

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

In this part, the researcher review same result of their studies as follow:

1. Jianwei Xu “Second Language Learners and Their Self-Confidence in Using English: A Social Constructive Perspective” The result of the researcher concluded that this paper examine how self-confidence is socially and discursive constructed through the qualitative analyze of the lived experiences of two Chinese advanced learner/users of English in Australia with data obtained from in-depth interviews.¹
2. Kediri Abda state that” Assessing the Factors That Affect Teaching Speaking Skills: The Case of Robe Teachers’ College, English Department Second Year Students”. The result of the researcher concluded that the students did not practice speaking skills both in and out-side classroom due to: lack of motivation, fear of making mistakes, lack of self-confidence, poor grammar knowledge, shortage of vocabularies, lack of exposure, and their poor back-ground experience.²
3. Markus Deli Girik Allo & Arnovan Priawan “Students’ Self-Confidence in Speaking Skill”. The result of this research found that describing people could improve students’ self-confidence in speaking. It was proved by the mean score of the students in questionnaire one (Q1) is 67.88 (precisely self-confidence level) and students mean score in questionnaire two (Q2) is 79.76 (medium self-confidence

¹Jianwei Xu. “Second Language Learners and Their Self- Confidence in Using English: A Social Constructive Perspektive.” *Asian EFL Journal* (2011), p. 246

⁵Kedir. Abda "Assessing the Factors that Affect Teaching Speaking Skills: The Case of Robe Teachers’ College, English Department Second Year Students." *International Journal of Humanities & Social Science Studies* 3.5 (2017), p. 285.

level). It means that the students have shown raising the self-confidence level from precisely into the medium after learning using describing people.³

Based on the previous research above, there is an equation, namely discussing self-confidence in speaking English. There are differences in research subjects, the previous researcher used English students and the third researcher used quantitative analysis.

B. Some Pertinent Ideas

1. Definition of Speaking

Speaking is an act of communication through speaking in English. If it seen from the origin of the word, the word "speaking" comes from the word speak, namely "speak is to express opinions; to say; to converse". So speak here is a way of issuing or expressing opinions, words that we want to express.

Speaking is not only a matter of the saying something correctly according to the grammar, vocabulary and pronunciation, but it is also a matter of producing language appropriately according to the functional and the social convention in the foreign language.⁴

According to Webster speaking is the action of conveying information or expressing one's thought and feelings in spoken language, to utter words or articulate sounds, as human being, to express opinions by words.⁵

³Markus Deli Girik Allo, and Arnovan Priawan. "Students' Self-Confidence in Speaking Skill." *Jurnal Studi Guru dan Pembelajaran* 2.1 (2019), p.11.

⁴Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*. (Yogyakarta. 2013), p.15

⁵Webster. *Third New Interaction Dictionary*. 1982. P.58

Speaking is the production skills that consist of producing systematic verbal utterances to convey meaning.⁶

Kaharuddin Bahar stated in his research that if someone speaking, they need good grammar and pronunciation, enough vocabulary and fluency as rule in forming the speaking. Therefore, speaking makes less misunderstanding.⁷

Based on of definition the research was concluded that speaking is an activity of speaking in English to express opinions, words that we want to convey.

2 Functions of Speaking

According to Richards, in humans' daily lives, people use speaking to employ three major functions i.e. speaking as interaction, speaking as transaction, as well speaking as performance.

a. Speaking as interaction is commonly in our real social live in terms of interpersonal dialogues of conversations. Since speaking displays interactional function that kind of speaking is also recognized as interactional speaking. It is called interactional for some reasons i.e. it primarily established social interactional, it focuses on satisfying the participants' social needs and it is interactive and requires two-way participation. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experiences, and so forth. The participants involve in the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them.

⁶KaharuddinBahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media, 2014), p.1.

