

**STUDENTS' SPEAKING ABILITY AND FACTORS INFLUENCE THEIR
ABILITY**

(A Descriptive Study at SMA Muhammadiyah Camba)



A THESIS

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by
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MOTTO AND DEDICATION

*“My life is all about what Allah has given to me.
Allah give my life because I’m strong enough to live it.*

*Indeed,
Allah knows best”*

This thesis is dedicated to my beloved parents.

Who always pray, support, and love me

ABSTRACT

HUMAERAH. 2018. Students' Speaking Ability and Factors Influence Their Ability. (A Descriptive Study at SMA Muhammadiyah Camba). Guided by Sulfasyah as the first consultant and Nurdevi Bte.Abdul as the second consultant.

The objective of this research were to find out the students' ability to speak English in terms of vocabulary, grammar, pronunciation, and to investigate the levels of the students' motivation, anxiety in speaking English at the Eleven Grade students of SMA Muhammadiyah Camba. The research applied a descriptive quantitative research. The samples of the research consist of 20 students and the data was obtained by using speaking test, and questionnaires.

The research finding indicate the students ability in terms of vocabulary got fairly good score with 6.97 score, grammar got fairly good score with 7.3 score, and pronunciation got fairly score with 6.2 score.

The students' motivation in speaking English of the students was degree of motivation refers to the total mean of motivations score, the result of median shows in the consideration above was 3.2 points the research could be calculated the percentage was 64%. The students' anxiety in speaking English of the students big was anxious refers to the total mean of anxieties' score, were resulting total median or average was points 3.1 the research could be calculated the percentages was 62%.

Based on the result above, the students ability to speak in terms of grammar were high than vocabulary and pronunciation and, that students motivation toward speaking ability still on the under limits from the highest score 100%.

Keywords: Speaking, Factor Influence, Vocabulary, Grammar, Pronunciation, Motivation, Anxiety

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Finally, by reciting *Alhamdulillah Robbil Alamin*, the researcher has been success to finish her thesis according to the target of time and also target of the research, nothing left or forgotten to do.

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HUMAERAH

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CHAPTER I

INTRODUCTION

A. Background

English language has four main language skills, namely reading, listening, speaking and writing. These skills should be thought interestingly in order to enable students to express and get ideas, though speaking and writing and even absorb science and technologies through reading and listening.

In the second and foreign language teaching speaking is considered to be difficult among the four skills. According Thornbury, speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people, like auctioneers and politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language. Chastain (1976) point out that learning to speak are obvious more difficult than learning to understand the spoken language. One who wants to speak to others sometimes faces some trouble. He cannot products his ideas, arguments, or feelings communicatively.

River (1968) argues that teacher needs to give students more opportunity to practice the speaking skill. This means that more practice is needed to overcome the problem of speaking faced by the students who learnt foreign language. Furthermore, Grauberg (1997) says that, for many pupils the prime goal of learning a foreign language is to be able to speak it. Yet the task is not easy, because conditions in the classroom are very different from those in real life.

The students are less in speaking such as in vocabulary, grammar, and pronunciation. The students who speak more will have larger vocabulary. As the result they do better on grammar tests, pronounce better and spell better. In other words, speaking ability affects the other skill. The success of learning English is by taking the power of speaking. So by speaking a lot the students can improve their English. But, in the three components of speaking just only some students can speak well based on the three components, it is caused by lack of motivation and anxiety. Gebhard (2000) says that the student problem in speaking is caused by their shyness or anxiety. All this indicate the importance for student to help students reduce those feelings to maximize their learning to speak English.

In this moment the researchers want to make a research about the students' speaking ability and factors influence their ability. In this case, the influencing factor is motivation and anxiety. Because, as a teacher should know the difference character of the students, when the teacher know the factor influence in learning the teacher can understand what the students is needed, demand, and what students want to achieve, so the teacher can provide service the individual for students who have difficulty. Moreover, the teachers can appreciate about the talent, motivation, and student interest. This research could become teacher reference in choose and use right method in teaching speaking and they can be providing guidance on the students.

It is similar to researchers who make research same kind of this research. First, Kafryawan (2014) his has found that there is significance correlation between students' speaking skill and their psychological factors. Second, Juhana (2012) in her journal, she has found that students have psychological factors such as fear of mistake, shyness, anxiety, and the like that hinder them from practicing their speaking in English class. Third, Zakia (2014) he has found that self-confident learners are ready to take the risk of speaking. Conversely, low confident

learners feel uncomfortable, afraid and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general and speaking performance in particular.

Based on the previous description above, the researcher tried to attract a research under the title “Students’ Speaking Ability and Factors Influence Their Ability ”

B. Research Question

Based on the statement above, the researcher would like to formulate the problem as follow:

1. How is the students’ speaking ability at the SMA Muhammadiyah Camba?
2. What factors influence the student’s speaking ability at the SMA Muhammadiyah Camba?

C. Objective of the Study

Based on the background above, objective of the research are formulated as follows; to see the students’ speaking ability and factors influence their ability at the SMA Muhammadiyah Camba. More specifically, the study is aimed at describing and analyzing the students’ speaking ability and factors influence their speaking ability.

D. Significance of the Study

The result of this research would be expected to useful information for many people on learning proses, as follow:

1. For the English teacher

- a. The teacher can solve the problems that face by students in learning speaking in the class
 - b. Improving the quality of the teaching and learning English because the teacher knows students' problems in learning speaking skill
 - c. Giving information to the teacher about how learning is suitable for teaching learning
 - d. As reference for the teacher in conducting good teaching in learning process
2. For Students

As references and information for the student about problems in speaking.

3. For the Next Research

This research is expected to give information and contribution to other research especially in descriptive research.

E. Scope of the Study

The scope of this research is limited to the students' speaking ability and factors influence their ability such as; Motivation and Anxiety at SMA Muhammadiyah Camba.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept Of Speaking

Teaching English in any level, always involves four basic skills. They are listening, reading writing and speaking. However, in using English to communicate one another, we often use it orally or speaking, than the other skills.

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

In addition, related to speaking ability, Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas. Lado (1989: 66) says that: language teaching successfully may be examined by analyzing a series of lesson plans over a period of time which can tell us the procedures of presentation, the predominance of skills and the frequency of reviews, how much by the method, what the teacher has omitted or added to text

aim, include a lesson plan. Lado (1977: 200) says also that either four or five components are generally recognized in analysis of speech process. They are: pronunciation, grammar, vocabulary, fluency.

1. Elements of Speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they have to have the elements involved in English speaking particularly.

a. Accuracy

Accuracy is degree of being correct so the accuracy in speaking ability is the quality of being accurate in speaking. English ability in this case divided into things. They are grammar (structure) pronunciation and vocabulary.

1. Grammar

Grammar is being of rules for the use of the words. In speaking skill, grammar always to be handicaps in performs pure speaking. It causes by the speaker sometimes afraid to make mistake of grammar in perform speaking while the arrangement of words in a sentence is not the same in difficult language, they are not even the same in sentences patterns.

As for the use of grammar signal, students should learn it by acquiring a set of habits and not merely by recording examples of usage. It has been stated that sentences patterns, students should be trained to acquire the habit of producing it automatically. This is best one through oral pattern practice. For instance, students imitate the teacher in producing a certain pattern as “he is a lecture in such a way that they can produce it with relatives’ case. Such a practice involves intonation, stress as well as phonemes in this case the teacher must be a good model.

2. Vocabulary

Vocabulary is a word is thus any segment of a sentences bounded by successive points at which pausing is possible. Vocabulary is a word consist of sound, or a combination of sounds, that has become conventionalized in a culture or a linguistic community, that is commonly used in certain responses in a hearer belonging to the same community.

In learning English, Indonesia students tend to transfer their vocabulary habits to the foreign language. They will transfer meaning, form and distributions of the lexical units of Bahasa. Indonesia, and if these units operate satisfactorily in English there will be facilitation of learning and the units will not create learning problems, but on the other hand, it the lexical units or patterns of their language will not operate satisfactorily in the target language because they are not functionally or formally like, then, there will be no case of learning problems. Thus, the students will have problems to overcome.

One of the special handicaps in speaking perfectly is caused by the lack of vocabulary. People sometimes fail to compose that they are going to say, because of their limited vocabulary. They face to following difficulties in buildings up vocabulary.

3. Pronunciation

Pronunciation is one factor Influencing the students ability in speaking language, because by good pronunciation someone can understand what were have said. Pronunciation teaching deals with two integrated skills recognitions or understanding. The flow of speech and production or fluently in spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which give the learners the skill.

