

## CHAPTER II

### REVIEW OF 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 and core indicator of self-confidence, performance, definition of speaking and component of speaking.

#### A. Self-Confidence

##### 1. Definition

Self-confidence is the ability to take appropriate and effective action in any situation.<sup>1</sup> According to Burton and Platts it is important to understand each aspect as it is easy to muddle the confidence: self-assuredness (this relates to the confidence in the ability to perform a certain standard), belief in the ability of other people (this definition focuses on how someone expect others to behave in trushworthy or competent way), keeping certain information secret or restricted to a few people (this definition concerns in the idea of keeping a confidence).<sup>2</sup>

Self confidence is one of the factors of anxiety.<sup>3</sup> Self-confidence involves judgements and evaluations about one's own value and worth. Self-confidence can be negatively influenced when the language learner thinks of oneself as

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

<sup>2</sup> Ibid.,

<sup>3</sup> Hyesook Park, *L2 Learners' Anxiety, Self-Confidence and Oral Performance* (Korea, 2004), pp. 197

deficient and limited in the target language. On the other hand, high self-confidence can be positively correlated with oral performance. Furthermore, highly anxious learners might deal with their target language task differently from one another, depending on their self-confidence.

Dörnyei states that the concept of self-confidence is closely related to self-esteem, both shared a common emphasis on the individual's perception of his or her abilities as a person.<sup>4</sup> Self-confidence is derived from several factors, that are personal experiences and social messages received from others.<sup>5</sup> Successful experience increase the development of high self-confidence, while the experiences of failure have the opposite effect. Community, home, school, and peers are important for self-confidence growth. Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self-confidence.

Burton and Platts states that confident people bounce with positive and focused energy.<sup>6</sup> 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.

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<sup>4</sup> Zoltan Dörnyei, *The Psychology of the Language Learner* (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), pp. 211

<sup>5</sup> Safaa Mohammad Al-Hebaish, *The Correlation Between General Self-Confidence And Academic Achievement In The Oral Presentation Course* (Saudi Arabia: Taibah University, 2012), pp. 60

<sup>6</sup> Kate Burton & Brinley Platts, *Building Confidence For Dummies* (Chichester: John Wiley and Sons, 2006), pp. 34

From the definition above, the writer can conclude that self-confidence is the attitude that is characterized by a positive belief that can take control of life and plans. People who are self-confidence are those who acknowledge their capacity to do something and then proceed to do it with responsibility to maintain an attitude that helps to get everything done well. People who have self-confident are 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 solutions. It is essential that using all aspects of the brain and allow the creativity to flood in rather than shutting part of it down. Besides the sense of being confident can comes with increased practice and familiarity with what to do, there are indicators of self-confidence which has various dimension that are important in developing confidence.<sup>7</sup>

### **a. Direction and values**

Talk about future possibilities 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 hierarchy of needs.

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<sup>7</sup> Kate Burton & Brinley Platts, *Building Confidence For Dummies* (Chichester: John Wiley and Sons, 2006), pp. 13

b. Motivation

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

c. Emotional stability

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.

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 behaviour

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

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. Core Indicator of Confidence

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 the language.<sup>8</sup> From motivational perspective, the most important factor is self-confidence which in general refers to the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently.

Dörnyei drew up the process model that describes some aspects of motivational evolution (see appendix 6).<sup>9</sup> In the final evaluation of

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<sup>8</sup>Steven H. McDonough, *Psychology in Foreign Language Teaching* (London: George Allen & Unwin Ltd.), pp. 142

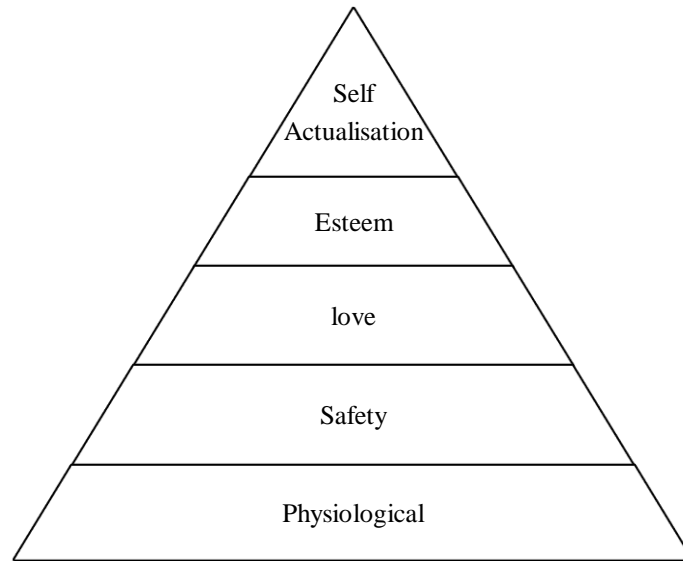
<sup>9</sup>Zoltan Dörnyei, *The Psychology of the Language Learner* (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), pp. 84

motivational evaluation, at least three distinct phases can be separated. There are Preactional stage, actional stage, and postactional stage. 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 states that the more motivated the more inclined to push someone from the things that is holding them back.<sup>10</sup> one of the founders of the human potential movement, Abraham Maslow is best known for his work on human motiation. He was fascinated by what makes some people face huge challenges in life and what makes them refuse to give up despite incribable odds. Maslow developed his hierarchy of needs to explain the forces that motivate people.

