



Correlational Study of Language Learning Attitude and Speaking In Indonesian Context (a Case Study)

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Abstract

The important role of language learning attitude toward English has been increasingly recognized in developing teaching learning English especially in Speaking. However, only a few studies on the correlation between attitude in language learning and speaking. This study aimed at investigating whether there is a correlation between students' language learning attitude toward English and students' Speaking in Indonesian Senior High School. The research sample consisted of 80 Indonesian students of class XI-AP 1 until XI-AP 3 in the academic year 2016/2017. The research employed ex-post facto design. The data collected through questionnaire and documentation which were analyzed by using Pearson Product Moment Correlation. It shows that there is a strong correlation between dependent and independent variables. The correlation value of the calculation is 0.776 it means the correlation is at strong grade. Based on the correlation value, it can be found the coefficient determination is 60%, it implies that students' language learning attitude toward English and Speaking Achievement have strong correlation. It can be implied that students' language learning attitude toward English and Speaking Achievement has significant positive correlation at strong grade. It shows that if students have positive language learning toward English the result of their speaking will be good too. The other 40% is not to be discussing in this research.

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INTRODUCTION

Nowadays, through the era of globalization, there has been an increasing need to be able to speak in English. The importance of speaking in English increases since Indonesia joins into ASEAN Economy Community (AEC). AEC is the community of ASEAN countries that have an agreement in free market all over

ASEAN countries. They communicate for the trade in free market using English as their vice versa. To master English in the era of AEC is really needed, because the tool to communicate in free market is English. The first step to study English in Indonesia is at school. Due to Indonesia joins to AEC, the English teachers at schools are demanded to give more practice in speaking English for the sake of their future in the free market era. In our country, English is studied as the foreign language not as the second language. So, students do not learn English in their home. They just learn it at school. So, the students have less interest in learning English.

A lot of factors that can build the success of students' ability in learning foreign language especially in English, one of them are students' language learning attitude. Students' language learning attitude is one of the factors that can make the students eager in learning English or not. However, the students' language learning attitude toward English in Indonesian Senior High School especially in Hotel Accommodation major grade XI seems not positive enough. The students are lack of confidence when they are speaking English in front of class. They seem to have negative attitude to learn English. Whereas, based on Pan, Zang, and Wu cited in Azizifar (2014; 1755) a successful learner is one who possesses positive attitude toward the target language. They will more eager to learn English if they have positive attitude. Taken into current reality, these problems particularly occur among high school students. This was proposed by other researchers who analyzing students' language learning attitude (Azizifar; 2014, 2015), (Mohammadi 2012). Therefore, the researchers find that attitude in language learning toward English becomes a common problem experience by foreign language learners.

THEORETICAL FRAMEWORK

Language Learning Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspect and depends primarily on the learners' motivation and attitude to learn the target language (Padwick; 2010) cited in Mohammadi (2012; 121). The ability of the students to master a second language is not only influenced by the mental competence or language skills, but also on the students' attitudes and perception toward the target language (Gardner and

Lambert cited in Mohammadi, 2012; 121). Thus, it can be concluded that students' language learning attitude can affect their ability in learning foreign language. If a student does not have interest in acquiring the target language to communicate with others, this student will possess a negative attitude and will not be motivated and enthusiastic in language learning. Meanwhile, if a student interested and eager to learn they will have a positive attitude and more enthusiastic in learning English.

There are three types of attitudes in second language learning situation; the first is attitudes towards the community and people who speak the L2 (group specific attitudes, the second is attitudes toward learning the language concerned and the third is attitude toward languages and language learning in general (Stern cited in Azizifar, 2015).

Aspect of Language Attitude

Attitude concept can be viewed from these three dimensions. Each of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. According to Choy & Troudi cited in Mohammadi (2012: 122) the three aspects of attitude concept behavioral, cognitive, and emotional aspects are briefly described.

1. Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. This is the tendency or disposition to act in certain ways toward something. Behavior or conative component involving one of predisposition to act towards the object. This is how the students will behave while learning. For example if the students want to have a good score in speaking they will try to achieve the score by study diligently.

2. Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of

language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. This refers to our thoughts, beliefs, and ideas about something. When a human being is the object of an attitude, the cognitive component is frequently a stereotype. Cognitive component, associated with knowledge, beliefs or thoughts that are based on information associated with the object. For example, students know the worth of the achievement in speaking, because they see in daily life. Their attitude towards speaking implies because of the worth of the speaking achievement in daily life can impact to the job selection.

3. Emotional Aspect of Attitude

This is the feeling or emotion that something evokes. e.g. fear, sympathy, hate. Feng and Chen cited in Mohammadi (2012) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language. Affective component, refers to the emotional dimension of attitudes, emotions are associated with the object. Here the object perceived as pleasant or unpleasant. For example, if the student says that they are happy because of the good score in speaking, they describe their feelings toward speaking.

The Importance of Attitude

In learning a foreign language, students can be motivated by the people who speak the language or the context in which the language is spoken. The Amount of the anxiety of the learners in foreign language learning situations may account for the changes in motivation of language learners and ultimately changes the students' positive attitudes. According to Brown in Pourmandnia (2013), second language learners, benefit from positive attitudes, and negative attitudes may lead to decrease motivation. Nevertheless, he believes negative attitudes can be changed, often by exposure to reality for example, by encounters with actual persons from other cultures. Positive attitudes on the part of language learners can cause the development of an integrative

motivation and this can consequently facilitate second language progress. Reid in Mohammadi (2012) declared, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance Visser in Mohammadi (2012). It is clear that attitude can affect students' achievement or their ability in learning based on their attitude toward learning the subject itself. The student that eager and has a positive attitude toward learning possibly have a good feedback on their result, this really important to encourage students to have positive attitude in their minds for learning English especially in speaking.

Concept of Speaking Achievement

Speaking is the verbal use of language to communicate with others. The purpose for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples. The outward manifestation of speech is found in sound waves. Its meaning lies in the structure, and meaning of all language, whether this is written or spoken. But speaking nevertheless differs from written language in a number of respects (Haliday 1985; Biber 1988) cited in Fulcher (2003: 23-24). Based on the expert above, speaking is one way to express opinions or thoughts and feelings to other people. Speaking allows us to communicate with other people in social life. By speaking we can convey information and provide information with other people. Furthermore, Gower et al (in Handayani and Rahmawati, 2017) that speaking has many different aspects: accuracy and fluency. Accuracy involves the correct of vocabulary, grammar and pronunciation. While fluency can be thought of the ability to keep going when speaking spontaneously. Finally the researchers concluded that speaking is a productive skill to construct meaning that involves producing, receiving and processing information which use popular expression either verbal or non-verbal symbols. Speaking is one of the skills that should be mastered because speaking is the tool for communication in the era of globalization.

Types Of Speaking

According to Brown (2001: 271-274) There are six types of classroom speaking performance, they are:

1. Imitative.

The first type of speaking is imitative. Imitation of this kind is carried out not

for the purpose of meaningful interaction, but focusing on some particular element of language form.

2. Intensive.

The second type of speaking is intensive. This kind of type is designed to practice some phonological or grammatical aspects of language.

3. Responsive.

The third type of speaking is responsive. A good deal of students' speech in the classroom, short replies to teacher or student-initiated questions or comments.

4. Transactional.

The fourth type of speaking is transactional. It carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5. Interpersonal.

The fifth type of speaking is interpersonal. Interpersonal carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive.

The last type of speaking is Extensive. This type asks the students to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Speaking that has six types that can make us more easily to use what types of speaking based on the situation that being happened. We can also drill our speaking in English based on the six types above that can make us more easily and fluently in speaking English.

Principle for Teaching Speaking

There are seven principles for designing speaking techniques which are stated by Brown (2001: 275-276). They are:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.

6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

Hence, it can be inferred that a teacher should realize the existence of some principles above which can be the guidance for the teacher to create the meaningful teaching of speaking.

Achievement

In the Standards for test construction (APA, 1999) cited in Dasi (2001) achievement is viewed basically as the competence a person have in a area of content. To see how far the students have learned in their learning. With achievement test, the teachers get the evidence of the students' progress result from their class that they have taught. That means achievement test is the measurement tool that teachers give to their students in order to see the effectiveness of the learning process is going in their students. Also with this test, the teachers can see what difficulties that the learners have in their learning process.

