

CHAPTER II REVIEW OF RELATED LITERATURE

A. THEORETICAL REVIEW

1. Speaking

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language.

The first point to emphasize is that speech production takes place in real time and is therefore essentially linear. Speaking involves utterance (that is to say, the spoken equivalent of sentences), speech is produced utterance-by-utterance, in response to the word-by-word and utterance-by-utterance productions of the person we are talking to (our interlocutor). This contingent nature of speech, whereby each utterance is dependent on a preceding one, accounts for its spontaneity.¹ So, people try to speak fluently and clearly to make their interlocutors understand what they speak. It is relevant with Surah Thaahaa, that Moses asked to God to remove the impediment from his speech and make the Pharaohs' followers understood what he said.



“And remove the impediment from my speech, so they may understand what I say”. (QS. Thahaa: 27-28).²

In communication, speaking plays an important role. By speaking people can express their feelings and communicate to people in different

¹Scott Thornbury, *How to Teach Speaking*, (New York: Addison Wesley Longman. Inc.), p.2.

²A. Yusuf Ali, *the Holy Qur'an Text*, Op.cit., hlm. P.794

cultures and countries. In order that, most people need learn foreign language especially English as their second or foreign language. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

There are many factors contribute good speaking in speaking class such as: linguistic knowledge, performance factors, affective (emotional) factors and language learning strategies.

a. Definition of Speaking

According to Hornby, “Speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech”.³

Speaking is the verbal use of language to communicate with others. Speaking can be described as an act of producing voice through the use of the vocal cords and vocal apparatus to create a linguistic act designed to convey information.

b. Types of spoken language

1) Monologue

In monologues, when one speakers uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like the hearer must process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends. Monologue is divided into two terms, they are planned and unplanned.

2) Dialogue

³A. S. Hornby, *Oxford Advanced Learners' Dictionary*, (NY: Oxford University Press, 1987), p.1140.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (**interpersonal**) and those for which the purpose is to convey propositional or factual information (**transactional**). In conversations between or among, the participants may have a good deal of shared knowledge because if the participants are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstanding can easily follow.⁴

c. Classroom Speaking Activities

Many of the classrooms speaking activities which are currently in use fall at or near the communicative end of the communication continuum. There are some of the most widely-used.

1) Acting from a script

We can ask our students to act out scenes from plays and/or their course book. Students will often act out to the front of the class.⁵ It can be called as role-play too.

2) Communication game

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

The use of game usually can help learners learn the subject enjoy and happily.

3) Discussion

⁴H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p. 251.

⁵Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), 3rd Ed, p.271.

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.⁶

In discussion usually we find students who are active in speaking, give opinion and arguments. But, sometimes, we find the students who really shy and not self confident in speaking. By this class activity, we can bring the students to speak confidently.

4) Prepared talk

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.⁷

This activity is the kind of spoken languages' type, which is usually called 'monologue'. In this case, students are expected to be fully self confident in speaking in front of audience.

5) Simulation and Role-play

Many students derive great benefit from simulation and role-play. Students 'simulate' a real life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share.

⁶*Ibid.*

⁷*Ibid*, p.274.

Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.⁸

6) Dialogues

Practicing dialogues has a long history in language teaching-not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity.

Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Even in large classes with fixed furniture, setting up pair work is not an insurmountable management challenge.⁹

d. Three areas of knowledge in speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- 1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- 2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship)

⁸*Ibid.*

⁹*Ibid*, p. 72

building)

- 3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants):
Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

2. Self Confidence

a. Definition of self confidence

According to Dale Carnegie:

Person who is not self confident become so self-conscious, so frightened, can't think clearly, can't concentrate, can't remember what he/she had intended to say. Self confidence or poise is how people are able to say clearly and convincingly before a business or club group or audience. The self confident person can get his/her thoughts together in logical order.¹⁰

Self confidence is a term used to describe how secure a person is in their own decisions and actions. This can be applied generally or to specific situations or tasks. A high degree of self confidence means that a person believes they will perform an action correctly or achieve some specific goal or will make a good decision or have faith in a decision they have made or action they have taken. It also can be defined as an attitude that is characterized by a positive belief that one can take control of one's life and one's plans.

