

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Speaking Performance**

Speaking is the most crucial of the four language skills in acquiring English (Rao, 2019). The strengthening position of English as a major language for worldwide communication has made teaching speaking skills a main priority in the educational field. It is in line with Andas and Rutniatyanti (2020), who stated that teaching speaking skills is important given the substantial number of students who want to study English to be able to use English for communicative purposes. Consequently, in order to communicate effectively in English, speaking skills have to be mastered.

According to Parmawati and Inayah (2019), there are two primary classifications of speaking as a production skill: accuracy and fluency. Accuracy includes correctly using vocabulary, grammar, and pronunciation (Sari et al., 2020). It refers to mastering phonological, grammatical, and discourse elements in the output. Thus, accuracy refers to linguistic competence that corrects utterances to achieve proper communication. The other component of speaking skills is fluency, which refers to the ability to speak spontaneously and fluently with no pauses or interruptions and without disturbing hesitation markers. It is in line with Aditya and Putri (2021), who stated that fluency is commonly defined as having the ability to speak spontaneously, quickly, and comprehensibly, devoid of many errors that would divert the audience's attention from the speaker's intended message. The speakers avoid breakdowns in communication. Consequently, the learners will succeed in maintaining speaking skills by overcoming these two components.

Speaking skills are classified into competency and performance (Wulandari, 2020). Speaking competency means having ability, skill, and knowledge. According to Hamkah (2018), speaking competency is the ability to speak, supported by sufficient skill and knowledge, but it is not assessed by how it is delivered. On the other hand, he also stated that speaking performance is the way of the manner in which someone speaks, as assessed by how it is delivered. Thus,

speaking performance aims to convey an idea or information from speaker to listener, as assessed by how the messages are delivered or performed in their competence.

Speaking performances in a speaking course can include presentations, dialogues, speeches, Etc. Hence, the students can develop their speaking skills by performing and learning from their mistakes. In developing speaking skills, many types of speaking performance can be implemented in a speaking course. According to Brown (2001), there are six types of classroom speaking performance in a speaking course in the teaching and learning process.

1) Imitative

In imitative, drilling in the learning process is required. It offers practice through repetition. The students are practicing intonation and should be concerned about certain vowel sounds. Thus, the students imitate words, phrases, or sentences and focus on their pronunciation.

2) Intensive

In this category, students practice some phonological or grammatical aspects of language. The students doing the task self-initiated or pair work activities such as reading aloud paragraphs, reading the dialogue in pairs, reading the information, Etc.

3) Responsive

Responsive refers to short replies to teachers' or students' questions or comments. These replies are short conversations and do not extend into dialogues such as greetings, small talk, and simple requests or comments.

4) Transactional (dialogue)

Transactional dialogue is an extended form of responsive language conversation by exchanging specific information. In this category, the students should participate in the conversation in pair work.

5) Interpersonal (dialogue)

Interpersonal dialogue aims to maintain social relationships and involves colloquial language, slang, ellipsis, sarcasm, Etc. Interpersonal speaking

performance in the classroom can be conversations, games, role play, and discussions.

6) Extensive (monologue)

Extensive monologues refer to students at intermediate to advanced levels asked to provide extensive monologues in reports, summaries, or short speeches. The students should focus on pronunciation, vocabulary, and language functions in monologues. These monologues can be planned or impromptu.

## **2.2 Self-Confidence**

Self-confidence is someone's feelings about themselves. Self-confidence refers to someone's feeling in the form of belief and trust in their abilities or skills (Chandra et al., 2019). According to Dewi et al. (2021), self-confidence means accepting, believing, and having a sense of control in one's life. Thus, self-confidence means accepting and trusting ourselves and having a sense of control in life, especially with skills and abilities. Kansil et al. (2022) stated that self-confidence is someone's belief in their own abilities, strengths, and judgment. Self-confidence can be concluded as someone's belief and trust in their abilities or skills and power through their perception or judgment.

