



# **Students' Language Attitudes Towards English and Its Correlation with Students' Speaking Skills**

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## **Abstract**

This study investigates the students' language attitude towards English in cognitive, affective and conative aspects and its correlation with students speaking skills of tenth-grade senior high school students in Bangli, Indonesia. Seventy-two tenth-grade students from one public school in Bangli, Indonesia, participated in this research. In collecting the data, the students answered a language attitude questionnaire adapted from Li & Wei (2022) and Siringo-ringo et al. (2023) for language attitude data and took a speaking performance test with the rubric adopted from O'Malley & and Pierce (1996). Descriptive statistics and Pearson Product Moment Correlation were used to determine the students' language attitude levels and its correlation towards students speaking skills. The result from this study shows that the students' language attitudes are positive in cognitive and affective aspects and moderate levels in conative aspects. The correlational analysis results show a moderate and significant correlation between students' language attitudes and speaking skills. ( $r = .517$ ,  $p = .000$ ). This result indicates that students' language attitude still contributes enough to influencing students' speaking skills.

**Keywords:** *language attitudes; speaking skills, correlational study*

## **Introduction**

In communication, language become an essential tool for humans to communicate. Language is a characteristic that makes humans different from other creatures, making the interaction between humans better and more effective with the use of language (Amin, 2020; Jarnudi & Amrudin, 2024). In addition, besides making communication effective, language also has the power to influence people. Thus, learning a language is one of the important skills that students need to master (Adnyani & Suwastini, 2023).

In the Indonesian context, Senior high school students are learning language as a subject in their study. Besides Indonesian as the national language, English is one of the languages taught in Senior High School as a foreign language (Sari et al., 2024). As a lingua franca, English is one of the most used languages in English communication worldwide. Due to this reason, students are expected to learn English in order to be able to interact in a global community (Adnyani et al., 2021; Mahendra et al., 2020).

Many factors might affect the success of learning a language. From many factors discovered in other research, one factor that might increase motivation and encourage students to learn is the language attitude factor (Siringo-ringo et al., 2023). In addition to this statement, motivation and language attitude greatly influence one's success in learning a second and foreign language (Kusuma & Adnyani, 2016; Li & Wei, 2022). Language attitudes refer to attitudes that affect students in the learning process, especially in learning a language. Language and attitude have a connection with each other. This situation happens because attitudes are essential to language use (Getie, 2020; Mardiana, 2020).

Language attitudes are feelings, beliefs, and behavioral intentions toward different language varieties. In addition, language attitudes can also be defined as concepts related to how people feel about their languages and the language spoken by others. (Diskin-Holdaway & Escudero, 2024; Huwari, 2021; Li & Wei, 2022). Malabar (2015) mentioned that language attitudes are divided into positive and negative attitudes. Based on the name, positive language attitudes are situations where individuals use the language correctly and adequately based on the situation and with proper context (Jarnudi et al., 2024). In contrast, negative attitudes toward language will be followed by negative actions toward learning language and unsatisfying academic results (Astrid et al., 2020; Dewantara et al., 2023).

Several experts have argued about the components of language attitudes. According to Garret (2010), language attitudes can be divided into three components. These components are the cognitive component, affective component, and conative component. Regarding the cognitive component, cognitive components are called the thought process and are related to knowledge. Affective components refer to someone's emotions or feelings toward an object (Falensya et al., 2023; Ramendra, 2015). The conative components deal with the tendency to behave or can be referred to as the way the attitudes influence the individual's behavior (Jarnudi et al., 2024; Siringo-ringo et al., 2023). In short, the language attitudes components can be divided into three components, consisting of cognitive, affective, and conative aspects.

Learning a language requires mastering the language skills. Four language skills need to be mastered by the students in order to acquire proficiency in English (Anjani et al., 2024; Makhtuna, 2021; Normawati et al., 2023). One of these skills is speaking skills. Speaking skills are the most important skills for effective communication (Kristianti et al., 2023; Zeinivand et al., 2015). However, most

students are afraid to speak due to several reasons. In general, students are afraid to practice their speaking skills because they feel nervous when speaking in front of their classmates, rarely open dictionaries, lack vocabulary, and have difficulties following the English language lesson (Jaya et al., 2022; Purwananda et al., 2023). In practicing speaking skills, the language attitude is one factor that needs to be considered. Therefore, a study examining the correlation between students' language attitudes and students' speaking skills needs to be conducted.

Previous related studies on the students' language attitude topic were conducted by Hanifah (2021), who conducted a study entitled "Language Attitude of Junior High School Students Towards the English Language." This study aims to investigate the language attitudes of junior high school students in three components of language attitudes: cognitive, affective, and conative. This research took place at a junior high school in Medan. The respondents or participants of this study were 56 students of VIII grade. This research uses descriptive qualitative methods. Surveys and interviews were conducted using a questionnaire and interview guide to collect the data.

