

**THE INFLUENCE OF SHYNESS ON STUDENTS' SPEAKING
ABILITY AT SECOND GRADE STUDENT AUTOMATION
AND OFFICE MANAGEMENT 1 OF SMKN 1 SINJAI**



THESIS

Submit to the Board of Examiners as a Partial Fulfillment of
the Requirements for the degree of *Sarjana Pendidikan* (S.Pd.)

Submitted by:

SUKMAWATI

180110012

Supervisor :

1. Dr. Muh. Syukri, M.Pd.
2. Nur Agung, S.Pd.I., M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
2022**

STATEMENT OF AUTHENTICITY

I'm the one signed below:

Name : Sukmawati
Student Number : 180110012
Study program : English Education

It states in fact that:

1. This thesis is my work, not the plagiarism or duplication of the writings of others that I admit to as the result of my writing or thoughts.
2. The entire section of this thesis is my work in addition to the quote shown by the source. All the mistakes that are in it are my responsibility.

This statement was made as it should be. If in the future it turns out that this statement is not true, then I am willing to accept sanctions for such acts by the provisions of the applicable legislation.

Sinjai, March 8th 2022

The Researcher,



Sukmawati

NIM: 180110012

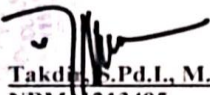
PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of Shyness on Students' Speaking Ability at Second Grade Student Automation and Office Management 1 of SMKN 1 Sinjai* yang ditulis oleh Sukmawati Nomor Induk Mahasiswa 180110012, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Kamis, tanggal 18 Agustus 2022 M bertepatan dengan 20 Muharram 1444 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

Dewan Penguji

Dr. Firdaus, M.Ag.	Ketua	(.....)
Dr. Ismail, M.Pd.	Sekretaris	(.....)
Dr. Ismail, M.Pd.	Penguji I	(.....)
Sitti Aminah, S.Hum., M.Hum.	Penguji II	(.....)
Dr. Muh. Syukri, M.Pd.	Pembimbing I	(.....)
Nur Agung, S.Pd.I., M.Pd.	Pembimbing II	(.....)

Mengetahui,
Dekan FTIK IAIM Sinjai


Takdir, S.Pd.I., M.Pd.I.
NBM. 1213495

ABSTRAK

Sukmawati. *The Influence of Shyness on Students' Speaking Ability at Second Grade Student Automation and Office Management 1 of SMKN 1 Sinjai.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, 2022.

Penelitian ini bertujuan untuk mengetahui Pengaruh Rasa Malu terhadap Kemampuan Berbicara Siswa Kelas II Jurusan Otomasi Tata Kelola Perkantoran 1 SMKN 1 Sinjai dan seberapa besar pengaruh Rasa Malu terhadap Kemampuan Berbicara Siswa Kelas II Jurusan Otomasi dan Tata Kelola Perkantoran 1 SMKN 1 Sinjai. Subyek penelitian ini adalah Siswa Kelas II Jurusan Otomasi dan Tata Kelola Perkantoran 1 SMKN 1 Sinjai.

Jenis penelitian ini adalah *Expost facto* dengan pendekatan kuantitatif. Adapun teknik pengumpulan data yaitu observasi, tes, dan dokumentasi. Teknik analisis datanya menggunakan uji validitas, uji realibilitas, uji normalitas, uji linearitas dan uji regresi linear sederhana.

Hasil penelitian menunjukkan bahwa Rasa Malu mempengaruhi Kemampuan Berbicara Siswa Kelas II Jurusan Otomasi dan Tata Kelola Perkantoran 1 SMKN 1 Sinjai. Hal ini diperoleh berdasarkan hasil analisis dengan menggunakan program SPSS, dimana diketahui nilai $F_{hitung} = 5,060$ dan $F_{tabel} = 4,225$. $F_{hitung} = 5,060 > F_{tabel} = 4,225$, maka H_0 ditolak dan H_1 diterima. Sedangkan uji hipotesis dengan koefisien $0,033 < 0,05$, maka H_0 ditolak dan H_1 diterima, artinya koefisien berpengaruh. Adapun besarnya pengaruh rasa malu terhadap kemampuan berbicara siswa dengan koefisien sebesar 0,289 atau 28,9% dan sisanya dipengaruhi oleh variabel atau faktor lain yang tidak diteliti oleh peneliti.

Kata Kunci : *Rasa Malu, Kemampuan Berbicara*

ABSTRACT

Sukmawati. *The Influence of Shyness on Students' Speaking Ability at Second Grade Student Automation and Office Management 1 of SMKN 1 Sinjai.* Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, IAI Muhammadiyah Sinjai, 2022.

This study aims to determine the effect of shyness on the speaking ability of class II students in the Office Management Automation Department 1 at SMKN 1 Sinjai and how much influence shyness has on the speaking ability of class II students in the Department of Office Automation and Management 1 at SMKN 1 Sinjai. The subjects of this study were Class II Students of the Department of Automation and Office Management 1 at SMKN 1 Sinjai.

This type of research is *expo facto* with a quantitative approach. The data collection techniques are observation, tests, and documentation. The data analysis technique uses validity test, reliability test, normality test, linearity test, and simple linear regression test.

The results showed that shyness affected the speaking ability of Grade II students in the Department of Office Automation and Management 1 at SMKN 1 Sinjai. This is obtained based on the results of an analysis using the SPSS program, where it is known that the value of F_{count} equals 5.060 and F_{table} equals 4.225. F_{count} equals 5.060 > F_{table} equals 4.225. It means that H_0 is rejected and H_1 is accepted. While the hypothesis testing with a coefficient of $0.033 < 0.05$, it means that H_0 is rejected and H_1 is accepted. These findings mean that the coefficient has an effect. The number of the influence of shyness on students' speaking ability with a coefficient of 0.289 or 28.9% and the rest is influenced by variables or other factors which are not examined by researchers.

Keywords: Shyness, Speaking Ability

المستخلص

سومواي. تأثير الخجل على قدرة الطلاب على التحدث في أتمتة طلاب الصف الثاني وإدارة المكاتب ١ في المدرسة المتوسطة المهنية الحكومية ١ سنجائي. بحث جامعي. سنجائي: قسم التعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة الإسلامية المحمدية سنجائي، ٢٠٢٢.

تهدف هذه الدراسة إلى تحديد تأثير الخجل على قدرة التحدث لدى طلاب الصف الثاني في قسم أتمتة إدارة المكاتب ١ في المدرسة المتوسطة المهنية الحكومية ١ سنجائي ومدى تأثير الخجل على القدرة على التحدث لطلاب الصف الثاني في قسم أتمتة المكاتب والإدارة ١ في المدرسة المتوسطة المهنية الحكومية ١ سنجائي. كان موضوع هذه الدراسة طلاب الصف الثاني من قسم الأتمتة وإدارة المكاتب ١ في المدرسة المتوسطة المهنية الحكومية ١ سنجائي.

هذا النوع من البحث هو أمر واقع مع نهج كمي. تقنيات جمع البيانات هي المراقبة والاختبارات والتوثيق. تستخدم تقنية تحليل البيانات اختبار الصلاحية واختبار الموثوقية واختبار الحالة الطبيعية واختبار الخطي واختبار الانحدار الخطي البسيط.

أظهرت النتائج أن الخجل أثر على قدرة التحدث لدى طلاب الصف الثاني في قسم أتمتة المكاتب والإدارة ١ في المدرسة المتوسطة المهنية الحكومية ١ سنجائي. يتم الحصول على ذلك بناءً على نتائج تحليل باستخدام برنامج SPSS ، حيث من المعروف أن قيمة عدد F تساوي ٥.٠٦٠ و جدول F تساوي ٤.٢٢٥. عدد F يساوي ٥.٠٦٠ < جدول يساوي ٤.٢٢٥. هذا يعني أنه تم رفض H_0 وقبول H_1 . بينما اختبار الفرضية بمعامل ٠.٠٣٣ > ٠.٠٥ ، فهذا يعني أن H_0 مرفوض وأن H_1 مقبول. هذه النتائج تعني أن المعامل له تأثير. عدد تأثير الخجل على قدرة الطلاب على التحدث بمعامل ٠.٢٨٩ أو ٢٨.٩٪. والباقي يتأثر بالمتغيرات أو العوامل الأخرى التي لم يتم فحصها من قبل الباحثين.

الكلمات الأساسية: الخجل، القدرة على التحدث

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَكْمَعِينَ أَمَّا بَعْدُ

On this occasion, the author would like to express his deepest gratitude to all parties, who have assisted in the form of direction and encouragement during the study author. Therefore, the author expresses his gratitude and appreciation to:

1. Beloved parents, Mr. Darwis and Mrs. Julming who have given birth, raised, and given researchers a lot of support and motivation during researcher education at universities, as well as older sister Asmawati and younger brother Muh. Idris researcher who has always been the writer's encouragement in study activities from basic education to the present day;
2. Dr. Firdaus, M.Ag. as Rector the Islamic Institute of Muhammadiyah Sinjai;
3. Dr. Ismail, M.Pd. as Vice Rector I, Rahmatullah, S.Sos.I., M.A. as Vice Rector II, and Dr. Muh. Anis, M.Hum. as Vice Rector III of the Islamic Institute of Muhammadiyah Sinjai;

4. Takdir, S.Pd.I, M.Pd.I. as Dean of the Faculty of Tarbiyah and Teacher Training, the Islamic Institute of Muhammadiyah Sinjai;
5. Dr. Muh. Syukri, M.Pd. as Advisor I and Nur Agung, S.Pd.I., M.Pd. as Advisor II;
6. Harmilawati S.S., S.Pd., M.Pd. as Head of English Education Study Program;
7. All lecturers who have guided and taught during their studies at the Islamic Institute of Muhammadiyah Sinjai;
8. All employees and ranks of the Islamic Institute of Muhammadiyah Sinjai who have helped smooth academics;
9. Head and staff of the Islamic Institute of Muhammadiyah Sinjai;
10. Principals, Teachers, and students of SMKN 1 Sinjai, who have helped smooth the research;
11. The Islamic Institute of Muhammadiyah Sinjai has fellow students and various parties who cannot be called one by one, who have provided moral support so that the author finishes their studies.

