

**THE CORRELATION BETWEEN STUDENTS' COGNITIVE
ASPECT AND AFFECTIVE ASPECT IN SPEAKING
PERFORMANCE**

*(A Correlational Research at Eleventh Grade Students of SMAN 1 Tanete
Riaja, Barru)*



A THESIS

**Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for
Degree of Education in English Department**

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2018**



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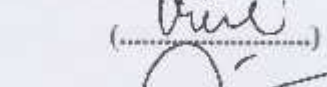

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ASMARANI

MOTTO

Learn from the mistakes in the past, try by using different way, and always hope for a successful future

Think big and act now!

I dedicate this thesis for my beloved parents
and all my siblings

ACKNOWLEDGEMENT



In the name of Allah, most gracious, most merciful

All praise is to Allah SWT, Lord of the world, who has owed strength and health upon the writer to finishing this thesis. Shalawat and salam are addressed to our prophet Muhammad SAW, his family, companions, and all his followers.

In writing this thesis, the researcher found any difficulties. The researcher realized that this thesis had a lot of mistakes and weakness. In order to become perfect, the researcher needed correction and suggestion. Many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, the researcher would like to express her appreciation and sincere thanks to:

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Finally, the writer realized that this thesis is still far from perfection and still needs suggestion and critics. Thus, improvement from this thesis as strongly needed.

Makassar, Februari 2018

The Writer

ASMARANI

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 (α) = 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

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CHAPTER I

INTRODUCTION

A. Background

In this era of globalization, knowledge of a foreign language serves students well in the interconnected world. It opens the door to job opportunities in the global economy and makes more media accessible, enriching public discussion of current issues. At present, the language that dominates internationally is certainly English. Kachru and Smith in Haidara (2014: 1) agreed that in the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their students to perform in ways that would ensure their prosperity and eminence in the world. In order to be competitive, the students have to be able to function well in multinational industrial enterprises, international trade, diplomacy, and scientific technological areas of expertise. The students have to be innovative and contribute to the knowledge-based of the world. In order to achieve these goals, the students need to be able to utilize the most widely used medium, English.

In Indonesia, English is taught as a foreign language. 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. Therefore, English has become part of students' everyday activities in Indonesia. Most of them feel very proud once they are able to speak English well.

There are four basic skills need to be learned in learning English, speaking, reading, listening, and writing. Among the four skills, speaking is very important because the students with good speaking skill will be able to participate more effective in the classroom than the other.

Teaching speaking to the students is a quite difficult. According to McKay in Haidara (2014: 3), in language use situations, when people speak, it is not the case that they simply open their mouths and speak the words and sentences. When people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing.

Speaking performance is a mean of oral communication in giving idea, information to the other one, which involves the production of the sound and the gesture, the movement of the muscles of the face, and indeed the whole body. Manser in Sriyananda (2014: 16) stated that performance is the person's process or manner of a play. Therefore, we may conclude that speaking performance is the way of one's manner in speaking, which is assessed through how the fluency and accuracy. Many researchers consider speaking performance as a crucial part of the language learning process. It helps to expand knowledge of the language and their confidence in using it. Cole et al. in Aouatef (2015: 22) have stated that speaking and listening were a major component of key skills and literacy qualifications. In the same context they added, "Talk is the first form of language most of us learn,

but we are probably unaware of how we learn it or the level and types of skills we possess.”

There are some aspects that affect the students' speaking performance. Those aspects come from cognitive aspect and affective aspect. Cognitive aspect is the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. Chomsky in Nelson (2013: 5) posited that native speakers are born with an innate ability to develop language because they are born with a cognitive sense of language. “In a fairly obvious sense, any native speaker of a language can be said to know the grammar of his or her native language”. Cognitive aspect involves students' intelligence and students' aptitude. Skehan in Moeller and Theresa (2015: 4) noted a fairly strong relationship between cognitive variables such as aptitude, intelligence, and language achievement for learners in foreign language classrooms. In educational world, mostly learning process is connected with students' intelligence. Therefore, the researcher has intelligence to be concern to.

Besides that, affective factors are one of the most important things that influence on language learning success or failure. Krashen in Tuan and Tran (2015: 9) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

Students' intelligence considered having an important role. Many people think that high intelligence test result is a guarantee for the future. Even

often found someone who gets high result in intelligence test, they will be more confident in doing anything. Students' intelligence certain is needed by students in learning language, specifically in speaking. Students should have intelligence of speaking like the student should be able to save as much as possible knowing grammar and how to pronounce it correctly. Those are related to the student's own intelligence.

On the other hand, does not rule out the possibility that someone who has a low intelligence test results will have lack of self-confidence. Self-confidence is a positive attitude that makes people to develop a positive judgment about them self, the environment or the situation they faced.

The students' self-confidence has significant impact on almost everything they do. Lack of self-confidence makes the students hard to speak. According to McIntyre in Park and Adam (2014: 3) suggested that self-confidence significantly contributes to the students' willingness to communicate in a foreign language. Besides that, high self-confidence can be positively correlated with speaking performance. In addition, self-confidence is able to build by keep studying, and apply the knowledge that has been learnt.

Based on the experience in the entire class in Magang 1-3 activities, most of students cannot become a good speaker because when they are presenting, they lose their self-confidence and they do not know how to convey their idea. They are seemed nervous, make unusual gesture, speak unclear, even they just keep quite. It usually happened to the smart students who get high score in intelligence test and to the students who get standard score in intelligence test.

Based on the phenomenon above, the researcher is interested in conducting the research entitled “The Correlation between Students’ Cognitive Aspect and Affective Aspect in Speaking Performance”.

