CHAPTER II

THEORITICAL FRAMEWORKS

A. Speaking

Before the researcher explains further about speaking, it is better to explain the meaning of speaking itself. In Hornby speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication. "Speaking is the verbal use of language to communicate with others.[1] The purposes for which we wish to communicate with others are so large that they are innumerable, and as this are not a book about human needs and desires, we will not even attempt to provide examples. Its meaning lies in the structure and meaning of all language, whether this is written or spoken.

B. The Elements of Speaking

Speaking is making use words in ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is to perform the linguistics knowledge in actual communication.

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[1] Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English*, New York, NY: Oxford University Press, 1995.

Hornby states that the ability functions to express our ideas, feeling, thoughts, and need orally.[2]

Richard and Rogers stated that, there are five components of speaking skill that are normally recognized as crucial aspect that should be mastered those teachers and students in order to apply and practice of speaking. The five components of speaking are described as in the following:

1. Pronunciation

Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.

2. Vocabulary

There are two types of vocabulary in general; they are active and passive vocabulary. Active vocabulary is the words which the students will need to understand, and passive vocabulary is the words which we want the students to understand, but they will not use themselves.

3. Grammar

Francis stated that, grammar whose subject matter is the organization of words into various combinations, often representing many layers of structure,

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[2] Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English*, New York, NY: Oxford University Press, 1995.

such as phrase, sentences, and complete utterances.[3] Further, Huddleston stated that the two most basic units of grammar are the word and the sentence: one subcomponent of grammar, called morphology, deals with the form of words, while the other, called syntax, deals with the way words combine to form sentence.[4]

4. Accuracy and Fluency

It is now very clear that accuracy and fluency are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the stream speech to flow; then, as some of this speech spills over beyond comprehensibility, the 'riverbanks' of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

5. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.[5] Moreover, it defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during having conversation. Comprehension is one of many components that

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[3] Francis, William Nelson. "The Structure of American English". New York: The Ronald Press Company, 1958.

[4] Huddleston, Rodney. *English Grammar: An Outline*. New York: Cambridge University Press, 1988.

[5] Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English*, New York, NY: Oxford University Press, 1995.

should be paid attention to increase students' speaking ability in order to speak better. There are pronunciation, grammar, vocabulary, and fluency. Yet, speaking means making up language in ordinary way that involving those components.[6]

C. Assessing of Speaking

According to Arthur Hughes (1989) assessing speaking, there are some components in speaking assessment such as pronunciation, grammar, fluency, comprehension and vocabulary.[7] The detail description of that assessment's point can be seen as follow:

1. Pronunciation

    a. Pronunciation frequently unintelligible.

    b. Frequent gross error and heavy pronunciation make understanding difficult, require frequent repetition.

    c. Pronunciation require concentrated listening and mispronunciations lead to misunderstanding and apparent errors in grammar or vocabulary.

    d. Marked pronunciation and occasional mispronunciations which do not interfere with understanding.

    e. Native pronunciation, which no trace of pronunciation.

2. Grammar

    a. Grammar almost entirely inappropriate or inaccurate phrases.

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[6] Jack C. Richards, Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge Language Teaching Library, Cambrigde University, 1986.

[7] Arthur Hughes, *Testing for Language Teacher*, New York: Cambridge University Press, 1989, 91.

b. Constant errors showing control of very few major patterns and frequently preventing communication.

c. Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.

d. Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.

e. Few errors, with no patterns of failure.

3. Vocabulary

a. Vocabulary inadequate for even the simplest conversation.

b. Vocabulary limited to basic personal and survival areas.

c. Choice of word sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.

d. Proffer adequate to discuss special interst general vocabulary permits discussion of any non-techincal subject with some circumlocutions.

e. Professional vocabulary board and precisse

4. Fluency

a. Speech is very slow an uneven except for short and routine sentence.

b. Speech is frequently hesitant and jerky; sentence may be left uncompleted.

c. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

d. Speech is effortless and smooth, but perceptibly non-native speech and evenness.

e. Speech on all professional and general topics as effortless and smooth as native speakers.

5. Comprehension

   a. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

   b. Understand careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetition and rephrasing.

   c. Understanding quite well normal educated speech when engaged in a dialogue. But, require occasional repetition or rephrasing.

   d. Understands everything in normal educated conversation, expect for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

   e. Understands everything in both normal and colloquial speech to be expected of an educated native speaker.

