Pembelajaran remedial dilakukan segera setelah kegiatan penilaian:

a. Remedial
- Peserta didik yang belum mencapai KKM (75) diberi tugas untuk membuat teks eksposisi analistis dalam bahasa Inggris selama 1minggu. Setelah satu minggu guru mengevaluasi kemajuan kompetensi peserta didik dalam **menangkap makna dan atau mengidentifikasikan cause and effect** yang ditentukan. Kemudian guru melaksanakan penilaian remedial.

b. Pengayaan
- Bagi peserta didik mempunyai nilai di atas 75 diberi pengayaan berupa tugas mandiri untuk membaca, menuliskan dan menyusun ungkapan cause and effect terkait yg ditentukan (menyiapkan modul pembelajaran pengayaan);
- Memberikan apresiasi terhadap hasil kerja peserta didik (misal: dipajangkan, digandakan, diumumkan terbuka, dsb.)

Sokaraja, 28 Januari 2020

Guru Mapel Bahasa Inggris

<u>Muchdirin, M.Ed</u>

QUESTIONNAIRE

Nama	:	Widiana Nur Aisya
Alamat	:	JL. Senopati RT 06 RW 05 Arcawinangun
Jenis Kelamin	:	Perempuan
No. HP/ WA	:	08954228889712
Tanggal	:	14 Januari 2020

Petunjuk Pengisian!

1. Angket ini bertujuan untuk mengambil data mengenai *psychological speaking probems* (kesulitan speaking siswa berdasarkan faktor psikologi) yang diantaranya rasa cemas, takut akan membuat kesalahan, kurang percaya diri, kurang motivasi dan malu.
2. Peneliti mengharapkan kerja sama dari siswa untuk mengisi angket ini dengan baik sesuai kenyataan. Informasi siswa akan dijaga kerahasiaanya.
3. Informasi apapun yang diisikan ditunjukan untuk mengetahui kesulitan *speaking* yang dihadapi siswa, dan solusi yang memungkinkan untuk mengatasinya serta tidak mempengaruhi penilaian umum. Atas kesediaannya peneliti mengucapkan terima kasih.
4. Sebelum menjawab terlebih dahulu mohon isi identitas diri secara lengkap.

Perhatikan pertanyaan-pertanyaan berikut ini dan jawablah dengan sebenar-benarnya sesuai dengan kondisi yang anda alami ketika anda berbicara dalam bahasa Inggris (*speaking*) disaat pembelajaran (bahasa Inggris)

1. Rasa Cemas

   a. Apakah anda merasa *cemas* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

   [✓] Ya   [ ] Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

   Karena ~~say~~ terkadang saya bingung harus berbicara seperti apa & saya terlalu lama berfikir dengan kata yang ingin saya ucapkan.

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....

2. Rasa Malu

   a. Apakah anda merasa *malu* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

   ☑ Ya   ☐ Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

   Karena saya sedikit belum mengerti tentang grammer.
   ....
   ....
   ....
   ....
   ....
   ....
   ....
   ....

3. Rasa Takut akan Membuat Kesalahan

   a. Apakah anda merasa *takut akan mumbuat kesalahan* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

   ☑ Ya   ☐ Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

   Karena terkadang saya tidak percaya diri
   ....
   ....
   ....

....
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4. Rasa Kurang Percaya Diri

   a. Apakah anda merasa *kurang percaya diri* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

     [✓] Ya   [ ] Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

     Karena saya belum yakin dengan apa yang saya ucapkan

....
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....

5. Rasa Kurang termotivasi

   a. Apakah anda merasa *kurang termotivasi* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

     [ ] Ya   [✓] Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

     Karena saya sudah termotivasi

....
....
....
....

Angket *Students' Psychological Speaking Problems*

Kelas XI Bahasa SMAN 2 Purwokerto

Tahun 2019/2020

Nama	: Intra Cahaya Hakiki
Alamat	: Berkoh RT 04/07, Purwokerto Selatan
Jenis Kelamin	: Perempuan
No. HP/ WA	: 089 5379748015
Tanggal	: 14 Januari 2020

Petunjuk Pengisian!

1. Angket ini bertujuan untuk mengambil data mengenai *psychological speaking probems* (kesulitan speaking siswa berdasarkan faktor psikologi) yang diantaranya rasa cemas, takut akan membuat kesalahan, kurang percaya diri, kurang motivasi dan malu.
2. Peneliti mengharapkan kerja sama dari siswa untuk mengisi angket ini dengan baik sesuai kenyataan. Informasi siswa akan dijaga kerahasiaanya.
3. Informasi apapun yang diisikan ditunjukan untuk mengetahui kesulitan *speaking* yang dihadapi siswa, dan solusi yang memungkinkan untuk mengatasinya serta tidak mempengaruhi penilaian umum. Atas kesediaannya peneliti mengucapkan terima kasih.
4. Sebelum menjawab terlebih dahulu mohon isi identitas diri secara lengkap.

Perhatikan pertanyaan-pertanyaan berikut ini dan jawablah dengan sebenar-benarnya sesuai dengan kondisi yang anda alami ketika anda berbicara dalam bahasa Inggris *(speaking)* disaat pembelajaran (bahasa Inggris)

1. Rasa Cemas
   a. Apakah anda merasa *cemas* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

   ☑ Ya   ☐ Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

   Karena saya masih kurang percaya diri saat berbicara dengan bahasa Inggris.

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2. Rasa Malu

   a. Apakah anda merasa *malu* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

      ☑ Ya   ☐ Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

      .... saya malu jika berbicara dalam bahasa Ingaris karena ....
      masih belum fasih dan takut salah. ....
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3. Rasa Takut akan Membuat Kesalahan

   a. Apakah anda merasa *takut akan mumbuat kesalahan* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

      ☑ Ya   ☐ Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

      Karena saya belum bisa berbicara mengaunakan bahasa Inggris yang
      baik dan benar. Maka dari itu saya takut membuat kesalahan. ....
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4. Rasa Kurang Percaya Diri

    a. Apakah anda merasa *kurang percaya diri* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

        ☑ Ya   ☐ Tidak

    b. Jika iya, mengapa? dan jika tidak, mengapa?

      Saya merasa belum bisa berbicara bahasa Inggris, takut salah Jadi membuat saya kurang percaya diri.
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5. Rasa Kurang termotivasi

    a. Apakah anda merasa *kurang termotivasi* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

        ☐ Ya   ☑ Tidak

    b. Jika iya, mengapa? dan jika tidak, mengapa?

      Saya merasa termotivasi, karena dengan berbicara bahasa Inggris saya bisa belajar berbicara dengan baik dan benar, karena saya ingin jago berbahasa Inggris (speaking)
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Angket *Students' Psychological Speaking Problems*

Kelas XI Bahasa SMAN 2 Purwokerto

Tahun 2019/2020

Nama   : Shafa Hana S.
Alamat   : Perumahan Berkoh Indah, Blok G III.
Jenis Kelamin : Perempuan.
No. HP/ WA   : 08973793053
Tanggal   : 19 Januari 2020

Petunjuk Pengisian!

1. Angket ini bertujuan untuk mengambil data mengenai *psychological speaking probems* (kesulitan speaking siswa berdasarkan faktor psikologi) yang diantaranya rasa cemas, takut akan membuat kesalahan, kurang percaya diri, kurang motivasi dan malu.
2. Peneliti mengharapkan kerja sama dari siswa untuk mengisi angket ini dengan baik sesuai kenyataan. Informasi siswa akan dijaga kerahasiaanya.
3. Informasi apapun yang diisikan ditunjukan untuk mengetahui kesulitan *speaking* yang dihadapi siswa, dan solusi yang memungkinkan untuk mengatasinya serta tidak mempengaruhi penilaian umum. Atas kesediaannya peneliti mengucapkan terima kasih.
4. Sebelum menjawab terlebih dahulu mohon isi identitas diri secara lengkap.

Perhatikan pertanyaan-pertanyaan berikut ini dan jawablah dengan sebenar-benarnya sesuai dengan kondisi yang anda alami ketika anda berbicara dalam bahasa Inggris (*speaking*) disaat pembelajaran (bahasa Inggris)

1. Rasa Cemas

    a. Apakah anda merasa *cemas* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

    ☑ Ya   ☐ Tidak

    b. Jika iya, mengapa? dan jika tidak, mengapa?