B. Problem Statement

Based on the previous background, the researcher formulates the following research question: Is there any correlation between students’ cognitive aspect and affective aspect in speaking performance at the eleventh grade students of SMAN 1 Tanete Riaja, Barru?

C. Objective of the Research

Based on the previous problem statement, the objective of this research is to find out the correlation between students’ cognitive aspect and affective aspect in speaking performance at the eleventh grade students of SMAN 1 Tanete Riaja, Barru.

D. Significance of the Research

The result of this research is expected to be meaningful input for:

1. The teachers who are teaching English for helping students to balance students’ cognitive aspect and affective aspect.
2. The students who learn English to be aware with their cognitive aspect and affective aspect itself in learning English, particularly in speaking.

3. The University, the researcher expects that someday this study will be a valuable reference for either, the university and those who do a research relates to this case.

E. Scope of the Research

This research is limited in the two aspects that affect the students' speaking performance, those are Cognitive aspect and Affective aspect. In the Cognitive aspect, the researcher focuses on the students' intelligence and in the Affective aspect focuses on the students' self-confidence. Then, the result of this study finds out the correlation between those aspect in speaking performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Some researches about cognitive aspect and affective aspect in speaking performance have been conducted. The researcher chooses some literature as previous studies that are close to the topic.

Haidara (2014) investigates the psychological factor that affects negatively the English speaking performance for the English learners in Indonesia. A descriptive qualitative design was used to conduct this research. The participants were 20 students. The data were analyzed using the interactive analysis technique developed by Miles and Huberman in Haidara (2014). The results of the research reveal that the psychological factor truly affects negatively the students' English speaking performance. Although most of the students think that they have good level of English vocabulary and grammar, they are insecure while speaking English. Most of the problems were (1) Fear of making mistakes (2) Feeling shy (3) Feeling hesitated (4) lack of confidence while speaking English. Finally, some suggestions expected to significant remedies to overcome the problem were proposed by the researcher.

Ni (2012) analyzes the affective factors are the most important factors in SLA and English teaching. These factors include emotion, feeling, mood, manner, and attitude. All these factors, especially, motivation, self-confidence and anxiety, decide the input and output of the second language. Under the guidance of the Affective Filter Hypothesis proposed by Krashen, the present paper makes a

survey on advanced English majors. By collecting and analyzing research data, some useful results and implications have been found and can be used in future teaching. The affective factors will surely help the teachers to improve their teaching quality and students to cultivate an all-round development.

Nelson (2013) find out materials about cognitive development theory by Noam Chomsky. The conclusion of this journal was language acquisition is an important things related to human in acquiring their perception and comprehension of language. It allows them to build up a conversation to other. Then, cognitive psychology studies about the way of people think, create, remember, and speak, how people control and use their mind. With no cognition, human will not be able to have an understanding and realization of mental process. Automatically it can offend the human ability to having a communication toward other.

Sara (2015) investigates how self-confidence can improve students' oral performance and participation in the classroom besides the role of the teachers in promoting students to speak and in building their self-confidence in order to make them feel more secure. In order to verify those two hypothesizes we have chosen third year students as our sample. To conduct this study, the researcher has used a qualitative (descriptive). Based on the results, our two hypothesizes were confirmed. Hence, the findings revealed that EFL students' self-confidence has a great impact on their oral performance and the teachers' positive support is required to boost their self-confidence.

Arnold (2011) states a more in-depth answer to the question of why affect is important and discussed some options for dealing with it in the classroom.

Minghe and Wang (2013) explore several affective factors which may facilitate or debilitate students' oral English proficiency in college English teaching setting. Some strategies of teaching and learning are discussed and some affective methods in class and out of class are also introduced which can benefit activating the learners' positive affectivity to improve their oral English proficiency.

The researcher concludes that teaching speaking in Indonesia as foreign language needs better preparation. In the teaching learning process, teachers not only have to concern on the cognitive aspect, but also the affective aspect itself since both of cognitive and affective aspects have strong influence on the student's success in foreign language acquisition. As facts shown above, EFL students face problem in speaking related to both aspects. Therefore, a research about cognitive and affective aspect needs more attention as one way for teachers finding the effective solution dealing with the quality of students' speaking performance.

Based on the result of previous studies above, those are having a sameness each other emphasis of cognitive aspect and affective aspect with other variable. This research was different from other researchers had been mentioned above. This is focused on correlation between students' intelligence and self confidence in their speaking performance. Therefore, the researcher had idea to

study about “The Correlation between Students’ Cognitive Aspect and Affective Aspect in Speaking Performance”.

B. Some Pertinent Ideas

1. Definition of Correlation

This study is kind of correlation research. According to Gay cited in Emzir (2015:37), Correlation research is sometimes treaded as a type of descriptive research, primarily because it does describe on existing condition. Correlation research involves collecting data to determine whether, and to what degree, a relation exists between two or more quantifiable variables.

Based on definitions above the researcher can take a conclusion that correlation is the connection between a variable with the other variable, which is a variable effecting other.

2. Cognitive Aspect

a. Definition of Cognitive Aspect

Cognitive aspect is the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. Cognitive aspect involves students’ intelligence and students’ aptitude. Skehan in Moeller and Theresa (2015: 4) noted a fairly strong relationship between cognitive variables such as aptitude, intelligence, and language achievement for learners in foreign language classrooms. Chomsky in Nelson (2013: 5) posited that native speakers are born with an innate ability to develop language because they are born with a cognitive

sense of language. "In a fairly obvious sense, any native speaker of a language can be said to know the grammar of his or her native language".

