CHAPTER II

LITERATURE REVIEW

In this chapter content many theories related to this research among them are about definition of speaking,the purpose of speaking, the aspects of study, type of speaking test, factors affecting speaking achievement, definition of self – confidence,the importance of self-confidence,the aspects of self- confidence,the characteristics of students with low and high self-confidence and the the last is previous study

2.1 Definition of Speaking

According to Bailey (2005), speaking is a process of interaction where speakers must to build meaning through producing, receiving and processing information.We always make conversation every day. We do not realize that our daily conversation also has many purpose both of it is receiving and just giving information. Language is an important thing in this activity. In this case speaking refer to English conversation.

But most important poin of speaking according to Harris(1974) has writen in his book, the title is *Testing Language as Second Language* that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop atdifferent rates.

In conclusion, the definition of speaking is an ability to communicate orally to other people to show their ideas, feelings and sharing much information.

2.2   The Purpose of Speaking

Based on Tarigan (1990) has been mentioned that speaking has three important purposes, such as to inform, to entertain, to persuade.

The first purpose of speaking is to inform: When someone talk or do a conversation about a current issues the speaker wants to inform to the listener about everything/information what they want or need and also inform ideas they want to share,

The second purpose is to entertain: when the speakers speak. The speakers can express their feelings and listeners know how to entertain them through this mutual communication.

The last purpose is to persuade : when the speaker speak about something. He/ she has a motive or purpose make the audiences believe, and want to follow what the speaker wants (persuade them to do a something). Examples : promote new product and the speakers want to persuade the people to buy that product.

2.3   Aspects of Speaking

Speaking can be divided into two types based on the achievement, the one is good speaking and the other is bad speaking and it related to the assessment of the speaking test. Speaking can be said as good or bad based on the aspects of speaking. Based on Harris (1974) says that aspects of language are:

2.3.1   Pronounciation

Pronounciation is ways of words are pronounced using your voice and mouth. One who learns English as a foreign language must be able to

use English pronunciation well. And it is common error which the foreign learner do when they are in speaking activity

2.3.2 Grammar

Grammar is a rule system in a language. Grammar is patterns of language, pattern to arrange some sentences.

2.3.3 Vocabulary

Vocabulary is the words used in a language. We can not do the speaking activity at all without vocabulary. Vocabularry is our early provision to learn foreign language. Example : English

2.3.4 Fluency

Fluency can be parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in the right order of language. In this aspect a student need high self- confidence level.

2.3.5 Comprehension

Comprehension is the ability to understand the speaker's purpose and general meaning. Good comprehension refers to a good understanding and the speaker not talk something not out of the topic.

2.4 Types of Speaking Tests

Based of an expert Harris(1974) mention that there are three types or ways to do speaking test. Those are :

1. Relatively unstructured interviews, rated on a carefully constructed scale

2. Highly structured speech samples (generally recorded), rated according to very specific criteria

3. Paper-and-pencil objective tests of pronunciation, presumably providing indirect evidence of speaking ability

2.5 Factors Affecting Speaking Achievement

According to (Latha and Ramesh,2012) state, some factors affect speaking achievement. Because of this factor the speaking achievement will be high or low. Those factors are learners' inhibition, low motivation, low of subject matter, low of proper vocabulary, improper listening skills, poor non-verbal communication, strong and quick learners factors, family background, rural background, low of proper orientation, mother-tongue pattern and it influences The changes in the patterns used in English and the last factors is the low of self-confidence. The important one from all of the factors whom mentioned was self confidence and it is the focus of the discussion in this research.

Those are: first factor, learners' inhibition this problem will appear when the learner will be worried about making a mistake or feel so shy to face in front of the rest of the class.

Second factors, are low motivation, lower motivation levels or lack of motivation is another learner's reason for inactive participation in speaking activities.

Third factors, are low of subject matter. This situation is when the learners think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know.

Fourth, is low of proper vocabulary this problem happened when the learners feel confused or do not find the appropriate words.

Fifth factors are improper listening skills is when we do speaking so we have to do double role both as listener and speaker. If your partner is speaking activity can not understand it's mean the speaking activity fails.

Sixth factors are poor non-verbal communication this problem happened because of the inability to pick up non-verbal cues by the ESL learners. Seventh is anxiety extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners.

Eight, strong and quick learners factors. It is a situation when domination in the class it can be a problem where strong and quick learners are often seen to be dominating and overtaking the slow and weak learners.

Another factor is family background gives a vital role in the learning process the learner who comes from an educated family will get good support from their family to build their talent and interest.

The tenth factor is rural background, the rural background is a situation when you ask to them to speak English but they do nothing, even if they try to speak, they often tend to use their mother tongue.

Eleventh factors are excessive use of mother-tongue, the learner will start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English. It makes them speak in their dialect and style and their mother tongue grammar.

