

THE EFFECT OF VOCABULARY MASTERY AND SELF-CONFIDENCE ON ENGLISH SPEAKING SKILLS

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Abstract

The purpose of the study is to examine the effect of vocabulary mastery and self-confidence on the speaking skills of English of junior high school students in South Jakarta. The method used is a survey method with a correlation approach to multiple linear regression statistics with a sample of 85 respondents. The results of the study showed: 1) There was a significant effect of vocabulary mastery and self-confidence on the speaking skills of English. It is proven by $Sig = 0.000 < 0.05$ and $F_{count} = 21.018$. 2) There is a significant effect of vocabulary mastery on the speaking skills of English. It is proven by $Sig = 0.000 < 0.05$ and $t_{count} = 3.859$. 3) There is a significant effect of confidence on the speaking skills of English. It is proven by $Sig = 0.012 < 0.05$ and $t_{count} = 2.570$.

Keywords: Vocabulary Mastery; Self-Confidence; Speaking Skills.

Abstrak

Tujuan penelitian ini adalah untuk mengkaji pengaruh penguasaan kosakata dan kepercayaan diri terhadap kemampuan berbicara bahasa Inggris siswa SMP di Jakarta Selatan. Metode yang digunakan adalah metode survei dengan pendekatan korelasi terhadap statistik regresi linier ganda dengan sampel 85 responden. Hasil penelitian menunjukkan: 1) Terdapat pengaruh yang signifikan dari penguasaan kosakata dan kepercayaan diri terhadap keterampilan berbicara bahasa Inggris. Hal ini dibuktikan dengan $Sig = 0,000 < 0,05$ dan $F_{count} = 21,018$; 2) Terdapat efek signifikan dari penguasaan kosakata pada keterampilan berbicara bahasa Inggris. Hal ini dibuktikan dengan $Sig = 0,000 < 0,05$ dan $t_{count} = 3,859$; 3) Terdapat efek kepercayaan diri yang signifikan pada keterampilan berbicara bahasa Inggris. Hal ini dibuktikan dengan $Sig = 0,012 < 0,05$ dan $t_{count} = 2,570$.

Kata kunci: Penguasaan Kosakata; Kepercayaan Diri; Keterampilan Berbicara Bahasa Inggris.

INTRODUCTION

Education is one of the important things in the formation of a person's intelligence, both intellectually, emotionally, and spiritually. According to Hendrayani (2020) "Education is an effort to achieve the potential of the human self". This is in line with Law No. 20 of 2003 which states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves,



society, nation and state". "National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Law No. 20 of 2003 concerning the National Education System). To realize these educational goals, the government through the Ministry of Primary and Secondary Education has prepared rules in the form of a curriculum that must be followed in the learning process. In a learning process, a series of subjects must be taken by students in educational institutions, such as elementary, junior high and high school/vocational schools. One of the important educational institutions is the junior high school level. The junior high school curriculum has subjects that students must follow until they graduate. One of the subjects is English.

In learning English, a person is required to master 4 language skills, listening, speaking, reading, and writing. According to Hoetomo (2015, in Hasudungan, 2017: 301-310) "Skill is the ability to complete a task." This understanding explains that everything we do requires skills. In addition to students growing creatively, English as one of the disciplines in international languages, plays an important role in education related to daily life.

Speaking skills are difficult to develop if they are not trained continuously, one of which is by practicing with students in the classroom, English teachers, or other teachers who can speak English. The exercise is intended to improve speaking skills, enrich the mastery of vocabulary, grammar and pronunciation based on the correct rules of English. The exercise also trains answering skills so that it is easy in the sense of capturing messages from the interlocutor. In English lessons, the four speaking skills must be followed sequentially according to Bloom's Taxonomy which arranges the language learning process according to skill ability.

