CHAPTER II

LITERATURE REVIEW

This chapter provides some basic and prominent theories of the study, those are: speaking skill, the importance of speaking, the problem of speaking, confidence, categories of confidence and the factors lack confidence in speaking.

A. Speaking Skill

There are four significant skills which have to be mastered in the learning a language, they are speaking, listening, writing and reading. According to Nunan, speaking and writing are productive skills, since the language is created by the learners. While listening and reading are receptive ones, since language is directed at the learners. Lindsay and Knight stated that speaking involves "putting two messages together, communicating the message and interacting with other people".²

According to Widdowson speaking is an active productive skill that is commonly performed in face to face and occurs as parts of a dialogue or the form of verbal exchange.³ In Oxford Advance Dictionary the definition of speaking is "to express or communicate opinions, feelings, ideas, etc. by or as

¹David Nunan, *Practical English Language*, (New York: Mc Graw-Hill, 2003), First Edition, p.48 16Cora Lindsay, and Paul Knight, *Learning and Teaching English*, (New Jersey: Oxford University, 2006), p.57

³ Nurlaila Fitri. Study of the eight students of English department STAIN Batusangkar. Factor causing students' unwillingness to speak in language classroom. 2011. p.17

talking and it involves the activities in the part of the speaker as psychological, psychological (articulator) and physical (acoustic) stages".

These following are some important information about speaking:

- 1. Speaking means fundamental to human communication.⁵
- 2. Speaking is a productive skill, it is a complex task and the learners need some practice to develop the speaking skill.⁶
- 3. Speaking is a productive skill, like writing, it involves using speech to express meanings to other people.⁷
- 4. Speaking is mastering the art of the single most important aspect of learning a second or foreign language.8
- 5. Speaking is the hardest skill among the others (reading, writing and listening), since it is productive skill or oral skill which consists of producing systematic verbal utterances to convey meaning.⁹
- 6. Speaking involves a number of complex skill and strategies, but since spoken language leaves no visible trace, its complexity and organizational features are hard to track. 10

⁴ Oxford pocket Dictionary. 2008

⁵ It was taken from Http://answers.yahoo.com at fifth of April 214

⁶ Cora Lindsay, and Paul Knight, Learning and Teaching English, (New Jersey: Oxford University, 2006), p.57

⁷ Mary Spratt, Alan Pulverness, and Melanie Williams, *The TKT (Teaching Knowledge Test)Course*, (Cambridge: Cambridge University Press, 2003), p.34

⁸ Christopher N. Candlin, (*Language Teaching Methodology*, New Jersey: Prentice Hall, Inc,

⁹ David Nunan, *Practical English Language*, (New York: Mc Graw-Hill, 2003), First Edition, p.48 ¹⁰ Jeremy Harmer, The Practice Of English Language Teaching. (Edinburgh Gate:Longman, 2001), p.108

7. Speaking is one of the central elements of communication. In EFL Teaching, it is an aspect that needs special attention and instruction. 11

From the statement above that speaking is a tool of interaction to give or share information with another people, to understand meaning. speaking is very important aspect as to express or communicate idea feeling, opinion and it is the most important aspect of learning second or foreign language.

B. The Importance of speaking Skill

Every learner needs good speaking skill to communicate with another foreign learner, because the priority for many second-language or foreign language learners is to master speaking skill in English. ¹² Many language learners regard speaking ability as the measure of knowing a language.

There are two things which are very important in mastering speaking skill, there are accuracy and fluency.¹³ Accuracy means how to use language in the correct sentence in term of grammar, vocabulary and pronunciation, while fluency is the speakers' capability when using the language quickly, spontaneously and confidently.

¹¹ Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 210

¹² Jack C.Richard, p19

¹³ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Longman: 2000),p.286

C. Speaking Problems

In speaking, it cannot be denied that appear. Ur has identified some of problems: 14

- 1. Student inhibition. Speaking activities require a student to have all eyes on him and exposure to an audience can often give students stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. Actually they can do it but they have less confidence in their self so the students just focus in mind about their failed but it is against in the class.
- 2. Nothing to say. Another common problem is that students sometimes think they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say. There were the students lose their confidence in self when they want to express or giving contribute in class so they do not focus in material, do not active class and dispose be quiet i the class.

