

**THE EFFECT OF SELF CONFIDENCE AND VOCABULARY MASTERY
ON STUDENT'S SPEAKING SKILL IN THE SECOND SEMESTER OF
ENGLISH EDUCATION DEPARTMENT AT STATE INSTITUTE OF
ISLAMIC STUDIES PONOROGO**

THESIS



By

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ABSTRACT

Ulya, WahyuNi'matul. 2018. *The Effect of Self-confidence and Vocabulary Mastery on Speaking Skill at the Second Semester Students of English Education Department in IAIN Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor PrylaRochmahwati, M.Pd.

Key word: Self-confidence, Vocabulary Mastery, and Speaking Skill.

There are many factors influencing students' speaking skill: they are intrinsic and extrinsic factor. For intrinsic factor there are vocabulary, grammar, pronunciation, fluently and comprehension. Then for extrinsic factor there are motivation, self-confidence, anxiety and etcetera. In this study the researcher focus on self-confidence and vocabulary, because its considered factors influence speaking activity at the second semester students of English Education Department in IAIN Ponorogo. Speaking fluently must be deliver with appropriate vocabulary and also have a self-confidence. Without vocabulary the speaker can not say anything. And also without having self-confidence, speaker will become nervouse to communicate with others. The objectives of this research is to determine (1) the significant effect of self confidencethrough students speaking skill (2) thesignificant effect of vocabulary mastery through students speaking skill(3) The significant effect of self confidence and vocabulary mastery on speaking skill.

This research applied ex-post facto design. The population was taken from 100 students at the second semester of English Education Department in IAIN Ponorogo. Proportional random sampling was applied as sampling technique. The number of the sample in this research was 80 students. The technique of data collection of this present research was questionnaire for students' self-confidence and test for students' vocabulary and students' speaking skill. The data was analyzed using multiple linear regressions for the level of signficance 5%. After getting data, the researcher analyzed the data by using SPSS 17.00 for windows.

The data analysis showed that: (1) there is significant effect of self confidence through students speaking skill. It can be seen that Sig. Value is 0,004 less than 0,005. So, Ho rejected and Ha accepted, (2)there is significant effect of vocabulary mastery through students speaking skill. It can be seen that Sig. Value is 0,000 less than 0,005. So, Ho rejected and Ha accepted, (3) There is significant effect of self confidence and vocabulary mastery on speaking skill at the second semester students of English Education Department in IAIN Ponorogo. It can be seen the result of F-value was 100.052 that is higher then F-table 3.11. Then equal regression model is $Y = 1,405 + 0,130 X_1 + 0,829 X_2 + e$. And Sig. value 0,000 ($p < 0,05$) so, H_0 is reject and H_a is accepted.

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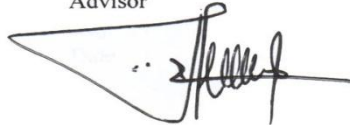
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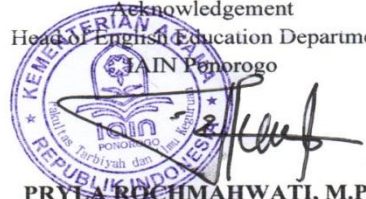
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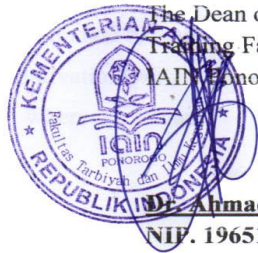
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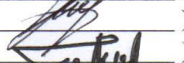

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CHAPTER I

INTRODUCTION

A. Background of The Study

Communication is an activity which we do in our everyday life. We use a language or some languages to have communication. There are some languages used in global communication, such as English, Mandarin, French, etc., but English is one that is very popular for communication, especially for our ears as Indonesian people. Moreover, Indonesia, as a developing country must have English as a means of communication to interact with other countries, to make good relationships, to cooperate bilaterally or multilaterally with them, so English has a very important role for Indonesia. English becomes a foreign language in Indonesia and it is taught at schools from Elementary school until university. Speaking ability is very important to have good communication, especially in international communication. The English learners should have this ability and they must focus the learning on speaking skill.¹

There are four English basic skills that must be achieved by the students when they are learning English. They are speaking, listening,

¹Ambar Pujiyanto & Fitri Rakhmawati, *Improving Speaking Ability Through Community-Based Learning*. Leksika Vol. 10 No. 2 – Aug 2016, 20.

reading, and writing skills. Of all English basic skills, speaking skill seems to be the most demanding and important one. Compared to writing, speaking is a more common way of how people convey their messages to others. According to H Douglas Brown, foreign language learners will be considered as successful at accomplishing and achieving their learning goals if they can exhibit an ability of interacting with other speakers of the language through oral discourse.² In short, all English learners generally share the same goal that is to speak accurately and fluently.³

Speaking is one of the most productive activities in daily life: It is the most important skill because it is the ability to carry on a conversation. Besides, speaking is an interactive process of constructing and receiving information.⁴ Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people.⁵

²H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition*, (New York: Pearson education, 2000)267.

³Agus Priyanto and Lies Amin L., *The Correlation between English Grammar Mastery Competence and Speaking Fluency of Eleventh Grade Students in SMAN 1 Sidoarjo*. 1.

⁴Verawaty, *Improving Students' Speaking Skills With The Numbered Heads Together Technique*. ENGLISH EDUCATION JOURNAL (EEJ), 7(4), 448-467, October 2016. 449.

⁵Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill*. International journal of research in english education, 35.

Mastering vocabulary is one of the methods to be better in speaking in order to avoid misunderstanding issue. This is essential to be concerned as vocabulary plays an important role in constructing the idea conveyed through a language used.⁶Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.⁷

Another factor that influence the speaking skill is a self confidence. Self-confidence influenced the process of speaking activity because language learning is a complex process that influences cognitive and affective factor which constitute the main source of individual differences in foreign language learning.⁸

Self-confidence is the most essential factor that determines learners' willingness to participate in oral activities in language classrooms. In other words, we can say that where there is self-confidence, there will be good communication. On other hand, lack of self confidence is thought to be the most dangerous barrier for effective communication. A number of studies

⁶Rahmi Fhonna, *The Correlation Between Mastering Vocabulary and Speaking Ability (Case Study at SMA 10 Fajar Harapan Banda Aceh)*. Volume V Nomor 1, Januari-Juni 2014, 92.

⁷Jack Richards and Willy A. Renandya, *Methodology in Language Teaching*. (2002, 255)

⁸Agus Salim, *General Self-confidence and Its Implication on Students' Achievement in Oral Presentation*. Islamic University of Lamongan, JEELS Volume 2, Number 2, November 2015, (35).

have been carried out on the effect of self-confidence on learners readiness to participate in classroom communicative activities.⁹

An observation conducted by the researcher in 10 December 2017 in speaking class (A) of second semester students of English Education Department of IAIN Ponorogo, the researcher founds students are unenthusiastic in speaking class. They are feel afraid to speak and also not fluent to speak English. It is caused by many factors like student are not confident to speak, and their vocabulary is also low. Then, based on interview with Fanisa Rifda Saliimah and Roihani Faiziyah as a student of English Education Department at IAIN Ponorogo, the researcher found some problem in speaking class. Students speaking skill in speaking class is low. It is caused by speak English in speaking class is more focused on assessment and assignment. They grammatical mastery and vocabulary mastery is also low. Some students also lack of confidence to speak English in front of the class. They feel afraid to be laughed if they make mistakes in their speech.¹⁰

Based on description above, in order to have a good speaking skill, the students should be able to speak fluently by mastering vocabulary. Meanwhile, to strengthen their speaking performance, self confidence is also needed, so they will be able speak without being afraid of making mistakes.

⁹Safaa Mohammad Al-Hebaish, *The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course*. Theory and Practice in Language Studies, Vol. 2, No, 1, pp. 60-65, January 2012, 61.

¹⁰ Observation and Interview on December 10, 2017

Therefore researcher wants to conduct research entitle: **The Effect of Self Confidence and Vocabulary Mastery on Students Speaking Skill in the Second Semester of English Education Department at State Institute of Islamic Studies Ponorogo.**

B. Limitation of The Study

To avoid a far-ranging discussion, this study is focused on some concerns identified as follow:

1. The significant effect of self confidence through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.
2. The significant effect of vocabulary mastery through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.
3. The significant effect of self confidence and vocabulary mastery on speaking skill in second semester of English education department students at State Institute of Islamic Studies Ponorogo.

C. Statement of The Problems

1. Is there any significant effect of self confidence through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo?

2. Is there any significant effect of vocabulary mastery through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo?
3. Is there any significant effect of self confidence and vocabulary mastery on speaking skill in second semester students of English Education Department at State Institute of Islamic Studies Ponorogo?

D. Objectives of The Study

Concerning with the problem statements, this study has objectives described as follows:

1. To determine the significant effect of self confidence through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.
2. To determine the significant effect of vocabulary mastery through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.
3. To determine the significant effect of self confidence and vocabulary mastery on speaking skill in second semester of English education department students at State Institute of Islamic Studies Ponorogo.

E. Significances of The Study

The significance of this study can be viewed from both theoretical and practical aspects, as describes below:

1. Theoretical significance

After conducting the research, this study is expected can give contribution of knowledge toknow thatself confidence and vocabulary masteryis factors' that influences on speaking skill.

2. Practical significance

a. Student

Students will know the effect of self confidence and vocabulary mastery on speaking skill, so they will be improve their self confidence and vocabulary in order to increase their speaking skill.

b. Teacher

For teachers, the result of the research can give an input to consider language and psychology aspect, in this case self confidencevocabulary mastery, in order to increase students' speaking skill without ommiting other factors which can play important role in increasing students' speaking skill.

c. Reader

For the readers this study is expected to give a contribution for futher study to do scientific researches concerning ith students' self

confidence, students' vocabulary mastery, and students' speaking skill.

F. Organization of The Thesis

To make easy to arrange the thesis, in this section will be explain about the organization of this research. There are five chapters. They are:

CHAPTER I : Introduction

This chapter explains about the background of study, limitation of the problem, statement of the problem, objectives of the study, significances of the study, and organization of the study

CHAPTER II : Previous Research Finding, Theoretical Background, theoretical framework, and hypothesis.

This chapter explains about previous research finding, theoretical background that consist of definition self-confidence, developing self-confidence, characteristic of self-confidence, indicators of self-confidence, and Self-confidence in Speaking Skill. Definition of vocabulary, the importance of vocabulary, learning vocabulary, vocabulary mastery, component of vocabulary, kinds of vocabulary, aspect of vocabulary, teaching vocabulary.

Definitions speaking, functions speaking, types of speaking, characteristics of speaking, problem of speaking skill, and component of speaking, theoretical framework and hypothesis

CHAPTER III : Research Methods

In this chapter give the explanation about technique that is to make research. It consists of the design of the research, population and sample, the instrument of data collection, the technique of data collection and the technique of data analysis

CHAPTER IV : Research Result

In this chapter give explanation about the research location, data descriptions, data analysis, and discussion.

CHAPTER V : Closing

There is explained about conclusions of this study and the suggestion for the next researcher or reader.

