

A CORRELATIONAL STUDY ON VOCABULARY MASTERY, SELF-EFFICACY, AND STUDENT'S SPEAKING SKILL

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Abstract: It is stated in the literature that there is a correlation between (1) vocabulary mastery and speaking skill; (2) self-efficacy and speaking skill; and (3) vocabulary mastery, and self-efficacy toward speaking skill simultaneously. This theory is proven by the result of the study which was carried out in September to October 2013 at SMA N 6 Surakarta. This article is aimed at discussing and reporting the result of the study. The sample of the study is 34 students out of 276 students in eleventh grade as the population of the study. The instruments used for collecting data are questionnaire used to collect self-efficacy data, objective test used to collect vocabulary mastery data, and speaking test to collect data of speaking skill. The techniques used to analyze the data are single correlation and multiple regression correlation. The result analysis shows that there is a positive correlation between (1) vocabulary mastery and speaking skill; (2) self-efficacy and speaking skill; and vocabulary mastery, self-efficacy simultaneously and speaking skill. The positive correlation indicates that the increase of vocabulary mastery and self-efficacy is followed by the increase of student's speaking skill at the same time.

Keywords: *correlation, vocabulary mastery, self-efficacy, speaking skill*

INTRODUCTION

People need to speak because it is the only skill in oral communication. By having a good speaking skill people are able to conduct communication an effort to maintain social relationship (Watkins, 2005: 77). Besides, speaking can be a vehicle or medium to increase social ranking, social solidarity, and can be a vehicle of bussiness (Bygate, 1997: vii). According to Mackey (in Bygate, 1997: 5), being able to speak, people need to make a choice of words, put them into correct order, then sound the words correctly like a native. Watkins (2005: 83) differentiates speaking into accuracy and fluency. Accuracy refers to

producing language in correct grammar, pronunciation, and vocabulary use, while fluency refers to performing speaking skill without any pauses.

Thus, speaking skill in this study is an interaction process as a speaker's decision to make a choice of words, put them in a correct order, and sound the words correctly to deliver what they want to say fluently to maintain social relation.

To be able to speak, a language learner needs to know language features that support speaking skill. One of the important components that supports speaking skill; that is vocabulary. Based on Watkins (2005: 34), "... vocabulary is essential and becomes

a central of language teaching. Vocabulary becomes an important aspect should be learned because it will ease people who want to speak and conduct communication. Even, it cannot be a guarantee that people who have a good control of grammar are able to build a communication. They should know words so that a good communication can be maintained (McCarthy, 1997: 140).

According to Linse (2006: 121) “vocabulary is the collection of words that individual knows”. Ur (1991: 60) defines “vocabulary as words taught in the foreign language”. The aspects of words should be taught includes the knowledge of form, grammar, collocation, aspect of meaning, meaning relationships, and word formation”. Similarly, Watkins (2005: 36) states that the form of words, meaning of words, word class, collocation, appropriateness, and grammatical consideration are the aspects of vocabulary need to be taught and learned by the students.

Thus, vocabulary mastery in this study can be defined as a collection of words that individual knows in language that includes a knowledge of its form (pronunciation and spelling), grammar, relation of words with other words, collocation, word formation, and the use of words based on context.

Other than language features that influence speaking skill, psychological factor also takes part in affecting someone to perform and improve his speaking skill. One of the psychological factor that influence speaking skill is self-efficacy. Self-efficacy will affect one’s choice of activity, effort, and persistence in facing difficulty (Elliot et. al, 2000: 354). According to Weiten et. al (2009: 49) “Self-efficacy refers to one’s belief about one’s ability to perform behaviors that should lead to expected

outcomes”. Similarly, Pajares (1997: 15) defines “Self-efficacy as a context-specific assessment of competence to perform a specific task”.

There are three dimensions of self-efficacy described by Bandura in Gahungu (2007: 73). The first dimension is magnitude. It refers to level of difficulty of certain task that must be performed or achieved. The second dimension is generality of self-efficacy. It refers to similarity of activities and how someone expresses his capability in similar situation or context and how failure and success experience influences one’s effort and motivation. The last dimension of self-efficacy is strength which refers to the persistence of someone in facing difficulty of task or performance, such as challenges, frustrations, pain. Thus, self-efficacy in this study is defined as one’s judgement or belief of his ability to perform his persistence (strength) in facing a challenge, frustration, and obstacle to finish a given task at designated levels (easy, moderate, difficult) in similar situation or context.

