. CHAPTER II

THEORITICAL FOUNDATION

A. **Speaking**

1. **Definition of Speaking**

Speaking is considered as a productive skill that enable people to delive their ideas, opinions, thought in everyday communication. Channey have give definition about speaking, Channey state that speaking is an interaction through the utilize of verbal and non verbal using different context and symbols between two or more people by creating and sharing thoughts[1]. Besides, Becker & Roos reveal Speaking as imitative and practice of spoken language to communication[2]. Meanwhile Brown, in Mahboobeh, Mahmood and Saed Ganji (in Abdul Mu'in and Aswati) point out that speaking is comprised of producing and receiving information in interactive process[3]. So, to make the listener understand what they speak, people try to speak clearly and fluenty.

Based on the explanation speaking above, speaking can be defined as one skill of language using symbols and context through verbal and non verbal interaction to producing and receiving information or thoughts.

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[1]Chaney," *English Language Teaching",* (New York. McGraw-Hill, 1993), p.13.
[2]Carmen Becker and Jana Roos, 'An Approach to Creative Speaking Activities in the Young Learners' Classroom'. *Education Inquiry*, 7.1 (2016), https:// doi.org/ 10.302/edui.v7.27613.

[3]Abdul Muin, 'Effects of Socio-Affective Strategies on Students' Self -Confidence in Classroom Speaking Activities*', Loquen*: *English Studies Journal*, (2019), <https://dx.doi.org/10,32678/loquen.v12i02.

2. The Function of Speaking English

The function of speaking is to delivered our ideas, opinion, thought and message. According to Richard, Brown and Yule the different between intractional and transactional functions. [4] The distiction of intractional is to build social relation each other, but different of transactional function. Transactional function just to exchange informations. Three function of speaking there are:

1) Talks as interaction

   Everyone usually talk each other to communication and get feedback of their talked. Moreover, the fuction of speaking is to get social relation as interaction such as the exchange greetings, chit chat or small talk. It is way to everyone do interaction each other.

2) Talk as transaction

   This activities focus on topic what is said refers to situation. It is focus to understood what is said through talk accurately and fluency. This type activities has two different. The first is giving information and receiving information which the activities focus on what is said (e.g. asking someone for the place) and the second is transaction and focus to get services (e.g. checking into a plane.

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[4] Gilian Brown and George Yule, *"Teaching the Spoken Language"*. (Cambridge: Cambridge University Press, 1999), p. 13.

3) Talk as a performance

This type is called talk as performance. This activities which talk to delivered information in public such as speeches, and public announcements. These performance usually using format and monolog form. For example making a persentation in the class or office.

Based on the previous statements, the function of speaking is speaking as interaction. This is because in practice mostly in daily life using speaking as social conversation. It is reflects in social setting the speaker as roles and relation. For example, when people meet, they engange in small talk, exchange greeting, and so on. So, speaking is a way to everyone do interaction through speaking to communication each other and build social relation in environment.

3. Aspect of Speaking English

Accordance to Brown the great influence to build speaking skill there are four aspect of speaking skill concerned [5], they are:

a. Vocabulary

Vocabulary is the most important component in speaking activities. it was deals with correct and right words. The central to English

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[5] H. Douglas Brown, '*Teaching by Principle. An Interactive Approach to Language Pedagogy*', (New York: Longman, 2001), p.13

language teaching is vocabulary. Without sufficient vocabulary, students cannot understand others or express their own ideas. [6]

b. Grammar

According Crystal (in Jarrah Mohammad Al-Jarrah et al) grammar is the basic or structural foundation to express ourselves of ability. It means grammar is the form of foundation of someone express their ability like in speaking[7]. Beside, speakers can use the right grammar to make the listeners understand what has been talked. Grammar also can help the students to be master and understand the meaning of language with more practice.

c. Fluency

Brand and Gotz describe fluency is the students' ability in produce a speech. In speaking also fluency has a several components such as errors and use of formulaic language. In fact, fluency was define as the speed of speech production and automacity. This skill can be good use confidently and spontaneously. [8]

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[9]Michael Lessard-Clouston, " Teaching Vocabulary*" TESOL International Association,* 46 (2013).

[10]Jarrah Mohammad Al-Jarrah and others, 'Improving English Grammar Achievement through Educational Games among Eleventh Grade Students in East Jerusalem', *International Journal of Academic Research in Progressive Education and Development,* 8.1 (2019) <https://doi.org/10.6007/ijarped/v8-i1/5529>.

