

CHAPTER I

INTRODUCTION

1.1. Background of The Research

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.

One of the problems is students' psychology such as their confidence could be variety in one class. Some of them are active and brave enough to speak while others are afraid to do it. Students with low self-concept are often quiet and withdrawn in class, while those with high self-concept are talkative, bossy, and dominating with peers (Qiang & Huili 2007). 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).

Speaking skill begins with pronunciation. 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 several kinds of research about the correlation between the actual performance of English and English pronunciation self-concept. 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. This research aims to investigate the correlation between the self-concept of English pronunciation and speaking mastery. Therefore, this research

can be useful in the field of English language teaching especially in learning English pronunciation toward their speaking ability.

1.2 Problems of The Research

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

1.3. Purposes of the Research

To know the correlation between students self-concept of English pronunciation and speaking mastery of the fifth semester students

1.4 Operational Definition

An operational definition become a guide to understand the concept of this research. The terms that were be defined operationally in this research are Speaking mastery students and their self-concept of English pronunciation.

1.4.1 Speaking Mastery of Students

In this research, speaking mastery refers to students' speaking competence in conveying a thoughts, a ideas, and opinions confidently by considering vocabulary mastery, grammar, pronunciation, and fluency.

1.4.2 Self-concept of English pronunciation

Self-concept of English pronunciation refers to self-evaluation of a person's English pronunciation proficiency which is shaped during the time spent for pronunciation learning. Self-concept is related to the field of psychology.

Pronunciation self-concept and its psychological impacts has attracted scant attention in the process of teaching-learning English.

1.5 Significance of the Research

There are two kinds of significances in this research:

1. Theoretical Significance

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.

2. Practical Significance

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.

1.6. Scope of The Research

This research focus on the correlation between self-concept of English pronunciation and speaking mastery of the fifth semester students at private university in Jember