    Karena saya kurang bisa memahami dengan cepat ketika harus menata kalimat yang akan diucapkan, serta bagaimana pronounciationnya

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2. Rasa Malu

    a. Apakah anda merasa *malu* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

       ☐ Ya   ☑ Tidak

    b. Jika iya, mengapa? dan jika tidak, mengapa?

      Karena saya masih belajar bahasa inggris, jadi harus percaya diri saat berlatih berbicara bahasa inggris pada saat pembelajaran bahasa inggris.

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3. Rasa Takut akan Membuat Kesalahan

    a. Apakah anda merasa *takut akan mumbuat kesalahan* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

       ☑ Ya   ☐ Tidak

    b. Jika iya, mengapa? dan jika tidak, mengapa?

      Karena saya merasa masih sering mis-pronoun, dan salah mengartikan kata/ kalimat bahasa Inggris.

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4. Rasa Kurang Percaya Diri

   a. Apakah anda merasa *kurang percaya diri* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

     ☑ Ya   ☐ Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

     Karena saya merasa saya masih sangat kurang dibanding dengan teman-teman saya.

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5. Rasa Kurang termotivasi

   a. Apakah anda merasa *kurang termotivasi* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)?

     ☐ Ya   ☑ Tidak

   b. Jika iya, mengapa? dan jika tidak, mengapa?

     Karena saya merasa sangat penting & diperlukan untuk berlatih berbicara dalam bhs. Inggris jika ingin bisa lancar & berhasil berbahasa Inggris.

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
DAFTAR HADIR PENGISIAN ANGKET

"*Students Psychological Speaking Problems* Kelas

IX Bahasa SMAN 2 Purwokerto

Tahun 2019/2020

NO	NAMA	TANDA TANGAN
1.	Syeh Awaladin	
2.	Glenda Zalfaa M	
3.	Cantika Bintang A	
4.	Widiana Nur Aisya	
5.	Nafisa Orlin Windyasari	
6.	Nafira Yumra S	
7.	Annisa Avrillia R	
8.	DEVID Faccy P	
9.	Akmal Fausta M. D	
10.	Nabilla Dian Novita	
11.	Mayra Indira Iasna	
12.	Deviana Risky Maharani	
13.	Zulfani Rosyada Murrajai	
14.	Zidnie Amalia H	
15.	Rosa Muta S	
16.	Hidayatullah muharram Alfarizi	
17.	Daffa Hanif N.	
18.	Chandrika CN	
19.	Qolbi Fathni	
20.	Dyas Nur An Nisa	

21.	Fishanida Leygina Arthamurti	
22.	Agdelssa IP Walramus	Aza
23.	Faiz Maulida	
24.	ANAS FAKHRUT ROZY	AnfR.
25.	Raihan Aldi P.	
26.	Rafi Anggara D.N	Rafu
27.	Krisna Aji S.	Ja
28.	Intra Cahaya H.	
29.	Raihanah Yasmine A.	
30.	Shafa Hana S.	
31.	Syafira Regita C.	
32.	Ana Ul Islam	Aul
33.	Bathary Nada	Jach
34.	Talitha Fadhya	
35.		

TRANSKRIP IN-DEPTH INTERVIEW

Students' Psychological Speaking Problems

Kelas XI Bahasa SMAN 2 Purwokerto

Tahun 2019/2020

Nama	: W
Jenis Kelamin	: Perempuan
Tempat	: Ruang Kelas IX Bahasa
Tanggal	: 22 Januari 2020
Waktu	: 15.30-16.00

"Pertanyaan dan Jawaban"

1. Apakah anda merasa *cemas* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➢ "Iya, cemas, karena takut salah, kadang takut grammar nya nggak jelas, verb nya juga berantakan. Terus, saya juga masih terlalu lama berfikir dengan kata yang ingin saya ucapkan dimana saya masih merasa kalau vocab saya kurang meskipun saya sudah belajar bahasa Inggris semenjak saya berada dikelas satu SD. Sebenarnya, saya sudah mempelajari banyak vocab namun karena mungkin saya kurang suka bahasa Inggris jadi vocab yang sudah saya pelajari ngilang begitu aja. Grammarnya juga masih berantakan".

2. Apakah anda merasa *malu* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➢ "Iya, aku cukup malu, aku bukan anak pemalu, malunya ya karena aku takut salah aja. Aku bisa natap temen-temen aku waktu ngomong bahasa Inggris kalau aku sudah paham sama apa yang aku katakana, jadi kaya aku butuh latian/ persiapan buat ngomong bahasa Inggris. Disini, aku masih kesulitan juga dengan cara pengucapan yang bener itu gemana,

kadang tensesnya juga masih kebalik-balik kaya penerapan *verb* (*–ed*) sama *verb* (-ing)".

3. Apakah anda merasa *takut akan mumbuat kesalahan* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➢ "Iya, takut salah, karena aku kurang percaya diri, aku kan nggak paham grammar terus juga nggak terlalu suka bahasa Inggris jadi kalau disuruh maju walaupun aku orangnya nggak pemalu dan ngomong apa yang nggak terlalu aku tahu jadinya takut. Mungkin, karena aku tidak terlalu suka bahasa Inggris jadi apa yang aku pelajari susah diserep".

4. Apakah anda merasa *kurang percaya diri* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➢ "Iya, aku ngrasa kurang percaya diri karena kadang-kadang aku ragu dan plin plan sama apa yang saya katakn untuk apa yang belum aku tahu, ini pengucapannya bagaimana? kaya gini apa kaya gini, jadi masih labil, ini gimana ya, ini gimana ya. Sebenarnya, kalau sudah tahu si yakin-yakin aja."

5. Apakah anda merasa *kurang termotivasi* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris) sedang berlangsung? Jika iya, mengapa? dan jika tidak, mengapa?

   ➢ "Tidak, saya merasa termotivasi untuk berbicara dalam bahasa Inggris karena aku anak bahasa jadi aku harus menguasai bahasa. Disini kan pembelajaran bahasa Inggris ada dua sastra sama bahasa, aku anak bahasa masa iya siy aku nggak bisa bahasa Inggris. Sebenernya ini jadi tuntutan tersendiri bagi aku awalnya, sekarang sih udah terbiasa. Motivasi aku lebih ke aku harus bisa bahasa Inggris walaupun aku tidak suka bahasa Inggris karena aku anak bahasa. Terkadang kan ada materi yang mudah dipahami ada materi yang susah, kalau aku sendiri aku akan mendalami materi yang mudah dipahami sedangkan materi yang susah biasanya aku tinggalin".

TRANSKRIP IN-DEPTH INTERVIEW

Students' Psychological Speaking Problems

Kelas XI Bahasa SMAN 2 Purwokerto

Tahun 2019/2020

Nama   : I
Jenis Kelamin   : Perempuan
Tanggal   : 22 Januari 2020
Tempat   : Ruang kelas IX Bahasa
Waktu   : 16.15-16.30

"Pertanyaan dan Jawaban"

1. Apakah anda merasa *cemas* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan Jika tidak, mengapa?

   ➢ Iya, karena saya kurang tahu *speaking* yang benar itu gemana, saya juga takut buat salah. Saya ngrasa cemas, gerogi, nggak nyaman, susah dan terbata-bata kalau ngomong bahasa Inggris. Gimana ya, susah kan kalau kita belum tahu yang bener gimana. Terus, saya juga masih kurang *vocab* meskipun saya sudah belajar semenjak SD, kurang paham grammar, dan masih susah ngafalin kosa kata yang bener.

