

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
SELF-CONFIDENCE IN SPEAKING ENGLISH**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain a Bachelor of
Education (B.Ed) in English Language Education Program*



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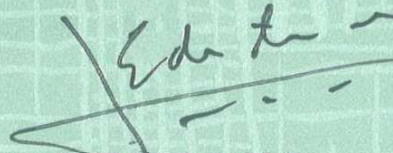
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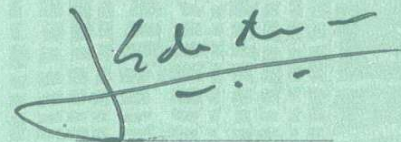
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ABSTRACT

Safitri, 2024. The Correlation between Vocabulary Mastery and Self-Confidence in Speaking English. Thesis. Bachelor of English Education, Faculty of Languages and Arts, Universitas Negeri Padang.

This study aims to ascertain whether vocabulary mastery and self-confidence in speaking English correlate. The research employed quantitative research methods. The research samples were selected by cluster random selection, which included 37 second-year students from the English Education Study Program. The instruments of this research were tests; a speaking test and a vocabulary test, and a self-confidence questionnaire. Data analysis techniques in this research used single correlation using the Pearson Product Moment and multiple correlation using the Multiple Linear Regression. Based on the findings of the research, it was found that the mean score on vocabulary test was 82. From the results explained, it can be concluded that in this research, the students mostly have a Very Good vocabulary mastery level in speaking English. Then, the student's mean score of the student's self-confidence was 81. Thus, it can be concluded that in this research, the students mostly have a Moderate self-confidence level in speaking English. Moreover, from the data analysis of this research, the researcher found the result of the testing simultaneous correlation between vocabulary mastery and self-confidence in speaking English, it was found that the Sig. 0.212 which is more than 0.05 (> 0.05). Therefore, based on the results above, the H_0 hypothesis was accepted and the H_a was rejected. Thus, it can be concluded that there is no simultaneous correlation between vocabulary mastery and self-confidence in speaking English. The absence of this relationship suggests that high vocabulary mastery and self-confidence do not tend to rise or fall with student's speaking skills.

Keywords: *correlational, speaking skills, vocabulary mastery, self-confidence*

ABSTRAK

Safitri, 2024. Korelasi antara Penguasaan Kosakata dan Kepercayaan Diri dalam Berbicara Bahasa Inggris. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui apakah penguasaan kosakata dan kepercayaan diri dalam berbicara bahasa Inggris berkorelasi. Penelitian ini menggunakan metode penelitian kuantitatif. Sampel penelitian dipilih secara cluster random, yang mencakup 37 mahasiswa tahun kedua dari Program Studi Pendidikan Bahasa Inggris. Instrumen penelitian ini adalah tes; tes berbicara dan tes kosakata, dan kuesioner kepercayaan diri. Teknik analisis data dalam penelitian ini menggunakan korelasi tunggal dengan menggunakan Pearson Product Moment dan korelasi ganda dengan menggunakan Regresi Linier Berganda. Berdasarkan hasil penelitian, ditemukan bahwa nilai rata-rata tes kosakata adalah 82. Dari hasil yang telah dijelaskan, dapat disimpulkan bahwa dalam penelitian ini, sebagian besar siswa memiliki tingkat penguasaan kosakata yang Sangat Baik dalam berbicara bahasa Inggris. Kemudian, nilai rata-rata siswa dari kepercayaan diri siswa adalah 81. Dengan demikian, dapat disimpulkan bahwa dalam penelitian ini, sebagian besar siswa memiliki tingkat kepercayaan diri yang sedang dalam berbicara bahasa Inggris. Selain itu, dari analisis data penelitian ini, peneliti menemukan hasil pengujian korelasi simultan antara penguasaan kosakata dan kepercayaan diri dalam berbicara bahasa Inggris, ditemukan bahwa nilai Sig. 0.212 yang lebih dari 0.05 (> 0.05). Oleh karena itu, berdasarkan hasil di atas, hipotesis H_0 diterima dan H_a ditolak. Dengan demikian, dapat disimpulkan bahwa tidak terdapat hubungan secara simultan antara penguasaan kosakata dan kepercayaan diri dalam berbicara bahasa Inggris. Tidak adanya hubungan ini menunjukkan bahwa penguasaan kosakata yang tinggi dan kepercayaan diri tidak cenderung naik atau turun seiring dengan kemampuan berbicara siswa.

