



THE ATTITUDE OF VOCATIONAL STUDENTS TOWARD LEARNING SPEAKING IN EFL CONTEXT

Eryanika Rahma Kurniarizki*, Aryati Prasetyarini

English Education Department, Faculty of Teaching and Education, Muhammadiyah University of Surakarta, Indonesia

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*Correspondence:
a320190166@student.ums.ac.id

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ABSTRACT

This study aimed to determine whether vocational students in grades 10 and 11 have attitude problems toward learning to speak, identify the causes of the problems in learning to speak and describe how they perceive their learning to speak. This study employed a mixed method, with descriptive statistics to analyze quantitative data and a descriptive interactive technique to analyze the qualitative data. Participants who voluntarily filled in the questionnaire were 109 students and six students as interview participants. Besides that, an English teacher voluntarily became the informant to be interviewed. Data was collected through questionnaires and interviews. The results showed that students' behavior in speaking and feelings of emotional attitude is quite good. However, the students' cognitive attitude to acquire and apply knowledge of speaking English is not good. This is due to low self-confidence when answering or expressing opinions in English. They were worried that the difference between pronunciation and writing would lead to mistakes when speaking English. TS vocational students' perceptions of learning to speak are basically like this learning. However, the lack of understanding of the material being taught causes boredom during the learning process.

Keywords: *Attitude; speaking learning problems; student's perception*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah siswa kejuruan di kelas 10 dan 11 mempunyai masalah sikap terhadap pembelajaran berbicara, mengidentifikasi penyebab masalah sikap dalam belajar berbicara, dan menggambarkan bagaimana persepsi mereka terhadap pembelajaran berbicara. Penelitian ini menggunakan metode campuran, dengan teknik statistik deskriptif untuk menganalisis data kuantitatif dan teknik deskriptif interaktif untuk menganalisis data kualitatif. Peserta yang secara sukarela mengisi angket sebanyak 109 siswa dan enam siswa sebagai peserta wawancara. Selain itu, seorang guru bahasa Inggris secara sukarela menjadi narasumber untuk diwawancarai. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa perilaku siswa dalam proses berbicara dan perasaan sikap emosional cukup baik. Namun, sikap kognitif siswa untuk memperoleh dan menerapkan pengetahuan berbicara bahasa Inggris kurang baik. Hal ini disebabkan rendahnya rasa percaya diri saat menjawab atau menyampaikan pendapat dalam bahasa Inggris. Mereka khawatir perbedaan pengucapan dan penulisan akan menimbulkan kesalahan saat berbicara bahasa Inggris. Persepsi siswa SMK TS terhadap pembelajaran berbicara pada dasarnya seperti pembelajaran ini. Namun kurangnya pemahaman terhadap materi yang diajarkan menyebabkan rasa bosan pada saat proses pembelajaran.

Kata Kunci: *Masalah belajar berbicara; persepsi siswa; sikap*

INTRODUCTION

Learning a foreign language, especially speaking English, is often considered one of the most challenging aspects of learning a language. Many vocational school students are not fluent in English. They feel that speaking English is difficult. Many professional students find it difficult to speak English in class. They know they understand the material. However, they barely show up when asked to speak English in class. It may be due to many factors influencing how students learn to speak. According to Pratolo (2017), Hasan and Fatimah (2014), and Syams (2008), many factors are considered to influence the learning process, such as motivation, attitude, anxiety, learning achievement, talent, intelligence, age, and personality.

According to Abidin et al. (2012), attitudes can be divided into three components. The first is a behavioral component. The behavioral aspect of attitude relates to how we act and react in certain situations. The second is cognitive component which includes language learners' beliefs about the knowledge and understanding they receive during language learning. Third, the affective component behavior attitude is a component of behavior that leads to a positive attitude among students to gain learning, solve problems, obtain information, and develop skills that are useful for everyday life and involve themselves emotionally (Kara, 2009). Cognitive attitude is a student's perspective as a learning process that connects old and new knowledge, creates new knowledge, examines knowledge, and applies new knowledge in many situations (Abidin, 2012). Emotional attitude is an emotional process influenced by both teacher and student factors; in other words, learning attitudes are reflected in their interests and inclinations toward the objects and situations around them (Choy & Troudi, 2006).

