

ATTITUDES AND SPEAKING LEARNING STRATEGIES: EXPLORING THEIR INTERPLAY in LEARNING ENGLISH AS A FOREIGN LANGUAGE

Laili Mar'atus Sholiha

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: This article aim to know whether attitude and speaking strategies have interplay in learning English as a foreign language. The attitudes used in this study are attitude toward native speakers of English and attitude toward learning English which own strong connection with speaking strategies. Speaking strategies refer to strategy that the learner used in learning English. The strategies are divided into six, including Interactional Maintenance strategies, Metacognitive-Evaluative strategies, Compensation strategies, Fluency-Oriented strategies, Culture-Related Social strategies, and Time-Gaining strategy. A correlational research design aims to determine whether attitudes toward native speakers of English and attitude toward learning English correlate to the speaking strategies. There are forty nine samples used from English department students in one of private university in Malang. An adapted questionnaire (AMTB) has been modified and categorized into 18 items consist of attitude toward native speakers of English and attitude toward learning English. Speaking strategies also used a questionnaire with 55 total items that have been divided into 6 kinds of strategies. In this study, attitudes and speaking strategies have positive correlation with the significant value (0.011) also the R values 0.421, R square is 0.177 and the F values is 4.949. That statement showed that attitude and speaking strategies are correlated. The attitudes which contribute more to the speaking strategies is attitude toward native speakers of English (0.067).

Key Words: Attitudes, Speaking Strategies, Interplay, English as a Foreign Language

INTRODUCTION

In language learning, attitudes refer to an individual feelings, opinions, and approaches toward the process of acquiring and using a new language. A positive attitude can enhance motivation and contribute to effective language acquisition. According to Ahmed et al (2021), behavioral, cognitive, and affective are the three parts of the attitude concept. The behavioral aspect of attitude is concern with an individual's action and reaction in particular situations. One influential perspective on behavioral attitude is the Theory of Planned Behavioral (Ajzen, 1991). In learning English as a foreign language, behavior aspect can also sees from the way they address native speakers in English. The concept of cognitive attitude is central to understanding how individuals process information and form beliefs about the world around them. One prominent theoretical framework in this area is the Elaboration Likelihood Model (Pretty & Cacioppo, 1986). Cognitive component influenced how an individual's perceive and interprets information related to the attitude object. It refers to the belief, thought, and knowledge that shape an individual's attitude toward a particular object, person, or situation. Peters and Slovic (2007) demonstrated that participant responded more rapidly to their feelings than their thoughts about attitude objects. Affective attitude relates to emotions, feelings, and moods, it is often used in psychological and educational context to describe aspects that are connected to an individual's emotional state or their emotional response to situation or experience. In education, the affective factor includes motivation, emotions, and values. Affective attitudes in learning English could involve feelings or enjoyment, frustration, confidence, or anxiety experienced while learning the language.

Mistar 2001 stated that , attitudes are divided into nine kinds, attitudes toward native speakers of English, attitudes toward learning English, desire to learn English, English class anxiety, English use anxiety, interest in foreign languages, instrumental orientation, integrative orientation, and motivational intensity. Attitude toward native speakers of English and attitude toward learning English are essential factors that influence language performance achievement in a target language not only on intellectual capacity but also on the learner's attitudes toward language learning strategies. Attitude toward native speakers of English can be widely depending on cultural, social, and individual factors as

stated by Todd and Pojanapunya (2009). Some people may hold native speakers in high regard, seeing them as fluent, and authoritative in the language. Others may feel intimidated or insecure around native speakers, especially if they are learning English as their language acquisition. Attitude toward English learning also vary greatly depending on individual motivations, cultural context, and educational systems. Some people view English learning as essential for academic and career advancement, leading to enthusiastic engagement and dedication

Language learning strategies considered as individual techniques used to improve language acquisition. Many techniques used for the student to improve their language acquisition are listening and speaking practice, vocabulary building, reading and writing exercises, language apps, online resources, and also grammar study. Speaking is the most important skill among the four key language skills Rao, (2019). Besides, speaking is also known as a difficult basic skill because the speaker will produce sentences spoken on the spur of the moment. Speaking skills also become a primary means of communication (Miranda and Wahyudin, 2023). Zuhairi and Mistar, (2022) declared about the intensity of strategy used in learning speaking is having 6 factors, those are: Interactional maintenance strategies used for keeping communication with others. Metacognitive – evaluative strategies used to assess and reflect upon their thinking, learning, and problem-solving. Compensation strategies are a crucial aspect of human resource management and organizational planning. Fluency-oriented strategy focuses on communication and fluency over perfection in grammar and vocabulary. Culture-related social strategies pertain to effectively communicating in a way that respects and understands the cultural norms, customs, and social conventions of the target language and culture. Time-gaining strategies refer to techniques and approaches that individuals can use to fill pauses or gaps in conversation when they need a moment to think, respond, or articulate their thoughts more effectively.