Kata Kunci: korelasional, keterampilan berbicara, penguasaan kosakata, kepercayaan diri

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an activity that is carried out every day in verbal communication, hence speaking plays a significant role in life. According to Nunan et al., (2003, p. 48), speaking is a productive aural/oral skill that produces systematic verbal utterances to convey meaning. Thus, speaking can be interpreted as a tool used to communicate, share information, and convey ideas or opinions to other people. In addition, Bailey (2002, p. 121), mentions that speaking is the most basic human skill. Furthermore, Huebner (1960) in Hotimah (2020, p. 210), states that speaking is a skill used by someone in daily life communication whether at school or outside.

Speaking is one of the essential skills in English that must be mastered. The reason why speaking English is important is because, in this era of globalization, there have been drastic changes occur when people have a strong desire to achieve something. The desire will be achieved when they clearly express their ideas and opinions to other people. Rao (2019, p. 1) mentions that nowadays, English is widely spoken throughout the world. It means that English speaking skills are an important skill to be able to communicate well in this global world.

However, having a simple conversation is not an easy process especially when speaking a new language as Thornbury (2005) states speaking is a real challenge to most language learners. Therefore, so many problems that students

face when learning to speak English. In speaking English, many students feel nervous, afraid of making mistakes, embarrassed to speak, and lack of self-confidence. Brown (2001, p. 269) mentions that one of the main obstacles that learners face in learning to speak is the anxiety generated by the risk of saying something wrong, stupid, or incomprehensible. Moreover, other problems include grammar, vocabulary, pronunciation, accuracy, and fluency. These opinions are related to several expert opinions (see Meinawati et al., 2020; Harris, 1969; Brown, 2001; Mega & Sugiarto, 2020).

Based on the problems above, the problems are related to the speaking component. The components of speaking are grammar, vocabulary, pronunciation, accuracy, and fluency. According to Harris, (1969, p. 81), five components generally recognized in speech process analysis are pronunciation, grammar, vocabulary, fluency, and comprehension. Hughes (1989, p. 110) also indicates there are some aspects concerning speaking which are accent, grammar, vocabulary, fluency, and comprehensibility or accuracy.

According to the aspects of speaking, vocabulary could be one of the factors influencing student's English speaking skills. Vocabulary becomes the key to the language to communicate. In order to be a good speaker, students must continue to develop their vocabulary. Based on Schmitt & McCarthy (1997, p. 140) students must know the word so that good communication can be maintained. Many factors may cause insecurity which also affects speaking skills, including the lack of vocabulary. The limited amount of vocabulary that students know can affect their speaking skills. Thus, they cannot make sentences

without knowing the vocabulary to represent their thoughts, feelings, opinions, and ideas. This is why vocabulary means so much in speaking, it is said that vocabulary is the center of language where vocabulary is the biggest component in speaking used to communicate with the world in this era of globalization, and learning a language can be proven by success in mastering vocabulary.

Another factor that may influence speaking skills is self-confidence. Students tend to have low self-confidence when they are instructed to speak English because they have anxiety, and feel afraid, or embarrassed to express their feelings in public (Brown, 2001, p. 269). Throughout the literature, self-confidence has been defined in several ways. Generally, this definition involves belief in one's ability to perform (Bandura, 1977; Chemers et al., 2000; Clark et al., 2008 as cited in Greenacre et al., 2014, p. 3).

Confidence in speaking is a condition where a person is not burdened or anxious in expressing his opinion in public. The higher a person's confidence in speaking English, the smoother the process will be in achieving the expected results. The statements related to this view were also confirmed by Brown (2005, p. 154) who states that there is no activity can be done successfully without self-esteem, self-confidence, self-knowledge, and self-efficacy of the ability to do the activity successfully. Nety, Wahyuni & Nurhaeni (2020, p. 10) also mention that self-confidence is the deepest meaning of speaking. Hence, if students are not confident enough to speak, then the message or idea that want to convey to others will not be conveyed. Therefore, self-confidence is also one of the inhibiting factors for learning foreign languages.

These phenomena have inspired a previous researcher to examine the contribution of vocabulary mastery and student's self-confidence toward speaking skills conducted by Mega (2018). The result of the research showed that there is a relationship between each variable. The existence of this positive relationship states that student's vocabulary mastery and self-confidence tend to rise or fall together with student's speaking skills. The researcher used tests to collect data on vocabulary mastery and speaking skills, also a questionnaire to collect student confidence data with a population of all first-semester students, and 50 students were taken randomly as research samples.

Next, Hidayati (2021) has constructed research about the relationship between student's self-confidence and speaking performance. The researcher used two types of instruments in collecting data from two variables. The instruments used were questionnaires and speaking tests. The questionnaire was used to measure the student's level of self-confidence. Then the second instrument is a speaking test. The results show that self-confidence and speaking ability have a positive relationship. It means that the relationship between the two variables states that 5th-semester students of IAIN Palangka Raya's language department who have high self-confidence will have high speaking performance scores.