2. Apakah anda merasa *malu* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➢ "Iya, malu karena nggak percaya diri. Kalau ngomong sama temen-temen deket nggak malu tapi kalau ngomong didepan nggak tahu kenapa jadi malu. Sebenarnya dari kecil emang pemalu. Pokoknya kalau aku ngrasa kurang pecaya diri pasti ada rasa malu, jadi ngrasa nggak nyaman dan deg-degan kalau mau ngomong. Selain itu, aku juga takut salah, terus cara ngomongnya juga belum fasih. Aku takut salah dalam pengucapannya, terkadang kan ada kata-kata yang pengucapannya

mirip-mirip kaya kata *know* sama *now*. Mengenai grammar, saya juga masih bingung, harus pakai tenses apa. Kalau liat rumus siy saya bisa buat nyusun kalimat tapi kalau tidak liat rumus masih bingung."

3. Apakah anda merasa *takut akan mumbuat kesalahan* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➤ "Iya, saya takut membuat kesalahan, alasannya malu siy, karena saya belum bisa menggunakan bahasa inggris yang baik dan benar berkaitan sama *tenses*, *vocab*, dan pengucapan. Alasan lain, mungkin karena takut diejek temen-temen saat saya berbicara bahasa Inggris, sebenernya, mungkin niat mereka baik untuk ngasih tahu kalau aku salah, tapi cara mereka untuk menyampaikan itu kurang tepat."

4. Apakah anda merasa *kurang percaya diri* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➤ "Iya, aku kurang percaya diri karena takut pengucapannya kurang bener, takut salah, dan kurang menguasai *speaking*".

5. Apakah anda merasa *kurang termotivasi* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris) sedang berlangsung? Jika iya, mengapa? dan jika tidak, mengapa?

   ➤ "Tidak, karena saya emang sudah suka bahasa Inggris sejak kecil dan ingin jago dalam *speaking*. Bukan karena bahasa Inggris keren tapi emang karena aku pengin bisa berkomunikasi dengan bahasa Inggris, walaupun untuk sekarang saya masih susah buat speaking. Selain itu, saya juga merasa kalau bahasa Inggris itu penting".

TRANSKRIP IN-DEPTH INTERVIEW

Students' Psychological Speaking Problems

Kelas XI Bahasa SMAN 2 Purwokerto

Tahun 2019/2020

Nama   : S
Jenis Kelamin : Perempuan
Tempat   : Ruang Kelas IX Bahasa
Tanggal   : 22 Januari 2020
Waktu   : 16.00-16.15

"Pertanyaan dan Jawaban"

1. Apakah anda merasa *cemas* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

   ➤ "Iya, saya merasa cemas. Takut salah siy, terusan aku juga belum bisa nata kalimat dengan benar serta bagaimana *pronunciation* nya. Kalau untuk *pronunciation*, saya masih suka bingung bagaimana pengucapan yang benar untuk kata-kata yang baru saya dengar, karena tulisan dan cara pengucapan kosa kata bahasa Inggris kan beda ya. Kalau untuk *grammar*, saya bingung buat nata kalimatnya, ini harus diletakan dimana dan harus pakai tenses apa. Saya juga masih belum terlalu kompeten dalam penguasaan *vocabulary*".

2. Apakah anda merasa *malu* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak mengapa?

   ➤ "Tidak, karena saya cukup *confidence*, tapi kalau saya merasa lebih nyaman ngomong pakai bahasa Indonesia dibanding dengan bahasa Inggris, mungkin karena saya terbiasa mnggunakan bahasa Indonesia".

3. Apakah anda merasa *takut akan mumbuat kesalahan* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya,

mengapa? dan jika tidak, mengapa?

> "Iya, saya takut salah karena saya tidak tahu cara bacanya/ cara ngomongnya bagaimana. Terus takut salah ngartiin kata misalnya nemuin kata baru yang aku nggak tahu artinya itu apa".

4. Apakah anda merasa *kurang percaya diri* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris)? Jika iya, mengapa? dan jika tidak, mengapa?

> "Iya, aku ngrasa minder kalau temen aku bisa ngomong bahasa Inggris dengan baik, kaya kok dia bisa aku nggak. Aku juga ngrasa masih kurang buat praktik *speaking* siy di kelas. Disini kan jarang buat maju *speaking* satu persatu kalau bisa dibanyakin lagi untuk praktik *speaking* nya jadi guru tahu mana nih yang sudah bisa mana yang belum, jadi *speaking* kita bisa berkembang. Pembelajarannya menurut aku juga kurang cair gemana ya suasananya masih cukup spanteng".

5. Apakah anda merasa *kurang termotivasi* ketika anda berbicara dalam bahasa Inggris pada saat pembelajaran (bahasa Inggris) sedang berlangsung? Jika iya, mengapa? dan jika tidak, mengapa?

> "Tidak, karena menurut saya bahasa Inggris itu penting sebagai bahasa International, aku juga dulu emang pernah punya keinginan masuk ke jurusan sastra Inggris. Aku juga ada pikiran karena aku anak bahasa jadi seharusnya aku bisa bahasa Inggris. Selain itu, aku pengin suatu hari nanti bisa ke luar negeri jadi harus bisa berkomunikasi dengan bahasa Inggris".

RESEARCH ACTIVITIES

A. Conducting Observation in the English Class

"(Students were practicing their speaking together),
(Observation I, 14th January 2020)"

"(Teacher taught the students),
(Observation II, 21th January 2020)"

"(Students were practicing their speaking before they came forward),
(Observation III, 28th January 2020)"

"(Students were practicing their speaking in front of their teacher),
(Observation III, 28th January 2020)"

B. Shared Questionnaire

"(The researcher shared the questionnaires),
(Interview I, 14th January 2020)"

"(Student answered the questions in the questionnaire),
(Interview I, 14th January 2020)"

C. In-depth Interview

"(The researcher inerviewed students),
(Interview II, 22th January 2020)"

"(The researcher interviewed the students),
(Interview III, 24th January 2020)"

SEJARAH SMAN 2 PURWOKERTO

Dalam tahun 1946 sesungguhnya di Purwokerto telah dirintis berdirinya sebuah SMA Negeri. Hal ini dimungkinkan karena Purwokerto menjadi kota pengungsian, dimana banyak Jawatan/Dinas Republik Indonesia mengungsi di Purwokerto sebagai akibat didudukinya Jakarta, Ibu Kota Republik oleh Tentara Belanda. Dengan pecahnya Clash I tanggal 21 Juli 1947, SMA Negeri yang sedang dirintis berdirinya di Purwokerto ikut mengungsi ke Wonosobo. Tetapi dipengungsian jumlah siswa yang diharapkan bersekolah sangat sedikit, sebab sebagian besar tetap berjuang di daerah Banyumas yang merupakan daerah pendudukan Tentara Belanda.

Demikian pula gurunya yang sebagian besar adalah pegawai-pegawai dari perbagai Jawatan/Dinas Pemerintah, mereka ikut pula mengungsi bersama Jawatan/Dinas ke Yogyakarta. Tengah orang berusaha menyelenggarakan SMA Negeri Purwokerto di tempat pengungsian di Wonosobo, pecahlah Clas II pada tanggal 18 Desember 1948, sehingga usaha tersebut terhenti.

Pengakuan Kedaulatan Republik Indonesia oleh Negeri Belanda pada tanggal 27 Desember 1949, diikuti dengan ditariknya Tentara Belanda dari Wilayah Republik Indonesia, memungkinkan Pemerintah Republik Indonesia berjalan kembali di kota-kota dan para pelajar di daerah Banyumas pun memasuki kota Purwokerto kembali.

Mulailah kembali dirasakan perlu kota Purwokerto memiliki SMA Negeri. Para pelajar yang selama ini berjuang sebagai TENTARA PELAJAR dan MOBPEL, sudah berkesempatan kembali kebangku sekolah. Maka pada tanggal 1 Maret 1950, oleh tokoh-tokoh masyarakat di Purwokerto didirikanlah SMA Purwokerto guna menampung pemuda-pemuda pelajar pejuang yang tergabung dalam TENTARA PELAJAR dan MOBILISASI PELAJAR.

Berdirinya SMA Negeri Purwokerto sebagai Sekolah Lanjutan Tingkat Atas yang pertama kali berdiri di kota Purwokerto, bahkan di Karesidenan Banyumas,

kemudian dilaporkan kepada Departemen PPK yang pada waktu itu masih di Yogyakarta.

