

**THE CORRELATION BETWEEN MOTIVATION IN LEARNING
ENGLISH AND ANXIETY IN SPEAKING ENGLISH**
*(A Descriptive Research at the Fifth-Semester Students of English Department
in Muhammadiyah University of Makassar)*



A THESIS

*Submitted to the faculty of Teacher Training and Education
Muhammadiyah University of Makassar in partial fulfillment of the requirement
For the degree of education in English department*

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MOTTO

يُسْرًا أَلْعُسْرَ مَعَانٍ (٦) فَأَنْصَبِرْ عَتَفَفَاءِذَا (٧) بِنْفَارِ عَرَبِّ كَوِ إِلَى (٨)

“Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai dari suatu urusan, kerjakanlah dengan sungguh-sungguh urusan yang lain, dan hanya kepada Tuhanmulah hendaknya kamu berharap” (Al-Insyirah, 6-8).

Untuk Bapak dan Mama di kampung halaman..

Terima kasih

ABSTRACT

Ayulia Cam, 2017. *The Correlation between Students' Motivation in Learning English and Students' Anxiety in Speaking English* (A Descriptive research at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar). The thesis of English Education Department the Faculty of Teachers Training and Education, the Muhammadiyah University of Makassar (Supervised by St. Asriati AM and Ilmiah)

This research aimed to find out the degree of students' motivation in learning English, students' anxiety in speaking English and find out whether or not the significant correlation between motivation in learning English and anxiety in speaking English at the fifth semester students of English department in Muhammadiyah University of Makassar.

This research was descriptive correlational study with used a quantitative approach. A total number of 35 students were selected through accidental sampling from the fifth semester students of English department in Muhammadiyah University of Makassar. The instruments used to collect the data from the participants were the Gardner's (1985) Attitude/Motivation Test Battery (AMTB) and Foreign Language Speaking Anxiety Questionnaire (FLSAQ) by Horwitz et al. (1986).

The results indicated that the student's motivation in learning English indicated a moderate degree of motivation, with instrumental motivation, was dominant than integrative motivation, while the level of students anxiety in speaking English indicated moderately to low of anxiety. Besides, it was found that there was no significant correlation between students' motivation in learning English and students' anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar ($r = 0.613$ or $r > 0.05$).

Keywords: *Motivation in Learning, Anxiety in Speaking*

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Makassar, September 2017
The Researcher

Ayulia Cam

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CHAPTER I

INTRODUCTION

A. Background

The cause of the inability of communication English students in Indonesia are mostly caused by the neglect of education by using the target language, in this case, is English; shortage of communicative activities; input limited English outside the classroom; more emphasis on writing than speaking, which is characteristic of foreign language learning setting (Alwasilah, 2002). A less conducive environment is also one factor that does not support students to learn English. The learning atmosphere is not felt because the English language is not used for the purposes of their day-to-day (only when in English class) so that language competence is not developed to the maximum. Not only in Indonesia, Dwaik and Shehadeh (2009: 336) said that English College instructors in Hebron area often complain that the level of English proficiency among college students is constantly declining despite the fact that these students study English for eight years at public schools.

Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. From the observation at the students of English Department Unismuh Makassar, speaking in the classroom cannot be performed by all students because sometimes the atmosphere of the classroom makes students difficult in expressing

their ideas or opinions. This condition affects their psychology and makes them anxious in speaking English. Their anxiety to speak English for example, fear of making mistakes, fear of wrong pronunciation, fear of being wrong tenses and so sufficiently ingrained in their memory so that learning English is no longer fun but stressful. Circumstances like these eventually make students become demotivation, low motivation, or not at all motivated.

Motivation is closely related to students' anxiety when speaking English. How they can speak the language that is foreign to them, but they feel uncomfortable, anxious, and fearful one. Anxiety should be suppressed, so it will bring a good motivation. With good motivation hopefully, they can improve their efforts to learn not only to short-term goals (e.g., to get good grades) but also the long-term (for example, "I would like to work in foreign companies that require employees to speak English"). In this case, the context of language learning seems not to be separated from motivation and anxiety to learn a foreign language, especially speaking English.

