



**THE INFLUENCE OF MOTIVATION AND ANXIETY ON THE
STUDENTS' SPEAKING PERFORMANCE IN ONLINE
LEARNING**

SKRIPSI

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ABSTRACT

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Key words: Speaking, Speaking Performances, Motivation and, Anxiety

Speaking is a basic skill that uses to get information, negotiate and solve a problem. Therefore, there is a positive factor like motivation that can increase the students desire in learning. However, there is also one factor that can hold up the desire of students in learning like anxiety. Therefore, these factors can influence the students in the offline learning, but the new online learning that used in Indonesia need to be carried out also. Thus, the researcher decided to conduct this research to investigate the influence of motivation and anxiety on the students' speaking performance in online learning at the third semester students of English department, University of Islam Malang.

The research design of this study was quantitative research using causal correlation research. The sample was 98 students of the third semester of English Education at the University of Islam Malang. The researcher used a questionnaire and the students' final speaking score as the instrument to measure students' motivation and students' anxiety levels. Therefore, to provide this research, the researcher analyzed the assumption analysis and hypothesis analysis using IBM SPSS version 20.

The results of this research showed that the hypothesis testing obtained from the t-test was the significance value ($0,002 < 0,05$) and the t_{count} value was higher than the t_{table} which was ($3.193 > 1.661$). So, it can be said that there was a significant influence of the motivation to the students' speaking performance. The other result of the t-test provided the significance value ($0.001 < 0.05$). Also, the t_{count} value obtained was (-3.527). It means that because anxiety was discouraging factor in speaking, the decision made of this analysis was have to be carried out using the left side of the curve hypothesis testing. Therefore, it means that the t_{table} obtained become (- 1.667). So that the t_{count} was higher than the t_{table} value and in other words there was a significant influence of the anxiety to the students' speaking performance inversely. Furthermore, this research also provides that there was a significant

influence between motivation and anxiety simultaneously to the students' speaking performance. It was evident with the $F_{\text{value}} (13.019) > F_{\text{table}} (3.09)$ and the sig. value (0.000). It means that the high students' motivation with low anxiety level made a high score of speaking performance and vice versa.

Briefly, motivation and anxiety are the factors that can affect the students in learning speaking. Therefore, the lecturer needs to pay attention to the students' motivation and anxiety to improve in speaking. Also, the students should be aware of the motivation and anxiety that they had to get better results in speaking. Moreover, the further researcher can examine deeply to this research related to the students' motivation or anxiety to the other language skill..



CHAPTER I

INTRODUCTION

This chapter explains the background of the study, research problems, objective of the study, significance of the study, scope, and limitation of the study, and the definition of key terms.

1.1 Background of the Study

A language is a tool of communication for people in this world. Later on, English become global language communication for people. So, there are many people who want to learn about English by take English major or join some English courses. Therefore, the students who are joining English courses or taking English major have to learn about English speaking skills as the way to have a good communication in the English class. According to Nunan (2003:48), speaking is defined as the productive oral skill that consists of systematic verbal utterances to convey meaning. It means that speaking is an activity to express an idea, opinion, feelings. Speaking is used to get information, negotiate, solve problems, and have good communication. Moreover, Burkart (1998) also argues that speaking is needed in learning to control and assess learning achievement. Also, speaking is important because it symbolizes students' communicative skills.

Therefore, speaking requires students to learn the way to have good communication and to measure their language skills. Therefore, the students have some factors that encourage and discourage them to learn speaking as well. One of the encouraging factors for the students in learning speaking skills is

motivation. According to Menggo (2018), motivation is one of the prime factors that influence the speed and amount of success of foreign language learning. In this case, this means that motivation eases the students to achieve the objective of the speaking skill. In other words, it helps the students to be more confident to speak up. Usually, the students who have good motivation become more focused, do not easily give up, and decrease the feeling of bored with the subject.

Although the students could motivate themselves, the students at the elementary or even university level still have many problems while producing speaking skills. It can be said that the students found some difficulties in learning and practicing speaking skills. Most of the students feel not confident to speak English even in the English class because they rarely use English speech in their daily activity to communicate with people around them. One of the factors that hold up the students to speak is the emotional factor. According to Tyng et al. (2017), emotional factors can influence the cognitive process of the students including learning, perception, and memory. This means that emotional factor is important to keep a good impact on conversation and the classroom activities. Therefore, if the students have an obstacle on keeping their emotions good, then the students will lose their attraction to learning speaking skills.

