

**THE RELATIONSHIP BETWEEN STUDENTS' ADJECTIVE MASTERY AND  
SELF-CONFIDENCE ON THEIR SPEAKING ABILITY**  
*(A Correlational Study at the Eighth Grade Students of Islamic Junior High School of  
Assa'adah Tajurhalang Academic Year 2020/2021)*

A Thesis

Presented to The Faculty of Educational Sciences in Partial of the Requirement for the  
Master Degree (*Strata Two*) at Graduate Program of English Education



By:  
Erniyanti Nur Fatahhela Dewi  
(2118014000005)

**GRADUATE PROGRAM OF ENGLISH EDUCATION  
FACULTY OF EDUCATIONAL SCIENCES  
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY  
JAKARTA  
2021**

**APPROVAL SHEET BY THESIS ADVISORS**

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Jakarta, March 3<sup>rd</sup> 2021

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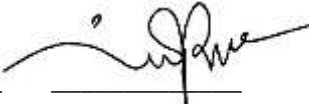
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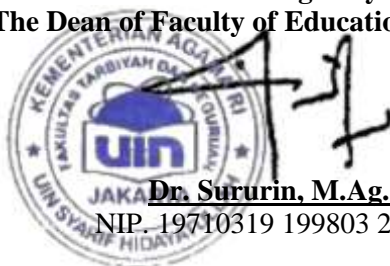
This is to declare that the thesis entitled “*The Relationship between Students’ Adjective Mastery and Self-Confidence on Their Speaking Ability (A Correlational Study at the Eighth Grade Students of Islamic Junior High School of Assa’adah Tajurhalang Academic Year 2020/2021)*” written by Erniyanti Nur Fatahhela Dewi, students’ registration number 21180140000005, has been proposed to the Faculty of Educational Sciences, UIN Syarif Hidayatullah Jakarta, and has been announced to pass in the thesis defense examination conducted on July 16<sup>th</sup>, 2021. The thesis has been revised as suggested by the examiners; therefore, the writer is entitled to bear master degree of education (M. Pd.)

Jakarta, August 3<sup>rd</sup> 2021

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Bogor, August 3<sup>rd</sup> 2021

The Writer

## ABSTRACT

Dewi, Erniyanti Nur Fatahhela, 21180140000005, 2021. *The Relationship between Students' Adjective Mastery and Self-Confidence on Their Speaking Ability (A Correlational Study at the Eighth Grade Students of Islamic Junior High School of Assa'adah Tajurhalang Academic Year 2020/2021)*. Thesis, Graduate Program of English Education, Faculty Educational Science, Syarif Hidayatullah State Islamic University Jakarta.

This research was aimed to see the relationship among the variables: (1) students' adjective mastery (X1) and speaking ability (Y), (2) students' self-confidence (X2) and speaking ability (Y), and (3) students' adjective mastery and self-confidence on their speaking ability. This research's instruments were students' adjective mastery test, questionnaire of self-confidence, and speaking ability test. This research used regression and correlation analysis to find out the relationship between the variables. The results indicated that (1) there was a relationship between students' adjective mastery and speaking, (2) there was a significant relationship between students' self-confidence and speaking ability, and (3) there was a relationship between students' adjective mastery and self-confidence. It can be concluded that there was a very strong relationship between the three variables. Therefore, this research suggested the importance of increasing students' adjective mastery and self-confidence. All of these implications contribute to increasing students' speaking ability of oral descriptive essays.

Keywords: adjective mastery, self-confidence, and speaking ability.

