THE EFFECT OF ATTITUDE TO THE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE

Oleh:
Very Indra Wahyu, Hery Yufrizal, Sudirman
Email: veryindrawahyu@yahoo.com

Abstract

Penelitian ini adalah tentang efek dari sikap terhadap kemampuan berbicara bahasa inggris siswa. Tujuan dari penelitian ini adalah untuk mencari perbedaan antara dua jenis sikap yaitu positif dan negative terhadap kemampuan berbicara. Populasi dari penelitian ini adalah siswa kelas 2 SMA. Penelitian ini menggunakan ex post facto disain. Penulis menggunakan kuisioner untuk mengetahui sikap siswa dan memberikan tes berbicara untuk mengukur kemampuan siswa. Hasil dari penelitian ini menunjukan bahwa sikap positif siswa lebih bagus dalam kemampuan berbicara daripada sikap negatif. Siswa yang memiliki sikap positif memiliki nilai tertinggi untuk nilai berbicara secara umum, yaitu 75.87. nilai pelafalan 73.89, kelancaran 74.67, dan nilai pemahaman 76.00. Ini berarti bahwa sikap positif memiliki efek yang bagus dalam kemampuan berbicara siswa. Signifikansi 0.00 < 0.05, ini berarti ada perbedaan yang signifikan dari kemampuan berbicara siswa antara siswa yg memiliki sikap positif dan negative.

This research is about the effect of attitude to the students' speaking ability. The objective of this research is to find out the differences between two types of attitude (positive and negative) to their speaking ability. The population of this research was the second year students of senior high school. This research used ex post facto design. The writer used questionnaire to know the students' attitude and gave an oral test to measure the students' speaking ability. The result showed that positive students were more successful in English speaking ability rather than negative and middle types of students. Positive students got the highest score 75.87 for general speaking, pronunciation (73.89), fluency (74.67), and comprehensibility (76.00). It means that the positive students had a positive impact on students' ability in speaking. The significant was $0.000 < 0.05$, means that there is a significance difference of English speaking ability between positive and negative students.

Keywords: ability, attitude, effect, speaking

INTRODUCTION

In teaching learning process, there are some components which influence this success, they are students, teacher, aim, material, method, media and evaluation (Tarigan, 1987:7). For students, attitude becomes one of important factors that are able to determine their learning achievement. It also happens in learning a second/ foreign language. Setiyadi (2003: 28) states that the problems and the progress in learning the language may depend on the factor that language learners have, that is attitude.

Attitude may be learned by observing an object. Students in second grade have learnt and observed English since they studied at elementary school. So, after finishing their study from junior high school and coming to senior high school they have an attitude to like or dislike a subject. For example if they like the English subject they will have a big effort to study English, they will give serious attention in the English class, they will try to speak in English, and ask the questions to the teacher. Conversely, the dislike's students tend to follow the lesson without thinking whether or not they understand the materials.

The attitude leads to the development of the degree and kind of attitude that has such an important influence on the amount of effort a learner is prepared to make in learning a second language. It means that attitude has an effect to the English learning process. Therefore, the writer tries to identify the effect of attitude to the speaking ability.

Speaking ability is an aptitude of human being in communicating each other even in different language. Speaking is one of effective way to interact and

communicate among people in social life. Brown (1980) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on the theory above, there are three main important points of view which must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

In the foreign language context, students are able to succeed if they are engaged in learning materials which are related to their needs and interest, the degree of relevance affects the degree of willingness, which in turn, influences the degree of participation and commitment. Based on those statements, it can be concluded that if students already have positive attitudes, it automatically will affect their willingness as well as their participation and commitment to study well. Finally those positive actions will encourage them for example, try to speak in English when the lesson occur, read English books much, pay attention to the lesson intensively, ask questions, do more practice speaking English both at school and home, take an English course after class in which all of that positive action make their English ability increased and they can speak English well.

METHODS

This research is quantitative research. The researcher used *expost-facto design* because there is no treatment done, but collecting the data to see the effect of students' attitude towards their speaking ability. This research has two variables, they are attitude (positif and negatif) as independent variable (formulated as X1 and X2), and the second is students' ability as dependent variable (Y). Those data then was analyzed to find out the effect of attitude towards speaking ability.

X1

Y

X2
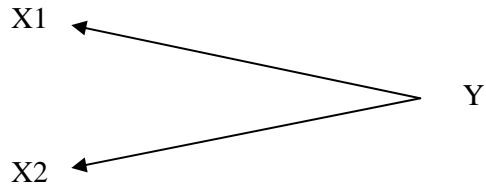
The population of this research was grade XI students of MAN 1 Kalirejo, class XI IPS 3 was taken as the sample of this research. It was done by using simple random sampling technique by using lottery, so that all of the second year classes got the same chance to be sample in order to avoid subjectivity and to guarantee every class had the same opportunity.