Accuracy is measure by means of the percentage of error-free clauses. The results shows that plan time promote higher fluency for all three task types. Planning also has a beneficial

effect for accuracy, but only for the personal and narrative tasks, and for complexity in the case of the personal task and decision-making task. (Housen, 2012:175). Furthermore, according to Robert B Kaplan, (2002:32) maintaining formal accuracy is only one facet of the more general process of ensuring that conceptualization, formulation, and articulation of the message conforms to the speaker's underlying intentions.

b. Fluency

Fluency means that speech where the message is communicated coherently with few pauses and hesitations, thus causing minimal comprehension difficulties for the listeners. (Christine and Anne, 2012:43). While, according to (Housen, 2012:5) fluency can be distinguished to at least three sub dimensions. They are:

- i. Speed fluency (rate and density of linguistic units produced)
- ii. Breakdown fluency (number, length, and location of pauses)
- iii. Repair fluency (false starts, miss formulations, self-corrections and repetitions)

O'Malley and Chamot in Housen, (2012:55) state that speed fluency will clearly be reliant on procedures for storage and recall, while breakdown and repair fluency are related to the extent to which the learner is confident that what has been stored is reliable. In addition, the extent to which the learner has also created procedures which can be brought into operation to repair the situation when communication breakdown occurs, for whatever reason.

Besides that, Lennon on two senses of fluency, the broad sense, in the 'broad' sense fluency appears function as a cover term for oral proficiency. In this sense, fluency represents the highest point in a scale that measures spoken command of a foreign language. The narrow sense, in its narrower sense, fluency in EFL refers to one, presumably isolatable,

component of oral proficiency. This sense is found particularly in procedures for grading oral examinations, and many readers will be familiar with having score candidates for fluency as well as, perhaps, correctness, relevance, appropriateness, pronunciation, lexical range, and so on. (Candalin and Hall, 2002:112)

In addition, Fluency is the state of being able to speak a language smoothly and easily (Oxford Learner Pocket Dictionary, 1995:10) and students are to communicate easily to others and friends. Brown, (1980:255) fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assumed of this speech spills over beyond comprehensibility to river bank of instruction or some details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner.

Definition of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances, and connectedness (Koponen, 1995).

1. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces form (Brown 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

2. Pauses

Pausing is often viewed as a factor of disfluent speech (Rossiter, 2009, p. 398); however, pausing is not an uncommon or wholly negative feature of fluent language. Pauses are utilized as

space for breathing and thinking when participating in any form of oral discourse (Griffiths, 1991).

3. Hesitation

Hesitation phenomena such as fillers are most likely to occur at the beginning of an utterance or phrase, presumably as a consequence of the greater demand on planning processes at these junctures (Barr 2001; Beattie 1979; Maclay & Osgood 1959). Hesitation disfluencies showed an interesting pattern: Participants were more likely to repeat words, but no more likely to use fillers such as uh, in the fast conditions.

B. Motivation

a. Definition of Motivation

Motivation is an important factor in language teaching since it can affect the success or the failure of learners. There are some definitions of motivation that have been proposed by some experts which made up based on their views and ways of thinking distinctively. Those definitions as follows:

- 1) Gardner (1985:10) states that motivation is the extent to which individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity.
- 2) Brown (1980:154) points out that motivation are commonly thought as an inner drive, impulse, emotion or desire, that moves some particular action.
- 3) Harmer (1991:3) states that motivation is some kind of internal drive that encourages some body to purpose a course of action.
- 4) Brennan in Pew (2007:14) states motivation has been defined as the level of effort an individual is willing to expend toward the achievement of a certain.

- 5) Johnstone (1999:146) considers motivation as stimulate for achieving a specific target.
- 6) Ryan and Decy (2000:54) states the motivation means to progress or to be in motivation to do something.

The previous researches above have similarity this research. Although they describe it in different ways, in conclusion that motivation is a drive for why the people decide to do something, how long they are willing to sustain the activity, and how hard they going to pursue. Motivation can be defined as influential factor in learning that drives learners to struggle to reach their goals in learning process and can become a stimulus in learning process.

b. Indicators of Motivation

Pintrich and De Groot (1990) proposed a motivation model named as social cognitive model of motivation. In this model, they asserted that the intensity of an individual's motivation will trigger him or her to execute good or bad learning strategies. Both motivation and learning strategies affect student's learning performance (Liu & Lin, 2010: 222). The components of motivation in this model are value, expectancy, and affect (Pintrich & Schrauben, 1992; Pintrich, Smith, Garcia, & McKeachie, 1991). Liu & Lin (2010) believed that issues of value will be influenced by intrinsic goal orientation, extrinsic goal orientation, and the task value; issues of expectancy will be affected by self-efficacy for learning and performance and control beliefs for learning. Finally, the issues of the affect will be impacted by test anxiety and the level of the learner's self-esteem.

1. Value

Value is the students' awareness about the learning and their participation in learning process. The component of value contains three elements: Intrinsic goal orientation, extrinsic goal orientation, and task value. Intrinsic goal orientation focuses on the inner reasons why

students participate in a task, like: Curiosity, self-development, or satisfaction (ex. The most satisfying thing for me in the course is trying to understand the content as thoroughly as possible.). Extrinsic goal orientation concern about the outer reasons why students participate in a task, like: money, grades, or praises from others (ex. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.). Task value refers to the student's perception or the awareness about the material or task in terms of usefulness, importance, or applicability (ex. I think I will be able to use what I learn in this course in other courses).

4. Expectancy

Expectancy is the students' beliefs and confidence to perform their ability. The component of expectancy contains two elements: Control beliefs, and self-efficacy for learning and performance. Control beliefs refer to the students' believe that their effort would lead to positive result (ex. If I study in a appropriate way, then I will be able to learn the material in this course). Self-efficacy for learning and performance refer to the judgment about one's ability to complete the task and the confidence in one's skills to accomplish the mission (ex. I believe I will receive an excellent grade in this course).

5. Affect

Affect is the students' attitude or emotion in doing the learning task or examination. The component of Affect contains one element: Test anxiety. Test anxiety refers to the emotion related to taking exam (ex. I have an uneasy, upset feeling when I take an exam).

c. Types of Motivation

Research points to two major categories of motivation and they are called integrative motivation and instrumental motivation (Gardner 1972:12-16).

The integrative motivated student has a desire to learn a language because of an ability to identify with and admire the culture that speaks the language (Gardner 2001:5) or even a desire to move to a country where the targeted language is spoken (Dörnyei 2001a:16)

When the students' only interest in the language is a desire to improve their working conditions, just to get passing grade or because they are expected to at least know the basics of the language, they are driven by what is called instrumental motivation. Instrumentally motivated students usually lack the will to get in-depth-understanding of the language since the student only sees the language as a tool and lacks the ability to identify with its speakers (Gardner, 1972: 12-16). Many educators only see a need to connect the task they give at a lesson to the student's daily lives and then their work is done (Dörnyei, 2001: 56). This is overly simplified however since "home English" may not be the English the students are interested in learning.

When dealing with final grades it can be hard to distinguish between these two kinds of students but one study shows that the oral skills of the integrative motivated students surpass those of the instrumentally motivated ones (Gardner 1972:57).

So students can be motivated for different reasons depend on what they feel are the most valued aspect of their language studies. The type of motivation that drives them affects their proficiency.

In other hand, according to Santrock (2006: 418) two types motivation are intrinsic motivation and extrinsic motivation. Extrinsic motivation involves in doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as reward and punishment. For example, a student may study hard for a test in order to obtain a good grade in the course. Intrinsic motivation involves the internal motivation to do something for its own

sake. For example, a student may study hard for a test because she or he enjoys the content of the course.

According to Calder and Straw in Gage and Berliner (1984: 412-413), the distinction between intrinsic and extrinsic motivation can also be presented as a problem in attribution, or self-perception. If persons see themselves as the cause of their own behavior – that is, have a self-perception that they are origins with internal control of their own behavior then those persons believe themselves to be intrinsically motivated. When persons see themselves as behaving in ways determined by external forces acting as pawns- their behavior is classified by themselves and others as extrinsically motivated.

In the same sense, Sprinthall and Sprinthall, (1990) states that learning will be far from long-lasting when it is sustained by intrinsic motivation than when it is driven by the more transitory push of external reinforces. However, that extrinsic motivation may be necessary to get the learner to initiate certain actions or to get the learning process started and off dead center. Intrinsic motivation may require an external reinforcement to get it under way, but once it comes to function autonomously.

