

The Correlation between Self-concept and the Students' Speaking Ability

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Abstract

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'. The aspect of self-concept is divided into three; academic self-concept, personal self-concept and social self-concept. The students' level of self-concept was good. It is shown by the mean score of the written test that was 70.37. Speaking is the unique human ability to communicate information, idea, and emotion to others using oral language. There are five basic types of speaking; they are; imitative, intensive, responsive, interactive and extensive. The students' speaking skill was under the school's standard minimum score. It is shown by the mean score of the speaking test which was 64.91, while the school's standard minimum score was 70. To make the students successful in EFL speaking achievement, the teacher should improve students' social development and pro social behavior, including increasing liking for students, reducing racial stereotyping and discrimination, increasing self-esteem, self-concept, and self-direction, self-expectations, sense of intellectual competence, and increasing liking for the class. 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 the interpretation table written by Arikunto (2010, p.245), the value of r takes a position between 0.20 – 0.40. Therefore, the correlation between students' ability to translate report text and their ability to identify topic sentence is low as it is seen in table 4.8. T-test was calculated 0.9568. The calculation was seen from this real data as a result, t_{table} : (33) in the standard errors of 5% = 2.750, so, $t_{observed} < t_{table}$ (1.8730 < 2.750).

Keyword: Self-concept, Speaking

INTRODUCTION

English is taught as a foreign language in Indonesia. It starts to learn from kindergarten, elementary school, junior high school to senior high school. In learning English, students will learn some skills namely reading, speaking, listening and writing. One of the important skills is seen generally through the speaking ability. 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 are speaking English. This fear feeling comes up from the low self-concept they have.

Self-concept is the description of someone which is formed through the experience in his life that is acquired from the interaction with his environment. According to Fitts in Agustiani, (2009, p.138) "Self-concept is 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.

According to Brook in Syakir (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 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 trait 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 relationship with other people.

The study focuses on whether there is correlation between self-concept and students' speaking ability. The writer used questionnaire to measure students' level of self-concept and speaking test to know the students' achievement. The questionnaire adopted from a paper entitled a test of multi-faceted, hierarchical model of self-concept by Waugh (2000) consists of twenty statements, which is divided into three sub; academic self-concept (seven statements), personal self-concept (six statements) and social self-concept (seven statements).

Based on the identification of the problem above, the writer focused only on correlation between students' level of self-concept and students' speaking achievement at the second grade of a Junior High School.

Concerning the background of the study, the writer formulated the problem of the study, as follows: How is the students' level of self-concept, How is the students' speaking skill, Is there a correlation between self-concept and students' speaking skill.

The hypotheses of the study were (Ha): There is a significant correlation between self-concept and English speaking ability of the learners. (Ho): There is no significant correlation between self-concept and English speaking ability of the learners.

The purposes of the study were to know the level of self-concept of the students. Than to know the speaking ability of the students and to know whether there is a correlation between self-concept and speaking ability of students. The research was aimed to help the teachers to increase students' speaking ability.

Therefore, teachers may have a real expectation to his students with low self-concept to have a proficiency in speaking English. Help the teachers to understand the psychological factors, such as self-concept that influences learners when learning to speak English. Help the writer of the book to submit more motivation to help teacher in increasing students' self-concept and the writer also associate the self-concept aspect and the language aspect to make teacher easier in the process of teaching.

THEORETICAL FRAMEWORK

Definition of self-concept

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 perception 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 think about themselves which is formed through experiences in their life that is 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.

According to Brook in Syakir (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 capability, achievement, and self-confidence in academic life. And the student perception itself is influenced by others perception toward him/her especially teacher and classmates. If the teacher believes to the students' capability, the students also trust with their capability. Then, they may feel others accept themselves. Unconsciously, there is a high motivation and desire inside the students' self to get a good achievement.

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 trait 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 it 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.