People who are self confident are those who acknowledge their capacity to do something and then proceed to do these things. They do

¹⁰Dale Carnegie, *How To Develop Self-Confidence And Influence People by Public Speaking*, (London: Vermilion, 1998), p.15.

not rely on the approval of other people in order to affirm their existence. It is enough that they know they have the capacity and the potential to do something, and the guts to do it no matter what others may say. People who are self confident take advantage of the opportunities that comes their way.

b. Essential things to reach self confidence

In order to get the most out of your efforts to become a self confident and good speaker in public, and to get it with rapidity and dispatch, six things are essential:

1) Start with a Strong and Persistent Desire¹¹

This is of far more importance than people probably realize. If people have a strong desire when speaking in front of public, the swiftness of the progress they will make. If the desire is pale and flabby, their achievements will also take on that hue and consistency. But, if people go after their subject with persistence and with the energy of a bulldog after cat, nothing underneath the Milky Way will defeat them.

2) Know Thoroughly What You Are Going to Talk About

Unless a person has thought out and planned his talk and knows what he is going to say, he can't feel very comfortable when he face his auditors. He is like the blind leading the blind. Under such circumstances, the speaker ought to be ashamed of his negligence.

3) Act confident

One of the most famous psychologists that America has produced, Professor William James, wrote as follows:

Actions seems to follow feeling, but really action and feeling go together; and by regulating the action, which is under the more direct control of the will, we can indirectly regulate the feeling, which is not.¹²

¹¹*Ibid*, p.18

¹²*Ibid*, p.22.

If our spontaneous cheerfulness be lost, is to sit up cheerfully and to act and speak as if cheerfulness were already there. If such conduct does not make you feel cheerful, nothing else on that occasion can.

So, to feel brave, act as if we were brave, use all of our will to that end, and a courage fit will very likely replace the fit of fear.

4) Practice

The last point we have to make here is emphatically the most important. Even though people forget everything they have read so far, they must remember this: the first way, the last way, the never-failing way to develop self-confidence in speaking is-to speak. Really the whole matter finally simmers down to but one essential; practice, practice and practice.¹³ In practicing this speaking, people have to speak aloud and do not speak in murmur.

5) Make eye contact

It's a cliché to say that the eyes are the windows to the soul, but in more ways than one, they are. The eyes are also the mirrors of self confidence. A person can easily assess another person's self-confidence by engaging in eye contact. People with low self-confidence hate making eye contact. They would tend to look at the ground as if they are looking for a lost coin.

Even with no words, the eyes can reveal a lot about someone. A person who is trying to hide his unhappiness can never really pretend to be happy without people noticing it. The eyes can tell stories that are never meant to be told. They can decipher thoughts and insecurities which are engraved in the deepest holes of one's souls.

6) Body language

¹³*Ibid*, p.25.

Body language means “posture, eye contact, facial expressions, and gestures”.¹⁴ Our body language, as well as our speech patterns, reflect how we feel about ourselves. It also affects how others react to us. It can help people convey an aura of confidence, or it can make people appear uncertain before they even open their mouth.

3. Language Learning strategies

a. Definition of Language Learning Strategies

Scarcella said, “learning strategies are defined as specific actions, behaviors, steps, or techniques-such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task-used by students to enhance their own learning”.¹⁵

According to Allwright, “learning strategies can also enable student to become more independent, autonomous, lifelong learners”.¹⁶

Chamot said, “The optimal goal of language learning strategies is to guide students to become better, autonomous, and confident learners”.¹⁷

By those definitions above, we can conclude that the implementation of learning strategies in language class can help students become better than before and improve students’ self confidence in speaking. In this research, the researcher will use Socioaffective strategies to improve students’ self confidence in English speaking.

b. Categories of Language Learning Strategies

In O’Malley and Chamot’s framework, there are three major types of strategy are distinguished, in accordance with the information-

¹⁴Paulette Dale, *Speech Communication Made Simple* (New York: Addison Wesley Longman 2000), p. 19

¹⁵Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2001), 3rd Ed p.359.

¹⁶*Ibid*, p.362.

