

CHAPTER II

THEORETICAL REVIEW

This chapter shows theoretical review related to the following main topics: speaking skill and self-confidence.

A. Speaking Skill

1. Definition of speaking

Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). Therefore, students need to have good ability in speaking. Also, speaking is one of productive skills as a parameter of successful teaching and learning in classroom. (Richard, 2008 cited in Ariyani, 2016).

2. The Importance of Speaking Skill

Speaking is the skill that the students will be judged upon most in real life situations (Brown and Yuke, 1983). It means people are more concern in the way we speak in English rather than reading, writing, and listening skill. However, as Bueno, Madrid, and McLaren (2006) stated, speaking is the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even

the learners learn the language for so many years; they find it difficult to speak in real time situation when it is demanded. It can be concluded that for acquiring English-speaking skill well, the students have to give more effort. Furthermore, students often face doubts that they will make mistakes in speaking English. If they face the same doubts continually, it can affect their self-confidence in speaking English. Which it can lead to poor speaking ability.

While speaking English, the speaker should aware about the components that support success in speaking. Those are pronunciation, grammar, vocabulary, fluency, and intelligibility (Suwartono & Pertiwi, 2020).

3. Major Problem in Speaking Class

In English speaking practice, students might face difficulties. Those are from linguistics or psychological factors. In addition, Ariyanti (2016) stated that EFL students who speak English need much effort to produce the acceptable sentences in English. Also, students might feel anxious, fearful of making mistakes, do not want to participate in class.

However, the students with good cognitive ability skill, there is possibility for them to have some difficulties, such as self-esteem, anxiety, and motivation. (Aouatef, 2015). Not only that, Juhana (2012) added that they might have the fear of making mistake, lack of confidence and motivation and shyness as well.

B. Self-Confidence

1. Concept of Self-Confidence

Self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions (Gençtan, 1984; Özbey, 2004). It can be implied that people who are confident enough, will feel secure with what they are doing. They also tend to do the best as they can. The same things happen to students' performance in class. If they are confident, they will perform good performance too. According to Ansari and Oskrochi (2004) self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition and ambitious influence of one's self. It is clear that students who are confident might be able to achieve positive result.

Meanwhile, Lawrence (2006) stated that self-confidence is a set of beliefs about one's talents and abilities. Accordingly, students who are confident will have possibility in attaining good speaking skill. Since they believe in themselves. From above, it clearly stated that self-confidence is very important in life including the school life. When students trying to communicate well using English.

2. The Importance of Self-Confidence

Self-confidence has important role in people's life and activities. It is also beneficial for students to learn and study. In accordance to Roysmanto (2018), self-confidence is the crucial part in the speaking skill, because that

can give enthusiasm, brave and stimulations to the learners. It means by having high self-confidence, students will be able to perform or practice speaking better and more fluently than others who do not have that higher confidence. It will make them easier to believe in themselves in performing speaking well in English. Roysmanto (2018) also suggested that self-confidence has an important role in communication play, especially in the learners' willingness to communicate.

There are many factors that may affect someone's self-confidence. Those important factors such as (1) personal experiences; experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect, (2) social messages received from others. (Glenda & Anstey, 1990; Pierce et al., 1989; Bandura, 1982). Because of this, each student has different level of self-confidence, even they are in the same class for quite long time. As they also come from different background and experiences. In addition, self-confidence plays an essential role in affecting learners' readiness to communicate (Al-Hebaish, 2012). In other words, the level of students' self-confidence is very important in speaking skill and need to be concerned. Teachers should considerate this before giving them so many speaking practice or task that they cannot handle or have confidence/trust in themselves. Teachers also need to know what causes that.

As the researchers stated, self-confidence has an important impact in learning any foreign language. When there is low self-confidence, learners suffer from uncertainty, insecurity, fear, and social distance (Rubio, 2007). It implies that self-confidence is very necessary role to achieve good speaking ability. There are several factors that influence students' speaking ability. Those factors are performance conditions, affective factors, listening skill, and feedback during tasks (Tuan & Mai, 2015).

C. Relevant Previous Studies

1. An international journal entitled "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang" by Gaya Tridinanti in 2018.

The objective of this research was to find out whether there was a significant correlation between students' speaking anxiety, self-confidence, and their speaking achievement. The participant of the study is fifth semester students of Private University in Palembang.

The researcher mentioned many theories about the importance of speaking and the factors that can affect speaking. The researcher also stated that in the early stages of learning English, students usually face many difficulties, especially in understanding grammar, pronunciation, and others. Students find it difficult, feel uncomfortable and make mistakes. Students

become anxious in speaking. After it happens repeatedly, students experience speaking anxiety a second language (McIntyre, 1999).