D. Types of Speaking

Brown said that there are five types of speaking, we cited them categories of listening performance assessment tasks. A similar taxonomy emerges for oral production:

1. Imitative

   At one end a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, the number of prosodic, lexical,

and grammatical properties of language may be included in the criterion performance

2. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.[8]

E. Self-Confidence

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves.[9] In other words, people who have self-confidence does not feel burdened about what will happen, the power to control himself has been based on it. Such as they have not afraid about risk. So, people who have self-confidence never think negatively, because they have full trust in their abilities.

Self-confidence is not necessarily a general characteristic which pervades all aspects of a person's life. Typically, individuals will have some areas of their lives where they feel quite confident, e.g., academics, athletics, while at the same

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[8] Brown, H. D, *Language assessment: Principle and classroom practices.* (4th ed.). New York, NY: Pearson Education, Inc, 2004.

[9] Manoranjan Tripathy, S.K. Srivastava,"To Study the Effect of Academic Achievement on the Level of Self – confidence*", International Journal of Yoga and Allied Sciences*, Volume: 1, 2014, 34.

time they do not feel at all confident in other areas, e.g., personal appearance, social relationships.[10] That's mean most of people just feel confident in something they like or they good at it, but they also have a lot areas that make them not confident at all.

Self-confidence is a belief in yourself and your abilities, a mental attitude of trusting or relying on yourself. Confidence is sometimes equated with freedom from doubt; however, when confidence is needed is usually when the outcome is uncertain. So, that true confidence is actually about feeling comfortable with uncertainty and not knowing what the outcome will be.[11] Further, people who has self-confident will enjoy with unimaginable situations. Such as they do not think about good or bad result. They just do what they need to do, according to belief in their ability.

Sara state that self-confidence is very important that foreign language learners may have. When learners have strong trust in their capacities, they will make them easier to learn and engage in their task without any obstacles in their performance which may hider their performance[12]. As Preston inform that confidence is crucial to happy and fulfilling life. It gives effect someone success at work, your family life, relationship and leisure activities.[13] Similarly, Wright state that if someone hope to reach a happy relationship with someone, nothing is

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[10] Manoranjan Tripathy, S.K. Srivastava, *"To Study the Effect of Academic Achievement on the Level of Self – confidence"*, 34.

[11] Manoranjan Tripathy, S.K. Srivastava, *"To Study the Effect of Academic Achievement on the Level of Self – confidence"*, 34.

[12] Sara, B., *"Investigating The Effects of EFL Students' Self-Confidence on Their Oral Performance"*, Biskara University, Republic of Algeria, 2015.

[13] Preston, D. L., *365 Steps to self-confidence,* Oxford, UK: How to Books Ltd. 2001.

more essential than healthy self-esteem and self-confidence. Self-confidence also influence every performance that you do. In addition, Sara consider that self-confidence also control all what learners do in all domains, especially their success which they all hope to gain.[14]

F. Indicator of Self- Confidence

Burton and Platts (2006, p. 12) Self-confidence has ten core indicators such as:

1. Direction and values

   Confident people know what they want, where they want to go, and what thing which is more important.

2. Motivation

   Confident people are motivated by and enjoy what to do. they are motivated by and enjoy what they do. In fact, they likely to get so engrossed in what they do is nothing distracts them.

3. Emotional stability

   Confident people will be calm and focused approach to how they are their selves and how they are with other people as they tackle challenges. confident people notice difficult emotions such as anger and anxiety, but they work with them well.

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[14] Sara, B., "Investigating The Effects of EFL Students' Self-Confidence on Their Oral Performance", Biskara University, Republic of Algeria, 2015.

4. A positive mind-set

   Confident people have ability to stay optimistic and see the bright side even when they encounter setbacks. confident people also hold positive regard for their selves as well as other people.

5. Self-awareness

   Confident people know what they are good at, how capable they feel, and how they look and sound to others. confident people also acknowledge that they are a human being, and they don't expect to be perfect.

6. Flexibility in behaviour

   Confidents' people adapt their behaviour according to circumstance. Confident people can see the bigger picture as well as paying circumstance. Confident people can see the bigger picture as well as paying making decisions.

