

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Previous Finding

Edward Pasaribu's research on "SMPN 17 Pekanbaru" students' confidence in learning English. Based on his research, he found that the situational confidence results of students in the second year of SLTPN 17 Pekanbaru are usually classified as low (55.98). In general, the communication confidence of SLTPN 17 Pekanbaru students in the second year was also classified as low (51.69). In general, the second grade students in Pekanbaru at SLTPN 17 have low confidence in language potential (49.01). SLTPN 17 Pekanbaru's second grade students' confidence in language ability is generally classified as intermediate (64.28). Normally, the self-confidence of students in the second year of SLTPN 17 Pekanbaru is classified as good.<sup>1</sup>

The title of Mita Wahyuni's research is "Research on the Association between Self-confidence and Language Achievement in Eighth Grade Students in SMP Al-Islam Surakarta". Based on the results of the research, it can be concluded that there is a positive correlation between the self-confidence of the eighth graders of SMP Al-Islam Surakarta and the students' oral performance. It can be seen that for the level significance of 0.05, the obtained  $r_{xy}$  is higher than table ( $0.394 > 0.291$ ). This means that there is a significant correlation between students' self-confidence and oral performance. Self-confidence is an important factor in students' oral performance. I

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<sup>1</sup>Edward Pasaribu, *The Students' Self-Confidence in Learning English at SMPN 17 Pekanbaru*, (Pekanbaru, 2010): Unpublished Thesis of UIN Sultan Syarif Kasim.

can be seen from the contribution to their speech achievements. The coefficient of determination of students' self-confidence and oral English score is 15.5%. This means that 15.5% of the variance in oral performance is affected by self-confidence, while the other 84.5% is affected by other factors. Self-confidence affects the oral English performance of the eighth graders of SMP Al-Islam Surakarta in the 2017/2018 school year. This means that when students have a high level of self-confidence, they will automatically make a great contribution to their oral scores.<sup>2</sup>

Based on the some previous above, the researcher will conduct to analyze students' self-confidence in learning speaking in this pandemic situation. Compare with the study before is about the situation in learning speaking offline, while the researcher will analyze the situation in this pandemic.

## **B. Some Pertinent Ideas**

### **1. The Definition of Confidence**

Confidence is the ability somebody has to achieve and everyone has self confidence. "Confidence is good qualities of somebody, their own ability to do things and be successful, feeling that certain about something."<sup>3</sup> "Confidence is perfectly willing to admit wrong, Confidence person focuses on being the best and doing the best."<sup>4</sup> Confidence in my own ability to achieve targets, desires, and goals to be resolved though facing various

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<sup>2</sup>Mita Wahyuni, *Corelation Study Between Students' Self-Confidence and Their Speaking Achievement at the Eight Grade of SMP Al- Islam Surakarta*, (Surakarta,2018): Unpublished Thesis of IAIN Surakarta.

<sup>3</sup>Victoria Bull, *Oxford: Learner's Pocket Dictionary, Fourth Edition* (Oxford University Press: 2008), p.89.

<sup>4</sup>Sean Mcpeat, *Personal Confidence & Motivation* ( Training & Ventus Publishing ApS:2010),p. 12.

challenges and problems and carried out with full responsibility. Confidence is not about feeling good inside, although it's a bonus if you do.<sup>5</sup>

## 2. The Nature of Self Confidence

Trust is the truth of something that is believed. Therefore, it is considered that something exists. According to Hakim, self-confidence is a person's confidence in all his strengths and self-confidence that can enable him to achieve various targets in his life.<sup>6</sup>

According to Brown, self-confidence is perhaps the most pervasive aspect of any human behavior. It can easily be claimed that no successful cognitive or affective activity can be undertaken without confidence, self-confident knowledge of yourself, and belief in your own ability for activity.<sup>7</sup> With self-confidence, focused on evaluation, which is customarily created and maintained by the individual in relation to himself. It expresses an attitude of approval and indicates the extent to which individuals are capable of self-confidence, significantly and worthy of expression in the attitudes that individuals hold toward themselves. This is subjective experiential behavior.