This study have only one research question that is Does attitude correlate with using speaking learning strategies in English as a foreign language? If yes, which attitudinal factors (attitude toward native speakers of English and attitude toward learning English) contribute to the use of strategies in learning speaking the more?.

As research done by Rastegar and Gohari (2016), quantitative research with the aim is investigating the relationship among speaking strategies use, attitude, and English language oral output. The data were collected from 150 EFL students with the range age is 13 – 18 years old. The research uses 3 instruments the Oral Communication Strategy Questionnaire designed by Nakatani, the Attitude Scale adapted by Rastegar, and the Cambridge Preliminary English Test, a placement tool for language proficiency with a score range for each item was 1-5. The data was analyzed with regression analysis to predict learners' PET scores through the speaking strategies as well as regression coefficients of the learners' speaking strategies and their PET scores. The result of the correlation between speaking strategy used and attitude have positive relationship and statistically significant.

Jabbari and Golkar (2014) also have done their research about EFL learners' attitude and language learning to provide the perception of language learning strategies and examine the connection between the mindset of EFL students and their language acquisition techniques. A quantitative approach was used for this research while the questionnaire used from Strategy Inventory for Language (SILL) and Attitude/Motivation Test Battery (AMTB) to be given to 100 EFL students from one of Iran universities with random sampling technique. To analysis the data, the researcher used descriptive statistic, correlational statistic and multivariate analysis in SPSS. According to that study, EFL students who have a positive outlook tend to apply language learning strategies more effectively.

Habók and Magyar (2018) investigated language learning strategy's connection with foreign language attitude, proficiency and general school achievement in secondary students from year 5 and 8. The sampling that is used was about 868 children while the questionnaire was adapted from Strategies Inventory for Language Learning. The result of the research is having strong impact on the children's attitudes trough these variables.

Those researches above showed that attitude and language learning strategies have positive correlation. So, attitude really affects learning strategies for students as a Foreign Language. Most of the participants from previous study above are secondary school – second year university students. Therefore in this research, the researcher took a participant from last year students of university level to differ this research with others research above. As well know, last year students have more experience, well understanding, and critical in analyzing information also problem solving. There is no specific attitude that is used by those previous studies, so they used a general attitude for their questionnaires. Meanwhile, in this research the researcher used attitude toward learning strategies and attitude toward English learning.

METHOD

The researcher used a correlational research design to determine whether one variable influences the other. In the correlational research, the researcher used an explanatory correlational design to correlate attitude and language learning strategies in speaking skills. Explanatory correlation analysis focuses on the cause or mechanism underlying the relationship between variables. The researcher decided to use a Pearson correlation coefficient to measure the hypothesis correlation between one independent variable to another dependent variable. In this study, there are two independent variables use those are attitude toward native speakers of English and attitude towards learning English while the dependent variable is speaking strategies.

The sample is from university students in the seventh semester they were 49 students consisting of 15 males and 34 females who have studied speaking 1 - 4 subjects in the English department. They are 21 – 25 years old. The students who became the sample of the study are suitable for the research since they learned English as a foreign language and they also have much background experience in learning English exactly speaking strategies.

The instrument of this study is using two kinds of questionnaires; those are instruments for attitude attributes and instruments for learning strategies in speaking. An adapted instrument from Gardner which has been modified by Mistar, J. 2001 was used to examine the attributes of attitude in foreign language learning. The instrument for attitude attributes contains attitudes toward native

speakers of English and attitudes toward learning English. The total number of items for attitude instruments is 18 items. The scale used in this questionnaire is five-point items including “1” (strongly disagree), “2” (disagree), “3” (neutral), “4” (agree), and “5” (strongly agree). In the learning speaking skills strategies, the researcher used a questionnaire adapted from Zuhairi and Mistar, (2023) which consists of 55-item questionnaires with five-point items “1” (never do), “2” (rarely do), “3” (sometimes do), “4” (often do), “5” (always do).