CHAPTER II

PREVIOUS RESEARCH FINDING, THEORITICAL BACKGROUND, THEORITICAL FRAMEWORK AND HYPOYHESIS

A. Previous Research Finding

To conduct the research, the researcher has found the previous research finding that give inspiration to the reseacher to write about this thesis. These studies are as follows:

Result of the Research by Siti Nurcholipah from English Education Department of IAIN Ponorogo, and the title is “The Correlation between Self Confidence and English Reading Skillto the Tenth Grade Students of SMAN 1 Badegan Ponorogo in Academic Year 2013/ 2014”. She applied quantitative research with correlation design research. The objective of her research is to find out the correlation between self-confidence and English reading skill to the tenth grade students’ of SMAN 1 Badegan Ponorogo. She analyze that there is significant correlation between self confidence and English reading skill.¹¹

The second previous research finding that give inspiration to the researcher is thesis by Retno Rismi Untari, with title “The Correlation

¹¹ Siti Nurcholipah, *The Correlation between Self Confidence and English Reading Skillto the Tenth Grade Students of SMAN 1 Badegan Ponorogo in Academic Year 2013/ 2014*, Thesis, 2014.

between Students' Self-confidence and English Speaking Ability in SMPN 2 Ponorogo". She applied quantitative research with correlation design research. The objective of her research is to find out the correlation students between self-confidence and Englishspeaking ability in SMPN 2 Ponorogo. She analyze that there is significant correlation between self-confidence and speaking ability.¹²

The third previous research finding that give inspiration is to the researcher is thesis by Siti Juariah with title "The Influence of Using Power Point Media on Vocabulary Mastery to the Tenth Students of SMAN 1 Dolopo in Academic Year of 2012/2013". She applied quantitative research with simple linear regression analysis research. The objective of her research is to find out the influence of using power point media on vocabulary mastery to the tenth students of SMAN 1 Dolopo in academic year of 2012/2013. She analyze that power point media was influencing the students vocabulary mastery to the tenth grade students of SMAN 1 dolopo in academic year 2012/2013.¹³

This research is different from the previous studies above because of the reasons:

¹²Retno Rismi Untari, *The Correlation between Students' Self-confidence and English Speaking Ability in SMPN 2 Ponorogo*, Thesis, 2012.

¹³Siti Juariah, *The Influence of Using Power Point Media on Vocabulary Mastery to the Tenth Students of SMAN 1 Dolopo in Academic Year of 2012/2013*, Thesis, 2013.

1. This research focuses on three variable: self confidence, vocabulary mastery and speaking skill.
2. The object of this thesis is the second semester of students English Education Department of IAIN Ponorogo.

B. Theoretical Background

1. Self confidence

a. Definition of self confidence

Self-confidence is a feeling or mental condition of a person where he believes that he is capable of doing something well, with positive, optimism, and able to achieve results as expected. Self-confidence is also an attitude that the individual is calm, not affected by the circumstances and others. According Kate Burton and Brinley Platts, Confidence is the ability to take appropriate and effective action in any situation.¹⁴

According Brown, Self-confidence is a person's belief in his or her ability to accomplish the task.¹⁵ From the definition above it can be concluded that self confidence is the belief or attitude which allows people to doing something well and appropriate.

¹⁴Kate Burton and Brinley Platts, *Building Confidence for Dummies*,(2006)10.

¹⁵H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition*, (New York: Pearson education, 2000)62.

b. Developing Self Confidence

According Dale Carnegie, there are some steps to developing the self confidence, they are:

- 1) Start with a strong and persistent desire. Enumerate the benefits this effort to train yourself will bring you. Arouse your enthusiasm for it. Think what it can mean to you financially, socially and in terms of increased influence and leadership. Remember that upon the depth of your desire will depend the swiftness of your progress.
- 2) Prepare. You can't feel confident unless you know what you are going to say.
- 3) Act confident. "To feel brave," advises Professor William James, "act as if we were brave, use all of our will to that end, and a courage fit will very likely replace the fit of fear." Teddy Roosevelt confessed that he conquered his fear of grizzly bears, mean horses, and gun- fighters by that method. You can conquer your fear of audiences by taking advantage of this psychological fact.
- 4) Practice. This is the most important point of all. Fear is the result of a lack of confidence; and a lack of confidence is the result of not knowing what you can do; and that is caused by a

lack of experience. So get a record of successful experience behind you, and your fears will vanish.¹⁶

c. Characteristics of High Self Confidence

According to Judy H Wright, there are six characteristics of high self confidence in their ability to affect the journey of their life. These factors are universal and can be learned if they are not present in the life.

- 1) They are ambitious. They want more from life than existence or survival.
- 2) They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.
- 3) They are visionary. Rather than being stuck for too long, they can see themselves in better circumstances and surroundings. They keep a picture of what success will be like.
- 4) They have learned to communicate. They know how to ask for what they want and to hear and heed advice and counsel. It is

¹⁶Dale Carnegie, *How To Develop Self-Confidence and Influence by Public Speaking*, (New York: Pocket Books, 1956) 15.

less important for them to be right than to be effective. They listen more than they speak.

- 5) They are loving and kind. Those people who have a good inner self-image form nourishing relationships instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic.
- 6) They are attractive and open to others. Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.¹⁷

d. Characteristics of Low Self Confidence

There are universal characteristics of those who have lack the confidence to attract abundance in all areas of life to them. These factors often influence and detract from the joy that a person may experience, namely:

- 1) They are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear of

¹⁷Judy H. Wright, *Building Self Confidence with Encouraging Word*, (USA: Artichoke Press, 1976), 25.

“what if..” low confidence people tend to be re-active rather than pro-active.

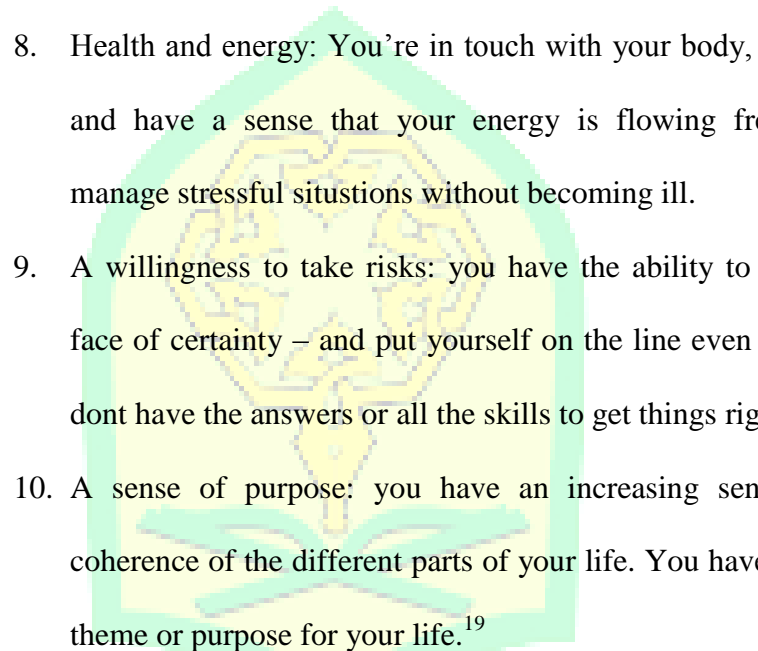
- 2) They are pessimistic and tend to see the glass as half empty. By blaming circumstance on other people they delay assuming personal responsibility for their own choices.
- 3) They have difficulty communicating what they really want from life. They have no clear idea of what they truly value. When asked what would make them happy, they give generalities (rich, thin, beautiful) rather than specific.
- 4) They want to please others more than be true to themselves. The desire to have potential. Much like chameleons (lizards that change colors to fit their environment) those who lack self-confidence would rather blend in than stand out.
- 5) They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.¹⁸

e. Indicators of Self Confidence

There are ten core indicators of confidence, they are:

¹⁸Judy H. Wright, *Building Self Confidence with Encouraging word*, (USA: Artichoke Press, 1976), 26.

1. Direction and values: you know what you want, where you want to go, and what's really important to you.
2. Motivation: You are motivated by and enjoy what you do. In fact, you're likely to get so engrossed in what you're doing that nothing distracts you.
3. Emotional stability: you have calm and focused approach to how you are yourself and how you are with other people as you tackle challenges. You notice difficult emotions such as anger and anxiety, but you work with them rather than letting them overcome you.
4. A positive mind-set: you have the ability to stay optimistic and see the bright side even when you encounter setbacks. You hold positive regard for yourself as well as other people.
5. Self-awareness: you know what you are good at, how capable you feel, and how you look and sound to others. You also acknowledge that you are a human being, and you do not expect to be perfect.
6. Flexibility in behavior: you adapt your behaviour according to circumstance. You can see the bigger picture as well as paying attention to details. You take other people's views on board in making decisions.

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7. Eagerness to develop: you enjoy struching yourself, treating each day as a learning experience, rather than acting as if you are already an expert with nothing new to find out. You take your discoveries to new experiences.
 8. Health and energy: You're in touch with your body, respect it, and have a sense that your energy is flowing freely. You manage stressful situstions without becoming ill.
 9. A willingness to take risks: you have the ability to act in the face of certainty – and put yourself on the line even when you dont have the answers or all the skills to get things right.
 10. A sense of purpose: you have an increasing sense of the coherence of the different parts of your life. You have chosen a theme or purpose for your life.¹⁹

f. Self Confidence in Speaking

It is important for us to high self confidence. By having self confidence in speaking, we will be able to have positive and realistic perception of ourselves and our abilities. We will not be shy and afraid in showing our abilities, asking something to teachers, and etcetera. We will not surrender if we meet failure in doing tasks. It is

¹⁹ Kate Burton and Brintley Platss, *Building Confidence for Dummies*, (England: John Wiley & Sons Ltd, 2006), 12.

different when we have low self confidence, we will difficult to communicate.

According Huitt and Khoddad cited in Hayti: Brown 1994 in Safa Mohammad Al-Hebaish, “ self confidence is a peronal factor that pays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it. It may facilitate or debilitate academic achievement. “ Rubio in Safaa Mohammad Al-Hebaish said that foreign language learners who possess general self-confidence perform well and most likely believe themseldives to be capable learners. When there is low self confidence, on the contrary, learners suffer from uncertainty insecurity, fear and social distance.²⁰

H Dougl;ash Brown in Safaa Mohammad Al-Hebaish state that among the four language skills, the achievement of oral performance is though to be highly correlated with self confidence. FL learners can’t speak the language or express themselves freely and fluently without some degree of it. Thus the main objective of this paper was to examine the orrelation between general self-confidence and learners’ academic achievement on an oral presentation test.²¹

²⁰*Ibid*, 60.

²¹*Ibid*, 61.

2. Vocabulary

a. Definition of Vocabulary

Vocabulary is the component of language that concerned with words and meanings.²² Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.²³ According Jack C. Richards, Vocabulary is one of the most obvious component of language and one of the first things applied linguistics turned their attention.²⁴ According Susan Hanson and Jennifer, Vocabulary refers to words we use to communicate in oral and print language.²⁵

According to Hiebert and Kamil in Saptian and Agus Journal, vocabulary is the knowledge of words' meaning. Therefore, in learning words one should understand the meaning of the words. In accordance, Strickland et.al says that learning vocabulary is not simply as learning words, it is because words are not only helping

²²Woro Hestingsih, *The Effect of Grammar Mastery and Vocabulary Mastery towards Students Argumentative Writing*, Vol. 08 No. 02, Mei 2016, p. 211.

²³Jack Richards and Willy A. Renandya, *Methodology in Language Teaching*. (2002), 255.

²⁴Jack C. Richards, *Curriculum Development in Language Teaching*. (4)

²⁵Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*. (5)

one in naming things but also help her/him to think and talk about ideas.²⁶

From many definitions as state above so, vocabulary is all the words which known and used by particular person to convey ideas and express the speakers' meaning.

b. The Importance of Vocabulary

All languages have words. Some words can be used in a wide variety circumstances, but on others much more limited use. Nation and Nunan, stated that words are clearly vocabulary which is a very important parts of language learning. The most useful English vocabulary depends on the goal of learners. It is almost 1000 word families of English. Around 75 percent of the running words is used in academic text and nespaper, 80 percent in novels, and about 85 percent in conversation. It contains most of 176 function ord families.²⁷

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Harmon, Wood, & Keser, as well as Linse state that learners' vocabulary

²⁶Saptian Dwi Setyo Hastuti and Agus Widyantoro, *The Influence of Vocabulary and Grammar Mastery on the Students' writing Skill at Yogyakarta State University*. Bahasa, Sastra dan Terjemahan, Volume 1 – Nomor 1, Mei 2015, 71.

²⁷Ibid, 211.

development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g. Carter and McCarthy, Nation, Arnaud and Bejoint, Huckin, Haynes and Coady, Coady and Huckin, Schmitt Read.

