

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature concerning to the self-confidence (definition of self-confidence, indicators of self-confidence, the importance of self-confidence) and oral communication proficiency (definition of oral communication proficiency and willingness to communicate (WTC) in the second language (L2)).

A. Definition of Self-Confidence

Self-confidence is the way to improve someone potency in knowledge with motivation from their mind and it will change someone behavior more positively in their environment. So, self-confidence have any contribution of setting self with powerful motivation. It also can make good atmosphere in every place that he stand on. Self-confidence do not emerge automatically by itself. But, there is certain process in an individual, which develops his self-confidence.

According to Brown (2000: 145), self-confidence is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-confidence, self-confidence knowledge of yourself, and belief in your own capabilities for activity (Coppersmith 1967: in Brown, 2000: 145)

Coopersmith (1981, as cited in Harris, 2009, p.9) added that it is a set of attitudes, judgments that a person brings with him or herself when facing the

world. It includes beliefs as to whether he or she can expect success or failure||. In general, it refers to attitudes and beliefs towards the self.

Norton, et al. (2008) states that " Self-confidence as an issue of second language learning has been basically investigated as an influential variable with a social psychological approach in the general contexts of investigations on second language learners 'attitudes and achievements" cited in Dr. Salih abdallah Ahmed Abdallah and Dr. Ahmed Gasm Alseed Ahmed. (2015:1094).

Pae, (2008) states that "Another causal factor that directly explains the variances associated with L2 achievement is self-confidence. Self-confidence is operationally defined as low anxiety and high self-evaluation of L2 competence (Clément et al. 1994). In such a context, self-confidence becomes an important determinant of attitudes and efforts to learn an L2 and directly influences L2 achievement" (p.11).

AL-Hebaish (2012) states that: "General self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences (Harris, 2009; Brown, 1994). The literature on the sources of building general self-confidence points to self-confidence being derived from several factors. The most important factors are: (1) personal experiences; successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect, (2) social messages received from others. Community, home, school, and peers are important for self-confidence growth. Sending positive messages for others is

thought to be detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self-confidence" (p. 60).

B. Characteristics of People Who Have Self Confidence

Lauster (cited in Afiatin dan Martaniah (2000:67-69) formulated some aspects of self-confidence that it be characterize or indicator of confidence, namely:

1. Ambition

Ambition is like as motivation to achieve a succes. The subject usually show some success to the public. Persons who have self-confidence usually have big ambition and try to manage his think be positive thinking and believing self. It will build the learner more responsibility with learners's act in life and be bravely with their own decision. Because self-confident make someone believe with its own ability and not excessive to face it. Moreover it not make comparing yourself with others. And also not easily influenced by others

2. Self-employed

Person who have self-employed not depend on others, but he think that he can do best for his beautiful life with any challenge. Individual with self-confidence will have sufficient potential and capability to reach his better life. And also do not dependent on others if they have problem or any sad time. Self-employed makes person do not require the support of others in doing something. And moreover be able to perform tasks without disturbing others.

3. Optimist

Optimist is positive attitude which always try to manage our mind be good perception about self, expectation and ability. It build the convinced of the ability of self to realize the plan successfully. They have positive outlook of self and future.

4. Care

Care is not individualistic but always help the someone else difficultness. Moreover the person do not need any understanding to self, but he always try to understand others. They have positive outlook toward their self, other and the environment. Also, have positive reaction in the face of life's trials

5. Tolerance

Tolerance is receptive of opinion and behavior that have different with our self. Tolerance will manage to understand the lack of self and need other beside them. They also giving others the opportunity to express their wishes. Because she try to be unselfish to accept the existence of others.

When someone comes up confidently, he will be able to concentrate in every situation and condition. According to Hakim (2005:4) some examples of the conditions are as follows:

1. Having the calm mind, free from, or at least avoid, the feeling of insecurity, worry, and fear. Worry is to keep thinking about unpleasant things that might happen about problems that you have. Moreover, fear is the bad feeling that

you have when you are in danger, when something bad might happen or when a particular thing frightens you.

2. Having controlled mind; not easily affected by the surroundings or to turn over any other problems or conditions that enable others to control him.
3. Having relaxed body.
4. Having the long regular breath taking.
5. Having the normal heartbeat, no over palpitation.

In his book, *Building Self-Confidence with Encouraging Words*, Wright (2009, p.24) (as cited in Kanza 2016, p.26) pointed out some characteristics of students with low self-confidence which are:

- a. They are fearful of change: they are worried and fear about what can happen in the future. They have negative attitudes about their abilities and they tend to be re-active rather than pro-active.
- b. They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.
- c. They have difficulty communicating what they really want from life: they have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can not reach it.