## **ABSTRAK**

Dewi, Erniyanti Nur Fatahhela, 21180140000005, 2021. Hubungan Penguasaan Kata Sifat Siswa dan Percaya Diri terhadap Kemampuan Berbicara (Studi Korelasi Pada Siswa Kelas VIII Madrasah Tsanawiyah Assa'adah Tajurhalang Tahun Ajaran 2020/2021) . Tesis, Program Pascasarjana Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Penelitian ini bertujuan untuk melihat hubungan antara variabel: (1) penguasaan kata sifat siswa (X1) dan kemampuan berbicara (Y), (2) kepercayaan diri siswa (X2) dan kemampuan berbicara (Y), dan (3) ) penguasaan kata sifat dan kepercayaan diri siswa pada kemampuan berbicara mereka. Instrumen penelitian ini adalah tes penguasaan kata sifat siswa, angket kepercayaan diri, dan tes kemampuan berbicara. Penelitian ini menggunakan analisis regresi dan korelasi untuk mengetahui hubungan antar variabel. Hasil penelitian menunjukkan bahwa (1) ada hubungan antara penguasaan kata sifat siswa dengan kemampuan berbicara, (2) ada hubungan yang signifikan antara kepercayaan diri siswa dengan kemampuan berbicara, dan (3) ada hubungan antara penguasaan kata sifat siswa. dan kepercayaan diri. Dapat disimpulkan bahwa terdapat hubungan yang sangat kuat antara ketiga variabel tersebut. Oleh karena itu, penelitian ini menyarankan pentingnya meningkatkan penguasaan kata sifat dan kepercayaan diri siswa. Semua implikasi ini berkontribusi untuk meningkatkan kemampuan berbicara siswa dari esai deskriptif lisan.

*Kata Kunci: Penguasaan Kata Sifat, Kepercayaan Diri, dan Kemampuan berbicara*

## مُلَخَّصُ البَحْثِ

Erniyanti Nur Fatahhela, Dewi (2021/2020). أطرُوحَة، برنامَج الدَّرَاسَات العُلُيَا لِقِسمِ تَعَلِيم اللُغَة الإِنجِلِيزِيَّة، كَلِيَّة عُلُوم التَّرْبِيَّة وَالتَّعَلِيم، جَامِعَة شَرِيف هِدَايَة الله الإِسْلَامِيَّة الحُكُومِيَّة جَاكَرْتَا. عَلاقَة إِيْتقان الصِّفاتِ الطُّلابِيَّة وَالثِّقَة بِنَفْسِهِ فِي قُدْرَة الكَلَام (دِرَاسَة الإِرْتِباطِ فِي الصِّفِّ الثَّامِنِ المُدرَسَة الثَّانَوِيَّة السَّعَادَة تاجور هالانج العَامِ الدَّرَاسِي 2021).

يَهْدَفُ هَذَا البَحْثُ إِلَى مَعْرِفَة العَلاقَة بَيْنَ المُتَعَبِّرَات: (1) إِيْتقان صِفَة الطَّالِبِ (X1) وَقُدْرَة الكَلَام (Y)، (2) ثِقَة الطَّالِبِ بِنَفْسِهِ (X2) وَقُدْرَة الكَلَام (Y)، وَ (3) إِيْتقان الصِّفَة وَثِقَة الطَّالِبِ فِي مَهَارَة كَلَامِهِمْ. وَكَانَتْ أَدَوَاتُ البَحْثِ مِنْ هَذَا البَحْثِ هِيَ إِيْتقان الصِّفاتِ لِلطَّالِبِ، وَاسْتِيبانُ الثِّقَة بِالنَّفْسِ، وَإِخْتِبارُ قُدْرَة الكَلَامِ. وَيُسْتَخْدَمُ هَذَا البَحْثُ تَحْلِيلَ الإِنجِدارِ وَالإِرْتِباطِ لِإِحْدِيدِ العَلاقَة بَيْنَ المُتَعَبِّرَات. ظَهَرَتِ النُّتائِجُ (1) وَجُودُ العَلاقَة بَيْنَ إِيْتقان الصِّفَة لَدَى الطَّالِبِ وَقُدْرَة الكَلَامِ، (2) وَكَانَتْ هُنَاكَ عَلاقَة دَاتٍ دِلَالَة إِحصائِيَّة بَيْنَ ثِقَة الطَّالِبِ بِأَنفُسِهِمْ وَقُدْرَة كَلَامِهِمْ، وَ (3) كَانَتْ هُنَاكَ عَلاقَة بَيْنَ صِفَة الطَّالِبِ وَالثِّقَة بِالنَّفْسِ. وَيُمْكِنُ الإِسْتِنتاجُ أَنَّ هُنَاكَ عَلاقَة قَوِيَّةً لِلعَابَةِ بَيْنَ المُتَعَبِّرَاتِ الثَّلَاثَة. وَلِذَلِكَ، تُشِيرُ هَذِهِ الدَّرَاسَة إِلَى أَهمِّيَّةِ زيادَة إِيْتقان الصِّفَة لَدَى الطَّالِبِ وَالثِّقَة بِالنَّفْسِ. وَتَسَاهَمُ كُلُّ هَذِهِ الأَثارِ فِي تحْسِينِ مَهَارَة الكَلَامِ لَدَى الطَّالِبِ فِي المُقَالَاتِ الوِصْفِيَّةِ الشُّفُويَّةِ.

