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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Self Concept

Self-concept is the information that they have about themselves, what they think and what they like. A person's self-concept is his/her knowledge about himself/herself. Similar to how they can know about the other people and know the facts about how they tend to think, and what they enjoy doing, and what their temperament is like, he can also know these things about himself. Some people have much stronger self-concepts than the others, probably because processing a self-concept in much detail requires reflection on one's own self and behavior.

A self-concept is 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. A self-concept might include such beliefs as 'I am easygoing' or 'I am pretty' or 'I am hardworking.

Self-concept is the psychology terms which is also called self-construction, self-identity, self-perspective or self-structure as a collection of beliefs about oneself. Carl Rogers (1959) believes that the self-concept has three different components: The view you have of yourself (self-image), how much value you place on yourself (self-esteem or self-worth),

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what you wish you were really like (ideal self). From this statements, self-concept has three components that include to yourself.

The self-concept is a characteristic inherent in the personality of every individual. But different individuals have self-concept in varying qualities as suggested by the term “positive and negative” self-concept and in varying quantities as implied by the term “low and high” self-concepts. Self-concept is therefore defined as an organized and consistent way an individual thinks, feels, and reacts to issues concerning himself or herself arising from his/her personal experience in life.

Griffin (2003, p.423) also state that Effective communication in speaking is influenced by superficial cause’s self-concept, motivation to interact with strangers, reaction to strangers, social categorization of strangers, situational process, and connection with strangers. Then those superficial causes are simplified to become the basic cause’s uncertainty management and anxiety management which is process moderately to be mindfulness, and the outcome is effective communication. It means that self-concept is related to speaking skill which is one of the elements in superficial causes; if the self-concept is low it causes uncertainty feeling, so it leads to ineffective communication or fails in speaking as a result of a language. By having a low self-concept, learners are hampered to speak English well, because they prefer to be inactive, ashamed to express their idea and afraid to make mistakes. To know the self-concept of students is

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needed for teachers or instructors to improve students' English speaking ability.

According to Fitts in Agustiani (2009, p.138), "Self-concept is the important aspect of someone. It is the frame of reference in interaction with the environment". It means that self-concept is not heredity factor but it develops from experiences continuously and differentiated. The basic of self-concept is formed in the children ages and it will influence their future life.

According to Engler (2009, p.361), the self-concept is a portion of the phenomenal field that has gradually become differentiated. It is composed of those conscious perceptions and value of me or I, some of which are a result of the organism own valuing of its experiences and some of which have been rejected or taken over from important others. Meanwhile, Weiten, Dunn, & Hammer (2012) stated that a self-concept is 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.'

Pastorino & Doyle-Portillo, (2013, p.234) states that Self-concept is our perception or image of our abilities and our uniqueness. At first, one's self-concept is very general and changeable. As we grow older, these self-perceptions become much more organized, detailed, and specific. It means that self-concept is about how people see themselves and how they

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think about themselves which is formed through experiences in their life that are gotten from the interaction with their environment. The way people perceive themselves, it will affect their own self-image and will affect how they relate to them. It will affect them either positively and negatively. Someone who has a negative self-concept will see that he is weak, do not do anything, incompetent, failed, poor, unattractive, unpopular and did not have an attraction to life.

Self-concept and communication skills are dependent on each other. According to Seiler (1996, p.65) in the journal of Azizah Rajab & Atirah Izzah (2009), the self-concept is determined by our experiences and communication with other. On the other hand, Seiler (1996, p.76) has also stated that their self-concept affects everything they do, especially our communication with others. It is clear that self-concept can ensure people by their experiences and make them brave to communicate with others.

Marsh & Hau in Lama Majed Al-Qaisy and Jihad Turki (2011) found that on their research is the speaking had a significant effect on self-concept, the family background, and the school background had a significant effect on self-concept. It means that positive self-concept is very important in our soul in order to make the good motivation for communication, family background, and school background.

A person's self-concept consists of the beliefs one has about oneself, one's self-perception, or, as Hamlyn in Sarah Mercer (1983,

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p.241) expresses it, the picture of oneself. It is not the facts about oneself but rather what one believes to be true about oneself.

Meanwhile, Bandura in Margalit (2010, p.49) said that the definition for self-concept is such self-construct that have relation to children's social competence and academic achievements. It means that Self-concept can influence students speaking ability and make their academic achievements good.

Self-concept has been defined as a composite view of oneself, consisting of several domains such as academic self-concept and social self-concept. Children possess a psychologically relevant self-concept from early developmental stages (Goodvin, Meyer, Thompson, & Hayes in Margalit Malka, 2008, p.50).

