The Effects of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill

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Article Info

Abstract

The aims of this research are; a) to determine the effects of self-confidence and vocabulary mastery on students' speaking skill. b) To find out the effect of self-confidence on students' speaking skill. c) To find out the effect of vocabulary mastery on students' speaking skill. d) To find out the correlation between self-confidence and vocabulary mastery on students' speaking skill. This research used descriptive verification method with ex post facto and survey approach. The instruments used are questionnaires distributed to students. The results of this research are; a) there is effect of self-confidence and vocabulary mastery on students' speaking skill. b) There is effect of self-confidence on students' speaking skill. c) There is effect of vocabulary mastery on students' speaking skill. d) There is a correlation between self-confidence and vocabulary mastery on students' speaking skill.

INTRODUCTION

Communication is an activity to transfer the information through exchanging ideas or messages in kinds of utterances, pictures, signals, writing or behavior. Language is one of the communication tools used to deliver or to respond the information among members of society in kinds of sound symbols that is produced by human speech. The ability to communicate in English is a demand that has to be filled by every member of world society who want to participate actively in international businesses or those who are passively involved because of knowledge and technology transformation. They have introduced English Language in their education curriculum at all levels. The principal of teaching English is Communicative Language Teaching.

As mentioned before that spoken or oral communication is dominantly

used in communication. Therefore, one has to be able to speak English to take part actively in international affairs. However, speaking is a hard part in learning foreign language. Learners have to become competent in communicating in a foreign language through mastery the language. That language factor is the issues of proficiency in the use of the foreign language such as mastery of vocabulary, intonation, stressed syllables, grammatical structures, pronunciation, sentence formation, and appropriate situation to apply them. Vocabulary is one of language elements considered necessary for language mastery. Linguistic study showed that vocabulary is more important than the structure since a thought is mainly delivered by a word. Wilkins (1983: 111) argued that a message still can be delivered without grammar but a message cannot be delivered without vocabulary. After mastering of the vocabulary, students are expected to be able to communicate fluently.

One of affective factor is the confidence. Brown in his theory of Teaching by principles" places confidence that he calls as Willingness to Communicate (WTC) into Socio affective category. According to Brown (2007:73), confidence is the capability of taking risk in having mistake in the effort of using the language actively and passively. If students can develop their confidence of doing something, then they are ready to take any risk in doing mistakes, ready to try the foreign language that they are learning, ready to use it as its purposes, willing to ask questions and be determined to accomplish the communication. Furtehermore, Tambunan (2018) says psychological factors may also hinder the college students from practicing their speaking in English class. Hence, considering the importance of vocabulary mastery and confidence, the writer is interested in doing research on the effect of vocabulary mastery and confidence towards students' speaking skill. The result of the research will show the data whether factors both vocabulary mastery and self-confidence have positive impact or negative impact towards students' speaking skill. The student's competence in listening, speaking, reading and writing should be followed by vocabulary understanding. The student must add their vocabulary as many as they can. In the other words, it can expand their knowledge in communication.

We need a lot of vocabularies to improve our speaking skills. Speaking as a communication activity has a kind of scope or area that skills can apply. Speaking needs performance, expression, intonation, stressing, pronunciation, grammar and

confidence to explore the idea or opinion. In speaking ability, the most effective tool for communication is speaking, because it can be comprehended quickly. Speaking is a crucial part of second language learning and teaching. Speaking is used more often and it is more important to make students or adults orally express their message to show their feeling, ideas, happiness, angry and emotion. Speaking scope is limited in grammar, vocabulary, and pronunciation accuracy because they are more important in speaking than writing.

In speaking, the students must have many vocabularies. They should be master of vocabulary to effect that they can use it fluently add to their feeling of competency in expression. Of course competent speakers of the language also know the lexis or vocabulary of a language, although that knowledge will vary depending, for example, on their education and occupation. They know what words mean and they also know the subtleties of some of those meanings. The goal of teaching speaking skills is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Advanced students are required to use and communicate English orally. However low skill of students' English speaking happens in MA Negeri 1 Serang. It is interesting phenomena and encouraging to investigate.

