

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Self-Concept

##### 1. The Definition of Self-Concept

Rakhmat in Wahyuni (2010: 8) says that self-concept is what we think and feel about ourselves. A person can not only observe objects outside him or her but also give appreciation inside. By observing himself, he will get an idea of who and how he is. It is strengthened by Taylor in Wahyuni (2010: 8) who defines self-concept as all what you think and feel about you are entire complex of beliefs and attitudes you hold about yourself.

Fitts' statement in Agustiani (2006: 138) self-concept is the important aspect in a person because a person's self-concept is a frame of reference in interacting with environment. Fitts also says that self-concept affects the person's behavior strongly. If we know the self-concept of someone, it will be easier to understand the person's behavior.

From the various opinions, it can be concluded that self-concept is an understanding or thoughts, feeling their own assessment of him or herself that is formed through experiences of interaction with the environment.

##### 2. The Aspects of Self-Concept

According to Brook (2008 in Syakir: 2009), the aspects of self-concept are divided into three. They are as follows:

a. Academic Self-Concept

It relates to individual's perception about his capability, achievement, and self-confidence in academic life. The students' perception itself is influenced by others' perceptions toward him especially teachers and classmates. If the teacher believes the students' capability, the students also trust their capability. Then, they may feel others accept them. Unconsciously, there is a high motivation and desire inside the students' self-concept to get a good achievement.

In addition, Jones and Grieneeks (in Syakir, 2009) say that self-concept is the best non-intellectual factor to determine students' achievement. Many observations showed that individual perception about his capability will influence his motivation to get a good achievement. In brief, it shows that the importance of self-confidence, self-regard, and self-acceptance is determining a success.

b. Social Self-Concept

It relates to one's social role, his perception toward his role, and the ability to make relationship with other people. This aspect focuses on one's role as a social person in the family and society and how the family and environment treat someone and influence one's self-concept.

c. Personal Self-Concept

It relates with individual's perception about his property like physical appearances, the way of thinking, and feeling value toward

himself. It relates to one's characteristic or trait personality like attitude, value, and belief such as self-confidence, honesty, and trustworthy.

The academic, social and personal self-concept is the indicators from the self-concept that is used in this research. Academic self-concept is the students' concept in their academic life such as their ability, achievement and interaction with environment in academic life. Social self-concept is the concept of students in their family life or interaction with other people in social environment. The personal self-concept is the students' concept in thinking and feeling about themselves.

### **3. The Kinds of Self-Concept**

#### **a. The Positive Self-Concept**

Positive Self-Concept is an extensive knowledge and variety of someone based on the actual, realistic expectations of himself and high self-concept. This is confirmed by Burn cited in Arsito (2008) who says "if someone has a positive self-concept, it means that he will assess, appreciate, feel, and live with him in a positive way".

The man who has a positive self-concept will be more optimistic, confident and always have positive attitude for everything, and think that failure is an experience because failure is a valuable lesson to move forward. People with the positive self-concept will be able to appreciate themselves and see the things that can be positive for the success in the future.

Rakhmat (2008: 105) states that the characteristics of people who have positive self-concept are:

- 1) having confidence in his ability to overcome the problems,
- 2) feeling the same with others,
- 3) accepting the praise naturally,
- 4) appreciating that everyone has different feelings, desires and behaviors,
- 5) being able to improve himself because he was able to change aspects of personality that do not like and try and change it.

b. The Negative Self-Concept

Negative Self-Concept is an incorrect understanding of someone. The negative self-concept makes someone feels weak and powerless. He thinks that he cannot do anything. He also feels that he is incompetent, failed, unlucky, and uninteresting in attraction for life and he tends to be pessimistic for life and fear to face opportunities.

Someone with negative self-concept will be easy to surrender before war and he will blame himself or other people. He just believes with his ability but cannot reach anything that is valuable in this life.

Rakhmat (2008: 105) states that the characteristics of a person who have negative self-concept are that:

- 1) he is sensitive or resistant to be criticized and easily upset when criticized or being dropped his dignity,

- 2) he is very responsive when he gets praise. Sometimes, he pretends to avoid the praise,
- 3) he is hypercriticism toward others. He always complains, criticizes or underestimates anyone. Sometimes, he does not want to give praise to others,
- 4) he feels that other people do not like him. He sees others as enemies,
- 5) he is pessimistic and reluctant to compete with others in the achievement.