[11]Brand & Gotz, 'Fluency Versus Accuracy in Advance Spoken Learner Language: A Multi-method Approach', *International Journal of Corpus Linguistics*, 16, (2011) <https://doi. 101075/ijcl.16.2.05bra >.

d. Pronounciation

According Pranoto and Suprayogi stated that pronounciation part of speaking activities an inseparable and importants skill in speaking to make good communication and understanding the meaning in the exchange in the communication. [9]

Based on the aspects of speaking above, in learning English especially in speaking the students must pay attention the aspects that can improve students' speaking skill. The aspects of learning speaking there are vocabulary, grammar, fluency and pronounciation. These aspects are one of the important components that must be considered so that speaking can imrpove and develop.

4. Types of Speaking English Activities

Students can improve their skill in speaking English and using time to do interaction each other in the class or outside. It is meaningful and fun to make the sudents active in learningspeaking English, based on the setting that the types of speaking English there are story telling, conversation, task repetition, presentation , asking and giving opinion. These strategies often by English teacher to improve students' self-confidence in speaking. It can be explained as follows:

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[12]Pranoto, 'Students' Perceptives Toward News Voiceover Activity in Pronunciation Class. In Twelfth Conference on Appilied Linguistics'. (CONAPLIN 2019), P. 203-206.

a) Storytelling

Storytelling is an activities which the students can create or heard story from someone to be conveyed to listener. Moreover, the student can creative thinking to make their stories or teacher give a story text to students practice in front of clas. The teacher can also call students and their name randomly to tell their stories. Besides that, the format of storytelling start from beginning, ending and development their characters.

b) Conversation

Conversation is one of familiar strategies used by the teacher in improving speaking skill. In practice, the conversation always do in daily life to make communication each other. Conversation also applies in the world of education, especially in learning speaking. Conversation is done between two or more people to convey information, ideas or thoughts[10]. Based on the explanation by Syafryadin stated that conversation is part of speaking activities.

c) Task repetition

Task repetition as one strategies used to improve speaking like students' self-confidence. This activity is usually done between two people or groups. In this activity, the teacher usually says a word or sentence, then the

[10] Syafryadin and others, 'Maxim Variation, Conventional and Particularized Implicature on Students' Conversation', *International Journal of Scientific and Technology Research*, 9.2 (2020), 3270–74 <https://doi.org/10.31219/osf.io/cza8y..

students follow it in turn or students imitate a word or sentence spoken by the teacher.

d) Presentation

Harmer define that presentation is the process the lesson focuses on teacher giving information to students[11]. The aims to apply this strategy is to introduce the new material to the learners by short and simple explanation, idea, pictures, video, music, etc. It is occur to students in improve speaking especially self-confidence while speaking. This strategy is expected can make students active and especially self-confidence in speaking.

5. **Difficulties of Speaking English**

The students have own difficulties in learning language. Sometimes the students get difficulties and problem in learning speaking English such as making mistakes. Speaking as one skill of learning language often gets problems in improving the ability. According to Harmer three aspect of speaking English skill that are: vocabulary, grammar, and pronounciation. It should be mastered and improve speaking English skill for students. Moreover, the teacher should have strategies in teaching speaking English skill to develop the students ability in learning speaking English. So the students can be improve speaking English skill with interaction each others in the class or school environment.

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[11] Jeremy Harmer, *The Practice of Language Teaching* (Fourth Edition), London: Longman.

According to Juhana, pshycological factors that related of second language learning can influence as follows:[12]

a) Lack of Motivation

Motivation is an important thing for someone to do something. This applies to every activity that will be carried out to spur yourself more enthusiastically. Lack of motivation can also be obtained due to several reasons such as internal or external factors such as self that lacks confidence and external factors such as the environment.

b) Anxiety

Anxiety is one problem someone has in dealing with a situation or condition. This activities usually caused by excessive fear. Anxiety in speaking is often encountered because they are worried that they will make mistakes in speaking. This anxiety is caused by psychological and mental disorders in a person.

c) Self-confidence

Self-confidence is an important part of language learning such as speaking. It can be overcome with self-motivation and positive energy. Self-confidence can be formed by keeping anxiety or worry about something that has not happened.

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[12] Juhana, '*Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South'*, Journal of Education and Practice, 3.12 (2012), 100–110.

d) Shyness

Shyness is one factor that cause reluctant to speak in English class and difficulties that every students faces while learning a new language like english.

e) Students' fear of ridicule or laughter.

f) Not good socializing

To have and understand language, Social experience is very important in a child's ability. Interaction will make children understand language faster. So, try to build socialize in social environment.