According to the previous theories, the researcher formulates hypotheses as follows: 1) there is a correlation between vocabulary mastery and speaking skill; 2) there is a correlation between self-efficacy and speaking skill; and 3) there is a correlation between vocabulary mastery and self-efficacy to speaking skill simultaneously.

RESEARCH METHODS

The research methodology used in this research is correlational method. “Correlation research is a research which is done to determine the relationship among two or more variables, and to explore their implications for cause and effect” (Fraenkel

and Wallen, 2000: 359). The aim of the research is to find out how strong two variables or more correlated according to correlation coefficient.

The variables involved in the research are vocabulary mastery and self-efficacy as independent variables and speaking skill as dependent variable.

The research was carried out in SMA 6 Negeri Surakarta in September to October 2013. It was conducted on the eleventh grade students of SMA Negeri 6 Surakarta in the academic year of 2013/2014. The sample of the research is 34 out of 276 students taken by cluster random sampling technique.

The instruments used to collect the data are questionnaire and test. The questionnaire is used to collect the data of self-efficacy. It consists of 52 item in Indonesian language with four optional answers. Test is used to collect the data of vocabulary mastery and speaking skill. Vocabulary mastery test consists of 35 items of multiple choice question. Both instrument of self-efficacy and vocabulary mastery have been tried out to find the validity and realibility of the items. The researcher used role play to take the data of the students' speaking skill on which the indicators cover students' comprehension on vocabulary, grammar, pronunciation and fluency.

The data of the research were analyzed using Pearson Product Moment Formula and Multiple Linear Regression. Pearson Product Moment Formula is used to test first hypothesis which states that there is positive correlation between vocabulary mastery and student's speaking skill and to test the second hypothesis which states that there is a positive correlation between self-efficacy and student's speaking skill. Meanwhile Multiple Linear Regression test

is used to test the third hypothesis which states that there is a positive correlation between vocabulary mastery and self-efficacy simultaneously and student's speaking skill.

RESEARCH FINDINGS AND DISCUSSIONS

From the computation of the first hypothesis, it is found that the coefficient correlation (r_{x_1y}) between vocabulary mastery (X_1) and speaking skill (Y) is 0.481 and the value of t_o is 3.10. After the t_o is compared to the t-table at the level of significance 0.05 for $N=34$, it shows that the value of t_o (3.10) is higher than the value of t-table (1.7); t_o (3.10) $>$ t_t (1.7). It means that the first hypothesis saying there is a positive correlation between vocabulary mastery (X_1) and speaking skill (Y) is accepted. Then, it shows that the increase of vocabulary mastery will be followed by the increase of student's speaking skill. The coefficient determination ($r_{x_1y}^2$) between vocabulary mastery (X_1) toward speaking skill (Y) is 0.232. It means that 23.2% speaking skill is influenced by vocabulary mastery factor.

The second hypothesis testing shows that coefficient correlation (r_{x_2y}) between self-efficacy (X_2) and speaking skill (Y) is 0.386 and the value of t_o is 2.37. After the t_o is compared to the t-table at the level of significance 0.05 for $N=34$, it shows that the value of t_o (3.10) is higher than the value of t-table (1.7); t_o (3.10) $>$ t_t (1.7). It means that the first hypothesis saying there is a positive correlation between self-efficacy (X_2) and speaking skill (Y) is accepted. It shows that the increase of self-efficacy will be followed by the increase of student's speaking skill. The coefficient determination ($r_{x_2y}^2$) between self-efficacy (X_2) toward speaking skill (Y) is 0.149. It means that 14.9%

speaking skill is influenced by self-efficacy factor.

