

## CHAPTER I

### INTRODUCTION

This chapter discusses the key topics surrounding the study's background, problem identification, problem limitation, problem formulation, study objective, and study significance.

#### 1.1 Background of the Study

Speaking leads someone to share and express his/her thoughts, ideas, and information to others. It commonly aims to persuade, give information, and discuss necessary topics. It can be stated that speaking plays an essential role in interaction and oral communication. Through speaking, someone can interact and express an expression to other people, send ideas, spell words well, and how to persuade other people to believe what they are talking about, speaking is also useful for showing our capability. According to Nunan (2015), speaking is an oral skill that produces a verbal language system to convey meaning. He also adds speaking is someone's ability to express ideas feelings, thoughts, and emotions and to respond to the other speaker orally. Speaking is the productive skill of verbal language when people talk. It means that speaking is an activity that produces a system of verbal language to express feelings and ideas orally.

Knowing facts on how a language is used orally by a certain person, it is true that producing a good speaking performance in English is not easy. In addition, acquiring English speaking is not as easy as the first language. Difficulties in performing English speaking are probably caused by cognitive ability or psychological factors. As Ariyanti (2016), stated that psychological factors could be the reason for the difficulty of English speaking performance. If Gen Z with a good cognitive ability still has speaking difficulty, the main psychological factors such as motivation, self-esteem, anxiety and peer influences are potential aspects influencing the speaking performance (Aouatef, 2015). Haidara (2016), in his research, found that there were four psychological factors that most affect English speaking

performance; fear of making mistake, feeling shy, feeling hesitated, and lack of self-confidence. While Listyaningrum Arifin (2017), has done the same research about psychological factor in English speaking found that low self-confidence, low self-esteem, anxiety, and less concentration were common psychological factors faced by Gen Z. Moreover, Ariyanti (2016), believed that psychological factors which become the problem in English speaking performance are anxiety, fear of making mistakes, shyness, lack of motivation, and lack of self-esteem. Therefore, from the finding above motivation, self-esteem, self-confidence, and anxiety are the common psychological factors Gen Z faces in speaking English. Furthermore, psychological factors gave the -most negative influence on Gen Z's speaking activities. Not only presented the negative influence, but the psychological factors also could make Gen Z difficult to perform their English speaking skill. Psychological factors are potential things that affected the English oral performance negatively.

To build up Gen Z's English speaking performance they need practice to enhance their speaking English. They can speak or practice English with their friends or join some community of practice. This community of practice may come as a way to solve the problems. Gen Z who want to improve English proficiency, are unable to rely on formal education to optimally learn English due to lack of practice, inefficient method of teaching and time constraints. They need informal institution that offers a whole environment which support English acquisition (as foreign language).

A community of practice is a collection of people who speak the same language, typically in the interest of learning or improving their skills. This can be a physical community, or an online platform (like a social network) where users can practice a language together, share and discuss different study materials, communicate with native speakers, and get some tips on how to improve English. According to Eckert (2006) a community of practice is a collection of people who engage on an ongoing basis in some common endeavor. He also adds Communities of practice emerge in response to common interests or positions, and play an important role in forming their members' participation in, and orientation to, the world around them. As a

result, A community of practice is to convey information and ideas and maintain social relationships by communicating with others.

Based on researcher observations on January 26<sup>th</sup> - 27<sup>th</sup>, 2024 with the pioneer of English-speaking community. It was found that English-speaking community platform is an interactive learning platform that combines English language expertise, higher education information, and skill development. As a communication facilitator, it organizes speaking events, discussions, debates and other activities that encourage members to practice English in real situations. This community is open to anyone, regardless of origin or nationality, who shares a passion for language learning. Most of the English-speaking community's members are Gen-Z and the general public.

According to Hendrastomo and Januarti (2023) Stated the Characteristics of the Z generation (1) high self-confidence, (2) creative, (3) competitive, (4) realistic, (5) high curiosity, (6) independent, and (7) tend to be exclusive. Gen-Z (Generation Z) is a group of people born in the late 1990s and early 2000s, roughly from 1995 to 2000 and they are true digital natives. The digital skills inherent to Gen Z enable them to easily access and participate in English-speaking communities online, which aids them in language acquisition and speaking skills. The inclusive and diverse nature of English-speaking communities appeals to Gen Z's values of diversity and acceptance, encouraging them to engage more actively and improve their English proficiency. Gen Z's preference for interactive and collaborative learning is strongly supported by English-speaking communities, where they can practice English conversations in real time with native speakers and peers.

The influence of English-speaking communities on Gen Z is significant, as these environments provide authentic contexts for practicing English, enhancing their confidence and linguistic competence. English-speaking communities offer Gen Z numerous opportunities for cultural exchange, improving their language skills and broadening their global perspective and cultural understanding. English-speaking communities provide a sense of belonging and motivation for Gen Z, as they can connect with individuals who share the same goals of mastering the English language. The dynamic and fast-

paced nature of English-speaking communities aligns with Gen Z's desire for instant gratification and constant engagement, making language learning a more enjoyable and effective experience. By participating in English-speaking communities, Gen Z can develop essential communication skills that are highly valued in the global job market, giving them a competitive edge in their future careers.

The advantages of joining English-speaking community are making new friends who are eager to improve their English skills, and also the discussion topics are interesting and ever-changing, so it will keep Gen Z's English skills engaged and challenged at the same time. The researcher will choose that English-speaking community to conduct the research. The community was chosen because the researcher observed and found that the members of the community have problems with speaking performance, which seems to be caused by psychological factors.