¹⁴ Ur, Penny.(1991). p.120

- 3. The low of participation. There will always be dominant students in an English class making it difficult for more reserved students to express themselves freely. Dominant students who interrupt frequently or who constantly look for the teacher's attention tend to create an environment in the ESL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating. They low participant it's cause they lack confidence so they feel not getting chance to contribute their idea, they have just silent and follow teacher material during learn speaking class. If they have confidence they will more active in the class.
- 4. Mother-tongue use. Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons and slow down oral progress. The students who use mother tongue it's cause they less confidence with their self, they feel afraid, uncomfortable when they want to speak English because it will not be good English with fluently.

Harmer also states that reluctance or unwillingness is a problem in speaking activities.¹⁵ Unwillingness or reluctant occurs more often which is the natural reluctance of some students to speak and to take a part in speaking. In

15 Harmer, Jeremy. 1998. How to Teach Language: An Introduction to the Practice of English Language Teaching

this case, students are often reluctant to speak because they are shy and are not predispose to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Baker and Gerstein state there are many students have serious difficulties in speaking what they practice for example, when they want to practice, their struggle with comprehension problems seem aware of their speaking difficulties. ¹⁶

According to Emma, she adds, there are several problems found in the speaking classrooms, ¹⁷ such as:

- Students do not want to talk or say anything. One of the problems is students feel really shy about talking in front of other friends, the student suffers from a fear of making mistakes and therefore losing face in front of friends. Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas. They are afraid and anxious of saying something wrong or incomprehensible. One way to encourage students to speak in English is simply to speak in English as much as possible in classroom.
- Students keep using their own language. One problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know.

Gerstain Speaking ability (2007) p.732
 Emma- Student's speaking problem in the classroom. (2010) p. 30

They have difficulty to say something and because they do not want to lose their face in front of their peers, they think that it is better for them to use their native language and so others can understand them. This problem also connected with students does not want to talk or say anything in the foreign language but they keep using their own language. In this situation, teacher can create an English environment and keep reminding them always use English.

- 3. Students are not discipline in classroom. Some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts. The discipline of the students in the classroom is related also to the motivation of the students themselves. If they have low motivation, it means they have low enthusiasm in following the classroom which makes them indiscipline in the classroom. In this situation, the teacher can create activities that make students feel enjoy themselves in the class.
- 4. Students have low motivation to learn English. Nunan wrote in Lawtie, success is measured in terms of the ability to carry out a conversation in the (target) language". Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon

get de-motivated and lose interest in learning. 18 Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objective, and helps them to accomplish the success.

The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them (Littlewoods). ¹⁹ One key to increasing motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as often as practically possible.

D. Confidence

Definition of Confidence

According to Littlewood confidence is the positive attitude of an individual who enabled him to develop a positive assessment both to themselves and to the environment or situation, where individuals feel they have the competence, confident, capable and believes that they can because it is supported by the experience, the actual potential, achievements, as well as realistic expectations of his self.²⁰

¹⁸Nunan & Lawtie, Fiona.. *Teaching Speaking Skills 2-Overcoming Classroom Problems* (1999). P.12 ¹⁹ Littlewood, (1981) p.93

²⁰ Mastuti, Indari. Hi-Fest Publishing 50 Kiat Percaya Diri. Jakarta: (2008).p.13

James Neil, proposed some terms related to the issue of self-confidence.

Among them are:

- 1. *Self-concept*: how does she conclude herself as a whole, how does she see her self-portrait as a whole, how does she conceptualize herself as a whole.
- 2. Self-esteem: the extent to which she has positive feelings toward herself, how far she has got something that she feel is valuable or precious than herself, the extent to which she believes that something of value, dignity or worth in herself.
- 3. Self-efficacy: the extent to which she has confidence in the capacity she has to be able to perform tasks or handle the issue with great results (to succeed). It is called the general self-efficacy. Or also, as far as she believes in her capacity in her field in handling certain affairs. It is called the specific self-efficacy.
- 4. *Self-confidence*: the extent she has confidence in her judgment on her ability and the extent to which she can feel the "appropriateness" to succeed. According to James Neill Self-confidence is a combination of self-esteem and self-efficacy.²¹

Based on all that, while some kind of self-confidence conclusion that it is the effect of how we feel, believes and knowing. Self-confidence is the courage that comes from certainty about. Abilities, values and objectives of us,

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²¹ James Neill. Confidence. Eglish as a second language student and English student confidence. Issue in the mainstream classroom. 2005.p.43

or it could also be defined as an individual's positive attitude that enables him to develop a positive assessment, both to themselves and to the environment / situation.