Nuraeni (2009:1) stated that "speaking is the process of conveying information from the speaker to the listener to change the listener's knowledge, attitude, and proficiency as a result of the information he receives." Furthermore, Mulgrave (in Tarigan, 2018:16) states that "speaking is a tool for communicating ideas that are arranged according to the needs of the listener or listener". Based on some of the expert opinions above, it can be interpreted that speaking is a tool to communicate with the aim of changing knowledge and attitudes as a result of the information received. The ability to speak English is inseparable from the mastery of vocabulary; without mastering vocabulary well, it will be difficult for students to be able to speak English correctly.

It is said that vocabulary is very important because vocabulary in learning English includes all aspects of English learning skills, such as listening, speaking, reading and writing. Without vocabulary expansion, it will be difficult for a person to understand English. According to Keraf (2014:64) stated that "vocabulary is an element of language that has an important role in the development of language skills, which includes speaking, listening, reading and writing, which is the embodiment of the unity of feelings and thoughts that can be used in its use". According to Linse (2005, in Tri Widyahening & Rahayu, 2021)

"Vocabulary is a collection of words that a person can know well. Vocabulary is one of the main requirements that must be mastered in a language". Based on the expert opinion above, it can be interpreted that vocabulary elements of language that have an important role in the development of language skills, which include speaking, listening, reading and writing which are one of the main requirements that must be mastered in a language. Vocabulary mastery is a person's ability to understand, use, and deepen words in a language. Vocabulary mastery includes the ability to pronounce, show, write, and interpret words. According to Ulmi (in Tantri, 2016), the characteristics of students who have good vocabulary mastery are: if students can show, mention, write and interpret Indonesian vocabulary. Based on the expert opinion above, it can be interpreted that vocabulary mastery is a person's ability to understand words in a language, which includes: indicating, mentioning, write and interpret vocabulary.

In addition to vocabulary mastery, other factors affect students' speaking skills, namely self-confidence. This is in line with the results of the study of Azizah Mardatillah (2024) & Aprillia (2019), stating that there is a significant relationship and influence of confidence on students' English speaking skills. Self-confidence according to Barbara (in Deni & Ifdil, 2016: 44) self-confidence is a belief in the human soul that any challenge in life must be faced by doing something. Confidence is born from the understanding that if you decide to do something, then something must also be done. According to Mildawani (in Dewi et al., 2021: 124) confidence will come from an individual's understanding that he has the determination to do anything, until the goal he wants is achieved. The indicators of self-confidence, according to Nurpalah & Setyawidianingsih (2019: 361) are as follows. 1) Believe in one's own abilities; 2) Act independently in making decisions; 3) Be optimistic in the face of difficulties; 4) Dare to express opinions. Another opinion, according to Bandura (in Achdiyat & Lestari, 2016: 56) "self-confidence is one part of self-efficacy". Self-efficacy can increase or decrease through persuasion of others under the condition that there is trust in the one who gives verbal persuasion. Based on the above opinions, it can be interpreted that self-confidence is a belief in the human soul which includes: 1) Believing in one's own abilities; 2) Acting independently in making decisions; 3) Being optimistic in the face of difficulties; 4) Daring to express opinions.

The reality in the field is that students' English-speaking skills are still low, this is reinforced by the results of studies from Ahmad (2023) & Ifriani (2021) that students' English-speaking skills are still low. This finding is also strengthened by the results of the initial research study and observations at one of the State Junior High Schools in South Jakarta regarding the results of students' work in the form of questions related to English speaking skills. The percentage of students who answered correctly was relatively small, namely 40.7%, did not understand the question 15%, and answered wrong 44.3%. In addition to observations, the researcher also interviewed one of the English teachers, that the condition of students in English learning tended to be less enthusiastic and often asked for permission to leave the classroom. In addition, students rely more on their friends to do the assignments given by their teachers. Some students feel incapable and not confident in their ability to do their assignments. Therefore, to

be able to find out more about the problems that have been described earlier, a study will be conducted regarding the influence of vocabulary mastery and self-confidence on English-speaking skills.

between variables or to make predictions based on correlations between variables if there is a positive or negative relationship.