Dengan surat Putusan Dengan surat Putusan Menteri PPK NO. 4791/b tanggal 28 Juni 1950, diresmikanlah berdirinya sekolah tersebut, yang pada diktum pertama, bagian pertama sob. c ditetapkan bahwa Sekolah ituterutama disediakan bagi pelajar-pelajar SMA yang telah menunaikan kewajibannya berbakti kepada Negara sebagai anggota BRIDGE XVII dan Mobilisasi Pelajar dan memenuhi syarat untuk diterima sebagai murid SMA Negeri.

Berdirinya SMA Negeri Purwokerto ini merupakan hasil perjuangan dari tokoh-tokoh masyarakat Purwokerto yang menginginkan adanya suatu SMA guna menampung pemuda-pemudi pelajar pejuang yang kembali dari front.

Adapun tokoh-tokoh pendiri SMA Negeri ini terdiri dari:

A. Pemerintahan
   1. Bapak Jendral Gatot Soebroto
   2. Bapak R.M. Gandasubrata
   3. Bapak Wagio
   4. Bapak Supar (Corp Polisi Militer)
B. Pengajar Penyumbang Pengetahuan dan Pengalaman
   1. Ibu R.A. Gandasubrata
   2. Ibu Sumarto
   3. Ibu Suwarti
   4. Bapak Alka
   5. Bapak Pangkat
   6. Bapak Sumadi
   7. Bapak Suparto
   8. Bapak Prajitno
   9. Bapak B.R. Josserande
   10. Bapak Salikin
   11. Bapak J. Junus
   12. Bapak Dokter Sarjono
   13. Bapak Riskan

14. Bapak Wartowidagdo

15. Bapak Misngad Darmabrata

16. Bapak Soetojo

17. Bapak Soewondo

C. Wakil-wakil Pelajar Pejuang:

    I. Staf Komando Pasukan I.M.A.M.

      1. Saudara Moestopo

      2. Saudara Soeseno

      3. Saudara Soerono

      4. Saudara Suhardini

      5. Saudara Mohammad Kosim

      6. Saudara Sumadi

      7. Saudara Soetjipto Hadi

    II. Staf Komandan MOBPEL

      1. Saudara Kusparjadi

      2. Saudara Rasdan Purnomo

      3. Saudara Kuat Waluyo

      4. Saudara Slamet Rahardjo

      5. Saudara Soemarpeni

      6. Saudara Bambang Utomo

      7. Saudara Manung Sunardi

      8. Saudari Sri Nastiti Kusti Aminah

Setelah pendaftaran selesai dan staf pengajar tersusun, maka berdirilah SMA Negeri Purwokerto untuk pertama kalinya sebagai SMA Perjuangan yang dibuka pada tanggal 8 Maret 1950.

Selaku pejabat Direktur adalah Bapak Soetojo yang pada waktu itu menjabat sebagai Kepala Kantor Pengajaran Karesidenan Banyumas di Purwokerto dan selaku Kepala Tata Usaha yang pertama kalinya adalah Bapak Soewondo. Pada bulan Juli 1950 Bapak Soetojo selaku pejabat Direktur digantikan oleh Bapak M. Sumarmo yang diangkat menjadi pejabat Direktur SMA Negeri Purwokerto oleh Menteri PPK pada tanggal 21 Juli 1950, sedangkan selaku Kepala Tata Usaha

adalah tetap Bapak Soewondo. Para pengajar adalah Bapak-bapak dari pelbagai Dinas dan Ibu-ibu yang dipandang memiliki pengetahuan yang cukup untuk mengajar di SMA. Pada tanggal 1 Agustus 1950 sekolah dibuka dengan 2 macam kelas, yaitu kelas I lama yang sudah belajar sejak bulan Maret 1950 dan Kelas I baru diterima dari lulusan SMP pada bulan Juli 1950, dan Kelas II yang sudah belajar sejak bulan Maret 1950. Hampir semua murid adalah pejuang, sedangkan di kelas baru ada beberapa orang murid yang bukan pelajar pejuang diterima setelah mendapat dispensasi dari Pemerintah di Purwoekrto dan dari Departemen PPK.

Segera setelah masuk pada tanggal 1 Agustus 1950, sebagai tahun ajaran baru, para pelajar Kelas I dan II yang lama sudah sejak bulan Maret 1950, mengajukan permintaan untuk diusahakan agar kenaikan kelas mereka dipercepat. Dengan seizin Departemen PPK permintaan para pelajar itu dapat diterima dan dikabulkan kenaikan kelas baru mereka ditetapkan pada akhir Oktober 1950. Berkat adanya saling pengertian antara para guru dan pelajar, maka pelajar-pelajar dengan sekeras-sekerasnya untuk dapat mempersiapkan diri guna kenaikan kelas pada akhir Oktober 1950 tersebut. Ternyata ada beberapa pelajar yang sudah dapat naik kelas. Dengan demikian mulai 1 November 1950 sekolah sudah mempunyai kelas I, II dan III kesemuanya dari Bagian B (Ilmu Pasti). Para pelajar kelas III Bagian A (Sastra) menurut Ketetapan Menteri PPK harus disalurkan ke SMA-SMA Bagian Adi Yogyakarta atau Bandung. Selanjutnya Sekolah Menengah Atas Negeri Purwokerto berjalan seperti SMA-SMA lainnya.

Kemudian sejak tahun 1951 sudah mulai menghasilkan lulusannya yang pertama kainya, sedangkan dalam tahun 1953, hampir semua pelajar pejuang sudah dapat menyelesaikan sekolahnya di SMA Negeri ini.

Pada tahun 1953 oleh Menteri PPK ditetapkan SMA Negeri Purwokerto sebagai SMA Umum Bagian B (Ilmu Pasti) Negeri Purwokerto.

Dengan meningkatnya jumlah pelajar yang memasuki SMA Negeri Purwokerto ini, yaitu pada tahun 1959 jumlah kelas menjadi 26 (dua puluh enam) kelas, masing-masing untuk Bagian A sebanyak 7 kelas, Bagian B sebanyak 11

kelas dan Bagian C sebanyak 8 kelas, maka pada tahun 1960 SMA Negeri Purwokerto dibagi menjadi 2 (dua) yaitu:

I. SMA Negeri I/A.C dengan Direktur Bapak Darjono yang kemudian diganti oleh Bapak Liem Ing Djien dan sejak tahun .... diganti oleh Bapak Soegijanto, sebagai Kepala Tata Usahanya Bapak Markono.

II. SMA Negeri II/B yang sekarang menjadi SMA Negeri 2 Purwokerto, dengan Direktur :

a. Bapak M. SOEMARMO dari tahun 1950 – 1967.

b. Bapak SOEHARTO dari tahun 1967 – 1983.

c. Bapak H.SOETARDJO As. dari tahun 1983 – 1990.

d. Bapak H.SOEDIONO dari tahun 1991 – 1994.

e. Bapak H.NGAKAN NJOMAN OKA dari tahun 1994 – 1996

f. Bapak Drs. H. SURODJO HS, MM dari tahun 1996 – 1999

g. Bapak Drs. H. AKHMAD KHOTIB, M.Pd dari tahun 1999 – 2006

h. Bapak Drs. DAYONO dari tahun 2006 – 2011

i. Bapak Drs. SOEMANTO, M.Si dari tahun 2011 – 2012

j. Bapak Drs. H. TOHAR, M.Si, dari tahun 2012 sampai dengan 5 November 2018

k. Bapak Drs. H. TOHAR, M.Si sebagai Plt. Kepala SMA Negeri 2 Purwokerto dari tanggal 5 November 2019 sampai dengan 11 Maret 2019

l. Bapak TUGIYONO, S.Pd, M.Si sebagai Plt. Kepala SMA Negeri 2 Purwokerto dari tanggal 11 Maret 2019 sampai dengan 30 Agustus 2019

m. Bapak Drs. TJARAKA TJUNDUK KARSADI, M.Pd sebagai kepala SMA Negeri 2 Purwokerto sejak tanggal 2 September 2019 sampai sekarang.

