THE CONTRIBUTION OF VOCABULARY MASTERY AND STUDENTS’ SELF CONFIDENCE TOWARD SPEAKING SKILL

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ABSTRAK

Penelitian ini bertujuan untuk membuktikan adanya hubungan antara penguasaan kosakata dan kepercayaan diri siswa terhadap kemampuan berbicara mahasiswa semester 1 Program Study PGSD STKIP Muhammadiyah Bangka Belitung, baik secara parsial dan secara serempak. Penelitian ini menggunakan tes untuk mengumpulkan data penguasaan kosakata dan data kemampuan berbicara, serta menggunakan angket untuk mengumpulkan data kepercayaan diri siswa. Populasi dalam penelitian ini adalah seluruh mahasiswa semester 1, dan diambil 50 mahasiswa secara random sebagai sampel penelitian. Teknik analisis data dalam penelitian ini menggunakan hitungan korelasi tunggal dan regresi ganda. Dengan hasil akhir membuktikan bahwa terdapat hubungan positif antara penguasaan kosakata dan kepercayaan diri siswa terhadap kemampuan berbicara siswa baik secara parsial dan secara serempak. Adanya hubungan positif ini menyatakan bahwa penguasaan kosakata dan kepercayaan diri siswa cenderung naik atau turun bersamaan dengan kemampuan berbicara siswa.

Kata kunci: penguasaan kosakata, kepercayaan diri, kemampuan berbicara
Introduction

English is one of the important language that we must master it. In English skill, we must master the four skills; there are reading, listening, writing, and speaking. Speaking is needed for effective communication in any language. Speaking is a productive skill, because the user requires production of language in the form of spoken language. Speaking skill should be developed along with other skills so that these integrated skills will enhance communication achievement. Speaking skill can also build together with their mastering in vocabulary and have higher self confidence. Speaking is a way of communication, and it needs the confidence to express it. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication, some says that it is the most difficult skill.

Why the majority of undergraduate students are unable to speak English confidently, especially for communication in real situations or daily communication. From the observation among the students of Primary School Teacher Education Program that chosen randomly, there are some factors that influence them to take a silent in speaking. First, they have less vocabulary in English, they do not have high confidence to express their feeling in spoken, and they have a lack of confidence in terms of anxiety about making errors in their speaking.

In speaking English, there are some problems faced by students, the problems may be caused by internal or external factors. There are some problems in getting students to talk in the classroom as the following:
1. Inhibition
Students are often inhibited about trying to say things in a foreign language. They are afraid of making mistake: fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say
Students cannot think anything to say: 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 she or he is to be heard; and in a large group,
each participant will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all.

4. Mother-tongue used
   Some students share the same mother tongue; they may tend to use it because it is easier. They feel unnatural to speak to one another in foreign language. They also feel it is quite difficult.

   Furthermore, Brown (2001: 270-271) stated, there are some characteristics of spoken language which can make oral performance difficult as the following:

1. Clustering
   Learners can organize their speech through such clustering

2. Redundancy
   Learners have an opportunity to make meaning clearer through the redundancy of language.

3. Reduced forms
   Learners can use contractions, elisions, reduced vowels, etc. to avoid stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables
   Learners can make their speaking performance better by manifesting pauses and hesitations.

5. Colloquial language
   Learners should know the words, idioms, and phrases of colloquial language will and get practice in producing these forms.

6. Rate of delivery
   It is one of salient characteristic of fluency. Learners should learn to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation
   This is the most important characteristic of English pronunciation. This will convey important messages in speaking.

8. Interaction
   Learning to produce waves of language in a vacuum—without interlocutors—would rob speaking skill of its richest components.

