

AN ANALYSIS OF STUDENTS' CONFIDENCE IN SPEAKING ENGLISH TOWARDS VOCABULARY MASTERY AT SMPN 35 MAKASSAR

Teresia Yetti¹, Rampeng² and Nurfaizah Sahib³

¹²³English Language Education Study Program, Bosowa University, Indonesia

ABSTRACT

The objectives of this research is to find out why students are not confident in speaking English even though they have a lot of vocabulary at SMPN 35 Makassar. This research used qualitative method. This research was conducted in three stages, namely observation, questionnaire, and interview test. The samples of this study were students of class VIII-4, namely 25 students as respondents and an English teacher of class VIII-4. Data collection used observation, questionnaire, and interview test. The result of this study is that the amount of vocabulary that students have does not guarantee that a student is confident in speaking English. this is caused by shyness, fear of being wrong and the influence of the environment, where the environment is very influential in building students' confidence to speak. Based on the results of research conducted in class VIII-4 SMPN 45 Makassar, based on the results of the questionnaire, there are 15 students who feel embarrassed if they make mistakes and 10 students who do not feel embarrassed if they make mistakes in speaking English.

Keywords: Confidence, Vocabulary and Learning Speaking.

INTRODUCTION

Language is one of the tools or means used by humans to communicate and interact with other humans. Every language that will be spoken has a meaning and also the relationship between the concepts and topics being discussed. By using language, people can present information to each other, receive information, and respond to information or messages. The world has a variety of languages. One of the languages used as an international language is English. English is an important international language and has many connections to different aspects of human life.

Currently English has an important role in this era and becomes an international language. Many people use English to communicate and establish good relations with other people from many other countries. Learning English has consequently become a requirement in our lives. It is critical to master the four English abilities of hearing, speaking, writing, and reading when studying English. Grammar, vocabulary, pronunciation, spelling, and a variety of other components all contribute to the process of learning English. Nonetheless, speaking is another important skill that needs to be mastered in learning English, because this skill is needed in oral communication with all other English speakers around the world.

Speaking is crucial for students to practice their ability to produce words, sentences, or ideas in English. However, there are obstacles that may discourage them from speaking, including lack of confidence, fear, trouble using the right words in sentences, and other issues. There is no doubt that some kids have difficulty speaking. One of the issues is that pupils lack the courage to express themselves in English through words, sentences, or concepts.

In learning English the main thing that must be mastered is mastery of vocabulary. One of the problems students have when they have less vocabulary is their lack of self-confidence in speaking. Vocabulary is the first step in learning English. The ability to communicate in English will be limited if students will not have a basic understanding of vocabulary. According to Nation (2013), comprehending a large vocabulary is highly beneficial in enhancing the four language skills of speaking, writing, listening, and reading. Meanwhile, Men (2017) explained that vocabulary mastery could positively affect understanding many words, implementing sentences, and making it easier to communicate. Therefore, vocabulary is an essential element that is needed in learning.

The purpose of this study was to find teacher strategies to increase students' confidence in speaking English with the level of vocabulary they have at SMP 35 Makassar. The strategies are small group discussions and storytelling. This strategy is very helpful for encouraging students to be confident in speaking and also to find out how much vocabulary and the influence of the many and few vocabulary students have to be confident in speaking English, because each strategy provides an opportunity for students to practice speaking. In addition, the advantages that students get from it help students improve their vocabulary and pronunciation, build interaction between passive and active students, and make class more fun and not boring.

METHOD

The design of this research was quantitative methods, where the researcher presents data in numerical and descriptive form. Also states that descriptive research studies are designed to obtain information concerning the current status of phenomena. They are direct toward determining the character of the situation, because it exists at the time of the study. There is no administration or control of treatment as is found in descriptive research. The aim is to describe what exists with relevance variables or conditions in a very situation. The design involves one class in which the researcher administers the class by administering questionnaires and assess students' vocabulary with vocabulary questions. Success Analysis of students' confidence in speaking is determined by the results of Questionnaire that have been filled in by students and vocabulary questions that have been answered.