Vocabulary knowledge is often viewed as a critical tool for second language learners, because limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p.55.²⁸

From this statement, the vocabulary is so important for students. The students can use vocabularies to express an opinion, idea and thinking in communication.

c. Learning Vocabulary

Learning vocabulary becomes essential aspect in learning a language. The mastery of vocabulary will determine the mastery of others language skills. It is impossible to use language skillfully when the students have limited vocabulary in their minds.

²⁸Mofareh Alqahtani, *the Importance of Vocabulary in Language Learning and How to be taught*. International Journal of Teaching and Education, 2015, Vol. III, No, 3, 22.

According to Laufer, learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible. It would be impossible to learn a language without having vocabulary mastery because people need several words to convey the intended meaning to communicate with others.

Thus, learning vocabulary is a central component of language learning. Vocabulary itself is a core component of language proficiency and becomes the basis for how well the learners listen, speak, read, and write. Without having vocabulary mastery, it is difficult for learners to convey the information which they want to express. Meanwhile, with a good knowledge of vocabulary, learners may feel confident in communication either spoken or written.²⁹

d. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster, mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in or a contest or competition;

²⁹Indriarti, *The Effectiveness of Semantic Mapping Strategy to Improve Students' Vocabulary Mastery*, Journal of English Language Teaching, ELT FORUM 3(1)(2004), p. 78-79.

superiority, ascendancy, and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that make someone a master in a certain subject.

The specificity any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words. Vocabulary mastery refers to great skill in processing words of a language.³⁰

Mastering vocabulary is one of the methods to be better in speaking in order to avoid misunderstanding issue. This is essential to be concerned as vocabulary plays an important role in constructing the idea conveyed through a language used.³¹

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, to be better in speaking in order to avoid misunderstanding issue.

³⁰ Mofareh AlQahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, International Journal of Teaching and Education, Vol. III No. 3 / 2015, 26.

³¹ Rahmi Fhonna, *The Correlation Between Mastering Vocabulary and Speaking Ability (Case Study at SMA 10 Fajar Harapan Banda Aceh)*. Volume V Nomor 1, Januari-Juni 2014, 92.

e. Component Vocabulary

Many factors appear to play a role in vocabulary development.³² Mastering vocabulary items should mean mastering the following components:

- 1) Frequency. Frequency has been accorded a high level of significance in ELT (English Teaching Language) for many years as a result of the use of word. Frequency counting as a procedure informing syllabus and material design.
- 2) Pronunciation. In the initial stages of language learning it is common for teachers to insist on a Fairmount of pronunciation practice of new words to help learner acquire the correct stress pattern of syllables.
- 3) Contextualization. Shouten Van Parraren goes on argue that texts, in contrast, present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference.
- 4) Depth in processing. We lack of English vocabulary research to develop the language in teacher's institutions and self-reports from learners.
- 5) Building word network. The general use for teachers seems to whether learners should simply be encouraged in no-specific

³² Tricia Hedge, Teaching and Learning in the Language Classroom, 118-123.

ways to actively built their own associations for new words and there by extend the networks of the material lexicon, or whether vocabulary learning activities should include direct instruction which aims to shape the associations learners make.

f. Aspect of Vocabulary

In teaching vocabulary, the teacher should consider the aspect (the form, the meaning, and the use) of any new vocabulary item that will be introduced to students.³³

1) The form

- What part of speech in the word-noun, verb, preposition, etc?
- How is spelled-is it regular or irregular?
- Does it belong to a 'family' of words, for example electricity, electrical, electrician?
- How is the word, or combination of words, pronounced and, in words of more than one syllable, where is the stress?
- How does the word collocate with surrounding word? It is part of a et expression?

³³Roger Gower, *Teaching Practice A Handbook for Teachers in Training* (Macmillan book), 144.

2) The meaning

- Many words have more than one meaning. What exact meaning(s) in which context do you want to focus on?
- What is the connotation of the item?
- Could the vocabulary item have different meanings for different people?

3) The use

- How is the vocabulary item use?
- Does it have a restricted use? Does it belong to a particular style or register?

g. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hay craft, quoted by Hatch and

Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary³⁴.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

h. Teaching Vocabulary

Teaching vocabulary has similar meaning with learning word, because vocabulary is total number of words in language. Students see vocabulary as being very important part of language learning.

³⁴Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, International Journal of Teaching and Education, Vol. III, No. 3 ? 2015, 25.

One of difficulties in vocabulary learning is to master it. The best way to avoid this problem, teachers should have a set of guiding Principle in teaching vocabulary, they are:

1. Focus on the most useful vocabulary first
2. Focus on the vocabulary in the most appropriate way
3. Give attention
4. Reflect on and take responsibility for learning.³⁵

3. Speaking

a. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.³⁶ The mastery of speaking skill in English is a priority for many second-language or foreign-language learners.³⁷ Speaking is making use of language in ordinary voice; knowing and being able to use a language; expressing oneself in words; making speech.³⁸

³⁵David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 135.

³⁶Mina Farabi, Samira Hassanvand, and Bahman Gorjian, *Using Guided Oral Presentation in Teaching English Language Learners' Speaking Skill*. *Journal of Applied Linguistics and Language Learning*, 2017, 3(1): 17

³⁷David Nunan, *Language Teaching Methodology*. (1991, 39)

³⁸Fernandes Arung, *Improving the Students' Speaking Skill through Debate Technique*. *Journal of English Education*, Vol. 1, No. 1, March 2016.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.³⁹ According to Cora and Knight, speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information. For majority of people, the ability of speaking a foreign language means knowing that language because speech is the main tool of human communication.⁴⁰

In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. According to Chaney, speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown and Burns and Joyce defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.⁴¹

Related to the definition of speaking, in Florez say that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.” In addition, Hornby states that “Speaking is used to show that what

³⁹Kathleen M. Bailey, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2005), 62.

⁴⁰Ibid, 18.

⁴¹Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill*. *International journal of research in english education*, 35.

you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something.” Based on those statements, it can be inferred that speaking is the ability to use a language orally or say things that cannot go back and be changed except with repeating it. In another word, speaking is the key to communicate.⁴² Hybel states that speaking is a process of sharing information, feeling, and ideas; it involves all of body language mannerism and style-anything that adds meaning to a message.⁴³

From the definitions above, it can be conclude that speaking is an ability in a process of interaction and communication to convey the ideas and receiving information between speaker and the listener.

b. Function of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of

⁴²Siti Khotimah, *The Use of Problem Based Learning to Improve Students' Speaking Ability*. ELT FORUM 3 (1)(2004), 51.

⁴³Eva Shinta Dewi, Ni Wayan Krismayani, Ni Made Wersi Murtini, *Improving Speaking Skill Through Numbered Heads Together Of The Seventh Grade Students Of Smp Pgri 4 Denpasar In Academic Year 2014/2015*. Jurnal Santiaji Pendidikan, Volume 5, Nomor 2, September 2015, 127.

information. There are three-part version of Brown and Yule's, namely:

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience,

such as classroom presentations, public announcements, and speeches.⁴⁴

c. Basic types of Speaking

There are five basic types of speaking,⁴⁵ that is:

1. Imitative. At one end of a continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”, no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.
2. Intensive. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band

⁴⁴Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008) 21.

⁴⁵Douglas, *Language Assessment*, 141-142

of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture).

The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor test administrator is minimal at best.

3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity). With perhaps only one or two follow up questions or retorts.
4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which have the purpose of maintaining social relationships. (In the three dialogues cited about, A and B were transactional, and C was interpersonal.) In interpersonal exchange oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive (monologue) extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

d. Characteristics of Successful Speaking Activity

There are four characteristics of successful speaking activity, that is:

- 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

- 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.⁴⁶

e. Problem in Speaking Activity

There are four problem in speaking activity, that is:

- 1) Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- 2) Nothing to say. Even if they are not inhibited, you often hear learners complain that they can not think of anything to say:

⁴⁶Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge Teacher Training and Development, 1991), 120.

they have no motive to express themselves beyond the guilty feeling that they should be speaking.

- 3) Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- 4) Mother-tongue use. In classes here all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.⁴⁷

f. The component of speaking

According to H. Douglas B, speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, fluency, pronunciation, and comprehension.⁴⁸

⁴⁷Ibid, 121.

⁴⁸Brown. H Douglas, Language Assessment : Principals and Classroom Practices, (Longman : California, 2003) p.140

- 1) Grammar. Grammar is theoretically to have short conversation where each utterance consist of nothing but a single word or sort phrase, as in this invented.⁴⁹The grammar of a language is the description of the ways in which word can change their form and can be combined into sentences in that language.
- 2) Vocabulary. One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, vocabulary means the appropriatediction which is used in communication.⁵⁰
- 3) Fluency. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community.⁵¹
- 4) Pronunciation. Work on pronunciation is important for two main reasons: to help the students understand the spoken

⁴⁹ Thornbury, *How to Teach Speaking*, 20

⁵⁰ Mora Minda, *Teaching Speaking : English Applied Linguistics*, 2010, p.5

⁵¹ Kathleen, *Practical... 5*.

English they hear and to help them make their own speech more comprehensible and meaningful to other.⁵²

- 5) Comprehension. For oral communication it certainly takes the subject to respond to speech as well as initiate.

C. Theoretical Framework

Self confidence is the belief or attitude which allows people to doing something well and appropriate. Self Confidence becomes one of the psychological factors which are strongly related to speaking. Students who have self confidence will believe in their ability.

Vocabulary is all the words which known and used by particular person to convey ideas. It is important in English, especially in speaking. In speaking mastering vocabulary is one of the methods to be better in speaking in order to avoid misunderstanding issue. This is essential to be concerned as vocabulary plays an important role in constructing the idea conveyed through a language used.

There are many aspects which can influence speaking skill. Some of them which have important role are self confidence and vocabulary mastery. Having high self confidence will help students from being nervous and making mistakes and afraid. Besides that, being able to speak using

⁵² Roger Gower, *Teaching Practice Handbook*, (Oxford: MacMillan Education, 1995) 153.

appropriate vocabulary will make easier for students to convey the ideas to other people.

D. Hypothesis

Based on theory above, the hypothesis of this research is formulated as follow:

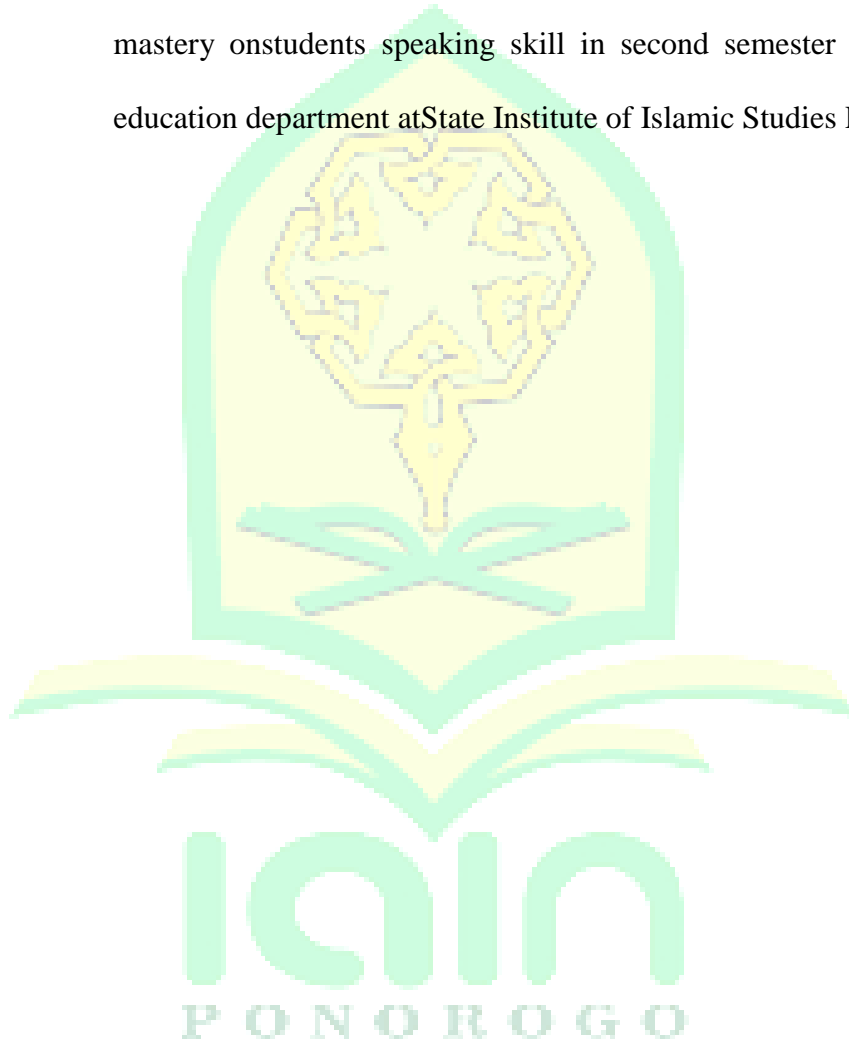
1. Null Hypothesis (Ho)

- a. There is no significant effect of self confidence through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.
- b. There is no significant effect of vocabulary mastery through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.
- c. There is no significant effect of self confidence and vocabulary mastery on students speaking skill in second semester of English education department at State Institute of Islamic Studies Ponorogo.