The psychological factors play a significant role in English-speaking community as they can influence 1) motivation, such as interests, needs, and individual goals affect their motivation levels for learning. Support from fellow community members, a sense of belonging, and a sense of achievement can enhance learning motivation. 2) engagement, the sense of engagement and ownership in the learning community can be influenced by psychological factors such as self-confidence, feelings of safety, and perceptions of social support. Members who feel accepted and supported tend to be more active and involved in learning activities. and achievement of community members, Psychological factors such as self-confidence, and perceived abilities. 3) self-belief plays a role in academic achievement. Members who have high self-confidence and a positive attitude toward learning tend to achieve better results. It means these psychological factors, learning communities can create supportive environments that motivate, engage, and facilitate sustainable growth and learning for all members.

This reason for choosing the psychological factors affecting English speaking performance faced by Gen Z is because the researcher found some psychological factors affect Gen Z's English speaking performance within

joining English speaking community. First, they were afraid of or anxious about speaking English. Most of them got anxious about speaking English because they did not feel confident, they were afraid to speak English. They may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety. Second, they are afraid of making mistakes in front of their friends. Those factors, like fear of making mistakes. The feeling of fear of making mistakes is somehow related to the audience's lack of self-esteem in using English so they often combine their speaking with their mother tongue. Third, some audiences lack ideas to speak and exchange with other audiences, so they prefer to be a listener rather than an active speaker during the meeting.

This research is based on previous research by Oktaria (2020), "Psychological Factors Impacting Speaking Performance At English Language Education Of FKIP UIR". Based on the research, The process of speaking the English language is affected by many factors. Referring to the aim of the study it can be concluded that university students have psychological factors that hinder them from practicing speaking such as a lack of self-confidence, lack of attitude, and anxiety. It can be seen that the three factors are interrelated to each other and all of them lead to failure especially when speaking. The possible solution to overcome those psychological factors is that most students believe that motivating them to be more confident to speak English is worth considering.

The novelty of this research lies in its focus on the impact of psychological factors on English speaking performance within an English-speaking community primarily composed of Gen Z members. Unlike previous studies, this research emphasizes the unique characteristics of Gen Z, such as high self-confidence, creativity, competitiveness, and their digital nativeness. Additionally, this study highlights the role of an interactive learning (online / offline) platform that integrates English language expertise, higher education information, and skill development. This platform facilitates real-world speaking events and activities, providing a dynamic and supportive environment for language learning.

Based on phenomenon and findings above, the researcher of this paper prefers to choose the title "**Exploring Psychological Factors Affecting English Speaking Performance Faced By Gen Z**". In this research only focuses on several psychological factors ; motivation, anxiety, self-esteem and peer influence.

## 1.2 Research Question

Based on the background of the study the research question of this research is:

1. What are the psychological factors that impact speaking performance faced by Gen Z in the English speaking community?
2. What are the obstacles and opportunities faced by Gen Z in enhancing English speaking performance in the English speaking community?
3. What are the impact of English speaking community on Gen Z's English speaking performance?

## 1.3 Objective of the Research

Research objectives

The objective of the research is :

1. To find out and analyze what are the psychological factors that impact speaking performance faced by Gen Z in the English speaking community.
2. To find out and analyze the obstacles and opportunities faced by Gen Z in enhancing English speaking performance within English speaking community.
3. To analyze and explore the impact of English speaking community on Gen Z's English speaking performance.

## 1.4 Scop and Limits of the Research

The scope of this research to find out about psychological factors faced by Gen Z in English speaking performance, and their English speaking communication abilities improve after joinig English speaking community.

To limit this research, the researcher focused on psychological factors, particularly on English speaking performance. To enhance Gen Z's English speaking performance by joining English speaking community at Ota community.

### **1.5 Significance of the Research**

#### **a. Theoritically**

Theoretically, this research is expected to be able to become a reference for readers to conduct similar research in the future, to be able to add knowledge to readers about descriptive research on exploring psychological factors affecting English-speaking performance faced by Gen-Z and to be a reference for teachers or lecturers to pay attention to that practice English can be done in various ways including joining online or offline English community.

#### **b.**

##### **Practically**

##### **a. Teacher**

Teachers have to realize that English speaking performance is equally important as English language abilities. It can help students' future lives in this global era. As a result, teachers are required to be able to motivate and be facilitators for students to improve their English speaking performance based on their interests by taking advantage of current social media, or joining English speaking community to enhance the student's English speaking performance.

##### **b. Gen Z's**

This research will contribute to a deeper understanding of how psychological factors affects Gen Z's English speaking performance within joining English speaking community. The findings will have implications for language education, digital literacy, and cross-cultural communication, informing strategies for enhancing English speaking performance among Gen Z individuals engaged in Ota community.

##### **c. The Researcher**

To obtain new findings regarding the psychological factors affecting English speaking performance faced by Gen Z, as well as to provide answers to the research question problem.

### 1.6 Definition of Key Terms

- a. Psychological factors are an individual's mental and emotion. It can influence behaviour, thought, and feeling.
- b. Speaking Performance is an individual's ability to effectively communicate. It often requires preparation, practice, confidence, and engagement with the audiences.
- c. Gen-Z is a group of people born in 1995 – 2000 and they are true digital natives.
- d. English Speaking Community is a group that exist both online or offline, it shares a common interest or goal related to English speaking community.



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