According to Thrash & Elliot (2002) in the journal of Lama Majed Al-Qaisy and Jihad Turki, self-concept is the totality of our impressions, thoughts, and feelings such that we have a continuing conscious sense of being. It is a composite of ideas, feelings, and attitudes a person has about himself. It includes one's self-esteem sense of personal worth, and one's sense of who or what one would like to be or one's ideal self.

According to Shavelson et al., 1976 in journal Asma-Tuz-Zahra, Dr. Lt. Col (R) Manzoor H. Arif and Muhammad Imran Yousuf said that they conducted the multifaceted and hierarchical model of self-concept suggested that general self-concept has four domains: the academic self-

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concept, social self-concept, emotional self-concept and physical self-concept.

The academic self-concept can be divided further into second-order specific subject self-concepts like English, History, Mathematics, and Science etc. which can explain learner achievement in each subject. Social self-concept can be divided into peer self-concept and significant others self-concept. Emotional self-concept refers to specific emotional states such as anxiety, love, happiness, depression, and anger. The physical self-concept comprises physical ability and physical appearance self-concepts. The overall sense of self thus appears to be divided into at least three separate, but slightly related, self-concepts i.e. academics, emotional, and nonacademic.

According to Brook in Enni Erawati Saragih (2009, p.5) the aspect of self-concept is divided into three, they are; Academic Self-Concept; it is related to individual's perception about his/her capability, achievement, and self-confidence in academic life. Personal Self-Concept; it is related to individual's perception about his/her property like physical appearances, the way of thinking, and feeling value toward him/herself which relate to one's characteristic or tray personality like attitude, value, and belief such as self-confidence, and honesty. Social Self-Concept; it is related to one's social role, his/her perception toward its role, and the ability to make a relationship with other people.

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2. The Nature of Speaking Ability

Speaking is an important aspect of language learning. By speaking we can get information or ideas. Speaking is oral communication which maintains a social relationship with the others. Contrary, most learners think that speaking is the most difficult skill when they learn English as a foreign language.

According to Oxford Advanced Learner's Dictionary (2000, p.443) the definition of ability is skill or power, however speaking ability is skill or power to express ideas, opinions or message orally. It means that Speaking ability is the ability to communicate orally. It is not only to apply the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and the rule of grammar.

Nunan in Language Teaching Methodology (1995, p.39) states in his book that to most aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. For most second or foreign language learners, speaking skill is somewhat difficult. This probably because they think that the target language is different from their native language. And sometimes they feel it affects the mastery of another language.

According to Burns and Joyce (1997) in the journal of Aghdam, Zahra Shirinzadeh (2012) stated in her journal that speaking is an interactive process of constructing meaning, which involves the receiving,

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processing, and production of information. It is a social activity because it is enacted for the purpose of communicating certain thoughts to the listener to make himself understood. The speaker must hold the listener's attention with ease and fluency. So that it is clearly, tests of speaking attempt to determine whether the examinees have the ability to communicate accurately and effectively in real-life situations.

On the contrary, for most people, speaking is the most difficult part when they learn a foreign language. There are many obstacles to mastering English. They do not want to convey their ideas and discuss with their classmate. The students do not want to ask the teacher about material related to the lesson. They are just being the passive students without any questions, and criticize during the lesson. According to Adams and Frith in Hughes (2003, p.131), grammar, vocabulary, pronunciation, fluency, and comprehension are the important items to pay attention for having good ability in speaking, especially in English. It means that speaking assessments need grammar, vocabulary, pronunciation, fluency, and comprehension for having good ability in speaking.

3. The Factors Affecting Students' Speaking Ability

Tuan & Mai (2015) explained the factors affecting students' speaking ability. The researcher got some of them as follows:

- a. Performance conditions. Students perform a speaking task under a variety of conditions.

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- b. Affective factors. One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990).
- c. Listening ability. Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation.
- d. Topical knowledge. It provides enables learners to use language with reference to the world in which they live.
- e. Feedback during speaking activities. Most students want and expect their teachers to give them feedback on their performance. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

In addition, there are some factors that influence the students in the learning process. Latha (2012) said in his research that some factors influence speaking ability as follows:

- a. Learner's Inhibition. The most common problem encountered by the learners in the language acquisition process is the learner's inhibition. Speaking activities require learners to have all eyes on him/her; Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. So, the students choose to be silent because of worrying about making many mistakes in speaking

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- b. Lack of Motivation. Lower motivation level or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all. Actually, the students can talk little by little when they are able to motivate themselves.
- c. Lack of Subject Matter. Another common problem seen in the learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.
- d. 4) Lack of Proper Vocabulary. In all of English skills, vocabulary is the most basic that should be mastered by people, especially for the ones whose English is a second language. Lack of vocabularies will affect the students' speaking ability. They will be difficult to understand if they just know limited vocabularies. The more vocabulary students have, the better they comprehend one language.
- e. Lack of Confidence. A constant practice and patience are necessary to learn the English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.
- f. Improper Listening Skill. The central role of listening comprehension in the second/foreign language acquisition process is now largely

accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the others response through attending by means of the listening process. In fact, during the interaction, every speaker plays a dual role- both as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

- g. Anxiety. Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak English.
- h. Strong and quick learners domination in the class. A large and mixed ability class is another factor affecting the language acquisition process. In these classes, we have both strong and weak learners, strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners do not get an opportunity in the presence of the strong ones, which results in the shrinking of the weak learners.