The researcher used correlation design. It is concerned with three variables: students' level of anxiety to speak English, level of confidence to speak English, and English-speaking achievement. This study used survey method to collect the data. The population of this research is fifth semester students of Study Program of English Language Education of a private University in Palembang in the academic year 2017-2018. The researcher used convenience non-random sampling. The researcher used two questionnaires, there are speaking anxiety questionnaire consisting of 17 items and self-confidence questionnaire consisting of 20 items. The researcher also tested the inter-rater reliability of the writing scores. Pearson Product Moment correlation coefficient was used to analyze the correlation between the variables.

The result of the study is that speaking anxiety score mean was 52.14, minimum score was 33, maximum score was 73, and the standard deviation was 8.2. There were three categories of students' speaking anxiety; high, medium and low. There were 3.57% students classified in high category, 53.5% students were classified in medium category and 42.9% students were classified in low category. In other words, it was found that the students had medium level of speaking anxiety. Pearson Product Moment correlation coefficient was used to test the correlation of the variables. The result shows

there is a significant positive relationship between the variables of self-confidence and learning achievement. That is, the higher the self-confidence, the higher the speaking achievement

2. A research entitled “Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students” by Ismail Gurler in 2015.

The aims of the study are to find out whether there is a relationship between self-confidence and speaking skill achievement in speaking courses of the preparatory students attending both English Language Teaching (ELT) Department and English Language and Literature (ELL) Department and to determine if there is a difference between the departments and gender. Participants were 77 male and female preparatory students from both departments and all the students got English speaking courses throughout the fall semester in 2014-2015 academic year.

Self-confidence is defined as an individual’s recognition of his own abilities, loving himself and being aware of his own emotions (Gençtan, 1984; Özbey, 2004). Akagündüz (2006) divides self-confidence into two sub-categories as intrinsic self-confidence and extrinsic self-confidence and continues his explanation as follows: Intrinsic self-confidence is the thoughts and emotions about individuals’ being reconciled or pleased with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are the elements of intrinsic self-confidence. Extrinsic self-

confidence is also the behavior and attitude towards others. The constructing elements of extrinsic self-confidence are communication and controlling the emotions. In a study to develop a self-confidence scale conducted by Akin (2007), two factors as extrinsic and intrinsic self-confidence were determined.

There are also so many studies showing a positive relationship between self-confidence and success (Covington, 1984; Laird, 2005; Otacioglu, 2008). In a qualitative study, Hanton, Mellalieu and Hall (2003) reveal how low self-confidence level affects performance and they extract a sentence from one of the participants' response to their interview as: "If self-confidence is low, then the feelings start to edge towards the negative which would be very bad for performance.". Another extraction in the same study reveals how effective the high level of self-confidence is: "High self-confidence increases the intensity of thoughts and feelings that you can control... If you're confident you stay in control of your thoughts..." (Hanton, Mellalieu and Hall, 2003).

The researcher used a correlational research model and self-confidence questionnaire (SCQ) was applied to the participants. The researcher analyzed the data by using Microsoft Excel and Statistical Package for the Social Sciences (SPSS) 25.0 program. The Pearson product-moment correlation coefficient and independent sample t-test. The descriptive

information and English-speaking achievement grades of the participants are also stated within the questionnaire.

The result of the study is that there is significant correlation between self-confidence and speaking skill. The study showed that there is a statistically significant correlation between self-confidence and speaking achievement. Furthermore, there are some differences according to the departments and gender. The Pearson correlation between self-confidence level and speaking achievement is determined ($r = .35$, $p < .01$, $D = 13$). There is not a significant difference in speaking achievement according to gender but, when looking at the self-confidence level according to gender, it is seen in table 4 above that there is a statistically significant difference between males and females.

D. Basic Assumption

Speaking is considered as the important skill that students have to master. Speaking is seen as the success measurement in language learning and teaching. However, for acquiring the good speaking ability is not that easy. There are some aspects which can affect it as difficulties. One of those aspects is students' self-confidence. The previous researchers believed that students' confidence have the role for their speaking skill. Even students with good cognitive skill might still experience the lack of confidence. Therefore,

based on the research question and the theories, students' self-confidence might have correlation with speaking ability.

E. Hypothesis

Based on the research question and basic assumption, there will be a positive significant correlation between students' self-confidence and their speaking ability. The higher self-confidence of the students, the better their speaking skill.

Ha : there is correlation between students' self-confidence and speaking skill

Ho : there is no correlation between students' self-confidence and speaking skill