The Correlation between Vocabulary Mastery and Self-Confidence in Speaking English

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Article History	Abstract
  Keywords: *correlational, speaking skills, vocabulary mastery, self-confidence*	*The purpose of this research is to ascertain whether vocabulary mastery and self-confidence in Speaking English are correlated. The research employed quantitative research methods. The research samples were selected by cluster random selection from two classes, K6 2022 and K7 2022, which included 37 second-year students from the English Education Study Program. The instruments included a speaking test to know the students' speaking skills, a vocabulary test to know the students' vocabulary mastery, and a self-confidence questionnaire. The students' highest score on vocabulary test was 100, with the lowest score being 27. Moreover, the mean score on the student's vocabulary test was 82. Based on the results above, the level of student's vocabulary mastery was in the Very Good level in speaking English. Then, the student's highest self-confidence score was 92, while the lowest was 70. Furthermore, the mean score of the student's self-confidence was 81. According to self-confidence score interval, the student's self-confidence in speaking English was Moderate. This research's data analysis showed a significant value of 0.038 < 0.05 for speaking skills and vocabulary. It can be stated that there is a correlation between student's vocabulary mastery and their speaking skills in English. Furthermore, the significant value for speaking skills and self-confidence is 0.483 > 0.05. It can be inferred that there is no correlation between self-confidence and their speaking skills in English. Moreover, based on the result of the testing, the simultaneous correlation between vocabulary mastery and self-confidence in speaking English was found that the Sig. 0.212 > 0.05. as a result above, the third H0 hypothesis was accepted whereas the third Ha was rejected. Thus, there is no simultaneous correlation between vocabulary mastery and self-confidence in speaking English.*

INTRODUCTION

Speaking plays an important role in life because speaking is an activity that is carried out every day in verbal communication. According to Nunan et al., (2003, p. 48), speaking is a productive oral skill that uses structured verbal statements to express 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), argues that speaking is a skill used by someone in everyday communication, whether at school or in the outdoors.

Speaking is an important skill in English that must be acquired. 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 significant challenge for most language learners. Therefore, there are numerous challenges that students confront when learning to speak English. In speaking English, many students feel nervous, afraid of making mistakes, embarrassed to speak, lack of vocabulary mastery, and lack of self-confidence. Brown (2001, p. 269) mentions that one of the primary barriers that learners experience when learning to speak is the anxiety caused by the risk of saying something wrong, stupid, or incomprehensible. Moreover, other problems include grammar, vocabulary, pronunciation, accuracy, and fluency. These opinions are relevant to many expert opinions (see Meinawati et al., 2020; Harris, 1969; Brown, 2001; Mega & Sugiarto, 2020). Hughes (1989, p. 110) also indicates there are several aspects concerning speaking which are pronunciation, grammar, vocabulary, fluency, and comprehensibility or accuracy.

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. Another factor that may influence speaking skills is self-confidence. Students have low self-confidence when instructed to speak English because they are anxious, afraid, or embarrassed to express their feelings publicly (Brown, 2001, p. 269). Throughout the literature, there are various definitions for self-confidence. Generally, This definition contains a trust 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). Nety, Wahyuni & Nurhaeni (2020, p. 10) also mentioned 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, one of the obstacles to learning other languages is a lack of self-confidence.

These phenomena have inspired a previous researcher to examine the contribution of vocabulary mastery and students' self-confidence toward speaking skills conducted by Mega (2018). The results of the investigation revealed that there is a relationship between each variable. The existence of this positive relationship indicates that students' vocabulary mastery and self-confidence tend to rise or fall in line with their speaking skills. The researcher used tests to collect data on speaking skills and 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 students' self-confidence and speaking performance. The researcher employed two types of instruments to collect data from two variables. The instruments used were questionnaires and speaking tests. The findings demonstrate that self-confidence and speaking skills are positively related. It means that the relationship between the two variables indicates that 5th-semester students of IAIN Palangka Raya's language department with high self-confidence will perform well in speaking.