- d. They want to please others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.
- e. They are insecure and are drawn to others who also see themselves as victims: they have destructive beliefs and never try to be successful in their life and learning. They easily give up when they face problems.

In the same context, Wright (2009, p.26) mentioned other characteristics of students with high self-confidence:

- a. They are ambitious: they did not see life just existence or survival, they have strong desire to be successful and achieve their goals.
- b. They are goal oriented: they set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.
- c. They are visionary: they have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.
- d. They have learned to communicate: they know well how to behave intelligently (how to ask, how to heed advice and so on). They want to be effective and they listen more than they speak.
- e. They are loving and kind: because of they have a good inner self-image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.

- f. They are attractive and open to others: self-confident students have attractive and beautiful spirit. They vibrate their confidence in a way that attracts good things and good people to them.

Indeed, students who have high self-confidence are more successful than others with low self-confidence. It is the responsibility of the teacher to help students who are low self-confident to overcome their problems in order to they become effective and successful students. As Juhana (2012) (as cited in Dr. Abdallah and Dr. Ahmed, 2015, p.1095) suggested solution for lack of self-confidence which affect negatively on EFL learning by stating that :

“the possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students’ hindrance to speak in English class”

C. Definition of Oral Communication Proficiency

As the researcher finding, oral communication proficiency is the good delivery of speech in language’s product as communication. It also called by communication competence. It is the way of speaker to make understanding communication in positive interaction. The speaker will turn over in mind about the product of language as well.

Murphy (2001:51-57) explained oral communication is a complex and multifaceted language process. In this discussion, references to speaking signal activities that provide students opportunities for improving oral fluency through interpersonal communication.

Rahman cited in Abdallah (2015:3) defines oral communication as "the spoken interaction between two or more people. A unique and learned rhetorical skill that requires understanding what to say and how to say it".

Yamani et al (2013:255) defined Oral communication as "an interactive process in which an individual alternately takes the roles of speaker and listener". So it means that oral communication is deliver the message of someone's speak to the listener. It is to make a positive interaction between them.

Richards and Rogers (1986) quoting La Forge (1983) cited in Abdulla (2013:19) declare that oral communication "is more than just a message being transmitted from a speaker to a listener; the speaker is at the same time both subject and object of his own message".

Maguire (2013:1) provides four Definitions of Oral Communication as follows:

1. The effective interpretation, composition, and presentation of information, ideas, and values to a specific audience (University of Virginia Oral Communication Competency Report)
2. The ability to compose, critically analyzes, present, and deliver information through verbal interactions (University of Wyoming University Studies Program).
3. Information spoken by mouth; the use of speech (SIL International).
4. The art of expressing and exchanging ideas in speech. It involves the ability to compose, critically analyze, and deliver information through verbal, vocal, and

visual interactions (Old Dominion University Office of Institutional Research and Assessment".

D. Willingness to Communicate (WTC) in Foreign Language

Willingness to communicate in foreign language is learner's readiness participation in the process of learning especially in speaking activities. Self-confidence will increase EFL learner's willingness to communicate in foreign language. The awareness of student's participation at class makes a good atmosphere during the process of learning. Because the teacher will more appreciate whom students have oral's potency to explore their knowledge. In educational contexts, the study of WTC in language learning is of special importance in decoding learners' communication psychology and promoting communication engagement in class.

As Dornyei (2003:278) points out, competence in the language learning may not be enough. Learners need to be not only able to communicate but also willing to communicate in the language learning.

Willingness to communicate is defined as a learner's "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (Mac Intyre et al., 1998, p. 547). McCroskey and Richmond stated that:

Individuals exhibit regular willingness-to-communicate tendencies across situations. Such regularity in communication behavior across interpersonal communication contexts suggests the existence of the personality variable, willingness to communicate. It is this personality

orientation, which explains why one person will talk and another will not under identical, or virtually identical, situational constraints. (pp. 129-130)

To further specify the conceptualization of WTC, McCroskey (1997) restated and defined that “the WTC trait is an individual’s predisposition to initiate communication with others” (p. 77). Therefore, when McCroskey and his associates in the communication field initially advanced the concept of WTC, the underlying assumption was all about its personality-based, trait like predisposition, which is relatively consistent across a variety of communication contexts and types of receivers.

Self-confidence is the most essential factor that determines learners’ willingness to participate in oral activities in language classrooms. My discussion so far shows that all of the pupils to a certain extent have a willingness to communicate and they all see the importance of oral interaction in the classroom. However, some are more willing than others participate in the learning setting accordingly.