الكلمات المفتاحية: إِيْتقان الصِّفَة، وَالثِّقَة بِالنَّفْسِ، وَقُدْرَة الكَلَامِ

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## **INTRODUCTION**

Speaking ability is one of the most critical and dreaded forms of communication. In this regard, Menggo (2018) states that speaking becomes a fundamental ability that must be acquired. Speaking allows people to express their thoughts, desires, pieces of information, messages, ideas, and opinions through spoken language. Then, people assert what is on their minds orally. For instance, Millennials want to express their voice in criticizing something on a contemporary issue that is commonly happened. In this sense, speaking ability is needed to set out those things. Especially in this globalization era, expressing thoughts through speaking is crucial for smooth communication. Hence, speaking ability suggests the value of mastering language skills to achieve successful communication.

Moreover, several studies argued that speaking is a critical issue to be discussed. Firstly, Raba (2017) said that speaking ability is a crucial part of English that should be mastered to overcome students' problems learning English. Additionally, a necessary form of utterances is speaking ability since it is a productive skill for students to produce utterances (Rattanasaeang & Sukavatee, 2019). Besides, Yanto (2019) asserted that one of the essential skills that should be mastered is the speaking ability to perform linguistic knowledge. That is to say, and speaking is a very sharp subject to be discussed because some scholars still talk about it. For instance, many students have problems conveying messages, information, ideas, and opinions. It means that they have problems with speaking ability. Besides, speaking ability is a productive skill that directly produces the language itself. It becomes productive skills that involve students in producing messages orally. Also, carrying out the knowledge of linguistics is needed to master speaking ability. Hence, several studies have revealed that speaking is an issue that is being discussed at this time.

The adjective is one of the eight parts of speech in English. The word 'adjective' comes from the Latin *ad jacare*, which means 'to throw' or 'to add' (Hussin, 2016). In a grammatical sense, this means adding something's characteristics, namely to fulfill the conditions. Moreover, Karacan and Khalid (2016) agree that adjectives describe nouns and pronouns. They give more information about people, places, and things. It indicates that nouns and pronouns are words that are very common to describe by using adjectives. By using an adjective, nouns and pronouns become more evident. Besides, an adjective restricts a noun or pronoun's application by adding something to its meaning. This definition indicates that an adjective clarifies and describes a noun or pronoun's characteristics by giving additional information. In accordance, Richard C. Jark stated that an adjective describes a word; the primary syntactic role qualifies a noun or a noun phrase, giving more information about the object signified. Certainly, adjective mastery has a crucial effect on language proficiency. Not only

that, but adjective mastery might also help increase students' performance and ability to learn languages.

Several studies have researched the relationship between adaptive mastery and students' language skills during recent years. Researching EFL learners, Panjaitan and Elga (2020) investigated the correlation between adjective mastery and students' writing descriptive text. The results revealed highly significant positive correlations between adjective mastery and students' writing descriptive text. Moreover, Rahmadanita (2018) researched the correlation among students' adjective mastery, speaking, and writing. The results showed that mastering adjectives, speaking, and writing in a descriptive text strongly correlate. Also, numerous studies revealed that there is no doubt that adjective mastery in learning English is essential (Dalimunthe, 2018; Raya, 2019; Pitono, Sutarsyah & Suparman, 2019; Haryani & Fatimah, 2020). Hence, adjective mastery affects students' language skill performance is still a current issue.