It is a prayer that the good deeds of the various parties get a double reward from Allah SWT and may this scientific work be useful for anyone who reads it. Aamiin.

Sinjai, March 8th 2022

The Researcher

Sukmawati
NIM. 180110012

TABLE OF CONTENTS

COVER	
PAGE OF TITLE	i
STATEMENT OF AUTHENTICITY	ii
<i>PENGESAHAN SKRIPSI</i>	iii
ABSTRAK	v
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Question.....	6
C. Objective of the Research	6
D. Significance of the Research.....	7
CHAPTER II THEORETICAL REVIEW.....	9
A. Literature Review	9
B. Review of Previous Researches	29
C. Research Hypothesis	32
CHAPTER III RESEARCH METHODOLOGY	33
A. Type and Design of the Research	33
B. Variable Definition	33
C. Place and Time of the Research.....	34
D. Population and Sample of the research.....	35
E. Technique of Data Collection	36
F. Instruments of Data Collection	37
G. Technique of Data Analysis.....	39

CHAPTER IV RESULT OF RESEARCH	42
A. General Description of Research Location	42
B. Result and Discussion of the Research (Hypotheses)	44
CHAPTER V CONCLUSION	68
A. Conclusion	68
B. Suggestions	69
REFERENCES	71
APPENDICES	

LIST OF TABLES

Table 3.1	Alternative Answer Score Guidelines
Table 4.1	Responden Data
Table 4.2	Tabulation of Observation Result
Table 4.3	Tabulation of respondent Questionnaire Result Variable X
Table 4.4	Tabulation of respondent Questionnaire Result Variable Y
Table 4.5	Tabulation of Speaking Test Results
Table 4.6	Validity Test variable X
Table 4.7	Validity Test variable Y
Table 4.8	Reliability Test Variable X
Table 4.9	Reliability Test Variable Y
Table 5.1	Test of Normality
Table 5.2	Linearity test
Table 5.3	Descriptive Statistics
Table 5.4	Regression Test
Table 5.5	Coefficient

LIST OF APPENDICES

Appendices 1 research instrument

Appendices 2 observation sheet

Appendices 3 activity documentation

Appendices 4 document of the Research

Appendices 5 personal data

Appendices 6 turnitin

CHAPTER I

INTRODUCTION

A. Background of the Research

In English lessons, there are four types of skills that must be mastered by students, they are speaking, listening, reading and writing. These four types of skills have goals that must be achieved as one of the conditions of mastering and knowing English. One important language skill is speaking because it is considered a productive skill. As a productive skill, speaking produces verbal or nonverbal speech to convey meaning that involves interactive processes, generating and processing information. Speaking not only makes the right sound, chooses the right word or gets the grammatical construction right. (Rutniatianty, 2020)

Similarly, Arung in Siti Mualiyah revealed that speaking becomes an important part of the English language because through speaking people can interact with others to express their opinions. In addition, Arung in Andas and Rutniatianty states that as the main key in interacting, speaking can be a justification from others that students master English, because people's first

assessment of people learning the language is their speaking skills, how students discuss with others, and how they speak. Especially for English learners, speaking skills will be the first skill to be noticed when they are in the middle of society, because during this time the public perception that if you are an English learner means you can speak English fluently. (Siti Mualiyah, 2017)

According to Bowen in Marhamah it takes some aspects that have a big influence in speech, such as pronunciation, vocabulary, and grammar. If any of these three aspects are not mastered by students then their speaking ability will not increase and cause shyness in students to speak English. (Marhamah, 2016)

Similarly to Saurik in Ahsan opinion which says that students will feel shyness when they communicate in English because they think that they will make mistakes when communicating with their teachers and classmates about various teaching and learning activities in the classroom.

Shyness is a psychological state that causes a person to feel uncomfortable in a social situation in a way that interferes with pleasure or that leads to

avoidance of social contact altogether. Shyness can vary from mild feelings to moderate discomfort in social situations to debilitating levels of anxiety that interfere with the socialization process (social withdrawal). Most classrooms have one or more students struggling to make themselves heard or participate in class discussions. These students are usually called "shy" because they may speak softly, prefer to work alone or refuse to speak at all.

Often these students are either with written assignments or tests, but fail in areas that require participation with classmates or presentations in front of other students. Shy students are often too afraid to speak in public and in the classroom. Many causes can have an impact on this case, a student who previously had high self-confidence can suddenly become less talkative because of mistakes, often influenced by weak mental strength that sustains his confidence. Students who are shy can also be caused by not interacting too often with their peers. This student is afraid of being asked too many questions in the classroom, even more so to speak in front of the class.

Schwartz and Thornbury in Sandra argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of making mistakes while speaking are factors that usually discourage students from speaking. (Sandra, 2013)

Coplan and Armer in Ahmad Ridfah define shyness as the feeling of discomfort or hesitation experienced by a person when faced with a new or unfamiliar situation. Addison Wesley states that shyness is an inconvenience, an obstacle, and an awkward feeling experienced by an individual in a social situation, especially with an unknown person. Shame is the doubt, awkwardness and nervousness experienced by a person if faced by a new situation and the discomfort when near people he does not know.

According to Coplan and Arbeau in Ahmad Ridfah shyness refers to student alertness or feeling uncomfortable facing others in new situations. In contrast to children who actively avoid or withdraw from social interactions (i.e., social avoidance or withdrawal), shy children are usually eager to engage in social interaction, but refrain from doing so because

they lack confidence in social situations and fear social evaluation.

The symptoms caused by embarrassment in students are tense, nervous, worried, cold sweat, shaking, silence, restless or uncomfortable, as well as a heart that beats, pale, embarrassed, and averted eyes. While the impact experienced by students is feeling insecure, headache, difficulty sleeping, stress, disturbed activities, feeling embarrassed, anxious, unable to communicate properly, unsettled thoughts, unable to concentrate, not feeling calm, lacking socializing, feeling scared, frustrated, feeling hesitant, feeling excluded, and thinking negatively towards others. (Ahmad Ridfah, 2019)

From the results of observation and interview that have been conducted by researcher with one of the English teacher at SMKN 1 Sinjai in November 2021, researcher get information that the speaking ability at second grade student automation and office management 1 of SMK Negeri 1 Sinjai is still low. This is evidenced by the researcher from the results of observation and interview where the researcher found that students were still lacking in pronunciation,

grammar, vocabulary and fluency. In fact, students feel nervous and shy of speaking in front of the class because afraid of what student say is wrong that students' speaking ability do not increase, the teacher gives a lack of judgment in the aspect of speaking.

So based on the above student problems, researchers are interested in researching the influence of shyness on students' speaking ability at second grade student automation and office management 1 of SMKN 1 Sinjai.

B. Research Question

Based on the background of the above research, the following problems are formulated:

1. How is the influence of shyness on the speaking ability on the second grade student Automation and Office Management 1 of SMKN 1 Sinjai?
2. How significance the influence of shyness on students' speaking ability on the second grade student Automation and Office Management 1 of SMKN 1 Sinjai?

C. Objective of the Research

Based on the formulation of the problems described above, the purpose of this research is:

1. To find out the influence of shyness on students' speaking ability on the second grade student automation and office management 1 of SMKN 1 Sinjai.
2. To find out how extend the influence of shyness on students' speaking ability on the second grade student automation and office management 1 of SMKN 1 Sinjai.

D. Significance of the Research

1. Theoretically

This research is expected to provide additional information and additional references for similar studies to continue their research on Education, especially in English lessons.

2. Practically

- a. For Teacher

With this research, teachers can find out the factors that cause students' speaking skills that be still lacking.

- b. For Students

From this research, students can find out the problems that cause them to lack confidence in speaking English.

c. For the School

It can be an evaluation material to improve the curriculum in learning outcomes, especially English lessons.

d. For Researcher

The results of this research are expected to add insight and knowledge of researcher related to students' speaking skills and make this study an additional science that will be used by researcher if they become an educator later.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

In this section researcher will explain about the definition of shyness, the characteristics of shyness, factors that affect shyness, types of feelings of shyness, characteristics of shy students, and the impact caused by feelings of shyness and definition of speaking ability, basic types of speaking, various kinds of knowledge in speaking, supporting factors in speaking activities and forms of speaking tests.