¹⁷Yen-Lin Chou, *Promoting Learners’ Speaking Ability by Socioaffective Strategies*, (USA: The University of Southern California), p.3.
<http://itesli.org/>. Retrieved on July 31, 2009, 7:44 am.

processing model, on which their research is based. The three learning strategies are cognitive strategies, metacognitive strategies and socioaffective strategies.¹⁸ As direct or cognitive strategies, which learners apply directly to the language itself. And indirect or metacognitive strategies, in which learners manage or control their own learning process.¹⁹ Socioaffective strategies concern the ways in which learners elect to interact with other learners and native speakers.²⁰

4. Socioaffective Strategies

a. Definition of Socioaffective Strategies

O'Malley et al. said, the socioaffective strategy as one of the three learning strategies which include the metacognitive strategy and the cognitive strategy. Socioaffective strategies are the strategies that help learners regulate and control emotions, motivations and attitudes toward learning, as well as help learners learn through contact and interaction with others.²¹

Oxford said, "Socio-affective strategies are those which are non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and students. They include considering factors such as emotions and attitudes",²²

The Socioaffective strategies concern the ways in which learners elect to interact with other learners or their teachers, if possible, they may interact with native speaker. Socio-affective strategies strongly consider the student's relation to society as a whole ranging from family to the global community. Socioaffective strategies ranked as the most effective strategies in terms of enhancing learning among

¹⁸Rod Ellis, *The Study of Second Language Acquisition*, (Oxford, UK: Oxford University Press, 1994), p.536.

¹⁹H. D. Brown, *Op. Cit*, p. 217.

²⁰Rod Ellis, *Op. Cit* p. 538.

²¹Yen-Lin Chou, *Op.Cit*, p.2.

²²Ezana Habte-Gabr, An article of The importance of Socio-affective Strategies in Using EFL for Teaching Mainstream Subjects, www.hltmg.co.uk, Retrieved on November 20, 2009, 04.30 am.

students. In this strategy, the relationship between instructor and students is important.

The use of Socioaffective strategies is needed to help learners to regulate and control their emotions, motivations and attitudes toward learning. So, they will be able to learn through contact and interaction with others and to get their self confidence in speaking English during the speaking class activities.

To make the students are enjoy to learn, the teacher should use the interesting teaching method and strategy which make the students are interested in learning, as Jeremy Harmer said that teacher's method in teaching could be intrinsic motivation which motivate the students to learn.²³ Therefore, it is important for teachers to gain some knowledge. This statement is supported by Hadis:

حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ قَالَ : حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ قَالَ : حَدَّثَنَا شُعْبَةُ قَالَ : حَدَّثَنِي أَبُو التَّيَّاحِ عَنْ أَنَسِ بْنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ :
يَسِّرُوا وَلَا تُعَشِّرُوا وَبَشِّرُوا وَلَا تُنْفِرُوا. (اخرجه البخارى²⁴)

“Narrated Annas bin Malik: the Prophet Muhammad (peace and blessings of Allah by upon for him) said, Fasilited things to people, and do not make it hard for them and give them good tidings and do not make them run away.”²⁵

b. Types of Socioaffective Strategies

The Socioaffective strategies divided into two sub strategies²⁶:

1) Asking question

²³Jeremy Harmer, *How To Teach Writing*. (England: Longman, 2007), p.20

²⁴Imam Bukhari, *Shahih Bukhari*, Vol. I, (Beirut: Dar Al-Kutub Al ilmiah, 1992), p.31.

²⁵Muhammad Muhsin Khan, *The Translation of the Meanings of Shahih Al-Bukhari*, Vol.V, (New Delhi: Kitab Bhavan, 1986), p.60.

²⁶H. D. Brown, *The Principal of Language Teaching and Learning*, (New York: Pearson Education, 2007), p. 154.

The learners may ask question for clarification to the teacher or native speakers (asking a teacher or other native speaker for repetition, paraphrase, explanation and/or examples).

The learners may ask correction from their teacher or native speaker.²⁷

When learners are difficult in pronouncing words or they want to know the good pronunciation, they may ask their teacher to repeat the pronunciation and then, they can repeat what the teacher says.

