

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Speaking

##### 1. Definition of speaking skill

Speaking is one of the four skills that should be mastered beside listening, reading and writing. Speaking has an important role in daily life that is to convey some one's mind directly. It influences some one performance in many aspects, such as social, politic, bussiness and education. A good presentation comes from a good presenter who can speak effectively in front of many people.

According to H. Douglas Brown stated that speaking is a productive that can directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the realibility and validity of an oral productiona test.<sup>6</sup>

Making students speak English is a difficult job for English teachers. It needs long process of practice and learning. Students of foreign language learners see that their native language is completely diferent

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<sup>6</sup> H. Douglas Brown, *Language Assesment principles and classroom practices* ( San Francisco State University : Person Education, 2004),140.

from English while an opportunity to learn English and practice it in their real life is very limited in time and space. Therefore, they need more practice to speak English.

Considering the importance of speaking skill, the Indonesian government state that students should master this skill fully, not only the theory of speaking it self but also the practice<sup>7</sup>.

Based on the explanations above, the researcher conclude Speaking is one importance skill from other skill and it also very difficult if students study not by practice. Because the practice is the way to improve students speaking skill.

## **2. Aspects of speaking skills**

In teaching speaking there are some aspects with considered by teacher. Proposes four aspect of speaking skill there are fluency, accuracy, pronunciation and vocabulary.

### **a. Fluency**

Speaker can be said as fluent speaker if speaker can use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches. Speaker needs to know where speaker has to pause and stop his speaking in appropriate place. Furthermore, it

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<sup>7</sup> Siti Khotimah, "The Use of problem based learning to improve students speaking ability", Forum : journal of English Language Teaching, vol. 3 No 1, (Juni, 20014), 51.

can be said to speak fluently if a speaker does not produce word by word at a time in his speaking. Therefore good speaker is demanded to be able to produce word in speech into groups of words that form a meaningful unit ( phrases or clauses).

b. Accuracy

Nunan states that accuracy happens when students speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. Therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structure in their speech.

c. Pronunciation

Agnes Maria Diana Rafael stated pronunciation is one of the most important sub-skills in speaking skill. Speaking without considering the pronunciation will cause different interpretation in meaning among the speakers and listeners. There are many misunderstanding in the meaning of the words spoken caused by the inaccurately and wrongly pronunciation.<sup>8</sup>

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<sup>8</sup> Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN", *Loquen : English Studies Journal*, Vol.12, No.01, (June, 2019). P 1

Pronunciation is a crucial component for the learning of oral skills in a second or foreign language. Yet some students consider that pronunciation is one of language aspects that is difficult to learn. It is beyond doubt that pronouncing a language properly is a key aspect in making ourselves understood by others.<sup>9</sup>

At the beginning level, the goals of teaching pronunciation at the advance level the pronouciation goals of focus on elements that enhance communication which will cover strees pattern, intonation, voice.

#### d. vocabulary

In learning a foreign language, in this case English, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together (Cahyono & Widiati, 2015; Marzuki, 2017; Marzuki, 2018).<sup>10</sup>

vocabyllary becomes a very important part of language learning which can use to determine students can speak fluently or no. They can generate sentences in only by using words so it is possible to speak fluently without having vocabulary mastery. In fact,

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<sup>9</sup> Ila Amalia, "Integrated Lesson in Teaching Oral Skill", *Loquen :English Studies Journal*, Vol.12, No. 01, (June,2019). P 44.

<sup>10</sup> Muhammad Ihsan, "Applying Think-Pair-Share Model in Vocabulary Learning", *Loquen : English Studies Journal*, Vol.12, No 01, (June,2019). P 12.

some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students' vocabulary.<sup>11</sup>

### **3. Problems on speaking skill**

There are some problems from speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother tongue. Lai-Mei leong and seyedeh Masoumeh Ahmadi stated on their research about problems on speaking skill such as :

- a. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes fearful of criticism. They are ashamed of the other students' attention towards themselves.
- b. The second problem is that learners complain that they cannot remember anything to say and they do not have anything motivation to express themselves. This is supported by Rivers, who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. According to Baker and Wastrop also supports the above idea

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<sup>11</sup> Anna Kurniawan, "Improving The Self-Confidence in Speaking practice by using role-play technique", ( Tesis Magister, Sarjana Pendidikan Degree in English Education, Arts Yogyakarta State University, Yogyakarta, 2013),p. 9.

and stated that is very difficult for learners to answer when they teachers ask them to tell things in a foreign language because they have little opinions about what to say, with vocabulary to apply, or how to use grammar accurately.

