

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the theories based on the problems. It concerns about personality especially self-esteem and anxiety method and speaking skill.

#### A. Language

Language is a means of communication. Although not the only form of communication among human beings, it is certainly the most important because language is central to human experience and if we are to understand the process by which men communicate with one another, we must look closely at the human capacity for language and at the particular qualities of language which enable it to play so powerful a role within us and between us.<sup>4</sup>

#### B. Language Learning as Skill Learning

It has often been remarked that learning a second language is different both from learning a first language and from learning other school subjects, because the students are learning a perceptuo-motor skill. At the same time, little attention such as learning to drive, to fire a rifle, to draw, to typewrite, and so on. This might be because the word 'skill' is being used in two different senses, and information about the one is not relevant

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<sup>4</sup>Donn Byrne, *English Teaching Perspectives* (England, Longman group, 1980) 16

to the other, or because of less laudable reasons of accessibility or communication of research.

### C. Differential success among second language learners

One of the major conundrums in the Second semester students' of English Department of STAIN Kediri field is the question of differential success. While some people are different to get learning *Second Language Acquisition* (SLA), there are some factors in different success among second language learning: age-related, language aptitude, social-psychological factors, personality, cognitive style, hemisphere specialization, learning strategies, and a few others.<sup>5</sup>

#### 1. Age-related differences

Even among those scholars who agree that age-related differences in SLA exist, there is disagreement as to the explanation for such differences. At least four major causes have been suggested:

##### a. Social-psychological explanation.

The thrust of the argument here is that adults differ from children in that, here they may resist the socialization that is the end product of child language, if negative attitudes towards speakers of the target language hinder SLA of the particular *Target Learning* (TL), children, whose negative attitudes may not be fully formed (Lamber 1967), may be immune to the deleterious effects of such attitudes.

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<sup>5</sup> Diane Large-Freeman & Michael H.long, *An Introduction to second Language Acquisition Research* (London&New york, longman 1991)163

b. Cognitive

The argument is that children SLA and adult SLA might actually involve different processes; while the ability to think abstractly general problem-solving ability. While the ability to think abstractly might give adults a tremendous advantage in solving problem, the claim is that the trade-off is an inability to make use of the *language acquisition device* (LAD) for SLA.

c. Input

Children also enjoy opportunities for language play with their native-speaking peers, though which they get phonological practice. Moreover, it is argued that younger learners typically receive a larger amount of input, in some cases because earlier *age of arrival* (AQ) often also means greater *length of residence* (LOR).

d. Neurological

There are two main positions in the literature regarding the effect of neurological factors on SLA. First, evident to show that two halves of the brain (the left and right hemispheres) become specialization for different functions around puberty, a process called lateralization.

2. Aptitude

Aptitude is usually considered a cognitive variable. Also important in explaining variable performance among *second language* (SL) learners are affective variables. Indeed, meta-analyses of studies of general classroom achievement have generally attributed 25-50 per cent of the

variance in achievement to cognitive factors, leaving the same 25-50 per cent of the variance to be explained by affective, personality and other non-cognitive indicators.

### 3. Motivation and attitude

Here the research has found that motivation and attitude are often indistinct in the literature. The attributed a child's success in acquiring an L1 to the child's quest for identity, initial with members of the larger speech community, and they called integrative motivation. By analyzing responses from Anglophone students of French in Montreal on a whole battery of measures, there are able to identify two factors responsible for French proficiency. The first was aptitude and the second was a constellation of attitudes toward French Canadians, motivational intensity and an integrative motivation.

In a typical language learning situation, there are a number of people whose attitude to each other can be significant: the learner, the teacher, the learner's peers and parents, and the speakers of the language. Each relationship might well be shown to be a factor controlling the learner's motivation to acquire the language.<sup>6</sup>

### 4. Personality

- a. *Self-esteem*. Proposed eternally hierarchy to account for self-esteem, or the feeling of self-worth an individual's overall self-assessment. At the medial level is specific self-esteem, or how

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<sup>6</sup> Ibid 172

individuals perceive themselves in various life self-esteem, or how individual perceive themselves in various life contexts (education, work, etc.) and according to various characteristics (intelligence, attractiveness, etc). At the lowest level is the evaluation one gives oneself on specific tasks (writing a paper, driving a car, etc.).