Speaking Achievement

Speaking is the verbal use of language to communicate with others. The purpose for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples. To see how far the students have learned in their learning, the teacher can see it through their achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered. Based on the explanation above, it can be inferred that speaking achievement is the score that teacher give to the students based on their performance in speaking. That means achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning speaking. The achievement commonly is designed in the scores by test scores or teachers' marks. With the explanation above, the researchers concludes that achievement is the accumulative result of learning process. In achievement, the teachers or the students themselves can see how far their learning process that they did. This achievement appears as the score that can be as description of their successful in learning.

Previous Study

The study of finding students attitude toward speaking had been appears in years. The first study is "EFL Adult learner's attitudes toward learning speaking" that

had been conducted by Azizifar in 2014. The study use AMTB Questionnaires by Gardner for collecting the data. The study has the result that the learners showed negative behavioral attitude towards speaking skill while they have positive cognitive and emotional attitude. Secondly, the study about attitude had been conducted by Toomnan in 2015. The title is "The Impacts of Attitude towards Speaking English on the Use of Communication Strategies by English Majors in Thailand". This research had been conducted the questionnaires through 949 Thai university students majoring in English in the Northeast of Thailand, as well as the relationship between communication strategy use and students' attitude toward speaking English. The results demonstrate that significant variations were found in relation to students' attitude toward speaking English. Students with positive attitude toward speaking English reported significantly greater overall strategy use than those students with negative attitude. Thus, the researchers was conducted a research which has different context in the previous one.

The first previous study concerns about students' attitude in learning speaking. Meanwhile, the second previous study concern about the impacts of attitude towards speaking English on the use of communication strategies. This present research was concerned to find out whether students' language learning attitude toward English correlates with speaking achievement. The subject of this research was students at XI grade Hotel Accommodation of Indonesian Senior High School. This research has one research question, "Is there any correlation between student language learning attitude toward English and their speaking achievement at Indonesian Senior High School?"

RESEARCH METHODOLOGY

Research Design

The method of this research was quantitative through ex-post facto design. The researchers took a correlational research because it involved the collection of two sets of data, measured of students' language learning attitude toward English and their speaking achievement. Hatch and Farhady (1982: 26) states that ex-post facto designs are often used when the researchers do not have control over the selection and manipulation of independent variables. There were two variables in this research, independent variable and dependent variable. An independent variable is an input variable which cause a particular outcome. A dependent

variable, on the other hand, is the outcome variable which is caused by the input (Cohen, 2007: 504). Thus, it can be identified that this research consists of one independent variable (X) and one dependent variable (Y). The independent variable is students' language learning attitude toward English (X) and dependent variable is speaking achievement (Y).

Participants

Population is the people whom discussed in the research. Based on Dornyei (2007: 96), population clearly defined as the group of people whom the study is about. In this research, the populations were the students of Hotel Accommodation Major Grade XI in Indonesian Senior High School. Students were chosen as the population of this research because the researchers curious and interested toward their language learning attitude in speaking. Based on Dornyei (2007: 96), sample clearly defined as the group of participants whom the researcher actually examines in an empirical investigation. In this research, the samples were students of XI Hotel Accommodation at Indonesian Senior High School. The researchers determined using saturation sampling for taking the sample. Based on Riduwan (2013: 64), in saturation sampling, the researcher selects participants from the whole population. So, in this research, all of the 93 students became the sample of the research. However, there were only 80 students who came to the school to answer the close-ended questionnaire.

Research Instruments

Close-Ended Questionnaire

In this research, there were two variables. Independent variable (X) was students' language learning attitude toward English and dependent variable (Y) was speaking achievement. To collect the data about students' language learning attitude toward English, the researchers distributed the close-ended questionnaire adopted from Attitude/Motivation Test Battery by Gardner (2004). To collect the data about speaking achievement the researchers took the score from the English teacher. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researchers, and often being comparatively straightforward to analyze (Wilson and McLean in Cohen, 2007: 317). The data-collection instruments used in this study was a questionnaire adopted from Gardner's Attitude/Motivation Test Battery (AMTB) (2004). The

questionnaire was made up of 45 questions. The AMTB was reported to have good reliability and validity. The questionnaire was used to obtain data or information about the students' language learning attitudes toward English to answer the research question. The questionnaire was written in Bahasa Indonesia to avoid misunderstanding from the respondents. The frequency of answer use Likert Scales which classified into five items for Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. As Dornyei (2007: 105) says that likert scale is the famous type of close-ended items which consists of a characteristic statement and respondents are asked to indicate the extent by marking (for example, circling) on one of the response. Before administering the questionnaires, the participants were informed to ensure that they knew the aim of study, the importance of the study, the organization in charge of investigating the study, stating there was no right or wrong answer, requesting honest answer, promising confidently, and expressing appreciation. There were 45 items in questionnaire; 15 cognitive items, 15 behavioral items, and 15 emotional items.