1. Shyness

a. Definition of Shyness

Shyness is a situation in which individuals feel nervous and avoid social interaction with others because they are anxious to get evaluations from others about themselves. According to Lyness in Diana Savitri shyness is an emotion that affects how a person feels and behaves around others. (Diana Savitri, 2016)

Henderson, Zimbardo, and Carducci in Marhamah suggest that shyness is defined as an excessive self-focus experience, characterized

by negative self evaluation that causes discomfort and inhibition in social situations. Adolescents who experience high levels of shyness mean that they have often experienced events such as a fast-beating heart when talking to an older person, stranger, or even talking to a peer. Individuals who experience shyness experience misperceptions about themselves, are often insecure about their appearance, feel uncomfortable in the surrounding environment, be it a family environment, school, or workplace environment. (Marhamah, 2016)

Based on the opinion of the above experts on the notion of shyness, researcher can conclude that shyness is a situation where students feel anxious and nervous and are not confident in interacting in the school environment. Because students feel that is evaluated negatively to cause discomfort in appearing in public.

As God says in QS. Ali Imran verse 139:

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

That is: "Do not be weak, and do not be grieved, but you are the highest if you are the one who believes." (QS. Ali Imran [3]: 139).

The above verse explained that, students must have a brave and confident attitude in the face of all new situations and not feel afraid of others' views on themselves.

b. Characteristics of Shyness

According to Henderson and Zimbardo in Dwi Nurhayati Adhani, the characteristics of shyness consist of four aspects: (Dwi Nurhayati Adhani, 2014)

1) Physiological Aspects

This aspect is characterized by a racing heart, dry mouth, trembling, sweating, feeling dizzy, lightheaded, and nauseous.

2) Cognitive Aspects

Often worried about other people's negative views of him, feeling the fear of being evaluated negatively by others, fear of being considered stupid, blaming yourself, and usually, after social interaction will feel excessive worry, negative beliefs about self

and others are more influential, sometimes his beliefs are unreasonable, and there are negative views, for example instilling in his mind that "I am unattractive and unworthy noticed."

3) Affective Aspects

Always feel cared for or observed, embarrassed, lonely, anxious, and sad.

4) Aspects of Behavior

Become more reserved or passive in socializing with the surrounding environment, avoiding social situations, slow voice, avoiding eye contact with others, and stammering in speech factors that affect shame.

c. Factors that Affect Shyness

Carducci dan Golant in Ling Sun explained that the factor affecting shyness was: (Ling Sun, Zhongfang Fu, Yawen Zheng, 2021)

- 1) Subjected to harsh treatment, chemicals in the brain, and reactivity (congenital temperament from birth), parents are over-protective.

- 2) Lack of adaptability, misperception of oneself, physical appearance, excessive sensitivity to one's behavior, transitions in life such as going to school, divorce, and a new job, cultural expectations, and lack of tolerance.

According to Lyness in Marhamah, there are several factors that affect shame, namely: (Marhamah, 2016)

- 1) Genetics

Our genes determine our physical features, such as height, eye color, skin color, and body type. But genes also influence certain personality traits, including shyness. About 20% of people have a genetic predisposition to being naturally shy. But not everyone with a genetic predisposition to being shy develops a shy temperament. Life experience also plays a role. This means that a person inherits a shy trait from his parents, namely the person is born with this personality trait because his parents are shy.

2) Life Experience

When a person is faced with a situation that can make them feel ashamed and how they deal with situations that can shape reactions to similar situations in the future. For example, if a shy person approaches new things little by little, it can help them become more confident and comfortable. But if they feel pushed into a situation they didn't prepare for, or if they're teased or bullied, it can make them even more embarrassed. Examples given by others can also play a role in shaping someone learn to be shy or not. If the parents of a shy child are too cautious or overprotective, it can teach the child to back away from situations that may be uncomfortable or unfamiliar.

d. Types of Feelings of Shyness

According to Buss in Ling Sun, there are two types of shyness, namely: (Ling Sun, Zhongfang Fu, Yawen Zheng, 2021)

- 1) Fearfull shyness caused by new situations that individuals think are disturbing,

evaluations from others, and speaking in front of many people.

- 2) Self conscious shyness is caused by being the center of attention of others, different from others, interacting with someone who has a social status, attending formal situations, and being the focus of attention to what others think and care about.

e. Indicator of Shy Shyness

According to Ward K. Swallow in Putri Aprillia, indicator of shyness are: (Putri Aprillia, 2018)

- 1) Avoid eye contact
- 2) Don't want to do anything
- 3) Sometimes show raging behavior to release his anxiety.
- 4) Not saying much and answering is just like, yes, no, don't know, and hello.
- 5) I don't want to take part in the classroom.
- 6) Don't ask for help or ask strangers.
- 7) Experiencing stage fright, such as red cheeks, sweaty hands, cold sweats, and lips feeling dry at certain moments.

- 8) Using the reason of illness so as not to need to connect with others, for example, do not need to go to school.
 - 9) Experiencing psychosomatic (a mental state that causes a person to suffer from physical ailments, such as abdominal pain, headaches, toothaches, etc.).
 - 10) Feel like someone else doesn't like it.
- f. The Impact Caused by Feelings of Shyness

If the feeling of shyness of learners is allowed to develop further in a protracted manner, this will have a very detrimental impact on learners. Losses resulting from excessive embarrassment, among others: (Putri Aprillia, 2018)

- 1) Students can be antisocial.
- 2) Make learners easy to guess at everyone they face.
- 3) Learners have difficulty interacting with others.
- 4) Learners have difficulty adapting to their social environment.
- 5) Learners lack initiative.

- 6) Learners always have feelings of distress.
- 7) Students always feel inferior.
- 8) Learners always feel anxious amid their social environment.
- 9) Learners are irritable and emotional.
- 10) Learners always feel unable and always dependent on others.
- 11) Learners have difficulty developing themselves.

2. Speaking Ability

a. Definition Speaking Ability

According to Uli Modesta states that the ability to speak is the skill to communicate the articulation of speech or speak to express an idea and message. (Uli Modesta, 2017)

Lado in Sri Endang Kusmaryati suggests that speech is described as the ability to report actions or situations, with the right words, or the ability to speak or express a series of ideas fluently. (Sri Endang Kusmaryati, 2010)

According to Soenardi in Sherly Oktaviana, the ability to speak is the ability to express one's

mind and heart through sounds- sounds of language and words-words assembled in a more complete arrangement of language such as sentences, sentences, and longer oral discourses such as stories, speeches, and others. Iskandarwassid in Sherly Oktaviana ability to speak is based on, "a person's confidence to speak reasonably, honestly, correctly and responsibly by eliminating psychological problems such as shame, low self-esteem, tension, tongue weight, and others. (Sherly Oktaviana, 2018)

So based on the opinion of the experts above, it can be concluded that the ability to speak is a person's ability to express thoughts and feelings by stringing together the right words to be understood by the listener.

b. Basic types of speaking

There are five basic types of speaking, that is: (Hariani, 2018)

1) Imitate

This type of speech performance is the ability to imitate a word or phrase or perhaps a sentence.

2) Intensives

The second type of speaking often used in the context of assessment is in the production of short stretches of spoken language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships.

3) Responsive

This type includes interaction and understanding of tests but on a somewhat limited level such as very short conversations, standard greetings and small talk, simple requests and comments and the like.

4) Interactive

Interaction can take two forms of transactional language, aiming to exchange certain information, or interpersonal

exchange, aimed at nurturing social relationships.

5) Extensive

Extensive oral production tasks include speech, oral presentation, and storytelling, where the opportunity for verbal interaction from the listener is very limited or completely absence.

c. Various Kinds of Knowledge in Speaking

Speaking includes three kinds of knowledge: (Sherly Oktaviana, 2018)

1) Mechanisms (pronunciation, grammar, and vocabulary)

Use the right words with the right grammar and the right pronunciation.

2) Functions (transactions and interactions)

Figure out that the delivery of news is the most important in the exchange of information and proper understanding is not very necessary (interaction or relationship).

3) Social and cultural rules and norms (alternating speech, speed of speech, length

of pause between speakers, and participant roles)

How to consider who the interlocutor is, in what kind of situation, about what, and for the purposes of the conversation. Speaking activities also require things beyond language and science skills. At the time of speaking requires mastery of language, language, courage and calmness, as well as the ability to convey ideas smoothly and regularly.

d. Supporting Factors in Speaking Activities

There are two supporting factors in speaking activities, namely: (Vinta Sri Rahayu, 2020)

1) Language factors include:

a) Speech decree

A reader should get used to saying the sounds of language appropriately. The pronunciation of inappropriate language sounds can destroy the listener's attention.

b) Pressure placement, tone and duration

The suitability of pressure, tone and duration is an attraction in itself in speaking, even sometimes a determining factor, although the issues discussed are less interesting.

c) Word choice

The choice of words should be precise, clear and varied in each speech, and resolve the choice of the word with the subject and the debate.

d) Target setting

This concerns the use of sentences, speakers who use sentences effectively will make it easier for listeners to capture their conversations.

2) Non-language factors include:

a) A reasonable, calm, and non-rigid attitude

Speakers who are not calm, lethargic and not stiff will certainly. It gives a less interesting impression. From a

reasonable attitude, the speaker can actually show his authority and integrity.

- b) Views should be directed at opponents.

The speaker's views should be directed to all listeners. A view that is only directed in one direction will cause the listener to feel less noticed.