Although extrinsic motivation is widespread in society (individuals are motivated to engage in many activities because they hope to win certificates, badges, medals, public recognition, prizes, or admiration from others), this approach has at least three potential dangers; 1) Changes in behavior may be temporary. As soon as the extrinsic reward has been obtained, the students may revert to such earlier behaviors as studying consistently, turning in poor-quality homework, and disturbing class with irrelevant comments and behaviors. 2) Student may develop a materialistic attitude toward learning. They may think “what tangible will I get if I

agree to learn this information” if the best answer is “none” they may decide to make little or no effort to learn it. 3) Giving students extrinsic rewards for completing a task may lessen whatever intrinsic motivation they may have for that activity.

The last disadvantage is referred to as the undermining effect. It appears that giving students rewards may indeed decrease their intrinsic motivation for a task, but only under certain conditions. Under other conditions, external rewards may enhance intrinsic motivation. (Snowman and McCown, 2012:362).

According to Woolfolk (2004:351) the essential difference between the two types of motivation is the students’ reason in acting. That is, whether the locus of causality for the action (the location of the cause) is internal or external, inside or outside the person. Students who read or practice their backstroke or paint may be reading, swimming, or painting because they freely choose the activity based on personal interests, or because someone or something else outside is influencing them.

d. Values/Attitudes as a Precondition of Motivation

"Attitude is linked to an individual's set of values and may be influenced by many factors." (Chambers 1999:26). The fact that students need to be able to identify with the culture of the target language at some level or feel a need to be able to use the language (Dörnyei 2001a:14-15) explains why many Swedish students so quickly lose their proficiency in the classic Swedish, German, French and Spanish, when they no longer study them at school, while their proficiency in English remains at a high level throughout their lives because of exposure and relevance.

How the students value their English studies, or any subject at all, can be separated into three separate value sets; intrinsic, integrative and instrumental value (instrumental value is called extrinsic value by Schunk, Pintrich & Meece (2008:238)) and reflects what the students value in the English classes rather than why they are motivated to learn the language (Dörnyei 2001a:51-56). Intrinsic value is connected to the students' feelings of interest and enjoyment of the English course itself.

When a student's feeling of interest in the English classes has been achieved because of an understanding of and an interest in foreign cultures the student has what is called integrative value in the class. When students have realized the practical benefits of their language studies and value their English classes because of it, they have attained instrumental values.

Students that cannot connect the English they learn in English class with their future career are not the least bit interested in English culture and find the classes boring are not likely to receive a good grade at the end of the course. On the other hand students that enjoy themselves in class and realize the practical benefits of knowing the language will strive to excel and will most likely receive a good grade. In a comparison between with students with intrinsic and extrinsic values tests have indicated that the students with intrinsic values reach better results (Schunk, Pintrich & Meece 2008:238).

e. Influences of Motivation

Although the students are hopefully already driven by one kind of motivation there are several other factors that play an important part in maintaining their willingness to learn; the student-teacher, teacher-parent and parent-student interaction, the classroom environment, stimulating exercises and of course the feeling of success (Dörnyei 2001a:31-57). As is also stated by Chambers, "...a pupil who regards foreign language learning as useful and/or enjoyable

and who feels encouraged by, for example, parents to learn foreign languages, being more likely to feel positively motivated to participate in the learning process." (Chambers 1999:26).

An important influence on learners' motivation that may seem obvious to most is the teacher's effect on the students' willingness to learn (Dörnyei 2001a:34). If the teacher displays a negative attitude towards certain elements in the curriculum or to the subject as a whole this is a sure way to influence the students negatively. It may be hard to be equally positive to all of the elements that language studies contain since teachers are only humans with interests and specialties of their own but it is important to realize that the emotions they display will have an effect on the students, positive or negative as it may be.

In reality the teachers' influence on their students' motivation starts as early as in the planning of the lesson (Schunk, Pintrich & Meece 2008:331-332), since the students' characteristics, motivational type and pre-existing motivation levels have to be taken in consideration. The matter of giving praise and criticism are also important decisions with impact on students' drive. Praise should not be given too often nor seldom or else it will lose its positive influence. Criticism can be a positive enhancer as long as it is not given too often. Chambers (1999:35) also states that the relationship between the teacher and the students shapes the character of the learning situation which is yet another influence on motivation.

The teachers' expectations are yet another important factor, not just their expectations of the students' achievements but of the teacher's own ability to actually educate and help the students. If a teacher believes in the students' abilities chances are that they will actually manage to perform well since the teacher gives them the support they need. The need for educators to have a healthy belief in their own abilities manifests itself in the way they plan their lessons. A

confident teacher is more prone to plan tasks that are challenging for the students and actually allow them to develop their skills (Schunk, Pintrich & Meece 2008:331-332).

Parental influence is important since even if they help their children with their homework their attitude towards the language is blatantly clear to their children (Dörnyei 2001a:39). Since children and young adults are easily susceptible their parents' attitude may rub off on them and they will no longer see English as an important tool of communication but as an unnecessary subject they just have to pass in order to get a grade. In reality this means that parents should not only help their children with their homework, they should also be enthusiastic about it. The friends the students socialize with in their spare time are another influence on their academic motivation. If the friends are academically oriented it is more than likely that student will also be focused on school aligned goals since young adults feel a need to adjust to the norms of their group (Schunk, Pintrich & Meece 2008:297).

The classroom environment should be supportive (Lightbown & Spada 2006:64-65) but it can be harsh and teenagers are by nature unsure of themselves. If they do not feel secure enough to try and to make mistakes in the classroom, their learning capability and motivation will decrease. Since this issue mostly has to do with trust between the students it is important that the teacher shows them that it is acceptable to make mistakes and that by making them you can actually learn something. The teacher also has to make sure that the criticism he or she gives is positive, constructive and friendly, and that the peer response follows these guidelines as well.

It has been suggested that students find tasks that have some roots in real life more meaningful and motivating (Schunk, Pintrich & Meece 2008:328). This fact is also confirmed by Chambers who states "If pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them" (Chambers 1999:37). It

can be argued that the exercises should be focused on areas that concern the pupils' future careers since they should be interested in anything that might help them get ahead in their professions. Another viewpoint would be that the students already focus too much attention on their post-graduation jobs and would be more motivated to engage in tasks that are more daily life oriented instead.

Students often measure their learning by how successful the outcome of their tasks is (Dörnyei 2001b:97) and a successful outcome increases their motivation. However learners with low self-confidence see difficult tasks as threats and fail to focus on how to solve them. This lack of confidence in their own abilities mean that they give up on difficult tasks all too easily (Dörnyei 2001b:23) which in turn relates back to two of the indicators of motivation, persistency and effort. In school the ultimate reward given to students are grades and the constant pursuit of higher marks can lead to goal oriented learning which affects the learning oriented students negatively (Dörnyei 2001b:136).

In conclusion, everyone needs motivation to success in their life no matter in business, learning, relationship and so on. With high motivation people will have big opportunity to be success in their life, while people with low motivation will be difficult to be success in their life. Motivation is play important role in people life and to this motivation could come from the person itself or from other people and their environment.

C. Anxiety

Anxiety is a normal feeling of human that success comes out because worrying about something. Stevenson (2008:8) states that anxiety is a feeling of uneasiness and fears which usually along with feeling of something terrible experience will occur. Yesilyurt, Yavus, &

Aydin (2006:8) state that defines anxiety as the feeling of always feel uncomfortable and often think that he/she is in danger position.

In accord with previous statement, Alshawa (2009:8) also argues that anxiety refers to an emotional circumstances overwhelmed by uncommon feeling. As a condition, anxiety may appear because of many factors like what have been stated above. Indeed, anxiety is natural feeling of some one that appears anytime. However, some people feel anxiety as a threat, because that cannot manage their anxiety properly.

Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-confidence, so that they can't get maximal of their life. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice or perform the language in order to show the ability that we have.

a. Factors Happening The Students Make Anxiety

1. The External factors

Regarding to the external factors consists of:

a. Lack of preparation

May previous study students stated that preparation become one of major factors that made students anxious (Liu 2007:129) also mention "preparation", in their to lists how to overcome anxiety. Hence, it obvious that lack of preparation becomes one of the issues contributing students' anxiety in speaking class.

b. Limited vocabulary

Those sentences showed one's difficulty in regarding vocabulary (Tanveer (2007:50). However limited vocabulary might hindered the process of learning a language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

c. Grammatical errors

Grammatical errors can be avoided particularly in learning second/foreign language. Students are accustomed to use their mother tongue taken for granted. However students should memorize and understand the structures of the second/foreign language that might unfamiliar.

