

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section discusses about students' interest in learning English speaking skills, and self confidence.

#### **2.1 Speaking Skills**

According to Purwanti, Sri, and Yeni(2021) that one of the four skills that students acquire while learning English as a foreign language is speaking. They are expected to be able to communicate and express their thoughts, feelings, and ideas in English through this skill. Therefore, Harun, Palenkahu, and Oliy (2022) the activity of speaking is defined as the capacity to express oneself in the context of the situation, the activity of reporting actions or the context in precise words, or the capacity to fluently converse or express a sequence of ideas. Besides, Hotimah (2020) states Speaking is the act of using words and sounds of articulation to convey ideas, opinions, and feelings to others in order to educate, persuade, or entertain them. As Putri et and Refnaldi (2020) states that the main purpose of speaking is to carry out more effective communication. Where the listener can understand and capture all the information from the speaker. According to Putra (2017) states speaking is an ability that everyone needs to communicate with others. There will be a relationship when one person speaks to another (Marpaung, 2017). In the above sense, it can be said that speaking skills are the ability to speak English in a person so that they are able to convey thoughts, opinions and can be understood by others.

##### **2.1.1 Problems of Speaking**

Speaking is an oral skill, which requires several abilities to support the speaking ability itself. That aspect itself is also a thing that affects students in speaking. According to Purwanti, Sri, and Yeni (2021) things that affect speaking are pronunciation, grammar, vocab, fluency, comprehension. In other words, in addition to speaking itself, students must also pay attention to aspects and things that affect speaking in order to speak correctly. Thus, it can be said that speaking is one of the skills in English that has a fairly high difficulty, and many students find it difficult when speaking English.

Several factors that influence speaking from the teacher's point of view are lack of confidence in students, fear of being wrong in pronunciation or arrangement of English, and not being used to speaking English (Hidayat and Clarita, 2020). The study also concluded that the factors that influence students' difficulty in speaking English are first language, having no idea, lacking grammar, pronunciation, vocabulary, and confidence. According to Nadila (2020) the problem that is often experienced by students in class is when asked by the teacher to speak in English they choose to be silent, even though they can write, read, and hear in English. Especially in Indonesian students experience many difficulties due to the many differences in English and Indonesian. The silence of students when asked to speak English is itself a problem, because it will hinder their ability to speak.

As with the factors mentioned above, Nugroho (2017) states several factors that cause students to be silent when asked to speak:

- 1) Psychological factor
  - a. Lack of motivation

The lack of motivation of students in speaking is one of the difficulties faced. The lack of motivation makes them feel bored when learning English and has an impact on their lack of ability in English.

b. Shyness

Not being used to speaking in English can make them feel embarrassed or awkward when asked to speak in English. Besides that not being used to talking in front of a crowd can also make them feel embarrassed. Therefore in this case habituation in students is very important to improve the ability to speak.

c. Anxiety

According to Horwitz, et al (1986) as cited from Rumiati & Seftika (2018) several things that cause students' anxiety when learning English, especially when reading are fear of communicating, anxiety tests, and fear of negative evaluations. Meanwhile, in research conducted by Khaidzir (2015) in the EFL class, it was found that there were still many students who showed symptoms of anxiety when they started learning and communicating in English. in this study it was also stated that even so some students were able to overcome their anxiety with various strategies

d. Lack of confidence

Lack of self-confidence in students makes them afraid to speak out. Furthermore, Purwanti , Sri, and Yeni (2021) explained that the average student who feels that the English language is bad so that they are not confident to speak English is as many as 2.9. Thus, many of them avoided talking and preferred silence.

e. Fear of making mistakes

Fear of making mistakes in learning English is a problem, especially for EFL like in Indonesia (Januariza & Hendriani, 2016). They are afraid to try to speak in English. In this case they students do not want to look stupid in front of the class. In some other cases, they are also worried about how they will sound, and afraid to sound ridiculous and so on.

- f. The latest factor is fear of being wrong, where students feel afraid of being wrong when speaking English which is very different from Indonesian. Furthermore, Purwanti , Sri, and Yeni (2021) in their research suggested that the average student who was afraid of being laughed at by his theme when he spoke was wrong was 2.9.