7. Eagerness to develop

   Confidents' people enjoy stretching their selves, treating each day as a learning experience, rather than acting as if they are already an expert with nothing new to find out. Confident people take their discoveries to new experiences.

8. Health and energy

   Confidents' people are in touch with their body, respect it, and have a sense that their energy is flowing freely. Confident people manage stressful situations without becoming ill.

9. A willingness to take risks

   Confidents' people use the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answers or all the skills to get things right.

10. A sense of purpose

    Confidents' people have an increasing sense of the coherence of the different parts of their life. Confident people also have chosen a theme or purpose for their life.[15]

G. Factors Affecting Speaking Achievement

Latha and Ramesh state some factors affecting speaking achievement as follows:

1. Learners' Inhibition

The most common problem encountered by the learner in the language acquisition process is learner inhibition. Speaking activities require a learner to have all eyes on him; Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes. In spite, of having a very good knowledge in the area or totally keeping silent.

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[15] Burton, K., & Platts, B., *Building Self-Confidence or Dummies*, Chichester, England: John Willey & Sons, 2006.

2. Lack of motivation

Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all.

3. Lack of subject matter

Another common problem seen in the learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.

4. Lack of proper vocabulary

Next problem encountered with ESL learners is that they often have to search for an appropriate word. They don't find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

5. Lack of self-confidence

A constant practice and patience are necessary to learn English Language.

Learners believe that it is impossible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.

6. Improper listening skills

The central role of listening comprehension in the second/foreign language acquisition process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a duel role- both as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

7. Poor non-verbal communication

Oral communication involves a very powerful non-verbal communication system, which sometimes contradicts the messages provided through the verbal listening channel. Lack of knowledge of the nonverbal communication system of the target language usually results in the inability to pick up nonverbal cues by the ESL learners, which often results in misunderstanding.

8. Anxiety

Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children,

adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English.

9. Strong and quick learner domination in the class

A large and mixed ability class is another factor affecting the language acquisition process. In these classes we have both strong and weak learners, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners don't get opportunity in the presence of the strong ones, which results in the shrinking of the weak learners.

10. Family background

The environment and family background play a vital role in the learning process. In a country like India majority of the people are farmers with poor educational background. Learners coming from such background when asked to take part or do a speaking activity they fail to do it. Moreover, the poor income status of the family makes the parents engage their children in petty jobs instead of sending them to schools and colleges resulting in poor speaking skills.[16] That's why the role of the family is very important in learning process.

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[16] Latha, M., & Ramesh, P," Teaching English as second language: Factors affecting learning speaking skills". *International Journal of Engineering Research & Technology*. *1*(7), 2012, p 1-6

H. The Effects of High and Low Self- Confidence on Speaking Performance

There is a great difference in performance between students who have low self–confidence and those who have high self-confidence. Hale provides examples of the effects of high and low self-confidence on performance as listed in the following table:[17]

The effect of high and low self-confidence on performance

High Self-Confidence	Low Self-Confidence
Giving Maximum Effort	Lack of Effort
A Willingness to Take Chances	More Likely to Give Up
A Willingness to React Positively to Set	Playing Safe
-	Misdirected Focus
Backs and Learn from The Situation	Tendency to Attribute Out Come Of
High Commitment to Training	Events to Factors That Cannot Be
Strong Focus on The Task at Hand	Controlled (E.G. Luck, Environmental)

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[17] Hale, B., *Building Self-Confidence*, Headingley, UK: Sport Coach, 2004, 13.

Positive Attitude and Belief in Own	Conditions)
Skills and Talent.	

I. Hypothesis

This research requires a hypothesis:

1. H_o: There is no significance correlation between self-confidence and speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.

   H_1: There is a significance correlation between self-confidence and speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.

2. H_o: There is no significance influence of self-confidence over speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.

   H_1: There is a significance influence of self-confidence over speaking achievement of the students in Madrasah Aliyah Negeri (MAN) 4 Tangerang.

J. The Hypothesis Testing

In testing hypotheses, there are some criteria. Those criteria can be seen below:

1. If *p- value* is higher than 0.05 ($p>0.05$), H_o is accepted and H_1 is rejected.

2. If *p-value* is less than 0.05 ($p<0.05$), H_o is rejected and H_1 is accepted.