

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Self-Confidence**

##### **1. The Definition Self-Confidence**

Self-confidence is the most important aspect that everyone should have. With confidence we can more easily communicate with others, and can make it easier for us to do our work. Without self-confidence, the students may not have the courage to speak to people. Basic on the researcher's experience when she was studying in junior high school up to the university level, most students are reluctant to use English to communicate with another only few of them usually used it. Speaking is one of the ways of exchanging giving and students (giving and talking) information through oral communication on the world becomes more and more useful. Speaking to other people is an activity that can give someone a high degree of self-confidence. Self-confidence according to Salem (2015) 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, people are going to be getting so much information from the things that people read, and people get something. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this skill well.

##### **2. The Characteristics of Confidence**

Gael Lindenfield explained that there are two types of self-confidence namely Born Confidence and Inner Confidence.

###### **a. Born Confidence**

Born confidence is self-confidence that gives us feelings and the notion that we are in good shape. The kind of self-confidence born allows individual to appear and behave in a way that shows the outside world that we believe in ourselves. Lindenfield further suggests four characteristics: The main thing

for someone who has a healthy inner self-confidence, these four characteristics is:

1) Self Love

Self-love people love and respect themselves and others. They will try to meet their needs fairly and always take care of themselves self health. They are also experts in certain fields so that the advantages owned can be proud of, this is what causes the individual to become self-confident.

2) Self Understanding

An inner self-confident person is very self-aware. They always introspectso that every action taken does not harm others.

3) Positive Goals

Confident people always know their purpose in life. This is because they have clear reasons and thoughts for their actions and what results they can get.

4) Positive Thinking

Confident people are usually fun friends. One of the reasons is because they are used to seeing life from a different side bright and they expect and seek good experiences and results.

b. Inner Confidence

Inner self-confidence makes individuals have to be able to make an impression on The outside world that he believes in himself (self-confidence born), through skills development in the following four areas:

1) Communication

Communication skills are a good basis for attitude formation self-confident. Respect other people's talk, dare to speak in public, know when to change the subject, and being good at discussion is part of communication skills that can be done if the individual have confidence.

2) Firmness

A firm attitude in taking an action is also needed, so that we accustomed to expressing aspirations and desires and defending our rights, and avoid the formation of aggressive and positive behavior in oneself.

3) Self Appearance

A confident individual always pays attention to his appearance, both from the style of clothing, accessories and lifestyle without being limited to desires to always want to please others.

4) Feeling Control

Feeling control is also needed in our daily life. with us managing our feelings well will form a strength which certainly benefits the individual. An individual's self-confidence has several criteria prominently, Hakim points out certain characteristics of people who have self-confidence, namely:

- 1) Always be calm in doing everything.
- 2) Have sufficient potential and ability.
- 3) Able to neutralize tensions that arise in various situations.
- 4) Able to adapt and communicate in various situations.
- 5) Have a good enough mental and physical condition to support his appearance.
- 6) Have sufficient intelligence.
- 7) Have a sufficient level of formal education.
- 8) Have expertise or other skills that support life.
- 9) Have social skills.
- 10) Have a good family education background.
- 11) Having life experiences that forge mentally strong and resistant in the face of life's trials.

**3. Aspects of Self-Confidence**

Lauster (Gufron, 2010) suggests the following aspects of self-confidence:

- a. Believe in Your Own Abilities.

Self-confidence is defined as a person's belief in being able to behave as expected and desired. Next is confidence is a person's mental attitude in assessing himself and the surrounding objects, so that Individuals have confidence in their abilities to be able to do something according to his abilities. For example, a teenager must believe that he can achieve success with effort and hard work.

b. Optimism

Optimism is a positive attitude that is owned by someone who always thinks good at dealing with everything about himself and his abilities. An example of a teenagers who always believe in the abilities of their bodies.

c. Objective

People who view problems or things according to the truth what should be, not according to personal truth or according to himself. for example a teenager who can solve problems not only from the point of view alone but more comprehensively.

d. Responsible

Being responsible is someone's willingness to bear everything which has been the consequence. For example, a teenager who dares to bear everything that has become the agreed risk or consequence.

e. Rational and Realistic

Rational and realistic is an analysis of a problem, something and an event using thoughts that are acceptable to reason and appropriate with reality. For example, a teenager who can solve his problem with a reasonable explanation and not just looking at the problem from individual point of view but more comprehensive.

#### **4. Factors of Self-Confidence**

a. Factor Internal

1) Self-esteem and feelings are needed

Individuals will feel happy when needed by others, the fulfillment of self-esteem, appreciation, good adjustment is important in the formation of self-confidence. If these needs are not met, the individual

will feel inferior. Cultivating a healthy self-esteem will have a positive effect on the development of self-confidence.

2) Success

Success in studies, arts, sports, and others can influence the individual's view of himself. The more often the individual gets success, the easier it will be for him to have a sense of self-confidence, if failure continues to befall, the individual tends not to dare to step back and feel insignificant.

3) Physical Condition

Physical condition is a condition that appears directly and is attached to the individual. Self-confidence in individuals begins with physical self-knowledge, how individuals judge, accept, or reject their self-image. Individuals who are satisfied with their physical condition tend to have high self-confidence.