Understanding the components of students' attitude towards learning speaking is beneficial in the context of teaching English in Indonesia vocational high school. This is a high school where students are prepared for manual activities, such as automotive repair, fashion, makeup and beauty, etc. After graduation, most students either work in companies or establish their own business. Because the goal of this school is to secure employment after graduation, most students concentrate on participating in practical training relevant to their chosen majors. Subjects other than those related to practical skills often overlooked. This might result in student's negative attitude toward learning English speaking. Whereas positive attitude if believed to influence students learning ability (Choy and Troudi, 2006) and students' willingness to learn English speaking (Durer and Sayar, 2013). On the basis of the findings, the researchers argue that students' attitude play a pivotal role in determining their ability to overcome the challenges in the learning process.

The challenges generally EFL students face in speaking English are almost similar. These obstacles include a lack of confidence, difficulty retaining vocabulary, difficulties with English pronunciation and syntax, difficulty digesting or translating spoken English, and a lack of peers who can engage in two-way

English communication. According to Harmer (1991), when describing things, they do not completely comprehend, pupils frequently revert to utilizing their native tongue. Furthermore, Aprillia (2019) describes how the perceptual process shapes students' language learning experiences. Receiving inputs and structuring sensory data to form meaning, impressions, judgments, views, and interpretations are all part of it. These difficulties and perceptual processes add to the complexities of students' attitudes and skills in learning English speaking.

Previous similar studies had been conducted by previous studies. Durer and Sayar (2013), for example, surveyed university students' attitude in learning English. Using t-test to analyze the quantitative data, they found that there was a significant different level on anxiety between male and female students. In the study entitled Students Attitude in Learning English Conversations, Utami, Husein, and Zainuddin (2021) showed that there were positive and negative attitudes among students in learning English conversation. The positive attitude found were language loyalty, language pride, and awareness of language norms. The students' attitudes varied both positive and negative, manifesting in various attitudes influenced by several factors. Makhtuna (2021) found that most of the students participated in the research had a positive attitude towards learning English from the affective and cognitive components. However, their attitudes toward behavior suggest otherwise. Students' behavior is still hostile towards learning to speak. The negative attitude is caused by their study priorities and other personal reasons.

Even though students' attitude toward English learning had been explored by many previous researchers, empirical studies about vocational school students' attitudes towards learning speaking is still limited. This study is conducted to fill the gap by exploring vocational students' attitude towards learning speaking, the problems commonly face by the vocational school students, and how they perceive their attitude towards learning speaking. On the basis of the objectives, the research problems are formulated as follows.

1. How is the TS vocational school students' attitude toward learning speaking?
2. What are the causes of vocational students' problems in learning speaking?
3. How do they perceive about their attitude toward learning speaking?

The study is anticipated to yield contribution both in practical and theoretical aspects. On a practical level, the findings can serve as an illustrative guide for English teachers, showcasing effective methods for identifying students' attitudes towards English learning. Theoretically, this study offers empirical data regarding vocational students' attitude towards learning speaking.

METHOD

This study employed a mixed method by combining quantitative data from questionnaires and qualitative data from interviews. Quantitative data is research data in the form of statements, which are then interpreted to understand the ideas obtained (Gray et al., 2014). At the same time, qualitative research describes

related phenomena in the form of a presentation of the research results (Creswell, 2012). Descriptive statistics was used to analyze quantitative data. The statistical tools used in data analysis were arithmetic percentages and frequency distributions (Creswell, 2012). This research adopted Miles and Huberman (1992) technique to analyze the qualitative data which involved three key steps: data reduction, data presentation, and conclusion.

The validity of the interview data has been checked and then validated by an assigned validator. While the questionnaire was tested using SPSS 25.0. The results of the reliability validity test is presented as follows.

Table 1. Validity Results of Behavioral Attitudes

No.	r Count	r Table	Criteria
1.	0,607	0,355	Valid
2.	0,518	0,355	Valid
3.	0,638	0,355	Valid
4.	0,301	0,355	Invalid
5.	0,632	0,355	Valid
6.	0,584	0,355	Valid
7.	0,342	0,355	Invalid
8.	0,772	0,355	Valid
9.	0,450	0,355	Valid
10.	0,400	0,355	Valid

The distribution of the r table for N= 31 respondents, α 0,05. If r count > r table, the items are valid. If the r count < r table, the items are not valid. From the results of the validity test of the behavioral attitudes statement items, it can be concluded that of the 10 statement items, 2 statement items have r count < r table (0,355), namely numbers 4 and 7, so numbers 4 and 7 are declared invalid and not used in the study.