   As Woodford (2003: 121) states that speaking is using the stated language. When some make a communication they use language that state their feelings and they share their thoughts.
Speaking is also a product of a creative construction of linguistics strings. Speakers make choice of lexicon, structures, and discourse (Brown, 2000: 140) the aspect of spoken English is that it is usually accomplished via interaction with at least one other speaker. So, to develop their interaction among people, one’s has to grant their speaking skill, combined with their vocabulary must be mastered, and also build their confidence. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills (Bailey and Savage as quoted by Celce Murcia, 2000: 103). This means that a variety of demands are accumulated; monitoring and understanding the other speakers, thinking about one’s own contribution, and so on. To solve it, we need to master the speaking skill well.

As Nunan (1998: 26) said, a language learner also has to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary)
   Using the right words in the right sentences with the correct pronunciation.
2. Functions (transaction and interaction)
   Knowing when clarity of the message is essential (transaction) and when precise understanding is not required (interaction).
3. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants)
   Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reasons.

Considering the explanations above, it can be concluded that speaking is productive skill to construct meaning that involves producing, receiving, processing information, and expressing their idea to listeners with specific pronunciation, vocabulary, and grammar of individual sounds.

As quoted in Rizka (2013: 14) a successful teaching speaking can be characterized by the aspects as the following:

1. Learners talk a lot
2. Participation is even
3. Motivation is high
4. Language is on acceptable level

These are some measurements for person who have successful oral
communication (Galloway, 1993: :12):
1. The ability to articulate phonological features of the language apprehensively.
2. Mastery of stress, rhythm, and intonation patterns.
3. An acceptable degree of fluency.
4. Skills in negotiation meaning.
5. Conversational listening skills.
6. Skills in knowing about and negotiation purpose for conversation, using appropriate conversational formulae and filters.
7. Skills in the management of interaction.
8. Skills in taking short and long speaking turns
9. Transcational and interpersonal skill.

In line with this measurements, Common European Framework of Reference (CEF) has also formulated functional competence that must be mastered regarding to speaking or communication function. They divided into two categories, which are macrofunction and microfunction. Macrofunction is chunk of spoken or written language serving the same functional purpose such as description, narration, commentary, explanation, and demonstration. Whereas, microfunction is related to the individual act in the interaction such as inviting and apologizing. There are six categories included in microfunction:
1. Giving and asking for factual information
2. Expressing and asking about attitude
3. Suasion
4. Socializing
5. Structuring discourse
6. Communication repair

(Council of Europe as quoted by Louma, 2004: 33 - 34)

From overview above, it can be stated that speaking can be measured by the ability in conducting interactive process of constructing and sharing meaning that involves some skills: using grammatical word classes, system and rules, producing fluent speech, using an adequate number of words, accurately assessing how well one’s interlocutor is understanding other, and producing correct English pronunciation.
To support the increase of speaking skill, it is needed to master the components of English language. One of the important components that must be mastered is vocabulary. Vocabulary is the first knowledge about the students that know the meaning about what they think and what they will say. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to (Jack Richard, 2001: 4). Vocabulary is part of language element, so it is impossible to avoid vocabulary in using language for communication. Because of the importance of vocabulary in communication, now many experts have the same opinion as Nunan says that these days, then, the consensus of opinion seems to be that the development of rich vocabulary is an important element in acquisition of a second language (1991: 118). It is clear that vocabulary is important and needed for communication and needed in the acquisition of a second language, so it cannot be neglected in the teaching and learning language (English) and it must be taken into consideration in language learning achievement.

Vocabulary is central of language in which it is the biggest component of any language and the success in learning language can be proved by the success in mastering vocabulary. Stated in Hornby (2003: 482) defines vocabulary as: (1) all the words that a person knows or uses, (2) all the words in a language, (3) list of words with their meaning. While Ur (1998: 60) states that vocabulary can be defined, roughly, as the words we teach in foreign language. It means that vocabulary is stock of words teaches in foreign language. Vocabulary is very important in teaching and learning English, it is one of the important things in language elements that should be learnt and taught. Coady and Huckin (1998: 5) state that vocabulary is central to language and critical importance to the typical language learner. Nunan (1998: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions
we may have learned for comprehensible communication. It is in line with speaking skill, vocabulary has some elements that need to be taught or to be learned (Ur, 1998: 60 - 62) they are:

1. Form: Pronunciation and Spelling
   The learner has to know what a word sounds like (pronunciation) and what it looks like (spelling). These are fairly obvious characteristics, and one or other will be perceived by the learner when encountering the item (item means vocabulary that may be more than a single word but express a single idea) for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

2. Grammar
   The grammar of new item will need to be taught if this is not obviously covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical context. So, it is important to provide learners with the information at the same time the teacher teaches the base form of a word.