Confidence means beliefs, what someone believe to achieve may be called by confidence. Self-confidence is the term of someone that beliefs on them truly.²² There are some experts that mention the definitions of self-confidence. Grubber state that self-confidence is an attitude that someone holds about herself that allows her to move forward and achieve your goals.²³

Oxford English dictionary state that confidence means having strong beliefs, firm trust or sure expectation, feeling fully assure, having not failure, etc.²⁴ Meshua in Nurlaila also states some students might good have pronunciation and he have a high proficiency level but they still preferred to be reticent because of the lack of courage, do not have lots confidence/courage will prefer to be quite rather than speak English.²⁵

So, self-confidence is a positive attitude of someone. It is about someone beliefs of their self that make them achieve better than other. What the other thing it is hard to achieve, the person that have better self-confidence will done it well.

²² Anderson Marc. The important of Confidence. *Tips on how to build up your confidence when speaking English*. 2013. P.23

²³ Gruber, Karl. [online]: http://www.livestrong.com/article/ the importance self-confidence "*The Importance of Self Confidence*". (2010) on Monday at 9.34 AM

²⁴ Oxford University press "Oxford Learner's Pocket Dictionary, fourth Edition. 2008.

²⁵ Meshua in Nurlaila (2008). p.93

E. The Importance of Self- Confidence

Self-confidence plays the important role in many aspect of someone's life. Not only in speaking but also in many aspect of someone's life. Confidence is the most important assets--more important than skills, knowledge, and experience. Lawtie Fiona states the important of confidence.²⁶ They are:

1. Confidence equals competence.

For example, take an employment interview, someone can have all the experience and skill in the world but they still have to convince an employer that he believes he can do the job. If his body language says otherwise, like not looking in people's eyes, looking down, or bad posture, he is less likely to get the job.

2. Confidence creates trust.

Everybody have to trust those that are confidence. If someone doesn't trust his selves to do a something then why should someone else trust them? If someone doesn't think that he can succeed than no one else will take them seriously.

3. Confidence helps someone communicate.

Those who aren't confidence often have problems communicating in the work place and in social situations or in the school. If student lack

²⁶ Lawtie, Fiona. 1999. Overcoming Classroom Problems. Teaching Speaking Skills. TESL Journals., 1.999. P.8 confidence, it's difficult to speak in front of both large and small groups. It's also difficult to speak with conviction to your colleagues. It can keep you from meeting new people and from meeting a significant other. If you lack confidence you also have trouble telling people no.

4. Confidence helps someone get what they want out of life.

Someone deserves to be happy and get what they want out of life no matter what it takes to reach their goals. But if they don't believe that they're capable of reaching them goals than their own negative talk will actually keep them from reaching world.

5. Confidence impacts the way people enjoy life.

A lack of confidence can spiral into all sorts of other problems including poor body image, disordered eating, fear, alcohol and drug abuse, procrastination, anxiety, and depression. It can also motivate people to take student hatred of somebody out on others in the form of bullying or sheer isolation. Happiness and confidence are actually close friends.

6. Confidence allows someone to be comfortable in body own skin.

Someone can tell a confident person from a mile away. They walk into a room and people stare. But on the other hand, if someone afraid to be self then no one will ever have the honor of meeting the true meet.