- c) Willingness to respect the opinions of others

In conveying the contents of the conversation, a speaker should have an open attitude, in the sense of being able to accept the opinions of others, willing to accept criticism, willing to change his opinion if it turns out to be wrong.

- d) Proper gestures and mimicry

The right movements and mimics can also support, the effectiveness of speech. Important things in addition to getting pressure, usually also helped by hand gestures or nosebleeds.

- e) Loudness in sound

The loudness in this voice can be adjusted to the situation, place, and number of listeners.

f) Smooth

A smooth-talking reader will make it easier for the listener to capture the content of the conversation.

g) Revelansi, reasoning

Idea after idea must be logical.

h) Mastery of the topic

Formal speakers should demand preparation. The goal is none other than so that the chosen topic is completely mastered.

e. Forms of Speaking Test

Some examples of forms of text speaking according to Burhan Nurgiyantoro in Vinta Sri Rahayu can be done through several forms of tests that can be used to test the speaking ability of language learners. That is: (Vinta Sri Rahayu, 2020)

1) Tells

Some form of speaking activity tasks that can be trained to improve and develop storytelling skills instudents, namely, tell based on images, interview, to converse, speech, and discussions.

Storytelling has been one of people's habits since long ago until now. Almost every student who has enjoyed a story will always be ready to retell it, especially if the story is memorable for the student.

2) Free speech

Just like storytelling, free speech is a form of speaking test that is monologue. This form of speaking test is usually widely used on learning at intermediate or advanced levels because the mastery of grammar and vocabulary of the test takers is high enough, which allows them to speak more.

3) Retelling

Retelling a text of discourse, which has previously been seen or read. In retelling the

contents of the discourse, test takers are required to use their own language.

4) Role-playing

In role-playing tests, test takers usually consist of a minimum of two participants.

5) Interview

In interview tests are more widely used because the results of tests with this form better reflect the language skills of the actual test takers.

f. Components of Speaking Skill

Vanderkevent in Riska Amalia elaborates that there are three components of speaking: (Jurnil Asyira , 2021)

- 1) The Speaker The speaker is someone who produces the sound. Speaker function as the tool in expressing opinion or feeling to the listener. The opinion and feeling will not be stated without the speaker.
- 2) The Listener The listener is someone who receives the opinion or feeling from the speaker. If there have no any listener, the

speaker will deliver their opinion through writing.

- 3) The Utterance The utterance is the words or sentences which is produced by the speaker in stating their argument or opinion. If there have no any utterance, both the speaker and listener will use sign.

g. Indicators of Speaking Ability

Harris in Riska Amelia state that speaking component are pronunciation, grammar, vocabulary, fluently, self confidence. (Yenny Rahmawati, Ertin, 2014)

- 1) Pronunciation

Pronunciation as the way in which a language is a spoken, way in which a word is pronounces. It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

- 2) Grammar

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must given

insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

3) Vocabulary

Vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

4) Fluency

Fluency known as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

5) Self-Confidence

Self confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question. He feels like that, so he

thinks he knows what will he say and how to express.

B. Review of Previous Researches

In this section the researchers present some previous studies relevant to this study.

1. Ahsan, M., Asgher, T., & Hussain, Z. in 2020. In his research investigated The Effects of Shyness and Lack of Confidence as Psychological Barriers on EFL Learners' Speaking Skills: A Case Study of South Punjab. It aims to find out the effects of shame and lack of confidence as psychological barriers to efl students' speaking skills, particularly at public sector colleges, universities and sub-campuses of universities located in South Punjab, Pakistan. This research uses a mixed method approach which is a research design that uses quantitative and qualitative data through questionnaire methods. The locations selected from this study are public sector universities and colleges located in three divisions of South Punjab, namely Ditjen Khan, Bahawalpur and, Multan. The population in the study were learners (men and women of the same ratio) selected for current

studies coming from BS English programs from selected colleges and universities in the academic year 2020 starting from November 2019. The included sample was the subject of the 17 to 21 age group. The results of this study showed there was an insignificant and negative association between variables of shyness, lack of confidence and achievement of speaking English. Because when shyness and lack of confidence increase, speech achievement decreases and when shyness and lack of confidence decrease, speech achievement increases.

The previous research similarities with current is study were to work together on shyness, but there is a different and speaking skills. The other differences are in objects, places and time approach methods.

2. Sherly Oktaviana Putri thesis innature her research investigates factors that affect the english language skills of students of office administration education. This study aims to find out the factors that affect the English language skills of Office Administration Education students. This research is

descriptive research with a qualitative approach. The informant in this study is a student of Office Administration Education in 2014. The data collection techniques used are observation, interview and documentation. The results of this study show that in general the factors that affect the English language skills of Office Administration Education students include 4 factors, among others: Listening Ability, in this case students have low vocabulary and concentration expectations, reading ability, factors that affect students are low reading motivation, vocabulary, speech ability. In this case, the effect of students' speech is the lack of student confidence and lack of mastery regarding most types of grammar, writing skills, factors that affect students are the low interest they have and the lack of support in the environment around students.

The previous research similarities with current is the same researching the students' speaking ability. However there is also a different namely, using a qualitative approach. Other different lies in places, objects, time and data collection techniques used.

C. Research Hypothesis

A hypothesis is a temporary answer to the formulation of a problem in research and its truth must be tested or proven.

H_0 : There is not influence of shyness on students' speaking ability at second grade student Automation and Office Management 1 of SMKN 1 Sinjai.

H_1 : There is an influence of shyness on students' speaking ability at second grade student Automation and Office Management 1 of SMKN 1 Sinjai.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Design of the Research

In this study researcher used the type of expo facto research, using quantitative data approach methoded. Quantitative approaches are used to measure free variables and bound variables using numbers through statistical analysis. This study aims to find out the influence of free variables, namely shyness on bound variables, namely speaking ability.

B. Variable Definition

A research variable is an attribute, trait or value of a person, object or activity that has certain variations that are determined by the researcher to be studied and then drawn conclusions. The variables in this research are divided into two, namely as follows:

1. Variable (X)

A free variable (independent variable) is a variable that affects or is the cause of the change or onset of dependent variables (bound). The free variable in this research is shyness which is a lack of confidence in self-ability and feeling dissatisfied with the quality of self in speaking and feeling

scared, nervous or stammering in conveying something.

2. Variable (Y)

Variabel bound (dependent variable) is a variable that is affected or that is a result, due to the presence of independent variables (free). The bound variable in this research was the ability to speak students at second grade student Automation and Office Management 1 of SMKN 1 Sinjai. The ability to speak in English by each student in expressing their opinions appropriately and can be understood by the listener.

C. Place and Time of the Research

1. Place

The research will be conducted at SMKN 1 Sinjai. Located at Jalan Tekukur No. 1 Sinjai, Biringere, North Sinjai, South Sulawesi.

2. Time

The research will be conducted first observation from November 2021 to the end of June 2022 or within 7 months.

D. Population and Sample of the research

1. Population

Population is a generalization area consisted objects or subjects that had certain and characteristics that are determined by the researcher to bestudied and then drawn conclusions. The population in this study population is all students of class automation and office management 1 in SMKN 1 Sinjai which amounted to 28 students consisting of 19 female students and 9 male students.

2. Sample

A sample is part of the number and characteristics that the population has. In this study, researcher chose a sampling technique named total sampling. Total sampling is a sampling technique in which all members of the population are sampled. The reason researcher chose total sampling was because the population was less than 100. So the sample number in the research was 28 students, consisting of 19 female students and 9 male students.

E. Technique of Data Collection

The data collection techniques used are as follows:

1. Observation

The first step of the researcher in collecting research data.

2. Questionnaire

Questionnaire is a data collection technique that is done by giving questions or written statements to respondents for their answers. This questionnaire is used to get accurate information from respondents about shyness and speaking skills in accordance with the indicators that have been provided.

3. Test

Test are a way to measure the abilities, knowledge, intelligence and talents of an individual or group. The form of test that will be given by researchers to respondents in the form of oral tests.

4. Documentation

Documentation is finded a variable such as notes, transcripts, newspapers, magazines, and so on. This documentation is used as evidenced that researcher have conducted several studies at SMKN 1 Sinjai.

F. Instruments of Data Collection

The research instruments used in this study are as follows:

1. Observation Sheet

It consists of ten of statements to be given to students at the began of the study. Using statement yes or no to support research data.

2. Questionnaire Sheet

The questionnaire is arranged based on the indicator of each variable. The measuring tool that used in this study is using the Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. Predetermined answer alternatives gave value weights to know the score of the respondents answer and convert qualitative data into quantitative data so that it analyzed using statistical analysis.

The assessment weights for each alternative answer seen in the following table: (Nahar Khoriroh, 2018)

Table 3.1
Alternative Answer Score Guidelines

Alternative answers	Question	
	Positive	Negative
Always (A)	4	1
Often (O)	3	2
Sometimes (S)	2	3
Never (N)	1	4

3. Test Questions

Test question used as additional data to test the accuracy of research conducted by researcher. The form of test is in the form of a text description where the researcher gave a different theme to the students then student came to the front of the class explaining the theme students got.

4. Documentation Tools

Documentation that done by researcher in the form of shooting with tools such as mobile phone cameras.