Table 2. Validity Results of Cognitive Attitudes

No.	r Count	r Table	Criteria
1.	0,368	0,355	Valid
2.	0,239	0,355	Invalid
3.	0,690	0,355	Valid
4.	0,705	0,355	Valid
5.	0,769	0,355	Valid
6.	0,675	0,355	Valid
7.	0,830	0,355	Valid
8.	0,554	0,355	Valid
9.	0,709	0,355	Valid
10.	0,242	0,355	Invalid

The distribution of the r table for N= 31 respondents, α 0,05. If r count > r table, the items are valid. If the r count < r table, the items are not valid. From the results of the validity test of the cognitive attitudes statement items, it can be concluded that of the 10 statement items, 2 statement items have r count < r table (0,355), namely numbers 2 and 10, so numbers 2 and 10 are declared invalid and not used in the study.

Table 3. Validity Results of Emotional Attitudes

No.	r Count	r Table	Criteria
1.	0,637	0,355	Valid
2.	0,497	0,355	Valid
3.	0,707	0,355	Valid
4.	0,542	0,355	Valid
5.	0,588	0,355	Valid
6.	0,476	0,355	Valid
7.	0,452	0,355	Valid
8.	0,509	0,355	Valid
9.	0,647	0,355	Valid
10.	0,388	0,355	Valid

The distribution of the r table for N= 31 respondents, α 0,05. If r count > r table, the items are valid. If the r count < r table, the items are not valid. From the results of the validity test of the emotional attitudes statement items, it can be concluded that out of the 10 statement items, the r count > r table (0,355) so that all statements were declared valid and used in the study.

The instrument reliability test is carried out to know the instrument's consistency as a measuring tool so that the measurement results can be trusted. Reliability calculation should be done only on questions that already have validity. The test results using Cronbach's alpha with a questionnaire measuring tool are reliable if Cronbach's alpha value is greater or equal to (0,60) (Sugiyono, 2016, p. 185). In this study, reliability will be calculated using the Alpha Cronbach formula in SPSS (Statistical et al.) Version 25.0 for Windows so that the accuracy of the data can be known and it can be more easily understood.

Table 4. The result of the Reliability Test

No.	Variable	Alpha Cronbach	Criteria
1.	Behavioral Attitude	0,683	Reliable
2.	Cognitive Attitude	0,773	Reliable
3.	Emotional Attitude	0,706	Reliable

From Table 4 above, we can conclude that each variable in this study has a value greater than 0.60, so it is said to be reliable.

FINDINGS

The findings of the research is elaborated based on the research questions and they presented as follows.

Attitudes of TS Vocational Students Towards Learning Speaking

Components of the Attitude Questionnaire Behavioral Attitude

The results of the recapitulation of answers to vocational student questionnaire statements are related to behavioral attitude, cognitive attitude, and emotional attitude toward learning to speak.

Where:

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

Table 5. Percentage of Behavioral Attitude Variable

Aspect Behavioral Attitude	Responses					
	SD	D	A	SA	Total	%
Speaking English anywhere makes me more confident.	2	18	64	25	330	75,7%
I pay attention to the teacher when giving speaking material.	0	4	53	52	375	86,0%
I like to practice speaking English with friends who are good at speaking English.	1	8	88	12	329	75,5%
Learning to speak English motivates me to become a better person.	1	19	82	7	313	71,8%
I enjoy practicing or imitating conversations with English-speaking speakers.	13	32	54	10	279	64,0%
I hope that by being able to speak good English, I can expand my friendship internationally.	0	1	52	56	382	87,6%
I try to be active in learning to speak.	12	28	69	0	275	63,1%
I am very enthusiastic about learning English speaking further.	0	2	63	44	369	84,6%
Total			8			
Variable Score					2652	76,0%

Based on the table, it can be seen that the behavioral attitude variable has the first statement, which has a percentage of 75.7% consisting of 2 students who strongly disagree, 18 students who disagree, 64 students who agree, and 25 students who strongly agree. The second statement has a percentage of 86,0% consisting of no students who strongly disagree, 4 students who disagree, 53 who agree, and 52 who strongly agree. The third statement has a percentage of 75.5%, consisting of 1 student who strongly disagrees, 8 who disagree, 88 who agree, and 12 who strongly agree. The fifth statement has a percentage of 71.8%, consisting of 1 student who strongly disagrees, 19 students who disagree, 82 students who agree, and 7 students who strongly agree.

The sixth statement has a percentage of 64,0%, consisting of 13 students who strongly disagree, 32 who disagree, 54 who agree, and 10 who strongly agree. The eighth statement has a percentage of 87,6% consisting of no students who strongly disagree, 1 student who disagrees, 52 students who agree, and 56 students who strongly agree. The ninth statement has a percentage of 63.1%, consisting of 12 students who strongly disagree, 28 who disagree, 69 who agree, and no who strongly agree. The tenth statement has a percentage of 84,6%, consisting of no students who strongly disagree, 2 students who disagree, 63 students who agree, and 44 students who strongly agree.