#### **4. The Self-Concept Process**

The self-concept is formed through a learning process from young to adult. Environments, experiences, and parents' education give significant influences to the self-concept formation.

Parents' and environments' attitude will be the subjects of information for students to evaluate who he or she is. Therefore, a student who is grown up in the negative and mistaken way of parents' education and less support environment tends to have negative self-concept. This case is caused by parents' attitude, such as beating, neglecting, humiliating, never giving praise, and getting easy to get angry, etc. All of those things will be considered by him as punishment for his weakness, his mistakes, or his stupidity. If the environment gives positive and good attitude, the student will feel precious and as result, his or her positive self-concept will grow. The self-concept has dynamic characteristic and the meaning is not free from change. There are some aspects that cannot

endure in the longtime, but the change of it suitable with a moment situation. For example, a student feels he is smart and always gets good mark but in other time, he gets a bad mark. In that moment, he will feel stupid. Because he has the positive belief, so he will try to improve his mark.

From the explanation above it can be concluded that the self-concept process is formed from youth until adult. The self-concept is a learning process in interacting with others and it is influenced by many factors such as environments, experiences, and parents' education.

#### **5. The Factors of Self-Concept**

There are various factors that can influence the information of a person's self-concept. Generally, self-concept is influenced by others. The details of the influent factors of self-concept are as follows:

##### **a. Parents Educating Method**

Parents educating method is a significant factor in the self-concept's shaping. The parents' positive attitude will grow the positive concept, positive thinking and appreciation of their children. Whereas the parents' negative attitude will make a child ask and get assumption that he or she does not get enough appreciation to love and respect.

##### **b. The Failure**

The failure that continuously happens often arises some questions for a student and finally he or she will conclude that the cause of all

failure is from his or her own weakness. Failure makes somebody feel useless.

c. Depression

A person who is in depression will have negative thinking in viewing and responding everything in evaluating himself. All of situations or neutral stimulus will be inferred negatively.

d. Internal Criticism

The internal criticism is needed to make someone have high consciousness of his attitude. It is often functioned as the regulator or directions to act and behave, so our existence is received by community and able to adapt well.

Rakhmat (2008: 101-104) says that there are two factors that influence the self-concept. Those are:

a. Other People

Marcel in Rakhmat (2008: 100) says that the existential philosophers tried to answer the mastery of existence and of being. He wrote about other people's role in understanding ourselves, "the fact is that we can understand ourselves by starting from other, or from the others and only by starting them".

For the first time, I know myself from other people. How you evaluate yourself will shape my concept. For example, I am an ordinary English student, I get scholarship and the people consider that a student who gets scholarship is a clever student and other students give a name

him as the best student. The self-image has shapes, intends to defend the self-image, I am clever student, therefore I must succeed, I am truly success, my self-concept has been shaped because the other people praise.

Sullivan in Rakhmat (2008: 100) says that if we are respected by other people as just the way we are, we will feel happy and like our condition. On the other hand, if the people underestimate, blame and refuse us, we will not like ourselves. The only nearest people are the ones who give the strongest influence.

#### b. Reference Group

In the society, we have to be a member of many groups such as neighborhood association, football association, English students association, etc. Every group has its own norms. There is a group that binds us emotionally and the group is influenced by their group characteristic toward our concept formation. It is called reference group. With the group, people strive their attitudes and adapt themselves.

From the explanation above, it can be concluded that self-concept is influenced by family or parents educating method, failure, depression, internal criticism and also other people and reference group. There are the factors of self-concept that influence the self-concept of the person.



## 6. The Factors that Influence Self-Concept

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## **B. Pronunciation**

Pronunciation plays an important role in the process of foreign learning. Proper pronunciation and ability to understand other speakers can be the most importance for English language learners. For good or bad, pronunciation is the most noticeable factor when people communicate or the first time.

### **1. The Definition of Pronunciation**

Pronunciation is the form of verb pronounce. According to Hornby (1995: 928) to pronounce is to make the sound of a word or letter particularly way. Pronunciation refers to the production of sounds that we use to make meaning.

