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

SKRIPSI

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND LITERATURE
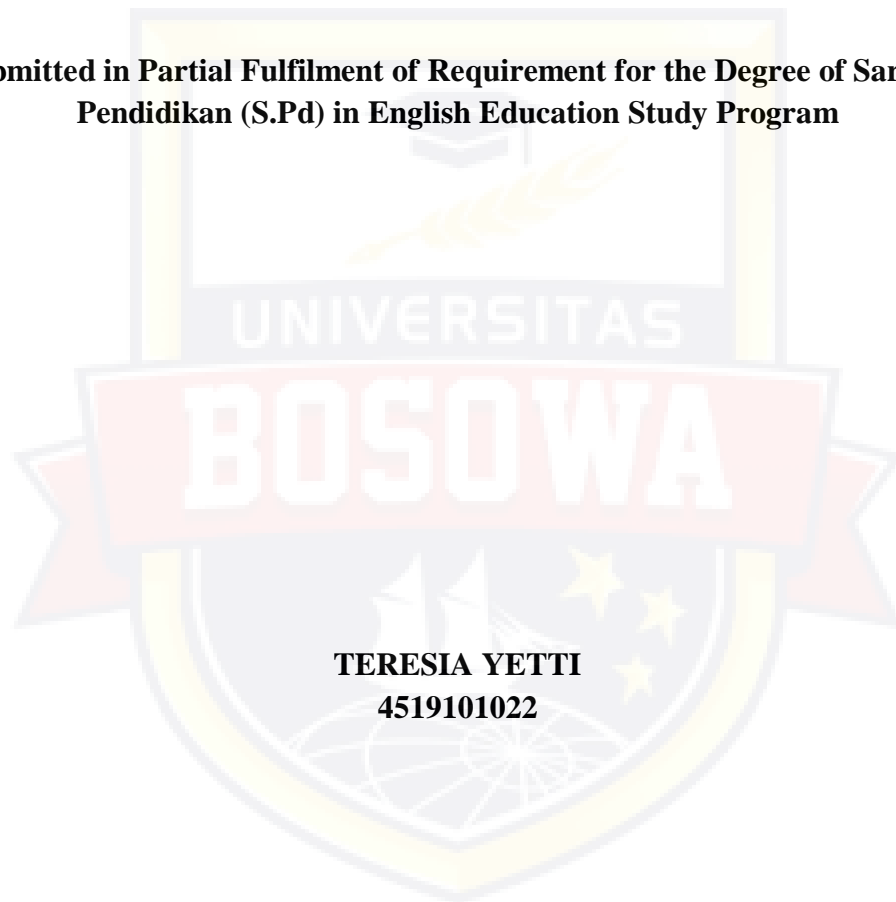
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SKRIPSI

Submitted in Partial Fulfilment of Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program

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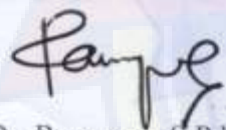TOWARDS VOCABULARY MASTERY AT SMPN 35 MAKASSAR

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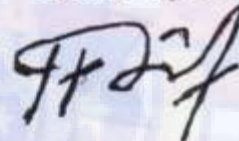October 13th, 2023

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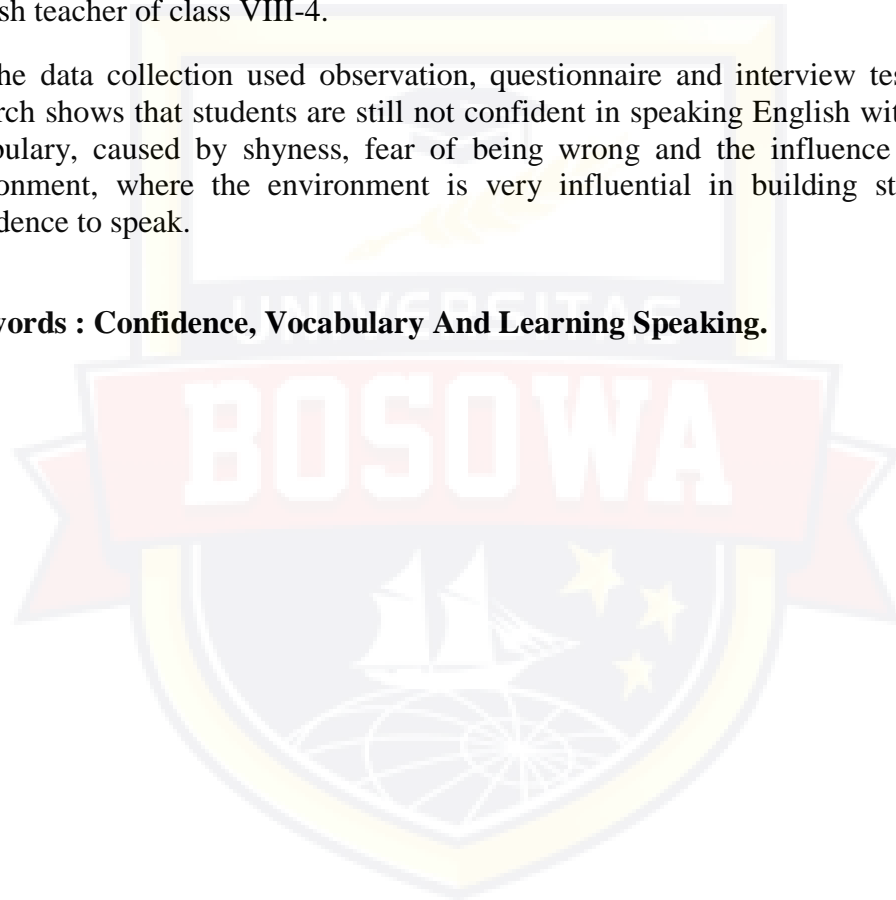
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Abstract

Teresia Yetti , 2023. *An Analysis of Students' Confidence in Speaking English Towards Vocabulary Mastery at Smpn 35 Makassar, (*Dibimbing Oleh Rampeng and Nurfaizah sahib).

This study aims to find out the reasons why students are not confident in speaking English even though they have a lot of vocabulary at Smpn 35 Makassar. This research used qualitative method. The research was conducted in three stages, namely observation, questionnaire and interview test. The samples of this study were the students of class VIII-4, namely 25 students as respondents and an English teacher of class VIII-4.

The data collection used observation, questionnaire and interview test. The research shows that students are still not confident in speaking English with their vocabulary, caused by shyness, fear of being wrong and the influence of the environment, where the environment is very influential in building students' confidence to speak.

Keywords : Confidence, Vocabulary And Learning Speaking.

Abstrak

Teresia Yetti , 2023. *An Analysis of Students' Confidence in Speaking English Towards Vocabulary Mastery at Smpn 35 Makassar, (*Dibimbing Oleh Rampeng Dan Nurfaizah sahib).

Penelitian ini bertujuan untuk mengetahui alasan siswa tidak percaya diri dalam berbicara bahasa Inggris meskipun mereka memiliki banyak kosakata di Smpn 35 Makassar. Penelitian ini menggunakan metode kualitatif. Penelitian ini dilakukan dalam tiga tahap, yaitu observasi, kuesioner dan tes wawancara. Sampel dari penelitian ini adalah siswa kelas VIII-4, yaitu 25 siswa sebagai responden dan seorang guru bahasa Inggris kelas VIII-4.

Pengumpulan data menggunakan observasi, kuesioner dan tes wawancara. dari penelitian ini menunjukkan bahwa siswa masih tidak percaya diri dalam berbicara bahasa Inggris dengan vocabulary yang dimilikinya, disebabkan oleh rasa malu, takut salah dan pengaruh lingkungan, dimana lingkungan sangat berpengaruh dalam membangun kepercayaan diri siswa untuk berbicara.

Kata kunci : **Confidence, Vocabulary And Learning Speaking.**

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INTRODUCTION

A. Background of the Research

Language is one of the tools or means used by humans to communicate and interact with other humans. Every language that will be spoken has a meaning and also the relationship between the concepts and topics being discussed. By using language, people can present information to each other, receive information, and respond to information or messages. The world has a variety of languages. One of the languages used as an international language is English. English is an important international language and has many connections to different aspects of human life. Many people want to learn English to improve their communication skills and, once mastered, they can use it when going abroad. English is taught from elementary school to university level in Indonesia and is considered a foreign language that must be mastered.

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

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because this skill is needed in oral communication with all other English speakers around the world.

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

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

So many obstacles and difficulties faced by students when they want to speak English. In speaking, a person must have self-confidence besides that he must also have sufficient language skills. The fact shows that speaking activities do not only involve the cognitive domain of the reader. In addition, it is also heavily

influenced by other factors such as language factors, background knowledge and learning methods.

In speaking each student has different confidence. Usually affected by language disorders are divided into two, namely: Receptive language disorder, which is a disorder in which a child has difficulty receiving or understanding messages conveyed by others, so that sometimes children have difficulty responding to what should be Expressive language disorder done and is a disorder in which a child has difficulty expressing himself in response to his interlocutor, or a child can understand an instruction but cannot express it only through expressiveness or gestures, it is often said that the child is experiencing hyperactivity (Wiyani, 2014). To improve language development that needs to be considered are: (1) Development of listening skills. (2) Development of vocabulary related to the environment, the physical condition of the body and the surrounding environment. (3) Development of oral expression; conversations, telling stories, reading pictures, expressing creative self-expression. (4) Development of readiness readiness. (5) Development of writing skills (Sonawat, 2007) (Hendricks, at al. 2019)

A study states that understanding a text also depends on the amount of vocabulary a person ha some students feel unconfident to convey words or sentences in English. According to Hornby (in Rahman, 2016), vocabulary is the entire amount of words that, when put together, make up a language, or the range of words that a person is familiar with and frequently uses, followed by the words that are listed alphabetically and defined or otherwise identified as being in a

dictionary or glossary. A language's vocabulary is its collection of words that are used to construct sentences and transmit ideas. This vocabulary can be used to create sentences that engage or communicate with other people when it is integrated into a number of words.

The first matter, according to Tuan & Mai (2015), is inhibition. Students frequently experience anxiety when attempting to communicate in a foreign language. They fear making mistakes in their speech, receiving negative feedback, or experiencing fear and embarrassment when others are listening to them.

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

In this case, seen from the description above, the reasearcher wants to examine how the application of learning English in terms of student confidence and the ability of SMPN 35 Makassar students in increasing students' confidence in speaking English through activities such as intergroup debates or group discussions and storytelling or speech using the vocabulary they have. Therefore,

the writer is interested and feels the need to raise this problem in a thesis with the title : "**An Analysis of Students' Confidence in Speaking English Towards Vocabulary Mastery at SMPN 35 Makassar** "

B. Identification Problem

Based on the explanation in the background, the research makes a statement of the problem because from this background it can be seen how the influence a person can be confident in speaking English with his vocabulary in English.

C. Scope of the Research

This research focuses on students' confidence in speaking English towards the vocabulary of class VIII students of SMP Negeri 35 Makassar for the 2023-2024 academic year.

D. The research Question

Based on the previous background above, the research formulate the following research questions as follows:

1. Why students are still not confident in speaking English Towards Vocabulary Mastery at SMPN 35 Makassar?

E. Objective of the Research

Related to the research problem above, the objectives of this research is to find out why students are not confident in speaking English Towards Vocabulary Mastery.

F. Significance of the Research

The writer hopes that this research can contribute to English teaching and learning. The benefit of An Analysis of Students' Confidence in Speaking English

Towards Vocabulary Mastery in English is to know the problem that make student have a convindence in speaking english.

Some of the benefits of research as follows :

1. **For Teachers**

a) Teachers can find out learning techniques that can improve classroom learning system.

b) The teacher knows the weaknesses and strengths of his teaching system so that it can be used as material for improvement.

c) Obstacles encountered during research are very helpful for enhance further learning.

2. **For Students**

a) In the teaching and learning process, student activity increases.

b) Students are more motivated in participating in learning English especially vocabulary.

c) Student learning achievement can increase.

3. **For School**

a) Make a useful contribution in the context of improvement learning and the professionalism of the teacher concerned.

b) Increase the credibility and quality of the school.

4. **For the Community**

The level of public confidence in the quality of educational units that conducting classroom action research increases.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Vocabulary

a. Concept of Vocabulary

In this section, some definitions explain vocabulary. Graves (2015) defines a vocabulary as a set of words representing something. A vocabulary means all the words known and used by a particular person to create a sentence. Meanwhile, vocabulary is a total number of words, a list or a set of words in a specific language that an individual recognizes or uses that hold meaning and produce a suitable sentence pattern (Nation & Meara, 2013). Vocabulary can be interpreted as one's opinion that vocabulary is a combination of words that can build a basic sentence pattern.