According to Raffini, self-confidence is defined as respecting one's own values and interests, having a reliable character for oneself, and acting responsibly towards others.<sup>8</sup> Students with high self-confidence are more

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<sup>5</sup>Asrullah Syam, *Pengaruh Kepercayaan Diri (Self Confidence) Berbasis Kaderisasi IMM Terhadap Prestasi Belajar Mahasiswa: Studi Kasus di Program Studi Pendidikan Biologi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare*, Jurnal Biotek 5, no.1 (2007), p.92.

<sup>6</sup>Hakim, T. *Mengatasi Rasa Tidak Percaya Diri*. Jakarta: Puspa Swara. 2002

<sup>7</sup>Brown, H. D. *Teaching by Principles*. (New York: Longman, 2001).

<sup>8</sup>Raffini, J. P. *Winners without losers: Structures and Strategies for Student Motivation to Learn*. Needham Heights, MA: Allyn and Bacon. (1993), p.181

likely to succeed in life because they have a clear understanding of their priorities and their goals are clear. They can reflect on their plans and aspirations, and then take the steps necessary to achieve success. Therefore, it is natural that activities designed to increase students' self-confidence will also have an effect on increasing their intrinsic motivation to learn.

### 3. The Importance of Self Confidence

According to Kelly and Watson Self-confidence is very important in the teaching and learning process, especially in teaching and learning English as a foreign language. In language learning especially speaking, students' confidence is one of the factors to improve their learning.<sup>9</sup>

Park and Lee divided self-confidence into four factors, namely:

#### a. Situational Confidence

This situational confidence is often viewed from how the students feel towards themselves, how they view themselves in the classroom and also the students' feelings towards their importance by others if they are needed by their classmates.

#### b. Communication Confidence:

This communication confidence is very often indicated by whether or not the students feel shy while communicating with her rest of the class, whether they feel shy when communicating to new people.

#### c. Language Potential Confidence

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<sup>9</sup> Kelly and Watson. *Speaking with Confidence and Skill*. Univercity Press of America.1989.

This language potential confidence is viewed through their perception if they will get a good English score someday, will use English perfectly someday, and whether they think that they will get a great TOEFL score someday.

d. Language Ability Confidence

This language ability confidence refers to whether the students think that they can learn to speak English and if they think that they are good speakers of English now.<sup>10</sup>

According to Wright, there are certain characteristics of those who have high confidence in their ability. These are;

- a. They are ambitious. They want more from life existence or survival. They can envision themselves in better circumstances and surroundings.
- b. They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.
- c. They have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.
- d. They are loving and kind. Those people who have a good inner self image. From nourishing relationships instead of toxic ones. They have learned to detach from relationships, which do not allow them to be authentic.
- e. They are attractive and open to others. Self-confidence people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good things and good people to them. Being attractive

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<sup>10</sup> Park, Hyesook & Lee, Adam. R. *L2 Learners' Anxiety, Self-Confidence and Oral Performances*. Kunsan National University, Concordia University Press: 2005, p.201.

doesn't necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.<sup>11</sup>

There are also universal characteristics of those who have low confidence too. These are:

- a. They are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear of something.
  - b. They are pessimistic and tend to see the glass as half empty.
  - c. They have difficulty communicating what they really want from life. They have no clear idea of what they value and are muddy about goals and desires.
  - d. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their own potential. Almost as chameleons, lizards that change colors to fit the environment they are in, those who lack self-confidence.
  - e. They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.
4. Operational Concept of Self-Confidence

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. It is considered necessary to briefly clarify the variable employed in this study. This variable is subdivided into the following sub-variables:

- a. Situational Confidence:
  - 1) Students feel that they are good students.
  - 2) Students feel that they are important for their class.

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<sup>11</sup> Wright, J.H. *Building Self-Confidence with Encouraging Words*. United States of America: Total Recall Publications. 2009.

3) Students feel that their class needs them.

b. Communication Confidence:

- 1) Students do not feel shy speaking English to their classmates.
- 2) Students do not feel shy speaking English to their teacher.
- 3) Students do not feel shy speaking English to new people.

c. Language Potential Confidence:

- 1) Students think that they will get good English scores someday.
- 2) Students think that they will speak English perfectly someday.
- 3) Students think that they will get a great TOEFL score someday.

d. Language ability Confidence

- 1) Students think that they can learn to speak English.
- 2) Students think that they are good speakers of English now.<sup>12</sup>

5. Learning Speaking

International languages refer to languages that have been used all over the world due to the era of globalization. In this case, people must be proficient in the international language, English, so that social activities in business, interaction, work, etc. are easier.