This research was conducted in SMP Negeri 57, SMP Negeri 67 and SMP Negeri 145 South Jakarta class VIII with a population of 572 students and a sample of 85 students. Sugiyono (in Ridwan 2004) states that population is a generalized area consisting of objects or subjects that become certain quantities and characteristics that are determined by researchers to be studied and then drawn conclusions.

This study uses a simple random sampling technique, namely "A sampling technique where all individuals in the population, either individually or together, are given the same opportunity to be selected as sample members. This is done if the members of the population are of the same sex, or called homogeneous (Sugiyono, 2017).

To test the research hypothesis, it is necessary to analyze the data. The stages of data analysis include: 1). describing the data for each research variable, 2). conducting a test of data analysis requirements, 3). testing hypotheses. Descriptive analysis will be carried out using data presentation techniques in the form of frequency distribution tables, polygon graphs and histograms for each research variable with a score of Y (English speaking skills), X_1 score (vocabulary mastery) and X_2 score (confidence). The testing of the requirements of data analysis carried out in this study is data normality testing, partial regression line linearity testing, homogeneity testing, regression line multicollinearity testing and heteroscedasticity testing. After the overall test of data analysis requirements is met and it is known that the data is suitable for further processing, the next step is to test each hypothesis that has been proposed. Hypothesis testing uses partial correlation and double correlation techniques, as well as simple linear regression and double linear regression.

RESEARCH METHOD

The type of research method used in this study is a correlational survey. According to Sugiyono (2019), correlational research is a type of research with problem characteristics in the form of a correlational relationship between two or more variables. The purpose of this study is to determine whether there is a correlation between variables or to make predictions based on correlations between variables if there is a positive or negative relationship.

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RESULTS AND DISCUSSION

The results of descriptive statistics and hypothesis testing were carried out using multiple linear regression analysis techniques with the help of the SPSS application program version 22.0. The results of the calculation and testing can be seen in the following table.

Table 1 Descriptive Statistical Results

No	Descriptive Size	Y Value	X1 Value	X2 Value
1	Mean	76.11	79.16	80.98
2	Median	75.00	79.00	80.00
3	Mode	75	78	79
4	Simpangan Baku	7.171	5.956	6.431
5	Varians	51.429	35.473	41.357

Table 2 Data Normality Test Results

N		85	85	85
Normal Parameters ^{a,b}	Mean	79.16	80,98	76,11
	Std.Deviation	5.956	6.431	7.17
Most Extreme Differences	Absolute	.088	.090	.091
	Positive	.080	.090	.091
	Negative	-.085	-.073	-
Test Statistic		.085	.088	.090
Asymp.Sig. (2-		.197 ^c	.153 ^c	.087



tailed)

Table 3 Result of the Linearity Test X1 to Y1

			Sum of squares	df	Mean Square	F	Sig.
English-speaking skills *Vocabulary mastery	Between group	combined	2233.202	23	97.096	2.838	.001
		Linearity	1233.977	1	1233.977	36.070	.000
		Defiation from linearity	999.225	22	45.419	1.328	.191
Within Groups				71	34.211		
Total				84			

Table 5 Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Vocabulary mastery	.748	1.335
	Self-confidence	.748	1.335

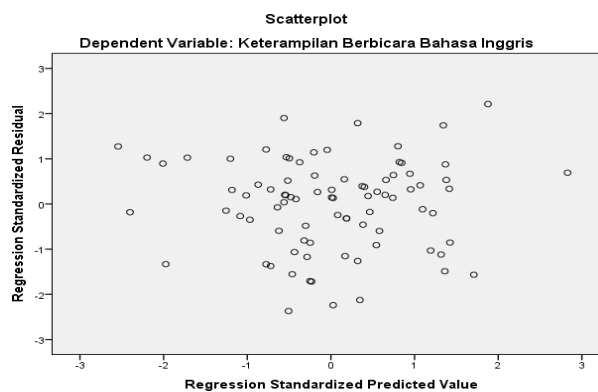


Figure 1 Heteroscedasticity Test Results

Table 6 Correlation Hypothesis Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the
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				Estimate
1	.582 ^a	.339	.323	5.902