According to Hornby (in Rahman, 2016), vocabulary is the entire amount of words that, when put in common make up a language, or the range of words that a person is familiar with and frequently uses, followed by the words that are listed alphabetically and defined or otherwise identified as being in a dictionary or glossary. A language's vocabulary is a collection of words that are used to construct sentences and transmit ideas. This vocabulary can be used to create sentences that engage or communicate with other people when it is integrated into a number of words.

Rusda (2017: 10) defines vocabulary as the entirety of words within a language. Furthermore, a person's vocabulary consists of all the words they

possess and it provides knowledge about the definitions and usage of terms in a specific language.

Becoming skilled in vocabulary can enable students to become fluent in English as they acquire an extensive range of vocabulary, leading to a deeper understanding of word meanings and terms. can significantly improve their reading comprehension and overall communication skills. Furthermore, possesses the ability to effectively and accurately convey information. According to Asyiah (2017), vocabulary is considered a crucial aspect that significantly impacts people's communication. Therefore, it can be concluded that vocabulary plays a vital role in effective communication..

Having a strong vocabulary is crucial for developing the abilities to read, write, speak, and listen effectively. We are unable to express anything if we lack vocabulary. Both of them have a correlation in various aspects of communication, such as speaking fluently. important tasks in language learning.'According to Saied and Sara (2011), the acquisition of vocabulary is an essential aspect of language learning. Difficult tasks that every learner encounters while acquiring a new language. Hopefully, the students in the English class will be able to speak English well as a result of their practice. It is difficult to talk fluently, but this can be overcome by mastering the vocabulary. As a result, the learner should work harder and pay more attention to vocabulary study.

Language is created through words. If there are no words, there will be no language. According to Thornbury, every language has words. He also says, "With the right vocabulary, you can communicate with other people and express

your thoughts clearly and simply." This means that vocabulary is an essential part of language.Language consists of words, thanks to which we can communicate well and easily share our observations with the interlocutor. Brown Douglas (2019) then states that vocabulary is seen in its central role, namely contextualized meaningful language. This statement implies that it is important for the teacher to find a way to teach vocabulary. In class, learning should be clear and entertaining so that it can be easily absorbed and understood by students. Moreover, this is to be expected after mastering a large vocabulary. It will be easier for us to learn a foreign language and use it to communicate.

Vocabulary is key to communication and shaping sentences. Whatyou have to be expand your vocabulary in arrange to communicate appropriately, since once you communicate, you not as it were give information to the audience, but you too react to the speaker. This implies simply got to know the meaning of the words talked by the other speaker (Apriyanti and Ayu, 2020; Ayu, 2020; Muliyah and Aminatun, 2020). In the event that understudies don't know the vocabulary, they certainly cannot manage to interpret the meaning of the words and cannot react to them. A wealthy vocabulary makes a difference individuals get it and learn modern words.

Based on the explanation above it can be concluded that, Vocabulary is all the words that are known and used by certain people to make sentences and vocabulary is also the key in communicating. Vocabulary is all the words that a person has that contains information about the meaning and use of words in that

language. Without vocabulary, we cannot say something or communicate with other people.

b. Types of Vocabulary

There are two types of vocabulary that are responsive and profitable vocabulary. Responsive vocabulary is the capability of understudies to comprehend a word to tune in (listen) and examined (see). Moreover, profitable vocabulary is the understudies can create a word when they utilize it in their composing and talking (Aziz, 2015).

1) Receptive Vocabulary

Receptive vocabulary is students' understanding of vocabulary meaning when they are perusing a content or tuning in to it. Understudies know and get it the meaning of words within the content they have read, but receptive vocabulary isn't utilized to talk and type in. Learning responsive vocabulary centers on the shape in which the instructor as a rule gives the meaning of the words by utilizing the word within the sentences.

2) Productive Vocabulary

Productive vocabulary is the capacity of understudies to articulate a word orvocabulary. Understudies can utilize beneficial vocabulary in talking and composing abilities. Profitable lexicon can be considered as a prepare of an agent word since understudies can express their considerations and sentiments caught on by other individuals.

Johnson (2008: 93) also develops four apart vocabulary, which are as follows:

a)   Listening Vocabulary

Listening vocabulary are the words we listen and get it, commonly alluded to as words we know. Typically the biggest of our vocabularies and the one upon which the others are built.

b) Speaking Vocabulary

Speaking vocabulary are the words we utilize in discussion. Our tuning in vocabulary is bigger than our talking vocabulary since our understanding of a few words is inadequate or relevant (we get it a word within the setting of a sentence or circumstance, but not fundamentally by itself). In this way, including both profundity and measurement to our word knowledge empowers us to precise our considerations more proficiently and viably.

c) Reading Vocabulary

The words that we can read are the words in our vocabulary. The majority of pupils arrive at school with a fairly limited reading vocabulary. Each year, they add over 3,000 new words to this. Reading terms from their spoken and listening vocabularies makes learning to read much simpler for pupils, as was mentioned before in this book. Thus, it is easier to learn to read when pupils have a larger listening vocabulary.

d)   Writing Vocabulary

The words we use to express oneself in writing are known as writing vocabulary. The smallest of the four vocabulary is typically this one. We only use language that we can read and understand when we write. Our reading vocabulary

is bigger than our writing vocabulary, just like our listening and speaking vocabularies are.

Furthermore, it can be interpreted that there are several types of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is the student's ability to understand a word by listening (listening vocabulary) and reading (reading vocabulary). Furthermore, productive vocabulary is that students can produce a word when they use it in writing (Writing Vocabulary) and speaking (Speaking Vocabulary).

c. Aspect of Vocabulary

According to Lado, as cited in Mardianawati (2012:11), there are five aspects of vocabulary that children must master. Meaning, Spelling, Pronunciation, Word Classes, and Word Use are the five categories. These aspects will be discussed further below:

1. Meaning

As meaning refers to how a word conveys its meaning to language users, it becomes one of the fundamental concepts that students should understand. When a term is used in many contexts, it frequently has multiple meanings. For instance, the noun "present" denotes a moment in time that is currently taking place. As a noun, "present" can also be used to refer to something you give to someone, typically on a special occasion. As a result, it is crucial that students understand the meaning of a term because doing so will enable them to utilize and comprehend the meaning of the word in many contexts.

2. Spelling

The students must be able to spell any words they come across for the first time. The spelling of a word refers to how it appears on paper. Students will be able to accurately compose a word in written form if they are familiar with the spelling of that term. Therefore, it is crucial that the pupils are aware of the word's spelling.

3. Pronounciation

In addition to learning vocabulary, pupils must also learn how to pronounce words. The pupils will benefit from understanding what the other person is trying to express. It will be difficult for someone to understand a term if it sounds properly. As a result, it is crucial for pupils to know how to pronounce words correctly since doing so will help them avoid miscommunication when speaking.

4. Word Classes

Word categories are also known as word classes. It is an important part of a semantic feature analysis. The categories of words can be divided into noun, verb, adverb, adjective, and preposition categories, among others. This categorization of words in a language is based on how they are used for communication.

5. Word use

The use of a term in a language is referred to as word use. Word use can incorporate grammar as well, making it a complex topic for analysis (Mardianawati, 2012:11).

Based on the description above, it can be concluded that the aspects that must be understood by teachers and students in learning vocabulary there are five

namely Meaning, Spelling, Pronounciation, Word Classes and Word Use. , so they can successfully achieve their goal of learning vocabulary.

d. Vocabulary properties.

In language learning, especially English as a language secondly, the students need to master vocabulary. More mastered vocabulary by students will make their performance better in all aspects learn a language. Vocabulary is an important component of language.

Vocabulary is the most powerful component of the language. Students that use language extensively and have a large vocabulary will succeed in their expressing skills. ability: speaking, writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get problems in those skills.

Vocabulary is a collection of words or phrases and a list of words in language textbooks, usually the alphabet is organized and explained or Defined. Vocabulary is the number of words that when combined will forming a language. vocabulary contains words to express a person's thoughts, opinions and ideas. People cannot communicate without language, and language cannot exist without vocabulary. Because we learn English as a foreign language, we must master and understand a lot of skills. This actually shows that vocabulary plays an important role in the English language.

According to Nordquist (2019), vocabulary includes all the words and phrases that speakers of any language may understand. This is crucial in every English class; the new words that need to be taught must be clearly defined and based on context because language only begins to make sense when we employ terms to

form sentences. Learning new words gives teachers the chance to explain to their students the various applications and interpretations of particular words.

e. Vocabulary Mastery

The collection of all words a person understands or all words that are a part of the language and will be utilized by that person to create new sentences are referred to as their vocabulary, according to Almusharraf (2018:7).

The definition of mastery according to Dakhi and Fitria (2019:15) is "great skill at something or total dominance over something." A person who can speak English well has mastered it. A chess player shows mastery of the game if they consistently win. A master is someone who has extensive experience in a certain field, like a master painter. Masters are also strong people. Butlers will occasionally refer to their supervisor as master. The term "mastery" refers to a related power or capability. Beethoven showed compositional mastery. Shakespeare showed off his writing prowess. The computer and smartphone markets belonged to Apple. Both notions are frequently combined; for example, if someone is skilled in a particular field, they probably also have dominance mastery.

Mastery is the possession of skill, talent, and technique in carrying out a specific task, according to Saputri (2017:214). According to this justification, the researcher defines vocabulary mastery as having complete command of all the terms in the language that will be utilized to construct sentences. Bahri (2019:77) asserts that a learner must grasp their vocabulary in order to comprehend the

language. To communicate our ideas and understand what others are saying, vocabulary proficiency is necessary.

According to Siregar and Siti Fadhilah (2020:28), the term "mastery" refers to (1) a. a master's authority: dominion, (2) a. the possession or display of great skill or technique, and (3) a. skill or knowledge that makes one master of a subject comment. Hariati (2020:740) defines mastery as total knowledge or total skill..

That definition states that having mastery is having total understanding of or remarkable proficiency in a certain area. According to Faiz & Siahaan (2022:2), a person's motivation, desires, and need for the words determine the specificity of their vocabulary knowledge. A high level of competence in digesting words in a language is referred to as vocabulary mastery. The individual has the greatest responsibility for increasing his or her knowledge because it is a personal accomplishment and property. They must be driven and enthusiastic about learning a language's words if they are to succeed in expanding their vocabulary competence.

From the description given above, it is clear that vocabulary mastery refers to a person's exceptional ability to use words in a language that they have developed based on their own interests, goals, and motivations. The four language abilities of speaking, writing, reading, and listening are all interconnected, and vocabulary mastery is one of the essential elements of language. As a result, without knowledge of the words in a particular language, people are unable to speak or write sentences. So acquiring vocabulary is crucial to learning English.

f. The Importance of Vocabulary Mastery

According to Alqahtani (2015), a language learner will be unable to employ the structures and functions they have learned for understandable communication unless they have a large vocabulary. He also argues that developing a sufficient vocabulary is necessary for successful foreign language use. Several studies have found that vocabulary knowledge is the single most difficult obstacle for second language learners to overcome in order to read effectively (e.g., Nation, 2001; Alqahtani, 2015).

It is critical because vocabulary is the foundation of all language. It is the basic aspects that we may use to convey our thoughts and ideas, exchange knowledge, understand others, and establish interpersonal ties.

2. Speaking

a. Concept of Speaking

Speaking ability is crucial for effective communication. But the truth is that when learning English, some people lack the confidence to talk in whole phrases, and the majority of them believe that speaking is more difficult than other skills.

There are several expert explain about the concept of speaking according Imane (2015: 13) states that speaking is a process of sending and receiving messages by using verbal expressions and speaking is a major way for understanding and expressing meanings to interact with others. So, people try to deliver their messages and give feedback by speaking, this interaction becomes a process in understanding meanings when interact in speaking activity.

In addition, Abda (2017: 286) states that speaking is often spontaneous, open ended and evolving and it requires students not only knowing how to produce specific points of language (grammar, pronunciation, or vocabulary) that is linguistic competence, but also understanding of when, why, and in what ways to produce language (sociolinguistic competence). It means students should have competence in linguistic and sociolinguistic to understand each other in communicating.

