



ELITE Journal



(Journal of English Language Teaching & Education)

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 6 Number 1, February 2018. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile, for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and education. The contents included analysis, studies, application of theories reports from Teachers of English both Junior and Senior High School teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the fields of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for inclusion.

For this edition, February 2018, the editors received 12 articles from the teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. But there are only 8 articles are selected and published in this edition. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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The Correlation between Attitudes toward English to the Speaking Skill on LP3I Students in the Academic Year 2016 - 2017

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Abstract

The objective of this research was to find out whether or not there is a correlation between attitudes to the speaking skill. The sample of this research was taken by using total sampling with total 200 students of LP3I Palembang in the academic year 2016/2017. The data were obtained by using questionnaire and speaking test. To verify the hypotheses, the primary data were analyzed by using correlation and regression analyses by means of Statistical Product and Service Solution (SPSS) version 12.00 computer program. Based on the data analysis, the correlation coefficient (r_{xy}) was 0.633 at the significance level $p < 0.05$ in two tailed? Since the value of r -obtained was higher than the critical value of r -table ($0.633 > 0.1388$), the null hypothesis (H_0) was rejected and consequently, the research hypothesis (H_1) was accepted. This shows a significant correlation between attitudes to the speaking skill on LP3I students Palembang in the academic year 2016 - 2017. And from R^2 (the coefficient determiner) was 0.40, it meant that attitude influenced was 40 % of their speaking skill and the rest (60 %) was defined by other factors. It means that there was a significant influence of attitude on the students' speaking skill.

Key words: *Attitude and Speaking Skill*

Background of the Study

Language is a communication tool that is needed by every human being. In a language there are four basic abilities namely; reading, writing, listening, and speaking. The four basic abilities are linked to each other. Various ways or methods are used to master the four basic skills, especially in speaking. At this time a lot of students are competing to be able to speak well, especially in English.

English is an international language that is needed in communicating in everyday life, the world of education, and the world of work. Kesgin and Arslan (2015), it is important to learn a foreign language to be a part of people's lives in a globalized world and there is no doubt that English is an international language as well as a language of mass media, such as on computers and

television. Several factors that can influence the success in mastering speak english are the motivation and attitude of students to the English language.

Attitude is the way a person thinks and acts. According to Asher and Simpson (1994) attitude as a disposition or tendency to respond positively or negatively to certain things (ideas, objects, people, situations and so on). Furthermore, An attitude concerning a class of objects is the meaning that class has for the person, with a stress on how the individual evaluates the class, whether positively or negatively. Some versions of this conception hold that attitudes are encoded verbally in the brain and that when people say how they feel about something they are merely giving voice to words already held within their minds (Asher and Simpson, 1994, p.254).

Wenden (1991) sees attitudes as including three components: Attitudes tend to have a cognitive component. This could involve beliefs or perceptions about the objects or situations related to the attitude. Attitudes have an evaluative component. This means that the objects or situations related to the attitude may generate like or dislike. Attitudes have a behavioural component, i.e. certain attitudes tend to prompt learners to adopt particular learning behaviors, it is inline with Scholl (2002, p.3) states attitude is composed of four components, namely: cognitions, affect, behavioral intentions, and evaluation.

Cognitions are our beliefs, theories, expectancies, cause and effect beliefs, and perceptions relative to the focal subject. Affective refers to our feeling with respect to the focal object such as fear, liking, or anger. Behavioral intentions are our goals, aspirations, and our expected responses to the attitude object. Evaluations are often considered the central component of attitudes. Evaluations consist of the imputation of some degree of goodness or badness to an attitude object. When we speak of a positive or negative attitude toward an object, we are referring to the evaluative component. Evaluations are function of cognitive, affect and behavioral intentions of the object. It is most often the evaluation that is stored in memory, often without the corresponding cognitions and affect that were responsible for its formation.

In this case if a person has a positive attitude towards the importance of having a skill in speaking English then the person will have good results due to having confidence in something, and in the affirmation by Montano and Kasprzyk

(2008) stated that attitude is determined by individual beliefs about behavioral beliefs, as measured by evaluation of results or attributes.

Positive behavior will determine the success of speaking English. Speaking is an activity in conveying a message, this happens between the speaker and the listener orally. According to Brown (1987) in all communications or conversations two people exchange information or they have communication or conversation needs. There are several aspects of speaking that are eloquence, accuracy (grammar and pronunciation) and understanding. Fluency is the smoothness or flow of voice, syllable, words and phrases that are combined when speaking. These aspects are the cause of the attitude towards speaking English. Some speakers have a positive attitude and some have a negative attitude.

Negative attitudes about English often appear in everyone, due to the fear of mistakes in the accuracy and eloquence of the English language. This causes difficulties in the ability to speak English and students who wish to master these abilities must have a positive attitude towards English. And this happens to the LP3i students, every student is required to have the ability in English so that they have the provision of expertise in facing the world of work in addition to expertise in their respective fields.

