

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents the review of related literature. It provides several theories related to the self-confidence, performance, and speaking. It consist of the definition, indicators, Self-confidence and foreign language learning, factors of self confidence, performance, definition of speaking and component of speaking.

A. Self-Confidence

1. Definition

Self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions. Self-confidence is the ability to take appropriate and effective action in any situation.¹ According to Burton and Platts it is important to understand each aspect as it is easy to muddle the confidence. Self-assuredness (this related to the confidence in the ability to perform a certain standard), belief in the ability of other people (the definition focuses on how someone expect others to behave in trustworthy or component way), keeping certain information secret or restricted to a few people (this definition concerns in the idea of keeping confidence).

Self-confidence is one factors of anxiety.² Self-confidence involves judgement and evaluation about one's own value and worth. Self-confidence can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language. On the other hand, high self-confidence can positively correlated with oral performance.

¹Kate Burton & Brinley Platts, *Building Confidence For Dummies* (Chichester: John Wiley & Sons, 2006), pp. 10

²Hyesook Park, *L2 Learners' Anxiety, self-confidence and Oral Performance* (Korea, 2004), pp. 197

Furthermore, highly anxious learners might deal with their target language task differently from one another, depending on their self-confidence.

Dornyei states that concept of self-confidence is closely related to self-esteem, both share a common emphasis on the individual's perception of his or her abilities as a person.³ Self-confidence is derived from several factor, there are personal experiences and social messages received from others.⁴ Successful experience increases the development of high self-confidence, while the experience failure have the opposite effect. Community, home, school, and peers are important for self-confidence growth. Sending positive messages for others is thought to detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self-confidence.

Burton and Plats state that confident people bounce with positive and focused energy.⁵ Confident people are happy with themselves and life and they are infectious to be with. Less confident people drain the energy from everyone around them. The definition of ultimate confidence is the ability to take action needed in order to achieve any outcome wanted to create.

From the definition above, the writer can conclude that self-confidence is the attitude that is characterized by a positive belief that can control life and plans. People who have self-confidence are those who acknowledge their capacity to do something and proceed to do it with responsibility to maintain an attitude that helps to get everything done well.

³Zoltan Dornyei, *The Psychology of the Language learner* (New Jersey: Lawrence Erlbaum Associates, Inc, 2005), pp 211

⁴Safaa Mohammad Al-Hebaish, *The correlation between general self-confidence and academic achievement in the oral presentation course* (Saudi Arabia: Taibah University, 2012), pp. 60

⁵Kate Burton & Brinley Plats, *Building Confidence...* Ibid. pp. 34

People who have self-confidence focus on his or herself and able to distort the stress, anxiety, and depression to live confidently.

2. Self-confidence indicators

Building self-confidence involves new ideas, approaches, and solution. It is essential that using all aspect of the brain and allow the creativity to flood in rather than shutting part of it down. Besides the sense of being confident can come with increased practice and familiarity with what to do. There are indicators⁶ of self-confidence which have various dimension that are important to developing confidence.

a. Direction and value

Talk about future possibility and encourage bold dreams. Keep the expectations high about what is possible. For example knowing what is really important in live. This is related to the hierachy of needs.

b. Motivation

Acknowledge all the things to do and celebrate the success the work towards a target. Motivation also become the core indicator of self-confidence.

c. Emotional

Encourage to get in touch with the emotions from a young age. Keep calm and focus to take challenges. Notice the difficult emotions rather than letting the negative emotions overcoming.

d. Positive mind-set

Help to find the good in a difficult situation and in other people. Have the ability to stay optimistic and see the bright side.

⁶ Kate Burton & BrinleyPlatts, *Building Confidence...* Ibid. pp.51

e. Self-awareness

Encourage to be proud of ability and notice the impact of another people but not expected to be perfect.

f. Flexibility in behavior

Showing to break the habits and patterns by being spontaneous, rather than always doing things in the same way. Adapted the behavior according to the circumstances.

g. Eagerness to discover and develop

Enjoy the day as a learning experience and take the discoveries to new experiences. As confidence people, paying more attention to what is important in life is more important rather than bowing to the pressures.

h. Health and energy

Respect the own body and have sense in making management of stress without becoming ill.

i. A willingness to take risk

Have the ability to act in the face of uncertainty and put on the line even when do not have the answer or a skills to get things right.

j. A sense of purpose

Have an increasing sense of the coherence of the different parts of life. For confidence to thrive and grow, being concentrate the attention at the own ability rather than turn to be another one.