Cognitive Attitude

The results of the recapitulation of answers to vocational student questionnaire statements related to cognitive attitude toward learning speaking.

Table 6. Percentage of Cognitive Attitude Variable

Aspect Cognitive Attitude	Responses					
	SD	D	A	SA	Total	%
I get used to speaking English during the lesson to increase my knowledge.	17	55	32	5	243	55,7%
I learned to speak English by applying the grammar I learned before.	10	38	50	11	280	64,2%
Getting used to speaking English during lessons will help me get good grades.	13	36	55	5	270	61,9%
I try to apply English in everyday communication.	2	16	82	9	316	72,5%
I am satisfied with my speaking performance.	0	27	74	8	308	70,6%
In my opinion, speaking English is easy to understand.	12	38	51	8	273	62,6%
I get used to speaking English during my studies to increase my language skills after graduation.	15	46	41	7	258	59,2%
Being fluent in English will make it easier for me to communicate with foreigners.	3	26	66	14	309	70,9%
Total			8			
Variable Score					2257	64,7%

Based on the table, it can be seen that the cognitive attitude variable has the first statement, which has a percentage of 55.7% consisting of 17 students who strongly disagree, 55 students who disagree, 32 students who agree, and 5 students who strongly agree. The third statement has a percentage of 64.2%, consisting of 10 students who strongly disagree, 38 who disagree, 50 who agree, and 11 who strongly agree. The fourth statement has a percentage of 61.9%, consisting of 13 students who strongly disagree, 36 who disagree, 55 who agree, and 5 who strongly agree. The fifth statement has a percentage of 72.5%, consisting of 2 students who strongly disagree, 16 who disagree, 82 who agree, and 9 who strongly agree.

The sixth statement has a percentage of 70.6%, consisting of no students who strongly disagree, 27 who disagree, 74 who agree, and 8 who strongly agree. The seventh statement has a percentage of 62.6%, consisting of 12 students who strongly disagree, 38 students who disagree, 51 students who agree, and 8 students who strongly agree. The eighth statement has a percentage of 59.2%, comprising 15 students who strongly disagree, 46 students who disagree, 41 students who agree, and 7 students who strongly agree. The ninth statement has a percentage of 70.9%, consisting of 3 students who strongly disagree, 26 who disagree, 66 who agree, and 14 who strongly agree.

Emotional Attitude

The results of the recapitulation of answers to vocational student questionnaire statements related to emotional attitude toward learning to speak.

Table 7. Percentage of Emotional Attitude Variable

Aspect Emotional Attitude	Responses					%
	SD	D	A	SA	Total	
I am proud when I can speak English fluently.	0	5	69	35	357	81,9%
I am interested in speaking English with other people.	0	5	67	37	359	82,3%
I gained the confidence to answer questions in English during lessons.	8	61	36	4	254	58,3%
I speak English casually in front of my friends.	6	47	52	4	272	62,4%
I prefer learning to speak English rather than just learning theory.	0	6	71	32	353	81,0%
I like learning to speak English.	0	0	69	40	367	84,2%
I hope I can speak English properly and correctly.	0	10	65	34	351	80,5%
I am interested in the speaking method that is applied during the lesson.	1	8	70	30	347	79,6%
Being able to speak English is something important in my life.	1	28	69	11	308	70,6%
I dare to ask the teacher if I do not understand the speaking material given.	0	6	68	35	356	81,7%
Total			10			
Variable Score					3324	76,2%

Based on the table, it can be seen that the emotional attitude variable has the first statement, which has a percentage of 81.9% consisting of no students who strongly disagree, 5 students who disagree, 69 students who agree, and 35 students who strongly agree. The second statement has 82.3%, consisting of no students who strongly disagree, 5 who disagree, 67 who agree, and 37 who strongly agree. The third statement has a percentage of 58.3%, consisting of 8 students who strongly disagree, 61 who disagree, 36 who agree, and 4 who strongly agree. The fourth statement has a percentage of 62.4%, consisting of 6 students who strongly disagree, 47 who disagree, 52 who agree, and 4 who strongly agree. The fifth statement has a percentage of 81.0% consisting of no students who strongly disagree, 6 students who disagree, 71 students who agree, and 32 students who strongly agree.