Meanwhile, another consideration arises for students themselves. In the teaching and learning process, students' independence in language learning still needs to be improved. Self-confidence is believed to be one of the psychological factors influencing students in language learning. Self-confidence is the extent of confidence in the assessment of the ability to succeed. In accordance, Chandra, Wibowo, and Sunawan (2019) argue that self-confidence is formed by the individual based on their belief in oneself about doing something. Besides, self-confidence means the attitude or feeling of confidence towards students' abilities. So, students are not too anxious about their actions. For instance, students can feel free to do the things they love. Students are responsible for their actions. Students are warm and polite in interacting with others. Students would like to accept and respect others. Students have been promoted to have achievement. Students would like to recognize their strengths and weaknesses. Besides, self-confidence is an individual's positive attitude that can positively assess himself and the environment. It is to believe in students' adequate abilities and to be aware of their abilities. Hence, self-confidence is defined as recognizing his abilities, loving himself, and being aware of his emotions. Through self-confidence, students can use everything appropriately.

However, almost no research is combined among adjective mastery, self-confidence, and speaking ability to show the bilateral relationship concerning the issue above. Therefore, the purpose of this research is intended to find out whether there is a relationship between students' adjective mastery and self-confidence in their speaking ability.

## **METHOD**

The research applied a survey method with a quantitative approach by conducting a correlational study designed by multiple regression. Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two data sets to vary consistently (Creswell 2012). Furthermore, the population of this study is all of Eight grade students of the private Islamic junior high school of Assa'adah Tajurhalang, with the total number of students was 140. The sample was taken based on Isaac and Michael's table to avoid error sampling and get a confidence level. Referring to that table, the researcher used a 5 % significance level. Therefore, the sample that should be taken was 100 students. The sample was chosen by simple random sampling, meaning the writer randomly chose 100 students as samples.

The instruments consisted of tests and non-test. The tests were the adjective mastery test and the speaking test. However, the non-test was the self-confidence questionnaire. The adjective mastery test consists of 25 questions. The test range of the ordinal form is started from 0-25. Then, it will be converted into 0-100. The minimum score is 0, and the maximum score is 100. Moreover, the students took a 2-3 minutes speaking ability test through a video. Students are asked to decide one topic from three topics to describe orally for their speaking test. Then, students are asked to upload the video through the link provided. Moreover, the aspects assessed were accent, grammar, vocabulary, fluency, and comprehension adopted from Arthur Hughes's verbal ability rubric. Students will then get 16 as the minimum score while 99 as the maximum score. The self-confidence questionnaire comprises 20 items, based on the Likert scale ranging from strongly disagree to strongly agreeing. In this way, the minimum score is 20, and the maximum score is 100. After collecting the data, the researchers calculated the data using *Pearson Product Moment* in SPSS (Statistical Package for Social Science) version 21.

## **FINDINGS**

Students' adjective mastery variables were taken from 100 students' tests that consists of 25 questions. The ordinal form range of score is started from 0-25 and converted 0-100. The minimum score is 28, the maximum score is 100, the mean is 72.90, the median is 72, and the standard deviation is 15.414. The ordinal form of the range is started from 0-100. After knowing the score interpretation, most students obtained 72.9 for their adjective mastery test. Hence, it can be concluded that students mostly have Good adjective mastery reflected from their score in table 1 that they most obtained 72.9, which consisted of intervals 69-79.

Moreover, Self-confidence is the second variable measured in this research. The data were measured using a questionnaire consisting of 20 statements and five choices. In this questionnaire, students have measured their self-confidence on their

English speaking in three indicators. They are ability, assurance, and volunteer engagement. The data were obtained by distributing a self-confidence questionnaire through a google form. Table 1 shows that the maximum self-confidence score on English Speaking is 98, the minimum score is 44, the range score is 54, the mean score is 73.52, and the standard deviation is 12.924. After knowing the score interpretation, most students got 73.52 for their Self-confidence questionnaire. Then, it can be said that students mostly have a high confidence level on English speaking reflected from their score in table 4.4 that they most obtained 73.52, which consisted of intervals 68-84.

In addition, Speaking ability is the dependent variable measured in this research. The speaking ability test concerned the students' ability to describe people, animals, and things orally. Then, the data were obtained from students' speaking abilities. Therefore, students are asked to take 2-3 minutes of speaking performance through a video. Moreover, the aspects assessed were accent, grammar, vocabulary, fluency, and comprehension adopted from Arthur Hughes's speaking rubric. Table 1 indicates that the minimum score is 30 while the maximum score is 92. Furthermore, most students got 70.59. Then, it can be said that students mostly have a good English speaking ability reflected from their score in table 4.5 that they most obtained 70.59, which consisted of 63-72.