- c. The third problem in the speaking class is that the participation is very low. In a class a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him or her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.
- d. The last problem related to speaking ability is that when some learners share some mother-tongue, they try to use it in the speaking class because it very easy for them. According to Harmer, there are some reasons why learners use mother-tongue in their speaking class. The first reason is that when teacher ask their learners to talk about topic they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother tongue is very natural for learners to use. If teacher do not urge their learners to talk in English , learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if learner's

mother language, they will feel comfortable to do so in their speaking skill.<sup>12</sup>

## **B. Self-confidence**

### **1. Definitions Of self-confidence**

In the process of learning and teaching English as a foreign language, teachers should pay attention that students have different personalities which can be affected by some affective factors. Self-confidence is one of the affective factors which have a noticeable impact on the progress of students' learning. In the classroom, there are students with high self-confidence and others with low self-confidence. This latter can cause to the students difficulties in the process of acquiring the foreign language. So, both teachers and students should be aware about the importance of self-confidence in improving students' learning. Confidence is one of the attitudes possessed by each individual who has a positive outlook on himself and his situation. Confidence is the belief in self and self-ability, a attitude that trusts or relies on oneself.<sup>13</sup>

Confidence is a feeling of trust in someone or something, to be self-confidence is to have confidence in your self. Self-confident people dont

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<sup>12</sup> Lai-Mei leong and seyedeh Masoumeh Ahmadi, "An Analysis of Factor Influencing Learners English Speaking Skill", Forum : International Journal Of Reasearcrh in English Education, Vol. 10, No. 36-37, ( March, 2017).

<sup>13</sup> Nurhayati, Rosmayadi, Buyung, " Efforts to Imptove Student's Self-Confidence Using Collaborative Learning Model ", Journal Pendidikan Matematik, Vol. 2, No. 2, (September, 2017), 23.

doubt themselves. This is usually a positive word, you can be self-confidence without being cocky,arrogant, or overconfident. If you know what you are doing, you have every reason to be self-confidence.

confident communicators are self- confident people who have good self-esteem. They believe they are worth being listened to and they are like to hear the views and options of others. They are able to both take and give criticism without feeling inadequate and hurt. They are assertive people who are able to express themselves without getting angry or upset and who encourage others to express their feelings and views.<sup>14</sup>

Self-confidence is also about motivation. Low confidence can become high confidence only when strong motivation drives repeated experience. As confidence increases in any one area of understanding, less attentional energy will be wasted in anxiety and uncertainty and lower levels of motivation will be required to drive it. On the other hand, if confidence is misplaced and a step taken leads to a crash, then the reverse process will occur and a process of re-motivation may be needed before the experience is repeated. Over-confidence is likely to trip itself up in the end and may damage self-confidence overall. Confidence is also about having good judgement.

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<sup>14</sup> Pauline Rowson, *communicating with more confidence*, (England : Rowmark ,2007).23.



Self-confidence is a sense that the skills one has acquired are valuable and not to be scorned. It is connected with the need to fit into and flourish within one's environment, which must be universal to all animals but for social animals such as humans implies acceptance within a given society. Need to feel belong, that are not in a wrong or dangerous place in which efforts to do the right thing are spurned. Not only does one have to struggle to learn a skill, become confident enough to try it out, but one may also have to endure social judgement of it sexecution. Two layers of confidence are thus required by people who have tuned in to social issues. If what we have to offer is rejected, then motivation can take some very hard knocks in people with uncertain self-confidence it may flatten right out, leaving no appetite for action whats oever. But the most deeply self-confident people are so sure of the worth of what they do, that they will carry on doing it through repeated rejection, with little or no social support. Confidence is what allows us to pursue our interests with resolve.<sup>15</sup>

Confidence is crucial to a happy and fulfilling. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do. A belief in oneself is without doubt the greatest asset of all. Even great wealth and fame can't compensate for a poor self-image.

