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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of the most important language skills besides listening, reading and writing, that should be mastered, particularly by English learners. Moreover, it will identify that somebody is able to master a language. In relation to the statement above, Nunan (1991, p.25) said that he defined the ability to function as another language is generally characterized in term of being able to speak the language.

Speaking skills can serve as the improvement and enhancement of other language skills. It should be important to test the learner's speaking ability directly if it is important to recognize a learner can speak a second language or not. Speaking is an important section of the language syllabus in communicative language teaching. In a general English curriculum, speaking is a significant channel of communication. Therefore, oral proficiency testing has become one of the most central topics in language testing and with the advent of communicative language teaching, the role of speaking ability has become more important (Nakamura, 1997, p.141).

In leaning speaking, especially for education institution, speaking is usually a priority for English language learner to measure their achievement in learning language. Pertaining to the ideas above Nunan (1989) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. If students are able to speak English

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well, they are indicated as successful students in learning language especially. So, students need to practice their speaking in term of communication frequently either in the classroom or real conversation. There are three aspects that the teacher must concern about. Those are pronunciation, grammar, vocabulary, fluency and comprehension. Pertaining with the idea above, Wahyudi (2016) stated that by mastering the components involved in speaking; pronunciation, listening, and grammar skills, speakers can produce a good spoken language.

In fact, speaking English is not easy to be developed in many schools because English is a foreign language. Students prefer to use their mother tongue than English. Also, the environments do not support them to speak English. So, they seldom use English whether in the classroom or real conversation. That is why many of students are still difficult to speak English in their life. Those problems usually happen in some schools for example State Senior High School 2 Pekanbaru.

State Senior High School 2 Pekanbaru is one of the schools in Pekanbaru. As a formal education, this school also presents English language to students as a subject especially in speaking ability in the learning process of English. State Senior High School 2 Pekanbaru is one of the schools that use Curriculum 2013 (K13) as the guidance in conducting the learning process of English. Base on Curriculum 2013 (K13), the purpose of learning English in Senior High School level is that the students are able to communicate in social interaction by conveying the meaning in oral skill and then giving response or comment to the speech. In teaching speaking, teachers should be able to guide

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the students in a learning situation in order to enable them to master because speaking is the key to communication.

Based on the quotation above, it is very clear that the speaking skills require a lot of aspects that must be mastered by high school students, which means that if a student does not master the aspects required in speaking as required by the curriculum the teaching of speaking, his/her English has not been effective. In this school, it is shown that some of the students still had difficulties and problem in learning English, especially in speaking ability. In the reality, activities in teaching and learning process in State Senior High School 2 Pekanbaru, English teacher used the traditional strategies. It caused the students' cognition not stimulated well to learn English, especially in speaking ability. English is taught twice a week with the duration 90 (2x45) minutes and the passing grade (KKM) in that school especially in speaking is 65, where the students are intended and able to express monologue text accurately, fluently, and rhyme to interact with their surrounding orally. The explanation of the rubric for Minimum Competence Criteria(KKM) can be seen as follows:

Table 1.1
Minimum Competence Criteria

No	Score	Mark	Competency
1.	81 – 100	A	Students can express very well monologue texts orally very accurately, and fluently to interact with their surroundings
2.	61 – 80	B	Students can express well monologue texts orally accurately, and fluently to interact with their surroundings
3.	41 – 60	C	Students have limited skill to express monologue texts orally in order to interact with their surroundings
4.	21 – 40	D	Students have little skill to express monologue texts orally to interact with their surroundings
5.	0 – 20	E	Students have no skill to express monologue text orally to interact with their surroundings.

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In fact, the students cannot achieve the Minimum Passing Grade in Speaking, where the students are able to express well text monologue accurately, fluently, and rhyming to interact with their surrounding orally.

Nowadays, although learners have learned English for years, many of them are still incapable to use English in communication. These may be caused by the limitation of opportunities to practice, lack of vocabulary, or psychological factors which more concern to the fear of making mistakes when they were speaking English. One of the psychological factors was self concept. Meanwhile, Weiten, Dunn, & Hammer (2012) defined a self-concept as a collection of beliefs about one's own nature, unique qualities, and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easygoing' or 'I am pretty' or 'I am hardworking'.

Therefore, there is lack of grammar, vocabulary, bad pronunciation and comprehension that has mentioned above caused by various factors. One of the factors that are variable X (students self-concept). Based on Fitts in Agustiani's research, (2009, p.138), self-concept (the collection believes of themselves) is an important aspect of someone. It is the frame of reference in interaction with other people and the environment. It means that self-concept is needed in interactional process. Therefore, the authors wanted to find a relationship between variable X and variable Y.