2. Alternative Hypothesis (Ha)

- a. There is no significant effect of self confidence through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.

- b. There is no significant effect of vocabulary mastery through students speaking skill in second semester of English Education Department at State Institute of Islamic Studies Ponorogo.
- c. There is no significant effect of self confidence and vocabulary mastery on students speaking skill in second semester of English education department at State Institute of Islamic Studies Ponorogo.



CHAPTER III

RESEARCH METHODS

A. Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.⁵³ This research applied quantitative research. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.⁵⁴

This research applied ex post facto research design. Ex post facto research is a method that can also be used instead of an experiment, to test hypotheses about cause and effect in situations where it is unethical to control or manipulate the dependent variable. Kerlinger has defined ex post facto research as that in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables.⁵⁵

⁵³John Creswell, 3.

⁵⁴Donald Ary, 22.

⁵⁵Louise Cohen, 264.

In this research, there are three variables, namely variable X_1 , X_2 and Y. Variable X_1 is students' Self confidence, variable X_2 is students' Vocabulary Mastery and variable Y is students' Speaking skill. Because the research have a three variable, two variable dependent and one variable independent, so the researcher applied multiple regression analysis.

Firstly this study examines how is self confidence on speaking skill, after that examines how is vocabulary mastery on speaking skill. Finally, this study will examines the effect between self confidence and vocabulary mastery on speaking skill. This research has goal of finding the effect between self-confidence and vocabulary mastery on speaking skill or not.

B. Population and Sample

1) Population

Population is a group of individuals who have the same characteristic.⁵⁶ In this research takes the second semester students of English Education Department of IAIN Ponorogo in Academic Year 2017-2018 as the population. The total number of population is 100 students. The population like the table followed:

Table 3.1

⁵⁶ John Creswell, 142

Table The Number of Population

No.	Class	Number
1.	TBI.A	34
2.	TBI.B	36
3.	TBI.C	30
Total Number		100

2) Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁷ Sampling technique is a technique to take a sample. There are two kind of sampling technique: probability sampling and non-probability sampling. In this research, the researcher used probability sampling. Here, the researcher took a sample by using proportion version Cochran. According to Andhita's book with Cochran formula, the sample got 80 of 100 students. So, researcher took 80 students at the second semester of English Education Department in IAIN Ponorogo.

C. The Instrument of Data Collection

The following is the format of the preparation of research instruments in quantitative research. The instrument of data collection is used to collect data about student's self-confidence, students' vocabulary mastery and students speaking skill.

⁵⁷ John Creswell, 142.

Table 3.2
Table of Instrument of Data Collection

Title of research	Variable	Indicator	No Item	Subject	Technique
The Effect of Self-Confidence and Vocabulary Mastery on Speaking Skill at the Second Semester Students of English Education Department at IAIN Ponorogo	Self-Confidence	<ul style="list-style-type: none"> • Student are ambitious to be good one. • Student are able to orient in every condition and situation. • Student are able to communicate and share the opinion. • Student are able to be have Loving and Kind to others. • Student are able to ttractive and open to others. 	1, 11, 21, 24, 25, 26, 32 2, 5, 7, 8, 15, 27, 31 3, 6, 9, 12, 20, 28, 34 4, 10, 13, 16, 19, 29, 33 14, 17, 18, 22, 23, 30, 35	Students	Questionnaire
	Vocabulary Mastery	<ul style="list-style-type: none"> • Student are able to determine form of word. • Student are able to give meaning of word. • Student are able to use the word in the sentence. 	1, 2, 3, 4, 6, 10, 11, 12, 15, 26, 27, 35 7, 13, 14, 18, 19, 20, 22, 28, 29, 30, 31, 33, 34 35, 8, 9, 16, 17, 21, 23, 24, 25,	Students	Multiple Choice Test

			32		
	Speaking Skill	<ul style="list-style-type: none"> • Student are able to use the appropriate grammar and vocabulary. • Student are able to speak fluently • Student are able to speak with good pronunciation and comprehension 	Performance	Students	Conversation Test

In the quantitative research, the instruments of data collection is agreed with the instrument of validity and Reliability.

1) Validity

Validity is an important key to effective research. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁵⁸ Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.⁵⁹

⁵⁸H Douglass Brown, *Language Assessment: Principles and Classroom Practices*. (Longman), 22

⁵⁹ Donald Ary, 225.

In this research, the researcher conducts validity test in order to know whether the instrument of self-confidence, vocabulary mastery, and speaking skill are valid. To counting the validity of questionnaire about student self-confidence, and test for vocabulary mastery and speaking skill, the researcher used program of SPSS 17.00 for windows. After finding r_{xy} it was equal to or greater than the value of r_{tabel} , in indicates that item was valid. According to the r_{tabel} value for $N=27$ on the 5% of significance level, it listed 0,381. Finally the results of questionnaire are valid and test reliability is as follows:

Table 3.3
The Result Validity Test of Self Confidence

Number of Item	r_{tabel}	r_{xy}	Criteria
1	0,381	0,368	Invalid
2	0,381	0,694	Valid
3	0,381	0,377	Invalid
4	0,381	0,006	Invalid
5	0,381	0,092	Invalid
6	0,381	0,119	Invalid
7	0,381	0,386	Valid
8	0,381	0,516	Valid
9	0,381	0,397	Valid
10	0,381	0,541	Valid
11	0,381	0,130	Invalid
12	0,381	0,408	Valid
13	0,381	0,068	Invalid
14	0,381	0,342	Invalid
15	0,381	0,370	Invalid
16	0,381	0,389	Valid
17	0,381	0,424	Valid
18	0,381	0,397	Valid
19	0,381	0,154	Invalid

20	0,381	0,283	Invalid
21	0,381	0,422	Valid
22	0,381	0,366	Invalid
23	0,381	0,597	Valid
24	0,381	0,637	Valid
25	0,381	0,720	Valid
26	0,381	0,483	Valid
27	0,381	0,478	Valid
28	0,381	0,321	Invalid
29	0,381	0,389	Valid
30	0,381	0,577	Valid
31	0,381	0,710	Valid
32	0,381	0,557	Valid
33	0,381	0,543	Valid
34	0,381	0,472	Valid
35	0,381	0,614	Valid

The test then validity and reliability of the instrument, the researcher took a sample 27 respondents and uses 35 items of self-confidence. Validity of the calculated item instrument to 35 items self-confidence variables, there are 22 items valid which are the number 2, 7, 8, 9, 10, 12, 16, 17, 18, 21, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, and 35, and invalid number which the number 1, 3, 4, 5, 6, 11, 13, 14, 15, 19, 20, 22, and 28.

Table 3.4

The Result Validity Test of Vocabulary Test

Number of Item	r_{tabel}	r_{xy}	Criteria
1	0,381	0,355	Invalid
2	0,381	0,562	Valid
3	0,381	0,430	Valid
4	0,381	0,540	Valid
5	0,381	0,214	Invalid

6	0,381	0,391	Valid
7	0,381	0,534	Valid
8	0,381	0,458	Valid
9	0,381	0,517	Valid
10	0,381	0,171	Invalid
11	0,381	0,366	Invalid
12	0,381	0,167	Invalid
13	0,381	0,494	Valid
14	0,381	0,582	Valid
15	0,381	0,024	Invalid
16	0,381	0,495	Valid
17	0,381	0,482	Valid
18	0,381	0,415	Valid
19	0,381	0,283	Invalid
20	0,381	0,342	Invalid
21	0,381	0,354	Invalid
22	0,381	0,529	Valid
23	0,381	0,495	Valid
24	0,381	0,167	Invalid
25	0,381	0,144	Invalid
26	0,381	0,355	Invalid
27	0,381	0,365	Invalid
28	0,381	0,438	Valid
29	0,381	0,544	Valid
30	0,381	0,445	Valid
31	0,381	0,539	Valid
32	0,381	0,610	Valid
33	0,381	0,702	Valid
34	0,381	0,499	Valid
35	0,381	0,366	Invalid

The test then validity and reliability of the instrument, the researcher took a sample 27 respondents and uses 35 items of vocabulary test. Validity of the calculated item instrument to 35 items vocabulary variables, there are 21 items valid which are the number 2, 3, 4, 6, 7, 8, 9, 13, 14, 16, 17, 18, 22, 23, 28, 29, 30, 31,

32, 33, 34, and invalid number which the number 1, 5, 10, 11, 12, 15, 19, 20, 21, 24, 25, 26, 27, and 35.

Table 3.5
The Result Validity Test of Speaking Test

Number of Item	r_{tabel}	r_{xy}	Criteria
Grammar	0,381	0,840	Valid
Vocabulary	0,381	0,840	Valid
Fluency	0,381	0,953	Valid
Pronunciation	0,381	0,811	Valid
Comprehension	0,381	0,953	Valid

The test then validity and reliability of the instrument, the researcher took a sample 27 respondents and uses 5 items of speaking test. Validity of the calculated item instrument to 5 items (Comprehension, Fluency, Pronunciation, Vocabulary and Grammar) speaking variables, all item are valid.

2) Reliability

Reliability test is consistent and dependable.⁶⁰ Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.⁶¹ To measure reliability, the researcher employ SPSS 17.00 program.

Table 3.6
Reliability statistic of self-confidence, vocabulary mastery and speaking skill

⁶⁰ H Douglas Brown, 20.

⁶¹ Donald Ary, 236.

No.	Variable	Cronbach's Alpha	N of Item
1.	Self-confidence	.849	22
2.	Vocabulary Mastery	.870	21
3.	Speaking Skill	.927	5

The value reliability of questionnaire is 0,849, the value reliability of vocabulary test is 0,870 and the value reliability of speaking test is 0,927. All of value reliability from three variables is very high reliability. A questionnaire and test called to be reliable if the respondent answer are consistent. The calculation of reliability test using Cronbach's Alpha technique provided in SPSS 17.00 for windows. As a benchmark of high and low reliability coefficient, provided indicator as follow: 0,800-1,000 = very high, 0,600-0,799 = high, 0,400-0,599 = enough, 0,200-0,399 = low, and 0,000-0,199 = very low.

D. The Technique of Data Collection

Data is one of essential components in a research activity. Data is all facts or information about something that can be used as material to compile an information.⁶²The accurate data is the starting point to conduct a research. This research promotes the questionnaire, test, and documentation methods for collecting data.

a) Questionnaire

⁶²Andhita Dessy Wulansari, *Statistika Parametrik*, Stain Po Press, 6.