- b. Extroversion. Extrovert is a cheerful people. Folk wisdom holds that extroverts. However, like so much of the works in these areas, of empirical research are inconclusive. The studies are worth examining further for some of the issues they raise when researchers attempt to investigate relationship between personality and SLA.
- c. Anxiety. While all humans presumably experience anxiety at one time or other, it is thought that certain people might be anxious more often than others, or have a more severe reaction to anxiety-producing situations such that language learning would be impeded, and it is not so much an individual's permanent predisposition to anxiety but rather the strength of the anxiety one is feeling at the moment which determines whether the anxiety is debilitating or facilitating. This brings to mind another useful dichotomy to emerge from the versus trait anxiety, a permanent characteristic of one's personality.
- d. Risk-taking. Here found that students' risk-taking behavior was a positive predictor of students' voluntary classroom participation.

We can say like this because we have fact that people with a high motivation to achieve are moderate, not high, risk-taking.

- e. Sensitivity to rejection. The antithesis of risk-taking behavior would appear to be sensitivity to rejection-the subject's expectation of the 'negative reinforcing quality of others for himself. This hypothesized that those individuals who were sensitive to rejection might avoid active participation in language class, fearing ridicule by their classmates or teacher.
- f. Empathy. Empathy relates to an individual's ability to put oneself in another's place. And it has given the role of empathy in SL learning a decidedly psychoanalytic interpretation. Just as a child develops a general ego, so the child also acquires a language ego. When the child is young, the ego boundaries are relatively flexible, but they become more rigid with age. When the language ego boundaries are flexible, a new accent is more readily adopted that who are more empathic, are likely to have more *permeability of language ego boundaries*, since they are able to temporarily suspend the separateness of their identity, and that should in turn result in their having an advantage in FL pronunciation.
- g. Inhibition. Hypnotized would both lower inhibitions and make a person willing to modify a basic self-identification.
- h. Tolerance of ambiguity. Here, found that tolerance of ambiguity score were significantly correlated with score on their listening

comprehension task but not on their imitation task. A language learner is confronted with new stimuli, many of which are ambiguous. Clarity is not usually immediately forthcoming, and persons with a low tolerance of ambiguity may experience frustration and diminished performance as a result.

#### **D. Self-esteem**

Self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent", "I am worthy") and emotions such as triumph, despair, pride and shame. 'The self-concept is what we think about the self; self-esteem, the positive or negative evaluation of the self, is how we feel about it'. A person's self-concept consists of the beliefs one has about oneself, one's self-perception, or, as Hamlyn expresses it, "the picture of oneself". Baumeister described self-concept as totally perception which people hold about him/ herself. It is not the "facts" about one-self but rather what one believes to be true about one-self. Early researchers used self-concept as a descriptive construct, such as 'I am an athlete' by Rosenberg.

Recent theories adapted self-esteem with more evaluative statements like 'I am good at tennis'. The latter statement not only describes the self, as the individual identifies herself or himself, but evaluates the self by putting worthiness on it. Therefore, self-esteem is

defined as both descriptive and evaluative self-related statements. As a social psychological construct, self-esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes, such as academic achievement or exercise behavior. In addition, self-esteem has also been treated as an important outcome due to its close relation with psychological well-being. Self-concept (i.e. self-esteem) is widely believed to be composed of more than just perceived competence, and this leads to the relative degree of evaluative and cognitive beliefs of the construct.

According to Harter, Self-esteem is viewed as the most evaluative and affective of the three constructs. Overlay, self-concept is considered as the beliefs about perceived competence and self-evaluative in a specific domain. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and I feel happy about that") or have global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist.

Synonyms or near-synonyms of self-esteem include: self-worth, self-regard, self-respect, and self-integrity. According to The American Heritage Dictionary of the English Language, "self-love" is "the instinct or



desire to promote one's well-being"; while La Rochefoucauld considered 'that amour-propre (self-regard) is the mainspring of all human activities'.<sup>7</sup>

### **E. Anxiety**

Anxiety associated with something that feels threatening. In contrast with the apparent object of fear, anxiety is sometimes not clear why some people become anxious object. In fact, if a person is often anxious about something, they can develop anxious personality.

According to Nevid, Anxiety can be a normal emotional reaction in some situations, but no other situation. Sumadinata says that a person, who was worried because the situation cannot give a clear answer, cannot expect anything for help, and there is no clear expectations will get results. Mild anxiety and fears can be a motivation. While anxiety and worry that are strong and negative can cause physical and psychological disorders.

Anxiety is a cognitive phenomenon, in which a person feels that something will happen out of the will and cannot be predicted. Be exacerbated if the anxiety, a person feels unable to deal with it because he doubted the ability of self.