The sixth statement has a percentage of 84.2%, consisting of no students who strongly disagree, no students who disagree, 69 students who agree, and 40 students who strongly agree. The seventh statement has a percentage of 80.5%, consisting of no students who strongly disagree, 10 who disagree, 65 who agree, and 34 who strongly agree. The eighth statement has a percentage of 79.6%, consisting of 1 student who strongly disagrees, 8 who disagree, 70 who agree, and 30 who strongly agree. The ninth statement has a percentage of 70.6%, consisting of 1 student who strongly disagrees, 28 who disagree, 69 who agree, and 11 who strongly agree. The tenth statement has a percentage of 81.7%, consisting of no students who strongly disagree, 6 students who disagree, 68 students who agree, and 35 students who strongly agree.

Components of the Attitude Interview

XI AKL students have a close relationship with the teacher. This is following his statement that he often communicates with teachers both inside and outside the lesson. Also, actively ask when you don't understand the material presented during the lesson.

The closeness of TKJ XI students to their teachers is done by sharing English material. However, these students were not active when the lesson took place because they did not understand the material presented by the teacher. This is following the statement of XI TKJ student:

"Ya lumayan dekat sama guru, misalnya sharing-sharing gitu. Tapi gak pernah tanya karna gak paham. Jadi paham gak paham saya diam".

(Yes, quite close to the teacher, for example, sharing like that. But never ask because I do not understand. So, understand or don't understand, I am silent).

XI OTKP student felt that he lacked activeness in learning:

"Bisa dibilang dekat sama guru, misal ada satu hal yang gak ngerti kita tanya. Kadang aktif tanya kadang tidak. Karna takut salah, yasudalah nunggu temen aja".

(It can be said close to the teacher, if there is one thing we do not understand, we ask. Sometimes active ask sometimes not. Because I am afraid of being wrong, I'll just have to wait for a friend).

More motivation will be given to students who feel weak in speaking English. This was conveyed by the English teacher:

"Kalau untuk anak yang lemah tadi dengan treatment saya memberikan perhatian. Jadi saya tidak meninggalkan mereka itu adalah salah satu cara saya untuk men-treatment mereka untuk menguatkan motivasi mereka bahwa saya tuh ada buat kalian jangan takut karena kalian belum paham jangan takut, jangan minder gitu. Itu adalah salah satu bentuk perhatian saya ke mereka untuk memotivasi mereka untuk penguatan dalam pembelajaran".

(As for the weak child earlier with the treatment I pay attention. So, I do not leave them, that is one of my ways to treat them to strengthen their motivation that I am there for them, don't be afraid because you do not understand, do not be afraid, do not be insecure about that. That is one form of my attention to them to motivate them to strengthen their learning).

The Causes of Vocational Students' Problems Toward Learning Speaking

During the process of learning English speaking, TS Vocational students experience difficulties in learning English activities, especially in speaking. Only two students thought learning speaking English might have a

bit of a problem, while the four students at TS Vocational had difficulties. X AKL student said:

"Ya tentu saja ada kesulitan. Saya kesulitan dalam pengucapannya. Karena tulisan sama pengucapan berbeda".

(Yes, of course, there are difficulties. I'm having trouble pronouncing it. Because the writing is the same, the pronunciation is different).

X TKJ student said the same thing:

"Iya saya punya kesulitan. Tulisan sama cara bacanya beda".

(Yes, I have a problem. Writing with a how to read it is different).

X MPLB student said that there were difficulties in following English lessons, especially in speaking. Like the reading of the English text which is different from the writing. Difficulties were also experienced by XI AKL students:

"Kalau kesulitan pasti ada. Harus memahami kosa kata agak susah, cara membacanya juga".

(If there are difficulties, there must be. Having to understand vocabulary is rather difficult, and how to read too).

TS Vocational English teacher knows the obstacles faced by students.

This was revealed by the English teacher:

"Sebagian ada, pasti dalam satu kelas itu tidak semuanya bisa. Bukan tidak bisa hanya mengalami keterlambatan pemahaman gitu aja. Jadi bukan tidak bisa tetapi mereka merasa terlambat untuk memahami. Jadi perlu waktu tersendiri tetapi karena sudah didiferensiasi mana siswa yang sudah paham dan belum dan lain-lain seperti itu nanti bisa terlihat".

(Some exist, surely in one class not all students can. It's not that you can't just experience a delay in understanding that's all. So, it is not that they can't but they feel too late to understand. So, it takes a separate time but because it has been differentiated which students understand and don't and others like that can be seen later).

Perceptions of Vocational Students' Attitude Toward Learning Speaking

TS Vocational students like English lessons, especially in speaking. Of the six students interviewed, five students liked speaking English. This was stated by X AKL student:

"Saya suka karena speaking termasuk menyenangkan. Selain itu banyak pengetahuan yang saya dapatkan selama belajar speaking seperti meningkatkan keterampilan berbicara".