## 2) Linguistic Factor

In this linguistic factor, several factors are mentioned that influence students to choose silence when told to speak. Students may have difficulty receiving and producing language due to a lack of vocabulary, making it hard for them to say what they think in English. Punctuation furnishes understudies with the design they need to arrange and put their messages and thoughts across, and wrong articulation can make the understudies be inadequately seen and perceived by others.

## 3) Socio-cultural Factor

In this socio-cultural it is referred to that the condition of the classroom greatly affects the students when speaking. The conditions in question are how teachers teach and motivate students during the learning process, as well as how students behave in learning. With fun classes, students will feel comfortable while studying.

### **2.1.2 Teaching and Learning Speaking**

In teaching speaking, special strategies are needed that will improve students' ability to speak. Students' language proficiency levels, their specific learning objectives, and resource availability are all common considerations when choosing an. In addition, Wael, Asnur, and Ibrahim (2018) in their research found several strategies that can be used in learning such as memory strategies, metacognitive strategies, social strategies, affective strategies, compensation strategies, cognitive strategies. These considerations will be helpful in ensuring that the chosen activity is beneficial. According to Brown (2000) in the classroom can be achieved through six kinds of oral production i.e. imitative, intensive, responsive, transactional, interpersonal, extensive. On the other hand Harmer (2007) states some of the activities that can be used in speaking class such as acting from script, communication game, discussion, prepared talks, questionnaires, simulation and role-play.

In determining what strategies or methods are taught in the classroom, it is determined by the teacher, taking into account the abilities and characterization of students in order to achieve the objectives of the learning itself. Therefore, Harmer (2007) also describes several roles of teachers in speaking classes:

- 1) Prompter

Teachers help students when they encounter difficulties while speaking English. This will reduce their frustration when they are experiencing difficulties.

- 2) Participant

The teacher becomes a participator, where the teacher participates in discussions with students as listeners. In this role the teacher can observe the activeness of the students, and assist in the discussions held by the students.

- 3) Feedback provider

The teacher is a feedback giver, in this case there are several recommended times for the teacher to give feedback such as after the student has finished speaking practice.

Students need to consider both their micro and macro skills as speakers in order to succeed in oral communication (Gusnita, 2018). Therefore, Brown (2004) also describes skills on speaking that students should have:

- 1) The production of smaller units of language is referred to as the micro skills, such as phonemes, morphemes, words, collocations, and phrasal units.
- 2) The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option

## **2.2 Students' Interest in Learning English**

According to Manurung (2018) cited in Firmani (2009) stated that interest is a sensation or emotion, drawing attention to an object, or directing attention to an event or process (Manurung, 2018). In other hand Saroh (2019) describe interest as below:

1. Interest is a psychological phenomenon
2. Presence of subject's concentration, emotions and thoughts accompanied by interest
3. Presence of good feelings towards the object
4. Willingness or tendency to submit to perform the activity of interest.

Based on the above understanding, we can see that students' interest in learning is important. Students who have a high interest in playing an active role in learning will pay more attention to activities and tasks during learning (Wimolmas, 2013). In addition Mulyani, Mahdum, and Delfi

(2020) states interest in learning will support and influence the learning process at school, especially when it comes to learning English.

### **2.2.1 Factors Influencing Interest**

As explained, interest is the feeling of liking or being attracted to something. Having an interest in English language learning will help students learn what they are learning because interest can increase student activity in the classroom. According to Manurung (2018) the interests possessed by a student vary, and the interests are influenced by several factors. In addition Prasetya (2016) cited in Handhito (1998) interest is influenced by several factors, namely:

- a. Internal factor is a factor that comes from a person. According to Islamiati (2022) cited in Slameto (2016) there are several parts in the internal factor

- 1) Readiness

In research by Agustiani, Gusmartifa, and Yaman (2021) cited in Slameto (2003) there are four principals in readiness :

- All factors of improvement engage or affect every other
- feeling the benefits of an experience requires both psychological and mental maturity
- learning experiences have a positive impact on readiness and preparedness
- A basic preparation for a particular activity is formed at a certain period during the build-up time of the development period.