Based on the findings, this study shows that most students have positive language attitudes towards English. In the following study, Gunawan & Korompot (2023) conducted research entitled "Students' Attitude Towards English Language Learning: A Study of Year 9th Students of SMPN 3 Labakkang." This study investigates the attitude of 9th-grade students of SMPN 3 Labakkang towards English. This study used mixed-method research to find and determine the students' attitudes toward English learning and included two variables: English courses as an independent variable and students' attitudes as a dependent variable. The data were gathered using a questionnaire from 25 students in this school. The result of the study shows that the students' attitudes towards the English language are relatively positive.

However, the previous research results do not show a correlation between the students' language attitudes towards any language skills in English. Moreover, previous research only focused on junior high school students, with limited results showing the correlation between the students' language attitudes toward any language skills in English. To fill the gap in previous research, this research aimed to examine the students' language towards English at senior high school levels and its correlation to students speaking skills. As discussed above, language attitude becomes one factor that affects English language learning, and speaking skills are one of the most important skills for ensuring effective communication (Kristianti et al., 2023). In this research, two research questions need to be answered:

1. What is the language attitude of tenth-grade students towards English as a foreign language?
2. Is there any correlation between tenth-grade students' language attitudes towards English and their English-speaking skills?

## **Method**

This quantitative research aims to find the students' language attitudes and its correlation with students' speaking skills. This research employed an ex-post facto design since this design allowed the researcher to collect the data without any treatment for the variables (Sugiyono, 2013). Students of tenth grade at SMA Negeri 2 Bangli, a public high school in Bangli, Bali, participated in this research and were considered as the population for this research. This population of the study is appropriate for conducting this study since this school provides students with various backgrounds.

The school is also in urban areas, so this setting will provide excellent access to conduct this study. There are 251 students in tenth grade in SMA Negeri 2 Bangli, sufficient for conducting the research. Moreover, the sample was chosen randomly using a random sampling technique. Therefore, the researcher randomly chose two classes from the seven available classes to get in-depth data regarding the student's language attitudes and their correlation to their speaking skills. Of these classes, 72 students participated in this research. The participants from each class considered as the sample of this study are the students who learned English as a foreign language.

The data was collected through surveys and student speaking performance tests. The researcher used a survey by distributed questionnaire adapted from Li & Wei (2022) & Siringo-ringo et al. (2023) to obtain the data about students' language attitudes. The questionnaire was translated into Indonesian to minimize mistakes in understanding the statements from the questionnaire items. The questionnaire was distributed using Google Forms and divided into cognitive, affective, and conative sections. In order to collect data on the correlation between students' language attitude and speaking skills, the researcher conducted a speaking performance test with the rubric adopted from O'Malley & Pierce (1996).

The students asked to record a speaking performance related with recount text about their experience in Holiday. This step was conducted to obtain data from the students' speaking performance scores. The data was analyzed using descriptive statistics to interpret the language attitude questionnaire and simple correlation with the assistance of the SPSS program to investigate the correlation between students and students' speaking skills. For hypotheses testing, the formulated hypothesis is described below:

Null Hypothesis (H0): There is no correlation between students' language attitudes towards English and their speaking skills.

Alternative Hypothesis (H1): There is a correlation between students' language attitudes towards English and their speaking skills.

## Results

### *Students Language Attitudes Toward English*

To analyze the questionnaire result, the researcher used the table below to categorize the level of the student's attitude towards English by comparing the mean from each item with the category in Table 1.

Table 1. Language Attitude Category

Score	Category
1.00 – 1.79	Very Poor
1.80 – 2.59	Poor
2.60 – 3.39	Moderate
3.40 – 4.19	Good
4.20 – 5.00	Very Good

### *Cognitive Components*

Regarding the cognitive components of language attitudes, the data from the questionnaire can be seen in Table 2.

Table 2. Cognitive Components

Items Number	Statements (English)	Statements (Indonesian)	Scales	Students Response Frequency	Percentage (%)
X.1.1	You are passionate about learning English because it makes your parents or teachers proud.	<i>Anda bersemangat belajar bahasa Inggris karena membuat orang tua atau guru anda bangga.</i>	Strongly Agree	17	23.6
			Agree	43	59.7
			Neutral	7	9.7
			Disagree	4	5.6
			Strongly Disagree	1	1.4
		<b>Total</b>		<b>72</b>	
		<b>Mean</b>		<b>3.99</b>	
X.1.2	You are passionate	<i>Anda bersemangat</i>	Strongly Agree	23	31.9

	about learning English because you want to get good grades at school.	<i>belajar bahasa Inggris karena Anda ingin mendapatkan nilai yang bagus di sekolah.</i>	Agree	37	51.4
			Neutral	7	9.7
			Disagree	4	5.6
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>4.07</b>	
<b>X.1.3</b>	English is important to you because you want to communicate with foreigners.	<i>Bahasa Inggris penting bagi anda karena anda ingin berkomunikasi dengan orang asing.</i>	Strongly Agree	17	23.6
			Agree	33	45.8
			Neutral	14	19.4
			Disagree	6	8.3
			Strongly Disagree	2	2.8
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.79</b>	
<b>X.1.4</b>	English is important to you because you want to make friends with foreigners.	<i>Bahasa Inggris penting bagi anda karena anda ingin berteman dengan orang asing.</i>	Strongly Agree	11	15.3
			Agree	30	41.7
			Neutral	23	31.9
			Disagree	6	8.3
			Strongly Disagree	2	2.8
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.58</b>	
<b>X.1.5</b>	English is important to you because you want to study abroad.	<i>Bahasa Inggris penting bagi Anda karena Anda ingin belajar di luar negeri.</i>	Strongly Agree	12	16.7
			Agree	22	30.6
			Neutral	26	36.1
			Disagree	11	15.3
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.46</b>	
<b>X.1.6</b>	English is important to you because you may need it in the future	<i>Bahasa Inggris penting bagi Anda karena Anda mungkin akan</i>	Strongly Agree	33	45.8
			Agree	28	38.9
			Neutral	7	9.7
			Disagree	3	4.2