4) Experience

Experiences are things that have been experienced by individuals and can affect the next life. Bad experiences experienced by individuals in the past can affect the lives of individuals in the future, as well as their self-confidence. The experience of failure that has been experienced tends to reduce his self-confidence, while the experience of success makes the individual feel confident in his abilities so that it can strengthen his self-confidence.

b. Factor External

1) Parents

Parents' assessments and expectations of individuals become judgments in viewing themselves, if the individual is not able to fulfill most of those expectations or if his success is not recognized by parents, it will lead to a sense of inadequacy and low self-esteem.

2) School

School is a role model for children after family. Students who are punished and reprimanded a lot tend to have more difficulty developing self-confidence and self-esteem than students who are widely praised and rewarded for their achievements.

3) Friends of the same age

Recognition from peers will determine the formation of a picture of the individual, if the individual feels accepted, liked, and respected by his friends, he will tend to feel confident and feel motivated to develop his potential.

## **B. Learning Achievement**

### **1. Definition of Learning Achievement**

Learning achievement is success in the learning process in the form of Changes in behavior become permanent, from those who do not know to know. The learning achievement that will be carried out by this research is the test score daily in grade 11 at SMA Negeri 1 Subah. According to Kamus Besar Bahasa Indonesia (Indonesia Dictionary), the achievement is the results that have been achieved (from what has been done). In academic terms, achievement means learning outcomes obtained from learning activities at a school or college that are cognitive and are usually determined through measurement and assessment (Depdiknas: 2008).

### **2. Factors of Learning Achievement**

#### **a. Internal Factor**

The first factor that affects how student achievement is internal factors. Factors that already exist in students themselves are internal factors. Types of internal factors that can affect student achievement consist of:

- 1) Physiological or physical conditions in students. For example, minus eyes that make it difficult to read from a distance.
- 2) Interest in learning. Students who have a high interest in learning can certainly achieve better learning achievements.

- 3) The level of intelligence or intelligence. Students with high intelligence levels are easier to follow lessons at school.
- 4) Motivation to learn. Students who have high learning motivation are easier to achieve because they will be more enthusiastic to learn all the material provided by the teacher.
- 5) Student talents and interests. A student will be more enthusiastic to learn the material he likes. For example, students who like to count will be eager to take mathematics lessons so that they are likely to score better than other subjects that are less attractive.

b. External Factor

External factors are factors that affect student achievement that come from outside the student. Some of the external factors referred to include:

- 1) Factors related to learning arrangements in schools:
  - a) The curriculum used by the school
  - b) The teaching method used by teachers in schools.
  - c) Discipline applied at school.
  - d) Teaching and learning facilities and facilities
  - e) Student grouping system.
- 2) Factors related to social problems at school:
  - a) The social system that applies in the school environment.
  - b) Interaction that exists between teachers, staff and students
- 3) Situational factors:
  - a) Domestic political and economic conditions.
  - b) Conditions and climatic conditions and places

### 3. Aspect of Learning Achievement

There are four essential aspects of learning achievement that should be include in this case as qouted from Wiyono (2018), they are:

a. Motivation

The very first premise students need to have a grasp on when developing training content is motivation. If an adult learner doesn't feel a sense of motivation to learn, they're not going to. It's truly that simple. Basically

what it boils down to is a very basic principle – students will want to learn when they feel it will bring some type of benefit or value to their lives. That drives motivation.

b. Reinforcement

Reinforcement can be approached in two ways – positive or negative. With students learning theory, positive reinforcement is about offering something that encourages good behavior. For example, development-based learning could center on the idea of the potential for a raise with the learning of a new skill. On the other hand, negative reinforcement is about taking steps to alleviate a bad behavior – like safety training to reduce the amount of mistakes in the workplace.

c. Retention

Some good ways to encourage better retention of material include interactivity, quizzes throughout the learning modules and the opportunity to immediately put into practice what's been taught. For example, after each bit of information is presented, ask participants to take a brief quiz to assess what they've learned. Often, letting learners know they will be assessed on the information is in and of itself a good retention tool. Also effective are things like case studies and scenarios. These are all easy features to include in eLearning thanks to the tools at your disposal with a [learning management system](#).

d. Transference

Often in a school environment, transference is something that is measured against a set of predetermined benchmarks in alignment with overall performance and organizational objectives. In order to improve transference within the schools learning environment, consider including social elements in the process. One way to do this is to provide the opportunity for students to work in virtual teams comprised of their

friends. Students can study the information and then attempt to solve problems directly related to the content they're responsible for learning.

### **C. Previous Related Studies**

In this study, the researcher takes reviews of related literature from the other thesis for comparison:

1. The Influence of Learning Motivation and Self Confidence Toward English Learning Achievement of The Second Grade Students of SMA N 1 Srandakan in The Academic Year 2018/2019 by Kartika Nur Alfitriyani (2018). This study is correlation research using a quantitative method. The population of this research is the second-grade students of SMAN 1 Srandakan in the academic year 2018/2019. The sample of this research were 68 students taken by using random sampling technique. The data were analyzed using descriptive analysis and inferential analysis. The instrument were questionnaire and document of students' final exam in english lesson. The questionnaire to measure the level of students' learning motivation and self confidence . the document of students' final exam in english lesson to maesure the level of students' learning achievement.
2. The effect of self-confidence on student achievement at SMA Almaarif Singosari Malang by Mustofa Rifki (2008). The purpose of this study was to determine how the level of self-confidence and student achievement and the effect of self-confidence on student achievement. This research is a quantitative research that seeks to find out how the influence of self-confidence on student achievement by taking a sample of 80 respondents. data collection techniques, namely the method of questionnaires, interviews and documentation are used as complementary data