As indicated above, motivation and anxiety play an important role in English learning outcomes, moreover, their close relationship with each other in the acquisition of second and foreign languages (Liu and Huang in Tsai and Chang, 2013: 25). In addition, different levels of learning achievement in a foreign language may be influenced by motivation and anxiety. Therefore, it is important to explore the relationship between motivation and anxiety in terms of students' English learning achievement (Hao, Liu, and Hao in Tsai and Chang, 2013: 25).

In the field of school education, such as high schools and colleges, much research has been conducted on motivation and anxiety in Indonesian English learners. However, the research on motivation and anxiety of English learners in Muhammdiyah university in Makassar is quite limited. Given the context Muhammdiyah university have been developing and the need for their students learning English has been increasing.

Therefore, the researcher wants to find out the students' motivation in learning English and the level of anxiety in speaking, also find out the significant correlation between motivation and anxiety in speaking activity. So the researcher conducted a research titled: "The Correlation between Motivation in Learning English and Anxiety in Speaking English at the Fifth Semester Students of English Department at the Muhammadiyah University of Makassar".

B. Problem Statement

Based on the background above the research question of the study are:

1. How is the students' motivation in learning English at the fifth-semester students of English Department of Unismuh Makassar?
2. How is the level of students' anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar?
3. Is there any correlation between motivation in learning English and anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar?

C. Objective of the Research

The specific objectives are as follows:

1. To find out the students' motivation in learning English at the fifth-semester students of English Department of Unismuh Makassar.
2. To find out the level of students' anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar.
3. To find out whether or not the significant correlation between motivation in learning English and anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar.

D. Significance of the Research

The academics significance from this research is expected to be the input for policymakers in the relevant offices in designing the curriculum of learning English as a foreign language as an effort to improve the quality of education and educator candidate. Practically, this research is expected to be an input for the research place to be able to provide solutions and problem-solving in facing the anxieties that arise in learning English, especially in speaking aspect that affects the motivation of students in learning. Furthermore, the significance to the community from this research is expected to broaden the understanding and knowledge of the community about the factors that affect anxiety in speaking English, especially for the parents of the students. The latter is significant for researchers, this research can serve as a vehicle for researchers itself and other

researchers to broaden the horizons and further improve the study of factors related to anxiety in speaking English.

E. Scope of the Research

The scope of the research was restricted to the correlation between motivation in learning English and anxiety in speaking English at the fifth-semester students of English Department at the Muhammadiyah University of Makassar. By discipline, this research is under educational aspect, specified of the students' motivation in learning English with the indicators limited to integrative and instrumental motivation. Simultaneously specified the level of the students' anxiety in speaking English with the indicators limited to foreign language speaking anxiety.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some previous researchers conducted by researchers was an attempt to investigate the degree of anxiety among EFL learners and its relation to their motivation. A journal that was written by Tahernezhad et al. (2014) about “The Relationship between Language Learning Anxiety and Language Learning Motivation among Iranian Intermediate EFL Learners”. They concluded that the majority of the participants experienced a mid to high level of language learning anxiety. Besides, it was found that the participants with lower levels of the language learning anxiety were more motivated to learn English while those with higher levels of the language learning anxiety were less motivated to learn English.

A journal research was written by Khodadady and Khajavy (2013) about “Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A Structural Equation Modeling Approach”. The result showed that a motivation and less self-determined types of external motivation are positively related to language anxiety. Also, intrinsic motivation and identified regulation were negatively related to language anxiety.

An international journal of English language teaching written by Tsai and Chang (2013) about “The Study on Motivation and Anxiety of English Learning of Students at a Taiwan Technical University” the results indicated that

English learning anxiety had little effect on English learning motivation for the different levels of language proficiency groups, especially for learners in the intermediate group. Generally speaking, most of the learners were prone to instrumental rather than integrative motivation in terms of learning English, and their levels of English language class anxiety were higher than their levels of English use and test anxiety. The findings can help clarify the nature of both English learning anxiety and English learning motivation as psychological constructs to students.