The problem that existed in the students of MA Negeri 1 Serang is that students have not been able to speak English or to perform dialogue in English in the classroom or the outside classroom; they have difficulty in speaking in English. Based on the problems that the researcher found there are several factors that affect the difficulties of students of MA Negeri 1 Serang in speaking English, namely; 1) the lack of students' self-confidence in speaking English, they are not confident to dialogue with their own friends and also with their English teachers in the classroom or outside the classroom, they are afraid of misplaced English, even they are embarrassed in saying a few sentences in English. 2) lack of vocabulary mastery in English, vocabulary plays an important role to increase students' competence in speaking English.

This research aims to determine; (1) The effects of self-confidence and vocabulary mastery on students' speaking skill class XI Students MA Negeri 1

Serang the academic year 2017/2018. (2) The effect of self-confidence on students' speaking skill. (3) The effect of vocabulary mastery on students' speaking skill. (4) Correlation between self- confidence and vocabulary mastery on students' speaking skill at class XI in MA Negeri 1 Serang in the academic year 2017/2018.

THEORETICAL FRAMEWORK

a. The Nature of Speaking Skill

Speaking is a means of communication where the meaningful messages are produced by a speaker and received by a listener in such a way so that there is an interactive process between the speaker and the listener. According to Sprat and Pulverness (1998:35) speaking is a productive skill like writing by involving speech to express meanings to other people that producing some words that represent one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Nunan (2000: 75) explain that as a productive oral skill, speaking deals with the meaning negotiation and the active use of language to express meanings so that others can make sense of them.

The mentioned theories above show that speaking is a way of communication by using speech to express meaning from the speaker to the receiver and involving non-verbal system in a kind of interaction process to make the meaning clearer. Nunan (2000:98) argues that speaking skill is the most important aspect of learning a second language. Since speaking is the basic and an important skill in communication, therefore speaking is viewed as the most demanding of the four skills. In other words, being able to speak fluently is urgent in students' language learning. Florez (1999:98) stated that speaking requires the earners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they need to understand when, why, and in what ways to produce language (sociolinguistic competence). Thornbury (2005:13) stated that speaking serves as a transactional function and interpersonal function.

b. The Nature of Vocabulary

Vocabulary is the name for words that one must know in order to listen, speak, read and write. The word vocabulary entered the English lexicon in the

1530s and is derived from the Latin word `vocabularium , meaning 'a list of words'. Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Wehmeir, et.ail. 2005:367). According to Hatch and Brown (1995:1) vocabulary refers to a list or set of words that individual speaker of a language might use. Vocabulary has long been regarded as a vital component of communicative language ability. Based on those theories, we can say that vocabulary is an essential language element in a kind of words that are used to speak, listen, read and write in a certain language.

Vocabulary mastery plays an important role in learning language. There are some definitions of mastery that are proposed by experts. Swannel in Anisa (2010:6) defines mastery as a comprehensive knowledge. According to Culson in Annisa (2010:6) mastery is skill to use the knowledge. It means that mastery is ability to use one's knowledge. Wilkins (1983:155) summarizes that knowledge of language demands mastery of its vocabulary as much as of its grammar. He suggests that learners must experience considerable exposure to the language. Therefore, vocabulary, as a bearer of meaning, is considered to be very important the language acquisition process. Krashen & Tennel in Benettayeb (2010:20) argued that acquisition will not take place without comprehension of vocabulary. Having a limited vocabulary is a barrier that prevents students from learning a foreign language. Vocabulary is the stock of words used language.

As Nation states (2002:267) that vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately controlled and monitored. Furneaux (1999:369) argued that learning vocabulary receives greater Motion in many textbooks and language programs such as the nature of vocabulary, vocabulary pedagogy, and vocabulary acquisition.

c. The Nature of Self-Confidence

According to Brown (2000:90) self-confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life. In other words, a person with a high self-confidence has a realistic view of themselves and their capability which makes them persistence in their endeavour. Carver et.al in Al-Hebaish (2012:60) defined self-confidence as individual's overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, Like or dislike

themselves. Corsini (1994:102) viewed self-confidence as the way of feels about oneself or the sense of personal worthy and competence that people with their self-concept. Cummings and Dunham as cited by Al Hebaish (2012:60) suggested that self-confidence as the degree to which an individual believes in himself or herself. To be capable, significant and worth. In general, self-confidence refers to attitudes and beliefs towards oneself. According to Neill (2005:1) self-confidence is constructed by the combination of self-esteem and self-efficacy.