F. Lack Confidence

1. Definition of lack confidence

A lack confidence which characterizes student behavior as anxiety in the face of a variety of situations, shy, did not dare to be responsible for the actions, often cheating during the replay, not sure of his ability and always so negative about him.²⁷

Students who lack confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class.²⁸ Less confidence learners feel uncomfortable when they are asked for speaking activities, they are not able to take oral tasks as challenges, and these are like threats to them. They lack faith in their own capabilities and are more concern about being criticize or rejected by others.²⁹

Jasinta F. Rini describes students with high self-confidence as follows:

- a. Believe in his ability and capability in accomplishing a task
- b. Dare to be himself
- c. Have a good self-control
- d. Have internal locus control

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²⁷ Hakim, Thursan. Puspa Swara. *Mengatasi Rasa Tidak Percaya Diri*. Jakarta : (2005). P.06

²⁸ Gruber, Karl. [online]: http://www.livestrong.com/article/ the importance self-confidence "*The Importance of Self Confidence*". (2010) on Monday at 9.50 AM

²⁹ Marium Jamila M.A. Confidence. A Psychological Factor Affecting Spoken English of University Level Adult Learners in Bangladesh (2012) p.161

- Have positive thinking of himself
- Have a realistic object of himself³⁰

According to Lie, student with high self-confidence can be known through his behavior. Below are the characteristics of them:

- Be optimist in solving problem
- Be independent in solving problem b.
- Be sure in making decision
- Feel to have high self-esteem
- Not boast of himself e.
- Be brave to act³¹

Meanwhile, Taylor argues that someone with high confidence can be known from his body language. Below are his characteristics:

- Be warm and friendly a.
- Stands with full of relax b.
- Stretches his hands often
- Makes an eye contact softly often d.
- Not get nervous easily
- Likes to do natural tasks³² f.

³⁰ Jacinta F. Rini, 'Memupuk Rasa Percaya Diri' http://www.e-psikologi.com/ accessed on May 1,

³¹ Anita Lie. *101 Cara Menumbuhkan Percaya Diri Anak*. (Jakarta: Gramedia, 2003), 29 ³² Ros Taylor. *Develop Confidence.....*, 18

2. Characteristic of students with low self-confidence

According to Hakim Thursan, there are some kind's students who have low confidence in learning speaking³³:

- a. Students do not dare to ask and express opinions
- b. Student feel Nervous while performing in front of the class
- c. The emergence of excessive shyness
- d. Easy to anxiety in the face of a variety of situations if against him.

Agung H. said the descriptions of the people who lack self-confidence, among others are pessimistic, hesitant and afraid to express ideas, indecisive in determining the choice and compare themselves with another people³⁴.

And Iswidharmanjaya states that, there are some students have low confidence. Below are the characteristic:

- a. The student can't demonstrate the ability to herself.
- b. Less achievement in the study.
- c. Shy awkward.
- d. Do not dare to express ideas
- e. Tent to only watch and wait for an opportunity.
- f. Wasting time in making decisions.
- g. Feel fear and insecurity.

³³ Hakim, Thursan. Puspa Swara. *Mengatasi Rasa Tidak Percaya Diri*. Jakarta: (2005). P.16

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³⁴ Agung H. Media Komputindo. *Satu Hari Menjadi Lebih Percaya Diri*. Jakarta: 2004 p.09

- h. If that fails tents to blame others.
- i. Like seeking recognition from others³⁵.

3. Cause Of Lack Confidence

According to Juhana J. it is commonly understood that students' lack of confidence usually occurs when the students realize that theirs conversation partners have not understood them or when they do not understand other speakers³⁶. On other hand, student who lack confidence are usually found to be extremely fearful and timid, reluctant to express their opinion and even unable to utter a complete meaningful a sentence in class³⁷.

Jordan said in his book, the causes students' lack confidence in the classroom because shyness personality factor which are independent of language being used, they feel shy afraid and worried about making mistake when speak English.³⁸

Another important cause has been identified Yoshitaka in Viswat and Jackson state the student are constantly told from childhood to sit quietly and listen to the teacher and not to stand up and speak out unless called upon, so the developing oral communication skills become

³⁶ Juhana J. journal of education and practice. *Psychological faktor that hinder students from speaking in English class*. 2012. P.106

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³⁵ Agung & Iswidharmanjaya,. Media Komputindo. *Satu Hari Menjadi Lebih Percaya Dir*i. Jakarta: 2004 p.07

