CHAPTER I

INTRODUCTION

This chapter explaines context of the study, statement of the research problem, objective of the research, significance of the research, the scope and the limitation of the research and the definition of the key terms.

A. Background of The Research

A vocational high school is an academic unit that prioritizes mastery of skills according to the majors chosen by the students. The main goal of vocational high schools is to produce graduates who can compete and adapt quickly to the world of work. But not only that, according to Government rules no. 20 the year 2003 is written that graduates from vocational schools are also expected to be able to develop their skills in science, art, and technology. Vocational high schools are also provided with educational programs under the respective majors taken by the students. Thus, the program can help students adapt to the world of work and can become professional workers in the future.

Becoming a professional work requires good communication skills. English, which is an international language, is an essential language to master. Therefore, English is made a compulsory subject invocational high schools. This is done to support the ability of students to communicate well in the world of work.

Speaking is a fundamental skill in language that is necessary to master. Speaking is the most critical skill among the four skills, namely listening, speaking, reading, and writing. Speaking is one of the skills that must be mastered by students. By speaking, students are expected to communicate with others and be able to express the meaning of a language in everyday life. By using speaking skills, we may be able to provide information in the form of descriptions, entertain through jokes, or express opinions directly. There is a mutually active process that contains meaning in the form of activities to produce, receive, and process information Brown (2001: 4).

Therefore, speaking needs to be made a habit in school in addition to listening, reading, and writing. However, practicing speaking English is undoubtedly challenging to do. It is necessary to have English language refraction in schools to make it easier for students to master speaking skills. And also, as English teachers, we must create the habit of speaking for our students. Many ways can be used to improve speaking skills, for example learning through English films, songs that use English, or creating habits in speaking English. However, the development of spoken language is often neglected in the classroom. The practice of using English in speaking is more often done by teachers, not students. At the same time, the main goal in learning a language is the achievement of the ability to use the language effectively, accurately, and actively in communication activities.

However, in learning English at vocational high schools, there are differences from other educational institutions. This difference is because,

in vocational high schools, the material presented in English subjects must be adjusted to each department. At the vocational high school level, the English lessons students learn are adjusted to the vocational field they are taking. Suppose the department is taken as an office automation major. The material studied is also appropriate to that department, for example, procedures for correctly answering customer calls. Richards & Rodgers (2001) said that in learning activities in class, students should listen and repeat what their teacher has said. They should even answer questions from their teacher. So, in achieving optimal learning, teachers and students play an essential role in the success of learning activities.

At school, the most significant difficulty faced by students is speaking English. Speaking is still a problem for students who are learning English. According to Zhang (2009) speaking skill is the biggest difficulty experienced by students, and even now, they still find it difficult to speak actively. This difficulty occurs when students are asked to speak in English. In this study, the researcher conducted the study at SMK Islam 1 Durenan. SMK Islam 1 Durenan is one of the vocational high schools in Trenggalek. SMK Islam 1 Durenan is the only vocational high school thatis a Center Of Excellent (COE) school. Center of Excellence (COE) is an assistance program for departments/study programs to implement the Kampus Merdeka's program by the Ministry of Education and Culture. The Center of Excellence in Vocational High Schools is intended so that Vocational High School graduates have high creativity and do not only

have one skill so that they can quickly adapt to the world of work. Based on the researcher's experience conducting observation activities at SMK Islam 1 Durenan, there were several problems during the speaking class. One of the factors that cause difficulties for students in speaking English is some students tend to be silent when doing speaking class activities. Most students chose to be quiet or take a long time to answer questions due tolow self-confidence when speaking English. As a result, students do not enjoy learning due to those factors that trigger the problem. These difficulties are experienced by students majoring in OTKP (*Office Automation and Governance*) in the tenth grade.

According Juhana (2012) said that there are several psychological problems that can hinder students from speaking English, namely fear of making mistakes, anxiety, lack of confidence, shyness, and lack of motivation. According to Ur (1996:121) four things can make it difficult for students to speak in class. These are inhibition, nothing to say, low or uneven participation, and mother tongue use. Those factors can make students feel difficulty if asked to speak English. There is a possibility that teachers cannot identify which factors have causedproblems for their students in speaking English. So it is necessary to identify the elements that make it difficult for students to speak English. This needs to be done to make it easier for teachers to determine what actions need to be taken to overcome these issues. In this research, the researcher used Juhana's theory to discover psychological problems that cause students

difficulties in speaking English.

Jannah and Fitriati (2007) researched "Psychological Problems Faced by The Year-Eleven Students of MA Nuhad Demak in Speaking English". The similarities in this study are that both used a qualitative case study and both used theory from Juhana in analyzing psychological problems in speaking English. While the difference is in the research conducted by Jannah and Fitriati took the year- eleven students of MA Nuhad Demak as the research subject. In contrast, the researcher took the tenth grade studentsof the office automation and governance major at SMK Islam 1 Durenan as the research subject.