E. The Importance of Self-Confidence in Language Learning

The researcher believe that speaking skills are an important part of the curriculum in language teaching, and the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. This importance relies on two aspects. First, our personality, our self-image, our knowledge of the world, and our ability to reason and express our thoughts are all

reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors, and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many L2 learners. Second, the linkage between students' classroom participation and their academic achievement is undeniable. Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class.

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. As Cole et al. (2007) argued, "confidence was as important as competence in speaking and listening" (p.20). Also, Dr. Abdallah and Dr. Ahmed (2015) pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance (p.1095). In addition to this, Kakepoto (2012) said "Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively" (p.71). So, confidence is basic part which can help students to speak and communicate their ideas effectively. Students should be aware about the importance of self-confidence because it has 26 great impact on their learning process in particular, and in everything they do in general. As Preston (2001) said, "confidence is crucial to a happy and fulfilling life. It influences your success at work, your

family life, relationships and leisure activities. It affects your performance in every thing you do” (p.7).

Furthermore, Azmandian (2010) stated, “self-confidence is a major first stop along the path of successful life” (p.80). Self-confidence is considered as main part and the secret of successful life. Dornyei (2001) asserted, “you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to ‘bloom’ as learners” (p.87). So, teachers should focus more on developing students’ self-confidence because it is very important.

Dornyei (2001) cited in Songsiri (2007: 27) suggested the ways to promote students’ self-confidence were through providing experience of success, encouraging the learners and reducing anxiety.

Confidence in oneself or one's own abilities: "Without self-confidence we are as babes in the cradle". Self-confidence is usually specific to particular tasks, a firm belief in one's own powers: aplomb, assurance, confidence, self-assurance, self-possession. Self-confidence thus enhances motivation, and this gives a time inconsistent individual a strong incentive to build up the self-esteem of his future selves, so as to limit their procrastination. The benefits of confidence-maintenance must, however, be traded off against the risks of overconfidence.

Self-confidence is very important in teaching and learning process, especially in teaching and learning English as a foreign language. In language learning, especially speaking, students' confidence is one of the factors to improve their learning (Kelly and Watson, 1986: 4). From a motivational perspective, the

most important factor studied by the Canadian social-psychologists Gardner and Lambert was self-confidence, which was introduced by Richard Clément who added this motivational subsystem to Gardner's motivation model. The concept of linguistic self-confidence, in general, is a vital variant that promote either failure or success in language learning. It is often argued that language learning entails much more than acquiring a body of knowledge and developing a set of skills, it is fairly crucial to consider the "self" of the learners and thus, their psychological state to overcome their difficulties in language achievements. Dornyei (2001), as cited in Songsiri (2007: 27) suggests the ways to promote students' confidence were through providing experience of success, encouraging the learners and reducing anxiety. Gander (2006: 13-14) argued that many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work. In language learning, especially speaking, students' confidence is one of the factors to improve their learning.

F. The Effect of Self-Confidence on Oral Communication

An individual who sees himself competent with language learning might think that he will not be successful in the classroom and can be considered as lacking in self-confidence. Self-confidence brings the learner's readiness to convey their opinion in learning process. EFL learners have a good motivation during the learning process especially in speaking act as the oral communication.

The relationship between self-confidence and oral communication receives a great concern among researchers in language learning. Juhana (2012) in her study on psychological factors that hinder students from speaking in English class, states that "the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class" (p.100). Park and Lee (2004) in their study of L2 learner' anxiety, self-confidence and oral performance, states that "The results of the analysis showed that there were significant effects of anxiety and self-confidence on L2 learners' oral performance" (p.197) found that "The higher confident they were, the higher oral performance they showed".

The majority of the studies carried out concerning the impact of self-confidence on students' oral performance have proved that self-confidence is a significant factor in language learning. Brown (1994) states that "Among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. EFL learners can't speak the language or express themselves freely and fluently without some degree of it" (Cited in Al-Hebaish 2012:61).

