

**THE CORRELATION BETWEEN ENGLISH PRONUNCIATION SELF-
CONCEPT AND SPEAKING MASTERY OF STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY**

A Thesis

by

Michellia Mulorrosrianti

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

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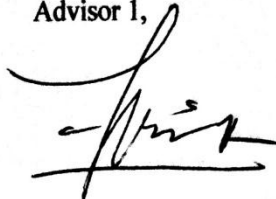
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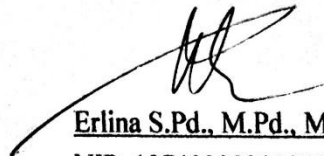
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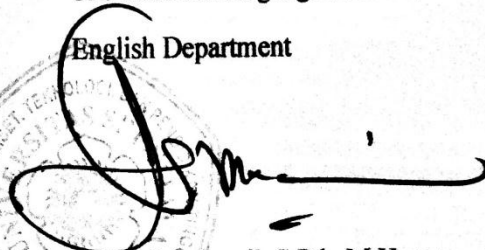
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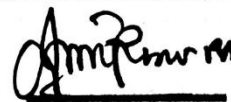
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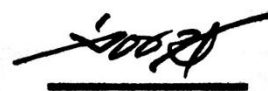
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Indralaya, March 2018

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DEDICATION

This thesis is dedicated to:

- My beloved father, Ir. Harun Rasidi, my beloved mother, Dra.Effrianti, my sister, Jasmin Masyirianti, and everyone whom I loved.
- My beloved friends; Padila, Ira, Triana, Emmelia, Rany, Permadi, all students of English Study Program 2014, and etc.

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Inderalaya, March, 2018

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- APPENDIX Q. SURAT IZIN TRYOUT
- APPENDIX R. THESIS CONSULTATION CARDS (ADVISOR 1)
- APPENDIX S. THESIS CONSULTATION CARDS (ADVISOR 2)

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ABSTRACT

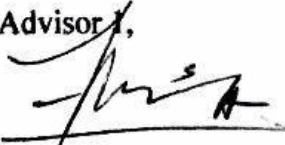
This research was aimed to find out (1) the significant correlation between English pronunciation self-concept and speaking mastery of the fifth semester students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University (2) to what extent English pronunciation self-concept contributes to students' speaking mastery. This research applied correlational research design. Correlation and regression analyzes were used in this research to analyze the data of the study. There were eighty five of fifth semester students of English Education Study Program at Sriwijaya University as the sample of this study. The data were collected by giving English Pronunciation Self-Concept questionnaire, a modified questionnaire which put some aspect things about pronunciation, and speaking test. The result revealed that there was a significant correlation with $r .513$ between English Pronunciation self-concept and speaking mastery. There was significant correlation between factor 1, factor 2, factor 4, and factor 5 of English pronunciation self-concept and students' speaking mastery. English pronunciation self-concept contributed 25.5% to students' speaking mastery. It meant that the higher English pronunciation self-concept was, the higher speaking mastery was.

Keywords: *English pronunciation self-concept, self-concept, and speaking mastery*


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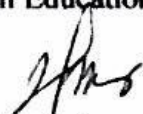
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CHAPTER I

INTRODUCTION

This chapter presents: (1) background of study, (2) the problems of study, (3) the objectives of study, and (4) the significances of study.

1.1 Background of the Study

In this era, it is important for us to learn a foreign language especially, English. It plays a key role in our national life and educational system. All people around the world use English as a global language to communicate, share, and give some information. Therefore, those who master English might get more benefit than those who do not master English. In Indonesia, English is a compulsory subject that should be learnt by all students. Based on ministry regulation of Indonesia No.22 Year 2006 regarding The Content Standards for English in High School, it states that listening, reading, speaking, and writing are the four skills that should be mastered by students. The students should be mastering speaking which is one of the skills in English, seems to be the most important one because person who knows a language are usually referred to as speaker of that language (Ur, 1996). Thus, it is important to have good skill in speaking because it is one of the indicators of good mastery in language being learnt.