The second previous study was a thesis conducted by Nadila (2016) titled "Students' Difficulties in Speaking English in The Tenth Grade at SMKN 1 Singosari". Based on the research conducted by Nadila, the similarity with this study is that both used a descriptive qualitative research design. Meanwhile, the difference is that Nadila used the tenth grade of the TPm1 SMKN 1 Singosari. Meanwhile, in this study, the researcher used the tenth grade of the office automation and governance major (X OTKP) of SMK Islam 1 Durenan as the research subject.

The third previous study was a thesis by Nadzirotunnuha (2017), entitled "The Analysis of Students' Problems on Speaking Skills at SMP Islam Darussalam Dongko". Based on the research conducted by Nadzirotunnuha, the difference with this research is in the term of the

theory used. In the previous study, the theory used was Ur's (1996) theory, which explained aspects of language and psychology that can affect students' English speaking ability. Meanwhile, in this study, the researcher used the theory from Juhana (2012), which explains psychological aspects that affect students' speaking skill.

While the last previous study was conducted by Krismanti and Siregar (2017), entitled "Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STIKIP PGRI Banjarmasin". Based on the research they conducted, the similarity with this research is that both of them used a case study design. Meanwhile, the difference is that the research they conducted used students who took the English department at STKIP PGRI Banjarmasin as research subjects. Meanwhile, in this study, researchers used the tenth grade from the department of the office automation and governance (X OTKP) of SMK Islam 1 Durenan as a research subject.

Based on this analysis, there are gaps in previous studies. The previous study examined students' psychological and linguistic problems. It also looks at what strategies the teacher does to overcome these problems.Meanwhile, what distinguishes this research from previous studies is that besides examining the psychological issues faced by students, researchers also look at what strategies students use to overcome these problems.

Based on the rationale and assumptions outlined above, researcher is interested in researching "psychological problems faced by the tenth grade

student of the office automation and governance major at SMK Islam 1 Durenan in speaking English".

B. Statement of The Research Problem

Based on the background of the study above, the problem of the study is formulated as follows:

1. What are the psychological problems faced by tenth grade students of the office automation and governance major at SMK Islam 1 Durenanin speaking English?

2. What strategies used by the the tenth grade students of the office automation and governance major at SMK Islam 1 Durenan to overcome the problems in speaking English?

3. What is the implication of those problems towards the speaking skills of the tenth grade students of the office automation and governance major at SMK Islam 1 Durenan?

C. Objective of The Research

Based on the problems above, this research aims for the following objectives:

1. To analyze what are the psychological problems faced by tenth grade students of the office automation and governance major at SMK Islam 1 Durenan in speaking English.

2. To know what strategies will be used by the tenth grade students of the office automation and governance major at SMK Islam 1 Durenan to overcome the problems in speaking English?

3. To know the implication of those problems towards the speaking skills of the tenth grade students of the office automation and governance major at SMK Islam 1 Durenan.

D. Significance of The Research

The researcher hopes that the results of this study are helpful both theoretical and practical:

1. Theoretical

This research may help the students to find out what problems they experienced when speaking English so that they can solve these problems with the help of the strategies.

2. Practical

   a. The students

   This study, of course, also provides benefits for students. Students can recognize what problems they experience when speaking English to solve these difficulties. Finally, students can improve their speaking skills.

   b. The Next Researchers

   This study can provide new insights for further researchers, especially regarding students' speaking skills. Besides other researchers, they can have an idea to conduct additional research in this school (SMK Islam 1 Durenan).

E. Scope and Limitation of The Research

The scope of this study is the psychological problems faced by students' office automation and governance major in speaking English: fear of making mistakes, anxiety, lack of confidence, shyness, and lack of motivation and the strategies to solve psychological problems. The focus of this study is limited to the tenth grade students of office automation and governance major students of SMK Islam 1 Durenan in the academic year 2022/2023 who have difficulties speaking English and what are the student's actions to overcome those problems.

F. Definition of Key Terms

1. Speaking

Johnson and Morrow (1981:70), speaking, which is often called 'oral communication,' is an activity that involves two or more people which consists of speakers and listeners who must respond to each other spontaneously.

2. Speaking Problems

Speaking problems are problems that cause someone difficulty in speaking English. Speaking problems can be distinguished in two aspects. The first is the language aspect which consists of a lack of mastery of grammar, lack of mastery of vocabulary, and mastery of pronunciation. At the same time the second aspect is psychological problems. Psychological problems are problems that can interfere with emotional and physical health. Juhana (2012), there are five

psychological factors experienced by students when speaking in class, including fear of making mistakes, lack of confidence, lack of motivation, shyness, and anxiety.

3.   OTKP (Office Automation and Governance)

Office Automation and Governance (OTKP) expertise competency or formerly Office Administration (AP) is one of the majors at SMK Islam 1 Durenan which provides knowledge about various information services administrative administration services both in terms of knowledge, skills and attitudes in complete the work of the company or office. Mastering English is of course very important for this major, especially mastering speaking skills. This is because the OTKP major studies all types of office activities. Starting from bookkeeping, filing, to public relations. The majority of graduates work in an office environment with roles includingmaintaining the smooth running of daily office operations including acting as intermediaries between employees and company leaders or with parties outside the office.