Definition of speaking

Speaking is one of language form. Speaking also belongs in productive skill and as part of oral communication. According to Richard and Renandya in Mutaqin (2011, p.13) "Speaking is used for many different purposes that involve different skills". Based on those definition, it means that speaking is a skill which develop in fancy, begin by utter the word and speak in more complex to communicate, express the information, idea, and emotion and with other as an oral language.

"Learning to speak fluently and accurately is one of the greatest challenges for all language learners", Pinter (2006, p.55). Moreover, the teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purpose.

"The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot", Harmer (2002, p.269). It means that to be able to speak fluently is not only considering the language features

such as connected speech, expressive devices, lexis and grammar, but also processing the message or information which involving in the communication with the speaker and listener.

In speaking skill also requires two aspects, namely linguistic and non-linguistic aspect. Linguistic aspect is the main requirement that the English learner should possess in order to speak it well. It involves comprehension, pronunciation, grammar, vocabulary, and general speed of speech. Non-linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such as self-esteem and extroversion.

To be success in English speaking, students should master the linguistic aspect and possess the non-linguistic aspect. They both correlate each other. So, English speaking ability here not only focuses on the personally dimension that will affect them in presenting their knowledge of English and they know how and when to present it.

From the definition above, it can be concluded that speaking is forms of language which need process and requires many factors in mastering it. All components of speaking above influence all the process of oral communication itself. That is making why speaking is such important in delivering information.

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 include 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 sometimes include 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 include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from 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 are 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 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 other to do so.

On the spot information processing

Quite apart from our response to others feeling, we also need to be able to process 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 those social processing, speaking involves the processing of the language when people interact to 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.

The correlation between self-concept and speaking ability

As stated by Klipped in Syakir (2009, p.17), "The main goal in learning English is to speak English fluently and communicate it for giving and asking information". It means that the expectation of learning English is to use it for communication.

The writer agreed that to make successful language teaching and learning should be considering the psychological factors including students' self-concept to make them more confident to be able speak English fluently. It is because their performance in speaking English is influenced by their psychological factor especially self-concept.

Griffin (2003, p.423) also state:

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 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 uncertainly feeling, so it leads to ineffective communication or fail 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 are needed for teachers or instructors to improve students' English speaking ability.

RESEARCH METHODOLOGY

There are two instruments used in the research. The first is to examine the students' speaking ability and the second is to investigate the level of students' self-concept. The method of this research is descriptive quantitative case study. Sugiyono (2010, p.15) states that "descriptive quantitative is a design that is primarily concerned with meaning

rather than generalization". The correlation method and ex post facto correlation design are used in conducting the research. The population of this research is the students of SMP Al-Ghazaly Bogor

Data collecting methods in this research is the written and oral test. There are two variables, namely students' level of self-concept (X) for the written test and students' speaking skill (Y) for the oral test.

The writer uses questionnaire to measure students' level of self-concept.

The questionnaire which adopted from a paper entitled a test of multi-faceted, hierarchical model of self-concept by Waught. It consists of twenty statements. There are two types of statements ten positive and ten negative statements. They are divided into three sub; academic self-concept (seven statements), personal self-concept (six statements) and social self-concept (seven statements). To make it more clearly, the writer provides the table of component of self-concept questionnaire as follow:

Table 1.
The component of self-concept questionnaire

The components of self concept questionnaire	No of items
Academic self-concept	1, 2, 3, 4, 5, 6 and 7
Personal self-concept	8, 9, 10, 11, 12 and 13
Social self-concept	14, 15, 16, 17, 18, 19 and 20

Table 2.
The description of the self-concept scale

A. Positive Statement	Score
Strongly agree or most of the time (SS)	5
Agree or quite often (S)	4
Somewhat agree or sometimes (R)	3
Disagree or rarely (TS)	2
Strongly disagree and almost never (STS)	1
B. Negative Statement	Score
Strongly agree or most of the time (SS)	1
Agree or quite often (S)	2
Somewhat agree or sometimes (R)	3
Disagree or rarely (TS)	4
Strongly disagree and almost never (STS)	5

Maximum score of students' self-concept is $20 \times 5 = 100$ and the minimum score was $20 \times 1 = 20$

To evaluate the students' speaking ability score, the writer uses the analytic rating scale. There are five components that are going to be tested namely: grammar, vocabulary, fluency, pronunciation, and comprehension. It is

taken from oral proficiency scoring categories Brown (2004, p.406-407).