³⁷ Ni, Hu. Theory practice in language studies. *The effect of affective factor in SLA and pedagogical implication*. 2012. P. 1506

³⁸ Jordan difficulty in speaking classroom. *English for academic purpose* .2008 p.205

problematic when learners suffer from a lack of self-confidence, low confidence learners uncomfortable, afraid and frustrate in the classroom.³⁹

According to Zulkarnain in his research said that one of problem student low achievement were caused by lack of confidence. Individual character with low achievement also expressed by as follows:

- a. Lack of personal responsibility in doing a job or activities
- b. Be apathy and lack confidence
- c. Have a work program but is not based on realistic plans and goals, as well as the weak implementation.
- d. Hesitant in making decisions.
- e. Actions are less focused on the goal.⁴⁰

The characteristics of individuals who have a low under achievement can be expressed, among others:

- a. Orientation in the past.
- b. Having a difficult task and not according to his ability.
- Does not have confidence in the face of duty, a sense of pessimism owned.
- d. Consider the success of luck.

³⁹ Yoshitaka S. TESL reporter. Capitalizing on cultural differences in English Foreign Language classroom in Japan. 1991. P.16

⁴⁰ Zulkarnain. Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau. Peran Kepala Sekolah dalam Meningkatkan Prestasi Guru di SMA Negeri 7 Merbau Kecamatan Merbau Kabupaten Kepulauan Meranti. 2013.p.35

- e. More take the risk level of work is weak, so it will be easy to achieve success.
- f. Love lazing and perform in a new way.
- g. Feel not enjoys a demanding job responsibilities and feel satisfied the extent of the achievements.
- h. Do not look for feedback from his actions when doing work that is unwanted.⁴¹

In a study conducted by Prantiya one of the characteristics of individuals who have low achievement can be seen from a weak effort and give up easily. Individuals with low achievement considered failures caused by the inability and lack of confidence.⁴²

Ability is a stability factor, which cannot be changed solely by ability. Therefore, the opinions of failure will be followed by a series of failures as well. From the opinions it can be concluded that the characteristics of individuals who have low achievement is the lack of responsibility in completing the task, lack of confidence in his ability and easy to give up on the difficult task as well as easy to give up when faced with failure.

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⁴¹ (http://www.academia.edu/5542779/_BERPRESTASI_SISWA.pdf) // di unduh pada tanggal 22 Januari 2016.pukul 10.pm

⁴² Prantiya, Tesis: Magister Manajemen Pendidikan Program Pascasarjana Universitas Muhammadiyah Surakarta. *Kontribusi Fasilitas Belajar Dan Motivasi Berprestasi Terhadap Hasil Belajar Kimia Pada Siswa Sma Negeri 1 Karangnongko Kabupaten Klaten*. Surakarta 2008.p.40

G. Review of Previous Study

There are some researches previously held by some researchers related to this study. Here are some previous studies which have in the similar sub skill in students' self confidence in speaking problems;

The first is a thesis with the title "An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies, Sunan Ampel Surabaya" written by Aida Fitria. In this thesis, she explains in detail about the problems which are faced by the fifth semester students of English Education Department IAIN Sunan Ampel. She conducted interview and distributes questionnaire to collect the data from sample of the research. She does the interview not only to the students, but also to the lecturer about the problems that students face. 43 And the problem faces by her study are: mother tongue used, lazy to open dictionary, lazy to practice speaking mastering grammar etc.

The researcher and Aida Fitria research have the differences problem in speaking. Aida focused in speaking problem and the researcher focus on student lack confidence, it's more specific speaking problem. The methods to collect the data are different. In this research, the researcher takes from document of speaking score and doing interview. Before interview the

⁴³ Aida Fitria, "An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies, Sunan Ampel Surabaya" Unpublished thesis (Surabaya: library of Islamic State University Sunan Amppel Surabaya, 2009)

researcher finds the categories speaking low score in the preview semester. So that the researcher can find and choose the categories on student low score which will be faced by the students with other.