Table 7 Significance Hypothesis Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1464.059	2	732.029	21.018	.000 ^b
	Residual	2855.988	82	34.829		
	Total	4320.047	84			

Table 8 Reults of the Regression Line Equation Hypothesis Test (t-test)

Model	B	Unstandardized Coefficients		Standardized Coefficients		Sig.
			Std. Error	Beta	t	
1	(Constant)	13.830	9.649		1.433	.156
	Vocabulary mastery	.482	.125	.401	3.859	.000
	Self-confidence	.298	.116	.267	2.570	.012

The discussion is as follows:

The Effect of Vocabulary Mastery and Self-Confidence on English Speaking Skills

Based on the description of the data, after the correlation analysis was carried out, the correlation coefficient was obtained at 0.582 and the determination coefficient was obtained at 33.9%. After testing with the SPSS program, it was proven that the correlation coefficient was positive. This means that there is a positive influence of vocabulary mastery and confidence together on English speaking skills. Meanwhile, from the regression analysis, the regression line equation = $13.830 + 0.482X_1 + 0.298X_2$ was obtained. The constant value = 13.830 indicates that with the lowest vocabulary mastery and self-confidence of the learners, it is difficult for the learner to achieve good English-speaking skills.

While the regression coefficient values obtained were 0.482 and 0.298 indicating that there was a positive influence of vocabulary mastery and self-confidence together on English speaking skills, and every time there was an increase of one unit in the value of vocabulary mastery *ceteris paribus* of the confidence variable did not change, there was an increase in English speaking skills obtained by 0.481 units, while every time there was an increase in the confidence value of students, then there was an increase in English speaking skills obtained by 0.298 *ceteris paribus*, the variable of vocabulary mastery did not change.*Y*

Testing the significance of the regression coefficient, which was also carried out with the SPSS program, obtained that the regression coefficient was significant, which was shown by the values of Sig = 0.000 < 0.05 and Fcount = 21.018, or the regression was significant, which means that there is a significant positive influence of vocabulary mastery and confidence together on English speaking skills.



English-speaking skills are the skills of a human being in conveying their intentions, goals, hearts, and thoughts through spoken language, in conveying information to others. Skills require exercises without regular practice, then it will be difficult to become skilled. The practice process can be done in daily life or by listening to music in English, etc. According to

Tarigan in Subhayani, Sa'adiah, Armia, speaking is the ability to pronounce articulated sounds or words to express and convey thoughts, ideas and feelings (Lestari, Vivi Umiya, Sri Saparahayuningsih, & Yulidesni Yulidesni, 2017: 140). Thus, it can be understood that to become skilled, there must be a process of exercises so that one become skilled. However, it must be known that to become proficient in speaking English, there are factors that affect it, one of which is the mastery of vocabulary.

Keraf (2014:64) stated that "vocabulary is an element of language that has an important role in the development of language skills, which includes speaking, listening, reading and writing, which is the embodiment of the unity of feelings and thoughts that can be used in its use". Thus, it can be said that the mastery of vocabulary affects English speaking skills. This is strengthened by the results of Permadi's (2024) study, in the article *HASBUNA: Journal of Islamic Education*, 4(2), 2024. The results of the study show that there is a positive influence of vocabulary mastery on students' speaking skills.

In addition to vocabulary mastery, there is another factor that affects English speaking skills, namely self-confidence. Trust is one of the most important aspects in students. Confidence comes from within the soul that any kind of life must be faced. As expressed by Barbara (in Deni & Ifdil, 2016: 44), "self-confidence is a belief in the human soul that any challenge in life must be faced by doing something". Confidence is born from the understanding that if you decide to do something, then something must also be done. Thus, it can be said that confidence affects students' English-speaking skills. This is reinforced by the results of a study by Mardhatillah (2024) in the article *Educational Journal: General and Specific Research*, 4(2), 318-323. The results of the study show that there is an influence of confidence on students' English-speaking skills.