Speaking ability is a crucial skill to develop from the very beginning of language learning in order to improve English proficiency. One of the most crucial language abilities is speaking. As a powerful tool for communication, this ability can be cultivated and improved (Morozova, 2013)..

Speaking is seen as one of the most challenging talents among the other four skills (writing, speaking, listening, and reading), according to Dincer and Yesilyurt (2017). Some scholars are particularly concerned about this, and strategies for increasing students' interest in speaking and helping them get better at it are frequently proposed.

Based on the above-mentioned explanations of speaking, the researcher can draw the conclusion that speaking is one of the language skills that is most crucial, as well as the first method of oral interaction, sharing ideas with others, and producing a specific point of language while also understanding how to use linguistic competence. Speaking is the most challenging aspect of learning and teaching English since speaking calls for knowledge of grammar, vocabulary, pronunciation, and other linguistic elements. Speaking is a tool for engagement

and communication with others, allowing one to obtain or impart knowledge, ideas, and other things.

b. The Importance of Speaking

We must become proficient in the four skills of reading, speaking, listening, and writing in order to learn English. Speaking seems to be a key talent among these four (reading, speaking, listening, and writing) to demonstrate how we may use the language well in a conversation.

Speaking is a crucial skill that requires the capacity to convey information in a conversation, claim Leong and Ahmadi (2017).

Similar to this, Al-Roud (2016) contends that speaking is the most crucial language ability for fostering good interpersonal communication.

Another viewpoint is offered by Derakhshan et al. (2016), who claim that speaking becomes a crucial component of communication among the four abilities of listening, reading, speaking, and writing. Speaking, then, is a crucial skill that focuses more on how people utilize words to promote effective interpersonal communication.

Based on the description above, we can conclude that speaking is a component in English which is very important in conveying information.

c. Problems in Speaking

There are certain issues that could arise during the process of practicing English speaking. For instance, Afisa (2015) highlights a reason that causes pupils to feel uneasy when speaking English, namely when they have trouble choosing the right words to employ.

The inability to articulate ideas clearly and feeling self-conscious when speaking are, according to Normawati and Muna (2015), the obstacles that students encounter in speaking activities. Ibrahim is the source of the other related element.

According to him, "lack of self-confidence can be thought under the both titles of psychological and attitudinal barriers that makes learner hard to speak in foreign language and even in mother tongue" (Ibrahim, 2015, p. 15).

As a result, there are various elements that influence students' ability to communicate, including.

d. The Functional of Speaking

According to Richard (2008), many second and foreign language learners prioritize mastery of English speaking skills. Several linguists have sought to classify the purposes of speech in human interaction.Each of these speech activities is distinct in terms of form and function and necessitates a distinctive method to training."Richards (2008), p. 24

1) Talk as interaction

Conversation is referred to as talk as interaction. It is a spontaneous interactive communication between two or more people. This is about how people attempt to communicate his message to others. As a result, individuals must use their speaking abilities to communicate with others. The primary goal of this function is to foster social relationships. The emphasis is on the speakers and how they want to exhibit themselves to one another rather than on the message.

2) Talk as transaction

In a conversation, the emphasis is on the message that is communicated and on making the other person comprehend what we want to convey by speaking clearly and precisely.In this form of spoken language, students and teachers are frequently more concerned with meaning or talking their way to understanding than with interaction.

3) Talk as performance

In this situation, speaking actions are more focused on monologue than conversation. Speaking as performance occurred during speeches, public talks, public announcements, retell story, recounting story, and so on.

From the explanation above it can be concluded that the function Talk, namely as an interaction that refers to what we say as a conversation, also the transaction is more focused on the message being conveyed and making other people understand what we want to convey, clearly and accurately, its function is to retell the story.

e. The Aspect of Speaking

Aspects of speaking ability must be analyzed and taken into account. These elements present some problems and identify certain standards for learning this ability; thus, instructional activities are designed to equip learners to communicate successfully in real-life circumstances.

a. Pronunciation

Pronunciation is the way we make a sound in a language, including how and where the stress is placed, as well as how we employ pitch and intonation to

convey how we feel and what we mean (Keshavarz & Abubakar, 2017). Pronunciation is a critical component for learning oral skills in a second or foreign language, according to (Amalia, 2019). However, some students believe that pronunciation is one of the most challenging components of learning a language. It goes without saying that properly pronouncing a language is critical to being understood by others.

    b. Grammar

Grammar refers to the structure of a phrase, clause, or sentence. According to (Al-Mekhlafi & Nagaratnam, 2017), three aspects of grammar instruction must be considered: grammar as rules, grammar as form, and grammar as resource. For many 1,2 learners, studying grammar frequently entails memorizing grammatical rules and having cerebral mastery of grammar. A better approach could be to think of grammar as one of many resources we have in language that assist us communicate. We should consider how grammar connects to what we intend to express, as well as how we anticipate people to interpret our language usage and focus.

According to Riasati (2014), in a study of EFL learners' thoughts on factors influencing one's desire to communicate in English language lessons, classroom climate influences students' speaking interaction and performance.

Based on the description above it can also be concluded, Aspects in speaking pose some challenges and identify some guidelines for understanding this skill and we must design instructional activities to prepare students to communicate effectively in real life situations.

f. Types of Speaking

There are lots of forms of classroom speaking performances that can be utilized to teach public speaking. The teacher can provide a drill and urge pupils to engage in a transactional or interpersonal discourse. Based on this, students are expected to make a brief oral report. Brown distinguishes six forms of classroom speaking performance, namely:

a) Imitative, A very small part of classroom speaking time may legitimately be spent producing "human tape recorder" speech, in which learners, for example, rehearse and adoration contour or attempt to pinpoint a certain vowel sound.

b) Intensive, Intensive speaking extends beyond imitative speaking to include any speaking performance intended to practice some phonological or grammatical feature of language.

c) Responsive, A lot of student communication in the classroom is reactive: quick responses to questions or comments posed by the teacher or other pupils. Their responses are usually adequate and do not expand into conversations. For example, can be meaningful and authentic.

d) Transactional, (dialogue) Transactional dialogue is an extended version of responsive language that is used to express or exchange specific information.

e) Interpersonal, The other type of discussion outlined in the previous chapter was interpersonal communication, which was done more to maintain social ties than to transmit facts and information.

f) Extensive, (monologue) Finally, students at the intermediate to advanced levels are required to deliver prolonged monologues in the form of oral reports, summaries, or short speeches. The register is more formal and deliberate in this case. These monologues can be prepared or spontaneous..

Based on the description above it there are some types of classroom speaking performance, namely: Imitative, Intensive, Responsive, Transactional (dialogue), Interpersonal, Extensive (monologue)

g. **Factors of speaking**

According to Pratolo et al. (2019), three factors influence second language learners' speaking ability. To begin, understanding of the language that rules the language is required. Students are unable to participate in a discussion if they do not know how to utilize accurate language. Second, speaking in one's mother tongue, where grammatical rules range from one language to the next. As a result, it impairs speaking ability in the second language. Third, the peer pressure that a student feels during speaking activities in comparison to other students who have a strong command of their speaking skills. Furthermore, parental encouragement to speak the language outside of the school or institution may improve pupils' speaking proficiency. Third, the teaching and learning atmosphere that motivates pupils to learn.

h. **The Barriers of Speaking English**

The teacher has inhibitions in the teaching learning process in order to attain success in teaching. There are certain issues with speaking skills that teachers may encounter when assisting students to talk in the classroom. According to Musliadi

(2016:77), certain challenges in teaching and developing speaking skills arise from within the learners, while others arise from beyond.

According to Nuraini (2016:12), the efficiency of teaching and learning speaking is influenced by both internal and external factors. As a result, internal and external factors cause challenges or hurdles to the learner's speaking skills. Internal factors are problems that arise from within the learner.

Internal difficulties arise from the body of learners themselves, according to Musliadi (2016:77), and include the manner they produce the language. The issue is frequently an impediment to learning to talk. So, internal barriers are challenges that arise from within the student and must be solved by the learner with the assistance of the teacher. Meanwhile, external barriers to speaking English for English foreign language learners differ from internal barriers. External factors are challenges that arise from outside of the learner. Such are school influences, family factors, environmental variables, and so on. All of the problems that occur 17, whether from the learners or from outside sources, will be impediments to learning and will be a difficulty for the teacher because transferring and sharing.

Furthermore Problems in learning speaking skills come from within students and some come from outside students such as school factors, family factors, the environment and others.

3. Self confindence

a. Concept of self confindence

Another important professional variable is self-confidence, which is described as a person's belief in his or her own ability to complete a task. Martins et al. (2014) believe that self-confidence is a crucial aspect in providing a timely and

effective response in critical situations. A high level of professional self-confidence among nurses has been shown to improve safe nursing practices and patient safety.

Sak-Dankosky and colleagues (2014) discovered in their study that self-confidence among higher-educated and higher-income individuals makes them more capable of performing inventive work, and therefore more successful in their career and actions.

According to Murray (2006), self-confidence is a firm belief. When a person is convinced of something, he or she is not concerned about the outcome; instead, he or she simply assumes that everything will go smoothly.

Self-confidence is defined as the belief that something will function well and prosper. Adalikwu (2012) expresses a similar viewpoint, defining self-confidence as "the belief that someone has in his/her ability to succeed in a task, based on whether he/she has done that or not in the past." Students will excel in their learning when they are confidence in their talents, regardless of their prior experiences.

According to Bitterlin et al. (2011), life experiences such as those provided by parents, siblings, friends, and teachers have an impact on self-confidence. You learn how to think about yourself and the world around you through them. The support and encouragement you receive from others, or the lack thereof, helps shape your inner feelings about yourself. A supportive environment with positive feedback boosts self-esteem. As a result, greater environment support and speaking practice are required to boost pupils' self-confidence.

Based on the explanation above, it can be concluded that self-confidence can be interpreted as the belief that a person has the ability to succeed in a task and is not worried about the results.

b. The importent of Self Confindence

According to Gander (2006: 13-14), many people appear to be most content and successful when they have attained at least independent or fluent levels of skill, when they feel confidence in their job.

Sjoberg (2006: 53) observed that the facilitator may initially gently encourage less confident learners or shy members to engage and introduce them to a few of the more confident members.

The affective aspect, as defined by Brown and Skehan and quoted by Al-Hebaish (2012), is the emotional side of human conduct and comprises a variety of personality traits such as emotion, motivation, attitude, anxiety, personality, and selfconfidence. Selfconfidence is one of the most powerful characteristics influencing learning. Students who have a general sense of self-confidence will be able to overcome worries or negative ideas, making it easier for them to speak, particularly during the oral presentation in front of the class.

According to the literature on the sources of general self-confidence, self-confidence is obtained from a variety of sources.. The most important factors are: (1) personal experiences. Successful experiences foster the development of great self-confidence, whereas failed experiences have the reverse impact, (2) social messages received from others. Community, home, school, and peers are all vital for developing self-confidence. Sending positive messages to others is

regarded to be detrimental to the development of strong self-confidence, but receiving negative messages lowers self-confidence (Glenda & Anstey, 2015).

We can conclude the description above, that self-confidence is one of the important things that affect the learning process. Students who have general self-confidence will be able to overcome their fears or negative thoughts, making it easy to communicate, especially in oral presentations in front of the class.

c. Aspects of Self-Confidence

According to Lauster (Ghufron & Risnawita, 2012), people who have positive self-confidence, namely:

1. Optimistic

Optimism is a positive attitude possessed by someone who always has a good outlook on everything about himself and his abilities.

2. Objective

People who look at a situation or item from the perspective of what should be, rather than their own particular truth or perspective.

3. Responsible

Being responsible is someone's willingness to bear everything that has become the consequences.

4. Rational and Realistic

Rational and realistic is an analysis of something a problem, a thing, and an incident with use reasoning that is acceptable to reason and according to reality.

According to Rini (Ghufron & Risnawita, 2012) people who have high self-confidence will be able to get along flexible, has a fairly good tolerance, Be

positive and not easily influenced by other people in action and able to determine the steps certain in life.

Based on the description of the above aspects, then the researcher chooses the aspects expressed by Lauster (Ghufron & Risnawita, 2012) including optimistic, objective, responsible then rational and realistic to serve as a tool measure in this study.

d. Characteristics of self-confidence

According to Lauster, the characteristics of people who have trust themselves namely (Mubarok, 2016: 19):

1. Believe in your own abilities

Believing in one's own abilities is a belief in oneself for all phenomena that occur and related to individual ability to evaluate and address these phenomena. Confidence will the ability that exists in oneself is one of the main characteristics of people confident. Believe in your self abilities be a stimulus for someone to do everything something without a doubt.

