

CHAPTER II

STUDENTS' SELF-CONFIDENCE IN SPEAKING SKILL

A. Speaking

The definition of speech has many variations. Lawrie (2007) asserts that speech is the foundation for human communication. According to Chastain (2004), speaking is an effective skill because it generates ideas, messages, and suggestions, and we have to practice. Speaking has held a special place throughout the history of language teaching and began to emerge as a branch of teaching, learning, and testing only two decades ago. There are numerous meanings: to say, to speak, to be known or as to speak; notification; declare; memory; use or be able to use (a specific language) orally, and solve. Based on the above definition, speaking is defined as doing something to express something by communicating with each other.

Speaking is main communication capital. Speaking is one way to convey ideas, suggestions and opinions. Speaking is a way to communicate both in the school environment and in the community. Speaking has a distinctive place in the history of language teaching, and speaking has just recently started to become a separate area of instruction, study, and examination. Speaking is an interactive process of meaning construction that involves both producing and receiving information.

In the conclusion Speaking is very important skill which helps students to use and to transmit knowledge in effective way. English as a foreign language student are obliged to master speaking skill in order to communicate their ideas easily, effectively, and confidently.

B. The Function of Speaking English

The function of speaking is to deliver our ideas, opinion, thought, and message. According to Richard, Brown, and Yule the different between interactional and transactional functions. The distinction of interactional is to build

social relations with each other, but different of transactional function. The transactional function is just to exchange information. Three functions of speaking there are:

a. Talks as interaction

Everyone usually talk each other to communication and get feedback of their talk. Moreover, the function of speaking is to get social relations as interaction such as the exchange of greetings, chit chat, or small talk. It is a way for everyone to interact with each other.

b. Talk as transaction

These activities focus on the topic of what is said refers to the situation. It is a focus to understand what is said by talking accurately and with fluency. This type of activity 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 a transaction that focuses to get services (e.g. checking into a plane).

c. Talk as a performance

This type is called talk as performance. This activity talks to deliver information in public such as speeches, and public announcements. This performance usually uses format and monolog form. For example, making a presentation in the class or office.

Based on the previous statements, the function of speaking is speaking as an interaction. This is because in practice mostly in daily life using speaking as a social conversation. It is reflected in the social setting of the speaker as roles and relations. For example, when people meet, they engage in small talk, exchange greetings, and so on. So, speaking is a way for everyone to interact through speaking to communicate with each other and build social relations in the environment.

C. Aspects of Speaking

Speaking is the most important aspect of the master when speaking English. According to Pernanda (2009: 9), there are five aspects of speaking power:

a. Vocabulary

A vocabulary is a single word or set of words that have a particular meaning. Vocabulary skills involve recognizing the meaning of words and the meanings of unfamiliar word structures. Vocabulary is a word that has a special meaning..

b. Grammar

Grammar is the study of sentence structure and formatting. Brown in Pernanda (2009:9) Grammar is the set of rules that assemble a meaningful part of a language to convey a message that is easy to understand.

c. Pronunciation

Pronunciation is just as important as other aspects of learning a foreign language, such as syntax and vocabulary. The correct pronunciation is very important for developing your speaking skills. Pronunciation is also closely related to other areas, such as listening and grammar. For example, if you can pronounce the end of a word correctly, you can provide grammatical information at the same time. Pronunciation refers to how words are pronounced.

d. Fluency

Fluency is how and when you express ideas, especially in English. Longman in Pernanda (2009: 10) Fluency is the quality or condition of speaking fluently.

e. Comprehension

Comprehension is the ability to understand what the speaker means. Longman understands everything in normal learned conversation, except for very familiar or low-frequency elements, or elements that are unusually fast or

messy, according to Pernanda (2009: 10). If students can master aspects of speaking,

This makes it easier for students to learn English. In addition to these aspects, the student must first master the feeling of courage or eliminate the feeling of fear that exists within him. Because if we can't confident in learning English, This is what causes problems when speaking English. Even if you don't master all aspects of English, at least you dare to learn some of them.

D. The 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 a symbol of close personal characteristics for example positive thinking, firmness, rightfully pride, trust, affection, the capacity to resolve criticism, and emotional maturity. Meanwhile, Sean McPeat defines 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 aspects to support there are competence and self-assurance.

According to Ryan (2000:27) concept of self-confidence relates to self in one"s personal judgment, ability, power, etc. Sometimes manifested excessively, it means that self- confidence is important. Without self- confidence, we cannot get knowledge. If people have self-confidence, their knowledge will be wider, they are going to be get so much information from the things that they read, they get something. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this skill well.

