CHAPTER I

INTRODUCTION

A. Background of the Study

English language plays a dominant role in this modernization era. People want to learn the English language for many reasons. Many people believe the most important function of English language are to communicate with other people when they are traveling, studying or working in a foreign country.In Indonesia especially, English is taught in schools from elementary school to college. The students should learn English because it is important for the development of their knowledge.

There are four skills in teaching and learning English, those are listening, speaking, reading and writing. Those skills are related to each other so; the learners need to master all of the four skills.

Pronunciation is very important element, especially in oral communication. It is because if the students mispronounce, not only the meaning that can change but also the listener will be misunderstand. It can interrupt conversation. Besides that, if the students have good pronunciation, the students will be active in classroom activity.

According to Yates and Zielinski (2009: 11), pronunciation is important because it does not matter how good learners' vocabulary or grammar is, if no one can understand them when they speak. Gilbert (1999: 3) said that pronunciation is one of important skills that should be mastered by students.

1

Having good pronunciation can increase students' confidence in learning English. Based on the explanation before, pronunciation is one of the elements that should be mastered by students because it is important for them. It is because they need a good pronunciation for communication in English.

Many students worry about their ability in pronouncing English words. Sometimes, they feel nervous if they want to pronounce some English words. Those feelings include the parts of self-concept. According to Frank (2011), self-concept is a factual description of how you perceive yourself.

In this study, there are three aspects of self concept that are used as the indicator. Those are academic self-concept, social self-concept and personal self-concept. Academic self-concept describes students' concept in their academic life, such as their ability, achievement, and interaction in academic life. Social self-concept describes students' concept in their family life, such as education from their parents. Then the personal self-concept describes students' concept in thinking and feeling about themselves. For the students who have good self-concept in academic, social and personal, they will believe in their ability and feel confidence with their performance. Therefore, they will get succeed in pronouncing English word without getting ashamed or nervous.

Based on the description above, the researcher is interested in finding out the correlation between self-concept and English pronunciation by conducting a research entitled "The Correlation between Self-Concept and

English Pronunciation of the Second Semester Students of English Education

Department at Muhammadiyah University of Purwokerto"

B. Reasons for Choosing the Topic

There are two reasons why the researcher was interested in investigating the topic as follow:

1. Pronunciation is one of important elements in learning English to the students to master utterance of words.
2. Self-concept is needed to make confidence in learning English.

C. Problems of the Research

In order to make a systematical approach to solve the problems, the statement of the problems can be formulated as follow:

1. Is there any significant correlation between academic self-concept and English pronunciation of the students?
2. Is there any significant correlation between social self-concept and English pronunciation of the students?
3. Is there any significant correlation between personal self-concept and English pronunciation of the students?
4. Is there any significant correlation between the overall self-concept and English pronunciation of the students?

D. Aim of the Study

The aims of this research are intended to find out:

1. The correlation between academic self-concept and English pronunciation of the students.

2. The correlation between social self-concept and English pronunciation of the students.

3. The correlation between personal self-concept and English pronunciation of the students.

4. The correlation between the overall self-concept and English pronunciation of the students.

E. Clarification of Key Terms

In order to avoid misunderstanding and misinterpretation of this research, the researcher needs to clarify the title to be some terms, the terms are clarified as:

1. Correlation

Hornby (2005: 94) defines that correlation as the connection between two things in which one thing changes as the other does. Hasan (2008: 8) explains that correlation is a statistical measurement of the relationship between two variables that have differences. The variables were self-concept and English pronunciation ability that was correlated.

2. Self-Concept

According to Mulyana (2014: 8), self-concept is our view of who we are. It can only be obtained through other people's information given to us. There are three aspects of self-concept that will be used as indicators:

a. Academic self-concept.

b. Social self-concept.

c. Personal self-concept.

3. English Pronunciation

According to AMEP Research Centre (2002) Pronunciation refers to the production of sounds that we use to make meaning. There are two elements of pronunciation; segmental and suprasegmental. The segmental aspect will be used as the main point of producing speech sound.

F. Contribution of the Research

Hopefully through this research, readers will get knowledge about the correlation between pronunciation and self-concept. The result of this research can be a reference for the next research which has same topic. The other researcher can develop the result of this research.

G. Limitation of the Problem

To avoid the intersection and expanding the research problems in this research, the researcher provides limitations in the discussion that are:

1. Subject of the research is the second semester students only. They were taken as the subject because they have got pronunciation class in previous semester.

2. This research focuses on the segmental feature of the fourty sounds belonging to segmental aspects. This research focuses on 17 vowels (/i:/, /i/, /u:/, /ʊ/, /a:/, /ʌ/, /o/, /ɔ:/, /e/, /æ/, /ɛ:/, /Iə/, /eə/, /eI/, /aI/, /ɔʊ/, and /aʊ/) and 23 consonants (/p/,/b/, /t/, /d/, /k/, /g/, /v/, /f/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /m/, / ŋ/, /h/, /l/, /r/, /w/, /j/, consonant groups in the middle of words, consonant groups at the beginning of words, consonant groups at the end of words, and consonant groups across words).

3. There are three aspects of self-concept that will be used as indicators in the questionnaire such as academic, social, and personal self-concept.