3. Collocation
   The collocation typical of particular item are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. So, this is become an important information that the teacher should give a special attention on.

4. Aspect of meaning
   a) Denotation, Connotation, Appropriateness
   Denotation is the meaning of word that primarily refers to in the real world. It is often the sort of definition in dictionary. For example, the word ‘dog’ denotes a kind of animal; more specifically, a common, domestic carnivorous mammal. Meanwhile, a less obvious component of the meaning of an item is its connotation. The associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. For example, the word ‘dog’ as understood by most British people, it has positive connotation of friendship and loyalty. Whereas, for Arabic people, it
has negative associations of dirt and inferiority. Besides denotation and connotation, an aspect of meaning that also needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal situation, or belongs to a certain dialect.

b) Meaning Relationship
How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones:

1) Synonyms: items that mean the same, or nearly the same.
   Example: bright, clever, smart, may serve as synonyms of intelligent.

2) Antonyms: items that mean the opposite
   Example: rich is an antonym of poor

3) Hyponyms: items that serve as specific examples of general concept.
   Example: dog, lion, mouse are hyponyms of animal.

4) Co-hyponyms or co-ordinates: other items that are the ‘same kind of thing’.
   Example: red, blue, green, brown are co-ordinates.

5) Super-ordinates: general concepts that ‘cover’ specific items.
   Example: animal is the superordinate of dog, lion, and mouse.

6) Translation: words or expressions in the learners’ mother tongue that is (more or less) equivalent in meaning to the item being taught.
   Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. The teacher can, for instance, relate parts to a whole (the relationship between arm and body); or associate items that are part of the same real world context (tractor, farmer, milking, and irrigate are all associated with agriculture).

5. Word Formation
Vocabulary whether one word or multi word, can often be broken down into their component of words.
Exactly, how these words are put together is another piece of useful information.

This is why vocabulary means a lot in conducting speaking, it is said that vocabulary is central of language in which it is the biggest component of any language and the success in learning language can be proved by the success in mastering vocabulary. This research is focused on vocabulary that includes the meaning of words, spelling, pronunciation, and the use of words in right context.

Other factors that influence speaking is one’s confidence. Students tend to have low self confidence when they are instructed to speak English because they feel afraid, or shy to express her feeling in public, they do not have high motivation and get nervous in speaking especially for foreign learner. Most of us know what self-confidence means; usually define it in relation to what we want to do, but feel too anxious, nervous, or worried about. So, for one person self-confidence might be about speaking in public. For another, it might be about being confident in social situations. For a third, it might mean having the confidence to approach potential sexual partners. But, whatever the situation that reveals our lack of confidence, the definition of confidence that is implicit here is always something about being self-assured, showing self-reliance, or not being anxious or nervous.

Self-confidence is the most significant in language learning. It provides learners with the motivation and energy to become positive about their own learning. Burton and Platts (2006: 27) state that confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others. Kanar (2011) in Hasan (2013: 109) said that several characteristics of the students having self-confident are flexible, self-motivated, intellectual risk-taker, enthusiastic, responsible, self-managed, involved, focused, committed, pragmatic, persistent, empathetic, emotionally intelligent, and future oriented. Self-confidence is also characterized that one can communicate using other languages briefly. And also for the foreign learners, they must need self-confidence to support their actions.
Riyani (2011: 48) said that self confidence is someone’s beliefs in all aspects of his strength and it makes him to achieve various goals in life. So, it can be said that self-confidence is a belief in oneself and his/her own abilities. Confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan, and expect, no matter what the foreseeable obstacle. But, this faith is guided by more realistic expectations so that, even when some of their goals are not met, those with confidence continue to be positive, to believe in themselves and to accept their current limitations with renewed energy. They know what they want and will strive to accomplish their goals. They have a positive attitude, are optimistic, hopeful, and energetic, and also they think for themselves both critically and creatively.