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.⁶³

In this research, the researcher used a closed form questionnaire. The researcher used Likert scale questionnaire. Likert scale is used to measure attitudes, opinions and perceptions person or a group about social phenomenon.⁶⁴ By the Likert scale, the variable that measured is developed into the indicator variables. Then those indicators are used as a starting point to arrange the items of instrument which can be either a question or a statement.⁶⁵

Scoring of the multiple choice items related as the following:

- a. The score of option always (A) is 4
- b. The score of option often (B) is 3
- c. The score of option sometime (C) is 2
- d. The score of option never (D) is 1

In this research, questionnaire is applied to measure the self confidence of second Semester of English Education Department at State Institut of Islamic College Ponorogo.

⁶³ Louise Cohen, 317.

⁶⁴ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2012), 134.

⁶⁵ *Ibid*, 134-135.

b) Test

In this research, the test is used to test vocabulary mastery and speaking skill. A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain.⁶⁶

The first, for vocabulary mastery test, the researcher choose the test with multiple choice test, because mainly for reasons of practically: it is easy to administer and can be scored quickly.⁶⁷ There are four choice to answer the multiple choice test for vocabulary mastery test. In vocabulary test, there are three indicators to use in assessing test, that is student are able to determine form of word, give meaning of word and to use the word in the sentences.

The second, for speaking skill test, the researcher choose the test with performance test. There are five indicators to be assessing in speaking skill test, which is student able to use appropriate grammar and vocabulary, student able to speak fluently and good pronunciation also good comprehension.

In this research, test gives and applied to the second Semester of English Education Department at State Institut of Islamic College

⁶⁶Ibid, 3.

⁶⁷Ibid, 194.

Ponorogo to know about their vocabulary mastery and speaking skill.

E. The Technique of Data Analysis

The data that have been collected by using research instrument to be analyzed. Dealing research construction, there is effect between speaking skill. Thus, to identify there is significance effect self confidence on speaking skill, vocabulary mastery on speaking skill, also self confidence and vocabulary mastery on speaking skill.

Before analyze data and identify hypothesis, the data have to fulfill the requirement or assumption test that are normality and linearity and hypothesis test.

1. Assumption Test

a) Normality test

Normality test is a test of distribution normality (pattern) data. This normality test assumes that the data in each variable comes from a normally distributed population. There are several statistic tests that can be used to test the normality of the data. In this research, the researcher used SPSS with Kolmogorov-Smirnov formula.⁶⁸

b) Linearity test

⁶⁸Andhita Dessy Wulansari, *Statistika Parametrik*, STAIN Po Press, 38.

Linearity test is a linear test of regression line. Used in simple linear regression analysis and multiple linear regression analysis. The linearity test is done by finding the regression line model from the independent variable x to the dependent variable y . based on the regression line model, can be tested linearity line regression.⁶⁹

2. Hypothesis Test

The analysis data method is that used in the research in statistic. The researcher used regression analysis. There are two kind of regression analysis they are simple linear regression and multiple linear regression. In this research, the researcher used simple linear regression to determine the effect of self confidence through students speaking skill and vocabulary mastery through students speaking skill, and multiple linear regressions to determine the significant effect of self confidence and vocabulary mastery on students speaking skill..

In this research, there are three variables, namely variable X_1 , X_2 and Y . Variable X_1 is students' Self confidence, variable X_2 is students' Vocabulary Mastery and variable Y is students' Speaking skill. Because the research have a three variable, two variable

⁶⁹Andhita, 55.

dependent and one variable independent, so the researcher applied multiple regression analysis. Multiple linear regression is part of multivariate analysis which is used to show the magnitude of influence of some independent variable to non-free variable.⁷⁰ The researcher applied SPSS to calculate the hypothesis test with multiple linear regression analysis.



⁷⁰ Supardi, 239.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. History of IAIN Ponorogo

The existence of IAIN Ponorogo is inseparable from the Shariah Academy of Abdul Wahhab (ASA) as its embryo, which was established on February 1, 1968 on the idea of KH. Syamsuddin and KH. Chozin Dawoedy. This academy was then declared on May 12, 1970 to become the Faculty of Syariah Ponorogo IAIN Sunan Ampel led by R.M.H Aboe Amar Syamsuddin by organizing the Undergraduate Program. Further growth and development began in 1985/1986 by organizing a complete Bachelor (S-1) program by opening the Department of Qodlo 'and Muamalah Jinayah. Along with the development of IAIN Ponorogo from the academy of Syari'ah Abdul Wahhab (ASA), Faculty of Shariah Ponorogo IAIN Sunan Ampel, and STAIN Ponorogo, there has been also the development and displacement of campus location. Here are IAIN campus locations from time to time:

1. 1968 - 1974: Campus Durisawo

2. 1974 - 1976: Campus of Irian Jaya Street
3. 1976 - 1981: Upper Sriwijaya Street Campus 20
4. 1981 - 2016: Campus Road Scout

In 2016, based on Presidential Regulation 75 of 2016, STAIN Ponorogo officially became IAIN Ponorogo. The purpose of this status change is that colleges not only provide professional and academic education within the scope of a particular discipline of science, technology or art, but more broadly are able to organize professional and academic education within a certain discipline of science, technology or art.

In addition, to the increase the number of students, the existence of study programs in the IAIN environment also improved quality. By 2015, accreditation has been undertaken on a two-year-old new study program as well as reaccreditation for the old study program. As a result, five new study programs were successfully accredited B and five old accredited B programs. Furthermore, in year 2016, the original agency named STAIN Ponorogo has received B accreditation from BAN-PT as per SK Number: 1146 / SK / BAN-PT / Akred / PT / VII / 2016. Due to the status transfer from STAIN Ponorogo to IAIN Ponorogo, BAN-PT conducts surveillance. As a result, IAIN Ponorogo institution re-accredited with the predicate B.

2. Geographical Position

Campus Locations IAIN Ponorogo:

Campus I: Jalan Pramuka No. 156 Po Box 116 Ponorogo 63471

Campus II: Jalan Niken Gandini Desa Pintu Kec. Jenang Ponorogo

Ma'had Al Jami'ah 'Ulil Abshar Jalan Letjen Suprpto Ngembak
Ponorogo

Tel. (0352) 481277 (Hunting), Fax. (0352) 461893

www.iainponorogo.ac.id

info@iainponorogo.ac.id

3. Visions, Mission, Goal of IAIN Ponorogo

a. Vision IAIN Ponorogo

As the center of study and development of Islamic science is superior in order to realize civil society.

b. Mission IAIN Ponorogo

3) Conducting research and learning and study of excellent Islamic studies.

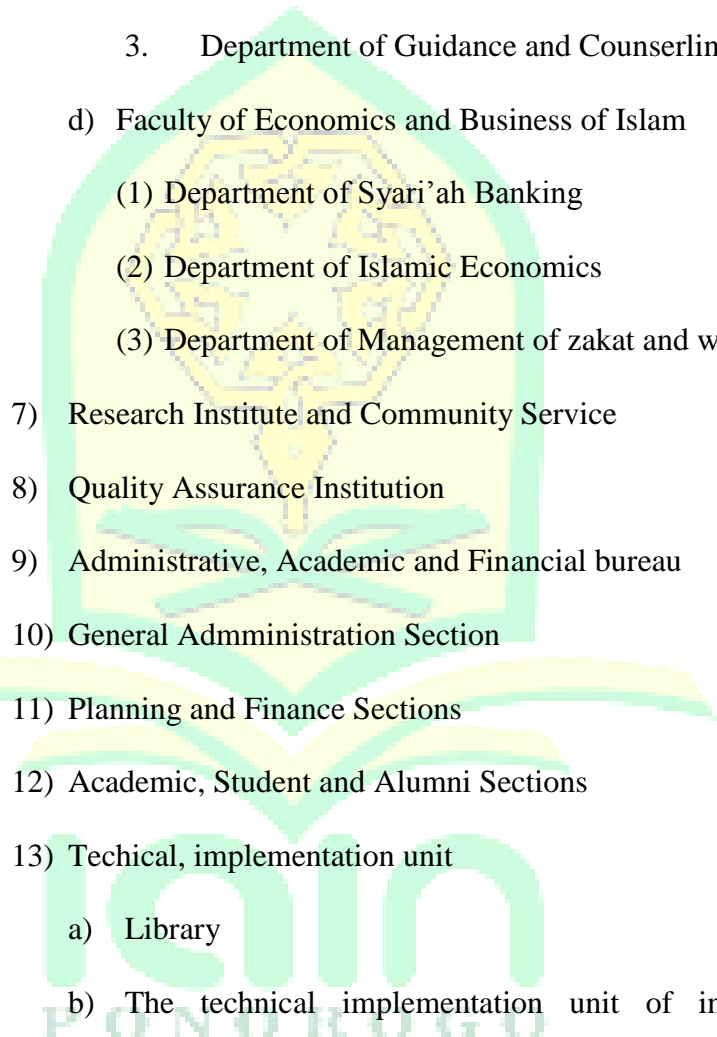
4) Conducting research in the field of Islamic studies.

5) Implementing a superior community service.

6) Implementing excellent cooperation with relevant institution at national and international level.

c. Organizational structure of IAIN Ponorogo

- 1) Leader element
 - a) Rector IAIN Ponorogo
 - b) Vice rector of academic and institutional fields
 - c) Vice rector of general administration, planning and finance
 - d) Vice rector for student affairs and cooperation
- 2) Internal control unit
- 3) Member senate institute of Islam religion Ponorogo country
- 4) Faculty
 - a) Faculty of Tarbiyah and Teacher Science
 - (1) Department of Islamic education (PAI)
 - (2) Department of Arabic education (PBA)
 - (3) Department of teacher education of Madrasah Ibtidaiyah (PGMI)
 - (4) Department of Islamic education management
 - (5) Department of English education
 - (6) Department of PIAUD
 - (7) Department of science (IPA)
 - (8) Department of social science (IPS)
 - b) Faculty of Syari'ah
 - (1) Department of Ahwalsyakhsiyah
 - (2) Department of Mu'amalah

- 
- c) Faculty of Ushuluddin, Adab, and Da'wah
 - 1. Department of Science of Al-Quran and Tafsir
 - 2. Department of Communication and Broadcasting of Islam
 - 3. Department of Guidance and Counserling Islam
 - d) Faculty of Economics and Business of Islam
 - (1) Department of Syari'ah Banking
 - (2) Department of Islamic Economics
 - (3) Department of Management of zakat and wakaf
 - 7) Research Institute and Community Service
 - 8) Quality Assurance Institution
 - 9) Administrative, Academic and Financial bureau
 - 10) General Administration Section
 - 11) Planning and Finance Sections
 - 12) Academic, Student and Alumni Sections
 - 13) Techical, implementation unit
 - a) Library
 - b) The technical implementation unit of information technology and database
 - c) The technical development unit of language development
 - 14) Postgraduated

4. English Education Department

In the Institute for Islamic Studies, English Education Department is called Tadris Bahasa Inggris. It is established under Tarbiyah Faculty (Faculty of Education). The graduated students of English Department IAIN Ponorogo are supposed to be an English teacher. These are the vision, mission, and goal English Education Department of IAIN Ponorogo.

a. The vision of English Education Department

As the Education and Development centre of Professional English teachers.

b. The mission of English Education Department

- 1) To implement a process and teaching Islamic studies
- 2) To implement and develop the teaching of English Language
- 3) To conduct English educational research
- 4) To perform society dedication in the field of English teaching
- 5) To implement the founding of English Education Department academicians
- 6) To cooperate with educational and non-educational institutions

c. The goal of English Education Department

The goal is to graduate the bachelor of English Education which capable of teaching professionally in Elementary to High School level, having good English capability both written and orally and mastering English learning issues.

B. Data Descriptions

The number of sample in this research was 80 students. Those samples were taken from the second semester of English education department in IAIN Ponorogo in academic year 2017/ 2018.

The variables of this research were self-confidence (X1), vocabulary mastery(X2) and speaking skill (Y).

1. The data description about self-confidence at the second semester of English Education Department in IAIN Ponorogo in academic year 2017/ 2018.