FINDINGS AND DISCUSSIONS

Findings

This part consists of the result observation, questionnaire and interview's text. From the observations that have been made, it can be concluded that students will be active in class if the teacher can make students understand or understand the material being taught, and also teachers who can make the class fun. From the results of the interview the teacher answered that students are generally afraid to speak in front of the class because they are afraid that their answers will be wrong and end up being laughed at by their classmates. and the next the observation questionnaire results, which can be seen as below :

Observation

The purpose of the observation was to observe the implications of the class action. It was carried out by the researcher during the teaching and learning process. The observation focused on the student, the teacher, and the teaching and learning process in English class. The result of the observation was described as follows :

1. Students were actively involved in English class. Students during learning in class look active, they enthusiastically answered together when there were questions from the teacher. But when they were appointed to answer individually, they hesitated to answer and waited for other friends with the same answer to answer.
2. Students diligently answer using English. Students when answering questions did not always used English they also used Indonesian when they answered.
3. Students followed the learning process with enthusiasm. Most of the students were enthusiastic during the learning process.
4. Students were active in learning (asking about things they don't know). Students during learning actively asked the teacher when they did not understand the material learned, and students asked the teacher if they did not understand the problems given.
5. In the learning process, students fully used English. When learning, students did not fully used English. They would used English when answering, even when answering students still usually used Indonesian.

Questionnaires

After carrying out the research process, the authors explained the results of the questionnaire that had been filled in by 25 class VIII-4 students of SMPN 35 Makassar. The results of this questionnaire obtained how is the influence of vocabulary on students' confidence in speaking English. The data is presented in the form of a table containing statements of numbers and percentages.

Table 1 I'm very happy to speak English

| No item | Response | Frequency | Percentage |
|---------|-------------------|-----------|------------|
| 1 | Strongly disagree | 0 | 0% |
| | Disagree | 0 | 0% |
| | Neutral | 8 | 32% |

| | | | |
|--------------|----------------|----|------|
| | Agree | 11 | 44% |
| | Strongly agree | 6 | 24% |
| Total | | 25 | 100% |

Table 1, it could be seen that students of class VIII.4, 24% or 6 students were strongly agree about "I'm very happy to speak English", 44% or 11 students were agree and 32% or 8 students were neutral. Meanwhile, those who chose to disagree and strongly disagree were 0%.

Table 2 I think speaking in English sounds good

| No item | Response | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 2 | Strongly disagree | 0 | 0% |
| | Disagree | 0 | 0% |
| | Neutral | 0 | 0% |
| | Agree | 15 | 60% |
| | Strongly agree | 10 | 40% |
| Total | | 25 | 100% |

Table 4.2, it could be seen that 40% or 10 students were strongly agree about "i think speaking in english sounds good", 60% or 15 students were agree about "i think speaking in english sounds good". Meanwhile, 0% or no one students was choose neutral, disagree and strongly disagree about "i think speaking in english sounds good".

Table 3 I learn English so that I can communicate with foreigners more effectively

| No item | Response | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 3 | Strongly disagree | 0 | 0% |
| | Disagree | 0 | 0% |
| | Neutral | 2 | 8% |
| | Agree | 12 | 48% |
| | Strongly agree | 11 | 44% |
| Total | | 25 | 100% |

Table 3, it could be seen that 48% or 12 students were strongly agree about "i learn English so that i can communicate with foreigners more effectively", 44% or 11 students are agree about "i learn English so that i can communicate with foreigners more effectively" and 8% or 2 students are neutral about "i learn English so that i can communicate with foreigners more effectively". Meanwhile, 0% or no one students is disagree and strongly disagree.

Table 4 I am very interested in participating in english corner or english club activities

| No item | Response | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 4 | Strongly disagree | 0 | 0% |
| | Disagree | 2 | 8% |
| | Neutral | 8 | 32% |
| | Agree | 10 | 40% |
| | Strongly agree | 5 | 20% |
| Total | | 25 | 100% |

Table 4 above, it can be seen that 20% or 5 students are strongly agree about "I am very interested in participating in english corner or english club activities", 40% or 10 students are agree about "I am very interested in participating in english corner or english club activities" and 32% or 8 students are neutral about "I am very interested in participating in english corner or english club activities". Meanwhile, 8% or 2 students is disagree and 0% or no one student strongly disagree.

Table 5. If i have the chance to taught by a foreign teacher, i would speak to him/her in English as much possible

| No item | Response | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 5 | Strongly disagree | 0 | 0% |
| | Disagree | 5 | 20% |
| | Neutral | 11 | 44% |
| | Agree | 8 | 32% |
| | Strongly agree | 1 | 4% |
| Total | | 25 | 100% |

Table 5 above, it can be seen that 4% or 1 students are strongly agree about "If i have the chance to taught by a foreign teacher, i would speak to him/her in English as much possible", 44% or 8 students are agree about "If i have the chance to taught by a foreign teacher, i would speak to him/her in English as much possible" and 44% or 11 students are neutral about "If i have the chance to taught by a foreign teacher, i would speak to him/her in English as much possible". Meanwhile, 20% or 5 students is disagree and 0% or no one student strongly disagree.