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<sup>15</sup> Dinah Murray, *Coming Out Asperger Diagnosis, Disclosure and Self-Confidence* (London : Jessica Kingsley, 2006), 53.

People who lack confidence and self-belief always underachieve. They're less adventurous and less likely to get the most out of life. They're more prone to a variety of stress-related problems, including anxiety, eating disorders and mental health problems. Low self-esteem is the fundamental cause of most family breakups, poor parenting and relationship problems. In addition, much crime is associated with drug abuse, unemployment, poverty and aimlessness, all of which are related to low self-esteem.<sup>16</sup>

Self-esteem is a realistic, appreciative opinion of oneself. Realistic means we are dealing in the truth, being accurately and honestly aware of our strengths, weaknesses, and everything in between. Appreciative, however, suggests that we have good feelings overall about the person we see. Think of a friend who knows you well and cherishes you, recognizing that there is more than faults, and will get a sense of what appreciative means. Wholesome self-esteem is the conviction that one is as worthwhile as anyone else, but not more so. On one hand, feel a quiet gladness to be who you are and a sense of dignity that comes from realizing that you share what all humans possess: intrinsic worth. On the other hand, those with self-esteem remain humble, realizing that everyone has much to learn and that we are all really in the same boat. There is no need to be arrogant or boastful, no need to think that

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<sup>16</sup> David Lawrence, *365 steps to self-confidence* (Oxford : British Librar, 2007),7.

we are more worth while as a person than others or more skilled or important than we really are.

Self-esteem is also not complacency or overconfidence, both of which can set us up for failure. Indeed, self-esteem is a strong motivator to work hard. And self-esteem is not just important for people in Western cultures.<sup>17</sup>

Confidence it is may be easy to look at someone who is opinionated, loud, and aggressive as possessing the quality of confidence. Oftentimes, this is how confidence looks to people with social anxiety. according to authors Katty Kay and Claire Shipman of *The Confidence Code*, it turns out that confidence isn't based on attitude; it's based on taking action. For example, someone who routinely voices his or her opinion loudly in crowds may actually be overcompensating for feeling insecure about those opinions. Volume of voice doesn't necessarily illustrate confidence, although it may seem that way to a socially anxious person.

Confidence comes from acknowledging that, although something seems scary or causes to feel uncertain, can still take action toward ambitions and desires. The more take action, the more will learn that can survive anxiety-inducing or unfamiliar situations. Over time, will build more and

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<sup>17</sup> Glenn R. Schiraldi, *10 Simple Solutions for Building Self-Esteem* (Kanada : New Harbinger Publication, 2006),3.

more confidence. Being able to identify, feel, and believe in own power spurs to move forward with confidence.<sup>18</sup>

Self-confidence is a major first stop along the path of a successful life. It indicates the courage and strength of internal being. It demonstrates capability in confronting problems in the arena of life. Self-confidence instills certainty. It gives magnificence. It sets apart from others. Self-confidence is the prerequisite to beautiful and productive relationships. Those who have great self-confidence and combine it with humility and congeniality create a cheerful, attractive, and adored image.

Self-confidence is at the root of humankind's growth and excellence. It is the foundation of one's belief system for each belief begins with the belief. Those who are self-aware cause their subconscious mind to inevitably develop great self-confidence. Acknowledging sends powerful signals to the subconscious, setting the foundation for truly believing in abilities. Self-confidence affects success, let's take a look at specific ways one can create strong confidence to succeed in all areas of life.<sup>19</sup>

From the opinions of the scientists above, it can be concluded that self-confidence is the ability of individuals to be able to understand and believe in their full potential so that they can be used in the face of

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<sup>18</sup> Hattie C, Cooper, *Thriving with social anxiety* (California: Althea Press, 2014), 61.