(I like it because speaking is fun. Besides that, I got a lot of knowledge while learning to speak, such as improving my speaking skills).

This was similarly conveyed by X TKJ student:

"Suka karena bisa menambah wawasan dalam berbicara, belajar kata-kata baru dan bisa memahami orang lain ngomong".

(I like it because I can add insight into speaking, learn new words, and can understand other people's speech).

The learning process becomes fun because the learning method at TS Vocational School uses the role-play method. This method is a kind of learning method that asks students to perform certain roles. English Teacher said:

“Metodenya kalau speaking itu biasanya anak-anak hanya ketika belajar di kelas saya memberikan clue-clue saja jadi nanti anak-anak yang menyelesaikan aja. Anak-anak yang menyelesaikan jadi speaking itu nanti misalkan mencari tentang identitas diri, sebelum itu kan saya kasih clue Bahasa Indonesia dulu seperti apa, kemudian kalau dalam Bahasa Inggris nanti bentuknya seperti apa. Nanti ketika praktik nanti anak-anak satu langkah yang paling mudah ya itu introducing, yang kedua itu biasanya dialog. Dialog speaking itu saya biasanya gunakan ketika dibuku ada dialog nah itu nanti anak-anak harus bisa memperagakan actor yang ada di dialog itu. Jadi bisa memperagakan isi dari dialog itu dengan catatan apa yang dinilai satu pronunciation, kedua self-confidence dan lain-lainnya”.

(The method for speaking is usually the children only when studying in class I just give clues so later the children will finish it. For example, children who have finished speaking are looking for self-identity. Before that, I will give you a clue about what Indonesian is like, then what it will look like in English. Later when practicing, one of the easiest steps is introducing, the second is usually dialogue. I usually use dialogue speaking when there is dialogue in a book, so later the children have to be able to demonstrate the actors in the dialogue. So, they can demonstrate the contents of the dialogue by noting what one pronunciation evaluates, the second self-confidence, and so on).

DISCUSSION

This section discusses information obtained from questionnaires and interviews. In this study, researchers discussed students' attitudes toward learning to speak in class. Hanurawan (2012: 64) said that attitude is a predisposition or tendency to respond cognitively, emotionally, and behaviorally to an object, personal situation, or special situation in a certain way. Attitude refers to the tendency of a person to respond positively or negatively to an object, situation, concept, or person. It is also considered a belief held by individuals that reflects their opinions and feelings and can sometimes be realized in behavior (Joseph, 2013). The core of attitude theory is behavior, cognitive, and emotional based on Abidin et al. (2012). In this study, researchers revealed that the behavioral attitudes and emotional attitudes of students at TS vocational school toward learning to speak were fairly good. while the cognitive attitudes of students at TS vocational school are not good.

1. The Attitude of TS Vocational Students Towards Learning Speaking

Based on Table 4.1, Table 4.2, and Table 4.3 it is known that the percentage values of behavioral attitude, cognitive attitude, and emotional attitude as a whole have a minimum percentage value of 55,7%, a maximum percentage of 87,6%, hence, the percentage difference is obtained 31,9. The percentage value is divided into 3 classes, namely poor, fair, and good. Because the class interval is divided by 3, the interval value is equal to 10,6. The percentage value of each statement can be categorized as follows:

poor = 55,7 – 66,3

fair = 66,4 – 77,1

good = 77,2 – 87,8

a. Behavioral Attitude

The following is the percentage value of the behavioral attitude:

Table 4.4 Analysis of Behavioral Attitude Statements

No	Statements	Percentage	Category
1.	Speaking English anywhere makes me more confident.	75,7%	Fair
2.	I pay attention to the teacher when giving speaking material.	86,0%	Good
3.	I like to practice speaking English with friends who are good at speaking English.	75,5%	Fair
5.	Learning to speak English motivates me to become a better person.	71,8%	Fair
6.	I enjoy practicing/imitating conversations with English-speaking speakers.	64,0%	Poor
8.	I hope that by being able to speak good English, I can expand my friendship internationally.	87,6%	Good
9.	I try to be active in learning to speak.	63,1%	Poor
10.	I am very enthusiastic about learning English speaking further.	84,6%	Good
Average percentage value		76,0%	Fair

Table 4.4 shows the percentage value of the behavioral attitude. Based on the percentage value, it can be interpreted that SMK TS students have a fairly good behavior attitude. This can be seen from the overall percentage of the statement item answers of 76.0%. The highest rating is in the statement item, namely, *I hope that by being able to speak good English, I can expand my friendship internationally* where the percentage value is 87.6%. The lowest rating is in the statement item, namely, *I try to be active in learning speaking* where the percentage value is 63.1%.