Self-confidence is a personal factor that has a significant role in foreign language learning achievement. Students who try an opportunity will reach foreign language learning achievement without worrying that they will fail. An individual with self-confidence has the belief that they can accomplish any task successfully to reach their goals and not worry about the result but maintain the spirit to try again if they fail (Matulesy & Hikmah, 2022). The students will be successful since they keep trying new opportunities and trust that they are capable of reaching the goal.

## **2.3 Self-Confidence in Speaking Performance**

Self-confidence is one of the affective domains of learning. The affective domains involve feelings, emotions, attitudes, and others (Illyin et al., 2021). Similarly, Listyani and Tananuraksakul (2019) stated that affective factors in

language learning included emotions or feelings such as motivation, self-confidence, anxiety, and others. One of the important affective factors that contribute to EFL learning is self-confidence (Zayed & Al-Ghamdi, 2019). Therefore, learning is not just a mental function, but self-confidence is equally important. According to Abdullah et al. (2019), self-confidence is one of the influential factors affecting students' achievement in learning. Furthermore, having self-confidence is an important step in dealing with difficulties in learning, especially a foreign language. Nasih et al. (2019) found that self-confidence affects foreign language learning, which can improve speaking performance among students.

In speaking performance, self-confidence is beneficial. It was found that the factor that impacts students' willingness to speak or participate in the speaking activity is self-confidence (Riasati, 2018). In addition, self-confidence can increase a student's motivation in the learning process (Akbari & Sahibzada, 2020). Thus, self-confidence leads the learners to have good motivation for self-improvement in speaking. In particular, successful communication happens when a student's self-confidence is strong, but a lack of self-confidence is considered an inhibitor and a danger to effective communication. Students' self-confidence improves speaking achievement because the more confident they are, the greater their communicative competence and the psychological adjustment they will achieve (Mareta et al., 2017). Thus, students' self-willingness and good motivation are supported by self-confidence in their speaking performance. Meanwhile, in order to boost self-confidence in speaking, self-affirmation in task preparation is the answer (Theriana, 2023). Students can give themselves positive affirmations before speaking to make them speak more confidently.

There are self-confidence characteristics in speaking, according to Kurniawati (2013) and Barber (2003), as cited in Kurniawati (2013).

- 1) Self-confidence in speaking performance can be demonstrated by moving conversations along without excessive hesitation devices, such as by frequently utilizing "um..." (Kurniawati, 2013). The random word "um..." is a kind of hesitation device in fillers commonly used in speaking. According to Fitriati et

al. (2021), hesitation in fillers during speech refers to pauses that occur in an utterance when a speaker has difficulty deciding which words to employ, such as “ee,” “um,” “err,” “uh,” Etc. However, its overuse suggests something negative. Seals and Coppock (2022) stated that speakers use excessive fillers because of nervousness.

- 2) Enjoying and having fun while performing without worrying too much about losing words or making mistakes (Barber, 2003, as cited in Kurniawati, 2013). Students who enjoy and have fun will speak more effectively and confidently.
- 3) Maintaining calmness and self-control (Barber, 2003, as cited in Kurniawati, 2013). Due to staying calm and having high self-control, the students deliver the messages well in their speaking performance appropriately and without deviating from the topic. It complies with Arifin (2017), who stated that students who lack self-confidence are frequently unable to control themselves during public speaking in the classroom.

Many researchers discovered the factors of students' lack of self-confidence in speaking. Nadiah et al. (2019) discovered that a lack of self-confidence in speaking is caused by a negative mindset, a lack of motivation, preparation, practice speaking, vocabulary, and ability. In addition, students who lack self-confidence usually fear making mistakes, which is related to anxiety. Mahdalena and Muslem (2021) stated that anxiety impacts students' self-confidence because those who failed in their speaking performance kept away from retaking a risk and remained silent. Similarly, Arifin (2017) clarified that anxiety is a psychological problem that inhibits students from speaking English in the classroom because of their lack of confidence due to shyness and fear. Those gaps obstruct the learners' speaking English learning and performance. Guilt, shyness, unrealistic expectations of perfection, a false sense of humility, fear of change or making mistakes, and depression can also contribute to a lack of self-confidence (Meiralda et al., 2022). It is hard for them to speak confidently, and they mostly cannot deliver a complete, meaningful sentence in their speaking performance.