Paraphrasing is a writing skill in which information from published sources is written in different words (rephrased) without changing its original meaning. It is often used in place of directly quoting what a writer has said. Paraphrasing is used to rewrite short selections, such as sentences, a series of sentences, or paragraphs. A paraphrase is usually as long as the original text in order to communicate its full meaning.²⁸

Language learners may ask some explanations from the teacher when they find the difficulties. And the teacher has to explain what their students ask in order to make them understand about the subject.

2) Cooperation

Chamot gives as example ‘cooperation’ (working with one or more peers to obtain feedback, pool information or model a language activity).²⁹ The language learners may use the cooperative strategy to do their work in the class to get a feedback and more information from other learners. When we talk about cooperation, we will remember the cooperative learning. The learners may use the cooperative learning in order to improve racial relation among them. In this strategy, the learners must share

²⁷Rod Ellis, *Op. Cit*, p. 538

²⁸Alice Oshima & Ann Hogue, *Writing Academic English*, (London: Addison Wesley), p.

67.

²⁹Rod Ellis, *Op. Cit* p. 538.

with group mates in order for the group to achieve its common goal.

In teaching speaking, there are many types of cooperative learning, such as:

a) Discussions³⁰

Discussions are probably the most commonly used activity in the oral skills class. Typically, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. Teachers must take care in planning and setting up a discussion activity. There are two types of discussion:

(1) Group work

The teacher can put students in large group, since this will allow them to do a range of tasks for which pair work is not sufficient or appropriate. Thus students can write a group story or role-play situation which involves five people.

In general, it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over reliant upon each individual. Because five is an odd number, it means that a majority view can usually prevail.³¹

(2) Pair works

³⁰Marianne Celce-Murcia, *Op. Cit.*, p.106

³¹Jeremy Harmer, *Op. Cit.*, p. 117.

In pair work, students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading text, or compare notes on what they have listened to or seen.

Pair work allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.³²

b) Role plays³³

Other major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

c. The procedure of using cooperative learning in teaching speaking

1) Discussion

- a) Planned grouping and pairing of students may be necessary to ensure a successful discussion outcome. While there is no one “right way” to group students, considerations such as gender, ethnicity, background, talkativeness, etc. may come in play.
- b) Students need to be reminded that each person should have a specific responsibility in the discussion, whether it be to keep time, take notes, or report result.

³²Jeremy Harmer, *Op. Cit*, p.116

³³Marianne Celce-Murcia, *Op. Cit*, p.107

- c) Students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected. The students will be more involved with and motivated to participate in discussions if they are allowed to select discussion topics and evaluate their peers' performance.
 - d) Finally, after the students discuss in the group, each delegation from each group has to come forward to present the results of the discussion.³⁴
- 2) Group work
- a) Grouping students. Smaller groups are easier to coordinate owing to the interaction of fewer people.
 - b) Choosing the topic that the students should practice.
 - c) Doing the work with their group.
 - d) Presenting the results of the work in front of the class. If the assignment is a kind of dialogue or conversation, the students may practice the conversation in front of the whole class after finishing doing the work.
- 3) Pair work
- a) Pairing students is the first way before practicing the dialogue.
 - b) Choosing the topic that the students should practice.
 - c) Practicing and performing dialogues is an effective way of providing conditions for the appropriation of newly encountered language features. Then, the next step is practicing the dialogue.³⁵
 - d) Practicing the dialogue can be in front of the class or in their seats.
- 4) Role play

³⁴Marianne Celce-Murcia, *Op. Cit.*, p.106

³⁵*Ibid.*, p. 107

- a) Preparing the topic in a certain context or situation. Situations that learners are likely to encounter when using English in the real world can be stimulated.³⁶
- b) Providing a useful springboard for real-life language use.
- c) Grouping students.
- d) Practicing the play in front of audience.