Therefore, grammatical errors might happen because Indonesian language does not have tenses. In Bahasa Indonesia there is no certain verb to explain it is for present, future, or past. Consequently, Indonesian students tend to have difficulties in memorizing structures of English sentences with different from Bahasa Indonesia. Conserving to linguistics difficulties, grammar is to be the second most importance for ESL/EFL learners when they learn to speak second/foreign language (Tanveer 2007:49). In short, grammar has a big opening to set up learners' anxiety in learning second/foreign language.

d. Friends/classmates

Classmates are also having important role in leaning language. Yet, friends often make anxious situation makes learners feel nervous and uncomfortable when they speak.

Feeling uncomfortable when being stared at by other students while speaking is one of anxiety source which commonly experienced by language learners. According to Tsiplakides (2009:39) fear of negative evaluation from peers was common factors appeared language learning. Yet, yet even it was a natural sense, classmates still becomes factors contributing students anxiety in learning proses.

e. Embarrassment

In learning second/foreign language, embarrassment become one of the factors contributing students' anxiety. The expert above explained that learning speaking a second/foreign language entails possibility of embarrassment (Kessler (2010:361). Thus embarrassment factor need to be alarmed in learning language.

2. The Internal Factors

Regarding to the internal factors consist of:

a. Afraid of making mistakes

One of factors students' anxiety in speaking is afraid of making mistakes. As Liao report, "I like to speak English, but I am in front of others, I will be nervous and can't say any words, because I am afraid other will laugh at me if I make some mistakes" (as cited in Liu 2007:130)

b. Lack of Self-Confidence

According to Cubukcu (2007:133), an anxious student will performant unsuccessfully in his/her foreign language learning. In other way those who good in a language class are they with little anxiety. In brief, lack of self-confidences one of important factors needed to be concerned, because it is determined to one successful learning.

c. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in other to help the students do their best in their speaking performance in the classroom (Gebhard 2002:2). In line with this Baldwin (2011:13) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget

what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

D. Conceptual Frameworks

The conceptual framework underlying in this research is given in the following diagram.

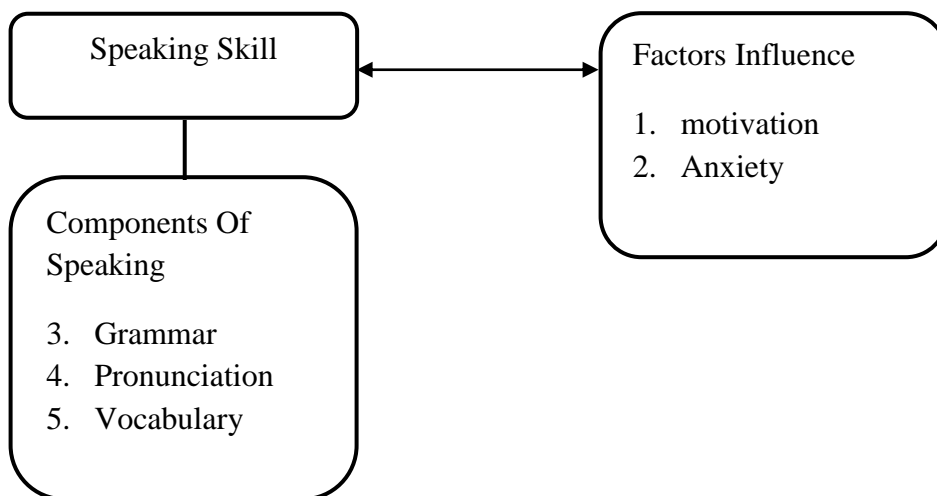


Figure 2.1 Conceptual Frameworks

The conceptual framework of this research consists of some major points which are interrelated one another which are shown in figure 2.1. The research analyses the students' speaking ability by pays attention to the 3 components of speaking that the students use. However, the research analyses the factors influence of their ability through the questionnaire. In this case, the factors influencing such as motivation and anxiety.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study conducted to get description of the students' speaking ability and factors influence their ability. This study was categorized as descriptive research. It was call descriptive research because this study tried to describe the condition of the students until them difficult to speak in English class. The data of this study could be categorized into quantitative.

B. Population and Sample

1. Population

The population of this research were the eleventh grade students of SMA Muhammadiyah Camba.

2. Sample

The researcher used purposive sampling to determine the participants in this research. The researcher decided to choose XI IPA class which consisted of 20 students.

C. Instrument of Research

Instrument of research data in this study as follow:

1. Test

Speaking test

Scores of students' speaking skill determined through the speaking test. Assessment of students' speaking test was conducted through describing things. Grammar, pronunciation, and vocabulary have important role in assess and measured students' speaking ability.

2. Questionnaire

The researcher used questionnaire to assess student's motivation and anxiety in students' speaking ability. There were some statements which contain of motivational matter and anxiety matter in several sheets. The questionnaire was translates to Indonesian to ensure its comprehension by respondents.

D. Procedure of Collecting the Data

In collecting data, researcher examined students' speaking ability in English and took the first data from the result of their speaking test that researcher explained about how to describe things and gave students some examples in front of class before asking them to practice it. In this case, the research demonstrated speaking in describing bat as the example.

The researcher also gave students several sheets of questionnaires of motivation and anxiety to do. It means that second and third data was obtained from the several sheets. The researcher explained how to work out the instrument, and then the researcher distributed the instrument to the students. The participants filled the questionnaire sheets. After that the participants collected their questionnaire sheets to the researcher. A questionnaire takes 10 minutes for students to finish it. All students' scores which were from questionnaires motivation and anxiety were calculated in Likert Scale formula.

E. Technique of Data Analysis

The data from the English speaking test gave score based on the three English speaking skill scoring classification. In this case the writer gave score on the students' pronunciation, grammar, and vocabulary. To make it clear the writer described all classification as follow:

Table 1: The Assessment of Grammar

CLASSIFICATION	SCORE	CRITERIA
Excellent	6	Makes few (if any) noticeable errors of grammar and word order
Good	5	Occasionally makes grammatical or word order errors which do not, however, obscure meaning
Average	4	Makes frequent errors of grammar and word order which occasionally obscure meaning
Poor	3	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic pattern
Very poor	2	Errors in grammar and word order as severe as to make speech virtually unintelligible.

(Direktorat Pendidikan : 1999)

Table 2: The Assessment of Pronunciation

CLASSIFICATION	SCORE	CRITERIA
Excellent	6	Pronunciation and intonation are almost always very clear/accurate
Very Good	5	Pronunciation and intonation are usually clear/accurate with a few problem areas
Good	4	Pronunciation and intonation errors sometimes make it difficult to understand the student
Average	3	Frequent problems with pronunciation and intonation
Poor	2	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication

(Addapted from Longman, 2005)

Table 3: The Assessment of Vocabulary

CLASSIFICATION	SCORE	CRITERIA
Excellent	6	Uses a variety of vocabulary and expressions
Very Good	5	Uses a variety of vocabulary and expressions, but makes some errors in word choice
Good	4	Uses limited vocabulary and expressions
Average	3	Uses only basic vocabulary and expressions
Poor	2	The students' speak very hasty and more sentences are not appropriate using vocabulary and little or no communication

(Adapted from Longman, 2005)

The score on the table was converted into the score in the table score by using following formula:

$$\text{Score} = \frac{X}{N} \times 10$$

Notation : X = Score of the students

N = Score Maximum

10 = Standard Score

To calculate the mean score, the following formula was apply

$$\bar{X} = \frac{\Sigma X}{N}$$

Where: \bar{X} = Mean score

ΣX = The total number

N = the total number of sample

(Gay, 1981 : 298)

To classify the students' score the are seven classification which are used the criteria as follows:

1. Score 9.6 - 10 as excellent
2. Score 8.6 – 9.5 as very good
3. Score 7.6 – 8.5 as good
4. Score 6,6 – 7.5 as fairly good
5. Score 5.6 – 6.5 as fairly
6. Score 4.6 – 5.5 as poor

7. Score 0 – 3.5 as very poor

Data Obtain from Questionnaire

1. Students Motivation in Speaking Ability

To describe students' motivation, 5 point Likert Scale which with adapted from the original 7-poiny Likert Scale format of Gardner's Attitude/ Motivation Test Battery (AMTB). Ranged from 'never' to 'every time'. Total 20 items under five subscales were gauged to explore, all of the statements were positive.