G. Technique of Data Analysis

To analyze data on the effect of student shyness on the speaking ability of students in class second grade student Automation and Office Management 1 at SMKN 1 Sinjai, researcher used the help of SPSS applications. The testing steps are:

a. Test instruments

1) Data Validity Test

The validity test is a measure that shows the level of national-level automation. When the significance value (sig) is smaller the result is 0.05 (5%) or t_{count} greater than t_{table} then it is declared valid and vice versa if the large of 0.05 or $t_{\text{count}} < \text{of } t_{\text{table}}$ then declared invalid.

2) Reliability Test

Reliability measurement with Cronbach's Alpha is a reliability coefficient that shows how well items in a set are positively correlated with each other. If Alpha Cronbach is greater than 0.6 then the data is reliable.

b. Prerequisite test

1) Normality Test

The normality test used to find out whether the data is normally distributed or not. If the significance >0.05 then the data is declared normal and if the significance <0.05 then the data declared abnormal.

2) Linearity Test

Linearity test used to determine whether or not a free variable has a linear relationship to a bound variable. If the significance >0.05 then there is a linear relationship between variable X and variable Y. If the significance <0.05 then there is no linear relationship between variable X and variable Y.

c. Hypothesis Test

1) Simple Linear Regression Test

Regression test used to find out how much influence free variables have on bound variables. The formula is:

$$Y : a + bX$$

Y: Bound variable

a : Constant

b : Variable Regression Coefficient

X: Free variable

CHAPTER IV

RESULT OF RESEARCH

A. General Description of Research Location

1. Brief profile of SMKN 1 Sinjai

The researcher chose a research location at one of the vocational schools in Sinjai precisely at SMK Negeri 1 Sinjai which is located on Jalan Tekukur No.1 Sinjai, Biringere, NorthSinjai. Meanwhile, this research conducted on second-grade student Automation and Office Management 1 SMK Negeri 1 Sinjai. The school was established on July 5, 1969 on an area of 12,239 m² with the decree of establishment number 120/ UK.3/ 1969 under the name SMEA Negeri Sinjai. This school is the oldest vocational school in Sinjai which is currently called SMK Negeri 1 Sinjai. For the 2019/2020 School Year, SMK Negeri 1 Sinjai fostered 1.150 students with a total of 33 classes divided into five expertise programs, namely the 10 class Institutional Financial Accounting expertise program totaling 349 students, the Automation and Office Governance expertise program 11 classes totaling 394 students, the Online Business and Marketing

expertise program 4 classes totaling 137 students, the 3 class Fashion Engineering expertise program which totals 89 students, and the 5 class Computer and Network Engineering expertise program which amounts to 181, with the details of class X consisting of 12 classes and 448 students, class XI consists of 10 classes and 359 students, and level 3 consists of 11 classes and 343 students. Each classroom averages 36 students.

SMK Negeri 1 Sinjai now has adequate teachers as educators and school administration staff. The number of teachers is 90 people, with details of 60 civil servant teachers and 30 non-civil servant teachers while the number of administrative personnel is 14 people consisting of 6 civil servants and 8 non-civil servants. This school has adequate laboratory facilities and infrastructure: 1 accounting laboratory, 1 office laboratory, 1 language laboratory, 1 computer laboratory, 1 entrepreneurship laboratory, 1 network computer technology laboratory, 1 fashion boutique laboratory, 1 business center room and 1 alumni bond room. This school also has 32 study rooms, 1

principal's room, 1 vice principal's room, 1 teacher's room, 1 BK room, 1 library building, 1 multimedia room, 1 mosque, 1 student council room, 1 principal's toilet room, 1 employee toilet, 2 teacher toilets, 6 student toilets, 3 canteen rooms and 1 KPRI for teachers and employees, 1 toilet of teachers and employees and 1 sports field, and 1 ceremonial field.

B. Result and Discussion of the Research (Hypotheses)

1. Result of the Research

1) Description of the Research Variables

This research consists of 2 variables, namely:

- 1) Independent variables or often referred to as free variables symbolized by the letter X. The independent variables in this study are shyness. Where shyness is a situation where individuals feel fear, nervousness and awkwardness in interacting with others or even in the community. The influencing factors that influence this shyness to form are getting rough treatment, chemicals that

are slimy in the brain, parents who are too protective of their children, lack of interaction with others, and always feel self-lace.

- 2) Dependent variables or often referred to as bound variables symbolized by the letter Y. As for the independent variables in this study, it is the student's speech ability. The ability to speak is the ability to express an idea or message in the right word through speech. As for the indicators that must be known in speech skills such as pronunciation, grammar, vocabulary, fluency, intonation and self-confidence.

2) Description of the Research Instruments

The respondents in this study were second-grade student Automation and Office Management with the number of respondents being 28 students. The following is the identity of the respondents at SMKN 1 Sinjai:

Table 4.1
Respondent Data

No.	Name	Gender	Class
1	A. Nurazizah	P	OTP 1
2	Ainun Zaria	P	OTP 1
3	Alvin Novrian	L	OTP 1
4	Apriliani	P	OTP 1
5	Arni	P	OTP 1
6	Asti Ananta	P	OTP 1
7	Erik Nurfadli	L	OTP 1
8	Fadil	L	OTP 1
9	Faradillah	P	OTP 1
10	Fitri Handayani Syam	P	OTP 1
11	Idil Ardiansyah	L	OTP 1
12	Ihwan Pebriansyah	L	OTP 1
13	Istiana Meilani Amir	P	OTP 1
14	Kartina	P	OTP 1
15	Nadia	P	OTP 1
16	Nita Amanda	P	OTP 1
17	Nur Alifah Sulfiana	P	OTP 1
18	Nurhalimah	P	OTP 1

19	Grace Grace	L	OTP 1
20	Grace Hidayat	L	OTP 1
21	Reni Safitra	P	OTP 1
22	Rifaldi	L	OTP 1
23	Rini Kartika	P	OTP 1
24	Risda Firmayanti	P	OTP 1
25	Riski Ayu Ningsih	P	OTP 1
26	Tiara Maharani Nahak	P	OTP 1
27	wilda Afrianty	P	OTP 1
28	Yugis Yus Risal	L	OTP 1

3) Description of the Research Instruments

To determine the effect of shyness on the speaking ability of second grade OTP 1 students at SMK Negeri 1 Sinjai, researchers used data collection techniques, namely observation, questionnaires, speaking tests and documents, where the sample was 28 students consisting of 10 observation statement items, 20 statement items in the questionnaire where 10 statement items for variable X (shyness) and 10 statement

items for variable Y (ability to speak), and speaking tests.

- 4) Description of Observation Result,
Questionnaires and Speaking Tests
 - 1) Observation Result

Table 4.2
Tabulation of Observation Results

No.	Statement description	Observation		Information
		Yes	No	
1	Students are nervous when speaking English.	✓		
2	Students feel shy when they speak English in front of the class.	✓		
3	students feel less confident in their English language skills when speaking.	✓		
4	Students feel dizzy, nauseous and sweaty while speaking in front of the class.		✓	
5	Students have no initiative		✓	

	in interacting with their peers in the classroom.			
6	Students avoid eye contact when seaking in front of the class.	✓		
7	Siswa menguasai banyak kosakata bahasa inggris.		✓	
8	Siswa berbicara bahasa inggris sesuai dengan pengucapannya.		✓	
9	Siswa berbicara bahasa inggris dengan lancar		✓	
10	Siswa berbicara bahasa inggris dengan intonasi yang sesuai.		✓	

2) Questionnaires Results

From the results of the questionnaire that the researchers shared, the results were as follows:

Table 4.3
Variable X
Tabulation of Respondent Questionnaire Results

No.	Name	Item number										
		1	2	3	4	5	6	7	8	9	10	Sum
1	A. Nurazizah	2	2	3	3	2	3	2	2	1	1	21
2	Ainun Zaria	2	3	2	3	2	3	2	2	2	1	22
3	Alvin Novrian	3	3	2	2	4	2	1	2	2	2	23
4	Apriliani	2	3	3	2	2	3	2	2	2	4	25
5	Arni	3	2	3	2	2	4	2	2	2	2	24
6	Asti Ananta	3	2	2	3	2	2	2	3	2	4	25
7	Erik Nurfadli	3	3	2	3	4	2	3	3	3	2	28
8	Fadil	2	2	2	2	2	3	2	3	3	3	24
9	Faradillah	4	2	2	3	2	2	2	3	2	2	24
10	Fitri Handayani Syam	2	2	3	2	2	3	2	3	3	3	25
11	Idil Ardiansyah	3	2	2	3	2	2	2	3	2	2	23
12	Ihwan Pebriansyah	2	3	3	3	2	3	4	3	3	2	28
13	Istiana Meilani Amir	2	2	2	2	3	2	2	2	2	3	22
14	Kartina	3	3	2	2	2	2	3	2	2	2	23
15	Nadia	2	3	2	3	2	2	4	3	2	2	25
16	Nita Amanda	3	3	2	4	3	2	3	2	3	3	28