The characteristics of anxiety are as follows:

1. Physically include restlessness, nervousness, hand trembling limbs or shaking, sweating, dry mouth or throat, difficulty speaking, difficulty

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<sup>7</sup><http://en.wikipedia.org/wiki/Self-esteem>

breathing, pounding heart tight, dizzy, feel weak or numb, frequent urination, feel sensitive, or easily angered.

2. Way include behavioral avoidance behavior, inherent and dependent behavior, and the behavior of shock.
3. Cognitively includes worried about something, feeling disturbed aphasia against something that happens in the future, the belief that something terrible is about to occur without a clear explanation, the fear of losing control, fear of inability to solve problems, think that it can no longer controlled, found it difficult to focus and concentrate.

According to Heber and Runyon, anxiety is manifested in four ways:

1. Cognitive (in the individual mind)
2. Motor (in action)
3. Somatic (in reaction to physical / biological)
4. Affective (the emotional people)

Anxiety is associated with feelings of uncertainty and helplessness. This emotional state does not have a clear object. Sometimes, a person faces anxiety as a challenge to prepare something to deal with it. This will give positive results. But sometimes also, anxiety makes a person helpless, and felt unable to face the anxiety that so wanted to run away from the problem by developing a mechanism to defend (defense mechanism of self / ego).<sup>8</sup>

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<sup>8</sup><http://www.psychologymania.com/2012/02/kecemasan-anxiety-pengertian-dan-ciri.html>, on 20<sup>th</sup> may 2012

## F. Speaking

### 1. The definition of speaking

According to David Nunan, in his book states that speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning. It means that speaking is a skill that produced orally that consists of utterance to have meaning.<sup>9</sup>

Kathelin M. Bailey in book "Practical English Language Teaching" said that Speaking is "an interactive active process of constructing meaning that involves producing and receiving and processing information". It is "often spontaneous, open-ended, and evolving", but it is not completely unpredictable.<sup>10</sup>

According to M. Soenardi Djawandono, in this book states that: "Speaking is active verbal activity from a speaker of certain language, which is requiring real initiative in using language to expressing self verbally."<sup>11</sup>

From the definitions above, the researcher can conclude that Speaking is an ability to say sounds or words to express or state thought, ideas and feeling. It means of communication to express ideas are arranged and developed according to the speaker or listener.

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<sup>9</sup>David Nunan, "Language Teaching Methodology" (USA: practice Hall, 1991) 178

<sup>10</sup>Kathelin M. Bailey, "practical English Language Teaching: speaking

<sup>11</sup>M. Soenardi Djawandono, 1996. Tes Bahasa dalam Pengajaran. (Bandung: ITB University Press), 68

Speaking is the productive skill in the oral mode. It cannot deny that speaking has important social role in human life. Somebody's speaking skill has a share in deciding success of the career. Besides that, speaking is a tool which unities social society.<sup>12</sup>

#### 1. The general principle of speaking

Some general principles in speaking as follows:

- a. It needs at least two persons
- b. Using a linguistic that can be understood each other,
- c. It should be an exchange among the participants as the speaker and listeners.
- d. Connecting every speaker with the other and environment soon.
- e. Involving apparatus are related to the sound of language of language and areas (vocal and auditory apparatus).

#### 2. Type of speaking

Generally, there are tree kinds of speaking situation in which we find ourselves:

##### a. Interactive

Interactive speaking situations include face to face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a change to ask

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<sup>12</sup>Henry Guntur Tarigan," *Berbicara sebagai Suatu Ketrampilan Berbahasa*" (Bandung:Angkasa,1981),3

for clarification, repetition, or slower speech from our conversation partner.

b. Partially interactive

Some speaking situations are partially interactive, such as when giving a speech to a live audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expression on their faces and body language whether or not he or she is being understood.

c. Non-interactive

Some speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

3. Speaking skill

Skill is the ability to perform a task or activity consistently over a period of time. Here some micro skill involved in speaking. The speaker has to:

- a. Pronounce the distinctive sounds of language clearly
- b. Use stress and rhythmic patterns and intonation
- c. Use the correct form of words involves changes in the tense, case or gender.
- d. Put words together in correct word order
- e. Use vocabulary appropriately
- f. Use the appropriate register or language variety

- g. Make clear to the listener the main sentence constituent.
- h. Make the main ideas stand out from supporting ideas or information.
- i. Make the discourse hang together.<sup>13</sup>

#### 4. Speaking as Second Language

David P. Harris, in his book "Testing English as a Second Language" stated that no language skill is so difficult to access with precision as speaking ability. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of the speech process:

- a. Pronunciation (including the segmental features-vowels and consonants-and the stress and intonation patterns)

Pronunciation deals with the right intonation, stress and pronunciation of individual sounds refers to the correct pronunciation of English sounds.