The questionnaires were administered to all of the students in the research to investigate psychological factors in students' motivation. AMTB was used to examine students' attitudes. Subcategories in the modified AMTB included: (source: Attitude/Motivation Test Battery from R. C. Gardner)

1. Intrinsic motivation (11 items)
2. Extrinsic motivation (9 items)

The data obtained from the questionnaires were analyzed manually. The data concerning subjects' general background as well as their comments were calculated and presented in percentage. A five-point Likert Scale was used to measure the level and type of subjects' learning motivation. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria

Table 4 : Classification of Motivation Score

Mean Rage	Interpretation
3.6 - 5.0	High degree of motivation
2.6 - 3.5	Moderate degree of motivation
1.0 - 2.5	Low degree of motivation

(Ratanawalee Wimolmas)

The items were presented in a random order, followed by a 5-point Likert Scale for most items ranging from ‘never’ (1 point) to every time (5 point). The questionnaires versions were prepared for students of Indonesian language. The collected data were analyzed manually.

2. Students’ Anxiety in Speaking Ability

The statements in questionnaires were describe language learning situations in Speaking class which were rated as to the degree of anxiety that respondents perceived they would experience in certain situations. There are two kinds of statement in the questionnaires which are positive and negative statement. The positive statements are number 3,7,9,10,12,13,16,18,19, and 20. While the negative statements are 1,2,4,5,6,11,15,and 17. The data calculated manually with the range of score 20 to 100. After the each score from students’ results of FLCAS gaining. It was categorized into some level of anxiety started from “Very Anxious”, “Anxious”, “Mildly Anxious”, “Relaxed” and “Very Relaxed” based on Oetting’s Scale.

Table 5: Likert’s Scoring

Alternative answer	Positive	Negative
Strongly Agree	1	5
Agree	2	4
No opinion	3	3
Disagree	4	2
Strongly disagree	5	1

AMTB was used to examine students’ attitudes. Subcategories in the modified AMTB included :

1. Self perception (6 items)
2. Gender (1 items)

3. Discipline (6 items)
4. Presentation in the classroom (4 items),
5. Fear of making mistake (3 items)

Table 6 : FLCAS Anxiety Scale Adapted from Oetting's Scale

Range	Level
4.1 – 5	Very anxious
3.1 – 4	Anxious
2.1 – 3	Middle Anxious
1.1 – 2	Relaxed
> - 1	Very Relaxed

(Elaine K. Horwitz, 1986)

FLCAS (Foreign Language Classroom Anxiety Scale) and the scale were administered by the research. The collected data were analyzed by manually calculation. To find the levels of the language anxiety, the means were calculated to determine the language anxiety.

The means were calculated to determine the students' motivation and students anxiety where using the formula, as follows :

$$\bar{x} = \frac{\sum x}{N}$$

Notation: \bar{x} = Median/ average

$\sum x$ = Total Score of the students

N = Total number of students

(Gay, et al., 2006: 320)

While to analyze the percentage technique by using this formula:

$$P = \frac{f}{n} \times 100$$

Notation : P = Percentage

F = Number of Correct

N = Number of Sample

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of findings of the research and its discussion. Where findings deals with the result of the data analysis was taken by speaking test, and questionnaire. The discussion of the research covers further explanation of the findings. All the data was presented based on the action that has been conducted.

A. FINDINGS

To find out the answer of the research problem in the previous chapter the research was use speaking text and questionnaire. The data collected from 20 students.

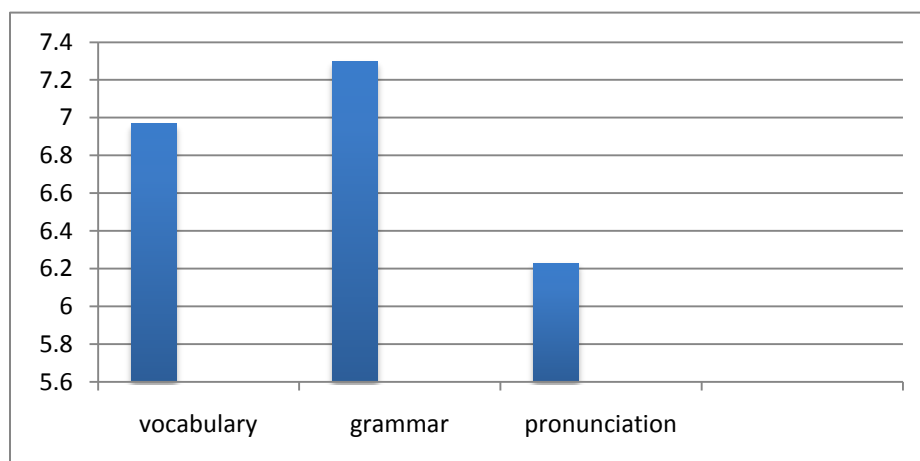
1. The Students' Speaking Ability

Table 7 : The Rate Percentage of Score Speaking Ability in Vocabulary, Grammar, and Pronunciation

No.	Variable	\bar{X}	Classification
1.	Vocabulary	6.97	Fairly good
2.	Grammar	7.3	Fairly good
3.	Pronunciation	6.23	Fairly

Seeing the table above it can be concluded that, the students' ability to speak English in term of vocabulary, grammar, and pronunciation. Where the vocabulary fairly good 7 score, grammar got fairly good 7.3 score, and pronunciation got fairly 6 score.

Figure 2.2 : Percentage of score students' speaking ability



While the rate percentage of score students' speaking ability in vocabulary, grammar and pronunciation from 20 students' as table 7 show that vocabulary got fairly good, grammar got fairly good score, and pronunciation got fairly score. Based on graphic showed that, the students' ability to speak English in terms of grammar were higher than vocabulary and pronunciation. Pronunciation were low than grammar and vocabulary. Were the vocabulary got fairly good score (6.97), grammar got fairly score (7.3), and pronunciation got fairly score (6.23), were the standard score of vocabulary, grammar, and pronunciation was excellent (10).

2. Students' Motivation in Speaking Skill

The data were calculated by manually with the ranges for the scoring from 20 up to 100 points. To know the median and percentages of students' motivation the students' score was calculated by using median and percentages formula's bellows:

$$\bar{X} = \frac{64}{20} = 3.2$$

The data above shows the median of students' motivation levels, were total median of students' motivation were 64 from the highest was score 100 points, and total of question was

20. The result of median show is the consideration above, was 3.2 points. It means that students' motivation in speaking ability is still on the standard value or be in moderate degree of motivation.

$$P = \frac{1272}{2000} \times 100 = 64\%$$

The percentage equal was indicated the quality of the students' motivation, which were be in a moderate degree motivation that was 64%. It means that the encouragement of students in speaking English was good from the highest percentage was 100% for very good motivation.

3. Students' Anxiety in Speaking Skill

The data were calculated by manually with the ranges for the scoring from 20 up to 100 points. To know the median and percentages of students' motivation the students' score was calculated by using median and percentages formula's bellows:

$$\bar{X} = \frac{62}{20} = 3.1$$

$$P = \frac{1245}{2000} \times 100 = 62\%$$

The data above shows the median of students' anxiety levels, were the total median of students' anxiety were 62 from the highest score 100 points and total question was 20 numbers. So that the researcher gave the result of the students anxiety levels were 3.1 from the total acquisition was 5. From the result mentioned, the research might conclude that most of correspondents be in anxious classification with the total media was 3.1 points.

Table 8 : The total average and percentage of the factor influence in speaking ability

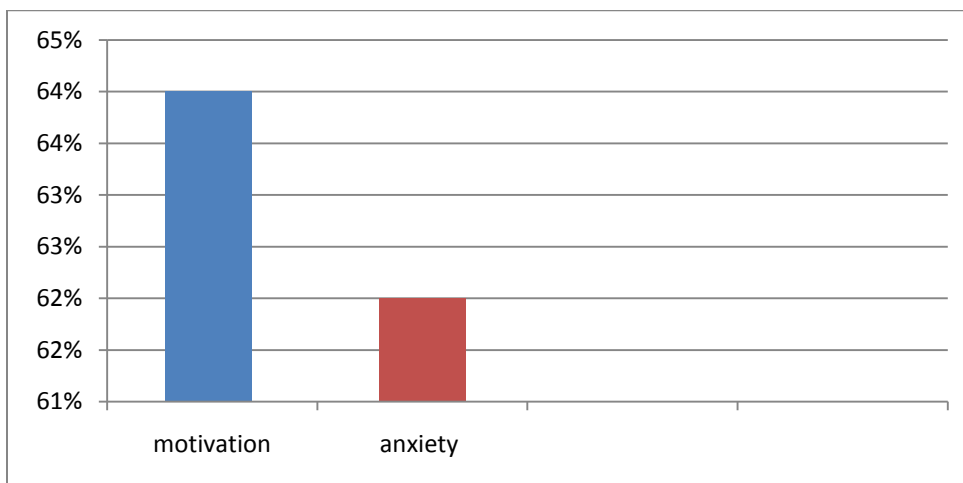
No.	Factor Influence	Average	Percentage	Classification
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1.	Motivation	3.2	64%	Moderate degree of motivation
2.	Anxiety	3.1	62%	Anxious
Total		6.3	126	
Total average		3.15	63%	

The table above shows cumulative result of factor influence in speaking ability of the students', which is provide two kinds they were average and percentage. First is average, for motivation instruments resulting score 3.2 points it was categorized in the level of motivation as moderate degree of motivation and the average of anxiety score was 3.1 points it was classify into anxious.

