CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents some important theoretical viewpoints related to the topic of study. It includes the description of speaking, self-confidence, and snake-ladder game. They are successful arranged as follows:

2.1 Speaking English

It is an oral communication which is needed interaction among two or more people. It is the way of someone to express her/his mind, ideas and thought freely and spontaneously. In speaking, we learn how to create a communication, and transfer the information directly in English. If the students are able to speak English they will convey their idea freely and do the interaction in the class communicatively.

Harmer (2001), mentions language skills are divided into receptive and productive skills, because a listener and reader as well as speaker and a writer share the same communicative purposes respectively. Speaking as productive skill means use the language have acquired and produced through speech that you want to others to understand. It is the most difficult aspects for students to be mastered. Besides, the students have to master all components of speaking skill in order to speak clearly and fluently.

2.1.1 The Components of Speaking Skill

According to Harmer (2001) speaking is a complex skill because it is concerned with components of comprehension, pronunciation, grammar,
vocabulary and fluency. The important components of speaking enlighten as follows:

1. **Comprehension**

   In speaking the comprehension refers to the speakers’ understanding about what they are saying, the speech which is share to the listeners in order to avoid misunderstanding of information. In addition, the function is to make the listeners simply to catch the information from the speakers by thinking while you listen to the speaker.

2. **Pronunciation**

   It refers to the production of sound. It’s the way how the speakers produce the language clearly when they speak. To make a successful communication happens, the speakers need to be able to carry understandable message for listeners. It means that the speakers can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

3. **Grammar**

   It is a way how the words modify their form and combine with other words to convey a meaning. Grammar needed for students to arrange grammatical sentence correctly in a conversation. Furthermore, grammar helps the learners to know the way to combine the words to be a sentence form correctly. From the definition has mentioned above, the writer concludes that grammar has important role in creating a good sentences by combining the words grammatically in form of sentences that carry a meaning.
4. Vocabulary

It is the important element in language which helps the speaker of foreign language express their ideas, feeling and thought both in oral or written form properly. Without vocabulary speakers cannot produce the words, speak fluently and accurately. The speaker of foreign language be supposed to master enough of vocabulary and has capability to utilize precisely. In this case, vocabulary as the base of language which helps the learners to make sentences or speech they want to say.

5. Fluency

Fluency defines as the ability to speak fluently, communicatively and accurately in communication. It refers to express oral language freely without any interruption. In learning speaking, the students who want to speak proficiently they need to be practice English frequently. All in all, fluency is the ability to speak accurately when communicated without any intermission to create a natural conversation as a native speaker.

2.1.2 Problems Faced in Speaking English

Speaking is considered as main language skill that should be enhanced by the students. It has been widely notice that they face many difficulties in speaking English. According to Ur (1996) there are four common problems of speaking, namely: inhibition, nothing to say, low or uneven participation, and mother tongue. They are explained in the following parts:

1. Inhibition deals with fear of making mistakes, losing face, criticism, shyness.
2. Nothing to say is learners’ problems which covering of difficulties in finding motives to speak, formulating opinion or relevant comment.

3. Low or uneven participation is often caused by the tendency of some learners to dominate in the group.

4. Mother tongue use is particularly common in less disciplined or less motivated classes; learners find it easier or more natural or express themselves in their native language.

There are various problems disturbed the students in speaking English. The most affecting problem in learning speaking is personality problems. As Park & Lee (2005) states that personality factors (including anxiety, lack of motivation and self confidence) highly affecting in learning second language. Among the personality factors, self-confidence is the most important one. The students who have enough self-confidence, they will success more. In contrast, they are often inhibited about trying to convey the words in foreign language when they are in the classroom.

Moreover, the students worry about audience’s attention, afraid of the audience will laugh at them when they are presenting something in English. To put it differently, students feel shame to speak English because they do not have enough self-confidence. Feeling nervous is caused by lack of self-confidence, and it is the huge problem for students in speaking English. The students cannot say anything because they feel really shy and suffer from a fear of making mistakes.
2.2 Self-Confidence

Self-confidence is attitude that allows the students to move forward and achieve the goals as accomplishing the task (Grubber, 2010). It involves of their capability to encounter the environment whether in the school or society. Exceedingly in school environment, self-confidence is the crucial part for students in classroom activity in order to make them are able to participate in learning process actively. Having high self-confidence, make the students are able to incarnate all of their capabilities and finish their task by moving forward freely in front of the class without any hesitation.

In contrast, students who are lacking on self-confidence became distrustful in conveying their thought, and fear of making mistakes. As well, Krashen (1982), in Park & Lee (2005) argues that the students who are able to avoid the negative attitude (including anxiety, lack of motivation, and self-confidence) will attain success in Second Language Acquisition (SLA). Beside anxiety also examined that self-confidence significantly affected learners’ oral performance. Avoiding negative attitudes, it will be a factor that determines their success in learning language and would have better oral performance.

2.2.1 Factors Affecting Self-Confidence

According to Anthony (2012), building self-confidence is being derived from several factors. The most important factors are describes as a follow:

1. Internal factors

   There are three parts present as internal factor, elaborate as follow:
1. Self-concept is a system of attitudes toward oneself. It deals with all of the personal aspects like feeling, perception, attitudes, learning, adjustment and values of oneself concerning with oneself. The formation of person’s belief begins with the development of self-concept derived from the association within a group.