One of the emotional factors that tend to discourage students is anxiety. Anxiety is a kind of worry and fears feeling to face a situation ((MacIntyre & Gardner, 1991). MacIntyre said that language anxiety is one of the potential barriers to EFL students' willingness to use a foreign language. Anxiety can hold

up students' participation, self-doubt, and increase their feelings of worry.

Therefore, anxiety leads the way students perform their speaking skills.

Therefore, it can be seen that the students have some factors that can encourage and discourage them while learn and practice their speaking skills. The factors are motivation and anxiety feeling. These factors will impact their speaking performance. Since the students could make themselves excited and stimulate to practice speaking, but some students have different psychological aspects, some students could have lack of vocabulary, feeling nervous and not confident, and afraid of making mistake.

This does not only happen to elementary, junior, or even senior high school students but also to the students at the university level. Then, according to The Minister of Education and Culture of Education's decision at the beginning of last March due to this pandemic situation of Covid-19 virus, learning in Indonesia should be carried out on a home-based or online basis until an undetermined time. (Stern, 2018) stated that online learning is education using the internet as the whole basis. That is why effective learning will be based entirely on technology. Therefore, learning English-speaking among students has also been carried out online whether at the elementary level or even university level. Based on the explanation above the researcher has excited to know the influence of motivation and anxiety on the students' speaking performance.

Moreover, the researcher found previous studies about motivation and anxiety. According to Chilingaryan and Gorbatenko (2015), motivation could increase a student's learning ability and a teacher needs to find the student's motives to be

able to accommodate them. Then, (Escobar Fandiño et al., 2019) argued that motivation could influence positively the students learning achievement. While in the previous study about anxiety, the previous researcher argued that anxiety indicated one of the negative factors to the students' language achievement ((Nimat, 2013). While (Pamungkas, 2018) stated that language anxiety can facilitate students to overcome their fear of task. Then, (Aguila & Harjanto, 2016) said that anxiety has either facilitative or debilitating effects on one's learning process.

All in all, it can be concluded that in learning a speaking skill, the students have factors that can be encouraged them to improve the speaking skill like motivation factors. Motivation could stimulate the students to learn how to improve their speaking skills. On the other hand, there is also discouraging factors like anxiety which can give either negative or positive effect on the students speaking skill.

Moreover, some previous study related with this research has different findings. It means that there still inconsistency found upon the findings that whether the motivation and anxiety can significantly influence the students speaking performance or not. So, it can be said that the results still debatable. Therefore, a further investigation of this problem needs to be carried out and for that reason this current study conducted.

1.2 Statement of the Problems

Related to the background of the study above, the researcher formulates the problems below:

1. Does the students' motivation significantly influence the students' speaking performance?
2. Does the students' anxiety significantly influence the students speaking performance?
3. Do the students' motivation and anxiety simultaneously can significantly influence the students speaking performance?

1.3 Objectives of the Study

This part discusses some objectives of this study. The objectives are:

1. To know whether the students' motivation influence the students' speaking performance
2. To know whether the students' anxiety influence the students' speaking performance
3. To know whether the students' motivation and anxiety simultaneously can influence the students' speaking performance

1.4 Hypothesis

According to the explanation above, the hypothesis of this study can be formulated as follows:

1. H_1 = There is a significant influence of speaking motivation and anxiety to the student's speaking performance.

2. H_0 = There is no significant influence of speaking motivation and anxiety on the student's speaking performance.

1.5 Assumption

Based on the explanation above, the researcher assumes that there is a significant influence on the students' speaking motivation and anxiety to the students' speaking performance.

1.6 Scope and Limitation of the Study

In this research, the researcher only focuses on investigating the students' motivation and anxiety in the third semester of English Department at University of Islam Malang. The researcher analyzes the influence of students' motivation and anxiety on their speaking performance. Moreover, the researcher selected 98 students in the third semester of English Department at University of Islam as the subjects.

Therefore, the limitation of this study is the instrument of the data. Due to the current condition that using online learning, the researcher gets difficulty in collecting the data directly to the students in the class. The students' motivation and anxiety would be better to be tested directly when the students had their speaking class. Therefore, the researcher chooses to collect the data using a questionnaire on Google Form and the final score of the speaking class from the lecturer.