In order to make self-confidence easy to recognize, this is the characteristic students who have high and low self-confidence:

1. The characteristics of students having high self-confidence

   According to Riyani (2011: 52), the characteristics of person having high self-confidence are as follows:
   a) always being calm in doing everything.
   b) having high potentials and abilities
   c) having self emotional control in every condition
   d) being able in adjust oneself and communicate to others
   e) having good psychological and physical aspect to support their performance.
   f) being smart.
   g) having good educational
   h) having good ability or skill to support their life
   i) having good socializing in their society
   j) having good family background
   k) having strongly mental and physical to face problems
   l) always have positive attitude and think positively to face problems.

From explanation above, students can be categorized
having high self confidence if they can control their emotional in every condition, they can solve their problems calmly and quietly, they face their live positively, and also they have social and communication ability in the environment.

2. The characteristics of students having low self-confidence

According to Riyani (2011: 53), the characteristics of person having low self-confidence are as follows:

a) feeling worried in facing problems.
b) having weaknesses on mental, physical, social, or economy.
c) having difficulties to control the problems.
d) feeling nervous to express their speech;
e) having family background poorly
f) having bad development since their childhood
g) lacking of strength in certain aspect
h) feeling lonely;
i) feeling hopeless;
j) feeling tends to depend on others to solve the problems
k) having traumatic emotional;
l) facing the problems negatively.

From this view, for the low self confidence, they feel uncomfortable with the busy situations, they expect that they will fail when they get many problems or mistakes, powerless, afraid of failure, lack of ability in social communication, and face the problems negatively. They cannot solve their problems or mistakes positively. So, the people who have low self-confidence feel afraid of the risks that they will get in the future.

In order to support their speaking skill, students need to develop their self-confidence, here some ways to build students’ self-confidence: as stated in Rizka (2013: 24), the students can independently develop their self-confidence using the ways as the following:

1. Think positively about themselves
2. Set goals that are realistic and will meet their expectations
3. Reward/ praise themselves when they have done well
4. Think logically about the situation instead of reacting
merely on the basis of their emotions
5. Dwell on their strengths not on your weaknesses
6. Learn to be assertive
7. Make a list of what they feel are the major problems in their life. Then list ways to improve or change them.

So it is important for us to have high self confidence. By having self confidence in speaking, we will be able to have positive and realistics perception of ourselves and our abilities. We will not be shy and afraid in showing our abilities, asking something to someone, and so on. We will not surrender if we meet failure in doing tasks. It is different from when we have low self confidence. In speaking, it needs having high self confidence, because in line with Al Hebaish in Rizka (2013: 22), among the four language skills, the achivement of oral performance is thought to be highly correlated with self-confidence.

In other words, it can be said that where there is self confidence, there will be good communication. However, having only high self confidence is not enough to make our speaking skill good. We need other aspects that can improve our speaking skill such as mastering vocabulary, having good pronunciation, being able to speak fluently, etc. From these views of introduction, the researcher did the research about the relationship between vocabulary mastery, students’ self-confidence, and speaking skill, both partially and simultaneously.

Research Method
This research used quantitative research, it is correlational method. The aim of this research is to know the correlation of the three variables, namely the vocabulary mastery, self-confidence, and speaking skill, henceforth, the researcher applies correlational type in describing their relation. According to Fraenkel and Wallen (2000:359) correlational type is a type of research which is done to determine the relationship among two or more variables, and to explore their implications for cause and effect, it describes the degree to which two or more quantitative variable are related and it does figure which represents the extent to which two sets of result agree
with each other. Purwanto (2002:177) says “Penelitian korelasi adalah penelitian yang melibatkan hubungan satu atau lebih variabel dengan satu atau lebih variabel lain. Hubungan variabel-variabel itu terjadi pada satu kelompok”. The reason of choosing this method is the researcher wants to know the strength of the relation of two or more variables based on correlation coefficient.