The second is percentage, for motivation there was 64%. It means the students' motivation in speaking English as moderate degree of motivation. For anxiety, was 62% it categorized was anxious.

Figure 2.3 : Percentages Of Factor Influence In Speaking Ability



Based on the figure above, it shows the score of factor influence in speaking ability in percent. From motivation instrument, the research got the result 64% and the result from anxiety instrument resulting total percentage at the rate 62%.

B. DISCUSSION

In this section, the researcher discussed the chorology of collecting the data and the result of the data analysis in accordance with the variables which by lies in the scope of this research.

1. Students' Speaking Ability

After calculating the score analysis pf the students' speaking ability in vocabulary, grammar, and pronunciation it was found, the students' speaking ability in vocabulary had a fairly good with the score 6.97. The students' speaking ability in grammar had a fairly good with the score 7.3. And the students speaking ability in pronunciation had a fairly with the score 6.23.

The mean score in vocabulary was 139.4. Then the rate percentage of the score speaking ability in vocabulary god fairly score with the score 6.97. The classification score of the students speaking ability based on the result was 2 students got 10 score, 6 students' got 8.3 sore, 6 students' got 6.6 score and 6 students' got 5 score.

The mean score in grammar was 146. Than the rate percentage of score speaking ability in grammar good fairly score with the 7.3 score. The classification score of the students speaking ability based on result 2 students' got 10 score, 8 students' got 8.3 score, 6 students got 6.6 score, and 4 students got 5 score.

The mean score in pronunciation was 142.6. Than the rate percentage of score ability in pronunciation fairly score with the 6.23 score. The classification score of the students speaking

ability based on result 5 students got 10 score, 1 students got 8.3 score, 6 students got 5 score, and 5 students got 3.3 score.

2. Students' Motivation in Speaking Ability

Lightbrown and Spada (2001) identify motivation as an intricate incident which can be identified along with two factors: "learners' communicative and their attitudes towards the second language community". They believed that when learners thought that they needed to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, and they were motivated to obtain expertise and skill in it. Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation (Lightbrown & Spada, 2001).

Students who had motivation were success in speaking. Most language educators probably believed that motivation caused better acquisition although there was some evidence that moderate or low motivation can be just as strong. (Gardner and MacIntyre 1992). It was caused why students can success in speaking test. The students who were highly motivated paid more attention so they understood faster than other students. They were listened and read the written word carefully. They concerned in the way of how the speaker pronounced the word. By their motivation, they learnt speaking seriously.

Motivation cannot be observed directly, but can be inferred by behavior as choice of tasks, persistence, and verbalization. Motivation involves goals that provide encouragement for and direction to action and that motivation requires physical or mental activity geared towards

attaining goals. Motivation is an instrument for the students. In this sense, the learner uses for example speaking English in order to full fil them need.

The aims of the class should be in such a way that motivated the learners who have instrumental motivation in order to become aware of and realize the value of the learner who thinks about speaking English as an instrument for reaching particular goals such as achieving grades or passing examination. In order to the result of the research the researcher could be conclude that the most influence were an extrinsic factors. Because from the total number of motivation have same, but the answer intensity of extrinsic factor is more the intrinsic factors.

As the English learning motivation is one of the most important learning factors, the need to determine the actual motivational situations of any students group is worthwhile. This is for the benefit of their language learning effectiveness and proficiency. Motivation in speaking English of the students can be a great source of knowledge and understanding to implement relevant programs or activities to stimulate than more motivation learning atmosphere. Based on the findings above, the research found there is a positive responds from students about speaking English, especially when the topic talk about their daily activities or the real condition. From the total score acquisition about motivation instrument have mean score 3.2 points, and it was indicate that the motivation of the students in speaking English were good enough.

3. Students Anxiety in Speaking Ability

Liu, (2007); MacIntyre & Gardner, 1989 as cited in Zhou (2004) arguing that error and afraid of being evaluated are the causes of anxiety that make students very anxious in learning oral English. In this case, they are aware their performance is being evaluated by their peers and teachers. With respect to this, Further Horwitz et al cited in Nascente (2001) explains that

anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. That is why they were nervous when they wanted to speak English.

The research found most of the students were anxious toward in speaking English. Then anxious may occur because lack of preparation, another cause that the students have to many points. The third cause is worrying that the audience will be critical. Speakers who compare their perceptions to audience expectations are public speaking anxiety are revealed when audience's expectations are perceived greater than the speaker ability. It can shows by look the result of the research which are they percentage was high as the main cause of the students anxious in speaking English on the learning proses. As long as foreign language learning or this case was English subject takes place in a formal school. Anxiety likely to continue to flourish, it was controlling students act to attract be participate in speaking English on learning process. So that teacher might create the students closely monitor the classroom condition toward in learning proses to identify the specific source of the students anxiety and to analyzed the level of students anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists two sections. First section deals with the conclusion of the findings and second one deal with suggestions that cover recommendation concerning the implication of the findings and for further related researcher.

A. CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions.

1. The eleventh grade students of SMA Muhammadiyah Camba in academic year 2017/2018 in ability of speaking in term of vocabulary got fairly good with 6.97score, in term of grammar got fairly good with 7.3 score, and in term of pronunciation got fairly with 6.23 score.
2. The students' motivation in speaking English of the students SMA Muhammadiyah Camba big was degree of motivation refers to the total mean of motivations score.
3. The students' anxiety in speaking English of the students SMA Muhammadiyah Camba big was anxious refers to the total mean of anxieties' score.

B. SUGGESTIONS

Based on the conclusion above, the researcher would like to offer suggestion as follow:

1. Vocabulary, grammar, and pronunciation are fundamental of element of speaking', hence studying vocabulary, grammar, and pronunciation may help students to become more effective speaker and communication.

2. The teacher should also give higher motivation for the students to practice their speaking ability and to know how important English speaking is.
3. The students of SMA Muhammadiyah Camba should have an English meeting club where they can practice their speaking ability.
4. As the condition of students in speaking, they are often shy or even scared being laughed by their friends. Giving them suggestion and motivation can encourage students.

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APPENDIX I

THE COLOMN OF THE STUDENTS' SPEAKING TEST IN CLASS

NO.	NIS	NAME	SCORE		
			V	G	P
1.	101615	ANDI KHUSNUL KHOTIMAH	3	3	3
2.	101601	ANDI SULFIKAR	3	4	2
3.	101602	ASHABUL AMRI	4	4	3
4.	101616	AWAL AKBAR	3	3	2
5.	101619	FAHIRA SAFITRI	5	5	2
6.	101603	FITRA RAMAYANI	3	5	3
7.	101604	HASNIAH	4	4	6
8.	101605	HASRUL RAHAMAT	5	5	3
9.	101606	IRMA	6	6	6
10.	101607	M. ARIF	6	6	6
11.	101608	MUH. ALI	5	4	4
12.	101609	NURLELA	4	4	3
13.	101614	NURSYAM	3	3	2
14.	101617	RANI SARTIKA	5	5	2
15.	101612	RICO SAPUTRA	3	3	3
16.	101613	RIJAL	5	5	4
17.	101611	RISKI ANWAR	4	5	6
18.	101618	SUMARNI	5	5	6
19.	101610	TAUFIK HIDAYAT	4	5	4
20.	101620	REZA JULIATMA	4	4	5
TOTAL					

Formula : $\text{Score} = \frac{X}{N} \times 10$

Note :