Based on explanation of problem above, the teacher must have interesting strategies to make their understand. Some reasons and problems on speaking English can found in the class because every student have own diffulties in learning speaking English such as the problem above. The teacher can giving motivations, reward and great support to improve their speaking English skill. Moreover, different from Munjayah (in Anna Kurniawati) the problems of speaking English skill there are four problems:

1. Inhabitation

Students are often get inhabation in the class when their talking. It is different of some exercise like istening, reading or writing. speaking need the real-time to delivered our ideas or thought to an audience. Sometimes students

inhabitation to say something in learning foreign language like shy and worried about mistakes of their speech.

2. Nothing to say

Besides inhabitation, students also often get confused about what their want to say. It is because of not having ideas.

3. Low or uneven participant

Students also get low or uneven participant. If she/he is to be heard they are have only one little time to speak. Even so it is become problem to every the students to dominate, whereas different speaks little terribly or not in any respect.

4. Mother tongue use

The use of mother tongue is one of the factors that can hinder the development of speaking, especially English. it can be seen on the setting that many students use their mother tongue when learning speaking in class or outside and its looks naturally. Then, some students are not discipline in speaking learnig process and it is problem often encountered.[13]

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[16]Anna Kurniawati, *'Using Role-Play Technique for the Eight Grade'*, Yogyakarta State University, 2013, i–152.

5. Shyness

Everyone often get shyness when she/he do something like speaking English. Shyness can hinder to develop and improve speaking English. so, shyness is important component to everyone develop their speaking English skill.

6. Worry

Worry is one problem in speaking English when their speech in delivered message, opinion or thought. It is can be seen when speech process through body language.

7. Nervous

This part, sometimes we often get nervous especially while speaking English in public. The effect of nervous because everyone can not confidence to speaking English.

B. Teacher's Strategy

1) Definition of Teacher's Strategy

Strategy in teaching is one thing that is very important to achieve something expected. The strategies used by the teacher can applied in learning process such as used methods and techniques in learning that are implemented directly

with the teacher. So, the strategies used should be based on students' needs. In education context, J. R David (in Hamruni) stated that strategy is a method, plan, or series of activities designed to achieve a particular educational goal.[14] Beside, Learning strategies can also be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, environment and learning objectives that have been formulated.[15] Brown (in Maysaa Rasheed) also define that strategies also can define as "particular techniques of approaching a problem or task, modes of action for accomplishing a specified aim, costumized design for managing and manipulating such information." [16]

Based on explanation above, strategies is one component and aspect to someone do something to make easier to achieve the goals. Strategy is also important in learning process especially teachers. The teacher need strategies in teaching that aim to facilitate in deliver their knowledge to students.

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[17]Hamruni '*Strategi dan Model-Model Pembelajaran Aktif Menyenangkan..*' Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta.

[18]Selvia Gustinwati, '*Strategi Pembelajaran,* 2020 <https://doi.org/10.35542/osf.io/cr96u>.

[19]Maysaa Rasheed and Narmeen Mahmood "*The Effect of Using Scanffolding Strategies on EFL Students' Reading Comprehension Achievement"* Arts Journal, No. 111 (Baghdad: University of Baghdad/ College of Education Woman, 2015), 95.

2) Types of Strategy in Speaking

In teaching, the strategy is the most important component in doing something, especially in teaching learning process like speaking. O'Malley and Chamot divide the categories in language learning into three parts[17], as follows:

a) Metacognitive strategies is strategies which the students plan their study process, track, and evaluate their study to see their learning outcomes.

b) Cognitive strategies is a strategy operate on incoming information, manipulating the strategies to enhance learning.

c) Social/ affective strategies are strategies in which there is a broad grouping that involves interaction with others or ideational control over affect like asking questions.

In addition, Nakatani (in Wawa Puja Prabawa) state groups speaking strategies into seven, there are:[18]

a. First, fluency- oriented strategy; it means in this strategy students must pay attention to aspects that exist in speaking such as rhythm, intonation, pronunciation and clarity of speech which aims to increase the listener's attention.

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[17] O' Malley and Chamot, ' *Classification of Language Learning Strategies* .' 1990 .

[21]Wawa Puja Prabawa, '*Speaking Strategies Used By Indonesian Tertiary Students', English Review:* Journal of English Education, 4.2 (2016), 231 <https://doi.org/10.25134/erjee.v4i2.337>.

b. Second, negotiation of meaning while speaking; This means that the speaker must negotiate with the listener. This aims to avoid misunderstandings while do communication and maintain their interaction between speaker and listener.

c. Third, accuracy-oriented strategy; In this section students are asked to speaking English with accuracy in their speech and assignments, and then correct what was said by paying attention to their own mistakes.

d. Fourth, change strategy and message reduction; In this form of simplification and reduction students can use expressions when speaking so that they are easy to understand and there are no misunderstandings.

e. Fifth, nonverbal strategies; In this type of strategy students can use body language such as using facial expressions and eye contact or gestures to communicate.

f. Sixth, message abandonment; it is abandonment of the message in ESL. The students can give up if they message can not delivered their message or get difficulties carrying out their message.

g. Seventh, Attempt to think in English Strategy; this part the strategy useful for students to think when their speech the second language and some students often avoid thinking in their native language.