3. Self-confidence and foreign language learning

In a number of research conducted by different researchers, both negative correlation between self-confidence and foreign language learning were found out. Rubio⁷ explains this situation by claiming that concept of self-confidence is hard to understand semantically or it can be understood differently. Rubio states that self-confidence has both psychological and social aspects. Low self-confidence may have a negative effect on foreign language learning alongside with many other possible themes. According to Rubio, low self-confidence may lead to some psychological conditions such as sense of insecurity, fear, anxiety, and antisocial behaviors. This may be the case in foreign language learning too. At least, due to low self-confidence, the student will not be able to make a good start in foreign language learning, because low self confidence affects students' learning motivation. An individual who lacks in self-confidence will most probably have a negative bias towards the course and the classroom. A student will have constant negative feelings like fear of failure, being inadequate, fear of humiliation, and self confidence towards the teacher and course during the class, and refrain from speaking and participating in classroom activities. Low self-confidence can lead to foreign language anxiety. The foreign language learning abilities of students lacking self-confidence cannot be revealed. Such students cannot socialize properly and refrain from speaking in the classroom⁸.

⁷ Rubio F. 2007. *Self-esteem and foreign language learning, introduction*. Cambridge Scholars Publishing: Cambridge. Pp.102

⁸Hayrettin TUNÇEL, The relationship between self-confidence and learning Turkish as a foreign language. *Academic journal*.(23 September, 2015) Vol. 10(18), pp. 2575-2589,

4. Some Factors of self-confidence

Confidence is the ability to take appropriate and effective action in any situation, the sense of feeling confident inside comes with increased practice and familiarity with what we do. There are some factors in self-confidence⁹, those are:

a. Motivation

Most language teachers will agree that the motivation of the students is one of the most important factors influencing their success and failure in learning process.¹⁰ From motivational perspective, the most important factor is self-confidence which in general refers to belief that a person has the ability to produce results, accomplish goals, or perform tasks competency.

In the final evaluation of motivational evaluation, at least three distinct phases can be separated. In the last stage following the completion of the action termed motivational retrospection which concerns the learners retrospection evaluation of how things went. In this stage, self-confidence and self worth as the example of self-concept beliefs influenced by motivation.

Burton and Platts state that the more motivated the more inclined to push someone from the things that is holding them back.¹¹ One of the founders of the human potential movement, Abraham Maslow is best known for his work on human motivation. He was fascinated by what makes some people face huge challenge in life and what makes them refuse to give up despite incredible odds. Maslow developed his hierarchy of needs to explain the forces that motivates people.

⁹ Kate Burton & Brinley Platts, *Building Confidence...* Ibid. pp. 69-70

¹⁰ Steven H. McDonough, *Psychology In Foreign Language Teaching* (London: George Allen & Unwin Ltd.), pp. 142

¹¹ Kate Burton & Brinley Platts, *Building Confidence...* Ibid. pp. 51



Picture 1 : Maslow's Hierarchy of needs

Maslow's hierarchy¹² of needs helps to explain so much of the variability in human behavior. Different human beings can be operating at different levels, and be driven by different needs at any given time. Understanding the needs of self is important to keep moving forward despite the challenges and help to manage the life with more confidence.

b. Personality

Individual characteristic of learners maybe directly or indirectly related to achievement in foreign language learning.¹³ All teachers know that some of their students will cope easily with the learning material and activities and some will not. The differences an individual can be seen from personality.