Notation : X = Score of the students

G: Grammar

N = Score Maximum

P: Pronunciation

10 = Standard Score

V: Vocabulary

APPENDIX II

THE MEAN SCORE OF STUDENTS' SPEAKING ABLITY

NO.	NIS	NAME	SCORE			TOTAL
			V	G	P	
1.	101615	ANDI KHUSNUL KHOTIMAH	5	5	5	15
2.	101601	ANDI SULFIKAR	5	6.6	3.3	14.9
3.	101602	ASHABUL AMRI	6.6	6.6	5	18.2
4.	101616	AWAL AKBAR	5	5	3.3	13.3
5.	101619	FAHIRA SAFITRI	8.3	8.3	3.3	19.9
6.	101603	FITRA RAMAYANI	5	8.3	5	18.3
7.	101604	HASNIAH	6.6	6.6	10	23.2
8.	101605	HASRUL RAHAMAT	8.3	8.3	5	21.6
9.	101606	IRMA	10	10	10	30
10.	101607	M. ARIF	10	10	10	30
11.	101608	MUH. ALI	8.3	6.6	6.6	21.5
12.	101609	NURLELA	6.6	6.6	5	18.2
13.	101614	NURSYAM	5	5	3.3	13.3
14.	101617	RANI SARTIKA	8.3	8.3	3.3	19.9
15.	101612	RICO SAPUTRA	5	5	5	15
16.	101613	RIJAL	8.3	8.3	6.6	23.2
17.	101611	RISKI ANWAR	6.6	8.3	10	24.9
18.	101618	SUMARNI	8.3	8.3	10	26.6
19.	101610	TAUFIK HIDAYAT	6.6	8.3	6.6	21.5
20.	101620	REZA JULIATMA	6.6	6.6	8.3	21.5
TOTAL			139.4	146	124.6	410
\bar{X}			6.97	7.3	6.23	20.5

Formula : $\bar{X} = \frac{\sum X}{N}$

$\frac{410}{20} = 20.5$

Where: \bar{X} = Mean score

Note: G = Grammar

ΣX = The total number

P = Pronunciation

N = the total number of sample

V = Vocabulary

THE COLOMN OF THE STUDENTS' SPEAKING TEST IN CLASS

NO.	NIS	NAME	SCORE		
			V	G	P
21.	101615	ANDI KHUSNUL KHOTIMAH	3	3	3
22.	101601	ANDI SULFIKAR	3	4	2
23.	101602	ASHABUL AMRI	4	4	3
24.	101616	AWAL AKBAR	3	3	2
25.	101619	FAHIRA SAFITRI	5	5	2
26.	101603	FITRA RAMAYANI	3	5	3
27.	101604	HASNIAH	4	4	6
28.	101605	HASRUL RAHAMAT	5	5	3
29.	101606	IRMA	6	6	6
30.	101607	M. ARIF	6	6	6
31.	101608	MUH. ALI	5	4	4
32.	101609	NURLELA	4	4	3
33.	101614	NURSYAM	3	3	2
34.	101617	RANI SARTIKA	5	5	2
35.	101612	RICO SAPUTRA	3	3	3
36.	101613	RIJAL	5	5	4
37.	101611	RISKI ANWAR	4	5	6
38.	101618	SUMARNI	5	5	6
39.	101610	TAUFIK HIDAYAT	4	5	4
40.	101620	REZA JULIATMA	4	4	5
TOTAL					

Formula : $\text{Score} = \frac{X}{N} \times 10$

Note :

Notation : X = Score of the students

G: Grammar

N = Score Maximum

P: Pronunciation

10 = Standard Score

V: Vocabulary

NO.	NIS	NAME	SCORE			TOTAL
			V	G	P	
21.	101615	ANDI KHUSNUL KHOTIMAH	5	5	5	15
22.	101601	ANDI SULFIKAR	5	6.6	3.3	14.9
23.	101602	ASHABUL AMRI	6.6	6.6	5	18.2
24.	101616	AWAL AKBAR	5	5	3.3	13.3
25.	101619	FAHIRA SAFITRI	8.3	8.3	3.3	19.9
26.	101603	FITRA RAMAYANI	5	8.3	5	18.3
27.	101604	HASNIAH	6.6	6.6	10	23.2
28.	101605	HASRUL RAHAMAT	8.3	8.3	5	21.6
29.	101606	IRMA	10	10	10	30
30.	101607	M. ARIF	10	10	10	30
31.	101608	MUH. ALI	8.3	6.6	6.6	21.5
32.	101609	NURLELA	6.6	6.6	5	18.2
33.	101614	NURSYAM	5	5	3.3	13.3
34.	101617	RANI SARTIKA	8.3	8.3	3.3	19.9
35.	101612	RICO SAPUTRA	5	5	5	15
36.	101613	RIJAL	8.3	8.3	6.6	23.2
37.	101611	RISKI ANWAR	6.6	8.3	10	24.9
38.	101618	SUMARNI	8.3	8.3	10	26.6
39.	101610	TAUFIK HIDAYAT	6.6	8.3	6.6	21.5
40.	101620	REZA JULIATMA	6.6	6.6	8.3	21.5
TOTAL			139.4	146	124.6	410
\bar{X}			6.97	7.3	6.23	20.5

Formula : $\bar{X} = \frac{\Sigma X}{N}$

$\frac{410}{20} = 20.5$

Where: \bar{X} = Mean score

Note: G = Grammar

ΣX = The total number

P = Pronunciation

N = the total number of sample

V = Vocabulary

APPENDIX III

Motivation Questionnaire

Petunjuk

Berilah tanda centang (√) pada jawaban yang anda anggap paling sesuai dengan sikap anda. Apabila ada yang kurang jelas, tanyakan pada peneliti (guru).

Keterangan pilihan jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	RR	TS	STS
1.	Setelah saya mendapatkan tugas Bahasa Inggris saya selalu membuka dan mengoreksinya kembali.					
2.	Bahasa inggris adalah sebuah ilmu yang penting agar dapat menjadi siswa yang hebat.					
3.	Saya membayangkan berad diluar negeri dan bercakap dengan orang disekitar dengan bahasa inggris					
4.	Mempunyai kemampuan Bahasa Inggris yang baik akan memudahkan saya untuk mendapatkan pekerjaan.					
5.	Hal yang ingin saya lakukan dimasa depan adalah menjadi guru Bahasa inggris					
6.	Saya semangat belajar Bahasa Inggris kearena ingin mendekati seseorang.					
7.	Saya semangat belajar Bahasa Inggris apabila senag dengan cara megajar guru.					
8.	Saya merasa iri dengan teman saya yang pandai berbahasa Inggris.					
9.	Saya semangat belajar belajar Bahasa inggris karena teman saya beranggapan bahwa Bahasa inngris itu					

	sangat penting.					
10.	Akan membawa dampak negatif untuk saya kedepannya jika saya tidak belajar Bahasa Inggris					
11.	Saat jam istirahat saya lebih senang membaca bacaan bahasa Inggris daripada ikut keluar bersama teman					
12.	Jika ada tayangan TV yang berbahasa Inggris saya selalu menontonnya.					
13.	Salah satu keinginan saya adalah berbicara Bahasa Inggris secara penuh pada saat jam pelajaran.					
14.	Jika ada ekstrakurikuler Bahasa Inggris disekolah dengan senang hati saya akan bergabung.					
15.	Jika saya diperbolehkan untuk tidak mempelajari Bahasa Inggris saya akan menolaknya.					
16.	Saya berpendapat bahwa jika ingin menjadi seseorang yang berkarir harus menguasai Bahasa Inggris.					
17.	Jika saya sedikit tahu Bahasa Inggris saya akan sering membaca majalah asing.					
18.	Saya menyadari bahwa belajar Bahasa Inggris sangat menyenangkan					
19.	Ketika saya mempunyai masalah dalam Bahasa Inggris saya langsung menanyakan pada guru.					
20.	Saya belajar Bahasa Inggris karena ingin membuat bangga orang yang saya sukai.					

Anxiety Questionnaire

Petunjuk

Berilah tanda centang (✓) pada jawaban yang anda anggap paling sesuai dengan sikap anda. Apabila ada yang kurang jelas, tanyakan pada peneliti (guru).