In each lecturing they are required to use English, with the aim of their English proficiency able to increase. And sometimes some students have problems in mastering the ability to speak English for various reasons or factors. Therefore, researcher is interested to examine the influence of their attitude on English language skills with the title 'The Correlation Between Attitude toward English to the Speaking Skill on LP3i Palembang Students in Even Semester of Academic Year 2016/2017.

Research Questions

In this study the researcher formulates the problem as follows: Based on the background described above, the formulations of the problem in this study are as follows:

1. Is there a correlation between attitudes toward English to the speaking skill on LP3i Palembang students in the academic year 2016 – 2017?

2. What aspects of attitude contribute to the speaking skill on LP3i Palembang students in the academic year 2016 – 2017?

Conceptual Framework

In order to collect the data, the researcher distributed questionnaire and test. Brown (1991, p.2) states that; test is a method of measuring a person ability of knowledge in a given area. From the statement above, the researcher used;

Attitude Questionnaire test, the researcher gave Attitude questionnaire. In order to measure the student's achievement Attitude questionnaire consists of 25 structured questions (items) adapted from R. Narayanan (2008) which is developed from the Attitude/Motivation Test Battery of Gardner & Lambert. In responding the items, the subjects indicate whether they strongly agree (5), agree (4), neutral (3), disagree (2), or strongly disagree (1) with each statement.

Speaking test, the researcher asked the students to speak orally based on the topic that they had chosen from six topics. They must speak with the minimum time that emphasized and without the text based on their knowledge of English.

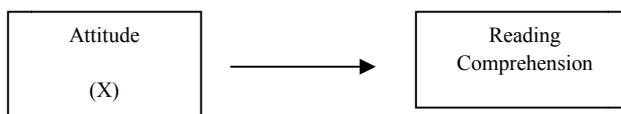
In this study, the researcher asked two raters to assess the student's writing. The writer asked two lecturers from English major of Sriwijaya University, and Tridinanti University to find the scoring of the student's writing. To score the students writing test the writer used a modified banded marking scheme as described by Huges et al (1983) cited by White and Arndt (1991, p. 175)

Methodology

The researcher used correlation study in conducting in present research. In this study the researcher would like to find out the correlation between attitude toward English, to the speaking skill on LP3I students. A Pearson product moment coefficient was used in this study. The researcher used total sampling technique in this study. The sample was 200 from total of the population was 200.

The study was conducted by using attitude questionnaire and speaking test related to the variables of the study.

There are two possible results of this correlational study; there is correlation and there is no correlation. The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00



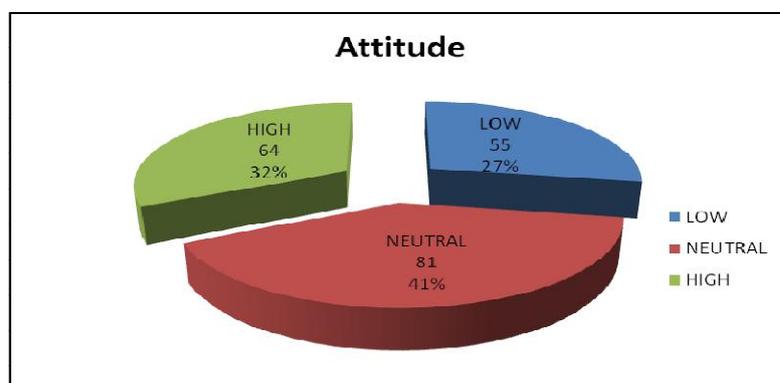
Source: Sugiyono, (2006, p.50)

Result and Discussion

From the analyzing the data, the study found the important things. There are five important findings of this study. **First**, the results of this study showed the lowest score in the attitude toward English test was 70, and the highest score was 124. Students’ attitude toward English was grouped into three categories; positive, neutral and negative category. The students categorized to have positive attitude toward English were 64 (32%) neutral attitudes were 81 (40,5%) and negative attitude were 55 (27,5%). (see chart 1).

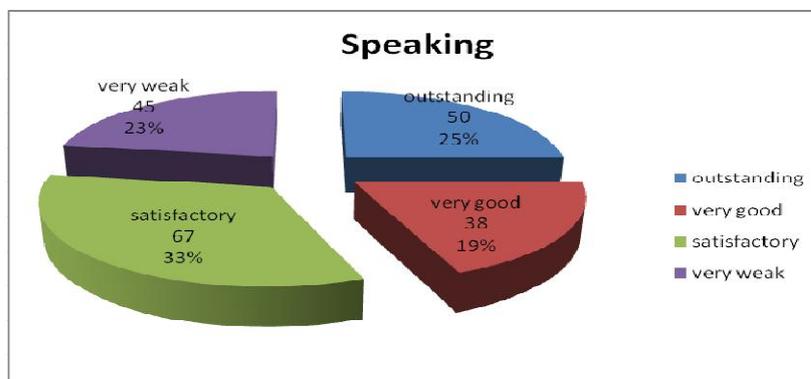
Chart 1.