In addition, Brumfit pointed out that English is an international language because it is the number of speakers and geographical distribution, and it is also the most widely used internal communication medium for communication in this language, because it is at least part of their international background. Moody said that English is a language, which means that English is a developing communication technology. Usually, the use of English we speak is to promote communication,

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<sup>12</sup> Edward Pasaribu, *The Students' Self-Confidence in Learning English at SMPN 17 Pekanbaru*, (Pekanbaru, 2010): Unpublished Thesis of UIN Sultan Syarif Kasim.



enhance understanding between languages, and take useful, appropriate and effective actions.<sup>13</sup>

Carol pointed out that English is a basic tool for communication, and grammatical patterns play a vital role in communication, but the main needs of learners are hardly the theoretical or analytical knowledge of the target language, but their comprehension and understanding force. The language is used in the context and constraints of specific situations.<sup>14</sup> Language is an arbitrary, vocalized symbol system that allows all people in a given culture or others who have learned the cultural system to communicate.<sup>15</sup>

Because of training and experience, learning is a process of changing behavior. The learning process starts with a lack of attention, confidence and vitality. Without attention and confidence, students will not learn. Dimiyati and Mudjiono stated that students' attention would arise if students felt that learning was a necessity. In constructing knowledge, students must be active both physically and psychologically so that activities are directed at the student experience process..<sup>16</sup> Learning is a guided systematic process, each element of which is essential to successful learning.

Another definition of learning put forward by Uno, learning is planning or designing in an effort to encourage students to learn, so that

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<sup>13</sup> C.J.Brumfit. *English for International Communication*. Oxford:Perganon Institute Of English. 1982. p. 5-12.

<sup>14</sup> Brendon J. Carol. *Testing Communicative Performance an Interview Study*, (Oxford: Perganon Press, 1980. P. 7

<sup>15</sup> Dilla Nawang Kharisma. *A Study on Students' Motivation in Learning English at The Eighth Grade of SMP Ta'mirul Islam Surakarta*.IAIN Surakarta. 2018.

<sup>16</sup> Dimiyati and Mudjiono. *Belajar dan Pembelajaran*. Malang University. 2006. p.42.



students interact with the teacher as a learning resource and interact with all learning resources to achieve the desired learning goals. From the above statement it can be concluded that learning is a systematic process planned by the teacher to help students achieve and carry out learning objectives by interacting with all the resources taught. Learning principles cannot stand alone but are interrelated so that the learning process in students will occur.<sup>17</sup>

Schunk defines learning as “an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience”.<sup>18</sup> Brown states that "a search in contemporary dictionaries reveals that learning is acquiring or knowledge about a subject or skill through study, experience, or instruction." Brown also details the components of the definition of learning as follows:

- a. Learning is acquisition or “getting”; is the acquisition of new behavior or strengthening or weakening of old behavior as the result of experience.
- b. Learning is retention of information or skill, It means remembering learned behaviors over time. Converse forgets. Lessons that are forgotten over time are called 'extinctions'. When response strength returns after extinction without disturbing reinforcement, it is called 'spontaneous recovery'.
- c. Retention implies storage systems, memory, and cognitive organization,

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<sup>17</sup>Uno, Hamzah B. *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)*. (Jakarta: Penerbit Bumi Aksara) 2008. P. 84

<sup>18</sup>Schunk, Dale. H. *Learning Theories an Educational Perspective*. Sixth Edition. New York: Pearson.2012. p.3

- d. Learning involves being active, focusing consciously and acting on events outside the organism. Learning involves more than just thinking because it involves all personality, senses, feelings, intuition, beliefs, values, and will. If we don't have the will to learn, we cannot learn and if we have learned, we are changed in some way. If learning makes no difference it can have very little significance.
- e. Learning is relatively permanent but subject to forgetting, learning is a relatively permanent change in a person's knowledge or behavior due to experience. This definition has three components: 1) the duration of change is long term, not short term; 2) the focus of change is the content and structure of knowledge in the memory or behavior of students; 3) the cause of change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical conditions or physiological interventions. "
- f. Learning involves some form of practice, perhaps reinforced practice,
- g. Learning is change in behavior, Learning is a change in behavior as a result of experience. Learning can be defined as a relatively permanent change in potential behavior resulting from an amplified practice or experience.<sup>19</sup>