- 2) Attention

According to Latifah and Supena (2021) attention is an active process that limits the information that appears in millions of sensory, memory, and other cognitive processes, so that it focuses only on information deemed important, and others deemed less important. Distracting information is ignored. It is easy for students to lose attention during the learning process. In the study by Cicekci and Sadik (2019) a factor that reduces students' attention from students' perceptions is the lack of peacocks in fulfilling their own responsibilities such as talking to themselves in class during learning. In addition, Cicekki also explained that the fact of attention in the teacher's perception is student problems and concrete evidence of distraction in the classroom environment are considered disciplinary problems, and the goal of intervention is to stop student behavior rather than regain student attention.

### 3) Intelligence

Intellectual intelligence is often the most important indicator in making decisions, in general, people with high intelligence have high learning outcomes, and conversely, people with low intellectual intelligence have low learning outcomes (Siregar, 2019).

In the study, the relationship between interest and intelligence was also found.

#### b. External factor

Factors that come from outside of oneself, factors that influence students interest are infrastructure, teachers, parents (Marleni, 2016):

##### 1) Infrastructure

Facilities Infrastructure in this case includes school buildings, study rooms. While learning facilities include textbooks, tools and facilities in schools, laboratories, sports fields, etc.

## 2) Teacher

Teachers of subjects who carry out learning using good methods, to build interest in learning in students.

## 3) Parents

In research by Marleni (2019) it was also explained that parents are also one of the factors in students' interest in learning. In the study, it was stated that how to assist parents when students study at home, how to motivate students, and providing parental facilities to students are factors that can influence students' interest in learning.

### **2.2.2 Indicators of Students' Interest**

According to Ghiffari (2022) There are five indicators in students' interest in learning:

#### a. Enjoyment

According to Islamiati (2022) enjoyment can be seen from the attitude of students where they record the material described, follow activities or assignments from the teacher happily, and are always enthusiastic in the learning process.

#### b. Desire

Eagerness is a condition in which students have a drive to something, person, activity or experience. Examples: enthusiastic in following the lesson, not delaying the task from the teacher.

#### c. Attention

A students' attention can be seen as they concentrate on learning, listening to the teacher's explanation, asking the teacher about the material, and looking for other sources of information about the lesson material (Islamiati, 2022).

d. Motivation

The word "motive," which refers to a person's inner drive to carry out certain actions in order to achieve particular objectives, is the root of the word "motivation." (Cleopatra, 2015). Motivation is one of the important factors that influence the success in learning language. According to (Iena 2022) The role of learning motivation is very important in achieving high learning outcomes. Students with high learning motivation are enthusiastic about participating in the learning process. Motivation is an internal factor that influences attitudes, behavior, and skills in student learning outcomes..

e. Need

According to the Maslow's theory as cited from Ghiffari (2022) about need hierarchy that it must include at least one degree of esteem or self-actualization, indicating that this was significant to the students. If pupils believe that studying English is vital, they will put out their best efforts. On other hand Saroh (2019) said need is something that motivates people to do particular things in order to attain a goal. This requirement can only be perceived by one person. Someone is learning an activity as a result of a push. The basic driving force that leads a person to study in this circumstance. Interest in psychology is a possibility that

may be utilized to investigate motivation. When someone is motivated to learn, he will learn to do tasks within a specific time frame.

### **2.3 Self Confidence on Speaking**

Speaking is a skill that not only needs theory, but practice as well. Thus, it is necessary to be prepared when doing speaking practices. According to Lar (2021) self-confidence and speaking have a significant correlation. Most students can not communicate in English since they don't have self-confidence in their speaking skill. They are reluctant to commit errors while talking. Accordingly, their ability to speak doesn't have critical advancement in the educating and educational experience. To be able to speak, students will experience mental obstruction which could bring about the need of fearlessness that deter students from rehearsing their talking capacity (Gurler, 2015). In addition, to the material to be discussed and the theory that must be learned, self-confidence and also the courage to speak must also be trained by students.