d. The application of Socioaffective strategies

- 1) The teacher needs to diagnose learners' level of strategy use in learning. In this step, the teacher can observe the students while they are studying in the class.
- 2) The teacher can offer learners knowledge to know the characteristics, effectiveness, and applications of socioaffective strategies. The teacher can teach learners to try to relax when they are afraid of speaking English. Meanwhile, the teacher is supposed to weave strategy into regular classroom events in a natural, and comfortable way and create the supportive and encouraging environment for language learners.³⁷
- 3) In order to offer hands-on practice for the language learners to use socioaffective strategies, collaborative works with classmates are effective in this phase. The teacher assigns students into several small groups; learners in each group can exchange opinions. Another application in this stage is to encourage students to have an individual meeting with the teacher. During the meeting, the teacher can have relaxed conversations with the students and try to understand the difficulties they encounter while studying English. The teacher provides opportunities for students to express their feelings in English and to practice their English-speaking skills that

³⁶*Ibid*, p. 108

³⁷Yen-Lin Chou, *Op. Cit*, p. 3.

are the powerful ways in which to accomplish the use of socioaffective strategies.

- 4) giving the students chances to evaluate the usefulness of socioaffective strategies is critical in this phase. The teacher may interview the students about their enthusiastic using socioaffective strategies in second language learning.
- 5) the optimal goal of language learning strategies is to guide students to become better, autonomous, and confident learners. In order to encourage students to depend more on themselves instead of the teacher, the teacher needs to ask students to use those effective socioaffective strategies in the classroom contexts and in daily life as well. It is hoped that learners can utilize socioaffective strategies whenever they speak English even without the teachers' supervision³⁸

B. PREVIOUS RESEARCHES

There are three previous researches that are used by the writer. The first is the research by Kartika Yudhasari (2201403592), an UNNES' student in her thesis entitled: Socioaffective strategies as Language Learning Strategy to Improve Students' Speaking Ability (a Case of Seventh Grade Students of SMP Negeri 13 Semarang in the Academic Year of 2007/2008). The objectives of her study were to know the students' speaking ability before teacher applies Socioaffective strategies as a strategy and to know if there is an improvement after teacher applies Socioaffective strategies as a strategy. Her thesis explained how Socioaffective strategies can improve students' speaking ability, about the procedure, the results, the advantages and the disadvantages of teaching speaking using Socioaffective strategies. The similarity between the research above and this research is using socioaffective strategies to improve speaking skill in English. The difference is in the

³⁸*Ibid*, p. 4

research approach, that research is case study but in this research is a Classroom Action Research.

The second research is the research by Ratna Wijayanti (2201403504), an UNNES' student in her thesis entitled: Students' Motivation in Learning Spoken English (a Case of Grade 8th Students of SMP Negeri 3 Randudongkal Pemalang in the Academic Year of 2007/2008). The objectives of her study were to find out the degree of students' motivation in learning spoken English and what types of motivation are present among the 8th students of SMP Negeri 3 Randudongkal Pemalang. She assumed that the low achievement is caused by the low motivation. Therefore, she considered that motivation was a decisive factor to achieve success in learning spoken English. The similarity between the research above and this research is in speaking skill. The difference is in the research approach, that research is case study but in this research is a Classroom Action Research and that research is aimed to improve student's motivation, but in this research is aimed to improve student's self confidence in speaking.

The third research is the research by Umi Hani Al-Habsyi (3104269), a student of IAIN Walisongo on the title Improving Students' Motivation in Speaking by Using Storytelling with Sentence Card Game in Teaching Speaking (A Classroom Action Research with XI IPS 2 Students of MAN Pemalang in the Academic Year of 2008/2009). The similarities are that this research used Classroom Action Research in its research approach and this research focused on speaking skill. The difference is that research is aimed to improve student's motivation, but in this research is aimed to improve student's self confidence in speaking.

C. ACTION HYPOTHESES

Hypothesis is a predictable statement needed to be explored more. If a statement is not needed to be researched is not named as hypothesis. In

addition, hypothesis is a provisional answer of research till examined through several data.³⁹

The hypothesis in this research is “implementing socioaffective strategy has a positive influence in improving students’ self confidence in speaking”. It means that Socioaffective strategy can improve students’ self confidence in speaking.

³⁹Sutrisno Hadi, *Statistik*, 2nd edition, (Yogyakarta: Yayasan Penerbitan Fakultas Psikologi UGM, 2001), p. 257.