Based on the explanation above, the researcher concludes that there is a close relationship between anxiety and motivation in speaking activity. Because when students have a low level of anxiety, then the student will be more motivated in learning. While students with high levels of anxiety have less motivation in learning.

B. Some Pertinent Ideas

1. Motivation

a. What is Motivation

Motivation and learning are two things that affect each other. Learning is a relatively permanent change in behavior and potentially occurs as a result of a practice or strengthening based on a goal to achieve a particular goal. Motivation is the impulse that is contained within a person to try to make changes in behavior better in meeting their needs (Uno, 2016: 3). Motivation is very important in learning, because its

existence is very meaningful for learning activities. In addition, Uno (2016: 23) argues that motivation is a guide for learning activities to the clear objectives that are expected to be achieved.

The study of motivation as a predictor of a second language learning performance was initiated by Robert Gardner and his Canadian counterparts. Their integrative-instrumental duality was quickly accepted and became a classical model. Instrumental motivation refers to "acquiring language as a tool for achieving instrumental goals" (Brown, 2000: 154), while integrative motivation "stems from a desire to understand the language and culture of other groups for the purpose of interaction" (Gardner et al., 1992: 198). For the past three decades, motivation has been an important area for empirical research and theoretical work within the context of learning mother tongue, foreign language, and second language (Tsai and Chang, 2013: 24-25).

b. Motivation in Learning English

1) Instrumental Motivation

Instrumental motivation is generally indicated by the aspiration to get practical benefit from the study of a second language. It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target language community members. "Instrumental motivation refers to the perceived pragmatic benefit of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2

proficiency that provides the greatest driving force to learn the language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2" (Dornyei and Csizér, 2006: 12).

2) Integrative Motivation

A student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process (Masgoret and Gardner, 2003: 4). Integrative motivation is a usual behavior of someone who appreciates the target language community and studies the language for the reason of joining that community.

Integrative motivation defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community, but sometimes it involves emotion or affective factors a great deal. (Troike, 2006: 86). Integrative motivation is also defined as the involvement that generates from inside. Learners do something for the pure pleasure of doing it (Tileston, 2010: 39).

2. Anxiety

a. What is Anxiety

The current literature abounds with definitions of anxiety. One common definition is that it refers to an unpleasant emotional condition characterized feelings of tension and apprehension (Spielberger in Ozturk and Gurbuz, 2014: 2). With these negative connotations, anxiety is one of the prominent factors in all kinds of learning. For that reasons, it can be associated with foreign language learning which is a process highly dominated by affective variables. Ozturk and Gurbuz (2014: 2) added this association leads to a new term called foreign language anxiety.

Language anxiety can be rhetorically described as “the feeling of tension and apprehension specifically associated with second language texts, including speaking, listening, and learning” (MacIntyre & Gardner as quoted in Ansari, 2015: 40).

Many researchers believe language anxiety influences language learning. Whereas facilitating anxiety exerts positive effects on learners' performance, too much anxiety may cause a poor performance (Scovels in Tahernezhad et al., 2014: 35). Language anxiety that is experienced by learners of both foreign and second language will cause potential problems as it can interfere with the acquisition, retention, and production of the new language (MacIntyre and Gardner in Tahernezhad et al., 2014: 35).

b. The Causes of Anxiety

Tseng (2012: 83-84) mentioned the important causes of anxiety among the language learners in the present study appear to be:

- 1) Pressure by parents and teachers to get good grades at school in English.
- 2) Lack of confidence in their ability to learn English.
- 3) Fear of making mistakes and subsequent punishment or ostracism, i.e., fear of losing face for not being perfect.
- 4) Conditioning in childhood to believe that English is an extremely difficult language to learn.
- 5) Fear of foreigners and their behavior.

c. The Kind of Anxiety

Generally, anxiety is divided into two kinds, namely:

1) Trait Anxiety (High Anxiety)

Trait anxiety has been referred to as "a constant condition without a time limitation" (Levitt in Stephenson, 2006: 42), and is a stable feature of personality, referring to an "acquired behavioral disposition that predispose an individual to perceive a wide range of objectively nondangerous circumstances as threatening" (Spielberger in Stephenson, 2006: 42).