Table 6 In class I did not dare to answer using English

| No item | Response | Frequency | Percentage |
|---------|-------------------|-----------|------------|
| 1 | Strongly disagree | 2 | 8% |
| | Disagree | 5 | 20% |
| | Neutral | 5 | 20% |
| | Agree | 10 | 40% |
| | Strongly agree | 3 | 12% |

| | | |
|--------------|----|------|
| Total | 25 | 100% |
|--------------|----|------|

Table 6 above, it can be seen that 12% or 3 students are strongly agree about "In class I did not dare to answer using English", 40% or 10 students are agree about "In class I did not dare to answer using English" and 20% or 5 students are neutral about "In class I did not dare to answer using English". Meanwhile, 20% or 5 students is disagree and 8% or 2 students strongly disagree.

Table 7 In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class

| No item | Response | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 2 | Strongly disagree | 0 | 0% |
| | Disagree | 7 | 28% |
| | Neutral | 5 | 20% |
| | Agree | 9 | 36% |
| | Strongly agree | 4 | 16% |
| Total | | 25 | 100% |

Based on the table 7 above, it can be seen that 16% or 4 students are strongly agree about "In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class", 36% or 9 students are agree about "In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class" and 20% or 5 students are neutral about "In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class". Meanwhile, 28% or 7 students is disagree and 0% or no one student strongly disagree.

Table 8 I was shy to raise my hand in English class even if I could answer a question

| No item | Response | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 3 | Strongly disagree | 2 | 8% |
| | Disagree | 5 | 20% |
| | Neutral | 5 | 20% |
| | Agree | 9 | 36% |
| | Strongly agree | 4 | 16% |
| Total | | 25 | 100% |

Based on the table 8 above, it can be seen that 16% or 4 students are strongly agree about "I was shy to raise my hand in English class even if I could answer a question", 36% or 9 students are agree about "I was shy to raise my hand in English class even if I could answer a question" and 20% or 5 students are neutral about "I was shy to raise my hand in English class even if I could answer a question". Meanwhile, 20% or 5 students is disagree and 8% or 2 students strongly disagree.

Table 9 I feel very embarrassed if I make a mistake when speaking English in front of the whole class

| No item | Response | Frequency | Percentage |
|---------|-------------------|-----------|------------|
| 4 | Strongly disagree | 5 | 20% |
| | Disagree | 4 | 16% |
| | Neutral | 2 | 8% |
| | Agree | 12 | 48% |
| | Strongly agree | 2 | 8% |
| Total | | 25 | 100% |

Based on the table 9 above, it can be seen that 8% or 2 students are strongly agree about “I feel very embarrassed if I make a mistake when speaking English in front of the whole class”, 48% or 12 students are agree about “I feel very embarrassed if I make a mistake when speaking English in front of the whole class” and 8% or 2 students are neutral about “I feel very embarrassed if I make a mistake when speaking English in front of the whole class”. Meanwhile, 16% or 4 students is disagree and 20% or 5 students strongly disagree.

Table 10 I was always afraid of making mistakes when speaking English in class, Even though I know I have a lot of vocabulary.

| No item | Response | Frequency | Percentage |
|---------|-------------------|-----------|------------|
| 5 | Strongly disagree | 1 | 4% |
| | Disagree | 8 | 32% |
| | Neutral | 1 | 4% |
| | Agree | 14 | 56% |
| | Strongly agree | 1 | 4% |
| Total | | 25 | 100% |

Based on the table 10 above, it can be seen that 4% or 1 student are strongly agree about “I was always afraid of making mistakes when speaking English in class, Even though I know I have a lot of vocabulary.”, 56% or 14 students are agree about “I was always afraid of making mistakes when speaking English in class, Even though I know I have a lot of vocabulary” and 4% or 1 students are neutral about “I was always afraid of making mistakes when speaking English in class Even though I know I have a lot of vocabulary”. Meanwhile, 32% or 8 students is disagree and 4% or 1 student strongly disagree.

Table 11 I feel confident with my English in class

| No Item | Response | Frequency | Percentage |
|---------|-------------------|-----------|------------|
| 1 | Strongly disagree | 0 | 0% |
| | Disagree | 5 | 20% |
| | Neutral | 8 | 32% |
| | Agree | 8 | 32% |
| | Strongly agree | 4 | 16% |

| | | |
|--------------|----|------|
| Total | 25 | 100% |
|--------------|----|------|

Table 4.15 above, it can be seen that 16% or 4 students are strongly agree about “I feel confident with my English in class”, 32% or 8 students are agree about “I feel confident with my English in class” and 32% or 8 students are neutral about “I feel confident with my English in class”. Meanwhile, 24% or 5 students is disagree and 0% or no one student strongly disagree.