Twelveth factors are low of proper orientation when learner's parents and the teacher only focus on as well as the teachers lay more stress on the group/core subjects and very less importance is given to the English language. Whereas they must understand how words are segmented into VARious sounds, how sentences are stressed in particular ways.

The thirteenth factor is mother-tongue pattern and it influences The changes in the patterns used in English and that of their mother-tongue often create confusion in the learners.

The last factor is the low of self-confidence. It is the most important factor which can bring a big effect to learner speaking performance. When Learners believe that they are possible to achieve fluency or master speaking. It can also solve the previous problem such as lack motivation, lack subject matter, anxiety, rural problem and Excessive use of mother-tongue. Because of the lack of self-confidence and it makes the learner prevents them from learning speaking skills. In conclusion, when we feel free, have high self-confidence level we can develop our speaking skill.

2.6 Definition of Self – Confidence

According to Lauster (2002) self-confidence is is an attitude or belief in self-ability so that the actions are not too anxious, feel free to do things as you wish and be responsible for his actions, and we get it from experiences.

2.7 The Importance of self-confidence

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. As Cole et al.

(2007) argued, confidence is as important as competence in speaking and listening. Also, Dr. Abdallah and Dr. Ahmed (2015) pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance. In addition to this, Kakepoto (2012) said "*Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively*" (p.71). So, confidence is a basic part which can help students to speak and communicate their ideas effectively. Students should be aware of the importance of self-confidence because it has a great impact on their learning process in particular, and in everything, they do in general.

2.8   The Aspects of Self- Confidence

Based on Peter Lauster (1997) the aspect of self- confidence those are: cautiousness, independence, optimism, ambition and tolerance.

Cautiousness in indonesia meaning is berhati-hat. The people that has good self confidence always All of the thing who they do give positive feedback.

The people that has a good self confidence was inclined to independence character. They can make some decisions by themselve and and feel doubtless in a decision which he/she have taken

Next aspect is optimism, optimist is a atitute, and always be positive with their future

Ambition, is a feeling or something people usually call it as motivation. People that has ambition usually have many goal in his/her life and ready to take a risk.

The last aspect is tolerance, tolerance is a have certain atitude tolerance both of her/his self or to another people. And the external appearance of students with good sel-confidence usually looks happy

2.9   The Characteristics of Students with Low and High Self-Confidence

In his book, Building Self-Confidence with Encouraging Words, Wright (2009) pointed out some characteristics of students with low self-confidence which are: They are fearful of change: they are worried and fear about what can happen in the future, they are pessimistic and they consider that the others are responsible for what happened to them, next is they have difficulty communicating what they really want from life, they inclined to want to please others more than be true to themselves. Then they are insecure and are drawn to others who also see themselves as victims

In other hands, in the same context, Wright (2009) has mentioned other characteristics of students with high self-confidence. those are: first of all is they are ambitious,they have a strong desire to be successful and achieve their goals. Then, they are goal-oriented, they set goals for themselves and try to obtain them. Next, they are visionary. the visionary feeling is they have positive attitudes about their abilities, optimistic about the future, never give up. And then, they have learned to communicate: they know well how to behave, they want to be effective

and they listen more than they speak. Another character is they are loving and kind also attractive and open to others.

2.10   Previous Studies

Based on some previous studies also have ever been conducted related to the Correlation Between Self - Confidence and The Students' Speaking Achievement. The researcher get 3 references, them are : First, Tridinanti (2018) at fifth-semester students. The result of early observation on English learning program of Tridinanti University in Palembang in September 2017 shows that the students' speaking skill in fifth-semester is as follows. First, some students feel uncomfortable in speaking English in front of the class but, after the researcher make a speaking test and distribute the questionnaire the researcher get the data that The result shows that self-confidence score mean was 72.64, the minimum score was 56, maximum score was 87, and the standard deviation was 7.504. There were three categories of self-confidence; high, medium and low. While none of the students was categorized in high level of self-confidence, 82.1% students were classified in medium level and 17.9% students were classified in low level of self-confidence and the speaking achievement of the students, the mean score was 71.96, minimum score was 45, maximum score was 100 and the standard deviation was 16.518. Students' speaking achievement was divided into five categories of excellent, good, average, poor, and very poor. There were 32.1% of students classified in the excellent category, 32.1% of students were classified in the good category, and 35.8 students were classified as average.

The second research Laisiyah (2017) which conducted on 481 active students of English Education Study Program Faculty of Tarbiyah of UIN Raden Fatah Palembang in academic year 2016/2017. The result of this study shows there is a positive significant correlation between self-confidence and speaking achievement.

The last research come from Indawan Syahri (2017) the research was conducted with the setting the population is all the second semester student of PGRIUniversity of Palembang and the sample was 60 students. Frpm that research journal 60% was stand in high self-confidence level and the other was low self confidence level and the r- value was 0.989 it means the correlation between Self- Confidence and Speaking Ability/speaking achievement was high