2. Act independently in decision making

Can act independently in taking decision or without the involvement of other people and able believe that the actions taken can motivate someone to solve the problems encountered.

3. Have a positive sense about of yourself

There is a good judgment from within self, good from the views and actions taken so that create positive feelings about yourself. Accepting attitude self as it is can grow self-confidence and can respect others with all their flaws and the

advantages. If a person has confidence, he can take the wisdom or the positive side of that failure experienced. Everyone must have experienced failure, by therefore the way to deal with these failures is very wise very necessary in order to remain firm and enthusiasm to move forward better.

4. Do speak up

An attitude to be able to say what you want conveyed to others without coercion or feeling which can be a hindrance. Someone was able to talk on in public without fear and flexible to speak with anyone and say anything.

Liendenfield (in Shintia, 2011) suggests there are four the main characteristics that are typical of individuals who have an attitude of self-confidence, fourth that feature is:

1. Self love

A confident individual loves himself and cares about him due to the behavior and lifestyle of the individual to maintain himself.

2. Self-understanding

Individuals are very self-aware and individuals want to know how people think others about him.

3. Clear goals

This is because the individual has a clear goals why individuals take certain actions. By having an attitude like this the individual can easily make decisions.

4. Positive thinking

Confident individuals are usually good friends fun, one of the reasons is because people used to see life from the sunny side and the individual hopes and seeks experience of good results.

Based on the opinion above it can be concluded that the characteristics of self-confidence include: positive thinking, clear goals, self-love, and self-understanding.

e. Factors of Self-confidence

Confidence can emerge as a result of experiences from childhood to adulthood, especially as a result of relationships with other people. Other factors such as oneself or the environment can also affect individual self-confidence. According to Pradipta Sarastika (2014) that the factors that can affect a person's self-confidence are fantasies, past experiences, and treatment in childhood.

According to Argo Yulan Indrajat (2013) an outline of the factors that influence self-confidence can come from internal factors and external factors. Factors that affect self-confidence are:

1. Internal factors

a) Self-respect and feelings are needed

Individuals will feel excited when they are required by others. Self-esteem, appreciation, and excellent adjustment are vital in the development of self-confidence. If these requirements are not met, the individual will feel inferior. Developing healthy self-esteem will aid in the development of self-confidence.

b) Success

Success in education, art, sports, and other areas can have an impact on how people perceive themselves. The more frequently people achieve success, the easier it is for them to have a sense of self-confidence. If failures occur frequently, people are less likely to take a step back and feel unimportant.

c) Physical condition

A physical condition is one that manifests itself directly and is inherent in the individual. Individuals' confidence originates with physical self-knowledge, or how they appraise, accept, or reject their self-image. Individuals who are pleased with their physical appearance have a high level of self-esteem.

d) Experience

Experiences are experiences that people have gone through that have an impact on their future lives. Bad events in the past can have an impact on an individual's life in the future, as well as his self-confidence. Failure experiences tend to lower self-confidence, whereas success experiences make individuals feel confident in their talents, allowing them to build their self-confidence.

2. External Factors

b) Parent

Individuals' appraisal and expectations of their parents become judgments in how they regard themselves; if they are unable to achieve most of these expectations or if their success is not recognized by their parents, they will experience feelings of inadequacy and low self-esteem.

c) School

School is a role model for children after family. children who are frequently chastised and reprimanded have a more difficult time building confidence and self-esteem than children who are frequently complimented and rewarded for their accomplishments.

d) Peers

Recognition from peers influences the construction of an individual's self-image; if people feel accepted, loved, and respected by their peers, they will be more confident and inspired to reach their full potential.

Based on the opinion above it can be concluded that Factors that affect self-confidence include: Internal factors (Self-respect and feelings are needed, Success, Physical condition, and Experience) and external factors (parent,school,and peers).

B. Relevant Research

To avoid duplication, the researcher need to do a search to previous research. From the search results, obtained information of some relevant research. Relevant research that the researcher the assessment according to the problems in this study is as follows:

a. Peningkatan Kemampuan Vocabulary Bahasa Inggris Menggunakan Media Jumbled Letters Siswa Kelas Iiib Mi Islamiyah Geluran Taman Sidoarjo written by TRI FARIHAH AZIZAH (2012): The expansion of one's vocabulary is widely regarded as an important aspect of the process of

learning a language or enhancing one's proficiency in a language that has already been acquired. Students are frequently taught new words as part of specific subjects in school, and many adults regard vocabulary creation as an enjoyable and informative activity. Certain activities, like as reading books and paying attention, listening to material from radio, television, and public English speeches or lectures, among others, might help you learn vocabulary. The word that can add information, skills, and abilities to acquire, understand, and use vocabulary mastery in daily life, both in speaking and writing, with this activity.

b. Improving Students' Vocabulary By Using Visual Media At Smp Negeri 10 Makassar. Written by A. RISKAWATI HAJIS (2014), One of the most significant challenges students encountered in acquiring and learning English was a lack of vocabulary. They were terrified of studying English in order to acquire all of its talents, which included speaking, listening, reading, and writing. All English skills required a strong vocabulary. A vocabulary was a collection of letters that formed words and was created by a group of user groups. Meanwhile, Penny (1991: 60) in Julita (1011) defines vocabulary as terms that are taught in a foreign language. In a nutshell, vocabulary was a collection of letters that formed words that were taught in a foreign language. Vocabulary is a tool for understanding and mastering English. Vocabulary was a key component in improving all English skills. Indeed, mastering language was a challenging task; it was not as simple back then, and it

required a process. There are numerous elements that make it difficult for students to master the terminology.

c. An Analysis of Advance Level Students to Perform Their Speaking English by Trisna Dinillah Harya (2021), English as international language is of course needed to communicate with people around the world. It begins when we first encounter other people, and then there is communication between two or more people. According to Richard, when people meet, they will greet one other and engage in small conversation. J. Harmer (2001). Speaking can be defined as the activity of conversing in English. We can communicate with the rest of the world via speaking. It implies that speaking as an international language is critical and cannot be ignored. In order to accomplish the Speaking skill, the speaker must use the language in a variety of situations or when communicating with their partner Hasyim, Umar Alfaruq A., and Suhono suhono (2017). Related to this case, Bailey and Savage (1994) state that Speaking English fluently is most demanding of the four skill. Richards J.C and Renandy (2002) To be fluent in speaking English becomes the main dream and Motivation for every learners The learners will do more practices to make their speaking better.

First, students challenges understanding and remembering vocabulary. Many kids were having difficulty speaking since their vocabulary was limited. Second, the lack of media use simply relies on the speech approach without including media. The students were uninterested and had problems understanding the language. Third, pupils were sad or hesitant to expand their vocabulary since

learning English was stilted or serious. Fourth, kids' vocabulary is memorized as a result of their lack of control. They were prone to forgetting words that had been given or learnt.

Over a quarter of a million people in the world struggle with their self-esteem. Confidence is knowing that we have the ability to do something smart and to think positively. According to Yellapu and Vikas (2010), the concept of confidence refers to self-assurance in one's personal judgment, ability, and power, which might emerge excessively. Based on the explanation, the writer concludes that speaking competence issues are common among language students.

C. Frame of Mind

PROCESS

Analyzing things that affect students' confidence in speaking English towards

Analysing of confidence students'

INPUT

Knowing the things that affect students' confidence when speaking English with the vocabulary they have
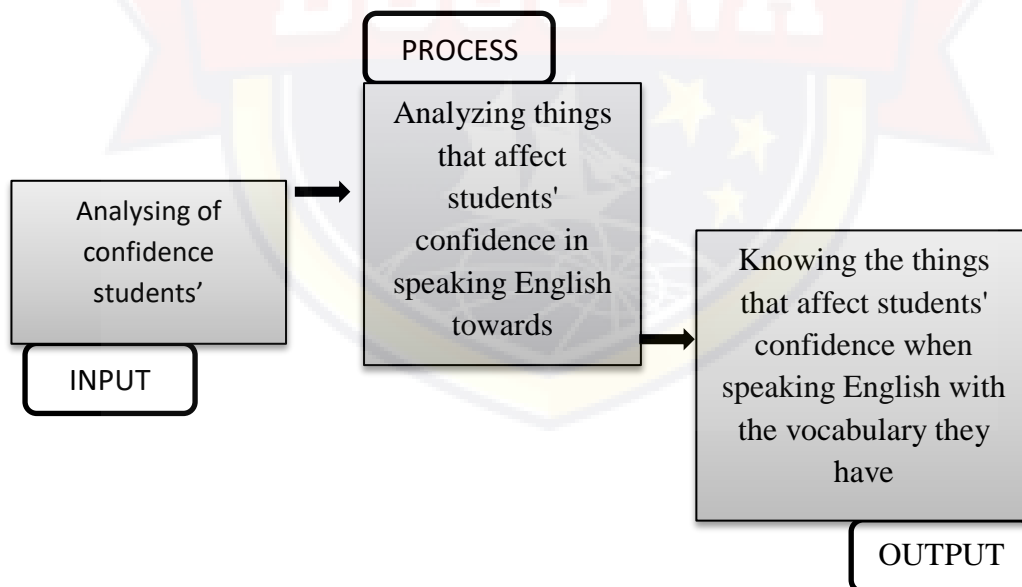
OUTPUT

In the diagram above, there are three elements as follows :

1. Input refers to Analysing of confidence students

2. Process refers to Analyzing things that affect students' confidence in speaking English towards vocabulary

3. Output refers to Knowing the things that affect students' confidence when speaking English with the vocabulary they have
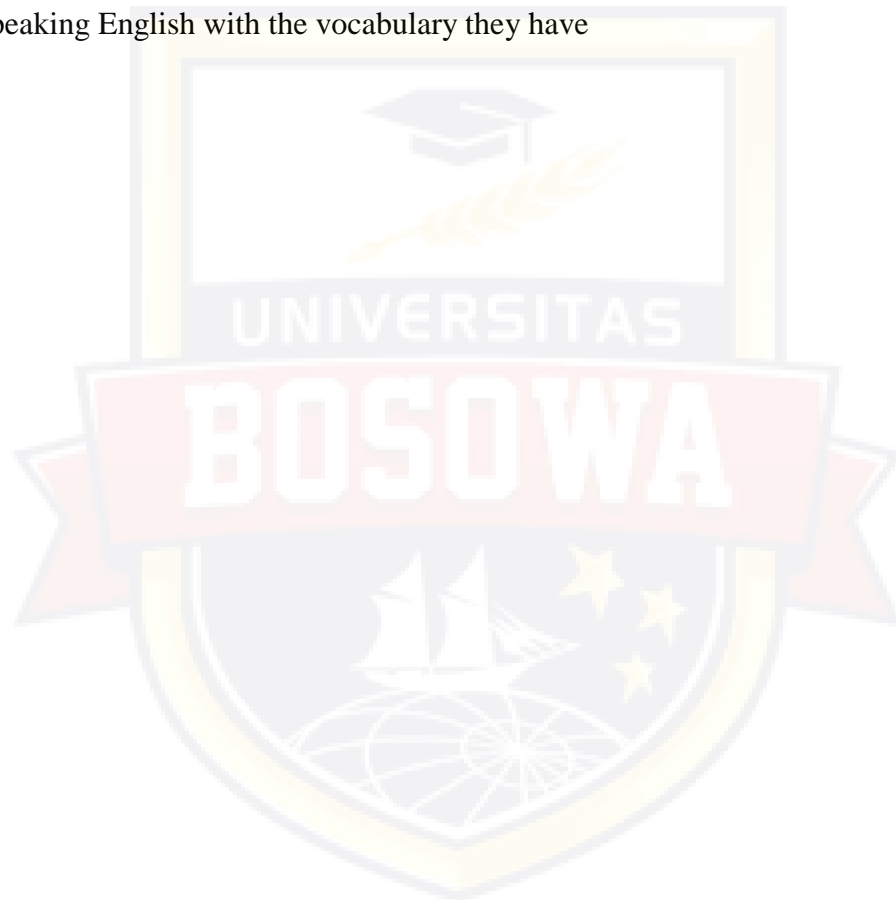
CHAPTER III

RESEARCH METHODS

A. Research Design

This research had been intended as quantitative research, in which the researcher gives data in numerical and descriptive form. had been intended as quantitative research, in which the researcher gives data in numerical and descriptive form. It also adds that descriptive research projects are intended to gather knowledge about the current condition of phenomena. They are straightforward in their approach to determining the nature of the situation since it exists at the time of the investigation. There is no treatment administration or control, as in descriptive research. The goal is to describe what exists in a certain circumstance using relevant variables or conditions.