## 2.4 Synchronous Online Learning

Synchronous learning is learning-oriented interaction facilitated by direct, real-time, and usually scheduled instructions. It is consistent with Palupi (2022), who stated that synchronous online learning is learning-oriented with real-time communication, facilitated with direct interaction, scheduled instructions in which lecturers deliver material in virtual learning through online class media such as Google Meet and Zoom for video conferencing, and Whatsapp for discussion. Therefore, video meetings or conferencing are implemented in synchronous online learning. It aligns with Riwayatiningsih and Sulistyani (2020), who stated that synchronous online learning methods include video conferencing, teleconferencing, live chatting, and live streaming. Video-conferencing uses audio and video telecommunications to bring people in different places together at the same time for meetings. Video conferencing facilitates face-to-face communication in different locations (Wibowo et al., 2021). As a result, video-conferencing has become the first step for synchronous online learning because it makes the teaching and learning process real-time and allows learners to communicate directly when learning online.

The benefit of synchronous online learning is convenience. Instructors and students are discovering the convenient environment of direct communication in their online experience, also known as "same time, different place" learning (Martin et al., 2021). Another benefit of synchronous online learning is that it enables interaction in real-time. Synchronous learning provides real-time interactions between instructors and students (Lee et al., 2023). Interaction can be obtained by exchanging ideas and question-and-answer sessions in synchronous online teaching and learning processes. Thus, the teachers can also give instant feedback to the students.

Synchronous online can be implemented in speaking courses, especially during the outbreak of the COVID-19 pandemic. However, there are still challenges for students and teachers in synchronous online learning. The main challenge is a bad network connection. Poor internet connection creates problems in delivering questions and answers (Rinekso & Muslim, 2020). Hence, teachers and students

should try as much as possible to prepare their internet connection long before a class starts.

## **2.5 Study of Relevant Research**

Numerous studies have examined students' self-confidence in speaking English. Azimova (2020) examined students' self-confidence level in speaking English performance when completing oral task achievement in a Public school. The study results in low self-confidence as they frequently feel ashamed, extremely shy, fearful, and panicky while speaking. The students' responses revealed a low point because they believed they must speak English perfectly and due to the belief that they had poor pronunciation. Consequently, students were inactive in speaking activities because of the fear of being laughed at by others. Nadiah et al. (2019) also investigated students' level of self-confidence in speaking English in an advanced speaking class. The result is that students' self-confidence level is at an adequate level. The students made various errors such as focusing only on their notes and slideshow, making too many repetitions that inhibited speaking delivery, showing nervous, afraid, and gloomy faces, making too much movement, being unable to control themselves to be calm, could not express enthusiasm and create the atmosphere alive. In their study, Novia et al. (2023) examined a link between speaking proficiency and students' self-confidence. According to the study's findings, most students had high self-confidence levels. Students with high self-confidence were enjoyable, unashamed, motivated, and believed in their speaking ability. Additionally, there was a link because students with a higher level of self-confidence also have higher speaking scores. Students agreed they were not afraid of making mistakes when speaking English, felt confident answering teacher questions in class, and were easily engaged in speaking activities. They made an effort to increase their self-assurance and were convinced themselves. Moreover, Darmaliana et al. (2021) examined students' self-confidence in public speaking. The result is that students attained an appropriate level of self-confidence, which means they had enough self-confidence in speaking. They performed with confidence in front of the audience. It stems from the belief that they can manage

the challenges. Most of them were not anxious when speaking in front of the audience and did not panic easily when they forgot what they said. Students were able to manage to be calm to overcome nervousness and stage fright when speaking.