A person who has low self-esteem believes that he of she is worthless or inadequate while a person who has sign self-esteem believes otherwise. Self-efficacy on the other hand is the belief in s capacity to succeed at tasks. Self-efficacy according to Neill (2005:2) can be general or specific where general self - efficacy is believed about one's ability to perform specific tasks in certain things. Clement, Dornyei and Noel (2001:42) stated that self-confidence is students who have combination between high self-esteem; and low anxiety.

In other words, students who have high self-confidence will see themselves worth, believe in their capability and dare to take risks in language acquisition. As explored the theories above, self-confidence can be described as a character that someone possesses who see himself or herself valuable and has belief to be able to accomplish the tasks and has low fear or nervousness by daring to take a risk in doing anything including learning foreign language in particular. Rubio in Al Hebaish (2012:61) cited that foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable. Dornyei, Clement, Noel (2001:54) stated that Students who show little anxiety and motivated to learn English and find the course easy is called as self-confidence. According to Brown (2000:93) General self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences. Brown (2000:94) further explained that self- confidence being derived from several factors. The most important factors which build self-confidence are:

1. Personal experiences; successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect.

2. Social messages received from other. Community, home, school, and peers are important for self-confidence growth. Sending positive messages for others is thought to be detrimental to the development of high self-confidence.

It can be concluded that people with high self-confidence is a key factor in

resilience; people who believe they can succeed, are more likely to bounce back after setback since they believe in themselves and see themselves worth. Among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. Thus, the objective of this research is to examine the effect of self-confidence towards students' speaking skill.

RESEARCH METHODOLOGY

The research method used is descriptive verification method through ex post facto approach and survey. According to Sugiyono (2014: 6), descriptive method is a method that aims to describe or describe the state of the object or subject of research (someone, institutions, society and others) at the present moment based on facts that appear or as it should. The purpose of descriptive research is to create a description, picture or painting systematically, factually and accurately about the facts, properties and relationships between the phenomena being investigated. While verifikatif research is to determine the level of influence of variables in a condition. Research with ex post facto approach is a research that examines the events that have occurred with backward tracing to determine the factors that can cause the incident (Sugiyono, 2014: 7).

While the definition of survey approach is the approach used to obtain data from a certain place that is natural (not artificial), but researchers do the treatment in data collection, for example by distributing questionnaires, test, structured interviews and so forth (Sugiyono, 2014: 12). Specifically this research only describes the effects of self-confidence and vocabulary mastery on students' speaking skill at class XI MA Negeri 1 Serang in the academic Year 2017/2018. The population in this research were students of Class X1 MA Negeri 1 Serang in the academic Year 2017/2018 as many as 7 classes with total students 246 students with the number of samples taken as many as 50 students.

DISCUSSION

Based on the results of data analysis conducted in this research, then the following results were obtained:

(1) There are significant effects of self-confidence and vocabulary mastery jointly on students' speaking skill at class XI MA Negeri 1 Serang in the academic Year 2017/2018. That is proved by the value of F observed = 72.259 and Sig =

0.000<0.05. Meanwhile, the double regression equation is stated in Ŷ = 46.634+ 0.915+ 0. 724. It means that every increase of 1 score of self-confidence can improve the speaking skill for 0.915, and every increase of 1 score of vocabulary mastery can improve the speaking skill for 0.724. The score of R = 0.869 which means that there is a correlation between self-confidence and vocabulary mastery on speaking skill with coefficient determination $(R)^2$ =0.755. It means that variables of self-confidence and vocabulary mastery all together have given effects on speaking skill with the contribution for 75.5%. Speaking is the most common way to communicate between two or among people. The messages that are conveyed in speaking should be clear so that the listener can receive the ideas. To reach that clear message, the speaker has to know the words that are used to express the ideas or the expressions.