The computation of multiple regression in the third hypothesis testing shows that coefficient of a_0 , a_1 , and a_2 are 45.08; 2.19; and 0.076, so the multiple regression equation of Y on X_1 and X_2 becomes $\hat{Y}=45.08+2.19X_1+0.076X_2$. The testing of the significance regression for F_0 is 6.63. After the value of F_0 is compared to F -table (F_t) at the level significance $\alpha = 0.05$, it shows that the value of F_0 (6.63) is higher than F_t (3.32); $F_0 (6.63) > F_t (3.32)$. It means that the third hypothesis saying there is a positive correlation between vocabulary mastery and self-efficacy simultaneously to speaking skill is accepted. The coefficient determination (R_{y12}^2) between vocabulary mastery and self-efficacy toward speaking skill is 0.2994. It means that 29.94% variance of speaking skill is determined vocabulary mastery and self-efficacy and 70.06% variance of speaking skill is determined by other factor. Therefore, the theories which state that there is a correlation between vocabulary mastery and self-efficacy toward speaking skill simultaneously is proved.

The result of testing hypotheses shows that the coefficient correlation between vocabulary mastery, self-efficacy, and speaking skill is significant and all hypotheses indicates positive correlation. The illustration of the correlation between vocabulary mastery, self-efficacy, and speaking skill can be described as follow.

Speaking takes an important part in people's life. It is because people spend their time to chat and talk as an effort to maintain a social relation with others (Brown and Yule, 1997: 11). Besides, speaking is a vehicle or medium to raise or increase social solidarity, social ranking, and a

medium to do business (Bygate, 2007: vii). However, to be able to speak, people need to know language components or language features that support speaking skill. One of them is vocabulary. According to Watkins (2005:34) "In an approach which values the ability to communicate, vocabulary is essential". It means that vocabulary is one important aspect that should be mastered by everyone who wants to build a communication with others. Although, people have a good control of grammar, it cannot be a guarantee that they are able to conduct a good communication. It is because they need words to convey meaning and build a communication without raising a misunderstanding to listeners. This statement is supported by McCarthy (1997: 140) who says that "In order to speak well, have a good control of grammar is not enough, one needs to have words to be able to deliver the information or message clearly, and be able to conduct communication in a meaningful way". Similarly, Vermeer quoted by Laufer (in Schmitt and McCarthy, 1997: 140) states that "Knowing a word is the key of understanding and being understood". It can be concluded that vocabulary mastery is important in speaking, so that they will be able to deliver what they want to say to build an understanding to listeners.

However, mastering vocabulary means not only knowing a wide range of words. It means mastering components of vocabulary, such as the knowledge of form (pronunciation and spelling), grammar, collocation, aspect of meaning (denotation, connotation, appropriateness), meaning relationships (synonyms, antonyms, hyponyms, co-hyponyms, superordinates, and translation), and word formation (Ur, 1991: 60). Nation (2008: 100) also states

that word knowledge that should be learned by everyone who wants to be able to use language for communication are word form, word meaning, and word use. From noticing on how to use words, people will be able to produce words in correct grammar, sounds, and use them in appropriate context. Besides, they will have an opportunity to establish and maintain social relationship with others and their idea will be delivered clearly to listeners. In brief, if the students have a good vocabulary mastery, they will have a good speaking skill.

Simultaneously, another factor that influences speaking skill comes from psychological factors. One of them is self-efficacy. "Self-efficacy affects in one's choice of activity, level of effort, persistence, and emotional reactions (Zimmerman, 2000: 86). Similarly, Elliot et. al (2000: 354) states that "Self-efficacy will affect one's choice of activity, effort, and persistence in facing difficulty". Hacket and Betz (in Gahungu, 2007: 72) also says that "Self-efficacy deals with a judgement of what individuals can do with their knowledge or skill that they have and It interacts with affective, motivational, personal goal setting, as well as other cognitive processes".

According to Weiten et.al (2009: 49), people with high self-efficacy will have a confidence to execute a necessary action and response to reach their goal. It means when people have a good judgement of their own capability and knowledge, they will have confidence and will be able to use their knowledge to reach and attain goals that they have been set. Having high self-efficacy in learning language is needed to learners in mastering all language skills. It is because when they face failure and difficulty in their effort to improving their language

skills, they will keep persistent and put more effort to reach the goal of mastering language skill. It is line with Bernhardt (in Rahimi and Abedini, 2009: 16) who states the importance of having high self-efficacy in learning secong language. He states that "If people have high positive self-efficacy about learning second language, they will believe that they have a power to reach this goal". Similarly, Chastain (in Rahimi and Abedini, 2009: 14) says that "the affective domain plays a larger role in developing second language skill because the emotions control the will to activate the cognitive function". Thus, it cannot be ignored that self-efficacy which influences effort and motivation take an important role in second language learning.