Documents

Documents were necessary for the sake of finding answer of this research. In this case, the documents were students' speaking score. Students' speaking score were gained from the English teacher.

Method of Analysis

To find out the correlation between students' language learning attitude toward English and their speaking achievement, the data was examined using SPSS version 21 and Pearson Product Moment formula.

FINDING AND DISCUSSION

Findings

This study aimed at finding out the correlation of students' language learning attitude toward English and students' speaking achievement at XI grade Hotel Accommodation Major of Indonesian Senior High School. In order to know the correlation, the researchers used questionnaire and documentation as the instrument. The items of questionnaire were adopted from Attitude Motivation Test Battery by Gardner (2004). On the whole, there were 45 items concerning language attitude in terms of behavioral, cognitive, and emotions or affective aspects of language learning attitude toward English. Overall, 30 items were

positive and 15 items were negative. The items were put in a 5-point Likert scale from Level 1: Strongly Disagree to Level 5 Strongly Agree. The questionnaire was conducted to get the data of students' language learning attitude toward English. Besides, for getting students' Speaking Achievement data the researchers took documentation about students speaking score from the English teacher of XI Grade Hotel Accommodation Major. The researchers did the research in three classes; class XI AP-1 until XI AP-3. The total number of students was 93 students. However, when the researchers took data from the students, there were only 80 students that came to the class, the 13 students told that they were sick and did not come to the school. The research was conducted on the second semester in academic year 2017. The data were collected in two days, on 14th-15th of April 2017.

Close-Ended Questionnaire

The instrument that researchers used to know the students' language learning attitude toward English was questionnaire that has been proven both its validity and reliability. In this part, the researchers described the result for students' language learning attitude toward English questionnaire. The researchers gave 45 statements to the students at XI grade Hotel Accommodation major of Indonesian Senior High School. They were 93 students of Hotel Accommodation major, whereas, when the researchers took the data there were 80 students that come to the school, the rest were sick and did not come to the school. To see the original result of students' language learning attitude toward English questionnaire, the researchers analyzed the data in order to know the total score of the questionnaire.

Documents

In this part, the researchers describe the data of students speaking achievement test. The researchers asked the English teacher about their Speaking score of English subject. To see the clear result of the students score, the researchers prepared the table 4.2. on appendix. Based on the table, the lowest score is 45 and the highest score is 87 the average of the score is 64.5. In general this score can be interpreted that students had middle speaking achievement.

Data Analysis

The researchers conducted the analysis of correlation coefficient to explain the correlation degree between the variable X and the variable Y by calculating

and interpreting the value of r table. Further, the researchers also looked forward of the correlation to answer the hypothesis of students' language learning attitude toward English as independent variable (X) and speaking achievement as variable (Y).

Interpretation of Correlation Coefficient Analysis

After the data were fulfill the requirements of the parametric statistical data, the researchers then calculated the correlation by using Pearson Product Moment formula. After calculating the entire data of variable X and variable Y , the researchers obtained the r count for the variable pairs of X (students' language learning attitude toward English) and Y (students' speaking achievement) of 0.776. (See table 3.2. and calculation on appendix). Based on the table of interpretation of the correlation coefficient, the indicating coefficient correlation represented the degree of both variables which have a strong positive correlation.

Hypothesis Testing

Dealing with the correlation value above, the researchers correlated the significant correlation to know whether the correlation is valid for all population or not. The researchers look at r product moment table by Hatch and Farhady (1982). From the table it can be seen for sample 80 and fault degree 5% the r table value is 0.2172. If the $r_{count} < r_{table}$ H_0 is accepted, while if $r_{count} > r_{table}$ H_a is accepted. The result of the r_{count} is 0.776 and r_{table} is 0.2172. Exactly $0.776 > 0.2172$ (see on appendix). Based on the calculation, the researchers concluded that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is refused. So, the correlation coefficient is significant. It means that there is a correlation between students' language learning attitude toward English and speaking achievement at XI grade Hotel Accommodation major of Indonesian Senior High School.