Based on the preliminary study in State Senior High School 2 Pekanbaru, the researcher did an interview with the English teacher (Ms. Fera

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Afriliyani S.Pd). The researcher got some problems faced by students, such as: some of students liked to speak by using their mother tongue or Indonesian in the classroom and they were shy to speak English because they did not know what to say. So, it was very clear if students still found problems and difficulties in English, especially in speaking. The problems that still faced by students were indicated in some phenomena as follows:

1. Some of students were not able to speak English grammatically.
2. Some of students did not know how to use their own thinking or idea in speaking English.
3. Some of students lacked of vocabulary.
4. Some of students were not able to pronounce English accurately.
5. Some of students were not able to speak English fluently.

Based on phenomena above, it is clear that some of the students at State Senior High School 2 Pekanbaru still have some difficulties in speaking. The researcher believed that self-concept can influence the students to not fear of making mistakes to speak in English. The students who have a good self-concept will try to motivate themselves and they will be brave to show on in their speaking performance. Those phenomena also can influence their achievement because some of the students get a score under the passing grade. Therefore, the researcher is interested in conducting a research entitled: **“THE CORRELATION BETWEEN STUDENTS’ SELF CONCEPT AND THEIR SPEAKING ABILITY AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 2 PEKANBARU”**.

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B. Problem

1. Identification of the Problem

- a. How was the students' speaking ability in English?
- b. What were the commonly problems that appear in students' speaking ability?
- c. How was students' ability to improve their speaking in English?
- d. How was students' understanding in order to use correct grammatical when they are speaking English?
- e. How were students able to speak English fluently?

2. Limitation of the Problem

The problem of this research only focuses on the students' self-concept and their speaking ability of the eleventh grade at state senior high school 2 Pekanbaru.

3. Formulation of the Problem

The problems of this research can be formulated in the following research question :

- a. How is self-concept of the eleventh-grade students at State Senior High School 2 Pekanbaru?
- b. How is the Speaking ability of the eleventh-grade students at State Senior High School 2 Pekanbaru?
- c. Is there any significant correlation between Self-concept and Speaking ability at eleventh-grade students of State Senior High School 2 Pekanbaru?

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C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out about the self-concept of the eleventh-grade students at State Senior High School 2 Pekanbaru.
- b. To find out about the Speaking ability of the eleventh-grade students at State Senior High School 2 Pekanbaru.
- c. To find out if there is a correlation between students' self-concept and students' speaking ability or not at the eleventh grade of State Senior High School 2 Pekanbaru.

2. Significance of the Research

- a. Hopefully, this research is able to contribute the writer as a novice researcher especially in learning how to conduct a research.
- b. Hopefully, the result of this research is also hoped to be useful and valuable especially for the students and teachers in teaching and learning process.
- c. Furthermore, the research findings are also expected to be useful and positive information for other researchers
- d. Finally, the research findings are also expected to be practical and theoretical information.

D. The Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out her research. This research is investigated for the following reasons :

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1. The title of this research is relevant to the writer's states, as a student of English department study programme.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of the research facilitates the writer in conducting the research.

E. Definition of the Term

There are so many terms involved in this research. In order to avoid misunderstanding toward the terms used, thus, the following terms are necessarily defined as follows :

1. Correlation

Based on Oxford learner's pocket dictionary (1980, p.92), correlation is close to relationship or connection. In addition, according to Creswell (2008, p.356), a correlation is statistical test to determine the tendency or pattern for two (or more) variables or sets of data to vary consistently. So, in this research, correlation is the relationship between self-concept and students' speaking ability at Twelfth Grade of State Senior High School 2 Pekanbaru. Self-concept is as variable X and students speaking ability is as variable Y. Variable X is the independent variable and Y is the dependent variable.

2. Self-Concept

Richards in Longman Dictionary (1992, p.326) stated that he defined the self-concept is the image a person has of himself or herself. A

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measure of a person's self-concept is sometimes included in the study of affective variables in language learning. Besides, Byrne (in Margalit Malka's book) claimed that he defined the self-concept in general terms is an individual perception of himself. And in specific terms, self-concept is an individual's activities, feelings and knowledge about his abilities, skills, appearance, and social acceptability. The existence of self-concept is very important for the students in their speaking English because students develop self-concept as they form self-perception of their academic efficacy through experience in the classroom environment.

3. Speaking Ability

Based on Oxford learner's pocket dictionary (1980, p.92), Speaking is one skill in studying language, not only in English language but also in the other languages. Speaking is a talk to somebody about something, we use our voice to say something. We learn speaking skill in order to communicate with each other, using speaking we can deliver our message to other people.