On the other hand, the research conducted by Seftiani et al., (2018) also examined the relationship between self-confidence and speaking ability. The findings of this research revealed the positive relationship between self-confidence and speaking ability in the tenth grade of SMAN 5 Kabupaten Tangerang during the 2018/2019 academic year.

Then, Julianti (2020) researched the correlation between students' vocabulary mastery and their speaking ability. Following the hypothetical testing, the research revealed a positive correlation between vocabulary mastery and speaking skills. Thus, the previous research demonstrated that the correlation between students' vocabulary mastery and speaking ability in the second semester of the eleventh grade at SMAN 17 Bandar Lampung in the academic year 2019/2020 is valid.

Lastly, Putri & Refnaldi (2020) researched to investigate the correlation between students' vocabulary mastery and speaking ability. The research discovered that students' vocabulary mastery and speaking ability were fair. Furthermore, there was a significant correlation between students' vocabulary mastery and speaking ability. Many studies have been conducted to determine the relationship between self-confidence and speaking ability, as well as vocabulary mastery and speaking ability. It shows that speaking skill is positively correlated with several variables such as vocabulary mastery and self-confidence. However, there are still few research has been conducted on the correlation between vocabulary mastery and self-confidence in speaking English, particularly at the university level. Thus, this study fills a gap by exploring the correlation between vocabulary mastery and self-confidence in speaking English.

RESEARCH METHOD

Under the quantitative research approach, this research is categorized into correlational study design. Quantitative research is the collection and analysis of numerical data in order to describe, explain, predict or control specific phenomena of interest. The first step of this research is to state the hypotheses to be investigated and specify the research methodologies that will be employed to carry out the research (Gay et al., 2012, p. 7). Gay et al., (2012, p. 204) mention that correlational research is the research that entails collecting data to establish whether and to what extent the relationship exists between two or more variables can be measured. This research was a correlational design and used quantitative research methods.

This research included ten classes of second-year students engaged in the Public Speaking course at Universitas Negeri Padang's English Language Education Study Program from K1 to K10 2022. The research samples were selected by cluster random selection from two classes, K6 2022 and K7 2022, which included 37 second-year students from the English Education Study Program.

The instruments that the researcher used in this research were tests and questionnaires. To collect the data, the researcher conducted the research using individual tests to determine students' speaking skills and vocabulary mastery. Then, a closed-ended questionnaire used in this research is an instrument for collecting data on student's self-confidence by using Likert Scale. To determine the validity of the instruments, the researcher employed content validity and asked experts to assess whether the instruments' items in terms of content and goals were valid and appropriate for use. After revising the validator's description of the indicators, the researcher gathers data in the assessment format. For the speaking test, the researcher used interrater reliability. Meanwhile, for the vocabulary test and self-confidence do not need reliability test anymore because of that was adapted from the previous research.

RESULT AND DISCUSSION
Research Findings

There were three different instruments tested as part of the data collection process before the researcher tested the hypothesis. The table below shows the results of those tests that collected by the researcher.

1. **Student's vocabulary mastery level in speaking English**

    The researcher collected data on students' vocabulary mastery using an adopted Vocabulary Level Test by Webb et al., (2017). The level of vocabulary mastery in this research has four levels that are poor, good, very good, and excellent. The following table displays the results of the vocabulary test:

Table 3.2
Student's Vocabulary Test Results

No	Students	Score	Level
1	Student 1	100	Excellent
2	Student 2	98	Excellent
3	Student 3	97	Excellent
4	Student 4	95	Excellent
5	Student 5	95	Excellent
6	Student 6	95	Excellent
7	Student 7	93	Very Good
8	Student 8	93	Very Good
9	Student 9	93	Very Good
10	Student 10	93	Very Good
11	Student 11	93	Very Good
12	Student 12	90	Very Good
13	Student 13	90	Very Good
14	Student 14	90	Very Good
15	Student 15	90	Very Good
16	Student 16	87	Very Good
17	Student 17	87	Very Good
18	Student 18	85	Very Good