G. Previous Studies

The research focused on students' self-confidence and speaking achievement. From the previous researches, the writer gets the idea to do a further research about the relationship between students' self-confidence and their oral

communication proficiency in speaking skill. Those related researches explained as follow:

1. Sofia D, Sofia T, Evangelos P, et al (2017) explained that the purpose of the present study was to investigate the self-esteem of students at the Technological Educational Institute (TEI) of Athens, the anxiety level experienced and the possible correlation of these two parameters to each other as well as to other demographic variables. The Spearman's rank order test revealed significant negative correlation between anxiety and self-esteem ($\rho=-0.63$, $p<0.001$), with students having higher anxiety scores tending to present lower self-esteem scores, and vice versa. This negative correlation between anxiety and self-esteem applies both to male ($\rho=-0.66$, $df=263$, $p<0.001$) and female population of the sample ($\rho=-0.62$, $df=496$, $p<0.001$). Based on the above mentioned results, students' age was not found to be associated with their self-esteem level, probably because the majority of the participants (95.8%) are young people between 17 and 25 years old, going through more or less the same process of transition from dependence to autonomy (gradual preparation for the professional world) and dealing with pretty much similar challenges.
2. Anissa (2011) yielded that Pearson correlation coefficients were calculated to test six hypotheses used to study the relationship between the self-concept and academic achievement. The three dimensions of self-concept (emotional, academic, social) were individually correlated with both the general grades and English grades of the students.

The results of the analysis confirmed five hypotheses out of six.

- a) There was a positive correlation between emotional self-concept and both English and general grades.
 - b) There was a positive correlation between academic self-concept (asc3) and both English and general grades.
 - c) There was a positive correlation between social self-concept (ssc5) and English grades but no correlation was found between social self-concept (ssc5) and general grades.
3. Salim (2015) explained that this part presents and discusses three findings of the study; 1) the general self-confidence of the students, 2) the students' academic achievement in oral presentation, and 3) the correlation between general self-confidence and the students' academic achievement. The data on students' general self-confidence were gained from the result of questionnaire. The data on the students' academic achievement in oral presentation were gained from teacher's document. Both variables were then correlated using Pearson Product Moment formula.
4. Molberg (2010) have interviewed six pupils in lower secondary school in Tromsø. During the interview he got an indication that all of the pupils interviewed saw the importance of oral interaction in the classroom in order to develop their language skills. We have seen in this paper that motivation and self-confidence indeed have a consequence for oral interaction in the classroom. According to theory, perceived L2 competence is of vital importance regarding oral interaction. The way the pupils rate their own

competence reflects level of oral interaction. His findings confirm this. It is hard to measure how motivation affects the pattern of interaction, but it appears as though the pupils with higher integrative motivation have a high level of oral interaction. A combination of high linguistic self-confidence, a lack of language use anxiety and a high integrative motivation appears to be the most valuable aspects producing oral interaction in the classroom. Pupils with language use anxiety and an instrumental motivation, often choose to avoid interaction. In regards of the author findings and the discussion, he believe that motivation and linguistic self-confidence has a huge consequence for the oral interaction that goes on in the classroom.

5. Al-Hebaish (2012) showed that language instructors are recommended to focus on building their students' self-confidence through creating a supportive classroom environment that encourages them to speak and participate in oral activities without fear. The findings above indicated that the participants' scores on the general self-confidence questionnaire correlated positively with oral test scores. It appeared that general self-confidence could affect the quality of oral performance. The objective of this study to examine the correlation between general self-confidence and learners' academic achievement on an oral presentation test.

The findings mentioned above highlighted the importance of self-confidence in speaking a foreign language. Self-confident learners are ready to speak in public. They work hard, perform well and accordingly, achieve academic progress. On the contrary, the issue of developing oral

communication skills becomes problematic when learners suffer from a lack of self-confidence. Low confident learners feel uncomfortable, afraid and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general.

6. Tunçel (2015) showed that the number of foreign languages learned has a positive effect on achieving success in learning Turkish. The purpose of his study to identify whether there is relationship between learning Turkish as a foreign language and there is a strong correlation between an individuals' achievement of success in foreign language learning and his or her level of self-confidence. The subjects who were able to speak three languages achieved higher success rates than the subjects who were able to speak two languages, and the subjects who were able to speak four or more languages achieved higher success rates than those who were able to speak two and three languages. The subjects' success rate in language learning was increased by the number of foreign languages they were able to speak. It is observed that that there is a strong correlation between an individuals' achievement of success in foreign language learning and his or her level of self-confidence. Turkish language teachers' behavior and feedbacks to promote self-confidence can contribute to the success rates of the students in their Turkish language classes. In other words, behaviors that can lower students' self-confidence in classroom should be avoided to contribute to the achievement of higher success rates in learning Turkish. It would be

better if teachers can work on their self-confidence, because competent, self-confident teachers can be more successful in teaching Turkish. The effects of classroom environments, group studies, or teachers' behavior on self-confidence in teaching Turkish as a foreign language should be particularly studied.