⁷**KaharuddinBahar.** *Let's speak English Actively (A Comprehensive guiding book for Speaking)* Parepare: Stain Parepare. 2007, p.1

b. Speaking as Transaction

As regard to speaking types, besides recognizing interactional speaking as a medium for maintaining social relationships between the participants, we also need to recognize transactional speaking a medium for transacting message being spoken. The message meaning and making oneself understood early and accurately are the central focus.

c. Speaking as performance

Speaking as performance is recognize as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentations, public announcements, lecture as well as speeches. Performance speaking is commonly delivered in the form of monolog rather than dialog.⁸

3. The Element of Speaking

a. Grammar

Grammar is the rules that say how words recombined, arranged and changed to show different meanings. The grammar lessons are studied through formulas and sample sentence. Then do practice exercise (oral and written) at the end of each section. The lessons presented here aimed at giving fundamental knowledge of making sentences for communication purpose.⁹

b. Pronunciation

⁸KaharuddinBahar. *Interactional Speaking a Guide to Enhance Natural Communication Skills in English*, p. 2-9.

⁹ Kaharuddin Bahar,. *The Comunnication Grammar Translation Method; An intergrated Method of CLT and GT for Teaching English Communicatively and Accurately*. (Yogyakarta; 2013), p.94.

Pronunciation has traditionally been taught with a goal of “speaking like native speaker” but this is not practical. In fact, it is a recipe for discouragement both for teacher and for students.¹⁰ Pronunciation is the way the students produce clearly language when they speak. It ideal with the phonological process that refers to the component of the grammar made up of the elements and principle that determine how sounds vary and pattern in a language.¹¹

c. Vocabulary

Vocabulary is defined as the words we teach in foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in- law, which are made up of two or three words but express a single idea. There are also multi word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of component words.¹²

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and “um”. These signs indicate that the speaker does not have to spend a lot of time researching for the language items needed to express the message.¹³

¹⁰Judy B. Gilbert, *Teaching Pronunciation*, (Cambridge, new York, 2008), p.42

¹¹Andi Parniati Aziz, *Using of “Ice Breaker” To improve Extensive Speaking Skill at the Eight Grade Students of MTS NegeriParepare*, (Unpublished Skripsi Parepare: STAIN Parepare, 2015), p.7

¹²Penny Ur, *A Course in language Teaching: Practice and Theory* (London: Cambridge University Press, 1996), p.60

¹³Dauglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (Addison Wesley Longman: New York, 2001), p.279.

4. Problem with Speaking Activities

- a. Inhibition, learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism of losing face, or simply shy of the attention that their speech attracts.
- b. Low or uneven participation, only one participant can talk at a time if he or she to be heard; and in a large group this means that each one will have only very little talking time, sometimes lazy to talk in front of the class, learner do not care speak, sometimes they only come, listen, the silent when they come to class.
- c. Nothing to say, even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no movie the express themselves beyond the guilty feeling that they should be speaking.
- d. Mother-tongue use, in classes where all, or a number of, the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small group it can be quite to get some classes – particularly the less disciplined or motivated ones-to keep to the target language.¹⁴

Based on the theory above, the speaking problems have a lot to do with the self-confidence. Like inhibition and nothing to say.

¹⁴Penny Ur, *a Course in a Language Teaching*. (New york: Cambridge University Press, 1966), p.121

5. The Characteristic Successful of Speaking

According to Penny Ur in Juniati, there are some characteristics of speaker when their knowledge is used in speaking activities. They involve:

- a. Learner talks a lot. As much as possible, the period of the time allotted to the activity is in fact accepted by learner talk. This way seems obvious about often must time is taken up by teachers' talk.
- b. Participant is even. Classroom discussion is not dominated by minority of talkative participants, they all get a chance to speak, and contribution is fairly and evenly distributed.
- c. Motivation is high. Learners are able to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve task objective.
- d. Language is of an acceptable level. Learners expresses themselves in utterances that are relevant easily comprehensible to each other, and of an acceptable level of language accuracy.¹⁵

The success of speaking is supported by the ability of students to have self-confidence. Even though, they speak all English. They have all the vocabulary, grammar experts but they have no confidence, so they can not speak English.