- b. Grammar

In this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms of structure or how the learners get their utterances correct.

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<sup>13</sup><http://doc.freedy.Speaking Skill.edu.html>. 21 May<sup>th</sup> 2012

c. Vocabulary

The vocabulary resources mean the examinees' ability in choosing appropriate word, which is by explaining around the word.

d. Fluency

In this scale, fluency means the ease and speed of the flow of speech or the ability to keep the conversation going.

e. Comprehension

for oral communication certainly requires a subject to respond to speech as well as to initiate it.<sup>14</sup>

5. Assessing Speaking

In assessing speaking test, it needs some components to be scored. There are criteria which must be attention:

Tabel 2.1

SCALE OF COMPONENT IN TESTING ORAL PRODUCTION

Aspect to be evaluated	Descriptions	Scale
Fluency	Speech as fluent and effortless as that of a native speaker	5
	Speed of speech seems to be	4

<sup>14</sup>David P.Harris, "Testing English as a Second Language" (McGraw-Hill,Inc.(USA)),81

	slightly affected by language problems	
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant often forced into silent by language limitations	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Grammar	Make a few (if any) noticeable errors of grammar or word order	5
	Occasionally makes grammatical and /or word-order errors, which do not, however, obscure meaning	4
	Makes frequent error of grammar and word order which occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult	2
	Error in grammar and word order so severe as to make speech virtually unintelligible	1
Pronunciation	Has few traces of foreign accent	5
	Always intelligible, though one is conscious of definite accent	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3



	Very hard to understand because pronunciation problems	2
	Pronunciation problems so severe as to make speech virtually unintelligible	1
Comprehension	Appears to understand everything without difficulty	5
	Understand nearly everything at normal speed, although occasional repetition may be necessary	4
	Understand most of what is said as slower than normal speed without repetition	3
	Has great difficulty following what is said	2
	Cannot be said to understand even simple conversational English	1
Vocabulary	Use of vocabulary and idioms is virtually that of a native speaker	5
	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies	4
	Frequently uses wrong word	3
	Misuse of words and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitations so extreme as to make conversation impossible	1

## 2. The learning process

Learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction. Learning is a relatively permanent change in a behavioural tendency and is the result of reinforced practice.

There are some of the principles of learning; most learning psychologists agree the following principle.<sup>15</sup>

### 1. Pre-Learning preparation

Students should have satisfactorily achieved the learning that is prerequisite to the lesson.

### 2. Motivation

When a student perceives some personal value a topic or learning task, or if a desire to learn about the topic can be encouraged, the student's attention will be raptured and held students interest can be maintained by providing a variety of learning experiences.

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<sup>15</sup> Jerold E.kemp. *Introduction Design (second edition)*.(California: Fearon-pitman publisher,inc,1997),p.58-60

### 3. Individual differences

Students learn at various rates and with a class or group the variation can be considerable. Therefore, learning experiences should be designed so that students may process at their own spaces and possible on their own level of ability using the material that are most appropriate for them.

### 4. Instructional condition

Successful learning is more likely when objectives are clearly stated for students and when learning activities are carefully sequenced in relation for those objectives.

### 5. Active participation

For successful learning a students should be directed systematically to participant activities and teacher main function is to organize and make material available to students in the best position form.

### 6. Successful achievement

Learning must be structured in such way that the students is mentally challenged are frequently successful.

### 7. Knowledge achievement

Motivation in learning can be increased when students are informed of how well they are doing during the course of a lesson.

#### 8. Practice

Closely associated with success the knowledge of results is the need to provide opportunities for students to use their newly acquire knowledge and skill in many situation.

#### 9. Rate of presenting instrument

The rate and amount of material to be learned at any one time or in any one lessons, must be relate to the complexity and difficulty of the material in the term of the ability of the students.

#### 10. Instructor's student

A positive attitude on the parts of the teacher and any assistant can influenced the attitude of students toward the acceptance of new instructional procedures.<sup>16</sup>

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<sup>16</sup> Jerold E.kemp. *Introduction Design (second edition)*.(California: Fearon-pitman publisher,inc,1997),p.58-60