During the process of learning English, students have the hope of being able to speak English. This can be seen by their enthusiasm for paying attention to the teacher when learning to speak English. X MPLB student revealed that even though he did not like it, he still listened to the material delivered by the teacher. As with what was conveyed by TKJ XI students, even though they were not interested in the material presented by the teacher, they still listened. They still pay attention to the teacher even though they are less interested in English lessons because there is hope that by paying more attention to the teacher, they will understand the material presented. However, these expectations are not aligned with the active student efforts during speaking learning. During the learning process, an XI OTKP student stated that he had a better friend who answered questions because he was more proficient in English. X AKL students believe that English is difficult to understand, so it is better to keep silent if you understand or do not understand the material.

English teacher at TS Vocational School realize that the level of students' understanding of English is still weak, so when delivering material, they still use Indonesian even though it is interspersed with English. According to the teacher, students are still reluctant to practice or imitate the conversations of resource persons due to their lack of English skills. Therefore, it is necessary to have the motivation to raise students' interest in speaking English.

Behavior attitude is a component of behavior that leads to a positive attitude in students to acquire learning, solve problems, obtain information, and develop skills that are useful for everyday life and involve themselves emotionally (Kara, 2009). The student's actions towards learning to speak were quite good because, even though they did not understand speaking lessons, they still paid attention in the hope that they would more or less understand the material presented. But it is a shame that their desire was not matched by efforts to acquire English-speaking skills. They tend to be passive during the learning process.

b. Cognitive Attitude

The following is the percentage value of cognitive attitude:

Table 4.5 Analysis of Cognitive Attitude Statements

No	Statements	Percentage	Category
1.	I get used to speaking English during the lesson to increase my knowledge.	55,7%	Poor
3.	I learned to speak English by applying the grammar I learned before.	64,2%	Poor
4.	Getting used to speaking English during lessons will help me get good grades.	61,9%	Poor

5.	I try to apply English in everyday communication.	72,5%	Fair
6.	I am satisfied with my speaking performance.	70,6%	Fair
7.	In my opinion, speaking English is easy to understand.	62,6%	Poor
8.	I get used to speaking English during my studies to increase my language skills after graduation.	59,2%	Poor
9.	Being fluent in English will make it easier for me to communicate with foreigners.	70,9%	Fair
Average percentage value		64,7%	Poor

Table 4.5 shows the percentage value of cognitive attitude. Based on the percentage value, it can be interpreted that TS Vocational students have a poor cognitive attitude. This can be seen from the overall percentage of the statement item answers of 64.7%. The highest rating is in the statement item, namely about *I try to apply English in everyday communication* where the percentage value is 72.5%. The lowest rating is in the statement item, namely *I get used to speaking English during the lesson to increase knowledge* where the percentage value is 55.7%.

TS Vocational students try to apply English in everyday life by learning through electronic media such as Google Translate, YouTube, films, and news on TV in English. In addition, students learning speaking English with references to books or songs in English. This is inversely proportional to their efforts during the learning process in class. Students have low self-confidence when asked to express opinions or answer questions in English during learning. They reasoned that there is a difference between pronunciation and writing in English, so there is a fear of mispronunciation. This statement was corroborated by the TS Vocational School teacher, who said that students were embarrassed to express their opinions because they could not speak like outsiders (students with Javanese accents). The teacher tries to make students able to speak English by giving clues for completing the language, such as looking for self-identity and modeling actors in the book. In addition, the teacher uses the SPLASH teaching module and teaching aids such as lingual audio.

Cognitive attitude is a student's perspective as a learning process that links old and new knowledge, creates new knowledge, examines knowledge, and applies new knowledge in many situations (Abidin, 2012). Students' self-confidence in learning to speak is not good. Students are not confident because they fear being wrong when answering or arguing in English. Even outside of learning English, students are more motivated to

learn English using existing electronic media. It is realized by the teacher, who seeks to create learning that interests' students.

c. Emotional Attitude

The following is the percentage value of emotional attitude:

Table 4.6 Analysis of Emotional Attitude Statements

No	Statements	Percentage	Category
1.	I am proud when I can speak English fluently.	81,9%	Good
2.	I am interested in speaking English with other people.	82,3%	Good
3.	I gained the confidence to answer questions in English during lessons.	58,3%	Poor
4.	I speak English casually in front of my friends.	62,4%	Poor
5.	I prefer learning to speak English rather than just learning theory.	81,0%	Good
6.	I like learning to speak English.	84,2%	Good
7.	I hope I can speak English properly and correctly.	80,5%	Good
8.	I am interested in the speaking method that is applied during the lesson.	79,6%	Good
9.	Being able to speak English is something important in my life.	70,6%	Fair
10.	I dare to ask the teacher if I don't understand the speaking material given.	81,7%	Good
Average percentage value		76,2%	Fair