However, Students in Indonesia have learnt English in many years, they still have some difficulties. According to Ur (1996), inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use are some speaking problems that teachers can come in getting students to talk in the classroom. In fact, Hoang and Ngoc (2015) in their result finding in the common speaking problems explained that an increased number of students said that they were fearful of criticism or losing face in front of their friends and had no motivation to use English to express themselves. Another fact, Based on Efrizal (2012) is researched finding in Mts Ja-Alhaq Bengkulu, some students have some problems

and low motivation to speak, less vocabulary to express the ideas, shy when speaking in front of class, rigid to express the ideas through oral communication, unfamiliar about some good techniques to speak easily, and unable to speak well were some problems that students faced. Qiang & Huili (2007, p.9) found in their research study, “Students with high self-concept have more positive characteristics in domains of cooperation, persistence, leadership, anxiety, expectation for future schooling, family support, behavior in class and peer interactions than students with low self-concept and also Qiang & Huili (2007, p.9) stated that “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”. From the research findings, it can be concluded that speaking problems are mostly related to psychological condition of the students.

Self-concept is a perception which impacts language that involved with behavior and it is not an inhabitant which individuals of some people had (Tang, Zhang, Yucogli and Zhao, 2013). According to Hattie (1986), self-concept is formed by the experience of people from around and how it is scored and understood by many people. In the process of pronunciation learning, English pronunciation self-concept is shaped which points to the learners’ self-conception and estimation of learner’s pronunciation and English pronunciation proficiency (Gimson, 1980). Based on Tang, Zhang, Yucogli and Zhao (2013, p.75) “Pronunciation learning involves not only the correct phonetic symbols and imitations of intonations, but also the learner’s assessment to English learning”. English learning begins with pronunciation. In the beginning period, 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 some aspects of speaking skill. One of the aspects is pronunciation. Pronunciation is the act or manner of pronouncing something. One

of the key indicators for English proficiency is pronunciation and it has an important role in the process of foreign language learning. Students may face difficulties when learning English pronunciation because of variety in accents. Like many other languages spoken by so many people and in such many areas, spoken English presents vast kinds in pronunciation such as pronunciation in America and British. In this research, the researcher will not discuss about pronunciation in British or America. This study will only focus on students' self-concept about their pronunciation in general.

Learning about the skill and component of English language however it depends on pronunciation. For example, vocabulary, it can be achieved by pronunciation while listening and speaking can be delivered by it (Gass and Selinker, 2001). Talebzadeh and Gholami (2015, p.54) said that "Pronunciation plays a pivotal role in the process of foreign language learning. Proper pronunciation and ability to understand other speakers can be of paramount importance for any English language learner". The reaction of psychology to pronunciation may influence to the efficacy of students' English learning. On the contrary, the students who learn about pronunciation lean to get the praise from their teachers and admiration from their classmates successfully (Horwitz, Horwitz, and Cpe, 1985). Tang, Zhang, Yucogli and Zhao (2013, p. 75) say that "One who has bad pronunciation tends to fear the exposure of his flaw in front of peer students and teacher when practicing spoken English in class". Pourhosein (2012) stated in his research, attitude, motivation and exposure, instruction and exposure to target language are some of important factors that impact the learning of pronunciation towards students. Therefore, Talebzadeh and Gholami (2015) state that when learning spoken English in class, the fear of disclosure of their imperfection in pronunciation causes their motivation and credibility for their betterment of English learning. Besides, Wang (2004) explains student's motivation is weakened by the negative estimation while positive estimation of English pronunciation improves student's motivation and eventually factor of motivation affects overall performances of foreign language.

There are several researches about correlation between the actual performance of English and English pronunciation self-concept. Talebzadeh and Gholami (2015) explained in their research findings on correlation between pronunciation self-concept and English learning that there was correlation between English pronunciation self-concept and the actual performance of English. However, Tang, Zhang, Yucogli and Zhao (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. Those findings showed that there are some differences in explaining the correlation between English pronunciation self-concept and speaking mastery. Therefore, this study was expected to reveal different or similar findings with the previous studies.

1.2 The Problems of the Study

The researcher formulated the problems of study as follows :

1. Is there any significant correlation between students' English pronunciation self-concept and speaking mastery of the fifth semester students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University?
2. To what extent does English pronunciation self-concept contribute to speaking mastery of the fifth semester students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University?

1.3 The Objectives of the Study

Based on the problems mention above, the objectives of study :

1. To know whether there is significant correlation or not between students' English pronunciation self-concept and speaking mastery of the fifth semester students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University.

2. To what extent English pronunciation self-concept contributes speaking mastery of the fifth semester students of English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University.

1.4 The Significances of the Study

From this study, the research findings contribute to enrich the theory of English pronunciation self-concept and speaking mastery. For the lecturers especially the lecturers in English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University, the study will give consciousness that English pronunciation self-concept is important for speaking mastery and for the students, hopefully the study will make them understand that English pronunciation self-concept is needed to get master in speaking. The last is for other researchers with the same topic, the research finding hopefully could help the other researchers as references for their advanced research later.

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