According to Chomsky in Nelson (2013: 6), Language use is a complex cognitive phenomenon, and is one of the areas that distinguish humans from animals. Humans learn words at rapid rates, learning about 45,000 words around the time the average person graduates high school. Cognitive psychology studies how people think, remember, create, and speak. Cognitive development theory is ever changing as more knowledge is gained and added to the catalogue of information already in existence. Compounding on this study is the field of psycholinguistics, founded by linguist Noam Chomsky. Chomsky's ideas have set the standard for the way that language acquisition and development is viewed.

b. Components of Cognitive Aspect

There are two components of cognitive aspect. Intelligence is one of them. According to Henmon, intelligence is intellect plus knowledge. Intelligence may be defined, in general, as the power of good responses from the viewpoint of truth or fact. Spearman's theory is that any intellectual operation, such as adding a column of figures or translating a passage of French into English. The specific skills or abilities as of arithmetic, language, and a general ability which is common to all specific abilities, a sort of common fund of intellectual energy. It is the common factor which others have called "general intelligence," which explains the positive correlation between special abilities. According to Gottfredson in Nisbet et al. (2012),

Intelligence involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather it reflects a broader and deeper capability for comprehending our surroundings—“catching on,” “making sense” of things, or “figuring out” what to do.

3. Affective Aspect

a. Definition of Affective Aspect

As base part of human behavior, the process of acquiring a language involves one’s cognitive and affective. Recently, the importance of affect in language learning has been introduced.

According to Arnold in Zhu and Yaping (2012 : 33), affect is composed of feelings, attitudes and motivations which will influence the process and result of language learning. In addition, According to Brown in Lathifah (2015: 26), affect is related to emotions or feeling. He also added that affective refers to the emotional side of human behavior that arise fro variety of personality factors, feeling about others with who they interact with. Krashen in Tuan and Tran (2015: 9) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

b. Components of Affective Aspect

1) Motivation

Motivation is considered to be one of the most important factors, which affect the learner's language input and intake. Teachers' teaching effectiveness can be leveled by their skills in motivating learners. According to Brown in Zhu and Yaping (2012: 34), Motivation is an inner drive, impulse, emotion or desire that moves one to a particular action. It's known to all that proper motivation will draw learners' attentions and arouse their interests to learn, thus they are more likely to succeed in language learning.

2) Self-confidence

Self-confidence is considered to be another significant factor, which profoundly influences the learners' language performance. The students who lack of confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class.

Lland in Sara (2015: 31) defined, "Confidence originated from the Latin word "confidentia" meaning "to trust" and "to have faith" ". In the same context, Murray in Sara (2015: 31) stated, "Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well". Murray also mentioned another definition, "Confidence is partly about skill, about knowing what to do and how to do it". Confident

students always have specific goals they want to achieve and at the same time they trust their abilities and know well how to make their goals become true since they realize that they can do it.

Self-confidence is a very essential quality that foreign students may possess. When students believe in their abilities, they will facilitate their learning and engage in the task without any interference which may hinder their performance. Students will behave confidently because they feel sure of their abilities or value. As Preston in Sara (2015: 32) said, “Confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do”. Self-confidence controls all what learners do and in all domains, especially their success which they all hope to gain.

Of all the possible characteristics that can affect language learning, self-confidence is very important for the following reasons. The first reason is that self-confidence will encourage a person to try new learning. One would be willing to take some risks in order to be successful. Another reason is that a confident person rarely gives up. With these abilities, a confident student can succeed in language learning.

Finally, the studies of self-confidence have meaningful implications for language teachers. What should be solved is how to help students to establish and strengthen their self-confidence when they learn the second language. Successful language learning only takes place in an

environment where learners' values and positive attitudes are promoted, where learners approach learning with confidence and joy, where learners can use the target language at ease. Therefore, teachers should spare no efforts to create conditions that can be conducive to students' self-confidence.

3) Anxiety

Anxiety is another particular affective factor. It is one of the most prominent and pervasive emotions. According to Arnold in Ni (2012: 2), language anxiety “ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets) or formal (in the classroom)”. Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy or they just want to flee the learning task. According to Krashen in Ni (2012: 2), “The students who feel at ease in the classroom and like the teacher may seek out more intakes by volunteering and may not be more accepting of the teacher as a source of input.”

4. Speaking

a. Definition of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways.

Brown and Yule in Sriananda (2014:13) states that speaking is a tool of communication to other or speaking is way to bring a message from

one person to other interact with them. Nunan in Sriananda (2014: 13), Communication will be not running well without speaking and it is essential way which the speaker can express themselves through the language, communication is collaborated venture in which the interlocutors negotiate meaning in order to achieve their communication.

Widowson in Sriananda (2014: 14) states that speaking is a means of oral communication that gives information involves two elements, namely speaker who gives the message and the listener who the receptive the message in other word, the communication involves the productive skill of listening.

Based on some definitions above the researcher takes a conclusion that speaking is to express the ideas or feelings. Speaking as oral communication must be involved two elements speaker and listener.

Revell in Sriananda (2014: 14) defines communication as follow: communication, of ideas, of opinions, of feeling. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, or feelings.

Speaker is to express the needs-request, information, service, etc. Brown and Yule in Sriananda (2014: 14). The speakers say words to listener not only to express what in her mind but also to express what he needs whether information service. Most of the people might spend of their everyday life in communicating with other.