Coefficient Determination

Coefficient determination had been calculated to know how much the contribution of students' language learning attitude toward English as independent variable and students' speaking achievement as dependent variable. The researchers used formula by Riduwan (2013: 138). Based on the coefficient determination, it can be concluded the contribution of students' language learning attitude toward English and students' speaking achievement at XI grade Hotel Accommodation Major of Indonesian Senior High School is 60%. It

implies that students' speaking achievement 60% was depending on students' language learning attitude toward English. And the other 40 % was contributed by other factors that did not find in this research.

Discussion

In general, the result indicated that students' language learning attitude toward English has a positive significant correlation with students' Speaking Achievement. It means if the students have good language learning attitude toward English, the students' Speaking achievement also good. The researchers reported that the correlation was in strong grade by looking the correlation coefficient interpretation by Riduwan (2013: 138). The researchers also reported that the students' language learning attitude toward English was not the only factor that predisposed to sustain a good Speaking achievement at XI grade Hotel Accommodation major of Indonesian Senior High School. It was implied by the computation of coefficient correlation, which 60% and other factor 40% did not take in this research. Further, the finding showed that the significant value r_{count} obtained of 0.776 in which the critical value of r_{table} got 0.2172. Since r_{count} is higher than r_{table} ($0.776 > 0.2172$); hence H_a , which stated that there is a correlation between students' language learning attitude toward English and Speaking Achievement was accepted and H_o , which stated there is no correlation between students' language learning attitude toward English and Speaking Achievement was rejected.

CONCLUSION AND SUGGESTION

Based on the result of the research and discussion, the researchers eventually would like to conclude that the correlation between Students' Language Learning Attitude toward English and Speaking Achievement at XI Grade Hotel Accommodation Major of Indonesian Senior High School is in strong grade. Students' Language Learning Attitude toward English is important aspect in increasing their Speaking Achievement because this research showed that there is a positive correlation between of them. It means if the students; have good positive language learning attitude toward English they will also have good speaking achievement. It referred to the result of the correlation $r = 0.776$. So, students' language learning attitude toward English is important in learning English especially Speaking which is correlate to their achievement if they have good

language learning attitude toward English. By looking at the result of the data analysis, the hypothesis that accepted is alternative hypothesis (H_a) and the hypothesis that refused is the null hypothesis (H_0). It means that there is a significant correlation between students' language learning attitude toward English and students' Speaking achievement at XI grade Hotel Accommodation major of Indonesian Senior High School. It can be seen from the result of $r_{count} = 0.776$. While the result of $r_{table} = 0.2172$. So it really proved that $r_{count} > r_{table}$. It implied that alternative hypothesis is accepted and null hypothesis is rejected. The score of significant correlation is 0.776.

The researchers also reported that students' language learning attitude toward English was not the only factor that can affect to the speaking achievement at XI grade Hotel Accommodation major of Indonesian Senior High School. It was implied that students' language learning attitude toward English is 60% and the 40% remained is other factors that was not identified in this research. Finally, the researcher concludes that students' language learning attitude toward English has a significant positive correlation with students' Speaking achievement.

Suggestion

Based on the result of the research, the researcher has some suggestion for the students to increase their language learning attitude toward English and their Speaking Achievement. The researchers also gave the suggestion to the teacher and other researchers. The suggestions are:

For students:

1. Students would be better having good positive language learning attitude if they want to have positive speaking achievement too.
2. Students should have practicing speaking more with friends and teacher to gain more confident in speaking.
3. Students should find enjoyable way to learn speaking and can motivate themselves.

For teacher:

1. Teacher should apply fun learning method in teaching speaking at class, so students will more enjoy while learning speaking.
2. Teacher should practice more with students in speaking English to gain their confident.
3. Teacher should understand the student psychological aspect while teaching

learning speaking.

4. Teacher should give more extensive motivation to the student.

For other researchers:

This paper describes the data about the correlation of students' language learning attitude toward English and speaking achievement. Hopefully, it can make benefit to other researchers to make their paper better than this paper.

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