17	Nur Alifah Sulfiana	2	2	2	4	2	2	1	2	2	2	21
18	Nurhalimah	3	2	3	2	2	2	4	2	2	2	24
19	Grace Grace	2	2	2	2	3	2	3	2	2	2	22
20	Grace Hidayat	4	3	3	3	2	2	3	4	2	2	28
21	Reni Safitra	3	2	2	3	3	4	3	2	2	3	27
22	Rifaldi	2	3	3	2	4	2	2	2	3	2	25
23	Rini Kartika	3	3	2	2	3	2	2	3	2	3	25
24	Risda Firmayanti	3	3	3	2	2	2	2	2	2	2	23
25	Riski Ayu Ningsih	2	3	2	4	2	2	3	2	2	3	25
26	Tiara Maharani Nahak	3	3	3	3	2	2	3	2	3	3	27
27	wilda Afrianty	3	2	2	2	4	2	2	3	3	2	25
28	Yugis Yus Risal	3	3	3	3	3	2	2	3	3	4	29

Table 4.4**Variable Y****Tabulation of Respondent Questionnaire Results**

No.	Name	Item number										
		1	2	3	4	5	6	7	8	9	10	Sum
1	A. Nurazizah	3	2	3	2	2	2	2	3	2	2	23
2	Ainun Zaria	2	3	2	2	2	3	3	2	2	3	24

3	Alvin Novrian	2	2	2	2	3	2	2	2	3	2	22
4	Apriliani	3	2	2	4	2	2	2	3	2	2	24
5	Arni	3	2	3	2	2	2	3	2	3	3	25
6	Asti Ananta	3	3	3	2	3	2	3	2	3	3	27
7	Erik Nurfadli	2	3	2	3	3	4	2	3	2	2	26
8	Fadil	3	3	2	2	2	2	2	2	3	2	23
9	Faradillah	3	2	4	2	3	2	3	2	2	2	25
10	Fitri Handayani Syam	2	3	2	3	3	2	2	2	2	3	24
11	Idil Ardiansyah	2	2	2	3	2	2	2	3	2	2	22
12	Ihwan Pebriansyah	3	3	2	3	2	3	2	2	2	3	25
13	Istiana Meilani Amir	2	2	3	2	3	2	3	3	2	2	24
14	Kartina	4	3	3	2	2	2	2	2	2	3	25
15	Nadia	2	3	2	3	2	3	2	2	3	3	25
16	Nita Amanda	3	3	3	2	4	2	3	2	2	2	26
17	Nur Alifah Sulfiana	2	2	3	2	3	2	2	3	2	2	23
18	Nurhalimah	2	2	2	3	2	2	2	2	2	3	22
19	Grace Grace	3	2	2	2	3	2	3	2	3	2	24
20	Grace Hidayat	2	2	2	2	2	4	2	2	2	2	22
21	Reni Safitra	2	3	2	2	3	2	3	2	2	2	23
22	Rifaldi	3	2	4	2	2	1	2	2	2	3	23

23	Rini Kartika	2	2	2	2	2	3	2	2	2	2	21
24	Risda Firmayanti	2	3	2	2	2	4	2	2	2	2	23
25	Riski Ayu Ningsih	3	2	2	2	3	2	2	2	2	3	23
26	Tiara Maharani Nahak	2	2	3	3	2	2	3	2	3	2	24
27	wilda Afrianty	3	2	1	2	3	2	2	3	4	2	24
28	Yugis Yus Risal	2	3	4	3	2	3	3	3	2	3	28

3) Speaking Test Results

Table 4.5

Tabulation of Speaking Test Results

No.	Name	Assessment aspects				
		Pronunciation	Grammar	Vocabulary	Fluency	Sum
1	A. Nurazizah	2	2	3	3	10
2	Ainun Zaria	2	2	3	3	10
3	Alvin Novrian	2	2	2	2	8
4	Apriliani	2	2	2	2	8
5	Arni	2	2	2	2	8
6	Asti Ananta	2	2	2	2	8
7	Erik Nurfadli	2	2	2	2	8
8	Fadil	2	2	2	2	8
9	Faradillah	2	2	2	2	8
10	Fitri Handayani Syam	2	2	3	3	10

11	Idil Ardiansyah	2	2	2	2	8
12	Ihwan Pebriansyah	3	2	2	2	9
13	Istiana Meilani Amir	2	2	2	2	8
14	Kartina	2	2	2	2	8
15	Nadia	2	2	2	2	8
16	Nita Amanda	2	2	2	2	8
17	Nur Alifah Sulfiana	2	2	2	2	8
18	Nurhalimah	2	2	3	3	10
19	Grace Grace	2	2	3	3	10
20	Grace Hidayat	2	2	2	2	8
21	Reni Safitra	2	2	2	2	8
22	Rifaldi	2	2	2	2	8
23	Rini Kartika	2	2	2	2	8
24	Risda Firmayanti	2	2	2	2	8
25	Riski Ayu Ningsih	2	2	3	3	10
26	Tiara Maharani Nahak	2	2	2	3	9
27	wilda Afrianty	2	2	3	2	9
28	Yugis Yus Risal	2	2	2	2	8

2. Analysis Data

After the results of filling out the questionnaire by the respondents were collected, the researcher

compiled and classified according to the rules and hypotheses that had been submitted to determine the influence of shyness on students' speaking ability at second grade students Automation and Office Management 1 of SMKN 1 Sinjai. With the help of the SPSS (Statistical Product and Service Solution) program.

1) Validity Test

Table 4.6
Validity Test Variable X

No Item	r_{count}	r_{table}	Decision
1	0,428	0,374	Valid
2	0,544	0,374	Valid
3	0,721	0,374	Valid
4	0,857	0,374	Valid
5	0,443	0,374	Valid
6	0,502	0,374	Valid
7	0,828	0,374	Valid
8	0,803	0,374	Valid
9	0,412	0,374	Valid
10	0,513	0,374	Valid

In table 4.6, it can be seen for the validity test to show that all instruments of the variable X of the study which have a validity coefficient value greater than r_{table} 0.374, so it can be concluded that all these instruments are declared valid and can be used as measuring instruments in this study.

Table 4.7
Validity Test Variable Y

No Item	r_{count}	r_{table}	Decision
1	0, 836	0, 374	Valid
2	0,765	0, 374	Valid
3	0, 471	0, 374	Valid
4	0,551	0, 374	Valid
5	0,403	0, 374	Valid
6	0,714	0, 374	Valid
7	0,411	0, 374	Valid
8	0,486	0, 374	Valid
9	0,528	0, 374	Valid
10	0,383	0, 374	Valid

In table 4.7, it can be seen for the validity test to show that all instruments of the variable Y of the study which have a validity coefficient value greater than r_{table} 0.374, so it can be concluded that all of these instruments are declared valid and can be used as measuring instruments in this study.

2) Reliability Test

Table 4.8
Reliability Test Variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.796	10

So in table 4.8 it can be concluded that the variable instrument X can be said to be reliable, since the coefficient of Alfa Cronbach is greater than 0.6 ($0.796 > 0.6$).

Table 4.9
Reliability Test Variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.738	10

So in table 4.9 it can be concluded that the variable instrument Y can be said to be reliable, since the coefficient of Alfa Cronbach is greater than 0.6 ($0.738 > 0.6$).

3) Normality Test

Table 5.1

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistics	Df	Sig.	Statistics	Df	Sig.
.193	28	.009	.939	28	.103
.161	28	.061	.950	28	.201

In this study, researchers used the Shapiro Wilk normality test, where the basis for making decisions was:

- a) If the significance value (Sig) is greater than 0.05 then the study data is normally distributed.
- b) Conversely, if the significance value (Sig) is less than 0.05 then the study data is not normally distributed.

From the table above it can be known, the Sig Value. Shyness = $0.103 > 0.05$, then the study data is normally distributed. Meanwhile, the value of Sig. Speaking Ability = $0.201 > 0.05$, then the research data is normally distributed.

4) Linearity Test

In the table 4.10 display above, you can see the results of the linearity test between the variable X "Shyness" and the variable Y "Speaking Ability" which is presented in the form of an ANOVA table. Based on the decision making that states that:

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Speaking Ability * Shyness	Between Groups	(Combined)	24.982	7	3.569	1.591	.195
		Linearity	11.381	1	11.381	5.072	.036
		Deviation from Linearity	13.602	6	2.267	1.010	.446
	Within Groups		44.875	20	2.244		
	Total		69.857	27			

Table 5.2

- 1) If the value of Sig. deviation from linearity > 0.05 then there is a linear relationship between the independent variable and the dependent variable.
- 2) If the value of Sig. deviation from linearity < 0.05 then there is no linear relationship between the independent variable and the dependent variable.

From the linearity test results from the table above, the Sig value is known. deviation from linearity $0.446 > 0.05$ then it can be concluded

that there is a linear relationship between independent variables and dependent variables.

5) Hypothesis Test

1) Descriptive Statistis

Table 5.3

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Shyness	28	21	29	24.68	2.245
Speaking Abilities	28	21	28	23.93	1.609
Valid N (listwise)	28				

From the results of SPSS above shows that the variable X (Shyness) has an average = 24.68 while the variable Y (Speaking Ability) has an average = 23.93

2) Regression Test

Table 5.4

ANOVA ^a						
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.381	1	11.381	5.060	.033 ^b
	Residual	58.477	26	2.249		
	Total	69.857	27			

a. Dependent Variable: Speaking Ability

b. Predictors: (Constant), Shyness

The ANOVA (Analysis of Variance) table above will be used to predict whether a linear regression test can test, whether there is one or no influence of Shyness Students' Speaking Ability at Second Grade Students Automation and Office Management 1 of SMKN I Sinjai, with the hypothesis:

H_0 : There is not influence of shyness on students' speaking ability at second grade student Automation and Office Management 1 of SMKN 1 Sinjai.