2) State Anxiety (Low anxiety)

State anxiety is fleeting and not an enduring characteristic of an individuals' personality. It is "transitory state or condition of the

organism that varies in intensity and fluctuates over time" example of state anxiety is apprehension experienced before taking an examination (Spielberger in Stephenson, 2006: 42)

3. Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways.

Cora and Knight in Sarah (2017: 9) state that speaking is the ability to perform and produce the oral language then use it the correct context and various situation with other speakers of the same language, and also, to choose the right expressions in order to use it with different events.

Communication skills or speaking skills defined as the art and techniques of communicating by using oral and body language to pursue him or bring him into the change that you want to be (Yousif et al., 2016: 2)

In addition, Chaney in Sarah (2017: 9) defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” This means that speaking is the most important skill among the other skills, without speaking there would be no communication and this make the language useless. So speaking is a productive skill of regarding and organizing all element of language together to perform and put up the intended messages.

From the definition above the researcher concludes that speaking is a form to say or talk something with expressing ideas, opinions, views, and

description to other for getting response or way to conveying the message in order to make understanding of wishes to other and to contribute to the other.

a. The Elements of Speaking

Harmer (1991: 15) states that aspects of speaking can be divided as follows:

1) Pronunciation

Pronunciation teaching deals with two interrelated with skills recognition or understanding the flow of speech, and production or fluency in the spoken language, hear a new language accurately enough to imitate it (Harmer, 1991).

According to Harmer (1991: 11) states that pronunciation is how to say a word in which made of sound, stress, and intonation, Harmer (1991: 15) also defines pronunciation is an act or result of producing the sound of speech including articulation vowel formation, accent, and inflection. Often with reference to some standard of contents or accept proficiency.

2) Vocabulary

It is impossible to speak without mastering vocabulary. A person's vocabulary is the set of words within a language that is familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

Harmer (1991: 135) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him, active vocabulary is the words that students have learned and they expected to be able to use them. Passive vocabulary is the words they can recognize but cannot produce. Someone can be considered of having good vocabulary use when the vocabulary produced is wide appropriate with the certain situation of dialog or speech.

3) Grammar

Hornby (1995: 193) states that grammar is the rules for forming words and sentences. One factor of in influencing the students' speaking skill is the functional grammar, the fact shows that the students sometimes want to speak with other people but they have lack of functional grammar.

Simon and Schuster (1979: 792) define grammar as following:

- a) The study of the language which deals with the forms and the structure of words (morphology) and with their customary arrangement in phrase and sentences (syntax).
- b) The system of words structures and word arrangement of a given language at a given time.
- c) One's manner of speaking or writing it has to be learned because of the valuable transmission in speech through the understanding of structural patterns.

d) A system of rules for speaking and writing a given language.

And a book containing rules.

4) Fluency

Richard, Platt, and Weber in McCarthy (2006: 2) state that fluency is the features which give the speech the qualities of being natural and normal including the native-like use of pausing, rhythm, intonation, stress, the rate of speaking and use of interjection and interruptions.

According to Byrne in Nurafni (2012: 8), the main goal in teaching the produce skill of speaking will be oral fluency. This can be defined as the ability to express oneself intelligibly reasonably accurately and without too much hesitation (otherwise communication may break down because the listener loses interest or get impatient).