In relation to speaking skill, having high self-efficacy is needed because students tend to meet many difficulties which mostly come from psychological factor. The students tend to be embarrassed to speak because they don't have enough vocabulary mastery. Their lack of vocabulary mastery leads them to have an anxiety when they are asked to speak English and they become shy and afraid to make a mistake (Ur, 1996: 121). If the students have high self-efficacy, they will be persistent in improving their speaking skill, they will use every single opportunity to practice their speaking skill. Even, when they meet a difficulty or they tend to stutter to speak English, they will try to find strategies on how to solve their problem, such as practicing speaking with their fellows to reduce their anxiety which makes them stutter.

In speaking class, when the teacher asks the learners to perform their speaking skill, one who is able to perform better is learners who have high self-efficacy. It is because they know how far their knowledge

of mastering language features that support speaking skill. Although, the students do not have a wide range of vocabulary, the students who have high self-efficacy will try to speak and be active in speaking class. They will not be embarrassed of making mistake and even they may ask the teacher to help them overcoming their problem to speak. In brief, learners who have high self-efficacy, they will be able to perform better and always have an effort to improve their speaking skill.

CONCLUSIONS AND SUGGESTIONS

From the result of the research, it can be concluded that the first hypothesis saying there is a positive correlation between vocabulary mastery and student's speaking skill is accepted. The computation shows that the coefficient correlation (r_{x_1y}) is 0.481 and the value of t-obtained (3.10) is higher than the value of t-table (1.7); $t_o (3.10) > t_t (1.7)$. It means that the increase of vocabulary mastery will be followed by the increase of student's speaking skill. The coefficient determination (R_{y1}^2) between vocabulary mastery (X_1) toward speaking skill (Y) is 0.232. It means that 23.2% variation of speaking skill (Y) is influenced by vocabulary mastery (X_1) and 76.8% is influenced by other factors.

The second hypothesis saying there is a positive correlation between self-efficacy and student's speaking skill is accepted. The computation shows that the coefficient correlation (r_{x_2y}) is 0.386 and the value of t-obtained (2.37) is higher than the value of t-table (1.7); $t_o (2.37) > t_t (1.7)$. It means that the increase of self-efficacy will be followed by the increase of student's speaking skill. The coefficient determination (R_{y2}^2) between self-efficacy (X_2) toward speaking skill (Y) is 0.149. It means that

14.9% variation of speaking skill (Y) is influenced by self-efficacy (X_2) and 85.1% is influenced by other factors.

The third hypothesis saying there is positive correlation between vocabulary mastery and self-efficacy toward speaking skill is accepted. The computation shows that the coefficient correlation (r_{y12}) is 0.547 and the value of F-observation (6.63) is higher than the value of F-table (3.32); $F_o (6.63) > F_t (3.32)$. It means that the increase of vocabulary mastery and self-efficacy simultaneously will be followed by the increase of speaking skill. The coefficient determination (R_{y12}^2) between vocabulary mastery and self-efficacy toward speaking skill is 0.2994. It means that 29.94% variation of speaking skill is influenced by vocabulary mastery and self-efficacy factors and 70.06% the rest is determined by other factors.

Thus, as the implication of the research, vocabulary master and self-efficacy can be a predictor that is able to enhance speaking skill. Considering the contribution of vocabulary mastery and self-efficacy, it is necessary to the teacher increase student's vocabulary mastery. Not only increasing the range of vocabulary, but also a language teacher should encourage the students to learn how to use vocabulary in different context and guide them to learn how to pronounce the words and put them in correct grammar. After that, the teacher should encourage the students to use the vocabulary into productive skill, especially speaking skill. The teacher also should not forget about the contribution of self-efficacy because student's sense of their ability and knowledge will affect their action, interest, motivation to speak English and use it in communication.

By encouraging the students to speak and help them to overcome the problem faced by the students when they speak English, they will be able to increase their self-efficacy. Never under estimating the students and giving praise to the students who do well in speaking is also useful to increase their self-efficacy which is able to improve their speaking skill.

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