H_1 : There is an influence of shyness on students' speaking ability at second grade student Automation and Office Management 1 of SMKN 1 Sinjai.

The ANOVA table testing rules are:

a) If $F_{\text{count}} > \text{from } F_{\text{table}}$ then H_0 is rejected and H_1 is accepted.

b) If $F_{\text{count}} < \text{from } F_{\text{table}}$ then H_0 is accepted and H_1 is rejected.

From table 4.12 it can be known the value of $F_{\text{count}} = 5,060$ and $F_{\text{table}} 4,225$. $F_{\text{count}} = 5,060 > F_{\text{table}} = 4,225$, then H_0 is rejected and H_1 is accepted, meaning that there is an influence of the influence of Shyness Students' Speaking Ability at Second Grade Students Automation and Office Management 1 of SMKN I Sinjai.

3) Coefficient

Table 5.5

Coefficients^a						
Type		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.792	3.185		5.272	.000
	Shyness	.289	.129	.404	2.249	.033
a. Dependent Variable: Speaking Ability						

H_0 : There is not influence of shyness on students' speaking ability at second grade student Automation and Office Management 1 of SMKN 1 Sinjai.

H_1 : There is an influence of shyness on students' speaking ability at second grade student Automation and Office Management 1 of SMKN 1 Sinjai.

The test conditions are:

- a) If $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected and H_1 is accepted.
- b) If $t_{\text{count}} < t_{\text{table}}$ then H_0 is accepted and H_1 is rejected.

In table 5.5 it is known that $t_{\text{count}} 2,249$ on variable X (Shyness), while for t_{table} it is 1,701. If $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected and H_1 is accepted. So according to the results obtained, namely $t_{\text{count}} = 2,249 > t_{\text{table}} = 1,701$ it can be concluded that H_1 is accepted, meaning that there is an the Influence Shyness Students' Speaking Ability at Second Grade Students Automation and Office Management 1 of SMKN I Sinjai.

The rules for significant testing of spss (statistical product and service solution) program are:

- a) If the probability value of 0.05 is less or equal to the probability value of Sig ($0.05 < \text{Sig}$), then H_0 is rejected and H_1 is accepted, meaning it is significant.
- b) If the probability value of 0.05 is greater than or equal to the probability value of Sig ($0.05 > \text{Sig}$), then H_0 is accepted and H_1 is rejected, meaning it is insignificant. From table 5.5 hypothesis tests with Coefficients a can be assessed as $0.033 < 0.05$, then H_0 is rejected and H_1 is accepted, meaning that the coefficient has an effect. From the description that has been stated in the results of the research above, there is that Shyness has an influence on the speaking at Second Grade Automation and Office Management 1 students at SMKN 1 Sinjai. The magnitude of the influence of shyness learning can be seen in table 5.5 Coefficients of 0.289 or the remaining 28.9% is influenced by

variables or other factors that are not studied by researcher.

3. Discussion of the Research

a. Theory

- 1) Based on Lyness theory shyness is an emotion that affects how a person feels and behaves around others (Diana Savitri, 2016) and based on Ward K. Swallow theory indicators on the X variable (Shyness), namely Avoid eye contact, don't want to do anything, sometimes show raging behavior to release his anxiety, not saying much and answering is just like, yes, no, don't know, and hello, I don't want to take part in the classroom, don't ask for help or ask strangers, experiencing stage fright, such as red cheeks, sweaty hands, cold sweats, and lips feeling dry at certain moments, using the reason of illness so as not to need to connect with others, for example, do not need to go to school, experiencing psychosomatic (a mental state that causes a person to suffer from physical ailments,

such as abdominal pain, headaches, toothaches, etc). (Putri Aprillia, 2018)

- 2) Based on Harris state that indicators of speaking ability are pronunciation, grammar, vocabulary, fluently, self confidence. (Yenny Rahmawati, Ertin, 2014)

b. Influence of Variable X to Y

Based on the results of the research it was found that the variable X (Shyness) has an influence on variable Y (Speaking Ability) based on the indicators of each variable and based on predetermined values. So that the theory of variable X and Y is proven after being test, the theory of variable X has influence of the theory of variable Y.

CHAPTER V

CONCLUSION

A. Conclusion

1. From the results of research on the Influence of Shyness on Students' Speaking Ability at Second Grade Automation and Office Management 1 of SMKN 1 Sinjai, it shows that shyness has the Influence of Shyness on Students' Speaking Ability at Second Grade Automation and Office Management 1 of SMKN 1 Sinjai. This is obtained based on the results of the analysis using the SPSS program, where in the ANOVA table above, it can be known the value of $F_{\text{count}} = 5,060$ and $F_{\text{table}} 4,225$. $F_{\text{count}} = 5,060 > F_{\text{table}} = 4,225$, then H_0 is rejected and H_1 is accepted. While the hypothesis test with Coefficientsa can be assessed as $0.033 < 0.05$, then H_0 is rejected and H_1 is accepted, meaning that the coefficient has an effect. From the description that has been stated in the results of the research above, there is that Shyness has the Influence of Shyness on Students' Speaking Ability at Second Grade Automation and Office Management 1 of SMKN 1 Sinjai.

2. The magnitude of the influence of shyness learning can be seen in table 5.5 Coefficients of 0.289 or the remaining 28.9% is influenced by variables or other factors that are not studied by researchers. Based on the results of this data analysis, it can be concluded that the hypothesis that states shyness has the Influence of shyness on Students' Speaking Ability at Second Grade Automation and Office Management 1 of SMKN 1 Sinjai, proven to be true or acceptable.

B. Suggestions

Based on the conclusions from the results of the study above, there are several things that the researcher conveyed, including:

1. From the results of the study, it shows that shyness has the Influence of Shyness on Students' Speaking Ability at Second Grade Automation and Office Management 1 of SMKN 1 Sinjai, Therefore, it would be nice to learn English in the classroom the teacher can create a more relaxed learning atmosphere so that students do not feel afraid or embarrassed in showing their speaking skills.

2. For subsequent researcher, if conducting research that is identical to the theme of this study, it is better to discuss the shyness and speaking abilities of students more broadly in order to strengthen the results of the study. And conducted research with other factors that are suspected to affect students' speaking ability.

REFERENCES

- Adhani, D. N. (2014). Perasaan Malu (Shyness) Pada Mahasiswa Baru Di Program Studi Psikologi Universitas Trunojoyo Madura. *Personifikasi: Jurnal Ilmu Psikologi*, 5(1), 43-63.
- Andas, N. H. (2020). Students' Speaking Problem At The Fourth Semester Of English Study Program In Sembilanbelas November Kolaka. *ELT Worldwide*, 7(1), 1-9.
- Aprillia, P. (2019). Pengaruh Layanan Konseling Kelompok Dengan Teknik Sosiodrama Untuk Mengurangi Rasa Malu Dalam Berinteraksi Sosial Peserta Didik Di Smp Negeri 15 Bandar Lampung Tp 2018/2019 (Doctoral Dissertation, UIN Raden Intan Lampung).
- ASYIRA, J. (2021). The Effectiveness Of Lembaga Bahasa On English Speaking Skills In The 2020 Class Of English Study Program (Doctoral Dissertation, Institut Agama Islam Muhammadiyah Sinjai).
- Hariani, H. (2018). Improving Students' Speaking Skill Through The Power Of Two Strategy At Smp Negeri 4 Balusu, English Program Of Tarbiyah Department, State Islamic Institute (IAIN) Parepare (Doctoral Dissertation, IAIN Parepare).
- Hidayati, D. S. (2016). Shyness Dan Loneliness. In *Proceeding Seminar ASEAN 2nd*. Malang: Program Pasca Sarjana Psikologi Universitas Muhammadiyah Malang.

- Khoriroh, N. (2018). Pengaruh Kepercayaan Diri Dan Keterampilan Berkomunikasi Terhadap Kemampuan Public Speaking Mahasiswa Program Studi Pendidikan Administrasi Perkantoran Fakultas Ekonomi Universitas Negeri Yogyakarta. *Jurnal Pendidikan Administrasi Perkantoran-S1*, 7(2), 128-135.
- Lao, M. G., Bosacki, S., Akseer, T., & Coplan, R. J. (2013). Self-Identified Childhood Shyness And Perceptions Of Shy Children: Voices Of Elementary School Teachers. *International Electronic Journal Of Elementary Education*, 5(3), 269-284.
- Marhamah, M. (2016). The Relationship Between Shyness And Motivation To Speak English Of The First Year Students Of English Study Program Of FKIP UIR Pekanbaru. *J-SHMIC: Journal Of English For Academic*, 3(2), 47-57.
- Mualiyah, S. Teaching Speaking (An Expository Study At Speaking Class Of Training Class At Basic English Course In Kampung Inggris Pare) (Bachelor's Thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Putri, S. O., & Wijayanti, N. S. (2018). Faktor Yang Mempengaruhi Kemampuan Berbahasa Inggris Mahasiswa Pendidikan Administrasi Perkantoran. *Jurnal Pendidikan Administrasi Perkantoran-S1*, 7(2), 155-164.
- Radinal, D. Improving Students'speaking Ability In Simple Conversation Through Direct Instructional Method (A Classroom Action Research At The Seventh-Grade Students Of SMP Islam Al Syukro Universal

2017/2018 Academic Year) (Bachelor's Thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Rahayu, V. S. (2020). Peningkatan Keterampilan Berbicara Pada Pembelajaran Teks Pidato Dengan Metode Reality Show Siswa Kelas IX SMP Muhammadiyah 12 Makassar, Skripsi. Makassar: Fakultas Keguruan Dan Ilmu Pendidikan Unismuh Makassar.