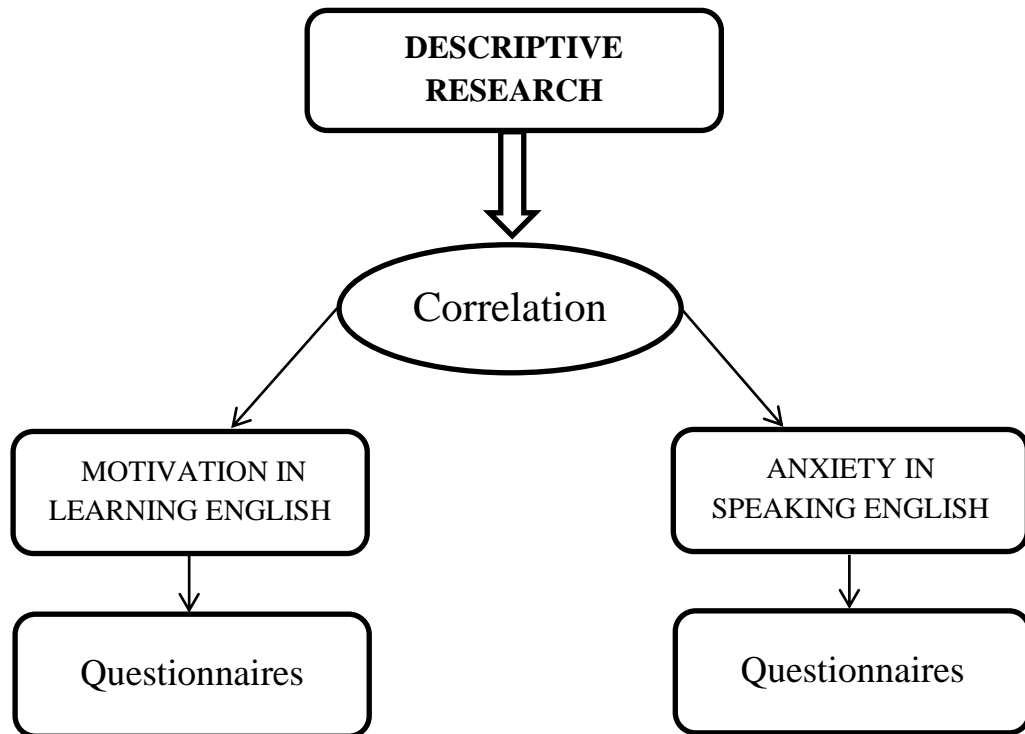
5) Self Confidence

Speaking is the oral communication. Many students have no self-confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English. Self-confidence or as psychologist call it self-esteem has its in early experience. It starts with the parent helping the child call to feel worthwhile and component in mastering resulting itemized childhood task.

C. Conceptual Framework

The conceptual framework of this research was illustrated as follows:

Figure 2.1 Conceptual Framework



The variable of this research is motivation and anxiety refer in speaking activity. The motivation of the students will be analyzed by questionnaires and anxiety of students will be analyzed by questionnaires, next to the researcher correlated the result those questionnaires to get the result of this research.

D. Research Hypothesis

There was two hypothesis of this research:

1. Null Hypothesis (H_0): There is no significant correlation between students motivation in learning English and students anxiety in speaking English.
2. Alternative Hypothesis (H_a): There is the significant correlation between students motivation in learning English and students anxiety in speaking English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research was descriptive correlational study with used a quantitative approach. It aimed to give the description about the correlation between motivation in learning English and anxiety in speaking English, the researcher wanted to see the correlation between two variables without trying to change or hold a treatment to the variables.

B. Research Variable

There are two variables in this research, namely “X” variable and “Y” variable.

1. “X” variable refers to students’ motivation in learning English
2. “Y” variable refers to anxiety in speaking English.

C. Population and Sample

1. Population

The population of this research was the fifth-semester students of English department at the Muhammadiyah University of Makassar, which consisted of ten groups covered students in each group, 35 students, so the number of students was 350 students.

2. Sample

In this research, the researcher used accidental sampling technique because the number of population was too large so that the researcher decided to take 35 students as the sample and representative of the fifth-semester students of English department of Unismuh Makassar.

D. Research Instrument

Two instruments were used in this research. The first one was an instrument to find out how the pattern of student's motivation, it was called Attitude / Motivation Test Battery (AMTB) which was developed by Gardner in Wimolmas (2013: 910). The questionnaire had been well validated and widely used in language learning literature (Khodadady and Khajavy: 2013: 273). The questionnaire consisted of two main parts: integrative motivation (item 1-10) and instrumental motivation (item 11-20).