FINDINGS AND DISCUSSIONS

In this research, the two variables, the students' level of self-concept and their speaking skill had been measured by oral test. The questionnaire was used to measure the students' level of self-concept. The questionnaire consisted of

20 statements; the score for each statement were shown above table 3.2. To measure the students speaking ability, the writer prepared speaking analytic rating scale which is taken from Brown (2004, p.406-407) as shown above table 3.3.

The questionnaire consisted of 20 statements in order to know the students level of self- concept. In speaking test, the writer asked the students to perform their monologue about “How to make fried rice”. The data got from questionnaire then were analyzed by giving them score based on a certain criteria and also the speaking test.

From the data of the questionnaire given to the students about self-concept, it was found that the highest score of self-concept was 94 and the lowest score of self-concept was 54. After getting the score of students’ self-concept, speaking test was given to the students to measure their speaking ability of monologue which topic was “How to make fried rice”. The highest score in this test was 88 and the lowest score was 44.

Table 3.

The Interpretation of Table r-Value

No	Value of r product moment	Correlation
1	0.80 – 1.00	Very high correlation
2	0.60 – 0.80	High correlation
3	0.40 – 0.60	Quite low correlation
4	0.20 – 0.40	Low correlation
5	0.00 – 0.20	Very low correlation

Fifth, t-test was calculated 0.9568. The calculation was seen from this real data as a result, $t_{table}: (33)$ in the standard errors of 5% = 2.750, so, $t_{observed} < t_{table}$ ($1.8730 < 2.750$).

Sixth, as a result of coefficient of determination, the contribution of variable X to variable Y was 9%.

As conclusion, the average of the students’ level of self-concept was 70.37, while, the average of the students’ speaking test was 64.51.

Based on the calculation, there were some findings which could be interpreted as the research had been done. First, the model linearity regression was $= 88.61 + (-0.33) x$. Second, Model of linearity regression test was $F_{observed} < F_{table}$ for both degree of error 5% and 1% and H_0 was accepted and H_a was rejected. It could be concluded that the distribution of this research was linear.

Third, test of significance regression as a result, $F_{observed} < F_{table}$ ($1.50 < 2.33$). It can be concluded, H_0 was accepted or H_a was rejected, in other words the coefficient regression was insignificant.

Fourth, the correlation coefficient was 0.31. According to the interpretation table written by Arikunto (2006, p.245), the value of r takes a position between 0.20 – 0.40. Therefore, the correlation between students’ ability to translate report text and their ability to identify topic sentence is low as it is seen in table 4.8. below:

CONCLUSION AND SUGGESTION

The students’ level of self-concept was good. It is shown by the mean score of the written test that was 70.3. Than the students’ speaking skill was under the school’s standard minimum score. It is shown by the mean score of the speaking test was 64.91, while the school’s standard minimum score was 70. There is moderate correlation between the students’ level of self-concept and their speaking skill.

Based on the result of the research, some suggestions are proposed for the

teachers and the students. For the teacher, they were not supposed to concern on teaching material only but also aware to the student psychological factors, like self-concept. Therefore, teachers may have a real expectation to the students with low self-concept, to have a proficiency in speaking English or they can give different treatment for teaching low self-concept students or even create interesting atmosphere in teaching and learning process. So, the students will feel safe and not afraid to practice speaking English. For the student, they were expected to be active while join to the speaking class. Always try to speak with others students. Keep practice English even you make many mistakes. For the reader or next observer, there were big correlation between student psychology (confident) and student ability in speaking and it was very interested to be observed. The writer suggested to the other readers or observers to do deep observation about student's psychology and student's speaking ability.

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