

Chapter Two

Literature Review

This chapter presents definition of speaking performance, aspects that influence speaking performance, the definition of oral presentation, language learning strategies, and the benefit of oral presentation. The difficulties of oral presentation is also explained in this chapter. The last explanations is about comprising of definition of self-talk strategy, the definition of positive and negative self-talk strategy (types of self-talk strategy).

Speaking Performance

Every day, people speak to each other. They speak to some various aims, such as to share their idea, to tell their opinion, and to tell their daily life. Merriam-Webster Dictionary (2018) indicated that through speaking students can express their ideas, feelings, and thought orally. The way students express their ideas, feelings, and thought orally is also called oral communication.

Moreover, Finnochiaro and Brumfit (as cited in Nirmawati, 2015) argued that speaking is giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation. Speaking is not only speak whatever people want to say, but they also should make the partner who speak to them understand the content of the conversation that they talk about. There are some scoring categories of assessing speaking, as proposed by Brown (2004). The aspects are grammar, vocabulary, comprehension, pronunciation, and fluency.

Grammar. Huddleston and Pullum (2010) stated that grammar organizes the form of a sentence and the unit that smaller such as words, clauses, and phrases. It is important to pay attention to the arrangement of the sentences and the use of appropriate grammar in speaking. When students speak using grammar correctly, it will make the listener easier to understand the topic. Grammar also trains the students to speak suitably to the rules of communication (Septiani, 2014).

Vocabulary. Taylor (as cited in Misbahudin, 2011) said that vocabulary is important for the learners. Misbahudin (2011) added that the more students mastery the vocabulary, the better they perform in all aspect of English language. Students must have a lot of vocabulary in language learning. Students who have a lot vocabulary will be easier to communicate with other. Besides, it also helps students to get another word or synonym of the words when they stuck or forget what they want to speak.

Comprehension. Brown (as cited in Brown, 2004) argued that comprehension is students' ability to understand any conversation. It means students have understanding about the context of the conversation. They understand the discourse clearly, and they can collect the new information or share some information to the others from the discourse.

Pronunciation. Based on Longman Dictionary (2000), pronunciation is one of the way how sounds are produced. The speaker has to produce clear language when they speak to other to make successful communication. Successful communication happens if the speaker is able to convey the ideas to the listeners

clearly. The speaker is able to convey their ideas clearly by paying attention to the pronunciation such as stress, rhythm, and intonation.

Fluency. Fluency is the ability to produce the spoken language without undue pausing or hesitation (Skehan as cited in Wang, 2014). It means students as speaker have to be competent to speak quickly and automatically. Besides speaking quickly and automatically, the students should make sure if the idea that they want to share with their friends has the same meaning without reducing the content or the idea itself. Hence, in fluency part, students convey the ideas that they want to inform to their friends fluently, so their friends understand about the idea that they convey to them.

Thus, there are five points of scoring categories of students' speaking performance. The five points are grammar, vocabulary, comprehension, pronunciation and fluency. These points can be useful for judging students's speaking performance, whether their speaking performance is good or not.

Oral Presentation

One of the assessments to assess students' speaking performance is oral presentation. According to Baker and Emden (2000), oral presentation is an activity which includes formal conversation, speaking to group as a natural activity. Most of people spend hours of their daytime, speaking to others, however making an oral presentation that is a formal conversation, it is difficult task for them. In addition, Melion and Thompson (as cited in Nadia, 2013) proposed that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to English

Second Language or English Foreign Language in all their education subject and later in their work. In conclusion, oral presentation can be defined as an activity using formal style to conversation with others. By doing oral presentation, the students can learn an important skill that useful in education field and their future work.

According to Al-Issa and Al-qubtan (2010), oral presentation has benefits such as students can practice their speaking skill; it develops students' understanding about the topic of presentation; students are able to use technology; and it helps to improve students' self-confidence. The other benefit of oral presentation is it helps students to collect, inquire, organize, and construct information (Nadia, 2013).

Despite the benefits of oral presentation, students also face some difficulties when doing oral presentation. Chuang (2009) said that one of the difficulties that students face in oral presentation is feeling nervous, anxiety, and fear of speaking. In addition, Subasi (2010) argued that the reasons behind students' anxiety is students are lack of vocabulary. The other reasons are students' personal characteristics like shyness, the fear of perform in front of their friends, students' self-confidence, and students' physical appearance (Al-Nouh, Abdul-Kareem, & Taqi, 2015).

