

THE CORRELATION BETWEEN STUDENTS' SELF-CONCEPT OF ENGLISH PRONUNCIATION AND SPEAKING MASTERY

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Abstract

The goal of the study was to find out if there was a correlation between self-concept of English pronunciation and speaking mastery. This type of research are quantitative using research correlation design. How to capture data through 2 types: (1) speaking test through friendship and recorded in WhatsApps (2) questionnaire about self-concept of English pronunciation in the form of Google Form application. This research is dealing with 20 respondents from the 5th semester students of Faculty of Teacher Training and Education English Education Program at Muhammadiyah University of Jember. The data from self-concept of English pronunciation and speaking mastery were analyzed through the Product Moment Correlation.

Based on the results of the correlation between self-concept of English pronunciation and speaking mastery, it shows a Pearson correlation of 0,646 with significance value of 0,002 (2-tailed) <0,005. It can be concluded that there is a significance correlation, especially strong positive correlation between students' self-concept of English pronunciation and speaking mastery.

Key Word: Correlation, Self-Concept Of English Pronunciation, Speaking Mastery.

English speaking abilities have become increasingly vital, particularly for EFL students. Indonesia, one of the countries that use English as a foreign language makes it the students quite hard to improve their speaking skills. Some factors affect EFL students for their speaking skills such as vocabulary, students' psychology, etc (Efrizal, 2012). Some students have some problems and low motivation to speak, less vocabulary to express the ideas, are shy when speaking in front of a class, and express the ideas through oral communication, unfamiliar with some good techniques to speak easily, and unable to speak well were some problems that students faced.

However, Self-concept is an important part of personality development. Self in psychological terms has two meanings, namely about a person's attitude and feelings themselves, and something that is the whole of the psychological processes that control behavior and adaptation. Self-concept is not an internal element but a perception that influences language-relevant behavior (Tang *et al.*, 2013)..

In the beginning, learners are likely to judge their English by pronunciation since they

have not formed a complete English self-concept. According to (Qiang and Huili 2007), the one who is more confident in learning English usually can pronounce English words accurately and clearly, while another may have psychological problems in English study because of poor pronunciation.

There are previous research, Talebzadeh and Gholami (2015) explained in their research findings on the correlation between pronunciation self-concept and English learning that there was a correlation between English pronunciation self-concept and the actual performance of English and the result of their research is the higher English pronunciation self-concept and the higher the actual performance of English was. However, Tang *et al.* (2013) in their research findings of the relationship between English pronunciation self-concept and English learning found that English pronunciation self-concept was not so correlated to the actual performance of English because the result of their research is the higher English pronunciation self-concept, the lower of English learning . Then, the result of data n SPSS show that there is no correlation between English

pronunciation self-concept, the lower of English learning. Those findings showed that there are some differences in explaining the correlation between English pronunciation self-concept and speaking mastery.

The problem is is there any significant correlation between students' self-concept of English pronunciation and their speaking mastery?

This research aims to provide some significance practical significance is this study will give consciousness that Self-concept of English pronunciation is important for speaking mastery and for the students, hopefully the study will make them understand that English pronunciation self-concept is needed to master speaking. Moreover, theoretical significance is The result of the research is expected to give detailed information about pronunciation self-concept in students speaking for conducting further research related to teaching speaking by using pronunciation self-concept.

METHOD

In this research the writer uses quantitative research. These kinds of research to know the

correlation between self-concept of English pronunciation and speaking mastery.

Quantitative research is concerned with the question of cause and effect relationships, collecting and statistically analyzing numerical data (Ary, 2006). The use of quantitative correlation research in this thesis was intended to be able to provide an overview of the correlation between self-concept of English pronunciation and speaking mastery through calculations based on the data.

The research design of this study uses the correlational design of quantitative research which attempts to measure the relationship between two variables of self-concept of English pronunciation. The correlation method is used in this research since it is intended to investigate the correlation between the variables (Arikunto, 2007). The degree of correlation between two variables is classified in the form of a correlation coefficient.

In this research, the data is the form of participants' skills be collected quantitatively. . The data of this research be in from carry out a test that are stored in video form. This test is conducted to measure proficiency EFL in

pronunciation and speaking. Then the questionnaire which contains about the level of their self-concept of English pronunciation.

The list by speaking test through a text and record via video and 10 questions of questionnaire about their self-concept of English pronunciation and speaking mastery. The participant is 20 students as the sample.

In the collecting the data, the researcher used by test and questionnaire. The test is to measure their level of speaking and the questionnaire is to measure their level of self-concept of English pronunciation.

In this research, the researcher using achievement test to measure students' speaking mastery. Achievement test is a test used to measure a person's achievement after learning something (Arikunto, 2014). In this chance, the researcher applying the speaking tests by giving EFL or participant giving a text entitle

'friendship' and to gave a score students' speaking by a rubric, the rubric any 4 aspects. The aspects that are scored covering grammar, vocabulary, fluency, and pronunciation. Score 1 means very poor, score 2 means poor, score 3

means great, score 4 means perfect. The speaking lecturer and the researcher were evaluator of students' speaking score and using the mean of both scores.