Meanwhile, Jones in Sriyananda (2014: 14) stated that speaking is a form of communication. We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does it should be based on particular goals. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring message across. The way we say something can be important as what you say in getting your meaning across. Therefore speaking process should pay attention to wants and how to say as well as to whom appropriately.

Lubis in Sriyananda (2014: 15) says question and answer, major element in natural conversation sessions. Beside on the statement we conclude that one of the important aspects in speaking is there is a communication or interacting between the speaker and listener. So it will make a good attraction/understanding about the object of topic.

1) Clarity

It means that the words that the speakers use must be clear, so that listeners can understand what the speaker says. Here, the speaker must consider speed and volume. The speed at which you speak is relevant here. If you speak quickly, listeners may have difficulty. The volume with which you speak can also have a bearing. Speak out do not mumble. Your words have to be loud enough to reach all your listeners.

2) Variety

Here the speaker must try to vary way of speaking such as pitch (rise and fall voice), emphasis, speed, variation, volume and pause. The speaker is expected to fine variation in saying words do not speak monotonously.

3) Audience and tone

The way you speak and the tone you use will be affected by audience to whom you are speaking. If you are discussing something with your friends, you are likely to use informal conversational tone, while talking to a group of thirty people, it likely that speak more formally and would raise the pitch and the volume of your voice to make sure that what you say reaches all of your listeners.

b. Kinds of Speaking

1) Speaking performance

Martin in Sriananda (2014: 16) states that performance is the person's process of manner of play. Therefore we may conclude that speaking, which is assessed through how fluency and accuracy are.

Marcel in Sriananda (2014: 16) distinguishes the outline of accuracy and fluently. Accuracy is the manner of people in using appropriate words and the pattern of sentence while fluency is someone's way of speaking dealing with how to produce words in certain period of times without missing any words.

Teachers have to know how to evaluate their students and know to what extent to result of teaching they have enforced. In this case, the teacher must be able to indicate whether their students are classified into having good performance in speaking or not yet. Brown in Sriyananda (2014: 17) states that speaking performance is measured by capability to speak English well based on the characteristic of accuracy and fluency to be decided as follows:

- a) Good control of fluency interaction with minimal false starts, repetition and fillers.
- b) Fairly fluent and noticeable hesitation or false starts, repetition and fillers in fluency, but did not interfere with basic communication.
- c) Occasionally lack of fluency and flexibility, with some false starts, repetition, fillers but such as to impede communication.
- d) Less fluent with some false starts, repetition, and fillers communication still conveyed.
- e) Disconnected speech and frequent false starts, repetition, and fillers and pair communication.
- f) Use range of structure with vocabulary minimal number errors, but intelligible pronunciation of different words.

2) Speaking Ability

Hornby in Awing as it is cited in Sriyananda (2014: 17) defined skill is the mental or physical capacity power of skill required to do something.

Based on the definition above, the researcher can conclude that skill and ability has same meaning. So ability/skill is proficiency or capacity that required doing something or something that can be used to measure the successful of someone, it can be natural or acquired.

c. The importance of Speaking

Many researchers consider speaking the most important skill because by speech students can share ideas and learn more about the language. In this context, Carter and McCarthy in Sara (2015: 8) stated, “During the past ten to fifteen years there has been an explosion of interest in the analysis of extended stretches of spoken and written language, and increasing reference to and use of real language in English language teaching materials”. For many years, a lot of consideration has been given to speaking skill to understand its significance in the foreign language classes. Supporting this idea Brown and Yule in Sara (2015: 9) stated, “The serious consideration of the spoken language as a subject for teaching has a long history, but only made a decisive impact on foreign language teaching in general after the end of the second world war”.

Speaking is considered as a crucial part of the language learning process. It helps to expand knowledge of the language and their confidence in using it. Cole et al. in Aouatef (2015: 22) have stated that speaking and listening were a major component of key skills and literacy qualifications. In the same context they added, “Talk is the first form of language most of us learn, but we are probably unaware of how we learn it or the level and types

of skills we possess”. Speaking shows that foreign language students are able to use the foreign language effectively which could be as an indicator of their level.

C. Conceptual Framework

Conceptual framework underlying in this research is given below:

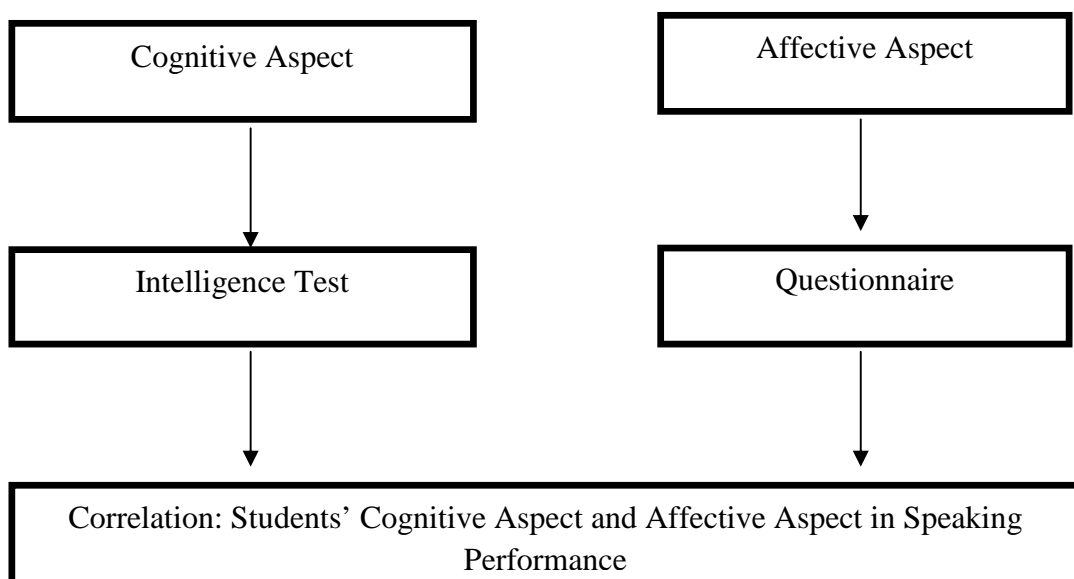


Figure 2. 1 Conceptual Framework

The High School students have Cognitive aspect and Affective aspect to be assessed. The variables of this research are students' cognitive aspect and affective aspect in their English speaking performance. The students' cognitive aspect focuses on students' intelligence, it is analyzed by intelligence test and the students' Affective aspect focuses on students' self-confidence, it is analyzed by questionnaire. Next, the researcher correlates the result of intelligence test and the questionnaire related with their affective aspect to get the result of this research.

D. Hypothesis

To find the answer of the problem, the researcher proposes Alternative Hypothesis (H_a) and Null Hypothesis (H_0) as follow:

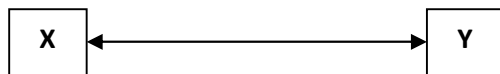
1. Alternative hypothesis (H_a) there is a correlation between students' cognitive aspect and affective aspect in speaking performance.
2. Null hypothesis (H_0) there is no correlation between students' cognitive aspect and affective aspect in speaking performance.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research was as follow:



Description:

X = Students' Cognitive Aspect

Y = Students' Affective Aspect

This research was a kind of correlational research design which focused on knowing the correlation between cognitive aspect as an independent variable and affective aspect as a dependent variable, which used quantitative method.

B. Population and Sample

1. Population

The research population was the eleventh grade students of SMAN 1 Tanete Riaja, Barru in 2017/2018 academic year. It consisted of 7 classes. The numbers of population were 212 students. As you can see the table of number population below:

Table 3.1 The List of Population

Class	The Number of Students
XI IPA 1	31
XI IPA 2	30
XI IPA 3	30
XI IPA 4	31
XI IPS 1	30
XI IPS 2	30
XI IPS 3	30
Total	212

(Source: Tata Usaha SMAN 1 Tanete Riaja, Barru, 2017)

2. Sample

The researcher used cluster random sampling. The researcher had 7 classes to be examined as the sample. Those were XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2 and XI IPS 3. The number which came out by a lottery way would be the sample. The XI IPA 1 Class had been chosen as the sample of this reserach, which consisted of 31 students. Most of the sample was 16 - 17 years old and the entire sample had studied English for 4-5 years.

C. Research Instrument

1. The researcher used Intelligence test. This test was used to measure students' cognitive aspect in terms students' intelligence by giving intelligence test to the respondent through asking the students answered the question.

Table 3.2 Intelligence Scoring

Classification	Score	Description
Average	4-5	Each correct answer scores one point.
Good	6-7	
Very Good	8	
Exceptional	9-10	

Carter (2005:150)

2. Questionnaire was used to measure students' affective aspect. Giving questionnaire refers to their affective aspect that focused on students' self-confidence, high or low about their speaking performance. The questionnaire consisted of 15 items. The scoring system was as follow:

Table 3.3 Likert Scale

No	Point	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

Likert in Sugiyono (2017:134)

In its format, the instrument consists of three parts:

- a) Respondents' identity (name, age, sex).
- b) Instruction, which contains the aim of distributing the questionnaire.
- c) Content, which consist of 15 statements that reflect the components of students' affective aspect in terms students' self-confidence in speaking performance.

3. Classifying the students' score by using the classification below:

Table 3.4 Standard Score for Total Value

Score Level	
90 – 100	Very Good
80 – 89	Good
65 – 79	Fair
55 – 64	Poor
00 – 54	Very Poor

(Gay in Supiati, 2012: 38)

D. Technique of Data collection

This research conducted by personally visiting students in class. Data was collected from students in classroom with the permission of concern research authorities. Before administering the instrument, all students were thoroughly brief about the purpose of the study and procedure of completing the instrument.

- a. Giving intelligence test to the respondent through asking students answered the questions, analyzing the students' intelligence score through filled the scoring paper which had been prepared.
- b. The researcher gave questionnaire to the students referred to their affective aspect in speaking performance.
- c. The result of students' cognitive and affective aspects in their English speaking performance was analyzed by using IBM Statistical Package for the Social Science (SPSS statistics 20).

E. Technique of Data Analysis

The technique of data analysis of this research, the researcher did the research by giving the students test intelligence and administrating the questionnaire. After got the data from the score, they were analyzed and processed by using statistic calculation of pearson product moment formula. The calculation by using IBM SPSS Statistics 20.

In order to classifying the correlation, the interpretation could be seen below:

Table 3.5 Interpretation Correlation

<i>R_{xy}</i>	Interpretation
0.000 – 0.199	There was correlation between variable X and variable Y but it was very weak or very low. So the correlation was rejected. In other words there was no correlation between variable X and variable Y
0.200 – 0.399	There was a weak or low correlation between variable X and variable Y but it was sure.
0.400 – 0.599	There was an enough correlation between variable X and variable Y.
0.600 – 0.799	There was a strong or high correlation between variable X and variable Y.
0.800 – 1.000	There was a very strong or very high correlation between variable X and variable Y.