There are three possible results of correlational study: a positive correlation, a negative correlation, and no correlation. The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00. Perfect positive correlation would result in a score of +1.00. Perfect negative correlation would result in -1 (Nunan 1992:39).

1. Positive Correlations: Both variables improve or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

2. Negative Correlations: Indicates that as the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.

3. No Correlation: Indicates no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

There are three types of correlational study as follows:

1. Bivariate
Bivariate is correlational study which involves one independent variable (X) and one dependent variable (Y).

2. Multivariate
Multivariate is correlational study which involves two or more independent variables \(X_1\), \(X_2\), \(X_3\), and one dependent variable (Y).

3. Canonc
Canonc is correlational study which involves two or more independent variables \(X_1\), \(X_2\), \(X_3\), and two or more dependent variables \(Y_1\), \(Y_2\), \(Y_3\).

In this research the researcher uses multivariate correlation. There are two kinds of variable in this study, namely a dependent variable and independent variable. The dependent variable in this study is Speaking skill (Y), while the independent variables are vocabulary mastery (X₁) and
students’ self-confidence \( (X_2) \), it is described in figure 1.

![Diagram](Vocabulary_mastery_(X_1)_Self_confidence_(X_2)_Speaking_skill_(Y))

Figure 1. the relationship of three variables

Hence, from the figure 1 above, the researcher formulates three hypotheses stating that there is a positive correlation between: (1) vocabulary mastery and speaking skill, (2) students’ self-confidence and speaking skill, and (3) vocabulary mastery and students’ self-confidence simultaneously and speaking skill. Afterwards, the researcher also formulates the statistical hypotheses as follows:

1. \( H_0 : \rho_{y1} = 0 \quad H_a : \rho_{y1} > 0 \)
2. \( H_0 : \rho_{y2} = 0 \quad H_a : \rho_{y2} > 0 \)
3. \( H_0 : R_{y12} = 0 \quad H_a : R_{y12} > 0 \)

In this case, if null hypothesis \( (H_0) \) is rejected, it means that there is a positive correlation between the variables. The positive correlation indicates that the variables tend to go up together or they tend to go down together.

This research is carried out for the first semester students of Primary School Teacher Education Program, takes place in STKIP Muhammadiyah Bangka Belitung. The population in this research is the first semester students of Primary School Teacher Education Program of STKIP Muhammadiyah Bangka Belitung, taken 50 students as sample by random sampling. To collect the data, the researcher used test for vocabulary data (in the form of multiple choice) and speaking data (in the form of oral test), and used questionnaire for self-confidence data. After collecting the data the next step is to analyze them to know whether there is or not a significant correlation between vocabulary mastery and speaking skills, students’ self-confidence and speaking skills, and between vocabulary mastery, students’ self-confidence simultaneously and speaking skills.

The researcher tests the hypothesis using Product Moment and Multiple Linear Regression Formula. Product Moment Formula is used to describe the strength of relationship between two variables (single correlation), while Multiple Linear Regression is used to describe the strength between several independents variables and one dependent variable (multiple correlation).
Before entering Linear Regression Analysis, there is major pre-requisite analysis for the data. They are normality test using Lilliefors formula, linearity and significance using Anova test.

**Result and Discussion**

Before analyzing the hypothesis, the researcher measured the pre-requisite score for normality data, linearity and significance data. Based on the result of Lilliefors Significance Correction from Kolmogorov-Smirnov, it can be concluded that significance value of Vocabulary Mastery ($X_1$) is $0.394 > 0.05$; student’s Self-Confidence ($X_2$) is $0.064 > 0.05$; and Speaking Skill ($Y$) is $0.667 > 0.05$. So, from the result above the data are in normal distribution.