Sebagai Kepala Tata Usaha, adalah:

a. Bapak SOEWONDO, dari tahun 1950 – 1971

b. Bapak SOETARNO HADI dari tahun 1971 – 1995

c. Ibu SURTINI dari tahun 1995 – 2006

d. Bapak SUGENG BUDITAMTOMO, SE dari tahun 2006 – 2014

e. Bapak PRAMBOEDI GARIANTO, dari tahun 2014 sampai sekarang

VISI DAN MISI SMAN 2 PURWOKERTO

SMA Negeri 2 Purwokerkto memasuki usianya yang ke-69 sudah banyak pengalaman, banyak kemajuan dan banyak mencapai suatu keberhasilan. Namun walaupun demikian SMA Negeri 2 Purwokerto tidak akan berhenti sampai disitu, namun tetap akan terus berusaha semaksimal mungkin untuk lebih banyak agar dapat meraih kemajuan dan keberhasilan pada masa yang akan datang sehingga dapat menyesuaian dengan perkembanan dan tuntutan zaman.

Untuk itu SMA Negeri 2 Purwokerto mempunyai Visi, Misi dan Tujuan, yaitu:

VISI

Unggul dalam menghasilkan lulusan yang agamis, berilmu pengetahuan, berketerampilan, dan berbudaya, serta ramah lingkungan.

MISI

1. Meningkatkan dan memelihara pengamalan terhadap ajaran agama yang dianut, dengan sikap toleran.
2. Memfasilitasi siswa untuk memperoleh ilmu pengetahuan dan keterampilan sehingga siap menempuh studi lanjut dan atau memasuki dunia kerja / bermasyarakat.
3. Mendayagunakan laboratorium, perpustakaan, Teknologi Informasi dan Komunikasi, sarana pendidikan, memperluas jaringan dan kerjasama dengan dunia usaha industri untuk memperoleh ilmu pengetahuan serta kecakapan hidup.
4. Melibatkan seluruh warga sekolah, komite dan komponen lain yang terkait dalam menciptakan lingkungan sekolah yang aman, bersih, sehat, nyaman, dan indah.
5. Melibatkan seluruh warga sekolah, komite dan komponen lain yang terkait dengan pelestarian dan penyelamatan lingkungan.

TUJUAN

1. Memantapkan kepribadian dan sikap yang agamis, toleran, luhur, dan cinta tanah air.

2. Menguatkan pencapaian ilmu pengetahuan dan keterampilan untuk meningkatkan standar ketuntasan belajar, dan jumlah lulusan yang diterima di perguruan tinggi atau dunia kerja.

3. Memberdayakan laboratorium, perpustakaan, teknologi informasi dan komunikasi, sarana pendidikan, memperluas jaringan dan kerjasama dengan dunia usaha/industri untuk memperoleh ilmu pengetahuan serta kecakapan hidup.

4. Meningkatkan layanan pendidikan dengan melibatkan seluruh warga sekolah, komite sekolah, jaringan antarsekolah, dinas dan komponen lain dalam pengelolaan sekolah.

5. Meningkatkan keterlibatan seluruh warga sekolah, komite dan komponen lain yang terkait dalam menciptakan lingkungan sekolah yang aman, bersih, sehat, nyaman, dan indah.

Kelima tujuan di atas tercermin dalam profil lulusan SMA Negeri 2 Purwokerto berikut.

1. Taat melaksanakan agama masing-masing sebagai wujud pribadi yang agamis.

2. Memahami, menghargai, dan mampu bekerja sama dengan orang yang berbeda agama, kepercayaan, etnik, jenis kelamin, kemampuan, latar belakang budaya, politik, ekonomi dan sosial.

3. Memiliki kemampuan dasar untuk melanjutkan ke Perguruan Tinggi.

4. Mampu mentransformasi kemampuan akademik dalam beradaptasi dengan perkembangan masyarakat, lingkungan, dan aturan-aturan yang melingkupinya.

5. Memiliki kepedulian terhadap lingkungan hidup.

6. Memahami prinsip-prinsip demokrasi dan hak-hak asasi manusia.

7. Mampu beradaptasi aktif dalam kehidupan berbangsa dan bernegara.

8. Memiliki daya apresiasi seni dalam mengaktualisasi diri di kehidupan sehari-hari.

PROFIL SMAN 2 PURWOKERTO

Nama SMA/SMK	: SMA NEGERI 2 PURWOKERTO
Status	: *) Negeri / Swasta
NPSN/NSS	: 20302165 / 301030226001
No SK Pendirian	: ....
Tgl SK	: ....
Penandatangan SK	: *) Bupati / Dindik Provinsi / Dindik Kabupaten
PBM	: *) Pagi / Siang / Pagi & Siang
Alamat	**:**
Jalan	: Jend. Gatot Soebroto No.69
RT/RW	: 05/11
Desa /Kelurahan	: Sokanegara
Kecamatan	: PURWOKERTO TIMUR
Kab/ Kota	: Banyumas
Provinsi	: Jawa Tengah
Kode Pos	: 53115
Telp	: (0281) 635057
Fax	: (0281) 638906
Website	: www.sma2-purwokerto.sch.id
Email	: sma02pwt@yahoo.com
Koordinat Geografis	: Latitude, -7.420271, Longitude, 109.235779
Kepala Sekolah	**:**
Nama	: Drs. H. TOHAR, M.Si
NIP	: 19630710 199412 1 002
No. Telp./Hp	: 081215664177
SK Pengangkatan	: Th. 2012
Alamat Kepsek	: Jl. Yos Sudarso Gg.Sawunggaling I RT.001/001 No.02
	Kel. Pasir Kidul Kecamatan Purwokerto Barat
Sertifikasi ISO	: *) 9001:2000 / 9001:2008 / proses sertifikasi / belum
	bersertifikat ;
Tahun mendapat ISO	: 2009/2010

STRUKTUR ORGANISASI SMAN 2 PURWOKERTO

Ketua Komite	-----------	Kepala Sekolah

Kasubag TU

Waka Kurikulum	Waka Kesiswaan	Waka Kurikulum	Waka Kesiswaan

Guru

Siswa
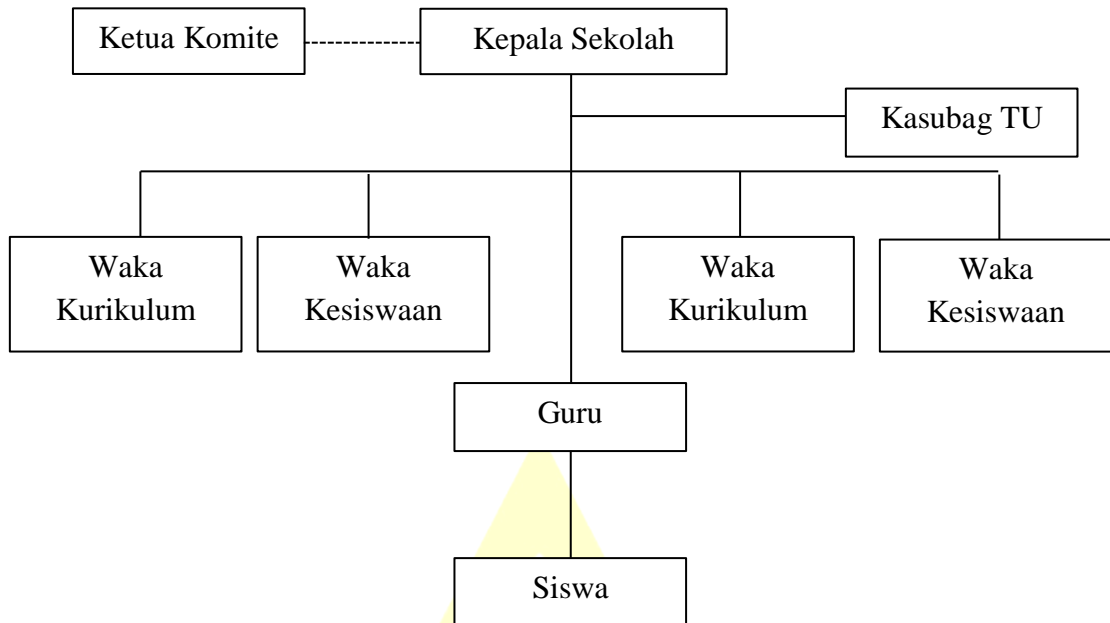
DATA GURU SMAN 2 PURWOKERTO

REKAPITULASI DATA KETENAGAAN bulan FEBRUARI 2019

R.10

KELAS	JUMLAH SISWA	JUMLAH KELAS	Tahun Pelajaran
X	395	11	
XI	395	11	2018/2019
XII	377	11	
JUMLAH	1167	33	