Keterangan pilihan jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	RR	TS	STS
1.	Saya tidak pernah merasa begitu yakin pada diri saya sendiri ketika saya berbicara Bahasa Inggris di kelas.					
2.	Saya tidak khawatir apabila membuat kesalahan dikelas Bahasa Inggris.					
3.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil dikelas Bahasa Inggris.					
4.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam Bahasa Inggris					
5.	Saya tidak terganggu sama sekali jika jam pelajaran Bahasa ditambah					
6.	Selama pelajaran Bahasa Inggris, saya sering memikirkan hal-hal yang tidak berkaitan dengan Bahasa Inggris.					
7.	Saya selalu berfikir bahwa siswa lain lebih baik di Bahasa dari saya.					
8.	Saya selalu nyaman ujian pelajaran Bahasa Inggris.					
9.	Saya mulai panik ketika saya harus berbicara tanpa persiapan dikelas bahasa					
10.	Pada saat pembelajaran Bahasa Inggris saya sering gugup dan lupa yang telah saya hafal.					
11.	Saya khawatir dengan akibat dari kegagalan belajar					

	Bahasa Inggris.					
12.	Saya tidak mengerti mengapa beberapa orang sangat risih atas pelajaran Bahasa Inggris					
13.	Saya merasa malu ketika ditunjuk untuk naik kedepan kelas ketika pelajaran Bahasa Inggris					
14.	Saya tidak akan gugup ketika saya berbicara Bahasa Inggris dengan orang asing.					
15.	Saya marah ketika saya tidak mengerti apa yang guru ajarkan.					
16.	Bahkan pada saat saya menghafal tugas Bahasa Inggris, saya masih merasa cemas					
17.	Saya sering merasa seperti tidak ada saat belajar Bahasa Inggris.					
18.	Saya merasa sangat yakin ketika saya berbicara Bahasa Inggris di depan kelas					
19.	Saya takut saat guru Bahasa Inggris saya mengoreksi kesalahan saya					
20.	Saya bisa merasakan hatiku berdebar saat dipanggil di kelas Bahasa Inggris.					

APPENDIX IV ANALYSIS DATA OF THE STUDENTS' SCORE ON MOTIVATION INSTRUMENT

N o.	stud ents	1	2	3	4	5	6	7	8	9	1 0	11	1 2	13	14	1 5	1 6	1 7	18	1 9	2 0	tot al
1	1	2	2	4	3	3	5	4	3	2	1	1	2	2	3	4	3	4	3	3	4	58
2	2	3	3	4	3	3	2	2	1	2	3	4	4	3	2	2	3	3	1	5	4	57
3	3	4	3	4	3	2	3	4	2	3	2	1	3	4	5	4	3	3	2	4	2	61
4	4	3	3	4	3	2	3	2	1	2	3	4	4	3	2	2	3	3	1	5	3	56
5	5	2	4	3	4	5	4	3	2	1	3	4	1	5	4	3	2	2	3	5	3	63
6	6	3	3	4	4	3	2	2	3	4	5	4	3	3	2	1	2	3	4	3	4	62
7	7	3	4	5	3	3	5	3	5	5	2	2	1	2	3	3	3	4	2	4	3	65
8	8	3	3	2	3	2	3	2	3	3	4	5	4	4	4	5	3	4	3	3	2	65
9	9	3	4	5	5	5	4	4	5	4	2	3	2	2	5	5	3	3	4	4	3	75
1 0	10	2	4	5	5	5	4	3	4	3	4	5	3	2	1	3	4	5	3	4	4	73
1 1	11	3	3	4	5	1	2	3	4	5	3	2	1	2	3	4	5	4	3	5	3	65
1 2	12	4	3	4	3	2	3	4	2	3	2	1	3	4	5	4	3	2	3	4	2	61
1 3	13	3	3	4	3	2	3	2	1	2	3	4	4	3	2	2	3	3	1	5	2	55
1 4	14	2	4	3	4	5	4	3	2	1	3	4	1	5	4	3	2	2	3	5	3	63
1 5	15	1	3	4	4	3	2	2	3	4	5	4	3	3	2	1	2	3	4	3	4	60
1 6	16	2	4	5	3	3	5	3	5	5	2	2	1	2	3	3	3	4	2	4	5	66
1 7	17	2	3	2	3	2	3	2	3	3	4	5	4	4	4	5	3	4	3	3	4	66
1 8	18	1	4	5	5	5	4	4	5	4	2	3	2	2	5	5	3	3	4	4	3	73
1 9	19	2	1	3	3	5	4	3	4	3	4	3	5	2	1	3	4	5	3	4	2	64
2 0	20	3	3	4	4	2	2	3	4	5	3	2	1	2	3	4	5	4	3	5	2	64
total		51	6 4	7 8	73	63	67	5 8	6 2	6 4	6 0	63	5 2	59	63	6 6	6 2	6 8	55	8 2	6 2	12 72
average (x)		2. 55	3 . 2	3 . 9	3. 65	3. 15	3. 35	2 . 9	3 . 1	3 . 2	3 . 3	3. 15	2 . 6	2. 95	3. 15	3 . 3	3 . 1	3 . 4	2. 75	4 . 1	3 . 1	63 . 6

Average

Percentages

$$\frac{64}{20}$$

$$(1272/2000 \times 100)$$

$$3.2$$

$$(0.636 \times 100)$$

ANALYSIS DATA OF THE STUDENTS' SCORE ON ANXIETY INSTRUMENT

N o.	stud ents	1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	tot al		
1	1	4	4	5	3	3	5	3	5	5	2	2	1	2	3	3	3	4	2	4	4	4	67	
2	2	4	4	5	5	5	4	4	5	4	2	3	2	2	5	5	3	3	4	4	4	2	75	
3	3	3	3	4	4	3	2	2	3	4	5	4	3	3	2	1	2	3	4	3	5	5	63	
4	4	3	4	5	5	5	4	3	4	5	4	5	3	2	1	3	4	5	3	4	3	3	75	
5	5	2	3	4	3	2	3	4	2	3	2	1	3	4	5	4	3	2	3	4	4	4	61	
6	6	3	4	3	4	5	4	3	2	1	3	4	1	5	4	3	2	2	3	5	2	2	63	
7	7	2	3	4	3	2	3	2	1	2	3	4	4	5	2	3	2	3	1	5	3	3	57	
8	8	2	3	4	4	3	2	2	3	4	5	4	3	3	2	1	2	3	4	3	1	1	58	
9	9	2	3	4	3	2	3	2	1	2	3	4	4	3	2	2	3	3	1	5	2	2	54	
1 0	10	2	3	4	3	2	3	2	1	2	3	4	4	3	2	2	3	3	1	5	2	2	54	
1 1	11	2	3	4	4	3	2	2	3	4	5	3	3	3	2	1	2	3	4	3	3	3	59	
1 2	12	3	3	4	4	2	2	3	4	5	3	2	1	2	3	4	5	4	3	5	4	4	66	
1 3	13	4	4	5	5	5	4	4	5	4	2	3	2	2	5	5	3	3	4	4	4	4	77	
1 4	14	3	4	3	4	3	4	3	2	1	3	4	1	5	4	3	2	2	3	5	2	2	61	
1 5	15	3	4	4	4	2	3	3	4	5	3	2	1	2	3	4	5	4	3	5	2	2	66	
1 6	16	3	3	4	2	2	3	2	1	2	3	4	4	3	2	2	3	3	1	5	5	5	57	
1 7	17	3	3	4	3	2	3	2	1	2	3	3	4	3	2	2	3	3	1	5	4	4	56	
1 8	18	2	3	3	4	3	3	2	1	1	2	2	3	3	2	4	4	4	2	3	4	4	55	
1 9	19	3	3	4	4	3	2	2	3	4	5	4	3	3	2	1	2	3	4	3	3	3	61	
2 0	20	2	3	4	4	3	2	2	3	4	5	4	3	3	2	1	2	3	4	3	3	3	60	
total		5 5	6 7	8 1	7 5	6 0	6 1	5 2	5 4	6 4	6 6	6 6	5 3	6 1	5 5	5 4	5 8	6 3	5 5	8 3	6 2	6 45		
average (x)		2. 7 5	3. 3 5	4. 4 5	3. 7 5	3. 3 5	3. 0 6	2. 2 6	2. 2 7	3. 3 2	3. 3 3	3. 3 3	2. 6 5	3. 3 5	2. 7 5	2. 7 9	2. 1 5	2. 3 5	2. 7 5	4. 1 5	3. 1 1	3. 3 1	62. 25	

Average

Percentages

$$\frac{62}{20}$$

$$(1245/2000 \times 100)$$

$$3.1$$

$$(0.6225 \times 100)$$

62.62%

CURRICULUM VITAE



HUMAERAH, was born on April 4, 1996 in Patanyamang Maros, South Sulawesi. She is the first child on her family from the marriage of her parents, Hamka(Father) and Erni (Mother).

She registered as a student of elementary school in SDN 09 Patanyamang and graduated in 2007. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 1 Camba and knew the school changes the name to be SMPN 3 Camba in Maros regency and graduated in 2010. Then the researcher continued her study at SMA Negeri 1 Camba and knew the school changes the name to be SMAN 2 MAROS and graduated in 2013. In the same year, the researcher registered to study of English department in Muhammadiyah University of Makassar.