According to Ramelan (1985: 5) pronunciation is one of the most important components of English to make oral communication with others. When we communicate with orally with other people we should not only have a good vocabulary but also a good pronunciation.

Based on the statements previously, the researcher concludes that pronunciation is the way to produce the sound of a word or letter of language. Pronunciation is also known as the production of the speech sound.

## **2. English Speech Sounds**

Wahyukti (2010:25) states that speech sounds are defined as sounds produced by the human speech organ. Speech sounds in English are mainly divided into two big classes. Those are vowel sounds consonant sounds.

### **a. Vowels**

A vowel is a speech sounds produced by vibrating vocal cords and continuous unrestricted flow of air coming from the mouth. English vowels are distinguished into two types. Those are pure vowels (monothongs) and diphthongs. Pure vowels are those produced by the organ of speech remaining in a given position of one sound and they are represented by a single character, for example: /i/, /e/, /a:/, /u:/ as in big /bIg/, wet /wet/, far /fa:ʔ/, food /fu:d/. The two first vowels in that example are called short vowels, and the last two sounds belong to long vowels.

There are twelve kinds of pure vowel:

Table 2.1  
Kinds of Pure Vowels

Symbols	Key-words	Phonetics transcription
/i:/	Feel	/fi:l/
/i/	K <u>i</u> ll	/kil/
/ɛ/	P <u>e</u> n	/pɛn/
/æ/	C <u>a</u> t	/kæt/
/ə:/	T <u>u</u> rn	/tə:n/
/ə/	<u>A</u> bout	/əbaut/
/ʌ/	En <u>o</u> ugh	/inʌf/
/ɑ:/	M <u>a</u> rch	/mɑ:tʃ/
/o/	S <u>o</u> p	/stop/
/ɔ:/	W <u>a</u> lk	/wɔ:k/
/u/	P <u>u</u> sh	/puʃ/
/u:/	F <u>u</u> it	/fru:t/

(Wahyukti, 2010: 14)

Diphthongs are produced by the organs of speech making a change in position (from one vowel position to another vowel position) namely the tongue starts in the position of /ɛ/ and glides forward in the production of /ɛi/ as in *cake, take, main*. In other words diphthong is combination of two vowel sounds.

Table 2.2  
Kinds of Diphthongs

Symbols	Key-words	Phonetics transcription
/eɪ/	P <u>a</u> in	/peɪn/
/aɪ/	H <u>i</u> gh	/haɪ/
/ɔɪ/	Em <u>pl</u> oy	/ɪmplɔɪ/
/aʊ/	D <u>o</u> wn	/daʊn/
/ou/ or /əʊ/	H <u>o</u> me	/houm/ or /həʊm/
/ɪə/	H <u>e</u> ar	/hɪə/
/ɛə/	Th <u>e</u> re	/ðɛə/
/ʊə/	P <u>o</u> or	/pjuə/

(Wahyukti, 2010: 14)

## **b. Consonants**

Consonants are produced when there are some obstructions to the flow of the air along the vocal track, especially in the mouth cavity.

### **1) The Place of Obstruction**

Consonants are produced by obstruction that happens above the larynx, especially in the mouth cavity. The wide variety of consonants that may be produced by the speakers is based on what articulators are used to obstruct the air.

Most consonants are sounded by the flow of the air through the nose. Thus, the term 'consonant' cannot be clearly defined, that is sounds which are not vowels are consonants. The English consonants are distinguished into several types as following:

- a) *bilabial consonants*, in which the obstruction is formed by the lower and upper lips. For example: /p/, /b/, /m/, /w/.
- b) *labiodentals consonants*, in which the obstruction is formed by the lower lip in touch with the upper teeth. For example: /f/, /v/.
- c) *apico dental or dental*, in which the out-going air is obstructed of the tongue and the upper teeth. For example: /θ/, /ð/.
- d) *alveolar consonants*, in which obstruction is formed by some parts of the tongue (either the tip or blade of the tongue) and teeth ridge or gum. The examples for the tip of tongue against the teeth ridge are sounds /t/, /d/, /n/, /l/, /s/, /z/, /r/, when the blade of tongue

is in contact with an area slightly back of the teeth ridge, the sounds are /ʃ/, /ʒ/; these are called palato-alveolar consonants.

e) *palatal consonants*, in which the air flow is obstructed by raising the front part of the tongue in the direction of the hard palate, as in producing /j/.

f) *velar consonants*, in which the air obstruction is formed by raising the back or dorsum of the tongue in contact with the soft palate or velum, for example in producing /k/, /g/, /ŋ/; these may also be called dorsovelar consonants.

g) *glottal consonants*, in which the obstruction of the air is formed at the glottis, that is either by putting the two vocal cords in close contact or by separating them, for example /h/, /ʔ/.

