

CHAPTER I

INTRODUCTION

This chapter contained the background of the research, the statement of the problems, the objective of the research, the significance of the research, the scope of the research, and the optional definition.

1.1 Background of the Research

Humans need to be able to communicate with one another and express themselves through language to have positive interactions and sustain their existence. Language is a tool for communication, knowledge, viewpoint, or emotion. There are a ton of languages available for intercultural communication. Among them is English.

English is one of the most widely spoken and influential languages in the world today. It is the language of international business, diplomacy, and technology, making it essential tool for global communication. Al-Jamal & Al-Jamal, (2013) stated that English is used in every corner of the world as a medium to interact among people from different cultural, ethnic, and social backgrounds. In Indonesia, English is a subject taught from elementary to high school. The main purpose of learning English is to obtain the communication function of the language. Students are expected to communicate orally well using English. However, many English learners are unable to communicate properly in English. They find it very difficult to convey what they feel and think through English. According to (Roosdianna et al., 2018) speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop.

According to Tridinanti, (2018) there are four skills that must be mastered by students in learning English, namely: reading, speaking, writing, and listening. Of the four skills, speaking is the most important skill in communicating. It is important to improve speaking skills because it will make a major contribution to communication performance. With good speaking skills, conveying ideas or thoughts to many people will be more effective. Especially in today's digital era, where it is very easy to communicate and exchange information with people from all over the world. Students must put in extra effort to improve their English speaking skills in order to speak

fluently. They must learn through a variety of media and practical activities. They can combine practical activities like group presentations, debates, or dramas to help students become more fluent in English.

The researcher chose this topic because he saw psychological factors as a big problem in speaking English. This problem affects all levels of education, from high school to higher levels such as universities. Especially in vocational schools, where English is a subject that doesn't get much attention from students to learn. The researcher's interest in this topic was also based on his previous experience teaching English at a school during his second teaching internship program. He discovered a phenomenon where students showed anxious and unconfident gestures when speaking English. Therefore, he wants to know more deeply about the psychological problems students have when speaking English and the factors that cause these problems. As the previous researcher, Ariyanti (2016) has found about psychological or cognitive factors become the problems for the students in English-speaking performance. This shows that if students have psychological problems it will have a negative impact on their English speaking performance. Based on Haidara, (2016) enhancing English speaking proficiency holds great significance for Indonesian students as speaking skills play a crucial role in improving their overall communication skills. By implementing several strategies to overcome students' psychological problems, students are expected to be able to improve their speaking performance.

From the explanation above, the researcher would like to research by the title **“Psychological Problems In Speaking English Of Tenth Grade Students of Teknik Elektro Program (TE 1) at SMK N 2 KUDUS In The Academic Year 2023/2024”**

1.2 Statements of the Problem

Based on the background of the research above, the statements of the problem can be formulated as follow:

1. What are the psychological problems in speaking English faced by the tenth grade students of Teknik Elektro program (TE 1) at SMK N 2 Kudus in the Academic year 2023/2024?

2. What are factors cause psychological problems in speaking English faced by the tenth grade students of Teknik Elektro program (TE 1) at SMK N 2 Kudus in the Academic year 2023/2024?

1.3 Objectives of the Research

Based on the statements of the problems written above, this research aimed to:

1. To find out the psychological problems in speaking English faced by the tenth grade students of Teknik Elektro Program (TE 1) at SMK N 2 Kudus in the Academic year 2023-2024.
2. To find out the factors that cause the psychological problem in speaking English faced by the tenth grade students of Teknik Elektro Program (TE 1) at SMK N 2 Kudus in the Academic year 2023-2024.

1.4 Significance of the Research

Through conducting this research, hopes that this research can contribute theoretical and practical benefits and also for the teacher and future researchers which are describe as follows:

a. Theoretical Significance

It is hoped that this research can provide insights into psychological factors, understanding language and cognition, informing practical pedagogical approaches, improving support systems, and promoting interdisciplinary connections.

b. Practical Significance

This research hope can enhance teaching practices, improve student well-being, foster academic success, facilitate professional opportunities, and promote social integration. These practical outcomes directly impact students' experiences, abilities, and prospects in about English speaking.

c. The Teachers

Hopefully, The results of this study will be useful for teachers, by informing instructional strategies, creating supportive learning environments, building

empathy, and encouraging collaboration. These practical implications empower teachers to support their students and facilitate their English-speaking development.

d. Future Researchers

The information contained in this research can empower future researchers to expand knowledge, advance theories, facilitate practical applications, promote student well-being and success, and make a lasting impact on individuals' language skills and overall life outcomes.

1.5 Scope of The Research

The research focused on the psychological problems and the factors causing them. Three kinds of psychological problems that highlighted in this research are anxiety, lack of confidence, and lack of motivation faced by the students in speaking English at SMK N 2 Kudus. The subjects of this study were 36 tenth grade students of Teknik Elektro program (TE 1) at SMK N 2 Kudus. Researcher describe the psychological problems students face when doing English speaking and collect the data to determine psychological problems and their causes in order to determine the best way to solve the problems faced.

1.6 Definition of Key Terms

Based on the tittle of the research, there are four terms that can be defined in the operational definitions as follows:

1. Psychological problem is a range of conditions that affect a person's thoughts, emotions, behaviors, and overall functioning which can be caused by a variety of factors, including biological, environmental, and social factors.
2. Speaking English is the ability to communicate in the English language using spoken words that involves using the correct pronunciation, vocabulary, and grammar to convey meaning and understand others.
3. The tenth grade is the 1st year students who are currently registered as students of SMK N 2 Kudus in the Academic year 2023-2024.