Moreover, to analyzing data the data of correlational methods in this research is used to find the correlation between self-concept of English pronunciation and speaking mastery. This statistical technique can be used to calculate between two or more variables. Bivariate correlation coefficient is a statistic that can be used by researchers to explain the relationship between two variables (Arikunto, 2014). Product moment correlation is used to determine the relationship between two interval phenomena. It is also to describe the strength of relationship between two variables. The levels to determine how much correlation of the two variables are displayed in the following table.

Table 3.1 Coefficient Correlation

Coefficient Correlation	Details
0 to 0,2	Very Weak Correlation (Almost No Correlation)
0,20 to 0,40	Weak Correlation

0,41 to 0,60	Moderate Correlation
0,61 to 0,80	Strong Correlation
0,81 to 1	Very Strong Correlation

English because of some factors such as shyness, limited vocabulary, simply lacking the necessary knowledge, and they are afraid of making mistakes.

From a vocabulary aspect, 12 of 20 EFL students had a score of 3 because they used familiar words in the video. It means that the lack of their vocabulary in the video affects the students' speaking ability.

Result and Discussion

Table 4.1 Student's Speaking Score

Aspects	Scores			
	4	3	2	1
Grammar	5	12	3	-
Vocabulary	6	12	2	-
Fluency	4	6	10	-
Pronunciation	11	5	4	-

From the fluency aspect, this aspects with the most of students got a low score compared to other aspects, from 20 EFL students there were 10 students who had score 2 because the lower the speaking score, the lower their fluency. Furthermore, this aspect affected the students' speaking ability.

From a grammar aspect, there were 12 EFL students of 20 participants who had a score of 3 because the students did not use the language carefully especially for grammatical structure, because the first thing that should be considered the self-confidence to speak of learners. It means that the higher of EFL students who got score 3 because they used basic grammar in their video. It can make them easier to speak English. Most of the students cannot communicate verbally in

From the pronunciation aspect, from 20 EFL students, 11 students had a score of 4. This aspect correlated with their self-concept of English pronunciation. The higher of students get a score of 4. Which is concluded that the students used basic pronunciation but students with negative self-concept of English pronunciation because it affects their self-concept and their psychology.

From the fourth aspect, the data show that the students get a low score for the fluency and pronunciation aspects which is it concludes that both of the aspects affect their speaking mastery.

Table 4.2 Students' Self-Concept of English

Question Number	Pronunciation Score			
	4	3	2	1
Question Number 1	-	11	7	2
Question Number 2	1	10	7	2
Question Number 3	1	9	7	3
Question Number 4	2	8	10	-
Question Number 5	-	14	5	1
Question Number 6	-	13	7	-
Question Number 7	-	3	11	6
Question Number 8	5	12	3	-
Question Number 9	5	13	2	-
Question Number 10	-	1	14	5

From the data above, most of the students get low scores. It showed that students' self-concept of English pronunciation were low scores. From question number 1 up to question number 10, there are 14 EFL students from 20 EFL students who get scores 2 and 3 depending

on each question in the questionnaire. It concludes that their self-concept of English pronunciation affects their psychology such as anxiety, nervousness, and afraid of making a mistake. The factors that make the self-concept of English pronunciation are getting low scores.

Table 4.6 Correlation between Self-Concept of English Pronunciation and Speaking Mastery Correlations

		Speaking	Pronunciation
Speaking	Correlation Coefficient	1.000	.646*
	Sig. (2-tailed)	.	.002
Self-Concept of English Pronunciation	N	20	20
	Correlation Coefficient	.646*	1.000
	Sig. (2-tailed)	.002	.
	N	20	20

The correlation between students' self-concept of English pronunciation and speaking mastery shows a Spearman Rho correlation of 0,646. with significance value of 0,002 (2-tailed) <0,005. It can be concluded that there is a significance correlation, especially strong

positive correlation between students' self-concept of English pronunciation and speaking mastery.

Conclusion

Regarding to the research finding, it can be concluded that there's a significant correlation between self-concept of English pronunciation and speaking mastery. The questionnaire showed that from 20 students there were 14 students who got a low score because they feel unconfident, nervous, and afraid to make mistakes and it was correlated with the aspects of speaking test score there were grammar, vocabulary, fluency, and pronunciation.

The lecturer are suggested to help more the students to increase their interest in learning English and also should motivate the students to be more active in English learning process by helping them enrich pronunciation, so the students can be easier in speaking ability. The lecturer also needs to use some activities or approaches in teaching and learning process about English and implement their positive self concept to affect their speaking skill very well.

The students also should have motivation to learn English in order to improve their English ability. The students have to practice to communicate with their friends by using English especially it can make them improve their speaking ability.

The other researcher, to achieve better finding, other researchers are recommended to make sure that the respondents are in well condition such as feeling comfortable when taking the data. Then, when conducting the research, it will be better when they do not have any examination. Last, the next researcher will be better if they have a biggest sample for more relevant of the research. Furthermore, it is recommended that other researchers to do and to extend more variables in order to reveal any aspects that support, enhance, and develop the quality of the researchers of speaking skill and this research will be more perfect if the data collection conducted by interview and because in this research, that the research must be using very limited participants. It's suggested that the future will improve at number of participants

must be more than 25 participant so that the validity of data is more reliable.

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