Sugiyono in Nugrawati (2016: 41)

F. Statistical Hypothesis

This research was designed to find out whether there was a correlation between students' cognitive aspect and affective aspect in speaking performance. In order to got the answer of that hypothesis, the researcher purposed Alternative Hypothesis (H_a) and the Null Hypothesis (H_0) which was described to the following statistical hypothesis:

1. In significant degree of 0.05, if the significance $r < 0.05$ the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.
2. In significant degree of 0.05, if the significance $r > 0.05$ the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

On this section, the researcher presented the result of the research of the correlation of students' cognitive aspect and affective aspect in their English speaking performance.

1. The Students' Cognitive Aspect

Based on the data collected from the intelligence test, the students' cognitive aspect was presented in the following table:

Table 4. 1 The Mean Score of Students' Cognitive Aspect

Cognitive Aspect (X)		
N	Valid	31
	Missing	0
Mean		71,94
Minimum		50
Maximum		100

The illustration of the table above shows the mean score of the students' cognitive aspect is 71.94 and it is classified as fair. Next, the minimum score is 50, it indicates the lower score that gotten by students is 50 and the maximum score is 100, it indicates the higher score that gotten by students is 100. It is more clearly shown in the table below:

Table 4. 2 The Frequency and Rate Percentage of the Students' Cognitive Score

Classification	Score	Frequency	Percentage
Average	4-5	3	9.7%
Good	6-7	16	51.8%
Very Good	8	6	19.4%
Exceptional	9-10	6	19.4%
Total		31	100.0%

The table above shows that there are 3 (9.7%) students classified as average, 16 (51.8%) students are classified as good, 6 (19.4%) students are classified as very good and there are 6 (19.4%) students were classified as exceptional.

2. The Students' Affective Aspect

Based on the data collected from the self - confidence questionnaire, the students' affective aspect was presented in the following table:

Table 4. 3 The Mean Score of Students' Affective Aspect

Affective Aspect (Y)		
N	Valid	31
	Missing	0
Mean		54,48
Minimum		45
Maximum		74

The illustration of the table above shows the mean score of the students' affective aspect is 54.48 and it is classified as poor. Next, the minimum score is 45, it indicates the lower score that gotten by students is 45 and the

maximum score is 74, it indicates that the higher score that gotten by students is 74. It is more clearly shown in the table below:

Table 4. 4 The Frequency and Rate Percentage of the Students' Affective Score

No	Classification	Score	Frequency	Percentage
1	Very Good	90 – 100	0	0%
2	Good	80 – 89	0	0%
3	Fair	65 – 79	1	3.2%
4	Poor	55 – 64	10	32.3%
5	Very Poor	00 – 54	20	64.6%
Total			31	100.0%

The table above shows that there are 20 (64.6%) students classified as very poor, 10 (32.3%) students are classified as poor, and only 1 (3.2%) student is classified as fair. There are no students classified as good and very good. It means that many students less of self – confidence in their speaking Performance.

3. The Correlation Between Students' Cognitive Aspect and Affective Aspect in Speaking Performance.

Based on the data from the intelligence test and the questionnaire, the result was shown in the following table:

Table 4.5 The Correlation Between Students' Cognitive Aspect and Affective Aspect in Speaking Performance.

		Cognitive Aspect (X)	Affective Aspect (Y)
Cognitive Aspect (X)	Pearson Correlation	1	,893**
	Sig. (2-tailed)		,000
	N	31	31
Affective Aspect (Y)	Pearson Correlation	,893**	1
	Sig. (2-tailed)	,000	
	N	31	31

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

The data in the table above shows that there is a correlation between students' cognitive aspect and affective aspect in speaking performance. It is shown by pearson correlation or $r_{xy} = 0.893$ that is classified as very strong or very high correlation where standard correlation lies between 0.800 –1.000.

4. Hypothesis Test

The result of statistical analysis at the level significance or alpha level (α) = 0.05. Based on the table 4.5, it shows that the level significance is lower than 0.05 or 0.000 < 0.05. It means that there is a significant correlation between students' cognitive aspect and affective aspect in speaking performance. In addition, because of the significance value (0.000 < 0.05) so the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

The researcher concludes that the students' cognitive aspect and affective aspect has a correlation in their speaking performance. It means that the

student has to pay attention in their cognitive aspect and affective aspect, so the students will have good English speaking performance.

B. Discussion

In this part the researcher presented the correlation between students' cognitive aspect and affective aspect in speaking performance.

1. The Correlation Between Students' Cognitive Aspect and Affective Aspect in Speaking Performance.

As explained in the previous section, it showed that the mean score of students' cognitive aspect was 71.94 and it was classified as fair. Next, the minimum score was 50, it indicated that the lower score that gotten by the students was 50 and the maximum score was 100, it indicated that the higher score that gotten by the students was 100. It was gotten from the students' intelligence test which consisted of 10 items.

Based on that data analysis, it was considered that in order to have a good speaking performance, the students should develop their cognitive aspect. Because the most important in speaking performance was how the listener understood with the speaker's purpose. In that case, the speaker should be good in memorizing vocabularies and grammar, so they can arrange the sentence correctly. It had correlation with theory of Noam Chomsky in Nelson (2013). He posited that native speaker are born with an innate ability to develop language because they are born with a cognitive sense of language. He also stated that cognitive relates with how people think, remember, create and speak. In addition, speaking need better preparation before we perform because we should

know what we will do in front of the people. It had correlation with theory of Gottfredson in Nisbet et al. (2012) research that intelligence involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather it reflects a broader and deeper capability for comprehending our surroundings—“catching on,” “making sense” of things, or “figuring out” what to do.