Overriding the difficulties that students feel about the oral presentation, students can learn more from the oral presentation and get more benefit from it. In conclusion, the oral presentation is important for students, and it can be used in teaching and learning process.

Language Learning Strategies

Rose (2015) stated that language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or to use a language more effectively. The most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. All of the strategies in language learning can be beneficial for students, but not all of the strategies can be used by students. They should look for the most appropriate strategies that can be used by them.

O'Malley and Chamot divided the language learning strategies into three types. The types are explained as follows:

Metacognitive strategies. According to Oxford (2003), metacognitive strategies are used to organize the whole process in teaching and learning process. Hence, in the metacognitive strategies, students have high understanding about whole knowledge in teaching-learning process. By this strategies, students can manage their learning activity affectively.

Social/affective strategies. According to Oxford (2003), this strategy is useful to help students work with others. This strategy is used to help increasing students' understanding by social interaction. Moreover, social strategies also used to understand the target culture as well as the language. Several examples of social strategies are asking question to get more explanation, asking for the material that still make confuse, asking for help in doing a language task, being brave to talk with native speaker, and exchanging the each of cultures and norms.

Cognitive strategies. Gagne (as cited in Salim, 2012) stated that cognitive strategy is students' internal ability to help students in learning process. This strategy helps students to face their social interaction. Weinstein and Mayer (as cited in Salim, 2012) added that cognitive strategies describes students' learning style and how students motivate themselves in teaching and learning process. If students use this strategy, students are able to motivate themselves. Thus, it is important for students to have cognitive strategies to reach good competition in learning.

Self-Talk Strategies

One of the examples of cognitive strategies is self-talk strategy. Stamou, Theodorakis, Kokaridas, Perkos, and Kessanopoulou as cited in Hidayat and Budiman (2014) stated that self-talk is a cognitive technique that involves the activation of intellectual processes to change or influence existing thought patterns. In addition, Hardy, Gammage, and Hall as cited in Zetou, Nikolaos, and Evaggelos (2014) proposed that self-talking as the internal dialogue in which the individual interprets his lived perceptions, changes his evaluations and beliefs, and gives himself instructions and reinforcements. Self-talk strategy belongs to the category of cognitive in language learning strategies.

Lepadatu (2011) found out that self-talk is an important tool for the learning process. Self-talk strategy is concerned with students' activeness that motivates them more to speak English and even affects their self-confidences and fluency (Hidayat & Budiman, 2014). Hence, self-talk strategy is a technique that using dialogue between someone and his or her inner self that have purpose to

evaluate someone's thought patterns to be better, develop self-regulation, and increase their self-confidence.

Based on the explanation above, self-talk strategy can be useful to improve students' speaking performance in oral presentation. Students need high self-confidence when they do speaking performance in oral presentation. Students can get self-confidence through self-talk strategy. They can motivate themselves through self-talk strategy.

In addition, Wiley (as cited in Alicia, 2010) explained that there are two types of self-talk strategy, namely positive self-talk strategy and negative self-talk strategy. Zetou, Vernadakis, Bebetos, and Liadakis (2014) argued that positive self-talk strategy is a good communication between students and their inner to support themselves. It is also useful to improve self-confidence; and self-evaluation, maximize the effort, and increase students' performance. On the other side, Zetou et al. (2014) added that negative self-talk is a bad communication that happens between students and their inner that can cause underrate themselves, blame themselves, doubt to their own ability, and criticism themselves.

Positive Self-Talk Strategy

According to Nielsen (2008), positive self-talk is a conversation that happen between someone and innerself about self, others or environments. Alicia (2010) added that positive self-talk is very useful to students because it can motivate students. Positive self-talk also said as a praise form, for example (well done), (great), (good job), (you can do it) and else (Australia, 2004).

Benefits of positive self-talk strategy. Positive self-talk strategy is useful to make students become more positive, and have rational attitudes (Commonwealth of Australia, 2004). Commonwealth of Australia (2004) added that positive self-talk strategy helps students to improve their self-confidence to face difficulties to success by giving and using praise words to themselves. Students can get many benefits from positive self-strategy. There are some benefits of positive self-talk strategy. The explanation is presented below:

Motivating. Positive self-talk strategy can be very helpful for students who have less motivation (Hamzah as cited in Alicia, 2010). Motivation is needed by students in teaching and learning process. Motivation is so useful to make students more passionate in joining the course. Students who have motivation usually keep encouraging themselves to do everything better. They will motivate themselves to increase their skill on and on.