In collecting the data of variables X and Y (attitude and speaking ability), the writer used questionnaire to know the student's attitude (variable X), while for measuring student's ability in speaking the writer applied a test by asked the students to make a conversation with their chairmate (variable Y). And for technique, the writer implemented pair work technique. In conducting this research, the writer used the steps as follows:

1. Administrating attitude test. The writer provided a questionnaire of attitude to the students.

2. Administrating English Speaking Test. The writer conducted English speaking test by recording the result. The recorded result was rated by two raters.

3. Collecting data. The writer gathered those data after the test by giving score.

4. Analyzing the data. The data was examined by using ANOVA. The data was statistically computed through the statistical package for social science

(SPSS). It was tested to find out whether there was a significant difference

both of the two attitude to English speaking ability.

The data of the research were examined by using ANOVA. The data was statistically computed through the Statistical Package for Social Science (SPSS). Using ANOVA for the hypothesis testing had underlying assumptions, they was dependent and independent variable. The writer categorized speaking skill as a dependent variable since this ability is influenced by attitude while attitude as an independent variable. The writer assumes that attitude has an influence toward the language Ability.

RESULT

To know the students' attitude, the writer gave a questionnaire. Most of the questionnaire items took from positive aspect. If the students score the same as or higher than 14, they belonged to positive group, if the students score is 13, they are in stable or unstable position, if the students score was the same as or lower than 12 it meant that the students belonged to negative group. The following table shows us the number of students based on their attitude type students of class XI IPS 3.

Students' attitude type	Total number	Percentage
Positive	9	28%
Middle	5	16%
Negative	18	56%
TOTAL	32	100%

In English speaking test, the students were invited to present their dialogue in front of the class. The topic was focused on accepting and refusing an invitation.

The writer used inter rater to take score of students' ability in speaking English. It was done in order to eliminate the subjectivity of the rater who assigned the score. The writer classified the scoring standard for the students' speaking ability. There were pronunciation, fluency, and comprehensibility with interval score 41-50, 51-60, 61-70, 71-80 and 81-90.

The table below is the descriptive mean score and ANOVA table from the three speaking aspects, they are pronunciation, fluency, comprehension. There could be seen the different mean score between groups. Here is the table:

1. Attitude type and Students Pronunciation

Descriptive

Pronunciation

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Positive	9	73.89	4.485	1.495	70.44	77.34	65	78
Mid	5	66.80	1.304	.583	65.18	68.42	66	69
Negative	18	68.39	3.583	.845	66.61	70.17	62	73
Total	32	69.69	4.461	.789	68.08	71.3000	62	78

Result ANOVA of Students' Attitude Type and Their Pronunciation

ANOVA

Pronounciation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	230.908	2	115.454	8.675	.001
Within Groups	385.967	29	13.309		
Total	616.875	31			

In relation to the table before, the ANOVA computation table above shows that F=8.675 with p=0.001. (p < 0.05). Because of F value > table (8.675 > 3, 327), and the significant 0.000 was lower than 0.05. So it can be said that the ability in pronunciation of positive students are significantly different among other type of attitude students.

2. Attitude Type and Students' Fluency

Fluency					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Positive	9	74.67	4.213	1.404	71.43	77.91	66	79
Mid	5	67.60	2.074	.927	65.03	70.17	66	71
Negative	18	68.83	3.730	.879	66.98	70.69	62	75
Total	32	70.28	4.552	.805	68.64	71.92	62	79

Result of ANOVA of Attitude Type and Students Fluency

ANOVA

Fluency					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	246.769	2	123.384	9.043	.001
Within Groups	395.700	29	13.645		
Total	642.469	31			

In relation with the table before, ANOVA computation table shows that F= 9.403 with p= 0.001. (p < 0.05). Because of F value > F table (9.043 > 3.327), and the significant 0.000 was lower than 0.05. So it can be said that the positive students' was significantly different from negative and middle on fluency.

The third table is the descriptive mean score between students' attitude type and their comprehensibility in speaking. Here is the table:

3. Students' Attitude and Comprehension Aspect

Descriprives

Comprehension

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Positive	9	76.00	4.153	4.153	72.81	79.19	68	80
Mid	5	68.80	2.168	.970	66.11	71.49	67	72
Negative	18	70.50	4.062	.957	68.48	72.52	63	78
Total	32	71.78	4.654	.823	70.10	73.46	63	80

Result of ANOVA of Attitude Type and Students Comprehension

ANOVA

Comprehension

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	234.169	2	117.084	7.765	.002
Within Groups	437.300	29	15.079		
Total	671.469	31			

The table above shows that the result of computation is significant. It can be seen from the significant level (p) 0.002 (p < 0.05) and F value 7.765, because of F value > F table (9.043 > 3.327), and the significant 0.000 was lower than 0.05. So it can be said that positive students was significantly from negative and middle in term of comprehension.