Based on the description stated above, vocabulary mastery and self-confidence are factors that affect students' English-speaking skills. If both factors are good, then the students' English-speaking skills are also good and vice versa. Thus, it can be concluded that there is a significant positive influence of vocabulary mastery and confidence together on English speaking skills.

The Influence of Vocabulary Mastery on English Speaking Skills

Based on the results of the correlation test, the variable of vocabulary mastery on English speaking skills was obtained at 0.543. This shows that the correlation is positive; in other words, there is a positive influence of vocabulary mastery on English speaking skills. From the hypothesis test, it was obtained that the value of $\text{Sig} = 0.000 < 0.05$ and $t_{\text{count}} = 3.859$, then H_0 was rejected, which means that there was a significant influence of vocabulary mastery on English speaking skills. So it can be concluded that there is a significant positive effect of vocabulary mastery on English-speaking skills.

Not everyone has proficiency in public speaking. However, this skill can be possessed by everyone through a continuous and systematic process of learning and practice. This is caused by several things that are obstacles in speaking activities. As stated by Munjayanah, (2004:17) who stated that the barrier to speaking skills consists of 1) habits, 2) never trying to speak; 3) not wanting to participate in speaking practice. In addition to these barriers, vocabulary also greatly affects a person's speaking skills. According to Wilkin (in Thornbury, 2002:13, Hakim et al., 2019) states that: "Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed". Understanding vocabulary is not limited to language rules, but without words nothing can be said.

Vocabulary is the foundation of a language. Meanwhile, the definition of vocabulary itself is the science of words. Without a good command of vocabulary, students will encounter difficulties in communicating in English. In line with the opinion of Keraf (2014:64) that "vocabulary is an element of language that has an important role in the development of language skills, which includes speaking, listening, reading and writing, which is the embodiment of unity of feelings and thoughts that can be used in its use". From this opinion, it can be interpreted that vocabulary mastery is important in learning. If the mastery of vocabulary is high, then the English-speaking skills of students will be high. Thus, it can be concluded that there is a significant positive influence of vocabulary mastery on English speaking skills.

The Effect of Self-Confidence on English Speaking Skills

Based on the results of the correlation test, the confidence variable in English speaking skills was obtained as 0.298. This shows that the correlation is positive; in other words, there is a positive influence of confidence variables on English speaking skills. From the hypothesis test, it was obtained that the value of $\text{Sig} = 0.012 < 0.05$ and t_{count} , then H_0 was rejected, which means that there was a significant influence of confidence on English speaking skills.

With high confidence, he has the determination to do anything until the goal he wants is achieved. Confidence in the ability to face life challenges, both in the form of work and duties, is a form of self-confidence. The more able to carry out the task, the greater the confidence, and vice versa.

According to Bandura (in Achdiyat & Lestari, 2016: 56), that "self-confidence is one part of self-efficacy". Self-efficacy can increase or decrease through persuasion of others in the condition that there is trust in the one who gives verbal persuasion. According to Hakim (in Vandini, 2016: 216) confidence does not arise in a person just like that, there is a certain process in his personality so that the preparation of confidence occurs. The judge wants to say that a sense of confidence must continue to be trained and developed so that it can be useful in life. The formation of a strong sense of confidence is created through a developmental process that gives birth to certain advantages, a person's understanding of his strengths and gives birth to strong beliefs, understanding and a positive response to his weaknesses, as well as experience in going through various aspects of life by using all the advantages that are in him.

Based on the description stated above, if the students' confidence is high, then the students' English-speaking skills will be good, and vice versa. Thus, it can be concluded that there is a significant positive influence of confidence on English speaking skills.

CONCLUSION

The results of the study showed: 1) There was a significant effect of vocabulary mastery and self-confidence on the speaking skills of English. It is proven by $Sig = 0.000 < 0.05$ and $F_{count} = 21.018$. 2) There is a significant effect of vocabulary mastery on the speaking skills of English. It is proven by $Sig = 0.000 < 0.05$ and $t_{count} = 3.859$. 3) There is a significant effect of confidence on the speaking skills of English. It is proven by $Sig = 0.012 < 0.05$ and $t_{count} = 2.570$.

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