## 2) Manner of Obstruction

The types of consonants are also determined by the way how the air is obstructed or by the manner in which the air is interrupted. The air passage may be either completely closed or partially obstructed by two articulators in the production of consonants. English consonants have several types, those are:

a) *plosive or stop consonants*

Plosive are consonants with the characteristics that when they are produced; two articulators are moved against each other so as to form a complete obstruction or a structure that no air can escape. The air is allowed to escape with a slight puff or

explosive sound; for example in the production of /p/, /b/, /t/, /d/, /k/, /g/. Those consonants are produced at different places of obstruction.

b) *fricative*

Fricatives are consonants with the characteristic that when they are produced, the outgoing air is partially obstructed; it is because the two articulators come closer to each other in such a way that there is a narrow opening left for the air to escape. When the air is forced to go out through a small passage, this causes a frictional or a hissing sound; such as /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.

c) *affricative*

Affricatives are rather complex consonants. They begin as plosives and end as fricative. It is the same as a plosive in that there is a complex obstruction somewhere along the speech tract at the beginning; but then this closure is gradually released so that the plosive sound is immediately followed by a frictional sound. For example, /tʃ/, /dʒ/.

d) *nasal*

In the production of nasals, the air passage is completely closed at some points in the mouth cavity so that the air can pass but the soft palate is lowered that is why the air can go out through the nasal cavity as sounds /m/, /n/, /ŋ/.

e) *lateral*

The characteristic of lateral is there is a complete obstruction made by two articulators (the tongue and teeth ridge) at the centre of the mouth, so that the air passes out through one side or both sides of tongue. The nasal cavity is closed by raising the soft palate. The lateral consonant is /l/.

f) *semi-vowels or glide consonant*

Semi-vowels consonants have another name that is 'approximant. The way of producing semivowel is the same as that of producing vowels, but they function as consonants. In short, they are phonetically like vowels but phonologically like consonants. The sounds: /j/ and /w/ belong to semivowels.

### **3) The Movements of Vocal Cords**

In the production of consonants, the vocal cords in the larynx may or not be made to vibrate simultaneously. When the production of a consonant is followed by the vibration of the vocal cords is said to be voiced; when it is not accompanied by the vibration of vocal cords is said to be voiceless. English consonants can be divided into two groups, they are voice and voiceless (most of them go in pairs). Two consonants are said to be in pairs when they are produced in the same manner of obstruction and at the same point articulation; they are only different in the case of the activity of the vocal cord. For example, the voiceless /p/ has the voiced counterpart /b/.



Based on the variable, the English consonants are classified into two groups: voice and voiceless. There are some pairs of consonants with the same place and manner of obstruction.

Voiceless : /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/, /h/.

Voiced : /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/.

#### 4) Chart of English Consonants

Table 2.3

Manner of articulation	Point of articulation															
	Bilabial		labiodental		Dental		Alveolar		Palato alveolar		palatal		Velar		Glottal	
	vl	vd	vl	vd	vl	vd	vl	vd	vl	vd	Vl	vd	vl	vd	vl	vd
Plosive	p	b											k	g	ʔ	
Fricative			f	v	θ	ð	s	z	ʃ	ʒ						h
Affricative									tʃ	dʒ						
Nasal		m						n						ŋ		
Lateral							l							(l)		
Semivowel/ approximal		w										j				
							r									

### 3. The Importance of Learning English Pronunciation

In daily conversation, students should know how to pronounce the words well, because it is important for a speaker to understand the conversation. The learners can speak fluently if their pronunciation is good. They will stop the conversation if they cannot pronounce the word although in seconds.

On the other hand, if they are good at pronouncing words, the listeners judge the speaker's overall language ability is good.