After measuring the pre-requisite data, the result of hypothesis testing shows that for the first hypothesis stated that there is a positive relationship between vocabulary mastery ($X_1$) and speaking skill ($Y$), can be proven that equation regression is \( \hat{Y} = 30.219 + 0.632 \, X_1 \). The significance of regression is found that $F_o = 38.026$, and $F_t = 4.04$ in the level of significance $\alpha = 0.05$. Because $F_o > F_t$, so the regression of $X_1$ and $Y$ is significant. So, it can used to predict the relationship between vocabulary mastery ($X_1$) and Speaking skill ($Y$); it shows that the mean of speaking skill ($Y$) would increase 0.632 if the vocabulary mastery ($X_1$) was increased one score in the constant score of 30.219. The coefficient of correlation is $r_{x1y} = 0.665$. Then, this value is compared to $r$-table at the significance level of 5% for $N = 50$, it is 0.279. The effective contribution of vocabulary mastery toward Speaking skill was 29.03 %, it means that 29.03 % of Speaking Skill is influenced by vocabulary mastery factor.

As stated before, vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to (Jack Richard, 2001: 4). It is clear that vocabulary is important and needed for communication and needed in the acquisition of a second language, so it cannot be neglected in the teaching and learning language (English) and it must be taken into consideration in language learning achievement. Vocabulary is central of language in which it is the component of any language and the success in learning language can be proved by the
success in mastering vocabulary. The analysis result above is there is a positive correlation between vocabulary mastery and Speaking skill. It means that the increase of student’s vocabulary mastery is followed by the increase of student’s speaking skill, students who master their vocabulary, they tend to speak well.

The second hypothesis stated that there is positive correlation between students’ self-confidence (X2) and speaking skill (Y), it can be proven that coefficient a = 9.741, and b=0.851, so the equation regression is \( \hat{Y} = 9.741 + 0.851 X_2 \). The significance of regression is found that \( F_o = 33.314 \), and \( F_t = 4.04 \) in the level of significance \( \alpha = 0.05 \). Because \( F_o > F_t \), so the regression of \( X_2 \) and \( Y \) is significant. So, it can used to predict the correlation between Students’ self-confidence (X2) and speaking skill (Y); it shows that the mean of speaking skill (Y) would increase 0.851 if the students’ self-confidence (X2) was increased one score in the constant score of 9.741. The coefficient of correlation is \( r_{x2y} = 0.640 \). Then, this value is compared to r-table at the significance level of 5% for \( N = 50 \), it is 0.279. It means that \( r_{x2y} \) is higher than \( r_t \). It means that the correlation is significant; the effective contribution of Students’ self-confidence toward speaking skill was 23.85%, it means that 23.85% of Speaking Skill is influenced by Students’ self-confidence factor.

Self-confidence provides learners with the motivation and energy to become positive about their own learning. Hasan (2013: 109) said that several characteristics of the students having self-confident are flexible, self-motivated, intellectual risk-taker, enthusiastic, responsible, self-managed, involved, focused, committed, pragmatic, persistent, empathetic, emotionally intelligent, and future oriented. Having high self-confidence is really good for us to speak communicatively. Among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. By having self-confidence in speaking, we will be able to have positive and realistic perception of ourselves and our abilities. The analysis result above is there is a positive correlation between students’ self-confidence and speaking skill. It means that the increase of student’s self-confidence is
followed by the increase of student’s speaking skill.