The design involves one class in which the researcher administers the class by administering questionnaires and assess students' vocabulary with vocabulary questions. Success Analysis of students' confidence in speaking is determined by the results of Questionnaire that have been filled in by students and vocabulary questions that have been answered.

B. Time and Location of Research

The time of writing this research was compiled and completed in July 2023 at eighth graders at SMP Negeri 35 Makassar.

C. Population and Sample (Research Subject)

1. Population

The subjects of this study were VIII grade students at SMPN 35 Makassar in the 2023/2024 school year.

2. Sample

The sample in this study were VIII-4 class students totaling 25 students.

D. Research Variables and Operational Definitions (Research Focus)

The term variable can be interpreted in various ways. According to Sugiyono (2009), the research variable is basically a matter in whatever form is the researcher selects a topic to study in order to gather information about it, and then draws a conclusion. The focus of this research is to describe the things that affect students' confidence in speaking English with English vocabulary of class VIII students of SMPN 35 Makassar. The variables in this study are students' confidence in speaking English that influence students' English vocabulary.

E. Procedure of Collecting Data

1. Observation

Observation was a technique of collecting data by paying attention directly to the situation of the object of research. Observations are usually carried out at the beginning of the study to describe directly what situation/condition is being studied to determine the next step.

The results of observations in the form of space/place, time, actors, objects, activities, behaviors, and feelings. One of the benefits of observation is that researchers will know the general picture of the research being undertaken. So, it is easy to determine the next step.

Observation itself has 1 types;

a. Participatory observation is an activity to observe where the researcher/observer fuses or mingles with the observed community group. In this observation, researchers not only see but can also feel.

b. Non-participatory observation, namely activities to observe where the researcher/observer does not mingle with the group being studied. In this observation, the researcher will create a distance and only do his job to observe what is seen. so that researchers do not feel the psychological/emotional aspect, but in terms of objectivity this could be better.

2. **Questionnaire**

The Questionnaire was use to collect data for research. The questionnaire is a data collection technique in which the respondent is given a set of questions or a written statement to answer (Sugiyono, 2016: 199). An instrument with a Likert scale was use in this research. The Likert scale is used to assess people's attitudes, opinions, and perceptions of social phenomena (Sugiyono, 2016: 134). This method includes some questions about the issue that demonstrate agreement, disagreement, or a specific conviction. The simplest way to explain the concept is to provide members with multiple answers to each question. An alternative answer for this item's analysis could be strongly agreed, agree, Undecided, disagree, or strongly disagree. In this research, the question is written in Indonesian. It will make it easier for the respondent to answer the question The questionnaire consisted of twenty-four (24) questions in Indonesian and English. In this section, the researcher asked the students to choose one option by ticking

the selected section. That is, the answer that best reflects their personality or real life. The score of each student will be marked as the existing score:

a. Strongly Agree, respondents get a score of (5)

b. Agree, respondents get a score of (4)

c. Undecided, respondents get a score of (3)

d. Disagree, respondents get a score of (2)

e. Strongly Disagree, respondents get a score of (1)

3. Interview

Interviewing is a technique that allows researchers to do in-depth investigations and grasp someone's ideas and personal answers in order to discover what's on their minds, what they believe, or how they feel about something. Researchers employed semi-structured interviews in this investigation. They are somewhat formal, consisting of a series of questions designed to elicit certain responses from responders.

F. Technique of Analysis Data

Sudijono (2014 : 43) described the formula for calculating the percentage of students' confidence in speaking english as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P = Number of percentage

F = Obtained frequency

N = Number of frequency/sample

100%= Constants value

CHAPTER IV

FINDING AND DISCUSSION

This chapter described all the research findings and discusses them. The findings were linked to the problem statement mentioned in the introduction. The findings presented in this section consisted of data obtained through observation, tests and interviews with teachers in the class under study, to determine the effect of students' mastery of English vocabulary on students' confidence in speaking English, after being given treatment by giving questionnaires to students and interviews with English teachers who teach in the class. In the discussion section, it contained a description and interpretation of the findings obtained in this research. The findings that researchers reported in this chapter were based on the analysis of data collection and the application of the techniques described in the previous chapter.

A. FINDING

This part consists of the result observation, questionnaire and interview's text.

a. Observation

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

1. Students were actively involved in English class. Students during learning in class look active, they enthusiastically answered together when there were questions from the teacher. But when they were appointed to answer individually, they hesitated to answer and waited for other friends with the same answer to answer.

2. Students diligently answer using English. Students when answering questions did not always used English they also used Indonesian when they answered.

3. Students followed the learning process with enthusiasm. Most of the students were enthusiastic during the learning process.

4. Students were active in learning (asking about things they don't know). Students during learning actively asked the teacher when they did not understand the material learned, and students asked the teacher if they did not understand the problems given.

5. In the learning process, students fully used English. When learning, students did not fully used English. They would used English when answering, even when answering students still usually used Indonesian.

6. Students took the task seriously. Students were very focused when working on assignments, they work individually and also in groups.

7. Students could understood the teacher's explanation without translation. Students understood the teacher's explanation well, because the teacher explained the material with a mix of English and Indonesian. And the teacher always translated into Indonesian when students did not understand if explained in English.

8. Students were able to understand the material quickly. The students were quite quick in understanding the material. Some students ask their peers when their peers had understood and the student had not understood, and hesitate to ask the teacher.

From the observations that had been made, it could be concluded that students would be active in class if the teacher could make students understand or understand the material being taught, and also teachers who could make the class fun.

b. Questionnaires

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

Table 4.1 I'm very happy to speak English

No item	Response	Frequency	Percentage
1	Strongly disagree	0	0%
	Disagree	0	0%
	Neutral	8	32%
	Agree	11	44%
	Strongly agree	6	24%
Total		25	100%

Table 4.1, it could be seen that students of class VIII.4, 24% or 6 students were strongly agree about "**I'm very happy to speak English"**, 44% or 11 students were agree and 32% or 8 students were neutral. Meanwhile, those who chose to disagree and strongly disagree were 0%.

Table 4.2 I think speaking in English sounds good

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

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

Table 4.3 I learn English so that I can communicate with foreigners more effectively

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

Table 4.3, it could be seen that 48% or 12 students were strongly agree about "**i learn English so that i can communicate with foreigners more effectively**", 44% or 11 students were agree about "**i learn English so that i can communicate with foreigners more effectively**" and 8% or 2 students were neutral about "**i learn English so that i can communicate with foreigners more effectively**". Meanwhile, 0% or no one students was disagree and strongly disagree.

Table 4.4 I am very interested in participating in english corner or english club activities

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

Table 4.4, it could be seen that 20% or 5 students were strongly agree about "**I am very interested in participating in english corner or english club activities**", 40% or 10 students were agree about "**I am very interested in participating in english corner or english club activities**" and 32% or 8 students were neutral about "**I am very interested in participating in english corner or english club activities**". Meanwhile, 8% or 2 students was disagree and 0% or no one student strongly disagree.

Table 4.5. If i have the chance to taught by a foreign teacher, i would speak to him/her in English as much possible

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

Table 4.5, it could be seen that 4% or 1 students were strongly agree about "**If i have the chance to taught by a foreign teacher, i would speak to him/her in English as much possible**", 44% or 8 students were agree about "**If i have the chance to taught by a foreign teacher, i would speak to him/her in English as much possible**" and 44% or 11 students were neutral about "**If i have the**

chance to taught by a foreign teacher, i would speak to him/her in English as much possible". Meanwhile, 20% or 5 students was disagree and 0% or no one student strongly disagree.

Table 4.6 I like to ask questions in English during English hour

No item	Response	Frequency	Percentage
6	Strongly disagree	0	0%
	Disagree	6	24%
	Neutral	10	40%
	Agree	6	24%
	Strongly agree	3	12%
	Total	25	100%

Table 4.6, it could be seen that 12% or 3 students were strongly agree about "**I like to ask questions in English during English hour"**, 24% or 6 students were agree about "**I like to ask questions in English during English hour"** and 40% or 10 students were neutral about "**I like to ask questions in English during English hour"**. Meanwhile, 24% or 6 students was disagree and 0% or no one student strongly disagree.

Table 4.7 If I get a chance to speak English outside of school or meet an English native speaker on the street, I will take the opportunity to practice my English speaking skills.

No item	Response	Frequency	Percentage
7	Strongly disagree	2	8%
	Disagree	3	12%
	Neutral	9	36%
	Agree	6	24%
	Strongly agree	5	20%
	Total	25	100%

Table 4.7, it can be seen that 20% or 5 students were strongly agree about "**If I get a chance to speak English outside of school or meet an English native speaker on the street, I will take the opportunity to practice my English**

speaking skills", 24% or 6 students were agree about "**If I get a chance to speak English outside of school or meet an English native speaker on the street, I will take the opportunity to practice my English speaking skills"** and 36% or 9 students were neutral about "**If I get a chance to speak English outside of school or meet an English native speaker on the street, I will take the opportunity to practice my English speaking skills"**. Meanwhile, 12% or 3 students is disagree and 8% or 2 students strongly disagree.

Table 4.8 I want to learn to speak English well so that i can go abroad

No item	Response	Frequency	Percentage
8	Strongly disagree	0	0%
	Disagree	1	4%
	Neutral	9	36%
	Agree	8	32%
	Strongly agree	7	28%
	Total	25	100%

Table 4.8, it could be seen that 28% or 7 students were strongly agree about "**I want to learn to speak English well so that i can go abroad"**, 32% or 8 students were agree about "**I want to learn to speak English well so that i can go abroa"** and 36% or 9 students were neutral about "**I want to learn to speak English well so that i can go abroad"**. Meanwhile, 4% or 1 student was disagree and 0% or no one students strongly disagree.

Table 4.9 In class I did not dare to answer using English

No item	Response	Frequency	Percentage
1	Strongly disagree	2	8%
	Disagree	5	20%
	Neutral	5	20%
	Agree	10	40%

Strongly agree	3	12%
Total	25	100%

Table 4.7, it could be seen that 12% or 3 students were strongly agree about "**In class I did not dare to answer using English**", 40% or 10 students were agree about "**In class I did not dare to answer using English**" and 20% or 5 students were neutral about "**In class I did not dare to answer using English**". Meanwhile, 20% or 5 students was disagree and 8% or 2 students strongly disagree.

Table 4.10 In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class

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

Table 4.8, it could be seen that 16% or 4 students were strongly agree about "**In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class**", 36% or 9 students were agree about "**In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class**" and 20% or 5 students were neutral about "**In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class**". Meanwhile, 28% or 7 students was disagree and 0% or no one student strongly disagree.

Table 4.11 I was shy to raise my hand in English class even if I could answer a question

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

Table 4.9, it could be seen that 16% or 4 students were strongly agree about "**I was shy to raise my hand in English class even if I could answer a question**", 36% or 9 students were agree about "**I was shy to raise my hand in English class even if I could answer a question**" and 20% or 5 students were neutral about "**I was shy to raise my hand in English class even if I could answer a question**". Meanwhile, 20% or 5 students was disagree and 8% or 2 students strongly disagree.

Table 4.12 I feel very embarrassed if I make a mistake when speaking English in front of the whole class

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

Table 4.10, it could be seen that 8% or 2 students were strongly agree about "**I feel very embarrassed if I make a mistake when speaking English in front of the whole class**",48% or 12 students were agree about "**I feel very embarrassed if I make a mistake when speaking English in front of the whole class**" and 8% or 2 students were neutral about "**I feel very embarrassed if I**

make a mistake when speaking English in front of the whole class". Meanwhile, 16% or 4 students is disagree and 20% or 5 students strongly disagree.

Table 4.13 I was always afraid of making mistakes when speaking English in class, Even though I know I have a lot of vocabulary.

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

Table 4.11, it could be seen that 4% or 1 student were strongly agree about "**I was always afraid of making mistakes when speaking English in class, Even though I know I have a lot of vocabulary.**", 56% or 14 students were agree about "**I was always afraid of making mistakes when speaking English in class, Even though I know I have a lot of vocabulary**" and 4% or 1 students were neutral about "**I was always afraid of making mistakes when speaking English in class Even though I know I have a lot of vocabulary**". Meanwhile, 32% or 8 students was disagree and 4% or 1 student strongly disagree.

