

## THE CORRELATION BETWEEN STUDENTS' COGNITIVE AND AFFECTIVE ASPECT WITH THEIR SPEAKING PERFORMANCE

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: January 13, 2022                      Revised: February 16, 2022                      Accepted: March 10, 2022                      Published: March 15, 2022</p> <p><b>Keywords:</b>                      Cognitive Aspect                      Affective Aspect                      Intelligence                      Self-Confidence                      Speaking Performance                      Speaking</p>	<p>This research aimed to know the correlation between students' cognitive and affective aspect with their speaking performance at the eleventh-grade students of SMAN 11 Gowa. The subjects of this research consisted of 33 students at the eleventh grade MIA of SMAN 11 Gowa. The research design that was used was a kind of the correlation research. The instruments used for collecting data namely intelligence test and questionnaire. The result of the data indicated that, the students' mean score of cognitive aspect especially intelligence test was 67.57. While mean score of affective aspect especially questionnaire was 50.78. Moreover, based on the data analysis, the Pearson correlation was 0.479, that was classified as an enough correlation where standard correlation lies between 0.400 - 0.599. Then the T-Test value is 3,039, while the T table is 1,669. Therefore, it can be said that Ha is accepted and Ho is rejected. The value is 5. 145 &gt; 1. 694 and the value of Sig. Lower than 0.05, which can be said to have a significant positive effect between cognitive and affective aspect. It meant that the cognitive aspect of the students influenced the students' affective aspect in speaking performance. Thus, the students need to have a good knowledge and self-confidence because it correlated to make their speaking performance good.</p>
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<p><b>Corresponding Author:</b>                      Muh. Nurasyik,                      English Education Department,                      Universitas Muhammadiyah Makassar,                      259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.                      Email: <a href="mailto:masyik@bg.unismuhmakassar.ac.id">masyik@bg.unismuhmakassar.ac.id</a></p>	

### INTRODUCTION

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 faces, and indeed of the whole body. Manser in Sriananda (2014:16) stated that performance is the person process or manner of a play. Therefore, we may conclude that speaking performance is the way 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 in their confidence in using it.

There are some aspects that affect the students' speaking performance. Those aspects come from cognitive 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. Cognitive aspect involves 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.

Besides that, affective factors are of the most important things that influence on language learning success or failure. 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.

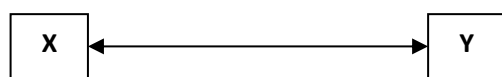
Based on the result of pre-observation on the entire class in SMAN 11 Gowa, most of students cannot become a good speaker because when they are presenting, they lost their self-confidence and they do not know how to convey their idea. They are seemed nervous, make unusual gesture, speak unclear, even 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 conducts research entitled "The Correlation between students' cognitive aspect and affective aspect in speaking performance". In line with this, the researcher formulates the following research questions: Is there any correlation between students' cognitive aspect and affective aspect in speaking performance at the eleventh grade students of SMAN 11 Gowa?

## 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.

## B. Population and Sample

### 1. Population

The research population was the eleventh grade students of SMAN 11 Gowa. It consisted of 2 classes. The numbers of population were 64 students. As you can see the table of number population below:

**Table 1.1** The List of Population

Class	The Number of Students
XI IPA	34
XI IPS	30

(Source: Tata Usaha SMAN 11 Gowa)

### 2. Sample

The researcher applied cluster sampling. The researcher had 2 classes to be examined as the sample. Those were XI IPA and XI IPS. The number of classes that came out by a lottery way was the sample.

## C. Research Instrument

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

**Table 1.2** Intelligence Scoring

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

Philip Carter (2005:150)

2. Questionnaire applied 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 is as follow:

**Table 1.3** 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 consisted of three parts:

- a) Respondents' identity (name, age, sex).
  - b) Instruction, which contained the aim of distributing the questionnaire.
  - c) Content, which consisted 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 1.4** Standard Score for Total Value

Score Level		
Cognitive	Affective	Category
90 - 100	61 - 75	Very Good
80 - 89	46 - 60	Good
65 - 79	31 - 45	Fair
55 - 64	15 - 30	Poor
00 - 54	00 - 15	Very Poor

(Gay 1996)

#### D. Technique of Data collection

This research was 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 to answer the questions, analysing 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 analysed 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 get the data from the score, they were analyzed and processed by using statistic calculation of multiple correlation formula. The calculation by using IBM SPSS Statistics 23. In order to classifying the correlation the interpretation can be seen below:

**Table 1.5** Interpretation Correlation

<b><i>R<sub>xy</sub></i></b>	<b>Interpretation</b>
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 2017)

### 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 get 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  $T_{test} \geq T_{table}$  the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.
2. In significant degree of 0.05, if  $T_{test} \leq T_{table}$  the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted.

