



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

SKRIPSI

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ABSTRACT

Sholiha, Laili Mar'atus. 2024. *Attitudes and Speaking Strategies: Exploring Their Interplay in Learning English as a Foreign Language*. Skripsi, English Education Department Faculty of Teacher Training and Education Universitas Islam Malang. Advisor I: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D. Advisor II: Dr. Hamiddin, S.Pd., M.Pd.

Keyword: *attitudes, speaking strategies, Interplay, English as a Foreign Language (EFL)*

Attitude is a kind of individual's mindset, feelings, and disposition towards the process of acquiring and using the English language. There are many attitudes in language learning those are 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. 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 strategies 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 strategies.

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).

ABSTRAK

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Sikap adalah pola pikir, perasaan, dan disposisi individu terhadap proses memperoleh dan menggunakan bahasa Inggris. Ada banyak sikap dalam pembelajaran bahasa yaitu sikap terhadap penutur asli bahasa Inggris, sikap terhadap pembelajaran bahasa Inggris, keinginan untuk belajar bahasa Inggris, kecemasan belajar bahasa Inggris, kecemasan menggunakan bahasa Inggris, minat terhadap bahasa asing, orientasi instrumental, orientasi integratif, dan intensitas motivasi. Sikap yang digunakan dalam penelitian ini adalah sikap terhadap penutur asli bahasa Inggris dan sikap terhadap belajar bahasa Inggris yang memiliki hubungan kuat dengan strategi berbicara. Strategi berbicara mengacu pada strategi yang digunakan pelajar dalam belajar bahasa Inggris. Strategi ini dibagi menjadi enam, termasuk strategi Pemeliharaan Interaksional, strategi Metakognitif-Evaluatif, strategi Kompensasi, strategi Berorientasi pada Kelancaran, strategi Sosial yang Berhubungan dengan Budaya, dan strategi Memperoleh Waktu.

Desain penelitian korelasional bertujuan untuk menentukan apakah sikap terhadap penutur asli bahasa Inggris dan sikap terhadap pembelajaran bahasa Inggris berkorelasi dengan strategi berbicara. Ada empat puluh sembilan sampel yang digunakan dari mahasiswa jurusan Bahasa Inggris di salah satu universitas swasta di Malang. Kuesioner yang telah diadaptasi (AMTB) telah dimodifikasi dan dikategorikan ke dalam 18 item yang terdiri dari sikap terhadap penutur asli bahasa Inggris dan sikap terhadap pembelajaran bahasa Inggris. Strategi berbicara juga menggunakan kuesioner dengan total 55 item yang telah dibagi menjadi 6 jenis.

Dalam penelitian ini, sikap dan strategi berbicara memiliki korelasi positif dengan nilai signifikan (0.011) serta nilai R 0.421, R square 0.177 dan nilai F 4.949. Hal tersebut menunjukkan bahwa sikap dan strategi berbicara memiliki korelasi. Sikap yang memberikan kontribusi lebih besar pada strategi berbicara adalah sikap terhadap penutur asli bahasa Inggris (0.067).

CHAPTER I

INTRODUCTION

This chapter deals with kinds of information including the background of the study, research question, objective of the study, hypothesis, significance of the study, scope and delimitation of the study, and definition of key terms.

1.1 Background of the Study

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. Attitudes have three aspects those are behavioral, cognitive, and affective. Mistar (2001) stated that attitudes are divided into nine kinds involve 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 proficiency in target language.

Language learning strategy considered as individual method employed to enhance language acquisition. Many techniques used by student to improve their language acquisition these are listening and speaking practice, vocabulary building, reading and writing exercises, language apps, online resources, and also grammar study. Language learning strategies also defined as behavioral action to learn a language. Many strategies related to language learning in English as a foreign language such as grammar, listening, speaking, writing, etc. Students' speaking techniques are the primary focus on this study.

Among the four essential language skill, speaking is the most crucial skill Rao (2019). Besides, speaking is also known as a difficult basic skill because the speaker should produce sentences spoken in sudden moment. Speaking skill becomes a primary means of communication (Miranda & Wahyudin, 2023). Effective communication of concepts and information is essential in academic, professional, and personal contexts. Good speaking skill helps people build and maintain academic success. Not only essential for presentation, discussion, and participation in class, speaking skill also crucial for succeeding examination and interviews (Zwiers & Crawford, 2023).

Zuhairi and Mistar (2023) remarked that there are six components that determine how intense a spoken learning strategy 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 strategies focus on communication and fluency over perfection in grammar and vocabulary. Culture-related social strategies pertain to successfully conveying ideas while understanding and respecting cultural conventions, customs, and social customs 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.

The study aims to determine how EFL students' speaking strategies and attitude relate to one another. If there is a correlation between attitude and speaking strategies, what attitudinal factor (attitude toward native speakers in

English and attitude toward learning English) contributes more to speaking strategies?

1.2 Research Question

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?.

1.3 Objectives of the Study

Given from the previously stated research question, the researcher would like to find out the study's objectives: to investigate the interplay among students' attitudinal factors and speaking strategies in learning English as a foreign language, and which attitudinal factors correlate the most to speaking strategies.

1.4 Hypothesis

Students' attitude has a positive correlation with their speaking strategies.