A person personality is the sum total of individual's characteristic that make her or him unique. Personality drives behavior. Thus, a personality variable is a trait of an individual that is a regular part of the way that individual think, feels, and behaves. Some of personality variable that impact on communication, that is self-confidence and

¹² Kate Burton & Brinley Platts, *Building Confidence...* ibid. pp. 52

¹³ Steven H. Mc. Donough, *Psychology In Foreign ...* Ibid. pp.125

self-esteem. Students with low self-esteem feel they cannot achieve much. They often have high general anxiety. They tend to blame themselves for all of their problems, even if by every objective standard they are blameless. They may be reluctant to participate in class because they think they have little to offer. Students with high self-esteem, on the other hand, are very confident of their own abilities.

B. Performance

Performance is how well a person machine does a piece of work or an activity. Performance is also an action or type of behavior that involves a lot of attention to detail or to small matters that are not important.¹⁴

According to Philip there is a relationship between language self confidence and oral presentation, reporting that the more anxious the students are, the lower performance they display in oral test.¹⁵ It means that the higher confident, the better the student's performance.

As mentioned before that personality drives behavior. On the other hand, personality and behavior are related to the person's emotion. The effective domain is the emotional side of human behavior, and it may be close to the cognitive side. The development of affective states of felling involves a variety of personality factors, feelings both about ourselves and other with whom we come into contact.¹⁶

1. At the first and fundamental level, the development of affectivity begins with *receiving*.
Person must be aware of the environment surrounding them to receive and to tolerate a stimulus.

¹⁴Cambridge Advanced Learners Dictionary 3rd Edition

¹⁵Philips,E. , The Effect of Language self confidence on students oral performance and attitude, *Language Journal*, 76, pp. 14-26

¹⁶H. Douglas brown, *Principles of Language Learning and Teaching*. (New York: Pearson Education, Inc.2007), pp. 153

2. Persons go beyond receiving to *respond*, committing at least some small measure to phenomenon or a person.
3. The third involves *valuing*. Placing worth on a thing a behavior or a person. Valuing takes on the characteristic of beliefs or attitude as values are internalized.
4. Fourth level of the affective domain is the *organization* of values into a system of beliefs, determining interrelationships among them and establishing a hierarchy of values within the system.
5. Finally, individuals become characterized by and understand themselves in terms of their *value system*.

From the definition above, we know that performance in class could not begin without attending the student's self-efficiency, anxieties, motivation, and other personality variables.¹⁷ To be more aware to the students successful performance, there are some characteristics.¹⁸

1. A willingness to listen. A good learners listen to what is going on, not just in the sense of paying attention, but also in terms of really listening.
2. A willingness to experience. Able to take risk and try things out to see how it works.
3. A willingness to ask questions. Good learners ask something when they cannot understand but good learners should be able to judging when it is appropriate to do so and when it is not.
4. A willingness to think about how to learn. Good learners bring or inv... vn study skills when they come to a lesson (and/or when they study on their own).

¹⁷H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, Inc.2007), pp. 180

¹⁸Jeremy Harmer, *How to Teach English*,(Edinburg: Addison Wesley Longman, 1998), pp.10

5. A willingness to accept correction. Good learners are prepared to be corrected if it helps them.

C. Speaking

1. Definition

English as international language has four common skill to learn, they are listening, speaking, reading, and writing. For students in language class speaking is the important skill for English language learning. From the oral speaking teacher can measure the level of their understanding. Oral speaking skill is a big part due to in language class. Hammer Gower at all note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities ;and fluency, considered to be the ability to keep going when speaking spontaneously. If someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

M. Bailey mentions that speaking is an interactive active process of constructing meaning that involves producing and receiving information.¹⁹ It is often spontaneous, open ended, and evolving, but it is completely unpredictable.

Speaking is active verbal activity from speaker of a certain language which requiring real initiative in using language to expressing self verbally.²⁰Speaking is

¹⁹Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: Mc Grew Hill Book Company, 1969), pp. 81

²⁰SoenardiDjiwandono, *TesPedngajaranDalamPengajaran*, (Bandung:ITB, 1996), pp. 68

productive skill in oral mode. Speaking has important role in human life. Besides, speaking is a tool which unites the social society.