Table 4.14 I am afraid of being looked down upon when I find other students can speak English better than me

No item	Response	Frequency	Percentage
6	Strongly disagree	0	0%
	Disagree	2	8%
	Neutral	5	20%
	Agree	15	60%
	Strongly agree	3	12%
	Total	25	100%

Table 4.12, it could be seen that 12% or 3 student were strongly agree about "**I am afraid of being looked down upon when I find other students can speak English better than me"**, 60% or 15 students were agree about "**I am afraid of being looked down upon when I find other students can speak English better than me"** and 20% or 5 students were neutral about "**I am afraid of being looked down upon when I find other students can speak English better than me"**. Meanwhile, 8% or 2 students was disagree and 0% or 0 student strongly disagree.

Table 4.15 In English class, when I anticipated that I would be asked to answer a question, I would tremble

No item	Response	Frequency	Percentage
7	Strongly disagree	1	4%
	Disagree	7	28%
	Neutral	6	24%
	Agree	8	32%
	Strongly agree	3	12%
	Total	25	100%

Table 4.13, it could be seen that 12% or 3 student were strongly agree about "**In English class, when I anticipated that I would be asked to answer a question, I would tremble"**, 32% or 8 students were agree about "**In English class, when I anticipated that I would be asked to answer a question, I would tremble"** and 24% or 6 students were neutral about "**In English class, when I anticipated that I would be asked to answer a question, I would tremble"**. Meanwhile, 28% or 7 students was disagree and 4% or 1 student strongly disagree.

Table 4.16 I wanted to speak English, but I was afraid the other students would laugh at me, so I just waited passively to be asked to answer questions

No Item	Response	Frequency	Percentage
	Strongly disagree	0	0%

8	Disagree	10	40%
	Neutral	8	32%
	Agree	4	16%
	Strongly agree	3	12%
	Total	25	100%

Table 4.14, it could be seen that 12% or 3 student were strongly agree about "**In English class, when I anticipated that I would be asked to answer a question, I would tremble**", 16% or 4 students were agree about "**In English class, when I anticipated that I would be asked to answer a question, I would tremble**" and 32% or 8 students were neutral about "**In English class, when I anticipated that I would be asked to answer a question, I would tremble**". Meanwhile, 40% or 10 students was disagree and 0% or no one student strongly disagree.

Table 4.17 I feel confident with my English in class

No Item	Response	Frequency	Percentage
1	Strongly disagree	0	0%
	Disagree	5	20%
	Neutral	8	32%
	Agree	8	32%
	Strongly agree	4	16%
	Total	25	100%

Table 4.15, it could be seen that 16% or 4 students were strongly agree about "**I feel confident with my English in class**", 32% or 8 students were agree about "**I feel confident with my English in class**" and 32% or 8 students were neutral about "**I feel confident with my English in class**". Meanwhile, 24% or 5 students was disagree and 0% or no one student strongly disagree.

Table 4.18 I think the English I use is good

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

Table 4.16, it could be seen that 40% or 10 students were strongly agree about "**I think the English I use is good"**, 8% or 2 students were agree about "**I think the English I use is good"** and 32% or 8 students were neutral about "**I think the English I use is good"**. Meanwhile, 16% or 4 students was disagree and 4% or 1 student strongly disagree.

Table 4.19 Grades from teachers or other students will affect my confidence in my English language skills

No Item	Response	Frequency	Percentage
3	Strongly disagree	0	0%
	Disagree	6	24%
	Neutral	9	36%
	Agree	6	24%
	Strongly agree	4	16%
Total		25	100%

Table 4.16, it could be seen that 16% or 4 students were strongly agree about "**Grades from teachers or other students will affect my confidence in my English language skills"**, 24% or 6 students were agree about "**Grades from teachers or other students will affect my confidence in my English language skills"** and 36% or 9 students were neutral about "**Grades from teachers or other students will affect my confidence in my English language skills"**.

Meanwhile, 24% or 6 students was disagree and 0% or no one student strongly disagree.

Table 4.20 I always think that other students speak English better than me, Even though I also have a large vocabulary

No Item	Response	Frequency	Percentage
4	Strongly disagree	0	0%
	Disagree	4	16%
	Neutral	1	4%
	Agree	16	64%
	Strongly agree	4	20%
	Total	25	100%

Table 4.17, it could be seen that 20% or 4 students were strongly agree about "**I always think that other students speak English better than me, Even though I also have a large vocabulary**", 64% or 16 students were agree about "**I always think that other students speak English better than me, Even though I also have a large vocabulary**" and 4% or 1 students were neutral about "**I always think that other students speak English better than me, Even though I also have a large vocabulary**". Meanwhile, 16% or 4 students was disagree and 0% or no one student strongly disagree.

Table 4.21 I thought my friends didn't know about my English skills

No Item	Response	Frequency	Percentage
5	Strongly disagree	3	12%
	Disagree	4	16%
	Neutral	7	28%
	Agree	9	36%
	Strongly agree	2	8%
	Total	25	100%

Table 4.18, it could be seen that 20% or 2 students were strongly agree about "**I thought my friends didn't know about my English skills**", 36% or 9

students were agree about "**I thought my friends didn't know about my English skills**" and 28% or 7 students were neutral about "**I thought my friends didn't know about my English skills**". Meanwhile, 16% or 4 students was disagree and 12% or 3 student strongly disagree.

Table 4.22 I tend to think that my friends underestimate my English skills

No Item	Response	Frequency	Percentage
6	Strongly disagree	3	12%
	Disagree	11	44%
	Neutral	7	28%
	Agree	3	12%
	Strongly agree	1	4%
	Total	25	100%

Table 4.19, it could be seen that 4% or 1 students were strongly agree about "**I tend to think that my friends underestimate my English skills**", 12% or 3 students were agree about "**I tend to think that my friends underestimate my English skills**" and 28% or 7 students were neutral about "**I tend to think that my friends underestimate my English skills**". Meanwhile, 44% or 11 students was disagree and 12% or 3 student strongly disagree.

Table 4.23 I feel confident when speaking in English class

No Item	Response	Frequency	Percentage
7	Strongly disagree	9	36%
	Disagree	4	16%
	Neutral	9	36%
	Agree	3	12%
	Strongly agree	0	0%
	Total	25	100%

Table 4.20, it could be seen that 0% or 0 students were strongly agree about "**I tend to think that my friends underestimate my English skills**", 12% or 3 students were agree about "**I tend to think that my friends underestimate**

my English skills" and 36% or 9 students were neutral about "**I tend to think that my friends underestimate my English skills"**. Meanwhile, 16% or 4 students was disagree and 36% or 9 students strongly disagree.

Table 4.24 I feel my English skills are below

No Item	Response	Frequency	Percentage
8	Strongly disagree	3	12%
	Disagree	3	12%
	Neutral	7	28%
	Agree	10	40%
	Strongly agree	2	8%
	Total	25	100%

Table 4.24, it could be seen that 8% or 2 students were strongly agree about "**I feel my English skills are below"**, 44% or 10 students were agree about "**I feel my English skills are below"** and 28% or 7 students were neutral about "**I feel my English skills are below"**. Meanwhile, 12% or 3 students was disagree and 12% or 3 students strongly disagree.

c. Interview

In the interview section, the researcher tried to conduct a semi-structured interview with the English teacher who teach in class VIII.4 by asking questions, to find out the effect of students' vocabulary on their confidence in English. The questions consisted of three kinds, namely regarding motivation, anxiety and student confidence. The researcher samples based on class observation data and information from the subject teacher based on students' daily grades.

The first was question about Motivation, consisted of five question. The following was the result of an interview with the English teacher of class VIII.4 :

1. How did the students respond during the English lesson? *As we see, depending on how the teacher provides understanding to students or how the teacher is liked by students, students will be enthusiastic in learning. Also for the children's response when learning speaking is very enthusiastic because according to them speaking is like they have successfully learned English. But indeed they are a little hesitant to want to express what is in their minds, they feel embarrassed because they are afraid of making mistakes, their pronunciation is not right, also afraid if they are wrong in speaking there are friends who laugh at them. So their responses were quite enthusiastic but still hesitant to speak up properly.*

2. Are your students interested in learning English? *Yes, students will be interested in learning English if the teacher is good at managing the class. if I think that during the learning process, the children are quite concentrated and good at listening so that I can conclude that they are quite interested and enthusiastic in learning because first they are active in collecting assignments they are also active in asking questions, they are also active in listening to learning and are also active in discussing. Students will be interested in learning English if the teacher is good at managing the class.*

3. What are the parents' responses to their children's achievements in English language skills? *Yes, I think if the child gets a high score, they must be happy.*

4. How do students respond to their classmates' mistakes when speaking English? *They are also happy to see that their friends can speak English and try to make sure that they can also speak English according to what they have received from the teacher.*

5. Do you agree that lack of motivation is one of the factors that influence students' confidence in speaking English? *Yes, I think so. Because of the lack of motivation, sometimes children are not interested in speaking English. So here the teacher plays a role in providing motivation to increase students' confidence in speaking English.*

6. What makes speaking English difficult for students? *Sometimes it is because they are not interested in learning English. So the teacher must provide motivation to want to learn English. In order for students not to get bored with the lesson, interludes can be given while learning such as games).*

7. How do your students respond when they realize they made a mistake when speaking English in front of the class? *As an audience, the responses were varied, some smiled, some were stunned because they did not understand what their friends were saying, some asked each other and whispered or some asked me directly and some directly wronged me. As for the responses of the students who were presenting, when they realized it they would immediately shut up and get discouraged and not want to continue. But for students who have a strong mentality, they will continue their presentation with confidence.*

8. How do your students respond when they know their friends have better English skills? *Of course, they also try to be like their friends who can speak English and it is a separate motivation for them to speak English.*

9. Do you agree that lack of confidence is one of the factors that affect students' speaking performance more? *Yes, that's one of the things that affects student confidence.*

10. How do you respond as a teacher when students make mistakes in front of the class? *We don't immediately blame them, we throw it to their classmates first, then from the answers of their friends we as teachers can provide answers to strengthen the answers or responses of the students who answer.*

11. How do your students respond when you ask them direct questions? *They will answer when they know, and if they don't know, they will look to their friends for answers.*

12. How do students respond when asked to speak English in front of the class? *If I ask them to present a topic suddenly they will need more time to prepare what they have to say and of course they prepare mentally before the presentation.*

13. Do you agree that anxiety is one of the factors that affect students' speaking performance more? *Yes, they are nervous because they feel they can't do it, they are afraid of being laughed at by their classmates, they are afraid of being blamed, and they feel nervous when they know that there are friends who are smarter than them. So I think anxiety is also a*

very important factor in learning English, especially in speaking. So children must minimize the anxiety so that they will dare to continue learning and try to speak up.

14. Which aspects of these affective factors (lack of confidence, lack of motivation, and anxiety? *In my opinion, it is anxiety that is often seen in students, because the children have often been afraid of many things such as fear of speaking wrong and then being laughed at by their friends. Because when children are laughed at, their mentality will be down, especially for children who are shy or not interested in English, they will be even more down and dare not try to speak up again.*

B. DISCUSSION

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

The research was conducted at SMP 35 Makassar, with students of class VIII.4 as the research sample. This study aimed to determine the effect of vocabulary on students' confidence in speaking English. After the researcher completed the research, based on the data collected from the research through 3 treatments, namely obeservation, I conducted observations with the objective of seeing how much confidence students have in speaking English with the vocabulary they had. Questionnaires, which were filled out by students, and interviews with teachers related to or who taught students in class VIII.4 who were used as research samples. According to the table "4.10. The percentage of

students' questionnaire about students confidence speaking in class, It could be seen that there were 2 students who choose strongly agree, 12 students choose agree, 4 students choose disagree, 5 students who choose strongly disagree and 2 who choose neutral. From these data it could be concluded that most students in class VIII.4 felt embarrassed if they made mistakes when speaking English in front of the class. In this interview session, the researcher interviewed the English teacher concerned with class VIII.4. We asked about the influence of students' confidence in speaking English. From the results of the interview the teacher answered that students were generally afraid to speak in front of the class because they were afraid that their answers would be wrong and end up being laughed at by their classmates. And one of the things that affected students' confidence in speaking English was the environment. The teacher said that students who had a lot of vocabulary and did not dare to speak in front of the class were influenced by the environment, namely where in their environment they rarely practiced directly the vocabulary they had so they also did not had the confidence to speak English in class.

