ABSTRACT

Asmarani. 2018. *The Correlation Between Students' Cognitive Aspect and Affective Aspect in Speaking Performance (A Correlational Research at the Eleventh Grade Students of SMAN 1 Tanete Riaja, Barru),* under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, guided by Erwin Akib and Nurdevi Bte Abdul.

English is taught as a foreign language in Indonesia. English language cannot be separated from Indonesian educational system and Indonesian students' daily life; because many students in Indonesia learn English for various purposes such to become tourist guides, to be able to speak in international level, to get better jobs, and others field. And the key to reach that purposes is speaking performance. Many researchers consider speaking performance as a crucial part of the language learning process because it helps to expand knowledge of the language and their confidence in using it. But there are some aspects that affect the students' speaking performance. Those aspects come from cognitive aspect and affective aspect.

This research aimed at finding the correlation between students' cognitive aspect and affective aspect in speaking Performance. A correlational research at SMAN 1 Tanete Riaja, Barru. Cluster random sampling was applied to selected the sample. The number of sample selected was 31 students. The data were obtained through giving the students intelligence test and administrating the questionnaire.

The findings showed that there was a correlation between students' cognitive aspect and affective aspect in speaking performance. It was shown by pearson correlation or $r_{xy} = 0.893$ that was classified as very strong or very high correlation where standard correlation lies between $0.800 - 1.000$. The result of statistical analysis at the level significance or alpha level $(\alpha) = 0.05$ was lower than the level of significance $(0.000 < 0.05)$. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

Thus, the students' cognitive aspect and affective aspect had a significant correlation in their speaking performance. It meant that the student had to pay attention in their cognitive aspect and affective aspect, so the students could have good English speaking.

Keywords: Cognitive Aspect, Affective Aspect, Speaking Performance