### **a. In General**

- 1) Native speaker will comprehend their pronunciation. In the daily life, we can meet native speaker in public area such as in the temple, beach, mountain, and so on, if we have good pronunciation, we can speak in enjoyable conversation. Besides, the native speakers will catch our words.
- 2) There is no embracement for speaker or listener. If we have conversation with native speakers and we are good pronunciation, we have not embracement to speak up with them. We enjoy the conversation without any humming.

### **b. In Classroom Activities**

- 1) The students will get good score in pronunciation class. The teacher can assess the students' pronunciation. If she or he has a good pronunciation, she or he will get good or best score.
- 2) The students can catch what the other say if their pronunciations are good.

## **4. The Factors Influencing Pronunciation**

There are many factors that can be influence in teaching and learning of pronunciation skills (Cunningham, 2002:1).

### **a. Age**

Some researchers argue that the age will affect the performance of the brain or other organs. The more mature person's increasingly

difficult to learn something. For example, learning about pronunciation in early childhood will be more easily absorbed than adulthood.

b. Ability

All the learners have same chance to learn something. In this case, the students can study pronunciation in the same opportunity. While their ability to learn pronunciation is different. The difference of the learners' ability can influence pronunciation.

c. Learners' Attitude and Motivation

Learners' attitude toward the target language and their motivation to learn pronunciation can support or obstruct the development of pronunciation.

## 5. The Problem in Pronunciation

According to Wahyukti (2010: 4), there are some problems in pronunciation. The problems are:

- a. The differences sound system between English and Indonesian. In Indonesian language, there is no sound /ɛ/ /æ/, /ə/, /ʌ/, /ɔ/, /cɪ/, /əu/, /εə/, /lə/, /f/, /z/, /θ/, /ð/, /dʒ/ and /ŋ/.
- b. The learning of the new sound system, the learning of the new vocabulary system and how to apply words into unfamiliar sentences patterns of the language.
- c. The written form is different from the spoken form as happens in English. When Indonesian learners see a word 'table' for example, they

- say /tabel/ not /teɪbəl/ or others. But in English written form is different with spoken form. The word 'enough' for example, it will sound /ɪˈnʌf/.
- d. The difficulty of the movements of his speech organ to produce the speech sound. It will be difficult for him to change the habit of moving his speech organ to produce the foreign speech sound.

The difficulties faced by the learners in studying a foreign language is caused by the different elements found between their own language and the target language. The learners are confused to identify the foreign sound.

The differences between own language and target language can be seen in the vowel, diphthongs, and consonants. But there are similarities between the sound system of Indonesian and English. For example, /a/, /i/, /u/, /e/, /o/, /p/, /t/, /g/, /h/, and so on.

### **C. The Relevant Study**

In conducting this research, the relevant studies are considered as the reference of this thesis namely:

The first research that has been done by: Citra Annisa Wahyuni, 2010. "The Correlation between Self-Concept and English Speaking Ability of Students at the First Semester of English Department at Muhammadiyah University of Purwokerto in the Academic Year of 2009/2010". The method used in this thesis was correlation method. The result of the research indicated that the result of chi-square formula or  $x^2_{\text{counted}}$  was 15,32 and the

result of  $\chi^2_{table}$  in level of significance 1% with  $db= 4$  was 13.28. The result of chi-square counted was higher than  $\chi^2$  table ( $15.32 > 13.28$ ).

The second research is by: Titan Hilmawan, 2015. "The Correlation between Students' Self-Concept and Their Interpersonal Communication Skills". The method used in this thesis was correlation method. The result of the research indicated the product moment showed that the value of  $r_{xy}$  was 0.92. Then the  $r$  table value of 5% significance and  $N= 34$  was 0,34. Therefore,  $r_{xy} > r$  table with  $0.92 > 0.34$ .

#### **D. Basic Assumption**

In communication students should have bravery in delivering the information in every condition, whether in front of the class while teaching and learning process or not. Especially, students need to be more confidence. The confidence comes from self-concept, it means that come from how students observe their selves. By observing, someone will get an idea of whom and how he is. However, communicating should support by self-concept.

In conclusion, self-concept is the important aspect in a person because a person's self-concept is a frame of reference in interacting with environment.

## **E. Hypothesis**

According theoretical review and basic assumption above the hypothesis compiled “there is a positive significant correlation between self-concept and English pronunciation of the students”.