2. Physical condition affects self-confidence. It deals with alteration of physical circumstances such as obesity, limb defects or the destruction of one of the senses is a deficiency that is clearly visible to others. Therefore, somebody cannot interact positively because a sense of inferiority that develops to be not confident.

3. Life experience is also important thing to develop a person's confidence. It means that successful experiences increase the development of high self-confidence, while the experiences of failure have lacked of self-confidence effect.

2. External factors

1. Social interaction deals with family, community, school and peers. It is important for self-confidence growth. By sending positive message, provide a sense of comfort for others is beneficial to the development of high self-confidence. On the contrary, exposure to negative messages decreases the level of self-confidence.

2. Education means that low levels of education tend to make individuals feel under a more intelligent power, whereas individuals with higher
education tend to be independent and do not need to rely on other individuals.

2.2.2 Effects of Self-Confidence on Speaking English

According to Brown (2004), among the four language skills the achievement of oral performance is thought to be highly correlated with self-confidence. The learners cannot speak the language or express themselves freely and fluently without some degrees of self-confidence. Students who have high self-confidence, they could perform better than they are who do not have enough self-confidence. By having self-confidence they have good achievement and have no doubt to move forward in front of the class in finishing their task.

On the other hand, the students with high levels of self-confidence tend to be calm in facing the difficult problems or tasks. On the contrary, the students with low of self-confidence simply give up when faced difficult situations, and also they are tend to be anxious and often distracted.

2.2.3 The Way to Enhance Self-Confidence to Overcome Speaking Problems

Anderson (2006) mentions several tips in enhancing self-confidence to overcome speaking problems while we are speaking, namely:

1. Speak as Much as Possible

   In learning spoken language practice is the most important thing. The more you practice, the better you get. In addition, the more you speak, the better your English. Practicing to speak English becomes an incentive to encourage speaking even more, because the better you speak the more confidence you are at speaking English.
2. Talk to Everyone

Talking to everyone is the way to gain confidence in speaking performance. It helps to solve speaking problems, such as inhibition, nothing to say, mother tongue and etc. Having talk to others, it slowly builds up the confidence by correcting each other’s mistakes.

3. Believe to Your Self

Believe in your self is capability to execute some measurement of own self. People with high self-confidence believe they can do something that they expect. In addition, believe in yourself that you can speak with more confidence in learning English and become a better speaker.

2.3 Snake-Ladder Game

According to Talak (2010), games are fun activities that promote interaction, thinking, learning, and problem solving strategies. It means that learners feel pleasure when they study by using fun activities because it makes them excited and interact unreservedly in learning the language without any pressure. Moreover, it is necessary to have a game which is meaningful. It means that games are used not only for fun, but also to review language lessons, and to facilitate the reluctant students to speak and communicate actively.

Kamali (2014) elucidates that Snake-Ladder game is one of board games that can be used as an interesting medium and increase students’ interest and motivation. As has been noted, Snake-Ladder game is the enjoyable game used to promote students’ achievement in learning process by interacting with others. Instead, in this research it used for motivating the students to speak English
confidently. Based on that reason, the researcher decided to use the Snake-Ladder game because it’s a very simple game that all children are able to play, as long as they are able to read and understand the instruction

2.3.1 The Snake-Ladder Game for Encouraging Self-Confidence in Speaking

In the early development, this game includes number and illustration which are dominated by the pictures of ladders and snakes. Margono (2004), commonly the ladders illustrate the go up and the snakes illustrate to go down step. In the game, pictures not only in form of compulsory pictures, numbers and any kind of shapes, but it aimed to motivate the students to speak English confidently by applying the game as medium for learning the foreign language.

2.3.2 How to Play Snake-Ladder Game

Fitriani (2016) mentions the simplest way to play this game. The procedures of applying Snake-Ladder game in encouraging self-confidence at speaking explain as follow:

1. Preparing the tools that used in Snake-Ladder game, such as dice, token, and a board which has already design based on the teaching topic.

2. Demonstrating and telling the rules how to play the game. In this section, the teacher considered dividing the students into 5 groups and each group consist of six players that should completed each other to gain the finish box.

3. The students must throw the dice and put their token to the appropriate box in the board. Then, the students must read and answer the questions have written in the flashcard inside the envelope. However, if the counter lands at the snake’s mouth, they should move his/her token over the snake’s body to its tail
and put their token at the box number. The game goes on this manner until one of the groups reach the finish box.

4. After the students read and answer the question, they should take a note and write it down their question and answer in paper sheet as material for presenting in front of the class.

5. While the students playing the game, the teacher take notes and observe the activity done by them.

2.3.3 The Strength and Weakness of Using Snake-Ladder Game

Snake-Ladder game is one of interesting games that can be used in teaching English. The game can be used as a media to educate, entertain and to build up an interactive communication among the students. Astri (2016), it makes joyful learning because activities in the class are not bored and motivate the students to be more active in participating learning process.

Astri (2016) also mentions the weakness of using Snake-Ladder game in teaching speaking are the teacher needs to prepare all the tools used in the game, for instance a dice and small pieces which used for moving around by the players. Besides, the teacher has to look up and control closely during the activities in the class. Based on that reasons the researcher decided to develop Snake-Ladder game, so that it can be used as media to built and reinforce students’ self-confidence as well as eliminate their anxiety to perform without any fear in the class by playing and working together in team.