	for your job.	<i>membutuhkannya di kemudian hari untuk pekerjaan Anda</i>	Strongly Disagree	1	1.4
				<b>Total</b>	<b>72</b>
				<b>Mean</b>	<b>4.24</b>
<b>X.1.7</b>	English is important to you because all educated people need to be able to use English.	<i>Bahasa Inggris penting bagi Anda karena semua orang yang berpendidikan harus bisa menggunakan bahasa Inggris.</i>	Strongly Agree	8	11.1
			Agree	35	48.6
			Neutral	21	29.2
			Disagree	7	9.7
			Strongly Disagree	1	1.4
				<b>Total</b>	<b>72</b>
				<b>Mean</b>	<b>3.58</b>
<b>X.1.8</b>	You learn English because it's a compulsory subject at school.	<i>Anda belajar bahasa Inggris karena itu adalah pelajaran wajib di sekolah.</i>	Strongly Agree	7	9.7
			Agree	42	58.3
			Neutral	12	16.7
			Disagree	10	13.9
			Strongly Disagree	1	1.4
				<b>Total</b>	<b>72</b>
				<b>Mean</b>	<b>3.61</b>
<b>X.1.9</b>	You feel you can use English well.	<i>Anda merasa mampu menggunakan bahasa Inggris dengan baik.</i>	Strongly Agree	3	4.2
			Agree	13	18.1
			Neutral	29	40.3
			Disagree	24	33.3
			Strongly Disagree	3	4.2
				<b>Total</b>	<b>72</b>
				<b>Mean</b>	<b>2.85</b>
<b>X.1.10</b>	You like to judge or comment on other people's English skills.	<i>Anda suka menilai atau mengomentari kemampuan bahasa Inggris orang lain.</i>	Strongly Agree	12	16.7
			Agree	18	25.0
			Neutral	35	48.6
			Disagree	7	9.7
			Strongly Disagree	12	16.7

			Disagree		
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>2.49</b>	
<b>X.1.11</b>	You believe that with intensive and regular practice, you can master English	<i>Anda percaya bahwa dengan latihan intensif dan rutin, Anda dapat menguasai Bahasa Inggris</i>	Strongly Agree	13	18.1
			Agree	44	61.1
			Neutral	9	12.5
			Disagree	5	6.9
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.88</b>	
<b>X.1.12</b>	English is an important language for you to master	<i>Bahasa Inggris adalah bahasa yang penting untuk anda kuasai</i>	Strongly Agree	27	37.5
			Agree	29	40.3
			Neutral	10	13.9
			Disagree	5	6.9
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>4.06</b>	
			<b>Cumulative Mean</b>	<b>3.6319</b>	

Based on Table 2, for item X.1.1, "You are passionate about learning English because it makes your parents or teachers proud." The data shows that 23.6 % of students strongly agree, 59.7% agree, 9.7% neutral, 5.6% disagree, and 1.4% strongly disagree. The mean score from this item is 3.99. from this result, the students are passionate about learning English to make their teacher or parents proud. For item X.1.2, the result shows that 31.9% of students strongly agree, 51.4% agree, 9.7% neutral, 5.6% disagree, and only 1.4% strongly disagree. The mean score from this item is 4.07. Based on this data, most students are passionate about learning English because they intend to get good grades at school.

Regarding item X.1.3, the statement is " English is important to you because you want to communicate with foreigners.". Based on the questionnaire result, 31.9% of students strongly agree, 45.8% of students agree, 19.4% of students are neutral, 8.3% of students disagree, and 1.ts strongly disagree, with the mean score of this statement is 3.79. Based on this result, the students are showing a positive attitude toward English since they think it is important to communicate with foreigners. For the item X.1.4, 15.3% of students strongly agree, 41.7% agree, 31.9% are neutral, 8.3% disagree, and 2.3% are strongly disagree.



The mean score for this item is 3.58. based on this result, the students show a positive attitude toward English since most want to make friends with foreigners and make English important for them to communicate with foreigners.

For the item X.1.5, 16.7% of students strongly agree, 30.6% agree, 36.1% neutral, 15.3% disagree, and 1.4% strongly disagree. The mean score for the fifth statement is 3.46, which indicates a positive language attitude. Item X.1.6 shows that 45.8% of students strongly agree with this statement, 38.9% agree, 9.7% are neutral, 4.2 students disagree, and only 1.4% strongly disagree. The mean score from this item is 4.24. Based on this result, the students show positive language attitudes towards English since they think it is important for their future jobs. Besides that, most of them agree that English is an important language and will be helpful for them if they are granted the chance to study abroad.