6. Types of Speaking

According to Brown there are six speaking categories that the students may carry out in the classroom are imitative, intensive, responsive, transactional, interpersonal and extensive.

¹⁵Gea Ulfi Lutfani, *The Effectiveness of Story Completion Toward Students Speaking Skill in MTsN 2 Kota Blitar* (Skripsi IAIN Tunanggalung), p. 16-17.

a. Imitative Speaking

A very limited portion of classroom speaking time may legitimately be speech generating “human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound imitation of this kind is carried out not the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive Speaking

Intensive speaking goes to a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language.

c. Responsive Speaking (monologue)

A good deal of student speech in the classroom is responsive: short replies a teacher or students. Initiated questions or comments, such speech can be meaningful and authentic. Example:

Teacher: How are you today?

Student: Petty goo, think and you?

d. Transactional Speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. This is type of speaking is more responsive nature than negotiate as conversation. Example:

Teacher: what is the main idea of this essay?

Student: The UN should have more authority.

Teacher: More authority that what?

Student: than it does right now.

Teacher: What do you mean?

Student: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

Teacher: you do think the UN has that power right now?

Student: obviously not, Iraq is still manufacturing nuclear bombs.

e. Interpersonal Speaking

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically.

f. Extensive Speaking

Extensive Speaking may be the highest level of speaking since this can only be carried out by students at intermediated to advanced levels. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech.¹⁶

7. Self-Confidence

a. Definition of Self-Confidence

Self-confidence is a feel that something can make the students brave, and always want to try that something is interesting. Self-confidence is an individual's

¹⁶A. Kaharuddin Bahar, *The Communicative Competence-Based*. (Yogyakarta: Trust Media 2013). P. 18-24

positive or negative evaluation of himself or herself. The self-confidence is what we think about the self.¹⁷

Self-confidence is to do everything with confidence. Confidence is also defined as the force that drives a person to grow and progress and always improve. Without confidence, a person will live in the shadows of others and feel afraid of failure.¹⁸

According to Rolheiser, that self-confidence is an attitude which allows individuals to have positive and get realistic views of themselves and their situation.

Hakim state that self-confidence is a person's belief in all aspects of his strengths and that belief make him feel capable of achieving various goals in his life.¹⁹

According to Lauster, Self-confidence is an attitude or feeling of confidence in one's abilities so that individuals who are treated are not too anxious in every action, can be free to do things that are input and responsibility for all actions done, warm and polite in dealing with other people.²⁰

Having self-confidence does not mean that individuals will be able to do everything. Self-confidence people have expectations that are realistic, even when some of their own are not meet, they continue to be positive and to accept themselves.

b. The Factors of Confidence' Influence

¹⁷Smith, *Social Psychology* (New York: Worth Publisher, 1995), p. 124

¹⁸Ibrahim Elfikry, *Terapi Berpikir Positif* (Jakarta: Zaman, 2009), p. 54

¹⁹Hakim. *Mengatasi Rasa Tidak Percaya diri*. Jakarta: Puspa Swara, (2002), p.6

²⁰Lauster. *Tes Kepribadian*. Terjemahan D.H. Gulo. Jakarta: Bumi Aksara, (2012), p.12-14

Confidence can be influenced by several factors that can be classified into two factors, namely internal factors and external factors, those are:²¹

1. Internal Factors

This internal factor consists of several important things in it, among which are the following:

- a. Self-concept

Individuals who have low self-esteem usually have a negated self-concept. On the contrary, individuals who have confidence will have positive self-concept.

- b. Self-esteem

Individuals who have high self-esteem tend to see themselves as individuals who successfully believe that their business is easy to accept others, how to accept themselves, however, individuals who have self-esteem, and are usually struck by social difficulties as well as pessimists in association.