This study determined the correlation between students’ attitude and speaking strategies. The writer used Microsoft Excel and SPSS version 26 to calculate the numerical data. To analyze the correlation degree the writer used Pearson correlation. While to know which independent variable contribute the most used a regression linear. The data was obtained from students’ total score of attitude and speaking questionnaires. The data was obtained from students’ total score of attitude and speaking questionnaires. After getting the data, author conducted multiple steps of data analysis, as follows: After the data was collected, the writer started calculating the data. The score from the questionnaires were calculated using Microsoft Excel to get the total score. After finding the total score, the writer analyzed the correlation between two variables (attitude and speaking strategies) using Pearson correlation to determine the correlation, the significant value (p -value), the coefficient, and the direction of correlation. To interpret the significant correlation, the writer compared the significant value and the level of significance (0.05) to find a correlation between these variables. Regression linearity test is a test to check which variable X contribute the more in variable Y. This study used SPSS version 26 for the ANOVA and coefficient tables showed the significant value.

FINDINGS AND DISCUSSION

The finding of the research focused on data from questionnaires. The data is gathered from attitude and speaking strategies questionnaires were analyzed using Pearson correlation and regression linear in SPSS version 26. RQ: Does attitude correlate with using strategies to learn speaking skills in learning English as a foreign language? If yes, which attitudinal factors (attitude toward native speakers of English and attitude toward learning English) contribute to the use of strategies in learning speaking the more?.

Table.1 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5022.985	2	2511.493	4.949	.011 ^b
Residual	23343.545	46	507.468		
Total	28366.531	48			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Table.2 Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	146.539	20.258		7.234	.000
X1	1.585	.844	.335	1.877	.067
X2	.552	.852	.116	.647	.521

The significant (2-tailed) was lower than 0.05 as seen in Table.1 which means that both attitude and speaking have a positive correlation (0.011) with the R values 0.421 and the R square is 0.177. The F-value based on the Table.1 ANOVA is 4.949. In the significant level in 0.011 showed a positive correlation among attitude toward native speakers of English (X1), attitude toward English learning (X2), and speaking strategies (Y). The significant shown in Table.2 that attitude toward native speaker in English is 0.067 while in attitude toward English learning is 0.521. These statement shows that attitude toward native speakers contribute the more to speaking strategies because its significant value is lower than 0.05.

As the result that has been counted by the researcher, there is a positive correlation among students attitude and speaking strategies with the significant value is lower than 0.05 (0.011). The attitude which contributes the more to speaking strategies is attitude toward native speakers of English.

Similar results are also seen in the data of Rastegar and Gohari (2016) who also investigate the relationship between attitude and speaking strategies. In this research, the researcher used an Oral Communication Strategy Inventory (OCSI) and attitude scale adapted by Rastegar, 2003 to collect the data. The attitude that is used was attitude toward language learning. By this research, the result showed that there is a positive and statistically significant between attitude toward language learning and speaking strategies with the level of significant is lower than 0.05. Our research have the same variables used those are attitude and

speaking strategies. From those researches, every research has different attitude used for the instruments given to the participants and different participant age for the samples of this study.

CONCLUSION AND SUGGESTION

Based on the statement that stated in the previous chapter, the objective of the study is to find out the correlation between students' attitude and speaking strategies for university students especially in English department. In this study, the researcher used two kinds of attitude those are attitude toward native speakers in English and attitude toward learning English. The result of the correlation between students' attitude and speaking strategies gotten from distributing questionnaire by the seventh semester of English education students in one of universities in Malang, East Java. In order to achieve the objective of the study, the researcher did some step to collect the data.

The analyzed of data was done after the researcher collect the data from the questionnaires. The data analyzed was done by using Microsoft Excel and SPSS version 26. To analysis the data of correlation between students' attitude and speaking strategies, the researcher used Pearson correlation. The regression linear was also used for knowing which independent variable contribute the more to dependent variables.

Based on the data analysis by SPSS calculation the significance (2-tailed) 0.011 was lower than the level significant 0.05. Means that, the alternative hypothesis (H_a) is accepted and automatically the null hypothesis (H_o) is rejected. In the regression linear result, attitude toward native speakers of English contributes the more to speaking strategies with the significant 0.067. While, the significant from attitude toward learning English had 0.521 significant values which showed higher than 0.05.

Some suggestions are given to the students, teachers, and also future researchers based on the significant result of this study. The suggestion for student is students can approach learning with a positive attitude and mindset. Believe in your speaking strategies that really effects student's learning process in English as a foreign language. Based on the attitude toward native speaker in English which contribute the more to speaking strategies, teachers can implement

these strategies and maintaining a positive attitude toward teaching speaking skills. As this research is not perfect yet, the researcher would like to suggest for the future researchers especially in the students' attitude and speaking strategies in English as a foreign language. The future research can be more perfect with another design such mix-method to have an intensive result from students' attitude and speaking strategies. The researcher hopes that the result of this research can be useful information and references for the next researcher.

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