Table 11 I think the English I use is good

| No Item | Response | Frequency | Percentage |
|--------------|-------------------|-----------|------------|
| 2 | Strongly disagree | 1 | 4% |
| | Disagree | 4 | 16% |
| | Neutral | 8 | 32% |
| | Agree | 2 | 8% |
| | Strongly agree | 10 | 40% |
| Total | | 25 | 100% |

Table 11 above, it can be seen that 40% or 10 students are strongly agree about “I think the English I use is good”, 8% or 2 students are agree about “I think the English I use is good” and 32% or 8 students are neutral about “I think the English I use is good”. Meanwhile, 16% or 4 students is disagree and 4% or 1 student strongly disagree.

Discussion

This discussion section presents and explains the findings of the research conducted by the author and comparisons of related research.

The research was conducted at SMP 35 Makassar, with students of class VIII.4 as the research sample. This study aims to determine the influence of vocabulary on students' confidence in speaking English. After the author completed the research, based on the data collected from the research through 3 treatments, namely observation, I made observations with the aim of seeing how much confidence students have in speaking English with their vocabulary. Questionnaires, which were filled out by students, and interviews with teachers related to or who taught students in class VIII.4 who were used as research samples. According to the table “4.10. The percentage of students” questionnaire about student’s confidence speaking in class, there are 2 students who choose strongly agree, 12 students choose agree, 4 students choose disagree, 5 students who choose strongly disagree and 2 who choose neutral. From these data it can be concluded that most students in class VIII.4 feel embarrassed if they make mistakes when speaking English in front of the class. In this interview session, the researcher interviewed the English teacher concerned with class VIII.4. We asked about the influence of students' confidence in speaking English. From the results of the interview the teacher answered that students are generally afraid to speak in front of the class because they are afraid that their answers will be wrong and

end up being laughed at by their classmates. And one of the things that affects students' confidence in speaking English is the environment. The teacher said that students who have a lot of vocabulary and do not dare to speak in front of the class are influenced by the environment, namely where in their environment they rarely practice directly the vocabulary they have so they also do not have the confidence to speak English in class.

Based on statements from interviews with teachers in the classroom, the results of this study prove that students who have a lot of vocabulary and tend not to be confident to speak English, caused by shyness, fear of being wrong and because of the influence of their environment. There are three forms of questions in the questioner and interview session, namely:

1. Motivation

Sutrisno (2016: 110) "Motivation is the result of a person's interaction with certain situations he faces. with certain situations he faces. For this reason, there are differences in the strength of motivation shown by a person in facing the same situation. In fact, someone will show a certain drive in facing different situations and at different times".

In questionnaire table 4.1 with the statement "I'm very happy to speak English" there were 44% or 11 students who agreed out of 25 students with 0 students who chose to disagree and strongly disagree. And 13 other students chose strongly agree and neutral. In this statement it can be seen that as many as 11 students are motivated to speak English because they feel happy when speaking English.

For interviews with class VIII.4 English teachers, the first question was "How did the students respond during the English lesson?" The teacher's answer was "As we can see, depending on the way the teacher provides understanding to the students or the way the teacher likes the teaching, the students will be enthusiastic about learning. "Also, the children's responses when learning speaking were very enthusiastic because according to them speaking was like they had succeeded in learning English." So it can be said that students are enthusiastic about learning if the students like the teacher's way of teaching. Students are also enthusiastic about learning speaking because they say that being able to speak means they have succeeded in learning English.

2. Anxiety

Anxiety is a person's psychological condition or mood someone who brings discomfort and disrupts totality someone's life, because of something that is worried or worried about gives rise to feelings of fear and reluctance, mixed with sadness, that something is happening that is not necessarily certain to happen (Dorland, 2018).

In quisionnaire on table 4.14 above, it can be seen that 12% or 3 student are strongly agree about "In English class, when I anticipated that I would be asked to answer a question, I would tremble", 40% or 10 students are agree about and 32% or 8 students are neutral about Meanwhile, 16% or 4 students is disagree

and 0% or no one student strongly disagree. In this statement, most students who feel trembling when asked a question feel trembling, namely 10 students or 40% and those who feel not worried or trembling. It can be said that students' confidence in speaking is influenced by anxiety.