**Table 1.** The distribution of a descriptive statistic

Variable	Mean	SD	Category	Maximum	Minimum
Adjective Mastery	72.90	15.414	Fail (>39)	100	28
			Poor (40-59)		
			Fair (60-69)		
			Good (69-79)		
			Excellent (80-100)		
Self-Confidence	73.52	12.924	Very low (>36)	98	44
			Low (36-52)		
			Medium (52-68)		
			High (68-84)		
			Very High (84-100)		
Speaking Ability	70.59	14.654	Poor (>25)	92	30
			Bad (26-32)		
			Enough (33-42)		
			Fair (43-52)		
			Average (53-62)		
			Good (63-72)		
			Very Good (73-82)		
			Well Done (83-92)		
			Excellent (93-99)		

### ***Correlation between students' adjective mastery and speaking ability***

The Pearson product-moment correlation coefficient was used to test the correlation between independent variables (adjective mastery and self-confidence) and the dependent variable (speaking ability). Table 2 shows the result of correlation analysis for students' adjective mastery and speaking ability. It was found that the coefficient correlation of adjective mastery is 0.900, categorized as very strong. The significance value was obtained from the calculation 0.000, and it was lower than 0.05. Therefore, it indicates significant correlation between students' adjective mastery (X1) and speaking ability (Y).

**Table 2.** Correlation between adjective mastery and speaking ability

		X1	Y
X1	Pearson Correlation	1	.900**
	Sig. (2-tailed)		.000
	N	100	100
Y	Pearson Correlation	.900**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### ***Correlation between students' Self-confidence and speaking ability***

The correlation between self-confidence and speaking ability was analyzed. Table 3 illustrates the result of this analysis. It was found that the coefficient of self-confidence is 0.816, which means categorized as very strong. Moreover, the significance value obtained from the calculation is 0.000 and is lower than 0.05. Therefore, it indicates a significant correlation between self-confidence (X2) and speaking ability (Y).

**Table 3.** Correlation between adjective mastery and speaking ability

		Y	X2
Y	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	100	100
X2	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	

N	100	100
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\*\* . Correlation is significant at the 0.01 level (2-tailed).

### ***Correlation between students' adjective mastery, self-confidence, and speaking ability***

Multiple correlation analysis is done to know the relationship between the variables studied, namely X1 and X2 to Y. The result of this calculation shows the strength of the relationship between the three variables. Table 4 indicates the correlation coefficient (R) value is 0.810. It shows a very strong relationship between students' adjective mastery and self-confidence with their speaking ability. In addition, the magnitude of the influence of adjective mastery and self-confidence with speaking ability can be indicated by the value of R square (coefficient of determination). The R square value is 0.810 or 81%. Speaking ability is influenced by adjective mastery and self-confidence by 81%, while 19% is influenced by other variables that were not examined in this research. In other words, adjective mastery and self-confidence determined students' speaking ability. On the other hand, there are still 19% other factors that can affect speaking ability.

**Table 3.** Multiple correlations analysis

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.900 <sup>a</sup>	.810	.806	6.457	.810	206.472	2	97	.000

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

## **DISCUSSION**

Speaking is essential for students in order to communicate and get new knowledge. Speaking is an act of communication in which people having interaction and conversation has happened. It is in line with Taylor (2018), who noted that speaking is an oral interaction involving two or more people interacting to share opinions. In this case, students should realize that speaking ability is an essential ability to be acquired. Related to this current study, students seem to recognize that they must have the ability to speak English. The mean score shreds of evidence this obtained 70.59, which is included in the good level category. Therefore, students need speaking ability to communicate with others.

The significant influence of adjective mastery and self-confidence dramatically helps the students' descriptive speaking ability. A spoken descriptive essay cannot

be separated from adjectives since adjectives are essential vocabulary lists used in describing. It is in line with King (2020), who argued that adjectives mean a word that describes nouns in terms of such qualities as size, color, number. It indicates that adjectives help students describe things, people, and places in spoken language. Related to adjectives, Mas'ud (2005) classified adjectives into five classifications. They are descriptive adjectives, possessive adjectives, numeral adjectives, demonstrative adjectives, and Interrogative adjectives. In this current study, students applied those adjective classifications in spoken descriptive essays. That is to say, adjective mastery has a significant influence and has an essential role in students' speaking ability.