Learning, as a process by which organisms change, is behavior as a result of experience. Experience can be obtained from learning because students can acquire knowledge and skills that are very important for student life, it can be concluded that learning is the acquisition of new behaviors that occur as a result of relatively permanent changes and organizational experiences. or practice. Learning is “a conscious process in

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<sup>19</sup> Brown, H. Douglas. *Principles of Language Learning and Teaching Fifth Edition*. (White Plains, NY: Pearson Education) 2007. P. 7-8.

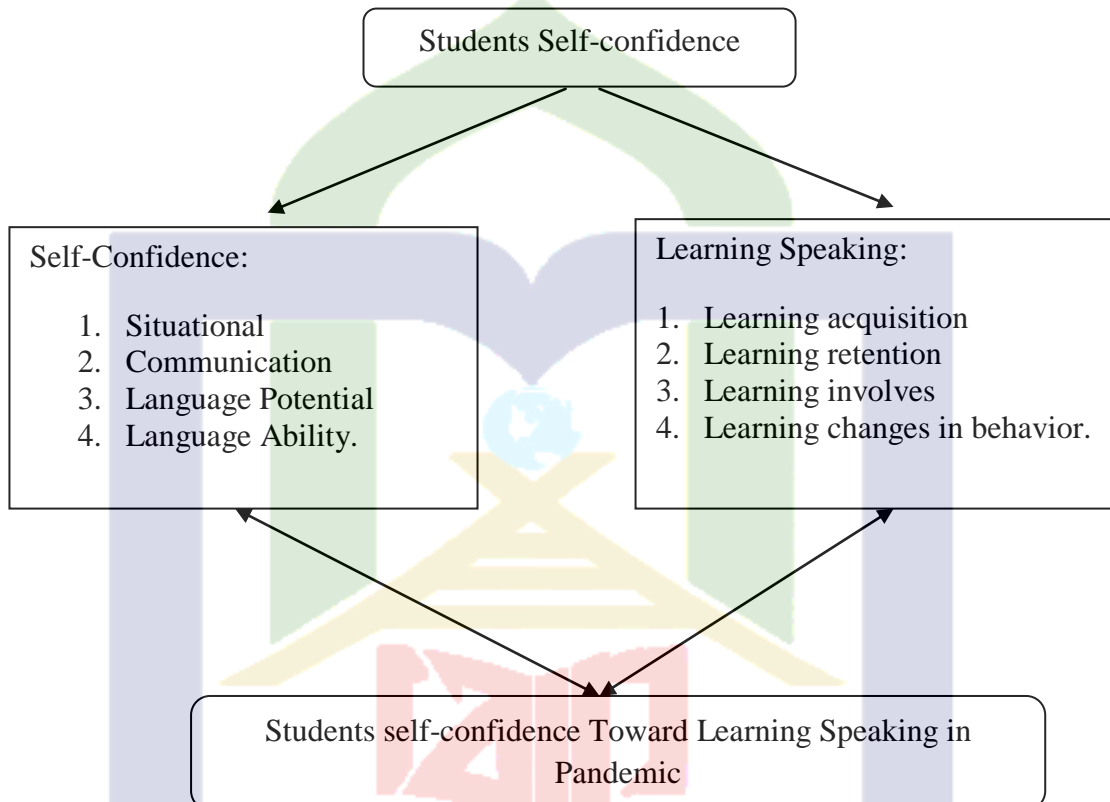
which separate items of language are alternately learned and practiced. From the explanation above, it can be concluded that Learning English means a conscious and active process of gaining English knowledge and skills.



### C. The Conceptual Framework

Conceptual framework divided into three phases namely input, process and output.

The conceptual framework of this research is designed as follow:



In diagram above, there are two steps of the research will explain more :

First step the researcher will interview the students about their self-confidence toward learning speaking in covid-19 pandemic at the third semester students of IAIN parepare by phone, whatsapp or via zoom and the researcher will do an interviewed the different students.

The second step is the researcher will analyzed the data from the interview and transcribed the data to understand easily.