The following item, which is the X.1.7 item, is "English is important to you because all educated people need to be able to use English." Based on the results of the statements, 11.1% of students strongly agree, 48.6% of students agree, 29.2% are neutral, 9.7% disagree, and 1.4% strongly disagree. The mean score from this statement is 3.58. This result indicated that most students agree that all educated people need to master English since it is one of the most popular languages in the world. The result for the X.1.8 item shows that 9.7% of students strongly agree, 58.3% of students agree, 16.7% are neutral, 13.9% disagree, and only 1.4% strongly disagree. The mean score from this statement is 3.61. based on this result, one of the reasons students learn English is because English is a compulsory material at school, so they need to learn English at school.

Based on the X.1.9 item, which stated, "You feel you can use English well," 4.2% of students strongly agree, 18.1% students agree, 40.3% students neutral, 33.3% students disagree, and 4.2% students strongly disagree with these statements. The mean score for this item is 2.85, indicating that most students are not confident in using English daily. For the X.1.10 item, "*You like to judge or comment on other people's English skills.*" 16.7% of students strongly agree, 25% agree, 48.6% are neutral, 9.7% disagree, and 16.7% strongly disagree. The mean score of this statement is 2.49. Based on the results of these statements, most students do not like to judge or comment on another person's English skills.

In the statement "*You believe that with intensive and regular practice, you can master English,*" which is the X.11 items, the result from the questionnaire shows that 18.1% of students strongly agree, 61.1% students agree, 12.5% students are neutral, 6.9% students disagree, and 1.4% students strongly disagree. The mean score for this statement is 3.88, indicating that most students believe that with regular practice, they can master the English language. For the last items of the questionnaire, the X.1.12 items, 37.5% of students strongly agree with the statements, 40.3% agree, 13.9% are neutral, 6.9% disagree, and 1.4% strongly disagree. The mean score for this item is 4.06.

Based on the results of the questionnaire, most of the students determine that English is an important language to be mastered.

According to Table 2, the cumulative mean from the cognitive components is **3.6319**. Moreover, based on the category in Table 1, this score can be categorized as a good or positive language attitude towards English. This finding indicates that students have positive language attitudes in the cognitive aspect. One of them can be seen in the tendency of many students to want to get high grades in English lessons. In addition, most students believe that English will significantly help them in their future career development. They also believe that if they practice English regularly, they will be able to master it. However, students generally tend to dislike commenting on someone's English skills. This situation is because they do not feel competent enough to comment on other people's speaking skills in English. Overall, most students consider English to be essential in their education as well as their future careers.

### ***Affective components***

The questionnaire data can be seen in Table 3 regarding the affective component of language attitudes.

Table 3. Affective Components

Items Number	Statements (English)	Statements (Indonesian)	Scales	Students Response Frequency	Percentage (%)
<b>X.2.1</b>	You enjoy learning English.	<i>Anda senang belajar bahasa Inggris.</i>	Strongly Agree	12	16.7
			Agree	43	59.7
			Neutral	12	16.7
			Disagree	4	5.6
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.85</b>	
<b>X.2.2</b>	Learning English is fun.	<i>Belajar bahasa Inggris itu menyenangkan.</i>	Strongly Agree	8	11.1
			Agree	44	61.1
			Neutral	16	22.2
			Disagree	3	4.2
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.76</b>	

<b>X.2.3</b>	English is one of your favorite subjects.	<i>Bahasa Inggris adalah salah satu mata pelajaran favorit Anda.</i>	Strongly Agree	5	6.9
			Agree	18	25.0
			Neutral	27	37.5
			Disagree	17	23.6
			Strongly Disagree	5	6.9
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.01</b>	
<b>X.2.4</b>	Compared to other foreign languages, you prefer English.	<i>Dibandingkan dengan bahasa asing lainnya, Anda lebih memilih bahasa Inggris.</i>	Strongly Agree	9	12.5
			Agree	34	47.2
			Neutral	19	26.4
			Disagree	9	12.5
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.57</b>	
<b>X.2.5</b>	You love English as much as you love your native language.	<i>Anda menyukai bahasa Inggris seperti halnya Anda menyukai bahasa ibu Anda.</i>	Strongly Agree	6	8.3
			Agree	30	41.7
			Neutral	19	26.4
			Disagree	14	19.4
			Strongly Disagree	3	4.2
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.31</b>	
<b>X.2.6</b>	You are not afraid of making mistakes in using English.	<i>Anda tidak takut membuat kesalahan dalam menggunakan bahasa Inggris.</i>	Strongly Agree	3	4.2
			Agree	30	41.7
			Neutral	15	20.8
			Disagree	18	25.0
			Strongly Disagree	6	8.3
			<b>Total</b>	<b>72</b>	
			<b>Mean</b>	<b>3.08</b>	
<b>X.2.7</b>	You are not afraid of being laughed at for making	<i>Anda tidak takut ditertawakan karena membuat</i>	Strongly Agree	2	2.8
			Agree	26	36.1
			Neutral	16	22.2
			Disagree	24	33.3