Table 4.6 shows the percentage value of emotional attitude. Based on the percentage value, it can be interpreted that TS Vocational students have a fairly good emotional attitude. This can be seen from the overall percentage of the statement item answers of 76.2%. The highest rating is in the statement item, namely *I like learning to speak English* where the percentage value is 84.2%. The lowest rating is in the statement item, which is about *I gained the confidence to answer questions in English during lessons* where the percentage value is 58.3%.

On average, TS Vocational students like learning English, especially in speaking, although sometimes they experience boredom due to a lack of understanding of the material presented by the teacher in class. Their confidence in answering in English is due to their closeness to the teacher, who can motivate them to learn to speak English. This was expressed by X AKL and X TKJ students; they were more comfortable asking about speaking English outside the classroom. The TS Vocational teacher stated that the teacher tries to help students without giving them distance so that

they are more comfortable interacting to strengthen their learning of English, which they do not understand. The teacher approaches through differentiation, differentiating the process, differentiating the interests and talents of students, and adjusting the learning styles and character of students. In addition, the teacher uses learning methods that encourage students to be active during learning.

Emotional attitude is an emotional process and is influenced by both teacher and student factors; in other words, learning attitudes are reflected in their interests and inclinations toward the objects and situations around them (Choy & Troudi, 2006). Students feelings and emotions towards learning to speak are quite good; it is just that students are more comfortable learning to speak English outside the classroom. Students are more comfortable interacting in English or asking about English material with the relevant teacher because the teacher meets with students who are weak in learning English. The existence of learning methods can attract students to be active during learning. However, students' lack of understanding of the material presented causes boredom during the learning process in class.

It was concluded that learning English at TS Vocational School was behaviorally and emotionally quite good because students liked English and wanted to participate in English learning. However, students do not make an active effort to learn English. Previous findings from Makhtuna (2021) found the same thing: they felt confident about learning English, especially speaking, but it was not following their efforts to learn the language.

2. The Causes of Vocational Students' Problems Toward Learning Speaking

During learning, students experience difficulties in speaking English. This is because they feel nervous when asked to speak English, shy, and not confident in their English pronunciation. In addition, the teacher said that some students were embarrassed to speak English because their presentation in English still sounded like it had a Javanese accent.

Tuan and Mai (2015) identify these barriers as a lack of knowledge, low participation, and the use of native languages. Inhibition is the first problem students face in class. They sometimes hold back when they want to say something in class. They are afraid to make mistakes; they are afraid to be criticized. They are embarrassed if other students pay attention to them. The specific problems of students are a lack of knowledge and self-confidence due to fear of mistakes and criticism from other students. The cause of this is due to students' assumptions about different English expressions and writing and their accents, which tend to use Javanese accents, which make them embarrassed to speak English. Previous findings

from Durer dan Sayar (2013) found that students feel anxious when speaking in class but want to learn English.

3. Perceptions of Vocational Students' Attitude Toward Learning Speaking

Students' perceptions of learning to speak, students at TS Vocational School like learning to speak, but some students do not like learning to speak because they still do not have a strong motivation to understand English. Besides that, most students have difficulty understanding the material and how to pronounce it correctly in English. The teacher tries to give instructions to motivate students to speak English.

Tuan and Mai (2015) stated that performance conditions, affective factors, listening comprehension, and feedback on speaking assignments influence students' speaking performance. The condition of speaking English performance in class is still very minimal. Because students passively respond to teacher questions, their lack of knowledge causes them to be afraid to speak English. Previous findings from Ali, Shamsan, Guduru, and Yemmela (2019) said the same. It was also found that lack of environment, interest, and motivation were the most important factors affecting students' speaking skills. Some implications for teacher's efforts to develop students' speaking skills are presented.

CONCLUSION

It is good for students' behavior in speaking (behavior attitude) and feelings of emotional attitude. But, the students' self-confidence to acquire and apply knowledge of speaking English is not good (cognitive attitude). It is due to low self-confidence when answering or expressing opinions in English. They are worried that the difference between pronunciation and writing will lead to mistakes when speaking English. TS Vocational students' perceptions of learning to speak are basically like this. However, the lack of understanding of the material being taught causes boredom during the learning process.

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