1.7 Significance of the Study

The findings of the study are expected to provide both theoretical and practical benefits. Theoretically, the students who can maintain their high motivation and reduce the anxiety can be more active in the speaking activity, do the task easily, excited to keep learning and become more confident to make a speech. Therefore, it means that the students with good motivation and less anxious would be perform better in speaking.

Also practically, this findings is hoped to reduce the students' anxiety level in the speaking class that can help the students to be more concentrate and get the optimum results in learning. Moreover, this finding is to increase the students' motivation that can make the students achieve the best result in the speaking performance.

1.8 Definition of Key Terms

To make the study clear, it will be good to know and understand the terms.

1. Speaking

Speaking is the student's process of producing opinion, argumentation, an idea in the form of daily activities with the supporting evidence to improve the students speaking skills especially public speaking.

2. Motivation

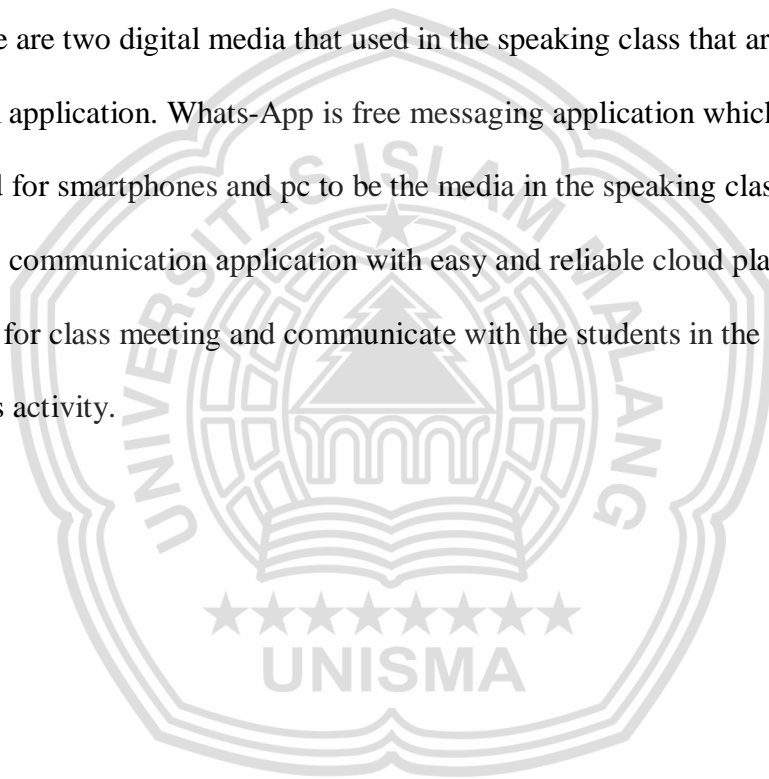
Motivation is the desire that becomes the basis of the students' enthusiasm to speak, communicate and participate as well in the speaking class activity.

3. Anxiety

Anxiety is subjective feelings of tension, nervousness, unconfident from students to speak up, communicate and participate in the speaking class activity.

4. Online Learning

Online learning is a kind of learning and teaching process which utilizes the internet and technology in delivering and receiving the material in the learning process. There are two digital media that used in the speaking class that are whats-app and zoom application. Whats-App is free messaging application which is available used for smartphones and pc to be the media in the speaking class. Then, zoom is video communication application with easy and reliable cloud platform which is used for class meeting and communicate with the students in the speaking class activity.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter in this research provided a conclusion followed by several suggestions for the lecturers, students, and the future researcher.

5.1 Conclusions

All in all, there were three findings related to the research problems. Firstly, there is a significant influence of the motivation to the students' speaking performance of the speaking III class in English Education Department, University of Islam Malang. It can be seen that the significance value was 0.002 and it was under the 0.05 levels of significance. Thus, the result means that the students with high motivation have a better speaking score in speaking performance compared with the students with low motivation. It can be said that the higher motivation in learning the better speaking performances could be.