	mistakes in using English.	<i>kesalahan dalam menggunakan bahasa Inggris.</i>	Strongly Disagree	4	5.6
		<b>Total</b>		<b>72</b>	
		<b>Mean</b>		<b>2.97</b>	
<b>X.2.8</b>	You don't feel anxious when you attend English classes.	<i>Anda tidak merasa cemas saat mengikuti kelas bahasa Inggris.</i>	Strongly Agree	3	4.2
			Agree	28	38.9
			Neutral	22	30.6
			Disagree	15	20.8
			Strongly Disagree	4	5.6
			<b>Total</b>	<b>72</b>	
		<b>Mean</b>		<b>3.15</b>	
<b>X.2.9</b>	You feel comfortable and confident in attending English classes.	<i>Anda merasa nyaman dan percaya diri dalam mengikuti kelas bahasa Inggris.</i>	Strongly Agree	5	6.9
			Agree	29	40.3
			Neutral	24	33.3
			Disagree	11	15.3
			Strongly Disagree	3	4.2
			<b>Total</b>	<b>72</b>	
		<b>Mean</b>		<b>3.31</b>	
<b>X.2.10</b>	You know why English is important to you.	<i>Anda mengetahui mengapa bahasa Inggris penting bagi Anda.</i>	Strongly Agree	20	27.8
			Agree	38	52.8
			Neutral	9	12.5
			Disagree	4	5.6
			Strongly Disagree	1	1.4
			<b>Total</b>	<b>72</b>	
		<b>Mean</b>		<b>4.00</b>	
		<b>Cumulative Mean</b>		<b>3.4014</b>	

Based on Table 3, for item X.2.1, in affective aspects, 16.7% of students strongly agree, 59.7% students agree, 16.7% students are neutral, 5.6% students disagree, and 1.4% strongly disagree with this statement. The mean score for this statement is 3.85. Based on this result, most students feel they are enjoying learning English. For the following items, item X.2.1. 11.1% of students strongly agree, 61.1% agree, 22.2% of students neutral, 4.2% disagree, and 1.4 students

strongly disagree with this statement. The mean score of this statement is 3.76. Based on this item's results, most students feel that learning English is fun.

The X.2.3 items show that 6.9% of students strongly agree with this statement, 25.0% agree, 37.5% neutral, 23.6% disagree, and 6.9% strongly disagree. The mean score from this statement is 3.01. Based on this result, only 31.9% of students feel that English is their favorite subject at school. Item X.2.4 shows that compared to other languages, the student's response shows that 12.5% strongly agree that English is their preferred foreign language, 47.2% agree, 26.4% neutral, 12.5% disagree, and 1.4% strongly disagree. The mean score for this statement is 3.57. This result shows that English is still one language that students prefer compared to other foreign languages. Languages.

The result from item X.2.5 shows that 8.3% of students strongly agree, 41.7% agree, and 26.4% show neutral responses. 19.4% of students disagree, and 4.2% of students strongly disagree. The mean score from this statement is 3.31. Based on this result, students show that they love English as they love their native languages. For the X.2.6 items, 4.2% of students strongly agreed with this statement, 41.7% agreed, 20.8% neutral, 25.0% disagreed, and 8.3% strongly disagreed. The mean score for this statement is 3.08. Based on this result, it is indicated that most students are not afraid of making mistakes when using English.

For item X.2.7, The statement from the item is "You are not afraid of being laughed at for making mistakes in using English.". The result from the questionnaire shows that 2.8% of students strongly agree, 36.1% of students agree, 22.2% are neutral, 33.3% disagree, and 5.6% strongly disagree. The mean score from this statement is 2.97. This result indicates that most students are afraid of being laughed at when making a mistake in English. Items X.2.8 show that 4.2% of students strongly agree, 38.9% agree, 30.6% are neutral, 20.8% disagree, and 5.6% strongly disagree with the statements. The mean score is 3.15. This result indicates that most students are not anxious when attending English classes.

The data for item X.2.9 shows that 6.9% of students strongly agree with the statements, 40.3% agree, 33.3% are neutral, 15.3% disagree, and 4.2% strongly disagree. The mean score from this statement is 3.31. This result indicates that students feel comfortable and confident when attending English classes. The questionnaire's result from item X.2.10 shows that 27.8% of students strongly agree, 52.8% agree, 12.5% are neutral, 5.6% disagree, and 1.4% strongly disagree. The mean score is 4.00. This result indicates that most students agree that English is important for their education and future careers.

According to Table 3, the cumulative mean from the Affective component is 3.4014. Moreover, based on the category in Table 1, this score can be categorized as a good or positive language attitude towards English. This finding indicates that students have a positive language attitude in the affective aspect. Based on Table 3, students show a good affective attitude, and many feel happy learning English. The data confirms that learning English is a fun activity for the students. However, a fun

activity is not necessarily a favorite for them, where less than half of the students stated that English is their favorite subject. Nevertheless, in general, many students feel comfortable, are not nervous, and are not afraid of being laughed at when attending English class, confirming that they have a positive attitude toward English in affective aspects.