<sup>19</sup> Alireza Azmandian, *Rewire Your Mind Become Confident And Achieve your Goals* (New York: McGraw Hill, 2010), 80.

adjustment to their environment. People who are confident usually have initiative, are creative, and are optimistic about the future, able to realize their own weaknesses and strengths, think positively, consider all problems there must be solution. People who are not confident are characterized by attitudes that tend to weaken their spirit of life, such as inferiority, pessimism, passivity, apathy and tend to be a priori.

This chapter will be a general overview about the issue of self-confidence. Firstly, it suggests some definitions to self-confidence and it tackles its importance on the process of teaching and learning foreign language. Besides this, it deals with the characteristics of low and high self-confidence students and mentioning some points that can help in building and developing self-confidence. Moreover, it will provide description to the interference between self-confidence and some concepts motivation, autonomy, self-esteem, and self-efficacy, and it will suggest some steps which can help students to build and develop their selfconfidence. Finally, it will mention the role of The Principles of Self-Confidence, the teacher in developing students' selfconfidence.

## **2. The Principles of Self-Confidence**

There are some principles of self-confidence students, students can be said to be confident if they have the following principles stated by Alireza Azmandian as a researcher on his research.

a. Remembering, Trusting, and Relying on a high power

This principle is one of the most important principles to continually create self-confidence when felt as though alone and have no one to rely on, instinctively become anxious and depressed, losing confidence. On the other hand, when someone or something to learn on a higher spiritual being, especially mentally and emotionally, feel more calm and self-confident. This foundation of support can be drawn from God or another higher being believe in. For those who are able to continually remind themselves they are not alone, a wonderful thought enters their subconscious and acts as a powerful signal that results in amazing self-confidence.

b. Self-Awareness, Consciousness, and Constant Insight

This principle is the most influential one in the Technology of Thought and the acquisition of self-confidence. It's important to be aware that future has no resemblance failed past and that everything in world has changed for the better and to continually communicate with inner self to remind of this. Always remind that are transformed a person who has reached a world of tranquility, someone who has developed a divine character and who is committed to designing and managing a beautiful life. By doing this, build hope, belief, self-confidence, and character.

### c. The Principle of Altering Patterns and Creating Reminders

This principle is what guarantees the follow through of the second principle of self-confidence. Since we are often forgetful, don't always pay attention or worry enough about building self-confidence<sup>20</sup>

### 3. The Role of The Teacher in Developing Students' Self-confidence

The teacher has a noticeable role in the development of the students' learning process. From the responsibilities of the teacher is maintaining positive climate in the classroom and good relationship. Furthermore, the teacher should be aware that from the most important feature in improving the quality of education is to fostering students' self-esteem, self-confidence, and self-respect. Teacher have many roles in developing students' self confidence.

#### a. Teaching Students' with care

According to Stronge caring is act of bringing out the best in students through affirmation and encouragement. Effective teachers care about their students because caring has great effectiveness on the students self-confidence. Thus, teacher should show to the students that they are caring about their learning and progress.

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<sup>20</sup> Alireza Azmandian, *Rewire You Mind Become Confident And Acchieve your Goals* (New York: McGraw Hill, 2010),82-86.

b. Treats Students' with fairness and respect

Teacher should show rapport and credibility to students by emphasizing, modeling, and practicing fairness and respect. According to scrivener teacher may support their students in many ways, not only by saying positive things but they can do actions and gestures to show their support.

c. Acts as reflective practice

The master teacher sees teaching as a matter of specifying that students' must know, subtracting what it is that they already know and teaching them rest. Effective teachers always try to present good planed lessons to their students.<sup>21</sup>

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<sup>21</sup> Boulgroune Adel, "The Importance of Self Confidence in Enhancing Students' Speaking Skill", (Ph.D . Dissertation, University of Mohammad Kheider Biskra), Biskra, 2015, p. 36-40.