Improving students' self-confidence. Self-confidence is important, especially for students. Students will need high self-confidence in teaching and learning process including in speaking class. In speaking class, students have to have high self-confidence because they should talk in front of their friends, convey the material clearly, and answer some questions from their friends. To do all the things well, students should improve their self-confidence. Therefore, students should have positive self-talk strategy in their mind because it can help them to improve their self-confidence. Ford (2015) said that the importance of positive self-talk is used for enhancing high self-esteem.

Coping with difficulties. Students will think positively if they can through the problem in the teaching and learning process. Based on Hardy, Gammage, and Hall (as cited in Linnér, 2011), positive self-talk strategy helps students coping with difficulties. They will give cheer to themselves if they can face the difficulties. They will be brave to face the difficulties by using positive self-talk strategy.

Shaking off depression and anxiety. According to Ford (2015), the function of self-talk has been associated with the severity of anxiety and depression. There are so many students feel anxiety dan little bit depression if they do speaking performance. Thus, self-talk can be one way to overcome anxiety.

Decreasing worries and threats. Kley, Caffier, and Heinrichs as cited in Ford (2015) stated that self-talk is generally related to future worries and threats. One of the problems faced by students is they feel worries for something bad that will happen when they do speaking performance. For example, they cannot answer the question from their friends or teacher. Though it has not happened yet, they are already worried. Therefore, they can use self-talk strategy to reduce the problem.

Learning from past losses and failure. Based on Kley, Caffier, and Heinrichs as cited in Ford (2015), self-talk is a way to associate with past losses and failure. To improve their speaking performance, students can learn from their past losses and failure of their speaking performance. Self-talk helps students to do it.

Conceptual Framework

One of the ways to assess students' speaking performance is oral presentation. Speaking performance in oral presentation is often used to assess the students speaking skill because it helps teachers to see the level of students speaking skill. Besides, speaking performance in oral presentation is also useful to train the students to convey their ideas formally. Unfortunately, some students still cannot showing their good speaking performance in oral presentation because of some difficulties such as lack of self-confidence, feeling nervous, getting shy to talk in front of their friends, and lack of vocabulary. Likewise Chuang, El-Enein, Alwi, and Sidhu (as cited in Al-Nouh, Abdul-Kareem and Taqi, 2015) stated that feeling nervous, anxiety, and fear of speaking are the difficulties faced by students in oral presentation.

Theodorakis, Weinberg, Natsis, Douma, and Kazakas (as cited in Liner, 2011, p. 1) defined self-talk as "what people say to themselves either out loud or as a small voice inside their head". Based on that definition, self-talk strategy can be defined as internal conversation that happens personally between someone and their inner self. Self-talk strategy can be divided into two group. Hardy (as cited in Liner, 2011) argued that the content of self-talk consist of two part, positive and negative.

Lepadatu (2011) stated that self-talk is an important tool for the learning process. Self-talk strategy concerns on students' activeness that more motivates them to speak English and even affects their self-confidences and fluency (Rista, 2017). This is why positive self-talk strategy is useful to using to be used in

speaking performance in oral presentation. Positive self-talk strategy can make students more confidence with their ability by motivating themselves using prasing words so that students are capable to perform speaking performance better. Finally, the conceptual framework of this study can be figure out below:

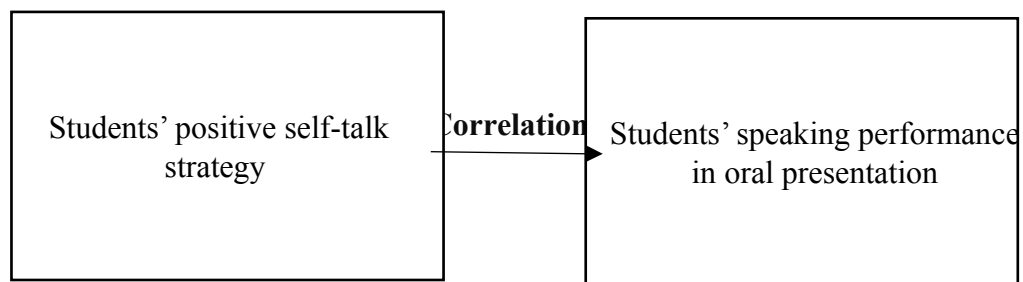


Figure 1. Conceptual Framework

Hypothesis

Alternative hypothesis (H1). There is a significant correlation between students' positive self-talk strategy and their speaking performance in oral presentation at English Language Education Department of a private university in Yogyakarta.