Secondly, there is a significant influence of the anxiety to the students' speaking performance of the speaking III class in English Education Department, University of Islam Malang. It provided with the significance value which is 0.001. So, it means that the significance value was under 0.05. Also, the t_{count} value was (-3.527) and the t_{table} value (-1.66). Based on the decision using the t-test value on the left side of hypothesis curve, means that students with a higher level of anxiety got a low score in speaking and the students who got a low anxiety got a high score of speaking. Therefore, it's clear that students with a low anxiety have better performance in speaking.

Third, there was a significant influence between motivation and anxiety simultaneously to the students speaking performance. It was proven with the F_{count} value (13.019) which is more than the F_{table} that was 3.09. Also, the significance value was 0.000 which is under the means score value (0.05). So, the t and F value from the SPSS application means that both two variables had a significant influence on the students speaking ability. Briefly, the high score of motivation and the low score of anxiety made a high score of students speaking performance. Then, the low score of motivation and the high score of anxiety made a low score of students speaking performance. Therefore, it can be concluded that the alternative hypothesis is accepted while the null hypothesis is rejected. Thus, the researcher concludes that the higher students' motivation made higher student speaking performance score. Meanwhile, the higher student's anxiety made the lower score of the students speaking performance.

5.2 Suggestions

According to the conclusion above, there are some suggestions addressed to the lecturers, students and future researcher.

5.2.1 Lecturers

Based on the research findings, the students might have a high level of motivation or a high level of anxiety. Therefore, it would be better for the lecturer to help the students maintain their high motivation level and low anxiety level. The lecturer can take actions in the class by choosing the best method, strategy, and technique in the speaking class. Moreover, the lecturer can make the class in a good atmosphere, comfortable, and get an active participation from the students.

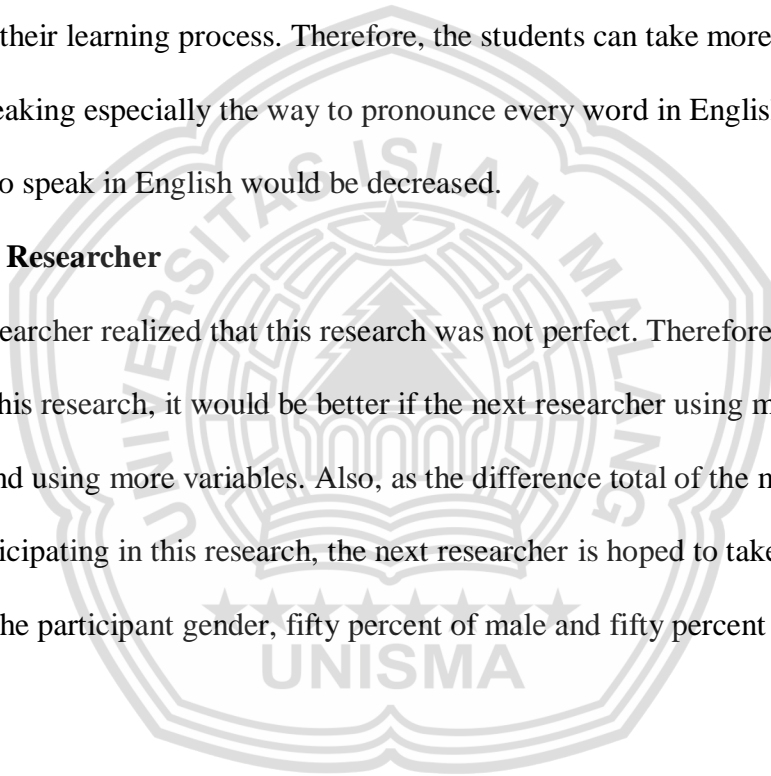
Thus, it could reduce the students' speaking anxiety and increase their motivation in learning.

5.2.2 Students

According to the findings and discussion above, the students should train themselves to have high motivation in learning and find the way to reduce their anxiety level. The students should be aware more with their anxiety, because it can debilitate their learning process. Therefore, the students can take more practice in speaking especially the way to pronounce every word in English. Thus, their anxiety to speak in English would be decreased.

5.2.3 Future Researcher

The researcher realized that this research was not perfect. Therefore, by the limitation of this research, it would be better if the next researcher using more participants and using more variables. Also, as the difference total of the male and female in participating in this research, the next researcher is hoped to take the ideal total of the participant gender, fifty percent of male and fifty percent of female.



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