At the end of data analysis, the hypothesis was tested to prove whether the proposed hypothesis was accepted or rejected. To test the hypothesis, since the data have normal distribution, ANOVA was used to analyze whether there was significant different of students' speaking ability between positive and negative students or not, in which the significant was determined by p<0.05. The data of positive and negative were analyzed to see whether there was a significant

different both of them. The table of descriptive and ANOVA below would show

us their significant. Here is the table:

speak_score								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Positive	8	75.8750	2.79987	.98990	73.5342	78.2158	70.00	79.00
Mid	6	67.6667	1.86190	.76012	65.7127	69.6206	66.00	71.00
Negative	18	69.3333	3.64611	.85940	67.5202	71.1465	63.00	75.00
Total	32	70.6562	4.40388	.77850	69.0685	72.2440	63.00	79.00

Analysis of ANOVA Test of Speaking Ability in General

ANOVA

speak-score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	303.01	2	151.505	14.733	.000
Within Groups	298.208	29	10.283		
Total	601.209	31			

The descriptive table above shows that speaking ability of positive students was

significantly different from negative and middle students. It can be seen from their

mean that positive took the highest score, 75.87. Also the result of computation of

ANOVA on the table above shows that F=14.733 with p=0.000. (p < 0.05).

Because of F value > F table (14.733> 3.327), and the significant 0.000 was lower

than 0.05. So it can be said that the students with positive attitude is significantly

different with the students with negative attitude in English speaking ability.

Based on the result of attitude and speaking test, the research concludes that a

positive attitude type is better in speaking ability. It can be seen from the result of

speaking test that the positive attitude always got the highest score. Descriptive

and ANOVA table also show a good result for positive attitude students. It means

that students with positive attitude have a good motivation to study English. They always try to understand the material and give a serious attention during the English class.

DISCUSSION

The result of interview proved that positive students were talk more active and responsive. They were also very easily socialized. They tended to be very active in responding the questions and transferring the idea. Although sometimes they lose of control but their spontaneously in speaking should be appreciated. In contrast, the negative students tended to be calm and more passive. Their way in answering the questions was very thoughtful and meaningful. Even though their utterances were less than positive one but their idea was understandable. They could control their behavior during the class. It might because they do not like direct interaction.

The students who belonged to positive group have higher score than negative because the students in positive are the super ordinate trait made up of sociability, dominance, assertiveness, activity and liveliness at the trait level (Eysenck hierarchical model) so that their production of words was better than negative one that is why the positive students' speaking score was higher than negative. In fact, the positive students were tended to be more active to talk and they free of feeling worry. So, they are good candidates for good language learners as they speak out and interact.

The students with positive attitude were tended to be active in using the language in the class. It shows when the students had to perform their dialogue in front of

the class. Their dialogue was long enough and their way in presenting that dialogue was very attractive and full of expression. Also they did the conversation in confidence and less of feeling worry.

Positive type of person is fluent in speaking, free of feeling worry, and not easily got ashamed and awkward. They were significantly relates to the enhancement of language development. That is why their pronunciation was good because they tended to use the language as much as possible.

On the other side, the writer found that the negative group of students tends to be more passive in teaching learning process. Their utterances were less than positive and lot of making mistakes because they were confused to say. Negative is easily to get ashamed, apathetic person, and not focus. That was why they were less in utterances production because they were very confuse to say something and needed more time to think about what would go to say.

The difference showed in their mean score of English speaking ability that was showed on descriptive table. Positive students had higher score than negative students even the middle students. Whereas the mean score of positive students was 75, 87 and for the negative students was 69, 33, and the last for middle was 67, 66. Thus shows the significant difference ability in oral performance between groups.

CONCLUSIONS

Based on the research of data analysis and discussion, the following conclusions are drawn:

1. There is a significant difference of students' English speaking ability between positive and negative students. The significant of the speaking test was Sig < a (p:0,05), from the table description of attitude and their speaking ability in general (table 4) shown that the significant was 0.000 < 0.05.

2. Positive students were more successful in English speaking ability rather than negative and middle types of students. Positive students got the highest score 75.87 for general speaking, pronunciation (73.89), fluency (74.67), and comprehensibility (76.00).

SUGGESTIONS

In line with conclusions above, the writers proposes some suggestions especially for English teacher as follow:

1. The English teacher should pay more attention of students' attitude types that are positive and negative attitude in teaching learning process. The teachers should be able to develop the students' ability to make sense of the idea based on their characteristics optimally.

2. It is also suggested for other researcher in the future who is going to conduct the similar research, it can be used as a source of reference.

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