19	Student 19	85	Very Good
20	Student 20	83	Very Good
21	Student 21	82	Very Good
22	Student 22	80	Very Good
23	Student 23	80	Very Good
24	Student 24	80	Very Good
25	Student 25	77	Good
26	Student 26	77	Good
27	Student 27	75	Good
28	Student 28	75	Good
29	Student 29	73	Good
30	Student 30	73	Good
31	Student 31	72	Good
32	Student 32	72	Good
33	Student 33	70	Good
34	Student 34	70	Good
35	Student 35	63	Poor
36	Student 36	53	Poor
37	Student 37	27	Poor
Mean Score		**82**	**Very Good**

From the Table 3.2 above, the student's highest score of vocabulary test was 100, with the lowest score 27. Moreover, the mean score of the student's vocabulary test was 82. Based on the interval of vocabulary interval scores, the level of student's vocabulary mastery was in the Very Good level. From the results that have been explained above, it can be concluded that in this research, the researcher found that the students mostly have a Very Good vocabulary mastery level in speaking English.

2. **Student's self-confidence in speaking English**

To collect the data on students' self-confidence, the researcher used an adopted self-confidence questionnaire by Burton & Platts (2006) and Finch (2004). The level of self-confidence in this research has three levels that are low, moderate, and high. The table below shows the results of the self-confidence questionnaire:

Table 3.3
Student's Self-Confidence Results

No	Students	Score	Level
1	Student 1	92	High
2	Student 2	88	High
3	Student 3	88	High
4	Student 4	86	High
5	Student 5	85	Moderate
6	Student 6	84	Moderate
7	Student 7	84	Moderate
8	Student 8	83	Moderate
9	Student 9	83	Moderate

10	Student 10	83	Moderate
11	Student 11	83	Moderate
12	Student 12	83	Moderate
13	Student 13	82	Moderate
14	Student 14	82	Moderate
15	Student 15	82	Moderate
16	Student 16	82	Moderate
17	Student 17	82	Moderate
18	Student 18	81	Moderate
19	Student 19	80	Moderate
20	Student 20	80	Moderate
21	Student 21	80	Moderate
22	Student 22	79	Moderate
23	Student 23	79	Moderate
24	Student 24	79	Moderate
25	Student 25	79	Moderate
26	Student 26	79	Moderate
27	Student 27	79	Moderate
28	Student 28	78	Moderate
29	Student 29	78	Moderate
30	Student 30	77	Low
31	Student 31	77	Low
32	Student 32	77	Low
33	Student 33	77	Low
34	Student 34	75	Low
35	Student 35	74	Low
36	Student 36	73	Low
37	Student 37	70	Low
Mean Score		**81**	**Moderate**

Based on Table 3.3 above, the student's highest score of self-confidence was 92, while the lowest score of student's self-confidence was 70. Furthermore, the mean score of the student's self-confidence was 81. Based on the interval of self-confidence score, the level of student's self-confidence was in the Moderate level. Thus, it can be concluded that in this research, the researcher found that the students mostly have a Moderate self-confidence level in speaking English.

3. **The correlation between student's vocabulary mastery and student's speaking skills in speaking English**

   a) The result of the normality test

   The normality test is used to determine the normality of data by examining whether each variable group follows a normal distribution. In this research, the researcher used the Kolmogorov-Smirnov normality test to identify the residual value's normality. There are two criteria of the normality test; if it has a significat value more than 0.05 (Sig. >0.05), it means that the data are distributed

normally. On the contrary, if the level of a significant value is less than 0.05 (Sig. <0.05), it means that the data are not distributed normally. The normality test result are displayed in the following table:

Table 3.4
Kolmogorov-Smirnov Normality Test
One-Sample Kolmogorov-Smirnov Test

		Speaking	Vocabulary	Confidence	Unstandardized Residual
N		37	37	37	37
Normal Parameters[a,b]	Mean	79.78	81.92	80.62	.0000000
	Std. Deviation	9.612	14.219	4.336	9.18304188
Most Extreme Differences	Absolute	.131	.120	.102	.086
	Positive	.113	.102	.102	.064
	Negative	-.131	-.120	-.094	-.086
Test Statistic		.131	.120	.102	.086
Asymp. Sig. (2-tailed)		.112[c]	.194[c]	.200[c,d]	.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the result of the normality test shown in the table above, the significance value of Vocabulary Mastery (X1) is 0.194 > 0.05; student's Self-Confidence (X2) is 0.200 > 0.05; and Speaking Skills (Y) is 0.112 > 0.05 was 0.112>0.05. It can be concluded that the data was distributed normally.

b) The result of the linearity test

The linearity test is used to know whether the variables are correlated linearly or not. In this research, the linearity test is tested by using the SPSS 26 for Windows. There are two criteria of the linearity test; if it has a significant value more than 0.05 (Sig. >0.05) it means that the relationship between variables can be expressed as linear. On the contrary, if the level of a significant value is less than 0.05 (Sig. <0.05), the variables have no linear relationship. The linearity test result can be seen in the following table:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Vocabulary	Between Groups	(Combined)	1770.804	18	98.378	1.138	.393
		Linearity	289.393	1	289.393	3.349	.084
		Deviation from Linearity	1481.411	17	87.142	1.008	.491
	Within Groups		1555.467	18	86.415		
	Total		3326.270	36			

Based on the table above, the significance value of the linearity was 0.84, which is more than 0.05. It indicated that the two variables, which are Speaking Skills and Vocabulary Mastery have a linear relationship.

Table 3.6
Linearity Test between Speaking Skill and Self-Confidence
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Confidence	Between Groups	(Combined)	1940.137	15	129.342	1.960	.077
		Linearity	.180	1	.180	.003	.959
		Deviation from Linearity	1939.957	14	138.568	2.099	.060
	Within Groups		1386.133	21	66.006		
	Total		3326.270	36			

Based on the table above, the significance value of the linearity was 0.959, which is more than 0.05. It indicated that the two variables, which are Speaking Skills and Self-Confidence have a linear relationship.

c) Testing Hypothesis

After the normality and linearity tests were done, it can be concluded that the data was normally distributed and each variable had linear relationships. Then, the researcher tested a Pearson Product Moment. The Pearson Product Moment is to determine the strength of the relationship between two variables (single correlation). The significance value was used to predict the correlation between the variables as follows. If the significant value is less than (<0.05), there is a relationship and H_a is accepted. While, if the significant value is more than (>0.05), there is no relationship and H_0 is accepted. The result of the correlation between student's vocabulary mastery and student's speaking skills in speaking English can be seen in the table below:

Table 3.7
Pearson Product Moment Test
Correlations

		Speaking	Vocabulary	Confidence
Pearson Correlation	Speaking	1.000	.295	-.007
	Vocabulary	.295	1.000	-.085
	Confidence	-.007	-.085	1.000
Sig. (1-tailed)	Speaking	.	.038	.483
	Vocabulary	.038	.	.308
	Confidence	.483	.308	.
N	Speaking	37	37	37
	Vocabulary	37	37	37
	Confidence	37	37	37

Based on the result above, the significance value of speaking skills and vocabulary mastery is 0.038, which is sig. < 0.05. It can be concluded that the first H_0 is rejected and the first H_a is accepted. Therefore, there is a correlation between student vocabulary mastery and speaking skills in speaking English.