First, Competence is the ability of someone to finish an assignment or work. Second, Self-assurance is you have the capacity to finish all the assignments.

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

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

E. The Factors that Influence Self-Confidence in Speaking

According to Ninuk & Maria (2017) there are several factors that affect confidence in speaking:

1. Fear of mistake

Apprehension about making a mistake Fear of making a mistake is a major factor in students' reluctance to speak English. In addition, the pupils fear ridicule from their peers and criticism from their teachers. For example, when speaking English, students feel afraid to make mistakes, and students feel they will be ridiculed by friends and laughed at by friends if they are wrong in speaking English.

2. Shyness

Some students see shyness as an emotional issue that prevents them from speaking up in English class. Additionally, shyness causes issues with learning activities, particularly in speaking classes. For example, students are embarrassed to express something, when in fact, from within, students want to express themselves. Students feel embarrassed and think they will make mistakes if they speak English.

3. Anxiety.

Students' anxiety affects their ability to learn a language. Furthermore, according to Horwitz et al., anxiety is a state that is impacted by tension, worry, and uneasiness in relation to the scenario of learning a foreign language. For example, when students feel nervous, they will feel their hearts beat faster, break out in a cold sweat, and feel fluttery when speaking in front of people. It also makes it difficult for students to speak English, even though they have generally prepared what they want to say.

4. Lack of confidence

Confidence is the most important thing if you want to speak English. Students must be confident if they dare to speak. In addition, poor English speaking ability is the main cause of low student confidence. For example, students often get the impression that they speak poorly, which makes them feel less confident when speaking.

5. Lack of motivation

Students lose enthusiasm for learning due to a lack of motivation. Students sometimes think that learning English is difficult and feel that they can't. This is why he is not motivated on his part. Motivation is an internal state that activates instructions and supports behavior. For example, students lose enthusiasm for learning due to a lack of motivation. Students sometimes think that learning English is difficult and they feel that they can't.

Overall, there are a number of aspects that affect speaking with confidence. They are shyness, lack of confidence, lack of motivation, and fear of making mistakes.

F. The Indicators of Self Confidence

According to Febrianto (2022) there are four indicators of self-confidence:

1. Believing in their own abilities

Which is a belief in oneself in all phenomena that occur related to the individual's ability to evaluate and overcome the phenomena that occur.

2. Act Independent in Making Decisions

That is, being able to act in making decisions about oneself that are carried out independently or without the involvement of others and being able to believe in the actions taken.

3. Dare to Express opinions

The existence of an attitude to be able to express something in oneself that wants to be expressed to others without any coercion of feeling that can hinder the disclosure.

4. Have a positive self-concept

That is the existence of a good assessment from within oneself, both from the views and actions taken that create a positive sense of oneself and their future.

G. The Definition of Teacher's Strategy

Teacher's strategy is generalized plan for a lesson which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. Teaching strategy refer to methods used to help students learn the desired course contents and be able develop achievable goals in the future.

When a teacher teaches speaking in class, it is expected that good teaching strategies would be the key to reaching successful teaching. Anjaniputra (2013) states that teaching strategies are the factors that can influence the teaching of speaking classes. Imane also supports this idea. He mentions that "Strategies often help learners to avoid the failure in the oral communication and psychological aspects that obstacle their speaking performance" (Imane, 2015, p. 11).

According to Sri Rahayu Ningsih (2021), In order to encourage students in speaking, there are four teachers' strategies can use to improve students' self-confidence:

a. Conversation

Conversation is one of the familiar strategies used by the teacher in improving speaking skills. In practice, conversation always do in daily life to make communication with each other. Conversation also applies in the world of education, especially in learning to speak. Based on the explanation by Syafry adin stated that conversation is part of speaking activities. This activity is more effective to improve students' self-confidence because the students easy to understand the direction or rules to follow the strategies that are applied by the teacher. The purpose of using this strategy is to improve students' self-confidence, enrich vocabulary mastery and also improve their pronunciation in speaking English.

b. Storytelling

Storytelling is an activity in which the students can create or hear a story from someone to be conveyed to the listener. Moreover, the student can creatively think to make their stories, or the teacher gives a story text to students to practice in front of the class. The teacher can also call students and their names randomly to tell their stories. Besides that, the format of storytelling start from the beginning, ending, and developing the characters. Small Group Discussion Small group discussion also has an important role to improve students' speaking skills and increase their vocabulary.