Nama Sekolah : SMA NEGERI 2 PURWOKERTO
NPSN / NSS : 20302165 / 301030226001
E-mail : sma02pwt@yahoo.com
NO. TELP./ HP : (0281) 635057 - 638906
Alamat : JL. JEND. GATOT SOEBROTO 69 PURWOKERTO
Kecamatan : PURWOKERTO TIMUR
Kabupaten : BANYUMAS

NO	Mata Pelajaran	Beban	Seharusnya	Guru Yang Ada			Total	Perlu ditambah	Perlu dikurangi	Ket.
				PNS	PTT Bupati	Non PNS				
1	2	3	4	5	6	7	8	9	10	11
1	Agama Islam	96	3	-	-	3	3	3		
5	Agama Kristen	-	1	-	-	1	1	1		
5	Agama Katolik	-	1	-	-	1	1	1		
5	Agama Budha	-	-	-	-	-	0			
5	Agama Hindu	-	-	-	-	-	0			
6	PPKn	60	2	2	-	-	2			
7	Bahasa Indonesia	147	6	4	-	1	5	2		1 Waka
8	Matematika	196	8	6		2	8	2		1 Waka
9	IPA	-	-	-	-	-	0			
10	Fisika	130	5	4	-	-	4			
11	Biologi	91	4	3	-	1	4			
12	Kimia	122	5	4	-	-	4	1		1 Waka
13	IPS	-	-	-	-	-				
14	Sejarah	93	3	2	-	1	3	1		
15	Geografi	31	1	1	-	-	1			
16	Sosiologi	29	1	1	-	-	1			
17	Ekonomi	50	2	2	-	-	2			
18	Kerajinan	-	1	-	-	-	0	1		
19	Seni Tari	26	1	1	-	-	1			
20	Seni Musik	-	-	-	-	-	0			
21	Seni Karawitan	-	-	-	-	-	0			
22	Seni Rupa	38	2	2	-	-	2			
23	Penjaskes	96	3	1	-	2	3	2		
24	Bahasa Inggris	121	5	5	-	1	6			
25	Bahasa Mandarin	3	1	-	-	1	1	1		
26	Teknologi Informasi (TIK)	-	1	1	-	-	1			
27	Muatan Lokal	-	-	-	-	-	0			
	Bahasa Jawa	64	2	2	-	-	2			
	Bahasa Asing (Perancis)	41	2	1	-	-	1	1		1 Waka
	Ketrampilan Jasa	-	-	-	-	-	0			
	Budaya Banyumasan	-	-	-	-	-	0			
	Ketrampilan PKK	-	-	-	-	-	0			
	Ketrampilan Komputer	-	-	-	-	-	0			
28	BP/BK (Sejenis)		5	3	-	1	4	1		
	JUMLAH	1434	65	45	0	15	60	17	0	

No	Tenaga Tata Usaha	Seharusnya	Yang ada		Perlu ditambah	Jumlah
			Non PNS	PNS		
1	Kepala Tata Usaha	1	-	-	1	1
2	Staf Tata Usaha	14	4	6	4	14
3	Laboran/Teknisi	5	4	1	-	5
4	Penjaga Malam	2	-	-	2	2
5	Satpam	4	4	-	-	4
6	Tukang Kebun	5	1	-	4	5
7	Pesuruh	6	1	-	3	4
	Jumlah Seluruh	37	14	7	14	35

Purwokerto, Februari 2019
Plt. Kepala SMA Negeri 2 Purwokerto

Drs. H. TOHAR, M.Si
Pembina Tk.I
NIP 19630710 199412 1 002

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2 PURWOKERTO
Jalan Jenderal Gatot Soebroto Nomor 69 Purwokerto Kode Pos 53115 Telepon 0281-635057
Faximile 0281-638906 Surat Elektronik sma02pwt@yahoo.com

DATA BASE TU
SMA NEGERI 2 PURWOKERTO

NO	JABATAN	NAMA	NIP	IJAZAH	PANGKAT	GOL	KETERANGAN
1	Kepala Sub Bagian Tata Usaha	-	-	-	-	-	-
2	Pengadministrasi Kurikulum	HUTAMI	197804162014060620	SMEA	PENGATUR MUDA Tk.I	II/b	-
3	Pengadministrasi Kesiswaan	-	-	-	-	-	-
4	Pengadministrasi Kepegawaian	SULANDARI, S.Sos	197407042008012120	S1	PENGATUR	II/c	
5	Pengadministrasi Sarana dan	RATMONO	196205032006060410	STM	PENGATUR Tk.I	II/d	
6	Pengadministrasi Umum	PRAMBOEDI GARIANTO	196207201986020210	SMA	PENATA MUDA TK.I	III/b	
7	Pengadministrasi Perpustakaan	WATRI AMBARSARI	198207052014060620	SMA	PENGATUR MUDA Tk.I	II/b	
8	Pengadministrasi Keuangan	-	-	-	-	-	-
9	Pramu Bakti	-	-	-	-	-	-
10	Teknisi Laboratorium	-	-	-	-	-	-
11	Petugas Keamanan	-	-	-	-	-	-
12	Pengelola Bantuan Operasional	ROKHYATI	197810302014060620	-	PENGATUR MUDA TK.I	II/b	-
13	Pengelola Bantuan Organisasi Masyarakat Sosial	-	-	-	-	-	-
14	Pengelola Gaji	-	-	-	-	-	-
15	Bendahara	ISTI ROHATI, A.Md	197806082014060620	D3	PENGATUR Tk.I	II/d	-

Purwokerto,   Februari 2019
Plt. Kepala SMA Negeri 2 Purwokerto

Drs. H. TOHAR, M.Si
NIP. 19630710 199412 1 002

DATA BASE GURU
SMA NEGERI 2 PURWOKERTO

NO	MATA PELAJARAN	NAMA GURU	NIP	IJAZAH	PANGKAT	GOL	JABATAN	KETERANGAN
1	Pendidikan Pancasila dan Kewarganegaraan	EKO SULISTYANINGRUM	196111261984032004	D3	PEMBINA	IV/a	GURU MADYA	
2	Pendidikan Pancasila dan Kewarganegaraan	Dra. USWATUN CHOIRIYAH YUNI ASTUTI	196406262003122001	S1	PENATA TK.I	III/d	GURU MUDA	
3	Bahasa Indonesia	Dra. DEWI RETNANINGSIH	195912051987032005	S1	PEMBINA	IV/a	GURU MADYA	PENSIUN TMT 1-1-2020
4	Bahasa Indonesia	SOLEH SUNGEDI, M.Pd	196303211989031014	S2	PEMBINA	IV/a	GURU MADYA	
5	Bahasa Indonesia	Dra. LUCIA SRI SUHARJANTI	196405061995122001	S1	PEMBINA	IV/a	GURU MADYA	
6	Bahasa Indonesia	Drs. SETYANTO HERRY PURMANDOKO	196505262006041001	S1	PENATA	III/c	GURU MUDA	
7	Matematika (wajib) dan Matematika (Peminatan)	ROBERTUS EDY SUSANTA, S.Pd	196109301984031007	S1	PEMBINA	IV/a	GURU MADYA	
8	Matematika (wajib) dan Matematika (Peminatan)	SRI RAHAYU, S.Pd	196011271984122001	S1	PEMBINA	IV/a	GURU MADYA	
9	Matematika (wajib) dan Matematika (Peminatan)	BASUKI, M.Pd	196504051990021003	S2	PEMBINA	IV/a	GURU MADYA	
10	Matematika (wajib) dan Matematika (Peminatan)	ROKHMAT TRISTIADI, S.Pd	196803031995021001	S1	PEMBINA	IV/a	GURU MADYA	
11	Matematika (wajib) dan Matematika (Peminatan)	ANGGRAHINI, M.Pd	196511201994032004	S2	PEMBINA	IV/a	GURU MADYA	
12	Matematika (wajib) dan Matematika (Peminatan)	OIH HERMAWAN, S.Si	196307102007011010	S1	PENATA	III/c	GURU MUDA	
13	Sejarah Indonesia dan Sejarah (Peminatan)	Dra. SITI FARIYATUN YUSROH	196302171989032003	S1	PEMBINA	IV/a	GURU MADYA	
14	Sejarah Indonesia dan Sejarah (Peminatan)	SARTANA, S.Pd	196303151986031024	S1	PEMBINA	IV/a	GURU MADYA	
15	Bahasa Inggris/Bahasa dan Sastra Inggris	Dra. ENDANG SUSILOWATI	196309301988032004	S1	PEMBINA	IV/a	GURU MADYA	