In the interview session with the English teacher of class VIII.4 regarding anxiety in the first question, namely "Do you agree that anxiety is one of the factors that affects students' speaking performance more?" and the answer from the teacher was *Yes, they are nervous because they feel they can't do it, they are afraid of being laughed at by their classmates, they are afraid of being blamed, and they feel nervous when they know that there are friends who are smarter than them. So I think anxiety is also a very important factor in learning English, especially in speaking. So children must minimize the anxiety so that they will dare to continue learning and try to speak up.* From the teacher's answer we can say that students do not have confidence in speaking, even though they have a large vocabulary because they are nervous, feel inadequate, afraid of being laughed at by classmates, afraid of being blamed, and nervous when they find out that there are friends who are smarter than them.

Research conducted by Vriska Engelina Kansil, et al (2022) with title "Analysis Of The Effect Of Students' Self-Confidence On Speaking Skill, Based on the final results of the research, it is possible to conclude that the components that can affect college students' speaking skills, including incentive to talk, were accepted by 100% of respondents. Then, the issue that could impair students' self-assurance earns a high percentage of approval from respondents, such as students being concerned about making mistakes, is permitted by 90% of respondents. Based on observations, there were still many pupils who struggled to build speaking skills due to a lack of self-confidence. The purpose of this study is to determine whether or not students' self-confidence affects their speaking ability.

3. Self-confidence

Another important professional variable is self-confidence, which is described as a person's belief in his or her own ability to complete a task. Martins et al. (2014) believe that self-confidence is a crucial aspect in providing a timely and effective response in critical situations. A high level of professional self-confidence among nurses has been shown to improve safe nursing practices and 66 patient safety. Sak-Dankosky and colleagues (2014) discovered in their study that self-confidence among higher-educated and higher-income individuals makes them more capable of performing inventive work, resulting in greater success in their job and actions.

In questionnaire on the table 4.18 above, it can be seen that 20% or 2 students are strongly agree about "I thought my friends didn't know about my English skills", 36% or 9 students are agree about "I thought my friends didn't know about my English skills" and 28% or 7 students are neutral about "I thought my friends didn't know about my English skills". Meanwhile, 16% or 4 students is

disagree and 12% or 3 student strongly disagree. From this data it can be seen that the most students who agreed with this statement were 9 people, students who chose to agree were students who were less active in class so their classmates did not know their English skills.

In the interview session with the English teacher of class VIII.4 regarding self-confidence in the first question, namely : How do your students respond when they realize they made a mistake when speaking English in front of the class? The answer of teacher *“As an audience, the responses were varied, some smiled, some were stunned because they did not understand what their friends were saying, some asked each other and whispered or some asked me directly and some directly wronged me. As for the responses of the students who were presenting, when they realized it they would immediately shut up and get discouraged and not want to continue. But for students who have a strong mentality, they will continue their presentation with confidence”*. From the responses of the students who were presenting, when they realized this they would immediately shut up and give up and not want to continue. However, students who have a strong mentality will continue their presentation with full confidence. So it is said that students will be confident in speaking if they have a strong mentality, while those who cannot continue speaking are students who do not have a strong mentality.

Research conducted by Nadiah, Arina, and Ikhrom (2019) *The Students' Self-Confidence in Public Speaking*, The researcher determined that the students' self-confidence in public speaking at the advanced speaking class was in the unsure or adequate range. According to the findings, students' self-confidence in advanced speaking class was 3,2%. The researcher discovered this through verbal performance. Students did not speak well, with clear meaning and words, with repetitive intonation and many pauses. Then, in nonverbal performance, students did not make eye contact, were staring at the note, slideshow, and were not facing the audience but facing up. Students repeated the phrase 'eh eh,.' Students wore a tense, fearful, and sad attitude. Students performed motions such as touching their hair, bending their legs, and putting their hands in their pants or on their waist. Based on the interviews with the students, the researcher discovered that the students have a negative perspective (they do not trust in themselves), a lack of preparation, and a lack of practice speaking in public. Another reason or issue is a lack of language and skill.

CONCLUSION

This study consists of three instruments. The first is observation to find out the learning process of students in class, the second is a questionnaire that helps the author to identify students' personalities, and the second is an interview that helps the author to identify whether there is an influence of vocabulary in students' self-confidence when speaking in class. using 25 samples in this study. Based on the overall research analysis, this study aims to determine the effect of vocabulary on students' confidence in speaking English. Therefore, the existence

of this study is useful to prove how the influence of vocabulary that each student has on student confidence in speaking. The result of this study is that the amount of vocabulary that students have does not guarantee that a student is confident in speaking English. This is caused by shyness, fear of being wrong and the influence of the environment, where the environment is very influential in building students' confidence to speak. Based on the results of research conducted in class VIII-4 SMPN 45 Makassar, based on the results of the questionnaire, there are 15 students who feel embarrassed if they make mistakes and 10 students who do not feel embarrassed if they make mistakes in speaking English.

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