This description, the researcher explains the way to find the data of self-confidence. To determine how high the self-confidence, the researcher use questionnaire. The questionnaire contains some indicator of self-confidence. It is spread to the students by the

researcher. So, the researcher gets score of questionnaire. The number of students who completed the questionnaire is 80. The questionnaire score is:

Table 4.1
Students score of self-confidences' questionnaire at the second semester of English Education Department in IAIN Ponorogo

No.	Name	Score of questionnaire
1.	Adelia Mei Fatmawati	57
2.	Adistya Dina Al Hanif	79
3.	Agung Hilal Kurniawan	56
4.	Agus Setiawan	76
5.	Alifvia Dias Mawar Diana	67
6.	Alvi Naimatuz Zulfa	70
7.	Alvian Zahrotul Mufida	65
8.	Anisa Helmi Habibah	59
9.	Arina Nida'ul Husna	59
10.	Aryom Ertriary	61
11.	Dela Kusuma Wadani	53
12.	Devi Aprilia Kumala Putri	75
13.	Diah Rahayu	70
14.	Dian Ayu Putri Assary	73
15.	Dina Helmi Fitriani	64
16.	Dita Yuliana	65
17.	Dwi Rizka Novemty Sasongko	65
18.	Dyah Ayu Kurniasari	64
19.	Eka Novia Wati	70
20.	Elok Faikhotul Nimah	64
21.	Erlin Istiqomah	70
22.	Erva Ery Rufaida	67
23.	Etik Fitriani	75
24.	Faradillah Istighfarah	59
25.	Fauziyatul Mukaromah	71
26.	Fika Nurmamlu'atul Khoiriyah	59
27.	Fitri Dewi Cahyani	61
28.	Fitria Fidia Asmara	55

29.	Furqon Wahid Ihsanurrozi	63
30.	Galing Ayuna Choviati	55
31.	Galuh Charisma Candra	55
32.	Haiyu Nur Alfia Ajiningtyas	67
33.	Hanik Masruroh	70
34.	Inggar Erna Sari	78
35.	Ipung Pradana	59
36.	Kanti Nur Haidah	55
37.	Kholifah Nur Khasanah	78
38.	Kristiana Dewi	70
39.	Kusuma Dewi Arsita	55
40.	Lailatul Mukarromah	55
41.	Maulida Azizah Fitriani	65
42.	Mellisa Agustina Rachma	69
43.	Muchammad Rafi'addin	67
44.	Nahdiyatul Mahmudah	55
45.	Nazula Fitriani	81
46.	Nenek Yuniarti	61
47.	Nia Gustina	55
48.	Niken Jayanti Nur Ramadhani	55
49.	Nova Rifqi Lativi	62
50.	Nurul Khauliza	61
51.	Pipit Aprilianti	76
52.	Priyanti Waskito Mukti	55
53.	Putri Dwi Nurmiati	71
54.	Radhea Nur Uhada Ajmali	70
55.	Ria Umayya	53
56.	Riski Pria Saputri	55
57.	Rohadatul Aisy Zahrotun Nirwana	61
58.	Roihani Faiziyah	58
59.	Ros Malina Indriani	48
60.	Rudi Herianto	55
61.	Rya Widya Wati	63
62.	Satrio Alfarizi	47
63.	Sindi Werdiningsih	66
64.	Siti Wahidatul Munawaroh	52
65.	Siti Zarina	56
65.	Suyahmi	75
67.	Ulin Nailatul Mukarromah	72
68.	Ulviana Miftakhul Janah	67
69.	Yuli Purwandari	58

70.	Yuliana Wulandari	64
71.	Yunita Rifa'atul Mahmudah	65
72.	Yusrena Putri Nafi'a	49
73.	Zakariyal Ansyari	49
74.	Retnani Pupung Mardikasari	52
75.	Rina Wafirotur Rosyda	55
76.	Roidatun	49
77.	Shofia Mar'atus Sholikhah	48
78.	Siti Fauziah	58
79.	Sri Rahayu Lestari	67
80.	Suprihatin	47

Based on the table above, could be seen that the high score of students questionnaire is 81 and the low score is 47. For more detail, the statistic description of students self-confidence score questionnaire, can be seen as follow:

Table 4.2
Statistic Description of Students' Self-confidence's score Questionnaire

Statistics		
Self-confidence		
N	Valid	80
	Missing	0
Mean		62.26
Std. Error of Mean		.950
Median		61.50
Mode		55
Std. Deviation		8.500
Variance		72.247
Range		34
Minimum		47
Maximum		81
Sum		4981

From the table above, could be seen that the mean is 62.26 with Std. error of Mean 0.950, Median 61.50, Mode 55, Std. deviation 8.500, variance 72.247, Range 34. Then the minimum score is 47 and the maximum score is 81.

Based on the table above, the frequency distribution can be seen in as follow

Table 4.3
Frequency Distribution of Students' Self-confidence's score Questionnaire

		Self-confidence			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	2	2.5	2.5	2.5
	48	2	2.5	2.5	5.0
	49	3	3.8	3.8	8.8
	52	2	2.5	2.5	11.3
	53	2	2.5	2.5	13.8
	55	13	16.3	16.3	30.0
	56	2	2.5	2.5	32.5
	57	1	1.3	1.3	33.8
	58	3	3.8	3.8	37.5
	59	5	6.3	6.3	43.8
	61	5	6.3	6.3	50.0
	62	1	1.3	1.3	51.3
	63	2	2.5	2.5	53.8
	64	4	5.0	5.0	58.8
	65	5	6.3	6.3	65.0
	66	1	1.3	1.3	66.3
	67	6	7.5	7.5	73.8
	69	1	1.3	1.3	75.0
	70	7	8.8	8.8	83.8
	71	2	2.5	2.5	86.3
72	1	1.3	1.3	87.5	
73	1	1.3	1.3	88.8	

75	3	3.8	3.8	92.5
76	2	2.5	2.5	95.0
78	2	2.5	2.5	97.5
79	1	1.3	1.3	98.8
81	1	1.3	1.3	100.0
Total	80	100.0	100.0	

From the table above, could be seen that the students' self-confidence's score was varieties. Based on the table above, the histogram can be seen in as follow:



Figure 4.1 Histogram for Students' Self-confidence's score of Questionnaire

From the histogram above, it is stated $M = 62.26$ and $SD = 8.5$ to determine the category of students self-confidence was good, medium or low, the researcher grouped scores using the standard as follows:

- More than $M + 1.SD$ ($62.26 + 8.5 = 71$) is categorized into good.
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- Less than $M - 1.SD$ ($62.26 - 8.5 = 54$) is categorized into Low.

Thus it can be seen that the scores which more than 71 is considered into good, while the scores which are less than 54 is categorized into low and score of between 54 – 71 is categorized into medium. That categorized can be clearly seen in the following:

Table 4.4
The categorization of students' self-confidence's score

No.	Score	Frequency	Percentage	Category
1.	More than 71	11	14 %	Good
2.	54 – 71	58	72 %	Medium
3.	Less than 54	11	14 %	Low
Total		80	100 %	

From the categorization can be seen that the students self-confidence questionnaire showed that 14% in a good category, 72% in a medium category and 14% in a low category. So, the researcher conclude that many students have medium self-confidence, it can be seen from the total number of students who have medium self-confidence are 58 students or 72% from 80 students.

2. The data description about vocabulary mastery at the second semester of English Education Department in IAIN Ponorogo in academic year 2017/ 2018.

This description, the researcher explains the way to find the data of vocabulary mastery. To determine how high the vocabulary,

the researcher use multiple choice test. The test contains some indicator of vocabulary. It is spread to the students by the researcher. So, the researcher gets score of vocabulary test. The number of students who completed the test is 80. The vocabulary test score is:

Table 4.5
Students score of vocabulary test at the second semester
of English education department in IAIN Ponorogo

No.	Name	Score of Vocabulary Test
1.	Adelia Mei Fatmawati	75
2.	Adistya Dina Al Hanif	60
3.	Agung Hilal Kurniawan	40
4.	Agus Setiawan	40
5.	Alifvia Dias Mawar Diana	75
6.	Alvi Naimatuz Zulfa	75
7.	Alvian Zahrotul Mufida	65
8.	Anisa Helmi Habibah	55
9.	Arina Nida'ul Husna	60
10.	Aryom Ertriary	55
11.	Dela Kusuma Wadani	55
12.	Devi Aprilia Kumala Putri	60
13.	Diah Rahayu	60
14.	Dian Ayu Putri Assary	60
15.	Dina Helmi Fitriani	65
16.	Dita Yuliana	70
17.	Dwi Rizka Novemty Sasongko	60
18.	Dyah Ayu Kurniasari	60
19.	Eka Novia Wati	60
20.	Elok Faikhotul Nimah	60
21.	Erlin Istiqomah	50
22.	Erva Ery Rufaida	65
23.	Etik Fitriani	50
24.	Faradillah Istighfarah	60
25.	Fauziyatul Mukaromah	75

26.	Fika Nurmamlu'atul Khoiriyah	50
27.	Fitri Dewi Cahyani	80
28.	Fitria Fidia Asmara	80
29.	Furqon Wahid Ihsanurrozi	40
30.	Galing Ayuna Choviati	50
31.	Galuh Charisma Candra	50
32.	Haiyu Nur Alfia Ajiningtyas	75
33.	Hanik Masruroh	80
34.	Inggar Erna Sari	60
35.	Ipung Pradana	40
36.	Kanti Nur Haidah	60
37.	Kholifah Nur Khasanah	65
38.	Kristiana Dewi	60
39.	Kusuma Dewi Arsita	60
40.	Lailatul Mukarromah	60
41.	Maulida Azizah Fitriani	60
42.	Mellisa Agustina Rachma	65
43.	Muchammad Rafi'addin	60
44.	Nahdiyatul Mahmudah	50
45.	Nazula Fitriani	80
46.	Nenik Yuniarti	60
47.	Nia Gustina	55
48.	Niken Jayanti Nur Ramadhani	60
49.	Nova Rifqi Lativi	70
50.	Nurul Khauliza	75
51.	Pipit Aprilianti	60
52.	Priyanti Waskito Mukti	60
53.	Putri Dwi Nurmiati	60
54.	Radhea Nur Uhada Ajmali	50
55.	Ria Umaya	70
56.	Riski Pria Saputri	60
57.	Rohadatul Aisy Zahrotun Nirwana	70
58.	Roihani Faiziyah	60
59.	Ros Malina Indriani	60
60.	Rudi Herianto	70
61.	Rya Widya Wati	70
62.	Satrio Alfarizi	40
63.	Sindi Werdiningsih	70
64.	Siti Wahidatul Munawaroh	70
65.	Siti Zarina	70
65.	Suyahmi	60

67.	Ulin Nailatul Mukaromah	65
68.	Ulviana Miftakhul Janah	60
69.	Yuli Purwandari	75
70.	Yuliana Wulandari	60
71.	Yunita Rifa'atul Mahmudah	60
72.	Yusrena Putri Nafi'a	65
73.	Zakariyal Ansyari	50
74.	Retnani Pupung Mardikasari	52
75.	Rina Wafirotur Rosyda	55
76.	Roidatun	49
77.	Shofia Mar'atus Sholikhah	48
78.	Siti Fauziah	58
79.	Sri Rahayu Lestari	67
80.	Suprihatin	47

Based on the table above, could be seen that the high score of students vocabulary is 80 and the low score is 40. For more detail, the statistic description of students vocabulary's score, can be seen as follow:

Table 4.6
Statistic Description of Students' vocabulary mastery's score

Statistics

Vocabulary Mastery

N	Valid	80
	Missing	0
Mean		60.75
Std. Error of Mean		1.101
Median		60.00
Mode		60
Std. Deviation		9.844
Variance		96.899
Range		40
Minimum		40
Maximum		80
Sum		4860

From the table above, could be seen that the mean is 60.75 with Std. error of Mean 1.101, Median 60.00, Mode 60, Std. deviation 9.844, Variance 96.899, Range 40. Then the minimum score is 40 and the maximum score is 80.