### **Conative Components**

The questionnaire data can be seen in Table 4 regarding the conative components of language attitudes.

Table 4. Conative Components

Items Number	Statements (English)	Statements (Indonesian)	Scales	Students Response Frequency	Percentage (%)	
X.3.1	Being able to understand English subject matter often makes you happy.	<i>Mampu memahami materi mata pelajaran bahasa Inggris sering kali membuat anda senang.</i>	Strongly Agree	19	26.4	
			Agree	40	55.6	
			Neutral	8	11.1	
			Disagree	4	5.6	
			Strongly Disagree	1	1.4	
			Total			72
			Mean			4.00
X.3.2	You feel happy interacting with your teacher in English class.	<i>Anda merasa senang berinteraksi dengan guru anda di kelas bahasa Inggris.</i>	Strongly Agree	5	6.9	
			Agree	40	55.6	
			Neutral	20	27.8	
			Disagree	6	8.3	
			Strongly Disagree	1	1.4	
			Total			72
			Mean			3.58
X.3.3	You feel proud if you can use English well.	<i>Anda merasa bangga jika dapat menggunakan bahasa Inggris dengan baik.</i>	Strongly Agree	26	36.1	
			Agree	37	51.4	
			Neutral	6	8.3	
			Disagree	2	2.8	
			Strongly Disagree	1	1.4	
			Total			72

Mean			4.18		
X.3.4	You actively interact with your teacher in English class.	Anda berinteraksi secara aktif dengan guru anda di kelas bahasa Inggris.	Strongly Agree	1	1.4
			Agree	20	27.8
			Neutral	30	41.7
			Disagree	19	26.4
			Strongly Disagree	2	2.8
			Total	72	
Mean			2.99		
X.3.5	You sometimes use English in your daily life.	Anda terkadang menggunakan bahasa Inggris dalam kehidupan sehari-hari.	Strongly Agree	3	4.2
			Agree	21	29.2
			Neutral	21	29.2
			Disagree	23	31.9
			Strongly Disagree	4	5.6
			Total	72	
Mean			2.94		
X.3.6	You actively use English on social media, such as creating captions or comments in English.	Anda secara aktif menggunakan bahasa Inggris di media sosial, seperti membuat caption atau komentar dalam bahasa Inggris.	Strongly Agree	4	5.6
			Agree	26	36.1
			Neutral	21	29.2
			Disagree	19	26.4
			Strongly Disagree	2	2.8
			Total	72	
Mean			3.15		
X.3.7	You are looking for an opportunity to speak with a native speaker or someone who is fluent	Anda mencari kesempatan untuk berbicara dengan penutur asli atau orang yang fasih berbahasa	Strongly Agree	3	4.2
			Agree	21	29.2
			Neutral	23	31.9
			Disagree	22	30.6
			Strongly Disagree	3	4.2
			Total	72	

	in English.	Inggris.			
		<b>Total</b>		<b>72</b>	
		<b>Mean</b>		<b>2.99</b>	
<b>X.3.8</b>	You try to write messages, emails or notes in English even if there are still mistakes.	<i>Anda mencoba menulis pesan, email, atau catatan dalam bahasa Inggris meskipun masih ada kesalahan.</i>	Strongly Agree	5	6.9
			Agree	32	44.4
			Neutral	15	20.8
			Disagree	19	26.4
			Strongly Disagree	1	1.4
		<b>Total</b>		<b>72</b>	
		<b>Mean</b>		<b>3.29</b>	
<b>X.3.9</b>	I take extra courses, seminars or classes to improve my English skills.	<i>Saya mengikuti kursus, seminar, atau kelas tambahan untuk meningkatkan keterampilan berbahasa Inggris saya.</i>	Strongly Agree	4	5.6
			Agree	17	23.6
			Neutral	13	18.1
			Disagree	36	50.0
			Strongly Disagree	2	2.8
		<b>Total</b>		<b>72</b>	
		<b>Mean</b>		<b>2.79</b>	
<b>X.3.10</b>	I prefer watching movies or videos with English audio without subtitles.	<i>Saya lebih memilih menonton film atau video dengan audio berbahasa Inggris tanpa teks terjemahan.</i>	Strongly Agree	15	20.8
			Agree	18	25.0
			Neutral	19	26.4
			Disagree	18	25.0
			Strongly Disagree	2	2.8
		<b>Total</b>		<b>72</b>	
		<b>Mean</b>		<b>3.36</b>	
		<b>Cumulative Mean</b>		<b>3.3278</b>	



Table 4, items X.3.1 of the questionnaire shows that 26.4% of the students strongly agree, 55.6% agree, 11.1% are neutral, 5.6% disagree, and 1.4% strongly disagree. The mean score for this item is 4.00. This result indicates that most of the students agree that being able to understand English material makes the students feel happy. For the X.3.2 item, 6.9% of students strongly agree, 55.6% agree, 27.8% neutral, 8.3% disagree, and 1.4% strongly disagree. The mean score from this item is 3.58. it indicates that most students are happy when interacting with their teacher in the classroom.