NO	MATA PELAJARAN	NAMA GURU	NIP	IJAZAH	PANGKAT	GOL	JABATAN	KETERANGAN
16	Bahasa Inggris/Bahasa dan Sastra Inggris	JEMONO, M.Pd	196310011198703110 08	S2	PEMBINA	IV/a	GURU MADYA	
17	Bahasa Inggris/Bahasa dan Sastra Inggris	Drs. SURYONO	196904201994031009	S1	PEMBINA	IV/a	GURU MADYA	
18	Bahasa Inggris/Bahasa dan Sastra Inggris	RESTUTI DWININGSIH, S.S., M.Pd	197408152003122006	S2	PENATA TK.I	III/d	GURU MUDA	
19	Bahasa Inggris/Bahasa dan Sastra Inggris	MUCHDIRIN, S.Pd, M.Ed.	197202172003121003	S1	PENATA MUDA TK.I	III/b	GURU PERTAMA	
20	Seni Budaya	Drs. WALUYO SEJATI	195908131989031010	S1	PEMBINA	IV/a	GURU MADYA	
21	Seni Budaya	Drs. IRWANTO ADI	196209051988031012	S1	PEMBINA	IV/a	GURU MADYA	PENSIUN TMT 1-9-2019
22	Seni Budaya	NGADINEM, S.Pd	196208071985012001	S1	PEMBINA	IV/a	GURU MADYA	
23	Pendidikan Jasmani, Olahraga, dan Kesehatan	Dra. SUPRIYATI	196909282008012006	S1	PENATA MUDA TK.I	III/b	GURU PERTAMA	
24	Bahasa Jawa	YENI KRISTIANINGRUM, S.Pd	198701142010012009	S1	PENATA MUDA TK.I	III/b	GURU PERTAMA	
25	Bahasa Jawa	RIZAL FAUZI, S.Pd	198705122010011012	S1	PENATA MUDA	III/a	GURU PERTAMA	
26	Biologi	Dra. ENDANG SRI PURWANTI	196101061986032007	S1	PEMBINA	IV/a	GURU MADYA	
27	Biologi	DWI PUJI ASTINI, S.Pd, M.Si	196901111994122001	S2	PEMBINA	IV/a	GURU MADYA	
28	Biologi	FERRY ASTUTI, S.Si	197902242008012008	S1	PENATA MUDA TK.I	III/b	GURU PERTAMA	
29	Fisika	SUROSO	196009271985011002	D3	PEMBINA	IV/a	GURU MADYA	
30	Fisika	BANGUN KRIYANTO, S.Pd	196905281993011002	S1	PEMBINA	IV/a	GURU MADYA	
31	Fisika	TORIQUL ABIDIN, M.Pd	196811121997021003	S2	PEMBINA	IV/a	GURU MADYA	
32	Fisika	ERLIN MONTU, M.Pd	196908072007012023	S2	PENATA MUDA TK.I	III/b	GURU PERTAMA	
33	Kimia	Dra. SRI RAHAYU, M.Si	196406251988032008	S2	PEMBINA TK.I	IV/b	GURU MADYA	
34	Kimia	WAHYU KRISTIADI, S.Pd	196711181990011001	S1	PEMBINA	IV/a	GURU MADYA	
35	Kimia	ENDANG SUNDARI, M.Pd	196903101990032007	S2	PEMBINA	IV/a	GURU MADYA	
36	Kimia	WIKANTI NUR AMALIAH, S.Si, M.Pd	197008192005012007	S2	PENATA TK.I	III/d	GURU MUDA	
37	Geografi	SUWARTI, M.Pd	196410101996012001	S2	PEMBINA	IV/a	GURU MADYA	
38	Sosiologi	Drs. AGUS WIBOWO	196108231987031008	S1	PEMBINA	IV/a	GURU MADYA	
39	Ekonomi	Drs. FRANSISCUS ASISI AGUS WAHYUDI, M.Si	196508051995121001	S2	PEMBINA TK.I	IV/b	GURU MADYA	
40	Ekonomi	Dra. INDAH TRIANI DIANAWATI	196012071986032005	S1	PEMBINA	IV/a	GURU MADYA	
41	Bahasa dan Sastra Asing Lainnya (Arab, Mandarin, Jepang, Korea, Jerman, Perancis, dll)	HERU PRIYATNO ADI, S.Pd	197802242008011013	S1	PENATA MUDA TK.I	III/b	GURU PERTAMA	
42	BP/BK	Dra. HARYANTI	196109021987032007	S1	PEMBINA	IV/a	GURU MADYA	
43	BP/BK	KUMAIDI, S.Pd	196305231987031008	S1	PEMBINA	IV/a	GURU MADYA	

DATA SISWA SMAN 2 PURWOKERTO

JUMLAH SISWA DAN WALI KELAS
SMA NEGERI 2 PURWOKERTO
TAHUN PELAJARAN 2019 / 2020

KELAS X	L	P	JML	WALI KELAS
X MIPA 1	14	22	36	1. BANGUN KRIYANTO, S.Pd.
X MIPA 2	12	24	36	2. ESTI HANDOYO
X MIPA 3	14	22	36	3. Dra. LUCIA SRI SUHARJANTI
X MIPA 4	13	23	36	4. WAHYU KRISTIYADI, S.Pd.
X MIPA 5	14	22	36	5. Dra. USWATUN C'YA
X MIPA 6	13	23	36	6. WIKANTI NUR A., S.Si. M.Eng
X MIPA 7	12	24	36	7. MUCHDIRIN, S.Pd., M.Ed
X MIPA 8	12	24	36	8. LANGGENG HADI P., SST
X IPS 1	19	17	36	9. Drs. FA. AGUS WAHYUDI, M.Si.
X IPS 2	20	16	36	10. Dra. SUWARTI, M.Pd.
X BAHASA	14	22	36	11. YENI KRISTIANINGRUM, S.Pd.
Jumlah	157	239	396	

KELAS XI	L	P	JML	WALI KELAS
XI MIPA 1	10	26	36	1. RIZAL FAUZI, S.Pd.
XI MIPA 2	12	24	36	2. ROKHMAT TRISTIADI, S.Pd.
XI MIPA 3	12	24	36	3. Dra. SITI FARIYATUN Y.
XI MIPA 4	12	24	36	4. Drs. SETYANTO HP
XI MIPA 5	12	24	36	5. FERRY ASTUTI, S.Si.
XI MIPA 6	14	22	36	6. R. EDY SUSANTA, S.Pd.
XI MIPA 7	12	23	35	7. Drs. IRWANTO ADI
XI MIPA 8	14	22	36	8. Dra. ENDANG SRI PURWANTI
XI IPS 1	8	28	36	9. Dra. INDAH TRIANI D
XI IPS 2	6	30	36	10. KUMAIDI, S.Pd.
XI BAHASA	11	23	34	11. Dra. ENDANG SUSILOWATI
Jumlah	98	189	287	
TOTAL	123	270	393	