Based on the table above, the frequency distribution can be seen in as follow

Table 4.7
Frequency Distribution of Students' Vocabulary Mastery

Vocabulary Mastery				
	Frequency	Percent	Valid Percent	Cumulative Percent
40	5	6.3	6.3	6.3
45	1	1.3	1.3	7.5
50	11	13.8	13.8	21.3
55	5	6.3	6.3	27.5
60	31	38.8	38.8	66.3
65	7	8.8	8.8	75.0
70	9	11.3	11.3	86.3
75	7	8.8	8.8	95.0
80	4	5.0	5.0	100.0
Total	80	100.0	100.0	

the table above, could be seen that the students' vocabulary mastery's score was varieties. Based on the table above, the histogram can be seen in as follow:

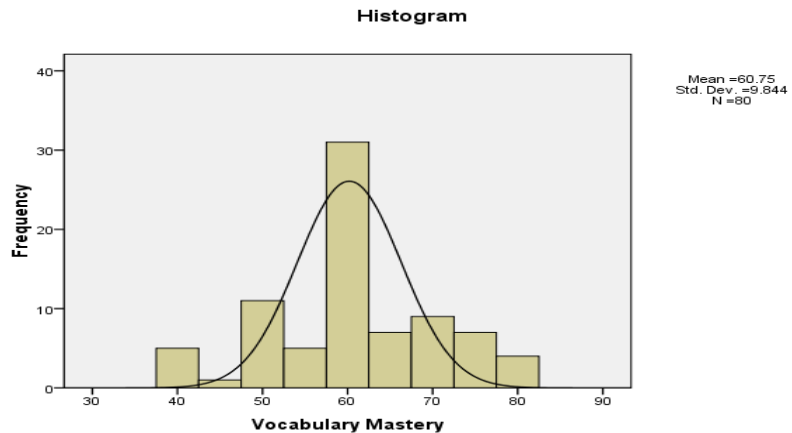


Figure 4.2 Histogram for Students' Vocabulary Mastery

From the histogram above, it is stated $M = 60.75$ and $SD = 9.844$ to determine the category of students vocabulary mastery was good, medium or low, the researcher grouped scores using the standard as follows:

- a. More than $M + 1.SD$ ($60.75 + 9.844 = 71$) is categorized into good.
- b. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- c. Less than $M - 1.SD$ ($60.75 - 9.844 = 51$) is categorized into Low.

Thus it can be seen that the scores which more than 71 is considered into good, while the scores which are less than 51 is categorized into low and score of between 51 – 71 is categorized into medium. That categorized can be clearly seen in the following:

Table 4.8
The categorization of students' vocabulary mastery

No.	Score	Frequency	Percentage	Category
1.	More than 71	11	14 %	Good
2.	51 – 71	52	65 %	Medium
3.	Less than 51	17	21 %	Low
Total		80	100 %	

From the categorization can be seen that the students speaking skill's test showed that 14% in a good category, 65% in a medium category and 21% in a low category. So, the researcher concludes that many students have medium vocabulary mastery, it can be seen from the total number of students who have medium vocabulary mastery are 52 students or 65% from 80 students.

3. The data description about speaking skill at the second semester of English Education Department in IAIN Ponorogo in academic year 2017/ 2018.

This description, the researcher explains the way to find the data of speaking skill. To determine how high the students speaking skill, the researcher use conversation test. The test contains some indicator of speaking skill. It is spread to the students by the researcher. So, the researcher gets score of speaking skill

conversation test. The number of students who completed the test is

80. The speaking skill test score is:

Table 4.9
Students score of speaking test at the second semester of English education
department in IAIN Ponorogo

No.	Name	Score of Speaking Test
1.	Adelia Mei Fatmawati	76
2.	Adistya Dina Al Hanif	60
3.	Agung Hilal Kurniawan	40
4.	Agus Setiawan	40
5.	Alifvia Dias Mawar Diana	76
6.	Alvi Naimatuz Zulfa	64
7.	Alvian Zahrotul Mufida	60
8.	Anisa Helmi Habibah	52
9.	Arina Nida'ul Husna	60
10.	Aryom Ertriary	60
11.	Dela Kusuma Wadani	52
12.	Devi Aprilia Kumala Putri	60
13.	Diah Rahayu	64
14.	Dian Ayu Putri Assary	60
15.	Dina Helmi Fitriani	64
16.	Dita Yuliana	76
17.	Dwi Rizka Noventy Sasongko	60
18.	Dyah Ayu Kurniasari	60
19.	Eka Novia Wati	52
20.	Elok Faikhotul Nimah	56
21.	Erlin Istiqomah	56
22.	Erva Ery Rufaida	64
23.	Etik Fitriani	68
24.	Faradillah Istighfarah	60
25.	Fauziyatul Mukaromah	76
26.	Fika Nurmamlu'atul Khoiriyah	52
27.	Fitri Dewi Cahyani	80
28.	Fitria Fidia Asmara	76
29.	Furqon Wahid Ihsanurrozi	40
30.	Galing Ayuna Choviati	52

31.	Galuh Charisma Candra	52
32.	Haiyu Nur Alfia Ajiningtyas	76
33.	Hanik Masruroh	76
34.	Inggar Erna Sari	60
35.	Ipung Pradana	40
36.	Kanti Nur Haidah	60
37.	Kholifah Nur Khasanah	60
38.	Kristiana Dewi	60
39.	Kusuma Dewi Arsita	60
40.	Lailatul Mukarromah	60
41.	Maulida Azizah Fitriani	64
42.	Mellisa Agustina Rachma	60
43.	Muchammad Rafi'addin	40
44.	Nahdiyatul Mahmudah	48
45.	Nazula Fitriani	76
46.	Nenek Yuniarti	52
47.	Nia Gustina	48
48.	Niken Jayanti Nur Ramadhani	60
49.	Nova Rifqi Lativi	80
50.	Nurul Khauliza	80
51.	Pipit Aprilianti	60
52.	Priyanti Waskito Mukti	52
53.	Putri Dwi Nurmiati	68
54.	Radhea Nur Uhada Ajmali	56
55.	Ria Umay	64
56.	Riski Pria Saputri	60
57.	Rohadatul Aisy Zahrotun Nirwana	76
58.	Roihani Faiziyah	60
59.	Ros Malina Indriani	60
60.	Rudi Herianto	60
61.	Rya Widya Wati	64
62.	Satrio Alfarizi	40
63.	Sindi Werdiningsih	64
64.	Siti Wahidatul Munawaroh	64
65.	Siti Zarina	64
65.	Suyahmi	60
67.	Ulin Nailatul Mukarromah	76
68.	Ulviana Miftakhul Janah	60
69.	Yuli Purwandari	60
70.	Yuliana Wulandari	52
71.	Yunita Rifa'atul Mahmudah	60

72.	Yusrena Putri Nafi'a	54
73.	Zakariyal Ansyari	52
74.	Retnani Pupung Mardikasari	52
75.	Rina Wafirotur Rosyda	55
76.	Roidatun	49
77.	Shofia Mar'atus Sholikhah	48
78.	Siti Fauziah	58
79.	Sri Rahayu Lestari	67
80.	Suprihatin	47

Based on the table above, could be seen that the high score of students speaking skill is 80 and the low score is 40. For more detail, the statistic description of students speaking skill's score, can be seen as follow

Table 4.10
Statistic Description of Students' speaking skill's score

Statistics		
Speaking Skill		
N	Valid	80
	Missing	1
Mean		59.88
Std. Error of Mean		1.115
Median		60.00
Mode		60
Std. Deviation		9.974
Variance		99.478
Range		40
Minimum		40
Maximum		80
Sum		4790

From the table above, could be seen that the mean is 59.88 with Std. error of Mean 1.115, Median 60.00, Mode 60, Std. deviation 9.974. Variance 99.478, Range 40. Then the minimum score is 40 and the maximum score is 80.

Based on the table above, the frequency distribution can be seen in as follow:

Table 4.11
Frequency Distribution of Students' speaking skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	7.4	7.5	7.5
	48	3	3.7	3.8	11.3
	52	14	17.3	17.5	28.8
	54	1	1.2	1.3	30.0
	56	3	3.7	3.8	33.8
	60	28	34.6	35.0	68.8
	64	10	12.3	12.5	81.3
	68	2	2.5	2.5	83.8
	76	10	12.3	12.5	96.3
	80	3	3.7	3.8	100.0
	Total	80	98.8	100.0	
Missing	System	1	1.2		
	Total	81	100.0		

From the table above, could be seen that the students' speaking skill's score was varieties. Based on the table above, the histogram can be seen in as follow:

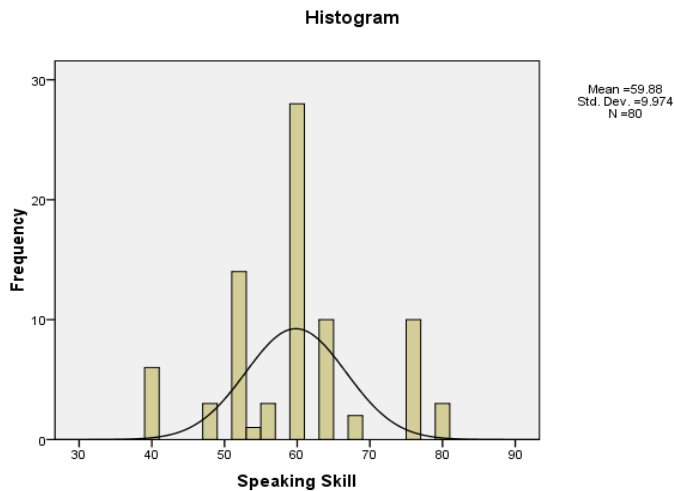


Figure 4.3 Histogram for Students' speaking skill

From the histogram above, it is stated $M = 59.88$ and $SD = 9.974$ to determine the category of students speaking skill was good, medium or low, the researcher grouped scores using the standard as follows:

- a. More than $M + 1.SD$ ($59.88 + 9.974 = 70$) is categorized into good.
- b. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- c. Less than $M - 1.SD$ ($59.88 - 9.974 = 50$) is categorized into Low.

Thus it can be seen that the scores which more than 70 is considered into good, while the scores which are less than 50 is categorized into low and score of between 50 – 70 is categorized into medium. That categorized can be clearly seen in the following:

Table 4.12
The categorization of students' speaking skill

No.	Score	Frequency	Percentage	Category
1.	More than 70	13	16 %	Good
2.	50 – 70	58	72 %	Medium
3.	Less than 50	9	12 %	Low
Total		80	100 %	

From the categorization can be seen that the students speaking skill's test showed that 16% in a good category, 72% in a medium category and 12% in a low category. So, the researcher concludes that many students have medium speaking skill, it can be seen from the total number of students who have medium vocabulary mastery are 58 students or 72% from 80 students.

C. Data Analysis

Before analyzing data and identifying hypothesis, the data have to fulfill the requirement or assumption test that are normality and linearity and hypothesis test.

1. Assumption Test

a) Normality test

Normality test is a test of distribution normality (pattern) data. This normality test assumes that the data in each variable comes from a normally distributed population. There are several statistic tests that can be used to test the normality of the data. In this research, the researcher used SPSS 17.00

with Kolmogorov-Smirnov formula.⁷¹ The whole computation for normality test can be seen as follows:

Table 4.13
Table of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		80
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.25759620
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.087
Kolmogorov-Smirnov Z		.799
Asymp. Sig. (2-tailed)		.546

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it showed the significant value is 0,546. The significant value is greater than 0,05. It indicated that the data is normal distribution..

b) Linearity test

Beside normality test, linearity test is also used by the writer for the requirement analysis. Linearity test is a linear test of regression line. Used in simple linear regression analysis and multiple linear regression analysis. The linearity test is done by finding the regression line model from the independent variable x to the dependent variable y. based on

⁷¹Andhita Dessy Wulansari, *Statistika Parametrik*, STAIN Po Press, 38.

the regression line model, can be tested linearity line regression.⁷²The whole computation for linearity test can be seen as follows:

Table 4.14
Linearity test for Speaking Skill and Self-confidence

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Speaking Skill * Self-confidence	Between Groups	(Combined)	3681.636	26	141.601	1.797	.036
		Linearity	670.765	1	670.765	8.511	.005
		Deviation from Linearity	3010.872	25	120.435	1.528	.097
	Within Groups		4177.114	53	78.813		
	Total		7858.750	79			

Based on the table above, can be seen the result of linearity test for Speaking Skill and self-confidence. It can be seen the value of Sig. deviation From Linearity is 0,097 is greater than 0,05. So, it can be concluded that this sample is linear distribution.