While, the mean score of students’ affective aspect was 54.48 and it was classified as poor. Next, the minimum score was 45, it indicated that the lower score that gotten by the students was 45 and the maximum score was 74, it indicated that the higher score that gotten by the students was 74. It meant that many students less of self – confidence in their speaking Performance.

In collecting the data from the questionnaire, the researcher found out that many students had low self – confidence in speaking Performance. It was because they were shy, fear of making mistakes and nervous in speaking. In questionnaire many students also shy to speak with their teacher even with their friend. It had correlation with theory of Krashen in Tuan and Tran (2015). He stated that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

In addition, It had correlation with the Ni (2012) research that analyzed the affective factors are the most important factors in second language

acquisition and English teaching. These factors include emotion, feeling, mood, manner, and attitude. All these factors, especially, motivation, self-confidence and anxiety, decide the input and output of the second language. And the result of this research find out the affective factors will surely help the teachers to improve their teaching quality and students to cultivate an all-round development. And also the result of Sara research revealed that EFL students' self-confidence has a great impact on their oral performance and the teachers' positive support is required to boost their self-confidence.

Therefore, after calculating the data in IBM SPSS V20 by using the formula of pearson product moment correlation, the researcher found that there was a significant correlation between the students' cognitive aspect and affective aspect in their speaking performance at the eleventh grade students of SMAN 1 Tanete Riaja, Barru. It was found that 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.

Based on the students' cognitive aspect and affective aspect in speaking performance shows that there were students had high intelligence score and had high self – confidence, also good in speaking English. While, there were students had standard intelligence test and had fairly good self – confidence, also fairly good in speaking English, etc.

2. Test of Significance Testing and Hypothesis

From the result of data analysis on the table 4.5 showed that the level significance or alpha level (α) = 0.05 (5%). Based on the table above, we could see that the level significance was lower than 0.05 or 0.000 < 0.05, it meant there was a significant correlation. Therefore, the researcher concluded that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

Based on the result above, the researcher found out that the eleventh grade students of SMAN 1 Tanete Riaja, Barru had a significant correlation between students' cognitive aspect and affective aspect in speaking performance. It was because the students who learned and wanted to get a good English Speaking performance, they also pay attention in their cognitive aspect and affective aspect.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher drew the conclusion:

There was a significant correlation between the students' cognitive aspect and affective aspect in speaking performance at the eleventh grade students of SMAN 1 Tanete Riaja, Barru. It was found that $r_{xy} = 0.893$ that was classified as strong or high correlation where standard correlation lies between 0.800 – 1.000. It means that in this case, the students who have good cognitive aspect and affective aspect, then their speaking performance also good. On the contrary, the students who had poor cognitive aspect and affective aspect, then their speaking performance also same.

Therefore, by knowing this case, the teachers who were teaching English could help the students to balance their cognitive aspect and affective aspect and for the students who learnt English to be aware with their cognitive aspect and affective aspect itself in learning English, particularly in speaking performance.

B. Suggestion

Based on the conclusion above, there were some suggestions given as follows:

1. For the students, they should develop their cognitive aspect such as reading as much as possible appropriate English book that can increase their cognitive aspect in speaking performance.
2. For the teachers, they should be able to use every single chance for doing speaking practice in class. For instance, the teacher may use English when they teach or event just gives instruction, in other the students have a chance to improve their linguistic aspects (like vocabulary, grammar, fluency, act.). In addition, besides teaching the material about speaking, they also should be aware of the cognitive aspect and the affective aspect of the students. For instance, the teachers should have a good method in teaching speaking, not only to improve their intelligence but also to improve their self-confidence in speaking performance.
3. For the next researchers who doing a related research to this case, they can use this thesis as literature. Although, this research is completely done, but it still has many weaknesses.

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APPENDIX A

THE STUDENTS' COGNITIVE SCORE, AFFECTIVE SCORE AND SPEAKING SCORE

Code of Students	Cognitive Aspect (X)	Affective Aspect (Y)															Total Score
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	
01	80	4	5	4	4	4	3	3	4	4	5	4	4	5	5	3	61
02	60	3	5	3	4	4	3	3	3	3	3	3	4	4	4	4	53
03	70	4	4	3	3	3	4	4	3	3	3	3	5	5	4	3	54
04	50	3	3	3	4	3	3	3	4	3	4	3	4	3	4	3	50
05	70	3	3	3	3	3	3	3	3	5	4	4	4	4	4	4	53
06	90	4	5	4	4	4	4	4	3	4	4	4	4	5	5	5	63
07	60	3	4	3	4	4	3	2	2	4	3	3	3	4	4	4	50
08	60	3	3	3	3	2	2	3	3	3	3	3	3	4	4	4	46
09	70	3	5	4	2	4	5	4	3	3	1	3	2	4	5	3	51
10	90	4	4	4	5	4	4	4	4	5	4	4	4	5	4	4	63
11	100	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	74
12	70	3	4	3	3	3	3	3	3	3	3	4	3	4	4	4	50
13	80	3	4	3	4	4	4	3	3	4	4	4	4	4	3	3	54
14	50	3	2	3	3	3	3	4	3	4	3	3	3	3	4	3	47
15	90	4	5	3	3	3	3	4	3	5	5	5	5	5	4	4	61
16	60	3	2	4	3	3	3	3	2	2	3	4	4	3	3	3	45
17	70	3	3	4	3	5	3	4	4	4	3	5	4	3	5	5	58
18	60	3	3	2	3	2	3	3	3	3	4	4	3	3	4	4	47
19	90	4	4	3	4	4	3	3	3	5	5	5	5	5	4	4	61
20	80	3	4	4	4	4	4	3	3	3	4	4	4	4	5	5	58
21	60	3	4	4	3	3	3	4	4	4	4	3	3	3	2	3	50