1.5 Significances of the Study

This study's findings offer advantages for theory and practice alike. Theoretically, this study is expected to know the potential contribution to our understanding of student's learning strategies. The practical benefits of this research help students and teachers know the attitudinal factors that contribute to the speaking strategies. Students might know which attitude affects in speaking strategies used by them. Hence, students may be motivated to study in order to

achieve progress in learning English as a foreign language. When teachers know the result of this study, teacher can also have an effective learning method and establish a setting for learning that encourages the improvement of speaking strategies. Also, the result of the study can be useful for future researchers in looking for research exploring the interplay among the attitudes and their speaking strategies in university students.

1.6 Scope and Delimitation of Study

The scope of the study is to examine the attitudinal factors and language learning strategies. The attitudinal factors focus on attitudes toward native speakers of English and attitudes toward learning English. The language learning strategies used in this research include speaking strategies which have 6 strategies. These are interactional maintenance strategies, metacognitive-evaluative Strategies, compensation strategies, fluency-oriented strategies, culture-related social strategies, and time-gaining strategies. Delimitation sample of this study is the seventh semester students of Indonesian English department students who have passed Speaking 1, Speaking 2, Speaking 3, and Speaking 4 Courses.

1.7 Definition of Key Terms

To ensure that the readers do not misunderstand some of the basic concepts discussed in this research, here are some explanations that can help them understand the important terms used in the research:

1. Attitudes

Attitudes in language Learning is attitudes toward native speakers of English and attitudes toward learning English.

2. Speaking Strategies

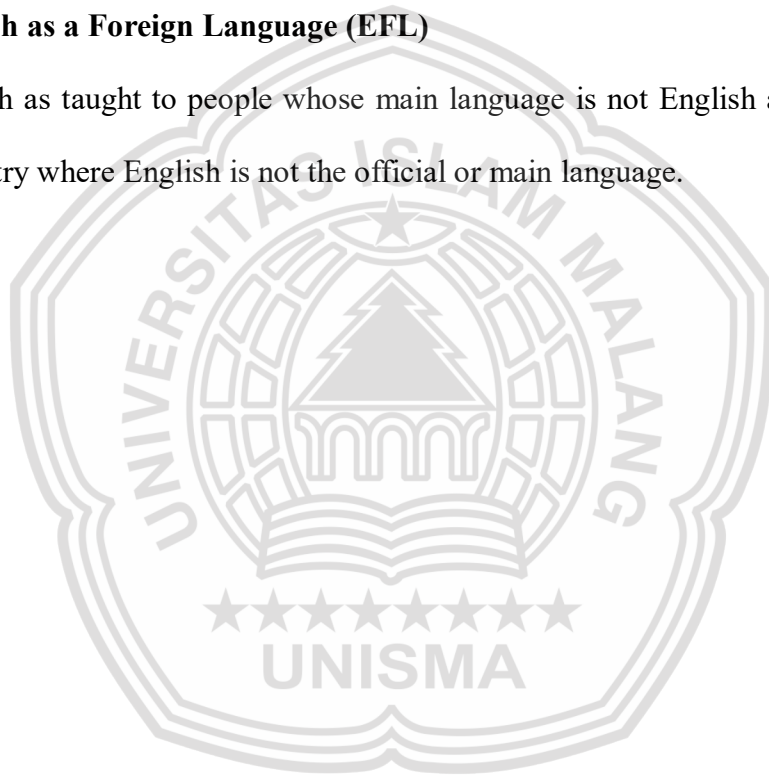
Speaking strategies refer to strategies that learner use in learning English. The strategies are divided into six, including interactional maintenance strategies, metacognitive-evaluative strategies, compensation strategies, fluency-oriented strategies, culture-related social strategies, and time-gaining strategies.

3. Interplay

The effects of two or more things have on each other's.

4. English as a Foreign Language (EFL)

English as taught to people whose main language is not English and who live in a country where English is not the official or main language.



CHAPTER V

CONCLUSION AND SUGGESTION

This study is to determine whether students' attitudes and their speaking strategies are correlated. By that, this chapter provides the conclusion drawn from data analysis and some suggestion for the students, teacher, and also future researcher.

5.1 Conclusion

According to the statement made in the previous chapter, the goal of the research is to identify 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 correlation between students' attitude and speaking strategies was determined using a questionnaire distributed to seventh – semester English education students at a university in Malang, East Java. To achieve the study's objectives, the researcher followed specific steps to collect the data. The first step was distributing the questionnaire of attitude and speaking strategies. The aim of this step was to find out how far the students' attitude and speaking strategies. After distributing the questionnaire, the researcher collected the result of the questionnaire through Microsoft Excel and SPSS version 26.

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. The researcher passed several steps in analyzing the data such as calculating the mean score through Microsoft Excel, calculating the correlation through SPSS version 26, interpreted the correlation result with using the scale from Schober et al (2018), and the last is calculating the regression linear through SPSS version 26.

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 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.

5.2 Suggestions

Some suggestions are given to the students, teachers, and also future researchers based on the significant result of this study.

1. Students

The suggestion for student is to approach learning with a positive attitude and mindset. Believe in your speaking strategies significantly impacts the learning process in English as a foreign language.

2. Teachers

Based on the attitude toward native speaker in English which contribute the more to speaking strategies, teacher can implement these strategies and maintaining a positive attitude toward teaching speaking skills.

3. Future Researchers

As this research is not perfect yet, the researcher would like to suggest for the future research especially in the students' attitude and speaking strategy in English as a foreign language. The future research explores with another design such mix-method to have an intensive result from students' attitude and speaking strategies. The investigator believes that the findings of the study will provide valuable data and sources of knowledge for future researcher.



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