The second is a research by Yuyun Eka Andraini under the title "Teacher and Student Problems in Teaching Learning Process of Speaking in MA Darul Ulum Waru Sidoarjo". In her study, she takes the teacher and the students of MA Darul Ulum as the subject of her study. She found out that the teacher of MA Darul Ulum faced some problems, such as; the passiveness of students in speaking class, students use their mother tongue frequently, students are afraid of uttering their opinion, and too many students are in class. The problems faced by students on her study are; limited vocabulary, less understanding in grammatical structure, the difficulties to arrange sentence, confused to choose the appropriate tenses, and pronounce incorrectly.

Yuyun's study and the researcher's study has similarity in finding the students' speaking problems, but her study also focuses on teacher problems in teaching speaking. The researcher study only focuses on students' lack confidence in speaking. On her study, she gives only the problems without the strategies to overcome those problems. She talks about two problems in

speaking that actually those can be only a problem, such as problems in tenses and grammar.⁴⁴

The third is "A Study of Students' Problem in Daily English Speaking Activity at SMA Pomosda Tanjung Anom Nganjuk" written by Yun Arita. Arita's study has relationship with this study in discussing about students' speaking problem. She also researches about how to overcome the students' speaking problem. Her study explains the common speaking problems without explaining specific problems in learning speaking skill.

She mentions some problems faced by the students in the result of her study, those are; students feel difficult to make sentence correctly, students are very hard to remember vocabularies. She explains about the causes why those problems occur, such as; the students only have a few vocabularies and use those vocabularies rarely. Students feel shy when pronounce incorrectly. The way to overcome the students' problem on her study is to do more exercise for the students and practice speaking with their partner (teacher and other students).⁴⁵

The fourth, a thesis from Hanunah by the title "Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Teacher Education Department of Tarbiyah Faculty IAIN Sunan Ampel

⁴⁵Yun Arita, "A Study of Students' Problem in Daily English Speaking Activity at SMA Pomosda Tanjunganom Nganjuk "(University Muhammadiyah Malang: unpublished thesis, 2008)

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⁴⁴ Yuyun Eka Andriani, " *Teacher and students problems in teaching learning process in speaking in MA DarulUlumSidoarjo*" (state institute of Islamic studies Sunan Ampel Surabaya: unpublished thesis, 2011)

Surabaya". In this thesis, she takes the second semester as the subject of her research. She chooses the second semester because they have taken speaking 1 subject, and they are considered to have some problems in speaking. She uses a structure or closed form questionnaire which contains of the questions and alternative answer to them. After distributing questionnaire, the researcher observes the students when they fill the questionnaire, in case they find difficulty or unclear questions. She analyzes the data by identifying the answer of the questionnaire and then getting the percentage of each item questionnaire.⁴⁶

The similarity between Hanunah's study and the researcher's study is focusing on speaking skill. The differences of those two studies are the problem in speaking, she focuses on strategis in overcome the problem and the researcher has focusing on student's who have lack confidence in speaking class. In the instrument she uses to collect the data is questionnaire, observes, in researcher's study also uses study document and interview guide to collect the data.

The Fifth is a thesis from Jamilah "Contributing Factor to the Inability in speaking of first and second graders of Ma'arif Senior High School 4 Driyorejo". She concludes that the causes of the inability in speaking of first and second graders during English lesson are; lack of motivation, lack of

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⁴⁶ Hanunah, "Students' Strategies in Overcoming Speaking problems in Speaking Class of second semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya" Unpublished thesis (Surabaya: library of Islamic State University Sunan Amppel Surabaya, 2009)

vocabulary, lack of grammar understanding, environment and lack of teacher's role and teacher's technique.

The similarity between Jamila's study and the researcher's study is focusing on the inability in speaking (speaking problem). The differences of those two studies are factors inability in speaking problems and the researcher is focus on students' lack confidence. She uses to collect the data is just questionnaire. In researcher's study also uses study document and interview guide to collect the data.⁴⁷

⁴⁷ Jamilah, Contributing Factors to the Inability in Speaking of First and Secong Grades of Maarif Senior High School 4 Driyorejo During the English Lesson, unpublished thesis (Surabaya: library of state Islamic institute (IAIN SunanAmpel), 2009)