On the other hand, the research conducted by Seftiani et al., (2018) also examined the correlation between student's self-confidence and speaking ability. The result of this research showed that student's self-confidence and speaking ability have a significant positive correlation in student's self-confidence and

speaking ability at the tenth grade of SMAN 5 Kabupaten Tangerang in the Academic Year 2018/2019.

Then, Julianti (2020) researched the correlation between student's vocabulary mastery and their speaking ability. After doing the hypothetical testing, the result of the research was a positive correlation between student's vocabulary mastery and their speaking ability. Thus, the previous research above proved the correlation between student's vocabulary mastery and their speaking ability in the second semester of the eleventh grade at the SMAN 17 Bandar Lampung in the academic year 2019/2020 is successful.

Lastly, Putri & Refnaldi (2020) researched to investigate the correlation between student's vocabulary mastery and speaking ability. The research found that student's vocabulary mastery and speaking ability were fair. Furthermore, there was a strong correlation between student's vocabulary mastery and speaking ability.

There has been a lot of research on the correlation between self-confidence and speaking or vocabulary mastery and speaking. It indicates that speaking has a positive correlation with some variables like vocabulary mastery and self-confidence. However, there are still few studies on the relationship between vocabulary mastery and self-confidence in speaking English, especially at the university level. Thus, this research then fills the gap in investigating the correlation between vocabulary mastery and self-confidence in speaking English.

B. Identification of the Problem

Based on the background of the problem explained above, the researcher could identify three problems that appear in speaking English. The first problem that faced by students when learning English is they usually get nervous when speaking using English. The second problem is they have lack of vocabulary mastery. The last problem refers to the student's self-confidence. Therefore, this research examined the correlation between vocabulary mastery and self-confidence in speaking English.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher set a limit to this research by only identifying the correlation between vocabulary mastery and self-confidence in speaking English.

D. Formulation of the Problem

Referring to the background, identification, and limitation of the problem above, the problems of this research can be formulated as "Is there any correlation between vocabulary mastery and self-confidence in speaking English?"

E. Research Question

1. What is the student's vocabulary mastery level in speaking English?
2. What is the student's self-confidence level in speaking English?
3. Is there any correlation between student's vocabulary mastery and student's speaking skills in speaking English?

4. Is there any correlation between student's self-confidence and student's speaking skills in speaking English?
5. Is there any simultaneous correlation between vocabulary mastery and self-confidence in speaking English?

F. Purpose of the Research

The purposes of this research are:

1. To find out the student's vocabulary mastery level in speaking English.
2. To find out the student's self-confidence level in speaking English.
3. To find out the correlation between student's vocabulary mastery and student's speaking skills in speaking English.
4. To find out the correlation between student's self-confidence and student's speaking skills in speaking English.
5. To find out the simultaneous correlation between vocabulary mastery and self-confidence in speaking English.

G. Significance of the Research

Theoretically, the significance of the research is to provide theoretical evidence of the correlation between vocabulary mastery and self-confidence in speaking English. In addition, this research also aims to provide an overview of how much contribution is given by vocabulary mastery and self-confidence to student's speaking skills. Practically, the result of this research can be useful for lectures, as it can help them to measure student's speaking skills through other factors such as vocabulary mastery and self-confidence. In its application, lectures can also help improve student's speaking skills by practicing their

vocabulary mastery and self-confidence. Similarly, for the students, the research's findings can motivate them to enhance their self-confidence when performing tasks, especially speaking skills.

For researchers, the findings of this research are also expected to be a useful resource for the next researchers who will carry out studies on the correlation of vocabulary mastery and self-confidence in speaking English or even with other variables.

H. Definition of Key Terms

1. Vocabulary Mastery

Vocabulary mastery is a person's ability to use and understand the language words he has learned in certain situations to apply them in their life. Vocabulary Level Test (VLT) is a standardized and authorized vocabulary test developed by Webb et al., (2017).

2. Self-Confidence

Confidence refers to a person's ability to take appropriate and effective action in any situation no matter how challenging it may be for themselves or others Burton & Platts (2006, p. 10). It means that student's self-confidence refers to their feeling of trust, showing the ability to take action in all situations, as well as self-assessment in achieving their goals.

3. Speaking

Speaking is the productive aural/oral skill that produces systematic verbal utterances to convey meaning (Nunan et al., 2003, p. 48). To master speaking skills, students must practice a lot to achieve this goal.