According to Harris, speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates; five components are generally recognized in analysis of the speech process: pronunciation (including the segmental feature vowel, consonants, stress, and intonation patterns). Grammar, vocabulary, fluently (the ease and speed of the flow at speech). Comprehension for oral communication certainly requires subjects to respond to speech as well as initiate it.²¹

A learner who speaks a lot and practice her/his speaking will make fluency in speaking. However, they have not used correct structure in speaking English, but when the students have high self-confidence to practice the foreign language it will help them to increase their ability. Because, the speaking skill, we do not concern on writing or grammar subject. The important thing that have to remember is speak and speak, start from the little or easy word to easy sentence. By practicing the word, it will help students memorizing and self-confidence.

2. Speaking assessment

Speaking skills assessment can be done by means a lesson plan in different oral tasks. On the other hand, there are other ways to asses speaking.²² There are two types of tests. The first is a direct test of speaking, it is an oral proficiency interview, a conversation, or an unscripted role-play, can be considered direct tests of speaking. The second, an indirect test of speaking, it means that it is one in which the test-takers do not

²¹David P. Harris, *Testing English as A second Language*. (New York: Mc Grew Hill Book Company, 1969), pp.81

²²Scott Thornbury, *How to Teach ...*ibid. pp. 125

speak, the students fill the blank with a suitable word based on the paragraph, it can be called conversation cloze test.

3. The Component of speaking

The components that are commonly used in speaking are fluency, pronunciation, grammar, and vocabulary. It means that if the students want to be able to speak English well, they must study those components in successfully. There are five components recognized in speech process. They are pronunciation, grammar, vocabulary, fluency, and comprehension.²³

a. Pronunciation

The aim of learning pronunciation is not to achieve a perfect intonation of native accent, but simply to get the learners to pronounce accurately enough to be easy and comfortably comprehensible to other speaker. So, the meaning of spoken sentences can be obtained from pronunciation. An acceptable pronunciation can avoid misunderstanding among speakers. That is why pronunciation is also very useful in mastering speaking skill.

b. Grammar

Grammar is one of the important things in speaking although it is not the most important element. But grammar is language aspect that can be used by the learners to know the right form of language. Moreover, learners can interpret phrases or sentences on correct form

c. Vocabulary

²³David P. Harris, *Testing English as A second Language*.(New York: Mc Grew Hill Book Company, 1969), pp.81

The learners have to know that in learning another language they should learn about vocabularies because vocabulary is as a total number of words in a language. They need to learn what words mean and how they use it. They must learn much vocabulary to make them know what to say and engage more in conversation.

d. Fluency

Fluency is the capacity to speak fluently, confidently and at a rate consistent with the relevant native speech community. Fluency is the ease and speed of the flow speech. It cannot be denied that mastery in speaking will be predictable by proper grammar and large vocabulary. There are conditions in which speaking occurs play a crucial role in determining the degree of fluency that is achievable. It divided into three categories: cognitive factors, affective factors, and performance factors. Likewise, psychological factors can determine performance.²⁴

e. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation, fact, or etc. comprehension also has meaning of the mind's act power of understanding as the exercise one understanding.

4. Speaking Goal

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feeling to get the target language/communication. By this communication means the people can interact to other by the language. As the writer said before speaking is the main point in the success of learning language. Harmer remarks, "Whatever activity the students is involved if it is genuinely communicative and if it is really promoting language use, the student should have a desire

²⁴Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education limited, 2005), pp. 25

to communicate.”²⁵. When using a communicative activity, it is important to strive from the classroom in which students feel comfortable and confident, feel free to take a risk and have an opportunity to speak. Donn Byne in his book wrote that the main goal in teaching the productive skill of speaking will be oral fluency. This can be defined as the ability to express oneself intelligibly. Reasonably, accurately and without too much hesitation. The facilities communication for first language is speakers because they make the interactions more predictable. If language totally predictable. Then communication would be unnecessary. If it were totally unpredictable, effective communication would probably be impossible. When people have conversation, they work interactively to reduce unpredictability. For second language speakers, routines can be crucial in facilitating comprehension.

²⁵ Harmer, Jeremy. *How to Teach English*, (Edinburg: Addison Wesley Longman, 1998). Pp. 103