Regarding the X.3.3 items, 36.1% of students strongly agree with this statement, 51.4% agree, 8.3% are neutral, 2.8% disagree, and 1.4% strongly disagree. The mean score is 4.18. the result from this item shows that most of the students are proud if they can use English well. Based on statement X.3.4, only 1.4% of students strongly agree with the statements, 27.8% agree, 41.7% are neutral, 26.4% disagree, and 2.8% strongly disagree. The mean score of this statement was 2.99. This result shows that the number of students who interact actively with the teacher is relatively lower compared to those who interact less with their teacher in the classroom with English.

The X.3.5 item statement states, "You sometimes use English in your daily life." According to the table above, 4.2% of students strongly agree with this statement, 29.2% agree, 29.2% are neutral, 31.9% disagree, and 5.6% strongly disagree. The mean score from this statement is 2.94. This result indicates that some students do not use English daily. This situation is reasonable since English is considered a foreign language in Indonesia. Regarding the X.3.6 statement, 5.6% of students strongly agree, 36.1% agree, 29.2% are neutral, 26.4% disagree, and 2.8% strongly disagree. The mean score from this statement is 3.15. This result indicates that students more often use English in their social media rather than in their daily conversations.

In finding an opportunity to speak with a native speaker from item X.3.7, 4.2% of students strongly agree with this statement, 29.2% agree, 31.9% are neutral, 30.6% disagree, and 4.2% strongly disagree. The mean score for this statement is 2.99. This result indicates that the students are not too active in finding someone to talk with in English, especially a native speaker or someone fluent in English. For the X.3.8 statements, the response from the students shows that 6.9% of students strongly agree with the statement, 44.4% agree, 20.8% students are neutral, 26.4% students disagree, and 1.4% students strongly disagree with the statements *"You try to write messages, emails or notes in English even if there are still mistakes."* The mean score from this statement is 3.29. It indicates that the students will try to write messages in English even if there are any mistakes in their writing.

For the X.3.9 statement, the result shows that 5.6% of students strongly agree, 23.6% agree, 18.1% are neutral, 50.0% disagree, and 2.8% strongly disagree. The mean score for this statement is 2.79. Based on this result, the students' effort to improve their English by taking extra courses, seminars, or additional classes is

relatively low. In the X.3.10 statements, 20.8% of the students strongly agree, 25.0% agree, 26.4% are neutral, 25.0% disagree, and 2.8% strongly disagree. The mean score for this statement is 3.36. The results of these items show that most students prefer to watch English movies without subtitles.

According to Table 4, the cumulative mean from the conative components is 3.3278, and based on the category in Table 1, this score can be categorized as a moderate or neutral language attitude toward English. This result indicates that, in general, the level of students' language attitudes in the conative aspect is in the medium/neutral level. Although it has not reached a positive category, there is room for improvement. Based on Table 4, students will generally be happy if they can understand and use the English they learn. On the other hand, they are happy to interact with their English teachers, although most still lack confidence in interacting in English classes. In terms of practice, many students still do not use English in their daily lives. This situation is reasonable because English is not the primary language they use. In addition, there are still few students who actively seek additional English lessons outside of school. It indicates that their conative language attitudes can still be improved.

### ***The Correlation between Students Language Attitudes and Speaking Skills***

#### ***Result of Students' Speaking Score***

In gathering the speaking score, the researcher conducted a speaking test using a speaking rubric adopted from O'Malley Pierce (1996). The result of the speaking test is presented in the table 5 as follows:

Table 5. Descriptive Statistics Result

<b>Descriptive Statistics</b>					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Speaking (Y)	72	68	93	76.22	5.982
Valid N (listwise)	72				

According to the table above, the highest score is 93, and the lowest is 68. The mean for the speaking score is 76.22. the standard deviation from the data was 5.982. The mean from the data above indicates that the students' speaking skills level is in the average category.

**Normality Test**

Table 6. Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>			
			Unstandardized Residual
N			72
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		5.11943076
Most Extreme Differences	Absolute		.098
	Positive		.098
	Negative		-.060
Test Statistic			.098
Asymp. Sig. (2-tailed)			.083 <sup>c</sup>
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on Table 6, the p-value = 0.083 > 0.05 means the data are normally distributed.

**Linearity Test**

Table 7. Linearity Test

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Sig.
Speaking Language Attitude (X)	* Betwe en Groups	(Combined)		1682.528	44	38.239	1.203	.309
		Linearity		679.636	1	679.636	21.389	.000
		Deviation from Linearity		1002.892	43	23.323	.734	.821
		Within Groups		857.917	27	31.775		
		Total		2540.444	71			

In linearity testing, if the deviation from linearity is higher than 0.05, it indicates that the data from two variables are linear. Based on the table 7, the deviation from linearity is  $0.821 > 0.05$ . Therefore, the data met the linear assumption for correlational analysis.

### **Hypotheses Testing**

In order to answer the second research question, Pearson Product Moment Correlation analysis was conducted to examine the correlation between students' language attitudes and students' speaking skills. The result from the analysis can be seen in the table 8.

