

CHAPTER II

LITERATURE REVIEW

A. The nature of Self-confidence

1. Self-confidence

Yashima (2004: 137) as cited in Safaa (2012: 61) states that self-confidence is the most essential factor that determines learners' willingness to participate in oral activities in language classroom. Foreign language learners who possess self-confidence perform well and most likely themselves to be capable learners. Goel (2012: 89) says that self-confidence is one of the personality trait which is a composite of a person's thought and feelings, striving and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.

Another definition explains that self-confidence is individual's conviction of his ability to achieve his aim or goal in life (Hakim, 2005: 36). Luxori (2004: 45) as cited in Juwita (2010: 5) says that self-confidence is a result of compounding between thought and feeling which produce willingness towards himself. Possessing self-confidence will make someone feels good and thinks that he is able to overcome the anxiety and negative thinking about himself and other people.

Nuraeni(2010: 13) also says that self-confidence is an attitude of the personal ability so that he does not feel worried in every action and able to do something responsibly. Based on the previous definitions, it can be concluded that self-confidence is a personality trait which allows people to have a positive and realistic perception of themselves and their abilities to achieve their aim or goal in life.

2. The characteristics of Self-confidence

Characteristic of self-confidence must be known in order to know people who have self-confidence easily. Lautser (1995: 38) explained that there are some characteristics of self-confidence:

a. Believing on self capability

People who do not have self-confidence will feel hesitant on their capability in doing everything even speaking in front of public. They will feel shy to convey their idea, message, and feeling.

b. Acting independently in making decision

Making decision independently is character of confident people. They never depend on other people in making decision. They always believe on their decision without asking opinion to other people.

c. Having positive sense of self

It is character of confident people which always think positive in everything. They do everything with positive thinking. They also always think good about themselves.

d. Giving opinion bravely

Confident people never feel afraid in everything, particularly in giving opinion. They always believe in giving opinion to other people without hesitance.

Lie (2003: 4) also explained the characteristics of self-confidence are:

a. Believing on themselves

Confident people always believe on themselves which they have ability or skill to do something well. They also always try to reach their goal with their ability.

b. Not depending on other people

Depending on the other people is not character of confident people because they always believe on themselves and effort to do everything with their ability.

c. Not having hesitant behaviour

People with self-confidence are never hesitant in doing everything. They always try and effort eventhough they face the risk and difficulty.

d. Feeling worthwhile

Confident people will feel worthwhile for other people around them. They always effort to help someone who need.

e. Not arrogant

Confident people are not arrogant in everything. They are always calm if they got or reached something in their life.

f. Having the courage in action

It is also characteristic of self-confidence which confident people are always brave in every action.

Lindenfield (1994: 4) as cited in Nuraeni (2010: 15) explains four main characteristics of someone who has a self-confidence; those are as follows:

a. Loving itself

People who love themselves will keep and develop everything of themselves included their talent and potential so that they can do everything well. This can make them confident.

b. Understanding of self

Confident people are very conscious inner self. They are always introspection so that every action is taken do not harm others.

c. Clear Goals

Confident people always knew her destiny. This is because they have a reason and clear thinking of their actions and also the results what they get.

d. Positive Thinking

Confident people always think positive in everything. They are confident that they can do everything well eventhough they face the difficulty.

The other explanation according to Hakim (2002: 5) there are some characteristics of self-confidence, as follows:

- a. Having calm attitude in doing something.
- b. Having sufficient potential and capability.
- c. He is able to adapt himself and communicate in any situation.
- d. He is able to neutralize the suspense that comes in any situation.
- e. Having mental and physical condition that support the appearance.
- f. Having sufficient intelligence.
- g. Having sufficient formal education.
- h. Having skills or competences that supports his life.
- i. He always has positive thinking in facing any problems.

3. The factors Influencing Self-confidence

There are some factors that influence self-confidence according to Mangunharja (1996: 28) as cited in Ashriati (2006: 49); those are physical, mental and social factor.

a. Physical factor

Physical conditions can influence self-confidence of someone. If someone has lack of physical such as obesity, physical defect, or the other lack of physical, he will feel shy and inferior in front of others. On the contrary, if someone has good physical or does not has lack of physical, he will feel confident in front of others.

b. Mental factor

Someone whose mental health is always self-confidence. It is because he has common sense that can think everything well and he will try to develop what he has such as talent or skill to reach

what he want confidently. Therefore, mental condition is one of factors that can influence self-confidence.

c. Social factor

Self-confidence is also influenced by social factor. It is because self-confidence is formed through social support such as parental support and people who around the environment. A good condition of family and environment will make someone has a good behaviour in his life so that it can grow up the self-confidence.