KELAS XII	L	P	JML	WALI KELAS
XII MIPA 1	14	21	35	1. TORIQUL ADIBIN, M.Pd
XII MIPA 2	10	26	36	2. EKO SULISTYANINGRUM
XII MIPA 3	12	24	36	3. ANGGRAHINI, M.Pd.
XII MIPA 4	14	22	36	4. DWI PUJI ASTINI, S.Pd. M.Si
XII MIPA 5	14	22	36	5. ERLIN MONTU, M.Pd.
XII MIPA 6	14	22	36	6. SRI RAHAYU, S.Pd
XII MIPA 7	12	24	36	7. ENDANG SUNDARI, M.Pd
XII MIPA 8	18	18	36	8. OIH HERMAWAN, S.Si
XII IPS 1	9	27	36	9. RESTUTI DWININGSIH, M.Pd.
XII IPS 2	12	24	36	10. Drs. AGUW WIBOWO
XII BAHASA	11	25	36	11. Dra. SUPRIYATI
Jumlah	108	179	287	
Total	140	255	395	

JUMLAH

KELAS	L	P	JML
X MIPA	104	184	288
X IPS	39	33	72
X BHS	14	22	36
XI MIPA	98	189	287
XI IPS	14	58	72
XI BHS	11	23	34
XII MIPA	108	179	287
XII IPS	21	51	72
XII BHS	11	25	36
JML	420	764	1184

JUMLAH 1184

Non Islam :

X	JML
MIPA 1	
KRISTEN	2
KATOLIK	1
BUDHA	1
IPS 1	
KRISTEN	5
KATOLIK	2

XI	
MIPA 1	
KRISTEN	1
MIPA 2	
KRISTEN	2
IPS 1	
KRISTEN	2

XII	
MIPA 1	
KRISTEN	2
KATOLIK	3
MIPA 8	
KATOLIK	1
IPS 1	
KRISTEN	1
KATOLIK	2
BAHASA	
KRISTEN	1

DATA SARANA DAN PRASARANA

SMAN 2 PURWOKERTO

A. PRASARANA

No.	Jenis	Jml	Luas (m^2)	Keterangan
1.	Lahan	1	22,900.00	
2.	Lapangan olahraga	1	9,094.00	Sepak bola dan basket
3.	Ruang Kelas	35	6,849.31	
4.	Laboratorium Biologi	2	144	
5.	Laboratorium Kimia	2	144	
6.	Laboratorium Fisika	2	144	
7.	Laboratorium Bahasa	1	120.00	
8.	Laboratorium Komputer	2	192.00	
9.	Ruang Perpustakaan	1	234.00	
10.	Ruang Serba Guna	1	176.00	
11.	Ruang UKS	1	36.00	
12.	Aula	2	234.00	
13.	Koperasi / Kantin	1	90.00	
14.	Ruang BK	1	81.00	
15.	Ruang Kepala Sekolah	1	31.50	
16.	Ruang Guru	1	234.00	
17.	Ruang TU	1	176.00	
18.	Ruang OSIS	1	35.00	
19.	Kamar Mandi/WC Guru	8	26,00	
20.	Kamar Mandi/WC Murid	21	42.00	
21.	Gudang	2	128.00	
22.	Ruang Ibadah	1	200.00	
23.	Rumah Penjaga Sekolah	2	72.00	
24.	Ruang Riset dan Belajar Guru	1	72.00	
25.	Green House	1	21.00	
26.	Ruang Kurikulum	1	49.00	

No.	Jenis	Jml	Luas (m^2)	Keterangan
27.	Ruang Kesiswaan	1	27.00	
28.	Sanggar Pramuka	1	4.00	
29.	Parkir	3	225.00	
30.	Kebun Tanaman Obat	1	100.00	

B. SARANA

No	Jenis Sarana	Inventarisasi		
		Jumlah	Kondisi	
			Baik	Rusak
1.	Komputer (PC)	120 unit	113 unit	7 unit
2.	Laptop	20 buah	15 buah	5 buah
3.	Scanner	6 unit	4 unit	2 unit
4.	LCD	38 unit	37 unit	1 unit
5.	Internet / Website	1 alamat	1 alamat	
6.	Printer	12 unit	10 unit	2 unit
7.	Speaker Aktif	6 unit	6 unit	
8.	Handycam	3 buah	3 buah	
9.	Kamera Digital	4 buah	4 buah	
10.	Server	5 unit	5 unit	
11.	Buku Perpustakaan	21379 buah	21379 buah	
12.	DVD Player	5 unit	3 unit	2 unit
13.	Televisi	35 unit	35 unit	
14.	Radio Panggil Lokal	6 unit	6 unit	
15.	Mesin Cetak	2 unit	2 unit	
16.	Parabola	1 unit	1 unit	
17.	UPS	3 unit	3 unit	
18.	Hot spot	2 ISP	2 ISP	2 line

No	Jenis Sarana	Inventarisasi		
		Jumlah	Kondisi	
			Baik	Rusak
19.	Kamera CCTV	38 unit	38 unit	
20.	Wireless Amplifier	3 unit	3 unit	
21.	Amplifier	5 unit	5 unit	
22.	OHP	12 unit	12 unit	
23.	Teropong Bintang	1 unit	1 unit	
24.	Tape Recorder	10 unit	10 unit	
25.	Sound System Ruang Kelas	1 set	1 set	
26.	AC	13 unit	13 unit	
27.	Mobil	2 unit	2 unit	
28.	Genset	1 unit	1 unit	
29.	Mesin Pemotong Rumput	4 unit	3 unit	1 unit
30.	Komposter	5 unit	5 unit	
31.	Mesin Pencacah Daun	1 unit	1 unit	

PRESENSI

KELAS XI BAHASA SMA NEGERI 2 PURWOKERTO

TAHUN PELAJARAN 2019/ 2020

No	NIS	Nama	L/P	Tanggal				
KELAS: XI BAHASA								
1.	22725	Agdelssa Itaqullah Putra Nalramus	L					
2.	22726	Akmal Fausta Maulana Putra	L					
3.	22727	Ana Ul Islam	P					
4.	22728	Anas Fakhrur Rozy	L					
5.	22729	Annisa Avrillia Rahardi	P					
6.	22730	Bathary Nada	P					
7.	22731	Cantika Bintang Azzahra	P					
8.	22732	Candrika Citra Nandhita	P					
9.	22733	Daffa Hanif Nugraha	L					
10.	22734	Deviana Risky Maharani	P					
11.	22735	Devid Facay Prasetya	L					
12.	22736	Dyas Nur Annisa	P					
13.	22737	Faiz Maulida	L					
14.	22738	Fishanida Leygina Arthamurti	P					
15.	22739	Glenda Zalfaa Marandtika	P					
16.	22740	Hidayatullah Muharram Alfarizi	L					
17.	22741	Intra Cahaya Hakiki	P					
18.	22742	Krisna Aji Santoso	L					
19.	22744	Mayra Indira Iasha	P					
20.	22745	Nabilla Dian Novita	P					
21.	22746	Nafira Yumna Syafiqa	P					
22.	22747	Nafiza Orlin Windyasari	P					
23.	22748	Qolbi Fathni	P					
24.	22749	Rafi Anggara Dian Nugraha	L					
25.	22750	Raihan Aldi Pramana	L					
26.	22751	Raihanah Yasmine Ashilah	P					
27.	22753	Rosa Mutia Sari	P					
28.	22754	Shafa Hana Salsabila	P					
29.	22755	Syafira Regita Cahyani	P					
30.	22756	Syeh Awaladin	L					
31.	22757	Talitha Fadiya	P					
32.	22758	Widiana Nur Aisya	P					
33.	22759	Zidnie Amalia Haq	P					
34.	22760	Zulfani Rosyada Munajat	P					

CURRICULUM VITAE

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Nick Name   : Siti/Ikha/Khapsoh

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E-mail Adress   : sitikhapsoh17@gmail.com

Program Study   : English Education

Faculty   : Tarbiya and Teacher Training

Education History   :

1. RA Diponegoro Penaruban I
2. MI Ma'arif NU Penaruban
3. MTS Ma'arif NU Minhajut Tholabah
4. MA Ma'arif NU Minhajut Tholabah
5. IAIN Purwokerto