(2) There is a significant effect of self-confidence on student's speaking skill. That is proved by t observed= 5.812 and Sig. 0.000< 0.05. The result of the research also shows that the variable of self-confidence gives a contribution for 50.4 % on the increase of speaking skill. It means that the higher of students' self-confidence level, the better of students' speaking skill. then H0 rejected H1 accepted. This shows that there is a significant effect self-confidence on students' speaking skill at class XI MA Negeri 1 Serang in the academic Year 2017/2018. The students have to be good at language of they speak in English and to be confidence so that students can build communication in the language that is not their own language. Self-confidence is character where someone sees himself or herself valuable and belief to be able to accomplish the tasks and has low fear or nervousness daring to take a risk in doing anything including learning foreign language in particular. Someone who has high self-confidence will achieve the result of learning English language significantly. On the other hand, someone who has low self-confidence will not show significant achievement even though she or he has already got good marks of English lesson.

(3) There is a significant effect of vocabulary mastery on students' speaking skill That is proved by t observed= 5.112 and sig = 0.000<0.05. The result also shows that vocabulary mastery gives a contribution for 45.6 % on the increase speaking skill. Based on that fact, we can conclude that the higher of student's vocabulary mastery, the better of the student's speaking skill. Learning vocabulary aims at enabling learners to understand the concepts of unfamiliar words, gain a greater

number of words, and use words success fully for communicative purposes. Grabe (2009:279) stated that raising the students' awareness of the new words that they encounter in texts represents an important learning goal.

(4) There is a correlation effect between self-confidence and mastery of vocabulary on students' speaking skill at class XI MA Negeri 1 Serang in the academic year 2017/2018. It can be proven that R (double correlation) = 0.869 which means higher self-confidence and vocabulary mastery on students' speaking ability. The dual correlation between self-confidence and vocabulary mastery of students' English speaking skill is very strong as it approaches one (1). Furthermore, the variables of self-confidence and mastery of vocabulary together can determine the variation of students' English speaking ability by 75.5% (R Square = 0.755). The coefficient of double correlation and coefficient of determination shows a very significant level, because the value of sig. = 0,000 <0.05 and the value F = 72.259.

CONCLUSION AND SUGGESTION

Based on the results of research that has been done then obtained the following conclusions:

(1) There is an effect of vocabulary mastery and self-confidence jointly on students' speaking skill class XI MA Negeri 1 Serang in the academic year 2017/2018. In other words, first if self-confidence is very high on the ability to speak English students then students are brave and able to speak English. Secondly if the mastery of vocabulary in each student is high then the students are able to speak English well and smoothly. Third, if students have self- confidence and vocabulary mastery together on students' speaking skill very smoothly and significantly.

(2) There is an effect of self-confidence on students' speaking skill at class XI MA Negeri 1 Serang in the academic year 2017/2018. In other words, if self-confidence is high then students dare to speak English well.

(3) There is an effect of vocabulary mastery on students' speaking skill at class XI MA Negeri 1 Serang in the academic year 2017/2018. In other words, if students have a vocabulary mastery that many students are able to speak English well, fluently and correctly.

(4) There is a correlation between the influence of self-confidence and mastery of vocabulary on the ability to speak English students class XI MA Negeri 1

Serang in the academic Year 2017/2018. In other words, if self-confidence and vocabulary mastery of students high, then the ability to speak English students smoothly and well.

The suggestions that can be given based on the results of this research, including:

1. Vocabulary mastery is an important thing to focus in learning and teaching foreign language process. Teacher should give a bigger portion to teach vocabulary. The method to deliver the lessons of mastery vocabulary should be in using and selecting appropriate words according to the proper social setting, audience, situation and subject matter that is one of the activities in teaching speaking. Teacher should plan and implement those techniques in order to have an interactive classroom.

2. Self-confidence is an internal factor that the students should have in learning foreign language or English language in particular. Hence, teachers should pay attention on this psychological side besides the materials should establish a good rapport with the learners which is important to build students' confidence. This can be conducted by starting the class with simple and easy tasks. This method will encourage the slow students to participate in the activity and boost their confidence. Instead of correcting the mistakes, teachers can go for per correction which would encourage students to come cut from inhibition. Teacher should be a guide, mentor and facilitator.

3. For the academic counterparts, the research can be studied further by doing a research to other types of school such as state schools or vocational schools that allows the hypothesis of vocabulary mastery and self-confidence affecting towards students' speaking skill to be more proven.

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