Loekmono (1983: 7) as cited in Ashriati (2006: 49) also says that the development of self-confidence influenced by:

- a. Internal factors; it is factors that are derived from the individual's own
- b. Norma and family experiences
- c. Traditions, habits and environment where a family or group stays

B. Speaking Achievement

1. Definition of Speaking Achievement

Speaking is a production of oral language by human which aimed to deliver message, expressing idea, opinion, or feeling to get some purposes (Nurhayati, 2011: 14). Fulcher (2003: 23) also states that speaking is the verbal of language to communicate with others. Its function is conveying message of all languages, whether it is written or spoken. Besides that, speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just

pronouncing words (Bashir, 2011: 38). Cameron (2001: 40) as cited in Nurhayati (2011: 14) says that speaking is the active use of language to express meanings so that other people can make sense of them. On the other hand, speaking is also multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow (Thornbury, 2005: 9).

Assessment of student learning outcomes to see how far he has learned to achieve is called the learning achievement. Hamalik (1994: 45) as cited in Widya (2010: 15) states that learning achievement is a result that is in form of the change of attitude and behaviour after getting a material or learning something. Astuti (2005: 13) also states that achievement is a result which is successfully finished or organized especially through skill and hard work. Based on the previous definitions, it can be concluded that speaking achievement is a result which is successfully finished or organized after getting speaking material. It means that speaking achievement can only be known if it had been done an assessment of speaking test.

2. The factors Influencing Speaking Achievement

Dalyono (2009: 55) as cited in Widya (2010: 16) explains that there are two factors which influence speaking achievement, as follows:

1. Internal

Internal factor is the factor that is from the student itself. There are four aspects from internal factor, among other:

a. Intelligence

Intelligence is closely related to intellect which is comprehensive term for observing, understanding, thinking, remembering, and getting knowledge. The students who have high intelligence will accept and understand the explanation or information easily.

b. Aptitude

Aptitude is natural ability or skill in doing something. Aptitude is a condition or personal characteristic which can be developed through suitable exercise.

c. Health

Physical and spiritual health have very big influence for students' achievement. If the students are not in a good physical condition, they will not concentrate in learning. Likewise spiritual health can influence the students achievement. When the students get mind annoyance, it will disturb and decrease the students' spirit.

d. Interest and Motivation

Interest and motivation are two aspects which have big influence in getting achievement. Students with high interest and motivation in learning tend to get high achievement. They will learn seriously and cheerfully.

2. External

There are some aspects that is influencing achievement from external factor, among other:

a. Family

The condition of the family is very important. Commonly, the children who are supported by their family will be more comfortable in learning.

b. School

School is the place for students to learn something, so it gives big influence for the students to get the achievement. The quality of the teacher, method of teaching, facilities of school, and class condition influence the students' achievement.

c. Society

The social condition determines the students' achievement. If the people around the children have good moral, this will influence children behaviour so it can support them in their learning.

d. Environment

The environment also gives big impact for the children. The noise and busy environment will give bad impact for them. On the contrary, if the environment is quiet and fresh, it will support the children in learning.

3. The Importance of Speaking

Speaking is an important skill to make communication. Speaking is also as one of four basic skills in learning English. It is productive skill in

oral mode which is more complicated and involves more than just pronouncing words. Everyone has known that speaking has functions according to Richards (2005: 2) among other:

a. Talk as interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk in chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than one of message.

b. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself clearly and accurately, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk which transmits information before an audience such as public announcements and speeches.

Fajriatun (2010: 6) also explains that speaking has many functions, as follows:

a. to utter or articulate sounds, as human beings.

- b. to express opinions and thoughts.
- c. to convey sentiments, ideas, or intelligence.
- d. to declare; to proclaim; to publish; to make known; to exhibit and to express in anyway.

4. The Factors Influencing English Speaking Skill

A lot of people aim to have an American or British accent in order to impress other people, and for others to say that they are indeed good in English. There are several factors that influence our English speaking according to Ratnasabathy (2010: 1) ; those are as follows:

a. Listening comprehension

Listening comprehension is a very basic skill one must have in order to be a good English speaker. Because one of the most common and critical mistakes non-native speakers of English make is focusing their time and effort in improving their English speaking skills without first assessing and practicing their English listening comprehension skills. A lot of them actually know grammar rules pretty well and can construct even complex sentences, but they cannot understand the question/s.

b. Grammatical Accuracy

Some people wonder why there is a need to have grammatical accuracy in English, when even some native English speakers commit grammatical mistakes themselves.

Native English speakers can say what they want without much difficulty due to their familiarity of the language. If they

have difficulty expressing a certain concept/ thought in a certain way, they can just use other ways of saying those things. They may commit some mistakes in grammar, but the mistakes do not distort or change the meaning of the sentences they want to convey, thus, it doesn't give the listener much of a problem understanding them.