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<sup>10</sup>Kate Burton & Brinley Platts, *Building Confidence For Dummies* (Chichester: John Wiley and Sons, 2006), pp. 51



**Figure 2.1**

**Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs helps to explain so much of the variability in human behaviour. 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 characteristics of learners may be directly or indirectly related to achievement in foreign language learning.<sup>11</sup> All teachers know that some of their students will cope easily with the learning material and activities and some will not. This individual differences can be seen from personality.

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<sup>11</sup>Steven H. Mc.Donough, *Psychology in Foreign Language Teaching* (London: George Allen & Unwin Ltd.), pp. 125

A person personality is the sum total of that individual's characteristics that make her or him unique. Personality drives behaviour. Thus, a personality variable is a trait of an individual that is, a regular part of the way that individual thinks, feels, and behaves. Some of personality variable that impact on communication, that is self-concept and 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 to 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, etc. does a piece o 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.<sup>12</sup>

According to Philip there is a relationship between language anxiety and oral performance, reporting that the more anxious the students were, the lower performance they displayed in oral test.<sup>13</sup> It means that the higher confident, the better the student's performance.

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<sup>12</sup>Cambridge Advanced Learner's Dictionary 3<sup>rd</sup> Edition

<sup>13</sup>Phillips, E., *The Effects of Language anxiety on students' oral performance and attitudes*, (Modern Language Journal,76), pp. 14-26



As mentioned before that personality drives behaviour. On the other hand, personality and behaviour are related to the person's emotion. The affective domain is the emotional side of human behaviour, and it may be close to the cognitive side. The development of affective states or feeling involves a variety of personality factors, feelings both about ourselves and others with whom we come into contact.<sup>14</sup>

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.
2. Persons go beyond receiving to *responding*, committing at least some small measure to a phenomenon or a person.
3. The third involves *valuing*. Placing worth on a thing, a behaviour, or a person. Valuing takes on the characteristic of beliefs or attitudes 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*.

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<sup>14</sup>H. Douglas brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, Inc.2007), pp. 153

From the definition above, we know that performance in class could not begin without attending the student's self-efficacy, anxieties, motivations, and other personality variables.<sup>15</sup> To be more aware to the student's successful performance, there are some characteristics.<sup>16</sup>

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 experiment. Able to take risks ant 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 invent their own study skills when they come to a lesson (and/or when they study on their own).
5. A willingness to accept correction. Good learners are prepared to be corrected if it helps them. They are keen to get feedback from the teacher and act upon what they are told.

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<sup>15</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, Inc.2007), pp. 180

<sup>16</sup>Jeremy Harmer, *How to Teach English*, (Edinburg:Addison Wesley Longman, 1998), pp. 10

## C. Speaking

### 1. Definition

M. Bailey mentions that speaking is an interactive active process of constructing meaning that involves producing and receiving and processing information.<sup>17</sup> It is often spontaneous, open ended, and evolving, but it is completely unpredictable.

Speaking is active verbal activity from a speaker of a certain language which is requiring real initiative in using language to expressing self verbally.<sup>18</sup> Speaking is productive skill in the oral mode. Speaking has important an 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, fluency, (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.<sup>19</sup>

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<sup>17</sup>Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: Mc Graw Hill, 2005), pp. 2

<sup>18</sup>Soenardi Djiwandono, *Tes Pengajaran dalam Pengajaran*, (Bandung:ITB,1996), pp. 68

<sup>19</sup>David P. Harris, *Testing English as A Second Language*, (New York: Mc Graw Hill Book Company,1969), pp. 81

## 2. Speaking Assessment

Speaking skills assessment can be done by means of an interview that includes different oral tasks. On the other hand, there are other ways to assess speaking. The most commonly used spoken types are these:<sup>20</sup>

- a. Interviews. These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. Such interviews are not without the problems. Sometimes students or the subject of interview underperform in interview type conditions.
- b. Live monologues. The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews.
- c. Recorded monologues. These are perhaps less than a more public performance and for informal testing. Learners can take turns to record themselves talking about some topic. The advantage of recorded tests is that the assessment can be done after the event, and the result can be triangulated that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.
- d. Role-plays. Most students will be used to doing at least simple role-plays in class. the role-play should not require sophisticated performance skills or a lot

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<sup>20</sup>Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), pp. 125

of imagination. This kind of test is particularly valid if it closely matches the learners' needs.

- e. Collaborative tasks and discussion. These are similar to role plays except that the learners are not required to assume a role but simply to be themselves.

### **3. Component of Speaking**

The component 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 to be successfully speak English. There are five components recognized analyzing in speech process. They are pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>21</sup>

#### **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 speakers. So, the meaning of spoken sentences can also 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

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

by the learners to know the right form of language. Moreover, learners can interpret phrases or sentences on correct form.

c. Vocabulary

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 vocabularies 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 predicated 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, physiological factors can undermine performance.<sup>22</sup>

e. Comprehension

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

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<sup>22</sup>Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), pp. 25