Furthermore, in completing assignments given by teachers, the students need self-confidence. Self-confidence defines students' belief in their ability that is fully capable of accomplishing a task (Hutchinson, 2019). Students' confidence in accomplishing their assignment to produce good results and succeed in explaining and getting good results. In addition, Langer (2016) argued that confidence could proceed to believe that a person can succeed in a task. Particularly, students' self-confidence in a spoken descriptive essay, Griffe (as cited in Doqaruni, 2014) hypothesized three leading indicators underlying confidence speaking English: ability, assurance, and willing engagement. He defined ability as a command of grammar, vocabulary, and pronunciation, assurance as a feeling of security and comfort in speaking English, and willing engagement as one who is glad to speak English with native speakers of English. Hence, these three indicators must be attached to students in increasing their speaking ability.

In conclusion, the current study indicates that adjective mastery and self-confidence determine students' speaking ability. Therefore, the study results prove that adjective mastery and self-confidence positively and significantly affect speaking ability. It means that the students who have the good speaking ability also have good adjective mastery and high self-confidence. In other words, students' speaking is good and well organized. Consequently, teachers allow them to get high scores in speaking tests.

## **CONCLUSION AND SUGGESTIONS**

### ***Conclusion***

This study examined the relationship between students' adjective mastery and self-confidence on their speaking ability. The result shows a relationship between students' adjective mastery and their speaking ability. Therefore, the hypothesis states that a relationship between students' adjective mastery and their speaking ability is accepted. Moreover, the relationship between the two variables is very strongly categorized. Furthermore, it can be said that their adjective mastery

determined students' speaking ability. Second, the correlation analysis results proved a significant and positive relationship between students' self-confidence and speaking ability. Thus, the hypothesis stated that a relationship between students' self-confidence and their speaking ability is accepted. Moreover, the relationship between the two variables is strongly categorized. It means that students' self-confidence contributes to their improvement of speaking ability.

Moreover, multiple correlation analysis results proved a significant relationship between students' adjective mastery and self-confidence in their speaking ability. The study results also indicated a positive relationship between the three variables. It means that students' adjective mastery and self-confidence contribute to improving their speaking ability. Significantly, the contribution of these variables is very strongly categorized. The two variables play an essential role in students' speaking ability. Therefore, students with high adjective mastery will be more active when performing their speaking ability, and students who have high self-confidence will speak confidently.

To sum up, this current study reveals a relationship between students' adjective mastery and self-confidence in their speaking ability. This finding was found in the context of the private Islamic junior high school of Assa'adah Tajurhalang. However, further study needs to confirm this finding since this research was done in a small area with few samples. Further research with more significant samples and locations might have different results and conclusions.

### ***Suggestion***

The researchers gave some suggestions to students, teachers, and further researchers. The recommendations are summarized as follows:

First, it belongs to students. To improve students' speaking ability, students need to have adjectives lists and high self-confidence. This study suggests students expand their adjective mastery and improve their self-confidence in increasing their speaking ability. Students' adjective mastery helps them convey ideas by describing things clearly through oral performance. Besides, self-confidence is also needed to overcome obstacles in speaking ability. Students are expected to speak confidently without any shyness.

Second, it belongs to teachers. In developing students' adjective mastery, teachers suggested using various techniques and supporting media to create fun learning. The result showed that adjective mastery and self-confidence could influence students' speaking ability. Therefore, teachers can concern their students who got the lowest score in speaking to develop their adjective mastery and self-confidence. The teacher should always use an exciting teaching method and try to help students solve their problems.

Third, it belongs to further researchers. As shown in this study, there are still many problems, such as the research population. Further researchers can apply a larger population to get more comprehensive research. Theoretically, they can use it compared to other studies in educational research. Practically, they can use the information to further research aspects that might contribute to speaking ability. Moreover, it is also suggested to collaborate with raters who have many experiences on the speaking assessment to get valuable results.

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