On the other hand, the mistakes many non-native speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding.

c. Pronunciation

It is quite common for non-native speakers of English to mispronounce English words. However, it is not something we have to be ashamed of, but something we ought to understand. We have to get to the root/s of the problems, in order for us to improve our pronunciation.

d. Vocabulary

Vocabulary is very important for us to communicate with other people and explain what we want to say easier. Many people are misunderstood because of using words or expressions inappropriately and lack of vocabulary.

e. Self-confidence

Self-confidence can be positively correlated with oral performance. People that have a high self- confidence, they have a good communication ability. A person that is have self- confidence

will be able to overcome the anxiety and negative thinking about himself and other people, so he is able to communicate in the public well.

In addition, Khameis (2006: 112) says that affective factors are the most important issues that may promote students' speaking, they are self esteem, emotion, attitude, anxiety, and motivation.

5. Speaking Test

Speaking test is the most important aspect of language testing because oral communication is generally rated so highly in language learning. The test of oral production is an important part of many language testing programs.

Nurgiantoro (2001: 278) explains that the techniques of speaking test are as follows:

a. Picture telling

Picture can be a good stimulus of speaking, but the picture must be based on the students' ability. The picture can contain an activity, has a certain idea and purpose, meaningful, and show certain situational context. It can consist of one picture or more than one picture; it must be related to each other, has sequence of story and has certain context. Besides that, the picture give series number to show event sequence so that the students can express their idea based on the picture which they see.

b. Interview

Interview is the common way to measure the speaking ability. It is usually used for the students whose good language ability. It is possible for them to express their feeling and idea using the target language. Anything can be the topic of interview, as long as it is appropriate with the level students like age, kinds of school, and language ability.

c. Story telling

Telling story can be a way to measure the speaking ability. The students can tell their daily activity, experience, or a story on story book that they read.

d. Speech

Speech is good way for students to express their idea in the language accurately. Speech also can measure and improve the students' self- confidence. In real life, there are so many speech activities such as political speech, religious speech, etc.

e. Discussion

It is good for high level students to measure their speaking ability because students have to explore their idea, opinion, and give response to other members critically depend on their logical arguments.

6. The Aspects of Speaking Assessment

Assessment is an ongoing process aimed at understanding and improving student learning. Besides that, assessment is the systematic

collection, review, and use of information about educational program undertaken for the purpose of improving student learning and development.

Nurhayati (2011: 18) says that there are five aspects of speaking assessment: pronunciation, grammar, vocabulary, content, and fluency.

a. Pronunciation

Pronunciation as the way in which a language is a spoken, way in which a word is pronounced. Pronunciation is one of the important components of language because every language has different way to speak, including accent, stress, and intonation.

a. Grammar

Grammar is (the study and practice of) the rules by which words change their forms and are combined into sentences. It is why grammar is very useful to develop students in speaking skill.

b. Vocabulary

Vocabulary as a range of words known are used by person in trade, profession etc. The students who master many vocabulary will feel easier to express their idea, feeling and opinion without being confused to choose the words they will say.

c. Content

Content of speaking is a part of communication. Everyone who speaks will be understood easily if the content of speaking is rational and appropriate with the topic of speaking.

d. Fluency

It refers to one's ability to speak smoothly and easily. Fluency as the quality of being able to speak without any hesitation. Sometimes, someone who is good in grammar and pronunciation skill can not speak fluently. On the contrary, someone can speak fluently eventhough he makes errors in pronunciation and also grammar.

Syakur (1987: 3) as cited in Nurhayati (2011: 18) also explains the similar components of speaking skill that can be assessed, they are as follows:

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation.

c. Vocabulary

Vocabulary means the appropriate choice of words which is used in communication.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

C. Previous Research

On occasion of correlation between self-confidence and speaking achievement, there are some previous research that support this research. The result of the analysis that is done by Hyesook (2004: 205) in Korean college showed that there were significant effect of anxiety and self-confidence on L2 learners' oral performance: the higher anxious the students were about speaking English, the lower scores they gained on their oral performance; the higher confidence they were, the higher oral performance they showed. In particular, communication confidence and self-image of language potential were closely correlated with oral performance.

The other research that is done in undergraduate female English majors, from Taibah University showed that there was a positive significant correlation between general self-confidence and academic achievement in the oral performance test (Safaa, 2012: 64). The result of research that is done by Juwita (2010: 5) in Abdurrah University Pekanbaru also showed that there was significant correlation between self-confidence and public speaking anxiety. The lower anxiety of an individual, it will be the higher self-confidence; on the contrary, the higher anxiety is the lower self-confidence. Ratnasari (2009: 9) also explained that there was the correlation between self-

confidence and interpersonal communication skill. People who have high self-confidence tend to communicate well.

D. Hypothesis

The hypothesis of this research is there is correlation between students' self-confidence and their speaking achievement.