The Score Distribution of the Attitude



Second, based on the analysis of speaking skill test, it was found that 50 (25%) students were in outstanding level, 38 (19%) students were in very good level, 67 (33,5%) students were in satisfactory level, and 45 (22,5%) students were in very weak level, the lowest score in the reading comprehension test was 60, and the highest score was 100. (see chart 2)

Chart 2.
The Score Distribution of the Speaking



Third, based on the results of Pearson product moment analysis, the researcher was found that there was a significant correlation between attitudes toward English to the speaking skill on LP3I students. The correlation coefficient (r_{xy}) was 0.633 at the significance level $p < 0.05$ in two tailed testing with $df = 34$, the critical value of r -table is 0.1388. Since the value of r -obtained was higher than the critical value of r -table ($0.633 > 0.1388$), the null hypothesis (H_0) was rejected and consequently, the research hypothesis (H_1) was accepted.

The regression analysis was applied to determine whether the students' reading achievement influenced or determined their writing achievement. The findings showed that the t -obtained was 3.581, so attitude toward English of students influenced their speaking skill. The contribution of attitude to speaking can be seen by the score of R^2 (the coefficient determiner) which was 0.400. It means that attitude influenced speaking skill for about 40%, and 60% of this value was defined by other factors. (See table 2)

Table 1
The Correlation between attitudes toward English to the speaking skill

		Correlations	
		Attitude	Speak
Pearson	Attitude	1.000	.633
Correlation	Speak	.633	1.000

Sig. (1-tailed)	Attitude	.	.000
	Speak	.000	.
N	Attitude	200	200
	Speak	200	200

** Correlation is significant at the 0.01 level (2-tailed).

Table 2
Statistics Summary for Predicting
Speaking skill from Attitude toward English

Model	Dependent Variable	Independent Variable	R	R ²	df	t	Sig	Stand. Beta	Unstandard Beta
1	Speaking	Attitude	0.633	0.400	198	3,581	.000	0.633	0,884

The fourth, the results of Stepwise Regression Analysis: the contribution aspect of attitude toward English to the speaking skill was 19.0%. Partially contribution of attitude is as follows: attitude toward English learning 17.0%, Sociolinguistics & socio-psychological 1.0%, and self esteem 1.0% and the rest the unexplained factors 81.0%. (see on the chart)

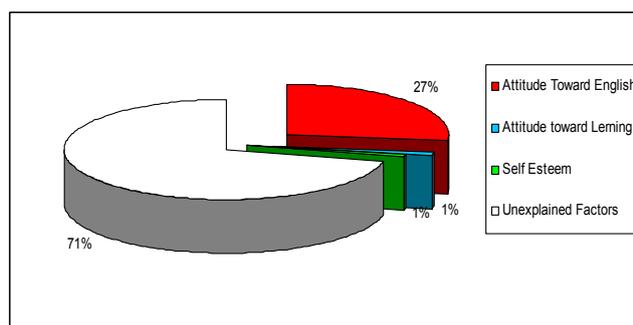


Chart of the Percentage of Attitude Contribution to the speaking skill

In order to strengthen the value of this study, the followings are some interpretations based on the results of the data analysis. The access to master and learn English have been opened widely, the students can use many ways to

expand their English such as reading; however, the students have not been accustomed to doing that. They are not introduced to the joy of English, although, by mastering English, the students can easily communicate with people from other countries in English

Based on the result of the research, it was found that there was a correlation between attitudes toward English to the speaking skill on LP3I students, because the correlation coefficient was 0.633. Attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude (Gardner, Lanlonde and Moorcroft, 1985). Thus, it can be inferred that learners with positive attitude towards speaking English will be more involved in speaking activities and may try to make use of more strategies. The relationship between attitude and speaking that reported attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude thus, it can be inferred that learners with positive attitude towards speaking English will be more involved in speaking activities and may try to make use of more strategies that help them deal with their difficulties in the course of conversation; and learners with negative attitude will be less willing to participate in speaking activities.

The results of this research also support the above-mentioned statements. The coefficient of determination (r^2) of attitude toward english and speaking was 0.400. It means that attitude influenced speaking skill for about 40%. The results showed attitude plays a major role in learning a second language since the students positive or negative attitudes towards learning English largely determine high or low achievement or proficiency in English.

Conclusion

In this research the researcher point out to find the correlation between attitude toward English and speaking skill. In this research, students' attitude toward English gives positive significant correlation on their speaking skill. Furthermore, based on the results of *pearson product moment* analysis, it was found that students' attitude toward English had a positive significant correlation with speaking skill. The correlation was medium or sufficient. It means that the students who got good in attitude test tended to get good scores in the reading

comprehension, and writing test. The students who got low scores in attitude test tended to get low scores in speaking test. From the result of regression analysis, the writer showed that attitude toward English influence speaking skill for about 19 % where the highest contribution from three sub-scales of attitude factor was attitude toward English learning.

Finally, learning a new language is linked to the way in which the learner views the target language community and culture. Gardner (2003, p. 23) insists that students' attitude towards the target language group will affect their success in learning that language. Normally, learners manifest different attitude towards the target language, target language speaker, the target language culture, and social value of learning the second language, particular uses of the target language, and them selves as members of their own culture.

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