Table 4.15
Linearity for Speaking Skill and Vocabulary Mastery

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Skill * Vocabulary Mastery	Between Groups	(Combined)	5758.498	8	719.812	24.334	.000
		Linearity	5583.136	1	5583.136	188.741	.000
		Deviation from Linearity	175.362	7	25.052	.847	.553
	Within Groups		2100.252	71	29.581		
	Total		7858.750	79			

⁷²Andhita, 55.

Based on the table above, can be seen the result of linearity test for Speaking Skill and Vocabulary Mastery. It can be seen the value of Sig. deviation From Linearity is 0,553 is greater than 0,05. So, it can be concluded that this sample is linear distribution.

2. Hypothesis Test

The analysis data method is that used in the research in statistic. The researcher used regression analysis. There are two kind of regression analysis they are simple linear regression and multiple linear regression.

- a. Simple linear regression for self confidence through students speaking skill.

Table 4.16

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.567	8.010		4.565	.000
Self Confidence	.374	.127	.316	2.937	.004

a. Dependent Variable: Speaking Skill

Based on the table above, can be seen that Sig. Value is 0,004 less than 0,005. So, Ho rejected and Ha accepted, it is mean that there is significant effect of self confidence through students speaking skill.

b. Simple linear regression for vocabulary mastery through students speaking skill.

Table 4.17

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.116	3.789		1.878	.064
Vocabulary Mastery	.867	.061	.848	14.105	.000

a. Dependent Variable: Speaking Skill

Based on the table above, can be seen that Sig. Value is 0,000 less than 0,005. So, Ho rejected and Ha accepted, it is mean that there is significant effect of vocabulary mastery through students speaking skill.

- c. Multiple linear regressions for self confidence and vocabulary mastery on students speaking skill.

Table 4.18
Determination Coefficients

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850 ^a	.722	.715	5.325

a. Predictors: (Constant), Vocabulary Mastery, Self-confidence

Based on the table above, the value R as a symbol of coefficient correlation showed 0,850. It means that the correlation between two variables in this research namely self-confidence, vocabulary mastery and speaking skill is categorized into high. Then, the value of R squared/ coefficient Determination informs about how well the independent and dependent variable interacted. The R squared above showed 0,722. It implies that the independent variable X1 (self-confidence) and X2 (vocabulary mastery) gives 72,2% contribution on the dependent Y (speaking skill), then 27,8% influenced by other factors.

Then the analysis focus on the linearity of each variable, namely the independent variable, X1 (self-confidence) and X2 (vocabulary mastery) toward the dependent variable Y (speaking skill), it can be seen from the anova table below:

Table 4.19
Anova

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5675.007	2	2837.503	100.052	.000 ^a
	Residual	2183.743	77	28.360		
	Total	7858.750	79			

a. Predictors: (Constant), Vocabulary Mastery, Self-confidence

b. Dependent Variable: Speaking Skill

Referring to the Anova table above, F-value is 100.052 that is higher than F-table 3.11. Ftable with $df_1, df_2 = 2, 77 = 3.11$. Then, the significant value is 0,000, it means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) $< 0,05$, linear regression could be applied. It means that H_a is accepted and H_o is reject.

Then the analysis focus on the effect of the independent X1 (self-confidence) and variable X2 (vocabulary mastery) toward the dependent variable Y (speaking skill). It can be seen from the Coefficient table below:

Table 4.20

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.405	5.237		.268	.789
Self-confidence	.130	.072	.111	1.800	.076

Vocabulary Mastery	.829	.062	.818	13.284	.000
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a. Dependent Variable: Speaking Skill

From the table above, the equation regression model through Unstandardized Coefficient B. Therefore, the equation regression model is $Y = 1.405 + 0,130 X_1 + 0,829 X_2 + e$. The T score for self confidence above showed 1,800 it is small than T tabel 1,99 and sig. 0.076 with 5% level of significance more greater than 0.05. it means that self confidence do not effect the speaking skill. Then, the T score for vocabulary above showed 13,284 it is greater than T tabel 1,99 and sig. 0.000 with 5% level of significance more smallst than 0.05, it means that vocabulary affect the speaking skill. Based on the result above, it can be concluded that H_a was accepted and H_o was rejected. It implied that self-confidence and vocabulary mastery are significantly effect the students speaking skill.

D. Discussion

The research was conducted to know wether there was a significant effect of self-confidence and vocabulary mastery on speaking skill at the second semester students of English Education Department in IAIN Ponorogo or not. In this research, questionnaire used to get some data about students self-confidence, and test used to

get some data about students vocabulary mastery and speaking skill at the second semester of English Education Department in IAIN Ponorogo.

After collecting data, then make data description. It described the result of questionnaire and test. Then, it made data analysis. From the data analysis, the result are as follows:

1. The result of simple linear regression of significant effect of self confidence through students speaking skill: Sig. Value is 0,004 less than 0,005. So, Ho rejected and Ha accepted, it is mean that there is significant effect of self confidence through students speaking skill.. According to Agus Salim, Self-confidence influenced the process of speaking activity because language learning is a complex process that influences cognitive and affective factor which constitute the main source of individual differences in foreign language learning.⁷³ And, according Kate Burton and Brinley Platts, Confidence is the ability to take appropriate and effective action in any situation.⁷⁴
2. Therresult of simple linear regression of significant effect of vocabulary mastery through students speaking skill: Sig. Value

⁷³Agus Salim, *General Self-confidence and Its Implication on Students' Achievement in Oral Presentation*. Islamic University of Lamongan, JEELS Volume 2, Number 2, November 2015, (35).

⁷⁴Kate Burton and Brinley Platts, *Building Confidence for Dummies*,(2006)10.

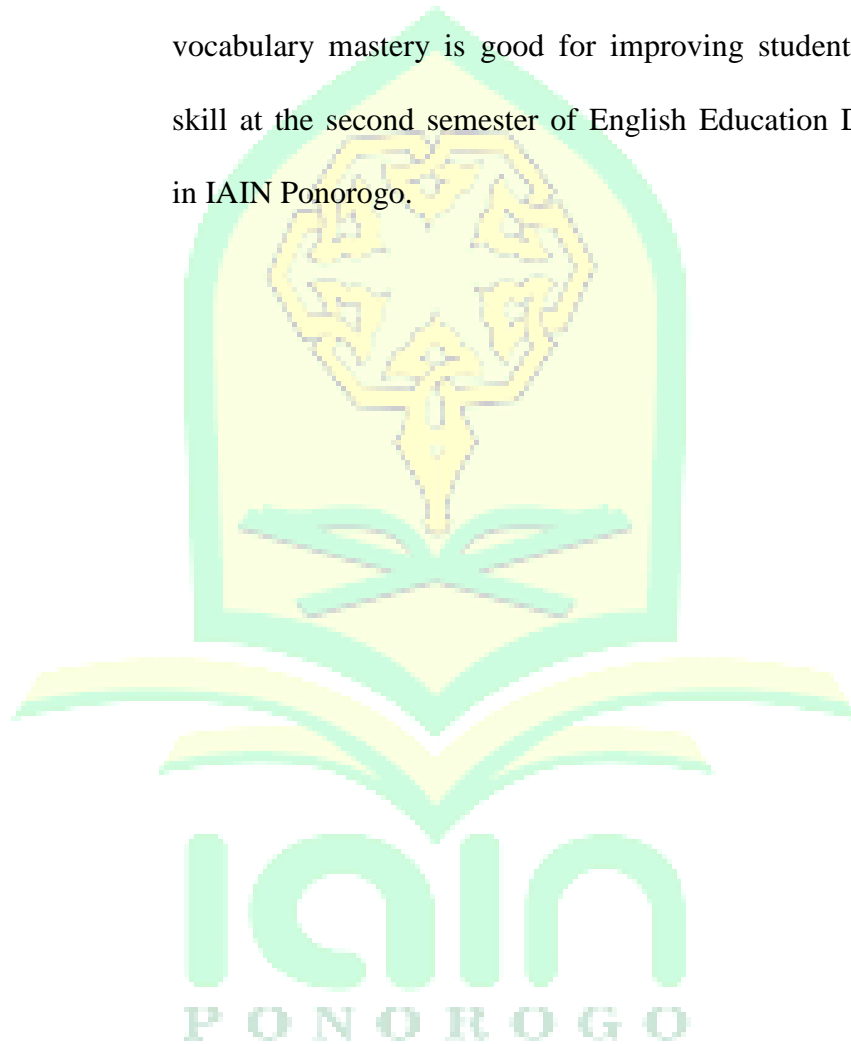
is 0,000 less than 0,005. So, H_0 rejected and H_a accepted, it is mean that there is significant effect of vocabulary mastery through students speaking skill. According to Jack Richard, vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.⁷⁵ According Susan Hanson and Jennifer, Vocabulary refers to words we use to communicate in oral and print language.⁷⁶

3. Based on the result, there is significant effect of self confidence and vocabulary mastery on speaking skill at the second semester students of English Education Department in IAIN Ponorogo. It can be seen that F-value is 100.052 that is higher than F-table 3.11. Then equal regression model is $Y = 1,405 + 0,130 X_1 + 0,829 X_2 + e$. And Sig. value 0,000 ($p < 0,05$) so, H_0 is reject and H_a is accepted. Then, R squared showed 0,722. It implies that the independent variable X_1 (self-confidence) and variable X_2 (vocabulary mastery) gives 72,2% contribution on dependent variable Y (speaking skill), then 27,8% influenced by other factors. Vocabulary is core component of language proficiency and provides much of the basis for how well

⁷⁵Jack Richards and Willy A. Renandya, *Methodology in Language Teaching*. (2002, 255)

⁷⁶Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*. (5)

learners speak, listen, read and write. Another factor that influence the speaking skill is a self confidence. Self-confidence and vocabulary affect the students speaking skill. Finally, it can be concluded that self-confidence and vocabulary mastery is good for improving students speaking skill at the second semester of English Education Department in IAIN Ponorogo.



CHAPTER V

CLOSING

A. Conclusion

Based on the data description, data analysis and discussion above, it can be concluded that:

1. There is significant effect of self confidence through students speaking skill. It can be seen that Sig. Value is 0,004 less than 0,005. So, H_0 rejected and H_a accepted.
2. There is significant effect of vocabulary mastery through students speaking skill. It can be seen that Sig. Value is 0,000 less than 0,005. So, H_0 rejected and H_a accepted.
3. There is insignificant effect of self confidence and vocabulary mastery on students speaking skill in the second semester of English Education Department at State Institute of Islamic Studies Ponorogo. It can be seen that F-value is 100.052 that is higher than F-table 3.11. Then equal regression model is $Y = 1,405 = 0,130 X_1 + 0,829 X_2 + e$. And Sig. value 0,000 ($p < 0,05$) so, H_0 is reject and H_a is accepted. Then, R squared showed 0,722. It implies that the independent variable X_1 (self-confidence) and variable X_2 (vocabulary mastery) gives 72,2% contribution on dependent variable Y (speaking skill), then 27,8% influenced by other factors.

B. Suggestion

Having known that the self-confidence, vocabulary mastery and speaking skill at the second semester students of English Education Department in IAIN Ponorogo, some suggestion can be presented:

1. For teacher

The teacher should be know the self-confidence their students and often ask the students to try and practice to speak in English, the teacher also inform about some new vocabulary so the students have more vocabulary.

2. For students

The students should be improving their self confidence and vocabulary in order to increase their speaking skill.



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