Code of Students	Cognitive Aspect (X1)	Affective Aspect (X2)															Total Score
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	
22	80	4	3	3	4	4	3	4	4	4	4	3	3	4	3	3	53
23	50	3	2	2	3	2	3	2	3	4	4	4	4	4	3	4	47
24	60	5	4	3	4	4	4	4	3	4	3	3	2	3	2	2	50
25	80	4	4	3	4	3	4	3	3	4	4	5	5	5	5	5	61
26	70	3	4	3	3	3	4	3	3	4	4	3	4	4	4	4	53
27	70	4	3	3	4	4	3	3	3	4	4	4	4	4	4	3	54
28	100	4	5	3	3	5	3	3	3	5	4	5	5	5	5	5	63
29	80	3	4	3	3	3	4	3	3	4	4	5	4	5	5	5	58
30	70	3	4	3	4	4	4	3	3	4	3	4	3	3	3	3	51
31	60	3	3	4	2	3	4	3	2	4	3	4	4	5	4	2	50

APPENDIX B

The Frequency and Rate Percentage of Students

Cognitive Aspect (X)				
	Frequency	Percent	Valid Percent	Cumulative Percent
50	3	9,7	9,7	9,7
60	8	25,8	25,8	35,5
70	8	25,8	25,8	61,3
Valid 80	6	19,4	19,4	80,6
90	4	12,9	12,9	93,5
100	2	6,5	6,5	100,0
Total	31	100,0	100,0	

Affective Aspect (Y)				
	Frequency	Percent	Valid Percent	Cumulative Percent
45	1	3,2	3,2	3,2
46	1	3,2	3,2	6,5
47	3	9,7	9,7	16,1
50	6	19,4	19,4	35,5
51	2	6,5	6,5	41,9
Valid 53	4	12,9	12,9	54,8
54	3	9,7	9,7	64,5
58	3	9,7	9,7	74,2
61	4	12,9	12,9	87,1
63	3	9,7	9,7	96,8
74	1	3,2	3,2	100,0
Total	31	100,0	100,0	

7. Which one of the five is least like the other four?
- a. TOUCH
 - b. TASTE
 - c. HEAR
 - d. SMILE
 - e. SEE
8. Jack is taller than Peter, and Bill is shorter than Jack.
Which of the following statement would be most accurate?
- a. Bill is taller than Peter
 - b. Bill is shorter than Peter
 - c. Bill is as tall as Peter
 - d. It is impossible to tell whether Bill or Peter is taller
 - e. All the statement are wrong
9. Which one of the five makes the best comparison?
BROTHER is to SISTER as NIECE is to:
- a. MOTHER
 - b. DAUGHTER
 - c. AUNT
 - d. UNCLE
 - e. NEPHEW
10. If you rearrange the letters “MANGERY”, you would have the name of a:
- a. OCEAN
 - b. COUNTRY
 - c. STATE
 - d. CITY
 - e. ANIMAL

(Source: http://www.world-english.org/iq_test.htm)

**Thank you for your contribution.
Your help is greatly appreciated.**

APPENDIX D

Self-Confidence Questionnaire

Name :

Age :

Sex :

Instruction!

To what extent do you agree with the following items? The following items ask about your self-confidence in English speaking performance. Remember there is no right or wrong answers, just answer as accurately as possible. Please read the statements below carefully and give check () to the appropriate choices that reflect your self-confidence towards English speaking performance.

Criteria for the score:

1 = Strongly Disagree

2 = Disagree

3 = Neither Disagree nor Agree

4 = Agree

5 = Strongly Agree

Note: Please give check () on the column based on your answer!

NO	STATEMENT	ANSWER				
		1	2	3	4	5
1	I can learn to speak English					
2	I am a good students					
3	I am a good speaker					
4	I am an important member of my group					
5	My group needs me to come to class everyday					
6	I don't feel shy to speak English to my classmate					
7	I don't feel shy to speak English to my English teacher					
8	I don't feel shy to speak English to other subjects' teachers at school					

9	By self-confidence, i don't feel nervous to speak English in front of people					
10	With self-confidence, it's easy for me to speak English because i believe my capability					
11	By self-confidence, i can express my idea well					
12	Self-confidence will make me brave, don't afraid in making mistake					
13	The most important is self-confidence than another					
14	I think that i will get a great score someday					
15	I think that i will get a 5 in this class					

(Source: Dissertation of Foreign Language by Arango)

**Thank you for your contribution.
Your help is greatly appreciated.**

APPENDIX E

DOCUMENTATION



Picture 1

The students were given an intelligence test. The students answered the question in paper by crossing the correct answer. They were given thirty minutes to answer the questions that consists of 10 items.



Picture 2

The students were given self-confidence questionnaire. The students read the statements and gave a checklist in the column that had been prepare in the paper. They were given fifteen minutes to answer the questions that consists of 15 items.

CURRICULUM VITAE



ASMARANI was born in Ralla, Barru on November 1st, 1995. Her father's name is Mustamin and her mother's name is Halebeng. She is the third child of four siblings. She began her elementary school at SDI Kompleks Ralla and graduated in 2007, she continued her study at SMPN 1 Tanete Riaja, Barru and graduated in 2010. After finishing her study in junior high school, she continued her study at SMAN 1 Tanete Riaja, Barru and graduated in 2013. In the same year of 2013, she was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.