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

6. Motivation

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

In questionnaire table 4.1 with the statement "I am very happy to speak English" there were 44% or 11 students who agreedd out of 25 students with 0 students who chose to disagreed and strongly disagreed. And 13 other students chose strongly agreed and neutral. In this statement it could be seen that as many as 11 students were motivated to speak English because they felt happy when speaking English.

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

7. Anxiety

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

In quisionnaire on table 4.14 above, it could be seen that 12% or 3 student were strongly agree about "In English class, when I anticipated that I would be asked to answer a question, I would tremble", 40% or 10 students were agree about and 32% or 8 students were neutral about Meanwhile, 16% or 4 students was disagree and 0% or no one student strongly disagree. In this statement, most students who felt trembling when asked a question felt trembling, namely 10 students or 40% and those who felt not worried or trembling. It could be said that students' confidence in speaking was influenced by anxiety.

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

said that students did not have confidence in speaking, even though they had a large vocabulary because they were nervous, felt inadequate, afraid of being laughed at by classmates, afraid of being blamed, and nervous when they find out that there are friends who are smarter than them.

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

8. Self-confidence

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

them more capable of performing inventive work, resulting in greater success in their job and actions.

In quisionnaire on the table 4.18 above, it could be seen that 20% or 2 students are strongly agree about "I thought my friends didn't know about my English skills", 36% or 9 students were agree about "I thought my friends didn't know about my English skills" and 28% or 7 students are neutral about "I thought my friends didn't know about my English skills". Meanwhile, 16% or 4 students was disagree and 12% or 3 student strongly disagree. From this data it could be seen that the most students who agreed with this statement were 9 people, students who chose to agree were students who were less active in class so their classmates did not know their English skills.

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

who have a strong mentality will continue their presentation with full confidence. So it is said that students will be confident in speaking if they have a strong mentality, while those who cannot continue speaking are students who do not have a strong mentality.

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

From the problems obtained after conducting observations, questionnaires, interviews, which can be done to help students feel more confident in speaking English, here are some tips that can help: Practice with friends: Speaking English with classmates or study buddies can help increase confidence and comfort in

speaking English, Read aloud: Reading English text aloud can help improve speaking, Increase practice: Practicing speaking English regularly can help improve speaking ability and confidence, Don't be afraid to make mistakes: Mistakes are part of the learning process. Don't be afraid to make mistakes when speaking English, Use everyday English: Using everyday English can help improve your speaking skills and confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter had been divided into two sections. The first deals with the findings' conclusion, and the second with the suggestion.

A. CONCLUSION

This study consisted of three instruments. The first was observation to find out the learning process of students in class, the second was a questionnaire that helped the author to identify students' personalities, and the second was an interview that helped the author to identify whether there was an influence of vocabulary in students' self confidence when speaking in class. using 25 samples in this study. Based on the overall research analysis, this study aimed to determine the effect of vocabulary on students' confidence in speaking English. Therefore, the existence of this study was useful to prove how the influence of vocabulary that each student had on student confidence in speaking. The result of this study was that the amount of vocabulary that students had did not guarantee that a student was confident in speaking English. this was caused by shyness, fear of being wrong and the influence of the environment, where the environment was very influential in building students' confidence to speak. Based on the results of research conducted in class VIII-4 SMPN 45 Makassar, based on the results of the questionnaire, there were 15 students who felt embarrassed if they made mistakes and 10 students who did not felt embarrassed if they made mistakes in speaking English.

B. SUGGESTION

Based on the conclusion of the research above, the writer has several suggestions, namely:

1. For students, practice every vocabulary they have, don't be afraid to be wrong, and create their own environment as a place to practice their vocabulary so that they get used to speaking, and are no longer shy or afraid of being wrong if they are used to their environment. Identified students can help students to find a comfortable way to learn to speak. a comfortable way of learning to speak.

2. For teachers, give assignments that can familiarize students to always speak or give conclusions to the material, students' identified personalities can help students to find the best way to teach speaking for students and make it easier for teachers to find the best way to teach speaking for students. The best way to teach speaking to students and make it easier for teachers to find the best media that suits the student's personality.

3. For researchers, it is hoped that this research will be useful in further research related to this thesis.

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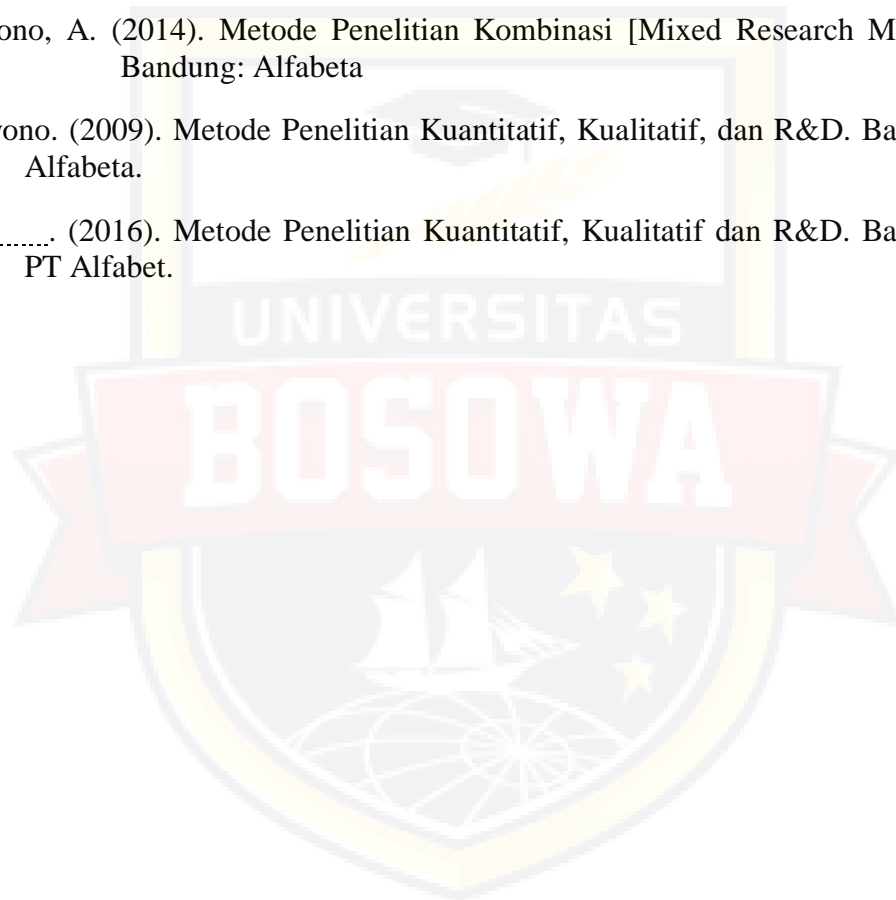
APPENDICES

APPENDIX 1: Research Instrument

Observation

No	Statement	Answer		Description
		Yes	No	
1.	Siswa terlibat aktif dalam kelas bahasa inggris. *(Students are actively involved in English class).*			
2.	Siswa rajin menjawab menggunakan bahasa inggris. *(Students diligently answer using English).*			
3.	Siswa mengikuti proses pembelajaran dengan antusias. *(Students follow the learning process with enthusiasm).*			
4.	Siswa aktif dalam pembelajaran (bertanya tentang hal yang belum diketahui). *(Students are active in learning (asking about things they don't know).*			
5.	Dalam proses pembelajaran siswa			

	full menggunakan bahasa inggris.*(In the learning process, students fully use English).*			
6.	Siswa serius dalam mengerjakan tugas.*(Students take the task seriously).*			
7.	Siswa dapat memahami penjelasan guru tanpa diterjemahkan. *(Students can understand the teacher's explanation without translation).*			
8.	Siswa mampu memahami materi dengan cepat. *(Students are able to understand the material quickly).*			

Nur Fitriani, 2019

APPENDIX 2 : Research Instrument

Kuisioner (Questionnaire)

Nama :

Kelas :

Hari/Tanggal :

Petunjuk Pengisian Kuisioner

1. Isilah identitas diatas

2. Silakan baca dan pahami setiap pernyataan dalam kuisioner ini. Pilihlah

salah satu jawaban yang paling sesuai dengan keadaan pribadi, dengan

memberikan tanda centang (√) pada

9.	Sangat Tidak Setuju (Strongly Agree)
10.	Tidak Setuju (Disagree)
11.	Undecided (Neutral/Neither agree nor disagree)
12.	Setuju (Agree)
13.	Sangat Setuju (Strongly agree)

3. Dalam memberikan jawaban, tidak ada jawaban yang salah, semua

jawaban benar.

4. Diharapkan menjawab semua pertanyaan yang ada, jangan sampai ada

yang terlewati.

5. Sebelum kuisioner ini dikembalikan, periksalah kembali sampai anda

yakin bahwa angket sudah terjawab semua.

6. Hasil kuisioner ini tidak akan mempengaruhi nilai dan evaluasi belajar

kamu, tetapi hanya untuk kepentingan penelitian saja.

7. Sebelum menjawab bacalah pernyataan dibawah ini dengan cermat dan

teliti.

No	STATEMENTS	1 STS	2 TS	3 N	4 S	5 SS
	MOTIVATION					
1.	Saya sangat senang berbicara bahasa inggris. *(I'm very happy to speak English)*					
2.	Saya pikir berbicara dalam bahasa inggris terdengar bagus. *(I think speaking in English sounds good)*					
3.	Saya belaja bahasa inggris agar saya bisa berkomunikasi dengan orang asing dengan lebih efektif . *(learn English so that I can communicate with foreigners more effectively)*					
4.	Saya sangat tertarik untuk berpartisipasi dalam kegiatan english corner atau english club. *(I am very interested in participating in english corner or english club activities)*					
5.	Saya suka bertanya dengan menggunakan bahasa inggris pada saat jam bahasa inggris.*(I like to ask questions in English during English hour).*					
6.	Jika saya mendapat kesempatan untuk berbicara bahasa inggris di luar sekolah					

	atau bertemu dengan english native speaker (penutur asli bahasa inggris) di jalan , saya akan mengambil kesempatan untuk melatih kemampuan berbicara bahasa inggris yang saya miliki.*(If I get a chance to speak English outside of school or meet an English native speaker on the street, I will take the opportunity to practice my English speaking skills.)*				
7.	Jika saya memiliki kesempatan untuk diajar oleh seorang guru asing, saya akan berbicara dengannya dalam bahasa inggris sebanyak mungkin. *(If I have the chance to be taught by a foreign teacher, I would speak to him/her in English as much as possible)*				
8.	Saya ingin belajar berbicara bahasa inggris dengan baik agar saya bisa pergi ke luar negeri. (I want to learn to speak English well so that I can go abroad)				

	ANXIETY					
1.	Dikelas Saya tidak berani menjawab menggunakan bahasa inggris. *(In class I did not dare to answer using English).*					
2.	Di kelas bahasa inggris, saya selalu duduk di belakang atau menghindari kontak mata dengan guru karena takut diminta tampil di depan kelas. *(In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class)*					
3.	Saya malu mengangkat tangan di kelas bahasa inggris bahkan jika saya dapat menjawab pertanyaan. *(I was shy to raise my hand in English class even if I could answer a question)*					
4.	Saya merasa sangat malu jika saya melakukan kesalahan ketika berbicara bahasa inggris di depan seluruh kelas. *(I feel very embarrassed if I make a mistake when speaking English in front of the whole class)*					

5.	Saya selalu takut membuat kesalahan ketika berbicara bahasa inggris di kelas. Walaupun saya tahu saya memiliki kosakata yang banyak. *(I was always afraid of making mistakes when speaking English in class. Even though I know I have a lot of vocabulary)*					
6.	Saya takut dipandang rendah ketika saya menemukan siswa lain dapat berbicara bahasa inggris lebih baik daripada saya. *(I am afraid of being looked down upon when I find other students can speak English better than me)*					
7.	Di kelas bahasa inggris, ketika saya mengantisipasi bahwa saya akan diminta untuk menjawab pertanyaan, saya akan gemetar. *(in English class, when I anticipated that I would be asked to answer a question, I would tremble).*					
8	Saya ingin berbicara bahasa inggris, tetapi saya takut siswa lain akan menertawakan saya, jadi saya hanya menunggu secara pasif untuk diminta menjawab pertanyaan.					