C. The review of Self-Confidence

1. Definition of Self-Confidence

Self-confidence is a person's attitude or belief in himself for his strengths and abilities to achieve a desire or goal in life.Self-confidence is usually characterized by several attitudes such as trust, pride and positive thinking. This is in accordance with the Sihera in Abdul Mu'in stated that self-confidence is symbol by close by personal characteristic for example positive thinking, firmness, rightfully proud, trust, affection, the capacity to resolve critism and emotional maturity.[19] Meanwhile, Sean McPeat define that Self-confidence is a trust that an individual has it capacity or ability to make good at a task. Besides that, self-confidence has two aspect to support there are competence and self-essurance. First, Competence is the abilities of someone to finish a assigment or work. Second, Self-essurance is you have the capacity to finish all the assigement.[20]

In addition, self-confidence also has been demonstrated to be significant and important such as in education world. It is can support to someone be trust of their abilities to do something what they want. Moreover, in

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[22]Abdul Muin, *Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities*, Loquen: English Studies Journal, (2019), <https://dx.doi.org/10,32678/loquen.v12i02.
[23]Sean Mc Peat, *Personal Confidence & Motivations.* (London: Longman, 2010), p.14

education like speaking skill self-confidence is important to support their skill in speech. It is easier to someone speak in English.

2. Characteristic of Self-Confidence

In self-confidence, McPheat state that there are characteristic as follow[21]:

1) Beliefe of their competence and abilities and don't expect praise from others, it means not comparing your own abilities with others and you have to believe in the abilities and competencies that you have.

2) Do not show an attitude of wanting to be accepted in society, it means when doing something you must be done voluntarily without any strings attached.

3) Be yourself and accept of correction from other, it means that you can still be yourself without having to be someone else and can accept criticism or suggestions from others.

4) Have stabile emotion and self-control, means that you are expected to be able to control your emotions and control yourself or be able to guide your own behavior with the help of others.

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[21] Sean Mc Peat, *Personal Confidence & Motivations.* (London: Longman, 2010), p.15

5) For reach the goal, you must have high motivation and see the positive side when   result don't match expectations. This means that you must have high motivation when doing something or assigments that aim as an encouragement to something you want in order to get it. In addition, when something fails to be obtained, you must be ready to accept all failures.

6) Trying to do something by yourself, means you do something on your own accord without any corection.

7) Show capibility in public, in this point you must show your abilities or competences in public with self confidence without shy or unconfident. It aims to increase self-confidence.

8) Easy to make decision although not participating [22]. It means you can easily decide things with full consideration without hearing negative thoughts or opinion from others in make decision.

10) Can adaptation of their environment, in this point you must can adaptation or addapt to the surrounding environment such as new environment to make it easier.

11) Have a positive purpose, this point is you must have positive purpose for what you do.

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[25]Medina Aulia Hapsari, *The correlation Study Between Students' Self-Confidence and Learning Style Toward Their Speaking*. (Thesis, IAIN Surakarta), 2019.

13) Positive thinking, it means you must have positive thinking or prejudice of something and stay away from negative thinking.

3. Indicators of Self-Confidence

In self-confidence there are indicators that support. The indicators that support to build self confidence and it is accordance to Goleman in Mita Wahyuni stated that the indicators of self confidence consist of several part,[23] there are:

a) Effort and pretension, effort it means you action or do something toward achievement. But differet of desire, desire is someone can give motivate like mental activity to reach the goal.

b) Optimist, it means believing in yourself that good things will happen without hesitation in the face of something or problem.

c) Adjustment, it means is a process that exists in the environment where you have to adapt to new things that exist in the environment without changing identity.

d) Motivation, as the mental to someone in build and reach the goal with enthusiasm.

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[23] Mita Wahyuni, *Correlation Study Between Students' Self-Confidence,* The State Islamic Institute of Surakarta, 2018.

e) Utilizing the superiority and having, it means you take advantage of competencies or advantages that others do not have with full awareness of the ability to do something well.

f) Mental health and physical, it is part to someone to control emotion and their pshycology of sad, angry, stressed, negative thinking and etc.

g) Autonomous, which someone's freedom to decide something what they want without being influenced by other.

Based on the explanation above about indicators that support to improve self-confidence, it is can be support and improve self-confidence that are effort and desire, optimistic, adaptation, motivation, utilizing, mental health and physical and autonomous.