## RESULT 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 1.6** The Mean Score of Students' Cognitive Aspect

Statistics		
Cognitive		
N	Valid	33
	Missing	0
Mean		67.5758
Std. Deviation		18.20548
Variance		331.439
Range		60.00
Minimum		30.00
Maximum		90.00

The illustration of the table above shows the mean score of the students' cognitive aspect is 67.57 and it is classified as fair. Next, the minimum score is 30, it indicates the lower score that gotten by students is 30 and the maximum score is 90, it indicates the higher score that gotten by students is 90. It is more clearly shown in the table below:

**Table 1.7** The Frequency and Rate Percentage of the Students' Cognitive Score

No	Range of score	Classification	Cognitive	
			Frequency	%
1	90 - 100	Very Good	7	21,2
2	80 - 89	Good	7	21,2
3	65 - 79	Fair	4	12,2
4	55 - 64	Poor	7	21,2
5	00 - 54	Very Poor	8	24,2
<b>Total</b>			33	100

Based on the table above, it shows that there are 7 (21,21%) students classified as very good, 7 (21,21%) students are classified as good, 4 (12,12%) students are classified

as fair and there are 7 (21.21%) students are classified as poor and there are 8 (24,24%) students are classified as very poor.

## 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 1.8** The Mean Score of Students' Affective Aspect

Statistics Affective		
N	Valid	33
	Missing	0
	Mean	50.7879
	Minimum	30.00
	Maximum	60.00

The illustration of the table above shows the mean score of the students' affective aspect is 50.78 and it is classified as good. Next, the minimum score is 30, it indicates the lower score that gotten by students is 30 and the maximum score is 60, it indicates that the higher score that gotten by students is 60. It is more clearly shown in the table below:

**Table 1.9** The Frequency and Rate Percentage of the Students' Affective Score

No	Range of score	Classification	Cognitive	
			Frequency	%
1	61 – 75	Very Good		
2	46 – 60	Good	26	78,8
3	31 – 45	Fair	5	15,2
4	15 – 30	Poor	2	6,0
5	00 – 15	Very Poor		
<b>Total</b>			33	100

Based on the table above, it shows that there are 2 (6.06%) students classified as poor, 5 (15.15%) students are classified as fair, and only 26 (8,78%) student is classified as good. There is no students classified as very good. It means that many students has balance 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 1.10** The Correlation Between Students' Cognitive Aspect and Affective Aspect in Speaking Performance.

		Cognitive	Affective
Cognitive	Pearson Correlation	1	.479**
	Sig. (2-tailed)		.005
	N	33	33
Affective	Pearson Correlation	.479**	1
	Sig. (2-tailed)	.005	
	N	33	33

\*\* . 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  $r_{xy} = 0.479$  that is classified as an enough correlation where standard correlation lies between 0.400 - 0.599.

#### 4. Hypothesis Test

The result of statistical analysis at the level significance or alpha level ( $\alpha$ ) = 0.05. Based on the table 4.5, the result analysis can be seen in following table :

**Table 1.11** Regression Linear Test

Model	Coefficients				Sig.
	Unstandardized Coefficients		Standardized Coefficients	t	
	B	Std. Error	Beta		
(Constant)	5.534	20.609		.269	.790
Affective	1.222	.402	.479	3.039	.005

a. Dependent Variable: cognitive

In the results of linear regression analysis, the T-Test value is 3,039, while the T table is 1,669. Therefore, it can be said that  $H_a$  is accepted and  $H_o$  is rejected. The value is  $5.145 > 1.694$  and the value of Sig. Lower than 0.05, which can be said to have a significant positive effect between affective and cognitive variables.

## DISCUSSION

In this part the researcher presented the correlation between students' cognitive aspect and affective aspect in speaking performance. 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 67,67 and it was classified as very good. Next, the minimum score was 30 it indicated that the lower score that gotten by the students was 30 and the maximum score was 90, it indicated that the higher score that gotten by the students was 90. It was gotten from the students' intelligence test which consisted of 10 items.

Based on that data analysis, it is considered that in order to have a good speaking performance, the students should develop their cognitive aspect. Because the most important in speaking performance is how the listener understands 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 is correlated 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 states 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 is correlated with theory of Gottfredson in Nisbet et al. (2012) 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 is 50.78 and it is classified as poor. Next, the minimum score is 30, it indicates that the lower score that gotten by the students is 30 and the maximum score is 60, it indicates that the higher score that gotten by the students is 60. It means that many students less of self - confidence in their speaking Performance.

In collecting the data from the questionnaire, the researcher find out that many students have low self - confidence in speaking Performance. It is because they are 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 is correlated with theory of Krashen in Tuan and Tran (2015). He 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.

In addition, It is correlated with the Ni (2012) that analyzes 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 (2015) 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 V23 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 11 Gowa. It was found that pearson correlation or  $r_{xy} = 0.479$  that was classified as an enough or balance correlation where standard correlation lies between 0.800 -1.000.

## CONCLUSION

Based on the result finding, the conclusion of this study is there is a correlation between students' cognitive aspect and affective aspect in speaking performance at the eleventh-grade students of SMAN 11 Gowa, it can be seen from the data analysis result where the value is  $5.145 > 1.694$  and the value of Sig. Lower than 0.05, which can be said to have a significant positive effect between affective and cognitive variables.

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