Table 8. The value of Pearson Correlation Measures

Correlations			Language Attitude (X)	Speaking (Y)
Language Attitude (X)	Pearson Correlation		1	.517**
	Sig. (2-tailed)			.000
	N		72	72
Speaking (Y)	Pearson Correlation		.517**	1
	Sig. (2-tailed)		.000	
	N		72	72

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

Based from table 8 shows a moderate and significant correlation between students' language attitudes and speaking skills. ( $r = .517$ ,  $p = .000$ ). Based on this result, the researcher rejected the null hypothesis ( $H_0$ ) and accepted the alternative hypothesis ( $H_1$ ).

### **Discussion**

Based on the results of this research, students' language attitude towards English can be concluded to be positive in cognitive and affective aspects and moderate in conative aspects. According to this finding, the first research question was answered. Where the language attitude of tenth-grade senior high school students in Bangli, Bali, was discovered. However, their speaking ability is still at an average level. The correlational analysis shows that students' language attitude and speaking ability have a moderate and significant correlation ( $r = 0.517$ ,  $p < 0.05$ ).

Therefore, the alternative hypothesis states that there is a correlation between students' language attitudes toward English and their speaking skills is accepted. The null hypothesis stating that There is no correlation between students' language attitudes towards English and their speaking skills is rejected. This result means that if students have a positive language attitude, it will also affect their speaking performance. Although the correlation is not high, this result indicates that students' language attitude still contributes enough to influencing students' speaking skills.

Previously, research by Astrid et al. (2020) showed that senior high school students mostly have a positive attitude towards English in cognitive, affective, and conative aspects. In addition, with the result of research from Fitri et al. (2022) students with a positive language attitude towards English know the importance of English in the globalization era and their future jobs. Additionally, most of them feel excited about learning and practicing English. Similar to current research, in cognitive aspects, most students agree that the English language is important to them and believe that their choice in attending English class is the right choice.

Affectively, the students agree that they enjoy learning English, and conatively, most of the students agree that interacting with their English teacher is a fun activity. In addition, Siringo-ringo et al. (2023) conducted a study on language attitudes at the senior high school level. Based on the study's results, the language attitudes of tenth-grade senior high school students showed a tendency toward positive language attitudes. This is in line with the current study, which shows that the language attitudes of tenth-grade senior high school students are primarily positive. However, some students still feel that they are not confident speaking English, which has implications for their daily English-speaking activities. It is the same with current research, where most students still feel they cannot use English well.

This research also shows that the language attitudes of tenth-grade students of senior high school students are positive in cognitive and affective aspects but show moderate levels in conative aspects and have significant and moderate correlations with their speaking skills. It indicates that students with a positive language attitude tend to get higher scores on speaking performance tests. Positive language attitudes in the cognitive aspect indicate that students already understand the importance of English in everyday life. Meanwhile, in terms of affective attitude, most students already feel that English is enjoyable for them.

However, in terms of conative attitude, there is a possibility that students already have a good attitude but in reality, find it somewhat challenging to implement it in their daily lives (e.g., speaking English in various situations). To improve the conative aspect of language attitudes, teachers are advised to provide concrete and measurable language targets, create a safe and supportive learning environment, and implement active methods such as role-play and collaborative language-based projects. In addition, the use of gamification and weekly self-

reflection can encourage students to be more consistent in acting in accordance with their positive attitudes towards language, thereby creating a balance between knowledge, feelings, and real actions in language use.

This result is in line with Jarnudi et al. (2024) where a positive attitude toward English can affect communication with others in English and vice versa. This situation also applies to speaking skills, where if students have a positive language attitude, then students will be more interested in speaking English with their peers or showing good grades in English speaking skills. In contrast, research from Setiawan et al. (2024) shows that the student's attitude toward English language learning tends to be negative in cognitive, affective, and conative aspects.

In this research, the language attitude towards English affects the students' scores. Only a minority of the students get a high English score, and most get a score below 70. It indicates that students with negative attitudes toward English tend to have lower grades in English. Besides the language attitude, several factors might cause this situation, such as the learning environment, learning method, the English language teacher, and the learning activities. Therefore, the role of the teacher is important to actively encourage the students to be more confident in speaking English.

## **Conclusion**

This research led to these conclusions: this research shows that the language attitude of tenth-grade senior high school students is positive in cognitive and affective aspects and fair in conative aspects. This result indicates that students show a positive attitude towards English regarding cognitive and affective skills. However, in conative aspects, the level of language attitude is lower than in the cognitive and affective aspects. For the correlation between students' language attitudes and speaking skills. This research shows that these variables show a moderate and significant correlation. This result means that if students have a positive attitude toward language, it will also affect their speaking performance. Although the correlation is not high, this result indicates that students' language attitude still contributes enough to influencing students' speaking skills.

For further research, it is recommended that a longitudinal study be conducted to observe changes in students' language attitudes over time. In addition, it is important to examine the correlation between language attitudes and other language skills, such as speaking, writing, or listening. Intervention research is also recommended to test the effectiveness of specific strategies in improving language attitudes, particularly in the conative aspect, which is still classified as moderate.

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