Rahmawati, Y. (2014). Developing Assessment For Speaking.

Ridfah, A. (2019). Shyness Ditinjau Dari Five Guidance Needs Pada Remaja Sma Di Makassar; Shyness And Five Guidance Needs In Makassar High School Students. Jurnal Psikologi Poseidon, 39-51.

Siagian, U. M., & Adam, A. (2017). An Analysis Of Students' Anxiety In Speaking. ANGLO-SAXON: Journal Of The English Language Education Study Program, 8(1), 03-09.

Sun, L., Fu, Z., & Zheng, Y. (2021). Shyness And Loneliness In Chinese Young Adults: Roles Of Aggression And Gender. Journal Of Aggression, Maltreatment & Trauma, 30(1), 43-53.

APPENDICES

Appendices 1

Research Instrument

The Lattice of Research Instruments Variable X

No	Variable	Indicator	Grain Statement	
			Positive	Negative
1.	Shyness	1. Unable to control fear and nervousness when speaking.	2	4
		2. Lack of confidence when speaking in public.	1	3
		3. The student feels excessive shame in interacting with others.	5, 6	7, 8
		4. Antisocial attitudes toward others and their surroundings.	10	9

The lattice of Research Instruments Variable Y

No	Variable	Indicator	Grain Statement	
			Positive	Negative
1.	Speaking Ability	1. Pronunciation	1	2, 6
		2. Grammar	3	4, 5
		3. Vocabulary	8	7
		4. Fluency	10	9

Appendices 2

Observation Sheet

No.	Statement description	Observation		Information
		Yes	No	
1	Students are nervous when speaking English.			
2	Students feel shy when they speak English in front of the class.			
3	students feel			

	less confident in their English language skills when speaking.			
4	Students feel dizzy, nauseous and sweaty while speaking in front of the class.			
5	Students have no initiative in interacting with their peers in the classroom.			
6	Students avoid eye contact when speaking in front of the class.			
7	Students master a lot of English			

	vocabulary.			
8	Students speak English according to the pronunciation.			
9	Students speak English fluently			
10	Students speak English with appropriate intonation.			

Questionnaires Sheet

1. Fill your identity in the column that has been provided.
2. Read each statement carefully and carefully.
3. Answer each statement by selecting one of the four alternative answers provided.

Alternative Answers:

A : Always

O : Often

S : Sometimes

N : Never

4. Answer by giving a checkmark (✓) to one of the answers.

5. Answer according to the circumstances you are experiencing.

A. Respondent's Identity

Name :

NISN/NIS :

Class :

B. Shyness

No	Statement	Alternative Answer			
		A	O	S	N
1.	I'm very confident in speaking in public.				
2.	I was able to overcome the nervousness when I spoke.				
3.	I feel less confident when I speak in public.				
4.	I can't control my fear when I talk.				
5.	I was able to interact with others without feeling awkward and nervous.				
6.	I was able to adapt to a new environment.				
7.	I have difficulty interacting with others.				
8.	I'm having a hard time adapting to the surroundings.				
9.	I can communicate with others well.				

10.	I was unable to communicate and get along with the new environment.				
-----	---	--	--	--	--

C. Speaking Ability

No	Statement	Alternative Answers			
		SL	SR	KD	TP
1.	I was able to say something in English according to the correct pronunciation.				
2.	I'm still lacking in pronunciation in English.				
3.	I was able to speak English with the right grammar.				
4.	I can't speak English with good grammar.				
5.	I don't know the right grammar in English.				
6.	I can't speak English the way I pronounce it.				
7.	I don't memorize a lot of vocabulary in English.				

8.	I know a lot of vocabulary when I speak English.				
9.	I can't speak English fluently.				
10.	I can speak English fluently.				

Speaking Test

Researcher create themes according to the number of students and then students come to the front of the class to describe the theme so that researcher can assess students' speaking ability.

Appendices 3

Document of the Research



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tlp/Fax 085299899166, Kode Pos 92612

Email : info@iainsinjai.ac.id

Website : www.iainsinjai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/AIU/2020

SURAT KEPUTUSAN **NOMOR: 917.D1/III.3.AU/F/KEP/2021**

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2021/2022

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
 - e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 - f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan** :
1. Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

- Menetapkan** :
1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** :
1. Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Muh Syukri, M.Pd.	Nur Agung, S.Pd.I., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : **SUKMAWATI**

NIM : 180110012

Prodi : Prodi Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Influence of Shyness on Students' Speaking Ability at Second Grade Student Automation and Office Management Class of SMKN 1 Sinjai

- Kedua** :
1. Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus Jl. Sultan Hassanudin No. 20 Kab. Sinjai Telp. (0852) 9890116, Kode Pos 92612

Email: ibu.kampus@gmail.com

Website: www.iainsinjai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR 1088/SK.BAN-PT/Akred-PT/11/2020



- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 09 November 2021 M

: 04 Rabiul Akhir 1443 H



Dekan,

Tukdir, S.Pd.I., M.Pd.I.
NBM 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai



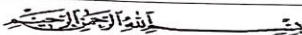
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085299899166, KODE POS 92612

Email: fitkialm@gmail.com

Website: <http://www.iaimsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41088/SK/BAN-PT/Akred/PT/XII/2020



Nomor : 267.D1/III.3.AU/F/2022
Lamp : Satu Rangkap
Hal : **Permohonan Izin Penelitian**

Sinjai, 24 Syawal 1443 H
25 Mei 2022 M

Kepada Yang Terhormat
Kepala UPT SMK Negeri 1 Sinjai
Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Sukmawati
NIM : 180110012
Program Studi : Tadris bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Influence Of Shyness On Students' Speaking Ability At Second Grade Student Automation And Office Management 1 Of SMKN 1 Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di UPT SMK Negeri 1 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



- Tembusan Disampaikan Kepada Yth:
1. Rektor IAIM Sinjai
 2. Kepala Cabang Dinas Wilayah III



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 SINJAI
TERAKREDITASI "A"



NSS : 341191201001

NPSN : 40304501

Jalan Tekukur No. 1 Kelurahan Biringere Kecamatan Sinjai Utara Kabupaten Sinjai Provinsi Sulawesi Selatan
Tlp : (0482) 21102 – Fax 22723 Email : smk1sinjai68@gmail.com Sinjai 692611

SURAT KETERANGAN PENELITIAN

Nomor : 420/221-UPT SMKN 1/SJ/DISDIK

Yang bertanda tangan di bawah ini kepala UPT SMK Negeri 1 Sinjai :

Nama : **Drs. SULAIMAN LESANG**
NIP : 19641231 199002 1 018
Jabatan : Plt. Kepala UPT SMK Negeri 1 Sinjai

Menerangkan Bahwa :

Nama : **Sukmawati**
Tempat/Tanggal Lahir : Sinjai, 22 Agustus 1999
Nim : 180110012
Prodi : Tadris Bahasa Inggris (TBI)
Alamat : Desa Saukang, kec. Sinjai Timur, Kab. Sinjai

Telah melaksanakan penelitian di UPT SMK Negeri 1 Sinjai pada tanggal 27 Mei 2022 s/d 7 Juli 2022 dengan judul Penelitian *The Influnce Of Shyness On Students' Speaking Ability At Second Grade Student Automation And Office Management 1 Of SMKN 1 Sinjai.*

Demikian surat keterangan penelitian ini diberikan kepadanya untuk dipergunakan semestinya.

Sinjai, 1 September 2022

Plt. Kepala UPT SMK Negeri 1 Sinjai



Drs. Sulaiman Lesang

NIP. 19641231 199002 1 018

Appendices 4

Activity Documentation

Observation



Giving and Filling out the Questionnaire



Speaking Test



Appendices 5

Personal Data



Name : Sukmawati
No. Reg : 180110012
Date of Birth : Sinjai, August 22th 1999
Address : Mangottong, Saukang
Village, East Sinjai, Sinjai
Regency
Organizational Experience : HMJ English Students
Associations (ESA)
Educational Background : 1. Elementary School 122
Mangottong Graduate
Year 2012
2. Junior High School 2
North Sinjai Graduate
Year 2015
3. Vocational High School 1
North Sinjai Graduate
Year 2018
Phone Number: 085712654442
E-Mail: sukmawathydarwis08@gmail.com
Parent's Name : Muh. Darwis (Father)
Julming (Mother)

PAPER NAME
180110012

AUTHOR
SUKMAWATI



WORD COUNT
8104 Words

CHARACTER COUNT
42277 Characters

PAGE COUNT
39 Pages

FILE SIZE
76.9KB

SUBMISSION DATE
Jan 24, 2023 11:24 AM GMT+8

REPORT DATE
Jan 24, 2023 11:25 AM GMT+8

● 29% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 22% Internet database
- 14% Publications database
- Crossref database
- Crossref Posted Content database
- 22% Submitted Works database