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- i. Family background. The environment and family background play a vital role in the learning process. Nowadays, many families background is familiar with English, they always practice and teach their children oral English. This makes English also familiar to their children
- j. Rural Background. Rural background of the learners where English is generally not used is another cause affecting the learning process. Most of the learners coming from rural backgrounds are first generation learners of English Language. Their parents were farmers and uneducated. They lack guidance from their elders in this aspect. When learners of such background are asked to do a speaking activity, they end up in saying nothing. Even if they try to speak, they often tend to use their mother tongue, resulting in the failure of the learning process
- k. Excessive use of mother-tongue. Learners generally tend to make an excessive use of their mother tongue when it comes to the activities in productive skills namely speaking and writing. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother tongue and then translate it into English, which often results in mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice.

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1. Lack of proper orientation. Even though some learners have learned the language at their school levels, they are unable to produce even a single sentence without a grammatical error. The basic reason for this is learning the subjects from the examination point of view. The learners, their parents as well as the teachers lay more stress on the group/core subjects and very less importance is given to English language. This attitude makes the learner ignore the language.

4. Speaking Ability Assesment

Brown (2001) in details explained the proficiency description of scoring oral ability, which comprised five aspects as in the following:

- a. Pronunciation
 - 1) Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
 - 2) Accent is intelligible though often quite faulty.
 - 3) Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
 - 4) Errors in pronunciation are quite rare.
 - 5) Equivalent to and fully accepted by educated native speakers.
- b. Grammar
 - 1) Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

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- 2) Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
 - 3) Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
 - 4) Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
 - 5) Equivalent to that of an educated native speaker.
- c. Vocabulary
- 1) Speaking vocabulary inadequate to express anything but the most elementary needs.
 - 2) Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
 - 3) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
 - 4) Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

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- 5) Speech on all levels is fully accepted by educated native speakers in all its features including the breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
- d. Fluency
- 1) No specific fluency description. Refer to other four language areas for implied level of fluency.
 - 2) Can handle with confidence but not with facility most social situations, including introductions, and casual conversations about current events, as well as work, family, and autobiographical information.
 - 3) Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
 - 4) Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
 - 5) Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
- e. Comprehension
- 1) Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
 - 2) Can get the gist of most conversations of non-technical subjects.
 - 3) Comprehension is quite complete at a normal rate of speech.

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- 4) Can understand any conversation within the range of his experience.
- 5) Equivalent to that of an educated native speaker.

Basic types of speaking According to Brown (2004, p.141) there are five basic types of speaking, here are the basic types of speaking:

Imitative

It is interested in only what is traditionally labeled pronunciation; no or to participate in an interactive conversation. The only rule of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or psychological relationship (such as prosodic elements – intonation, stress, rhythm, juncture). The examples of intensive assessment task include directed response task, reading aloud, and sentence and dialogue completion. **Responsive**

Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comment. Interactive In includes more complex of interaction, which

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sometimes includes multiple exchange and participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchange, which have the purpose of maintaining social relationship.

Extensive

Extensive oral production task includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from the listener is either highly limited. Social Processing There are social processing in speaking, they are: Language processing Effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning that is intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in the language lesson is to help students develop habits of rapid language processing in English.

Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

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On the spot information processing

Quite apart from our response to others feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities. The writer explained from that social processing, speaking involves the processing of the language when people interact with others by speaking and processing the information or message which is consisted of the language itself. The learners find many difficulties in their effort in mastering speaking.

5. The Correlation between Self-Concept and Speaking Ability

Speaking is not only about knowing the words of mastery of many vocabularies, but it also needs the idea or argument about what to speak or what argue to express that the speaker agrees or not to the source. It is clear enough as the reason that the self-concept influences and motivates students to speak and be brave to share ideas. By self-concept, the students will communicate with their friends by confident and be brave to share their ideas without afraid of speaking ability.