c. Task Repetition

Task repetition is one strategy used to improve speaking 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 students follow it in turn or students imitate a word or sentence spoken by the teacher. Task repetition is a way to make all students active and effective to build students' self-confidence in speaking English. In the learning process teacher asked students to speak or repeated words or sentence that has been said and this strategy can improve pronunciation, development of fluency, accuracy, and complexity and also can to be the classroom less boring for students

d. Presentation

Harmer defines presentation is the process the lesson focuses on teaching her giving information to students The aim to apply this strategy is to introduce the new material to the learners through short and simple explanations, ideas, pictures, video, music, etc. It occurs to students in improving speaking especially self-confidence while speaking. This strategy is expected can make students active and especially self-confidence in speaking.

Based on the explanation above, strategies are one component and aspect of someone doing something to make it easier to achieve goals. Strategy is also important in the learning process, especially for teachers. The teacher needs strategies in teaching that aim to facilitate delivering their knowledge to students.

H. Types of Strategy in Speaking

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

- a. Metacognitive strategies are strategies in which the students plan their study process and track, and evaluate their study to see their learning outcomes.
- b. Cognitive strategies are strategies that 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 :

- 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.
- 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.

I. Previous Study

The researcher found some previous studies to conduct the study. First, a previous study is conducted by Neti, Asti Wahyuni, Nurhaeni (2020). They conduct a journal entitled “ Students’ Self-Confidence in Speaking English”, Vol.6, No.1, 2020. This is a Qualitative design. This research intended to analyze factors of students’ lack of self-confidence in speaking English. It also aimed to present possible strategies used to overcome students’ lack of self-confidence in speaking English. This research was conducted in SMA Negeri 4 Baubau. This research focused on obtaining data from the English teacher and students at eleventh grade of SMA Negeri Baubau. The result of this study showed that the factors which cause students’ lack of self confidence were anxiety, shyness, fear of making mistakes, and lack of vocabulary. Meanwhile, the possible strategies to overcome students’ lack of self confidence in speaking English were lowering students’ vocabulary, boosting students’ self confidence, and forming group discussion.

Second, a previous study is conducted by Markus Deli Girik Allo, Arnovan Priawan (2019). They conduct a journal entitled “ Students’ Self Confidence in Speaking Skill”, Vol.2, No.1, 2020. This is a Quantitative design. The objective of the research was to find out whether or not describing people improve students’ self-confidence in speaking skill by the second grade of SMK Kristen Makale which consist 139 students and divided into eight classes. The result of this research found that describing people could improve students’ self confidence in speaking. It was proved by the mean score of the students in questionnaire one (Q1) is 67.88 (precisely self confidence level and students mean scores in questionnaire two (Q2) is 79.76 (medium self-confidence level). It means that the

students have shown raising the self-confidence level from precisely into the medium after learning using describing people.

Another related study, which has been done by the other researcher. Diyan Febriyani, Desi Sri Astuti, Elly Syhadati (2020). They conduct a journal entitled “An Analysis on Students’ Self Confidence in Speaking Skill”, Vol.1, No.1, 2020. This is a descriptive method. The purposes of the research s to find out the level of confidence and analysis score of students’ confidence in speaking skills to eight grade MTs Al-Jihad Pontianak. All students of eight grade class which consist 69 students. The result of the study can be concluded that in a manner general self confidence of eight grade MTs Al-Jihad Pontianak in Academic Year 2019/2020 has been particularly good more specifically can be described as follows. 1) The level of confidence of the eighth grade students' confidence in MTs Al Jihad Pontianak in the Academic Year of 2019/2020 namely having a fairly good level of confidence this is evident from the results acquisition of 62% included in the category quite good. 2).students' self-level scores in speaking skills to eighth grade MTs Al-Jihad Pontianak in Academic Year 2019/2020 is the result of confidence indicator items in can already have a pretty good confidence this can be seen from .some indicators, namely to ask questions in learning 57%, Expressing their own ideas 61%, Appreciating the opinions of others 59%, Working together 66%, Open to criticism 71%, Optimistic 54%, Daring to present 63%.

According to the evaluation of relevant studies above, the researcher who examines elements that primarily influence speaking in a foreign language classroom has conducted similar research. Speaking ability and self-assurance are two contributing aspects. This form of research is called correlational research, which is distinct from the research mentioned above. The goal is to determine whether speaking abilities and student confidence are related. The class X SMA N 1 Tumbang Titi students' self-confidence levels and factors that affect self-confidence in speaking English were used in this study.