- c. Physical Condition

Physical changes also affect confidence. Physical inability can cause subtle sense of inferiority. Physical appearance is a major cause of low self-esteem and self-confidence.

- d. Life Experience

The confidence gained from a disappointing experience, is usually the most common source of inferiority, especially if individuals basically have insecurity, lack affection, and lack of attention.

2. External Factors

²¹Arya Budiman, *Tampil Memukau & Percaya Diri Menjadi Ahli Pidato & Mc* (Printed in Araska Yogyakarta, first Published, 2016), p. 14-18.

This External factor consists of several important things in it, among which are the following:

a. Education

Education affects a person's confidence or individual. Low levels of education tend to make the individual feel under a more intelligent power; otherwise individuals with higher education tend to be self-reliant and need not rely on other individuals.

b. Job

Work can develop creativity and independence as well as confidence in self-confidence can arise by doing the job, in addition to the material obtained. Satisfaction and pride in being able to develop self-ability.

c. Environment

The environment here is family, school, and society, good support received from the family environment such as family members who interact with each other well will give a sense of comfort and high confidence.

d. Some strategies to improving self-confidence

To avoid of lack self-confidence, in book "Speaking with Confidence" giving us suggestion that can develop our confidence in speaking such as:

1. Speaking at every opportunity
2. Observe capable speakers
3. Learn Exercise
4. Observe and listen to outstanding speakers
5. Read good literature
6. Use a dictionary and thesaurus/encyclopedic.

Practice writing including your talks, there are six points to be pay attention if we don't want to be shy. Namely: Greed and met people conversation, Participate in compensation, Express instead of refresh your opinion, Socialize more, Cultivate new friendships and old ones, Because more assertive (say no to disagree without being aggressive one).²²

c. Aspect of Self-confidence

The aspects of self-confidence according to Lauster (in Gufron & Rasnawita) are as follows:

1. Conviction

Conviction is a person's positive attitude about himself. He is truly capable of what he does.

2. Optimistic

Optimism is a positive attitude that is owned by someone who always has a good view of everything about himself and his abilities.

3. Objective

People who see the problem or something according to the truth it should be, is not according to personal truth or according to himself.

4. Responsible. Taking responsibility is people's willingness to endure everything that has become the consequences.

5. Rational and realistic Rational and realistic is an analysis of a problem, something, and an event with use thoughts that are acceptable to reason and in accordance with reality.²³

²²Vassilen and Mintz, *Speak With Confidence* (New York, Harpen Collins Collage Publishers: United State of America, 1993), p. 7.

²³Gufron & Rasnawati. *Teori-teori psikologi*. Jogjakarta: Ar-ruzz Media, (2014), p.36.