Griffin (2003, p.423) state that effective communication in speaking is influenced by superficial cause's self-concept, motivation to interact with strange, reaction to strangers, social categorization of strangers, situational process, and connection with strangers. Then those superficial

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causes simplified become the basic cause's uncertainty management and anxiety management which is process moderately to be mindfulness and the outcome is effective communication. It means that self-concept related to speaking skill which is one of the elements in superficial causes if the self-concept is low it causes uncertainty feeling, so it leads to ineffective communication or fails in speaking as a result of a language. By having low self-concept, learners are hampered to speak English well, because they prefer to be inactive, ashamed to express their idea and afraid to make mistakes. To know the self-concept of students is needed for teachers or instructors to improve students' English speaking ability.

Franken (1994) in journal Azizi Yahaya states that in his research about there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior. We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishments of others. That is, self-concept is not innate, but is developed by the individual through interaction with the environment and reflecting on that interaction.

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Effective communication in speaking is influenced by superficial cause's self-concept, motivation to interact with strange, reaction to strangers, social categorization of strangers, situational process, and connection with strangers.

According to Fitts in Agustiani, (2009, p.138), self-concept is one of the important aspects 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 and self-concept also contributes to individual trust. It means that if the negative self-concept of the individual will have an impact on less trust in his own ability, it can result in individuals pull out in the association. Other impacts one individual does not want or experience fear in communicating, and this is shown in phenomena such as reducing speech, pull out from intercourse, irrelevant speech, avoiding communication situations. Therefore, self-concept has a correlation with students speaking ability.

B. Relevant Research

According to Syafi'i (2007), a relevant research is required to observe some previous research conducted by other researches in which they are relevant to the research you are conducting. Relevant research should be used as a reference by the next researcher to not examine the problems that have been formulated in the research question by the previous researcher

As the matter of fact, there are a lot of previous researches regarding with self-concept and students speaking ability. One of them was conducted

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by a thesis by Wirda Apriani (2014), a student of UIN SUSKA Riau, entitled “The Correlation between Student’s Self-Concept and Their Achievement In Learning English at State Junior High School 1 Bangkinang”. In her quantitative research, She tried to find the correlation between those variables.

In her research, she found out that the result of average students of State Junior High School 1 Bangkinang perceived themselves to be having positive academic, social, and psychological self-concept. In analyzing the data the writer took 22% from 231 students. the result of analysis of this research was 0.498 higher than r table at level 5% (0.273) and at the level of 1% (0.354). the writer concluded that Null Hypothesis (Ho) was rejected. the writer found there was a significant positive correlation between students’ self-concept and their achievement in learning English.

The second is Azizi Yahaya and Jamaludin Ramli (2009) An international journal, Faculty of Education, Universiti Teknologi Malaysia 81310 Skudai Johor and Faculty of Education, Universiti Teknologi, Malaysia 81310 Skudai Johor, Malaysia, Conducted a research entitled “The Relationship between Self-Concept and Communication Skills towards Academic Achievement among Secondary School Students in Johor Bahru”. They tried to find the relationship between those variables. The reliability level of the assessment instruments is 0.7498 (TSCS) and 0.7587 from the pilot study done on a group of twenty respondents. The data were analyzed using the Pearson’s correlation and descriptive statistics. The students’ levels of the dimension of self-concept (physical, personal, moral and ethics,

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behavior, social satisfaction, and identity) and interpersonal communication skills were identified. In conclusion, in the research she found that there is a correlation between Self-Concept and Communication Skills towards Academic Achievement among Secondary School Students in Johor Bahru.

Operational Concept

Operational concept is the main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract from this research plans to measure. This research consists of two variables: variable X is the student's self-concept of the eleventh grade at State Senior High School 2 Pekanbaru, and variable Y is student's speaking ability of the eleventh grade at State Senior High School 2 Pekanbaru. The indicators are operationally conceptualized as follows:

The indicators of self-concept

1. The students can interact with the environment.
2. The students can motivate themselves to interact with strangers.
3. The students are not ashamed to express their abilities and uniqueness in speaking.
4. The students can get experiences when interacting with someone.
5. The students have good competence and motivation to study English.
6. The students believe more in themselves.

The indicators of Speaking Ability

1. The student's ability to speak fluently.
2. The student's ability to pronounce English word well.

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3. The student's ability to choose vocabulary accurately in expressing oral language.
4. The student's ability to use correct grammar in speaking
5. The student's ability to comprehend what the speaker says in English.

D. Assumption and Hypothesis

1. Assumption

In this research, the better the students know their self-concept, the better the student's speaking ability.

2. Hypothesis

a. The Null Hypothesis (Ho)

There is no significant correlation between student's self-concept and their speaking ability at the eleventh grade of State Senior High School 2 Pekanbaru.

b. The Alternative Hypothesis (Ha)

There is a significant correlation between student's self-concept and their speaking ability at the eleventh grade of State Senior High School 2 Pekanbaru.