The third hypothesis stated that there is a positive relationship between vocabulary mastery and students’ self-confidence simultaneously and speaking skill, can be proven that the coefficient of $a_0$, $a_1$, and $a_2$ are 6.519; 0.415; and 0.496, so the multiple regression equation of $Y$ on $X_1$ and $X_2$ becomes; $\hat{Y} = 6.519 + 0.415 X_1 + 0.496 X_2$. The testing result of the significance of regression for $F_0$ is 26.367. This result is compared to $F$-table at the significance level of 5% is 3.23. It means that $F_0$ (26.367) is higher than $F_{(2,47)}$ (3.23), so $F_0$ is significant. So, it can used to predict the correlation between vocabulary mastery ($X_1$) and students’ self-confidence ($X_2$) and Speaking Skill ($Y$); it means that in every one score increase from vocabulary mastery ($X_1$) together with students’ self-confidence ($X_2$) it increases 0.911 of speaking skill ($Y$) in the constant score of 6.519, if there was no increase of vocabulary mastery ($X_1 = 0$) and there was no increase of students’ self-confidence ($X_2 = 0$), it means every student has the mean of speaking skill ($Y$) 6.519, it is shown by constant positive value, and it is 6.519. The coefficient of correlation ($R_{y12}$) is 0.727 and ($R^2$) is 0.5287. The effective contribution is 52.88%, it shows that vocabulary mastery and self-confidence are some factors that influence speaking skill. It means 52.88% factors that influence speaking skill are come from vocabulary mastery and self-confidence factors, then 47.12% the rest was determined by other factors.

There are some factors which can influence speaking skill, there are social, non-social, physical, psychology, personality, language aspect factors, and so on. Vocabulary and self-confidence are some factors that influence speaking skill. From language aspect factors, vocabulary is one of them which plays important role in speaking skill. It is impossible to avoid vocabulary in using language for communication. Because of the importance of vocabulary in communication, now many experts have the same opinion as Nunan says that these days, then, the consensus of opinion seems to be that the development of rich vocabulary is an important element in acquisition of a second language (1991: 118). Also Coady and Huckin (1998: 5) state that
vocabulary is central to language and critical importance to the typical language learner. Vocabulary is very important in teaching and learning English, it is one of the important things in language elements that should be learnt and taught.

Besides considering the accuracy in speaking which deals with vocabulary, students should be able to speak confidently in order to make their speaking performance better. By being confident, they can speak or express their ideas freely and fluently. They will be ready to speak in front of others without feeling nervous or afraid of making mistakes in their speaking. Self-confidence can help them to develop their speaking skill. In other words, it can be said that when students have high self-confidence, they will have good communication. Therefore, vocabulary mastery and self-confidence are considered as contribution factors in toward speaking skill. From these views, it can be concluded that there is a positive relationship between vocabulary mastery and self-confidence simultaneously speaking skill.

Considering that vocabulary mastery and self-confidence have contribution toward speaking skill. So, teacher need to create acitivities in English learning which can increase students’ vocabulary mastery and self-confidence without omitting the goal of the learning. They also should create conducive atmosphere in English learning, so students can learn English well. As a result, it will increase students’ speaking skill.

Conclusion and Suggestion
From the finding research, it can be concluded that there is positive correlation between vocabulary mastery and self-confidence toward speaking skill, both partially and simultaneously when in every one score increase from vocabulary mastery together with self-confidence it increases 0.911 of Speaking skill in the constant score of 6.519, if there is no increase of vocabulary mastery (X₁ = 0) and there is no increase of self-confidence (X₂ = 0), it means every student has the mean of speaking skill (Y) 6.519, it is shown by constant positive value, and it is 6.519. It means that improvement of vocabulary mastery and self-confidence will be followed by the improvement of student’s speaking skill. It also means that student’s vocabulary
mastery and self-confidence contribute toward their speaking skill; with the effective contribution 52.88% in which 29.03% from vocabulary mastery and 23.85% from self-confidence.

From that conclusion, the researcher suggests that students need to master their English vocabulary and also have high self-confidence to make their speaking skill better, because they influence each other. Considering that vocabulary mastery and student’s self-confidence contribute to student’s speaking skill, it is useful for the teacher(s) to advance student’s vocabulary and develop the student’s self-confidence in English. In order to enhance students’ vocabulary and to build the student’s self-confidence, teacher should make creative, active, effective, and fun English learning. While to improve teaching and learning process, teacher should improve their professional skill, especially in English skill; while it is speaking, listening, reading, and writing. It can be through formal education, upgrading, training, workshop, and others.

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