d. Self-Confidence Characteristics

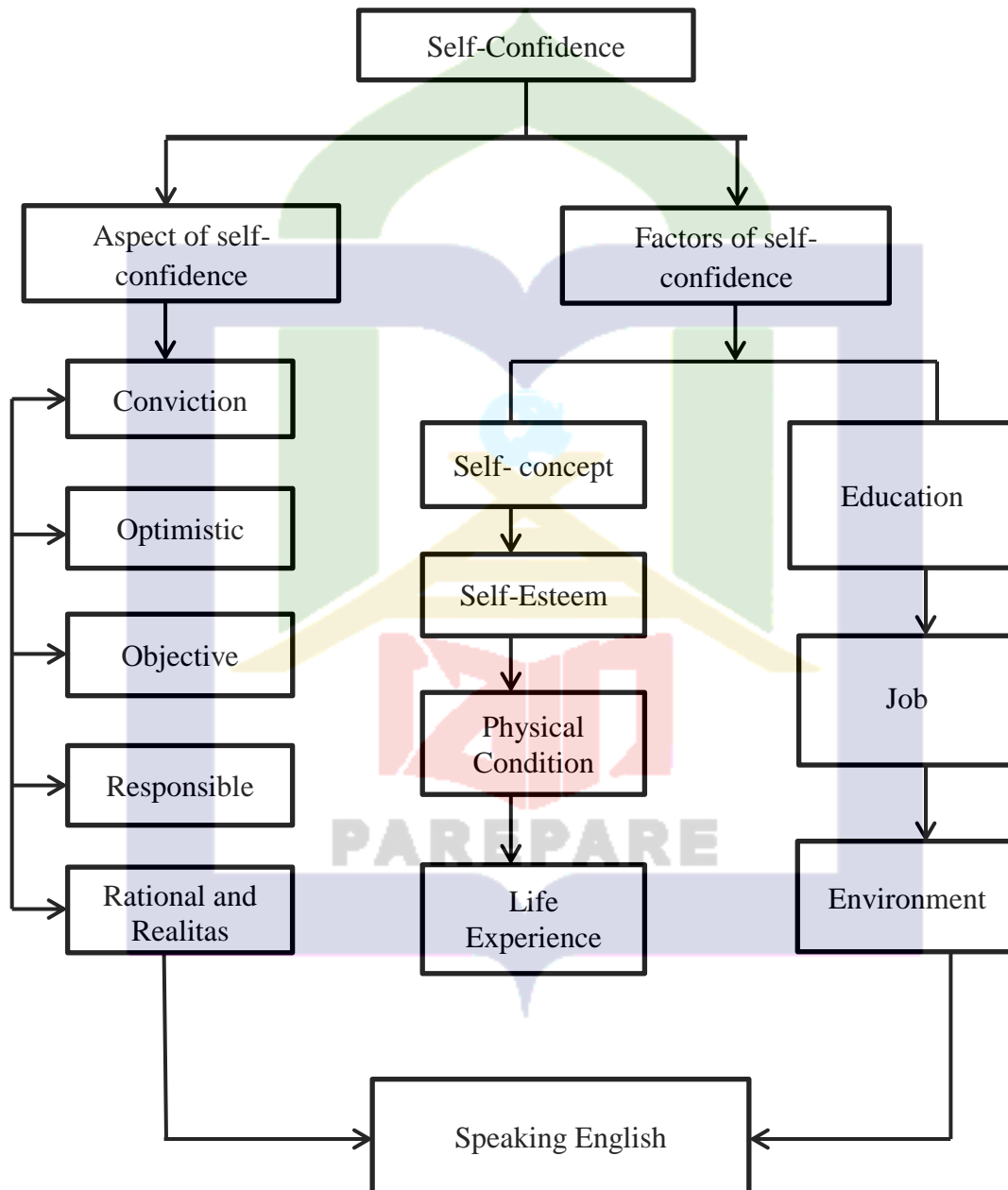
Individuals who are confident will be seen from the attitude they show. There are several characteristics of individuals who have proportional self-confidence, among them are:

1. Believe in one's competence / abilities, so that he doesn't need praise recognition, acceptance, or respect from others.
2. Not driven to show conformist attitudes in order to be accepted by other people or groups.
3. Dare to accept and face other people's rejection, dare to be yourself.
4. Have good self-control (not moody and emotionally stable)
5. Having an internal locus of control (seeing success or failure, depending on one's own efforts and not easily giving up on fate or circumstances and not depending/ expecting the help of others).
6. Having realistic expectations of yourself, so that when those expectations do not come true, he is still able to see the positive side of himself and the situation that occurs.²⁴

²⁴ Fatimah. *Psikologi Perkembangan (Perkembangan Peserta Didik)*. Bandung: Pustaka Setia, (2010), p.149

C. Conceptual Framework

From the explanation to find out the students' affect from self-confidence and their speaking skill, the conceptual framework is underlined as below.



D. Concept Definition

1. Students' self-confidence

In the study of self-confidence, the researchers focused on aspects and factors. Specially, for the research factor, it only focused on self-concept, physical condition, life experience and environment.

2. Speaking English

In the study of speaking, the researcher focused on the speaking types of speaking, namely imitative speaking.