4. **The correlation between student's self-confidence and student's speaking skills in speaking English**

This test is also a part of the Pearson Product Moment before. The Pearson Product Moment is to determine the strength of the relationship between two variables (single correlation). The significance value was used to predict the correlation between the variables as follows. If the significance value is less than (<0.05), there is a relationship and Ha is accepted. While, if the significance value is more than (>0.05), there is no relationship and H0 is accepted. The result of the correlation between student's self-confidence and student's speaking skills in speaking English can be seen in the table below:

Table 3.7
Pearson Product Moment Test
Correlations

		Speaking	Vocabulary	Confidence
Pearson Correlation	Speaking	1.000	.295	-.007
	Vocabulary	.295	1.000	-.085
	Confidence	-.007	-.085	1.000
Sig. (1-tailed)	Speaking	.	.038	.483
	Vocabulary	.038	.	.308
	Confidence	.483	.308	.
N	Speaking	37	37	37
	Vocabulary	37	37	37
	Confidence	37	37	37

Based on the result above, the significance value of speaking skills and self-confidence is 0.483, which is sig. > 0.05. It can be concluded that the second H0 is accepted and the second Ha is rejected. Therefore, there is no correlation between self-confidence and students' speaking skills in speaking English.

5. **The simultaneous correlation between vocabulary mastery and self-confidence in speaking English**

The researcher has conducted the Pearson Product Moment test to determine the correlation between two variables. Then, researchers conducted the Multiple Linear Regression test. Multiple Linear Regression is used to assess the strength of several independent variables and one dependent variable (multiple correlation). The independent variables in this research were Vocabulary Mastery (X_1) and Self-Confidence (X_2), while the dependent variable was Speaking Skills (Y). These analyses were carried out using SPSS 26 for Windows. The correlation between independent variables, simultaneously, and the dependent variable can be proven if the significance value is less than 0.05 (Sig. <0.05). The results of multivariate correlation

analysis between two independent variables, simultaneously, and one dependent variable can be seen in the following table:

Table 3.8
Multiple Linear Regression Test
ANOVAᵃ

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	290.453	2	145.226	1.626	.212ᵇ
	Residual	3035.817	34	89.289		
	Total	3326.270	36			

a. Dependent Variable: Speaking
b. Predictors: (Constant), Confidence, Vocabulary

As can be seen from Table 3.8 above, the significance value is 0.212 which is more than 0.05 (> 0.05). It means that the correlation between the independent variables, simultaneously, and the dependent variable cannot be proven. Therefore, it can be concluded that there is no simultaneous correlation between vocabulary mastery and self-confidence in speaking English. Thus, it means that the third H_0 is accepted and the third H_a is rejected.

Table 3.9
Significance Level of the Variables
Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296ᵃ	.087	.034	9.449

a. Predictors: (Constant), Confidence, Vocabulary
b. Dependent Variable: Speaking

Table 4.0
Strength of Relationship

The Score of Correlation Coefficient (r)	Strength of Correlation
0 – 0.19	No-Very low correlation
0.20 – 0.39	Low correlation
0.40 – 0.59	Moderately correlation
0.60 – 0.79	Strong correlation
0.80 or greater	Very strong correlation

Based on the Table 3.9 above, the value of Adj. R Square shows that the significance level in the research variable is 0.34. It means that the effective contribution of vocabulary mastery and self-confidence in speaking English was 34%, while the other 66% is may influenced by the other variables that not examined in this research. Moreover, the correlation coefficient (r) that is shown in Table 3.8, which is 0.296, indicates the level of correlation between these variables was rated as Low correlation.

Discussion

According to the findings of this research, the highest score on the vocabulary test was 100 and the lowest score was 27. The student's vocabulary test resulted in a mean score of 82 with Very Good categories. Next, the result of self-confidence

scores revealed that the highest was 92 and the lowest was 70. In this study, the mean score for student self-confidence was 81, classified as Moderate.