	(I wanted to speak English, but I was afraid the other students would laugh at me, so I just waited passively to be asked to answer questions)				
	SELF CONFIDENCE				
1.	Saya merasa yakin dengan bahasa inggris saya di kelas. *(I feel confident with my English in class)*				
2.	Saya pikir bahasa inggris yang saya gunakan Baik.*(I think the English I use is good)*				
3.	Nilai dari guru atau siswa lain akan memengaruhi kepercayaan diri saya dalam kemampuan berbahasa inggris. *(Grades from teachers or other students will affect my confidence in my English language skills)*				
4.	Saya selalu berpikir bahwa siswa lain berbicara bahasa inggris lebih baik daripada saya. Padahal saya juga memiliki kosakata yang banyak *(I always think that other students speak English better than me. Even though I also have a large*				

	vocabulary)					
5.	Saya pikir teman-teman saya tidak tahu tentang kemampuan bahasa inggris saya. *(I thought my friends didn't know about my English skills)*					
6.	Saya cenderung berpikir bahwa teman saya meremehkan kemampuan bahasa inggris saya. *(I tend to think that my friends underestimate my English skills)*					
7.	Saya merasa percaya diri ketika berbicara di kelas bahasa inggris. *(I feel confident when speaking in English class)*					
8.	Saya merasa kemampuan bahasa inggris saya di bawah rata-rata. *(I feel my English skills are below average)*					

APPENDIX 3 : Research Instrument

Interview

Motivation

1. Bagaimana tanggapan murid-murid saat pembelajaran bahasa inggris berlangsung?

2. Apa murid-murid anda tertarik dalam pembelajar bahasa Inggris?

3. Apa tanggapan orang tua murid terhadap prestasi anak mereka dalam keterampilan berbahasa Inggris?

4. Bagaimana murid-murid menanggapi kesalahan teman sekelasnya saat berbicara bahasa Inggris?

5. Apakah anda setuju bahwa lemahnya motivasi adalah salah satu factor yang lebih mempengaruhi speaking performance siswa?

Self Confidence

6. Apa yang membuat berbicara bahasa Inggris sulit bagi para murid?

7. Bagaimana tanggapan murid Anda saat menyadari mereka melakukan kesalahan saat berbicara menggunakan bahasa Inggris di depan kelas?

8. Bagaimana tanggapan murid Anda ketika mengetahui teman mereka memiliki kemampuan berbahasa inggris yang lebih baik?

9. Apakah anda setuju bahwa lemahnya kepercayaan diri adalah salah satu factor yang lebih mempengaruhi speaking performance siswa?

Anxiety

10. bagaiman tanggapan anda sebagai seorang guru ketika murid melakukan kesalahan di depan kelas?

11. Bagaimana tanggapan murid Anda ketika anda mengajukan pertanyaan langsung kepada mereka?

12. Bagaimana tanggapan murid-murid saat diminta berbicara bahasa inggris didepan kelas?

13. Apakah anda setuju bahwa kegelisahan adalah salah satu factor yang lebih mempengaruhi speaking performance siswa?

14. Aspek mana dari factor afektif ini (kurangnya kepercayaan diri, kurangnya motivasi, dan kecemasan) yang paling sering terlihat pada murid anda?

Appendix 4: Students Answer of the Questionnaire

Kuisioner (Questionnaire)

Nama : MUH. Fadhil

Kelas : VIII A

Hari/Tanggal : SPin, 7, 31, 2023

Petunjuk Pengisian Kuisioner

1. Isilah identitas diatas

2. Silakan baca dan pahami setiap pernyataan dalam kuisioner ini. Pilihlah

salah satu jawaban yang paling sesuai dengan keadaan pribadi, dengan

memberikan tanda centang (√) pada

1.	Sangat Tidak Setuju (Strongly Agree)
2.	Tidak Setuju (Disagree)
3.	Undecided (Neutral/Neither agree nor disagree)
4.	Setuju (Agree)
5.	Sangat Setuju (Strongly agree)

3. Dalam memberikan jawaban, tidak ada jawaban yang salah, semua

jawaban benar.

4. Diharapkan menjawab semua pertanyaan yang ada, jangan sampai ada

yang terlewati.

5. Sebelum kuisioner ini dikembalikan, periksalah kembali sampai anda

yakin bahwa angket sudah terjawab semua.

6. Hasil kuisioner ini tidak akan mempengaruhi nilai dan evaluasi belajar

kamu, tetapi hanya untuk kepentingan penelitian saja.

7. Sebelum menjawab bacalah pernyataan dibawah ini dengan cermat dan

teliti.

No	STATEMENTS	1 STS	2 TS	3 N	4 S	5 SS
	MOTIVATION					
1.	Saya sangat senang berbicara bahasa inggris. (*I'm very happy to speak English*)			✓		
2.	Saya pikir berbicara dalam bahasa inggris terdengar bagus. (*I think speaking in English sounds good*)				✓	
3.	Saya belaja bahasa inggris agar saya bisa berkomunikasi dengan orang asing dengan lebih efektif . (*learn English so that I can communicate with foreigners more effectively*)					✓
4.	Saya sangat tertarik untuk berpartisipasi dalam kegiatan english corner atau english club. (*I am very interested in participating in english corner or english club activities*)			✓		
5.	Saya suka bertanya dengan menggunakan bahasa inggris pada saat jam bahasa inggris.(*I like to ask questions in English*			✓		

	during English hour).				
6.	Jika saya mendapat kesempatan untuk berbicara bahasa inggris di luar sekolah atau bertemu dengan english native speaker (penutur asli bahsa inggris) di jalan , saya akan mengambil kesempatan untuk melatih kemampuan berbicara bahasa inggris yang saya miliki.(*If I get a chance to speak English outside of school or meet an English native speaker on the street, I will take the opportunity to practice my English speaking skills.*)		✓		
7.	Jika saya memiliki kesempatan untuk diajar oleh seorang guru asing, saya akan berbicara dengannya dalam bahasa inggris sebanyak mungkin. (*If I have the chance to be taught by a foreign teacher, I would speak to him/her in English as much as possible*)				✓

	during English hour).						
6.	Jika saya mendapat kesempatan untuk berbicara bahasa inggris di luar sekolah atau bertemu dengan english native speaker (penutur asli bahsa inggris) di jalan , saya akan mengambil kesempatan untuk melatih kemampuan berbicara bahasa inggris yang saya miliki (*If I get a chance to speak English outside of school or meet an English native speaker on the street, I will take the opportunity to practice my English speaking skills.*)		✓				
7.	Jika saya memiliki kesempatan untuk diajar oleh seorang guru asing, saya akan berbicara dengannya dalam bahasa inggris sebanyak mungkin. (*If I have the chance to be taught by a foreign teacher, I would speak to him/her in English as much as possible*)			✓			

8.	Saya ingin belajar berbicara bahasa inggris dengan baik agar saya bisa pergi ke luar negeri. (I want to learn to speak English well so that I can go abroad)			✓		
	ANXIETY					
1.	Dikelas Saya tidak berani menjawab menggunakan bahasa inggris. (In class I did not dare to answer using English).			✓		
2.	Di kelas bahasa inggris, saya selalu duduk di belakang atau menghindari kontak mata dengan guru karena takut diminta tampil di depan kelas. (In English class, I always sat at the back or avoided eye contact with the teacher for fear of being asked to perform in front of the class)			✓		
3.	Saya malu mengangkat tangan di kelas bahasa inggris bahkan jika saya dapat menjawab pertanyaan. (I was shy to raise my hand in English class even if I could				✓	

	answer a question)				
4.	Saya merasa sangat malu jika saya melakukan kesalahan ketika berbicara bahasa inggris di depan seluruh kelas. *(I feel very embarrassed if I make a mistake when speaking English in front of the whole class)*			✓	
5.	Saya selalu takut membuat kesalahan ketika berbicara bahasa inggris di kelas. Walaupun saya tahu saya memiliki kosakata yang banyak. *(I was always afraid of making mistakes when speaking English in class. Even though I know I have a lot of vocabulary.)*		✓		
6.	Saya takut dipandang rendah ketika saya menemukan siswa lain dapat berbicara bahasa inggris lebih baik daripada saya. *(I am afraid of being looked down upon when I find other students can speak English better than me)*				✓
7.	Di kelas bahasa inggris, ketika saya				

	mengantisipasi bahwa saya akan diminta untuk menjawab pertanyaan, saya akan gemetar. (in English class, when I anticipated that I would be asked to answer a question, I would tremble).		✓		
8	Saya ingin berbicara bahasa inggris, tetapi saya takut siswa lain akan menertawakan saya,jadi saya hanya menunggu secara pasif untuk diminta menjawab pertanyaan. (I wanted to speak English, but I was afraid the other students would laugh at me, so I just waited passively to be asked to answer questions)		✓		
	SELF CONFIDENCE				
1.	Saya merasa yakin dengan bahasa inggris saya di kelas. (I feel confident with my English in class)			✓	
2.	Saya pikir bahasa inggris yang saya gunakan Baik./ I think the English I use is good)	✓			

3.	Nilai dari guru atau siswa lain akan memengaruhi kepercayaan diri saya dalam kemampuan berbahasa inggris. (Grades from teachers or other students will affect my confidence in my English language skills)		✓		
4.	Saya selalu berpikir bahwa siswa lain berbicara bahasa inggris lebih baik daripada saya. Padahal saya juga memiliki kosakata yang banyak. (I always think that other students speak English better than me. Even though I also have a large vocabulary)			✓	
5.	Saya pikir teman-teman saya tidak tahu tentang kemampuan bahasa inggris saya. (I thought my friends didn't know about my English skills)		✓		
6.	Saya cenderung berpikir bahwa teman saya meremehkan kemampuan bahasa inggris saya. (I tend to think that my friends underestimate my English skills)				✓

7.	Saya merasa percaya diri ketika berbicara di kelas bahasa inggris. *(I feel confident when speaking in English class)*			✓		
8.	Saya merasa kemampuan bahasa inggris saya di bawah rata-rata. *(I feel my English skills are below average)*				✓	

Appendix 5: Administrations

UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Eat. 117, Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor : A.489/FKIP/Unibos/VII/2023
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMPN 35 Makassar
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Teresia Yetti
NIM : 4519101022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

An Analysis of Students' Confidence in Speaking English Towards Vocabulary Mastery at SMPN 35 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 26 Juli 2023
Dekan,

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 35 MAKASSAR

Alamat :Jalan Telegraf Dam No. 1 Kompleks perumahan Telkomas . Telp: 0411-8919567 Makassar. 9024)

KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 800/161/UPT SPF SMPN 35/VIII/2023

Yang bertanda tangan di bawah ini, Kepala UPT SPF SMP Negeri 35 Makassar bahwa :

N a m a	:	**TERESIA YETTI**
N I M	:	4519101022
Fakultas	:	Ilmu Pendidikan dan Sastra
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Bukit Batu Antang Makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di UPT SPF SMP Negeri 35 Makassar tanggal 17 Juli s.d. 03 Agustus 2023 dengan judul :

"AN ANALYSIS OF STUDENTS' CONFIDENCE IN SPEAKING ENGLISH TOWARDS

VOCABULARY AT MASTERY AT UPT SPF SMP NEGERI 35 MAKASSAR"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 04 Agustus 2023
Kepala UPT SPF SMPN 35 Makassar

Parenrengi, S.Pd., M.Pd
Pangkat Pembina Utama Muda
NIP. 19650915 198812 1 002

Appendix 6: Documentations

Picture 1: Observation

Picture 2: Observation

Picture 3: Students fulfilled the questionnaire

Picture 3: Students fulfilled the questionnaire

Picture 4: Students fulfilled the questionnaire

Picture 5 : The researcher conducted an interview with the teacher

Picture 6 : The researcher conducted an interview with the teacher

BIOGRAPHY

Teresia Yetti was born in Miallo on September 2nd 2001, from the marriage of her parents, Lando and Kalimbuang. She is the seventh daughter of eight children. She has four brothers and three sisters. She began her first education at SDN 200 Miallo in 2007 until 2013. After graduated in 2013, she studied in SMPN 4 Simbuang and finished in 2016. She completed her education at senior high school in SMAS Kristen Miallo and graduated in 2019. After that In 2019, she decided to continue her study at the English Language Education Department, Faculty of Education and Literature, Bosowa University, Makassar, S1 program. In campus, she is one member of BEM and member of the English Association. In 2022 she become a coordinator of the founds and bussiness at the English Language Education Study, Program Association. She has been steering committee in English Association namely, English Camp 2022. She finished her study in 2023.