Self-confidence is vital for foreign language learners in light of the fact that by having self-confidence they can learn furthermore, take part in discussion without feeling constrained (Sara, 2015). Self-confidence will help students perform optimally in speaking. However, due to the differences in the system in English with Indonesian, students are reluctant to speak for fear of making mistakes. According to Putra (2017) many students have problems speaking because they feel unconfident and embarrassed. It can be concluded that self-confidence can help students' performance in speaking.

To develop of self-confidence is driven from some elements (Rumapea and wennyta, 2020):

1. Individual experience; successful experience will upgrade the improvement of fearlessness yet disappointment could diminish the turn of events of self-assurance.

2. Social upholds from family, companions, local area, school and friends are significant in the improvement of self-confidence.

Having self-confidence by students to speak English will help them to build self-confidence so that they can speak English in public. With habituation will help foster motivation also towards students. Apart from internal factors self-confidence also has external factors such as from the classroom environment which is the main place where students practice speaking. A comfortable and supportive classroom atmosphere will help them build confidence and not be afraid to make mistakes when speaking. As written by Nety, Wahyuni, and Nurhaeni (2020)

There are several factors that influence speaking confidence:

- a. Anxiety

In the study it was explained that many students experienced panic when learning English. so that many of them lack confidence when speaking.

- b. Fear of making mistake

Students are afraid of making mistakes, fearing that if they make a mistake when speaking English they will be laughed at by their friends or negatively evaluated by their classmates.

- c. Shyness

Shyness is an emotional thing that many students experience at least once when they have to speak in an English class. This indicates that shyness can cause problems in students' learning activities in the classroom.

- d. Lack of vocabulary

In a study conducted by Nety, Wahyuni, and Nurhaeni (2020) it was found that a lack of vocabulary made students less confident in speaking.

### **2.3.1 Characteristics of Self-confidence on Speaking**

According to Fitriani and Dea (2015) there are some characteristics which indicates a lack of confidence on students, namely:

- a. A significant lack of self-confidence
- b. A lack of confidence in their ability to take on new challenges
- c. Difficulty being assertive
- d. Fear of confrontation
- e. A very low self-esteem
- f. Difficulty in one area, such as speaking in a group setting
- g. Social phobia

In addition, there are also characteristics of self-confidence in speaking which can be seen through the following Barnabas and Yukiarti (2013).

- a. Pronunciation
- b. Vocabulary
- c. Grammar
- d. Fluency
- e. The content of the speech
- f. Understanding

Speaking is necessary to make the speaker feel comfortable and unencumbered during the speech. According to Kusumah (2017) as cited from Maidar and Mukti (1988) mentions the characteristics of speaking well:

a. Natural, calm and non-rigid attitude

Often when talking someone will experience a sense of anxiety that will make them stammer when they speak. This matter must be handled with a calm attitude so that what is said will be conveyed clearly.

b. The gaze should be directed towards the interlocutor

It has become an attitude that when speaking we should look to the interlocutor. With this, it will make the interlocutor focus on us and feel comfortable talking to us.

c. Willingness to respect other people

Of course, in a conversation there is an interaction between the speaker and the interlocutor in the form of asking, debunking, or adding opinions to a topic of conversation. To be a good speaker then listening to the opinion of the interlocutor is very necessary.

d. Proper movements and mimics

The process of speaking will be more pleasant and colorful if when speaking the speaker shows his expression accompanied by gestures of our body.

e. Loudness of voice

The loudness of the voice becomes an important point when speaking. In order for the conversation to be heard by the interlocutor, it needs to be done loudly. The level of loudness of the voice needs to be adjusted to the number of interlocutors and the level of mood noise. The smoother a person speaks, the easier it is for the interlocutor to grasp the core of the conversation that is taking place.

f. Relevance or reasoning

Speaking can be done to anyone such as parents, adults, even children. Speaking is the process of conveying ideas to others in order for the person to understand and understand the ideas given. In conveying it, it also needs to be adjusted. If talking to adults, talking to a certain term can be done, but it is different from children.

g. Mastery of the topic

In a conversation, of course, there is a certain topic that is discussed between the speaker and the interlocutor. A speaker is led to master and understand the topic he is talking about, especially when speaking in formal situations.