Furthermore, the results of the research analysis using the Multiple Linear Regression test revealed that there is no simultaneous correlation between vocabulary mastery and self-confidence in speaking English, as shown in the table, with a significance value of 0.212, which is greater than 0.05. It signifies that the simultaneous correlation of the independent factors and the dependent variable cannot be demonstrated. As a result, there is no correlation between vocabulary mastery and self-confidence in speaking English. This means that the third H_0, which claims that there is no simultaneous correlation between vocabulary competence and self-confidence in speaking English, has been accepted, whereas the third H_a has been rejected.

The finding of this research showed that vocabulary mastery and self-confidence only contribute very minimally to speaking English. It can be seen based on the result of the correlation coefficient (r) that is shown in Table 3.8, which is 0.296, indicating the level of correlation between these variables was rated as Low correlation. Although the purpose and the analysis of this research are the same as the research conducted by Mega (2018), it has different results.

The research aims to determine the association between vocabulary mastery and self-confidence in speaking English. The Pearson Product Moment and Multiple Linear Regression were also employed in the analysis to test the research hypothesis. Mega (2018) discovered a positive association between vocabulary mastery and self-confidence in speaking English. The existence of this positive link indicates that students' vocabulary mastery and self-confidence rise or fall in line with their speaking skills. On the contrary, the findings of this study show that vocabulary mastery and self-confidence do not seem to rise or fall with students' speaking skills.

The reason the researcher's results differ from earlier studies is due to the varied samples, including the amount of samples and the instruments employed. The sample of this research was 37 students, while the previous research conducted by Mega (2018) was 50 students. In addition, the instruments used were also different, although the researcher do not know exactly what oral speaking test and vocabulary test used by Mega (2018) as it was not clearly stated. It can also become the factors that influenced why this research was not correlated.

However, there is a positive correlation between vocabulary mastery and speaking skills. This statement based on the result of the analysis showed that the significance value of speaking skills and vocabulary mastery was 0.038, which is the sig. < 0.05. It can be concluded that there is a correlation between vocabulary mastery and speaking skills. Therefore, another possibility is that students can practice or improve their speaking skills by mastering vocabulary. Luoma (2004) states that since speaking is done in real-time, students are highly required to have the ability to plan, process, and produce a foreign language. In addition, Nunan et al., (2003, p. 55) argue that teachers should provide students with exercises that can improve their skills and instil the mind-set that making mistakes is a natural part of learning to speak a new language. According to the experts' opinions above, speaking should be rehearsed and repeated multiple times. It depends not just on the

students' self-confidence, but also on their vocabulary mastery and speaking practice.

CONCLUSION

The purpose of this research is to ascertain whether vocabulary mastery and self-confidence in Speaking English are correlated. The research employed quantitative research methods. The research samples were selected by cluster random selection from two classes, K6 2022 and K7 2022, which included 37 second-year students from the English Education Study Program. The instruments included a speaking test to know the students' speaking skills, a vocabulary test to know the students' vocabulary mastery, and a self-confidence questionnaire.

The students' highest score on vocabulary test was 100, with the lowest score being 27. Moreover, the mean score on the student's vocabulary test was 82. Based on the results above, the level of student's vocabulary mastery was in the Very Good level in speaking English. Then, the student's highest self-confidence score was 92, while the lowest was 70. Furthermore, the mean score of the student's self-confidence was 81. According to self-confidence score interval, the student's self-confidence in speaking English was Moderate.

This research's data analysis showed a significant value of $0.038 < 0.05$ for speaking skills and vocabulary. It can be stated that there is a correlation between student's vocabulary mastery and their speaking skills in English. Furthermore, the significant value for speaking skills and self-confidence is $0.483 > 0.05$. It can be inferred that there is no correlation between self-confidence and their speaking skills in English. Moreover, based on the result of the testing, the simultaneous correlation between vocabulary mastery and self-confidence in speaking English was found that the Sig. $0.212 > 0.05$. as a result, the third H_0 hypothesis was accepted whereas the third H_a was rejected. Thus, there is no simultaneous correlation between vocabulary mastery and self-confidence in speaking English.

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