The second instrument was used to measure the level of students anxiety in speaking, the instrument namely Foreign Language Speaking Anxiety Questionnaire (FLSAQ). The questionnaire was designed by selecting 18 items from 33 items of FLCAS developed by Horwitz et al. (1986: 129). After a detailed review of the literature, these 18 items were decided to be directly related to foreign language speaking anxiety (Ozturk and Gurbuz, 2014: 4). This relationship was also proved by the study conducted by Saltan in Ozturk and Gurbuz (2014: 4). For that reason, these items written in foreign language speaking anxiety questionnaire was used to investigate whether students

experienced speaking anxiety and the degree of it. In the current study, the internal consistency of foreign language speaking anxiety questionnaire (FLSAQ) was found as .91, which shows that the instrument has a high-reliability coefficient (Ozturk and Gurbuz, 2014: 4).

Each item presented on a Likert-type scale with points 1-5 (strongly agree: 5; agree: 4; moderately: 3; disagree: 2; strongly disagree: 1). The questionnaires were translated into Indonesian to avoid misunderstanding and students could respond appropriately.

E. Procedure of Collecting Data

The procedure stages in collecting data for each instrument in this research were as follow:

1. First, the researcher explained about the questionnaires that have to answer by the students.
2. Next, the researcher explained about the purposes of the questionnaire.
3. Then, the researcher distributed the questionnaires to the respondents.
4. After that, the researcher explained how to answer the question of the questionnaire.
5. The researcher asked the students to answer it.
6. The researcher gave time to the students to answer the questionnaires about 10-15 minutes.
7. After answering the questionnaires, the researcher collected it from the students and said thanks to the students for their time to answer the questionnaires.

Data processing have done by using a computer. The data obtained was edited first, and then it was done tabulation that had been prepared. The data that had been collected was analyzed statistically, after that processed descriptively and presented in the form of narration and table. Processing was done with the help of the SPSS program package version 20. However, previously performed the following stages:

1. Editing

This stage was checking the results of questionnaires that had been collected to determine the suitability of respondents' answers. Where in editing there were no replacement answers with the intention that the data is consistent and in accordance with the purpose of research.

2. Coding

This stage was a sign or code to facilitate analysis when processing data.

3. Entry

At this using, the selected data was entered into the computer for further processing using the SPSS program.

4. Cleaning

At this stage, the data that had been obtained was collected for data cleaned by checking the data, and then only retrieve the correct data so there was no dubious or false data.

F. Technique of Data Analysis

The data obtained from the questionnaires were analyzed through the following formula:

1. Formula of Mean Score

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

(x for students' motivation score and y for students' speaking anxiety)

Where:

\bar{x} : The mean score

$\sum x$: The sum of all scores

N : The total number of subject

(Gay, 2006: 320)

A five-point Likert scale was used to measure the level of students' motivation and students speaking anxiety. With the Likert scale, then the variable to be measured is translated into indicator variable. Then the indicator is used as a starting point compiling instrument items that can be questions or statements.

Table 3.1 Assessment Scale for Positive and Negative Statements

	SA	A	M	D	SD
(+) Favorable	5	4	3	2	1
(-) Unfavorable	1	2	3	4	5

(Sugiyono, 2010: 190)

Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table 3.2 Criteria for Scoring the Questionnaire

Mean Range	Interpretation
2.34 – 3.00	High
1.67 – 2.33	Moderate
1.00 – 1.66	Low

(Wimolmas, 2013: 909)

2. Formula of Calculating the Correlation

To find the correlation between motivation and anxiety in speaking activity or there is a significant correlation between them, the researcher will use Pearson formula:

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{n}\right)\left(\sum y^2 - \frac{(\sum y)^2}{n}\right)}}$$

Where:

r	: Pearson r
$\sum x$: The sum of scores in X distribution
$\sum y$: The sum of scores Y distribution
$\sum xy$: The sum product paired X and Y scores
$\sum x^2$: The sum of squared in X
$\sum y^2$: The sum of squared in Y
n	: The number of sample

(Sugiyono, 2010: 206)

Table value will use to see the significance that based on the population of the sample. To know the result of the correlation analysis, the standard correlation Pearson r will use by the researcher.

Table 3.3 Standard of Correlation Product Moment

No	Standard of "r"	Interpretation
1	Between 0.000 – 0.200	Very low
2	0.200 – 0.400	Low
3	0.400 – 0.600	Moderate
4	0.600 – 0.800	Substantial
5	0.800 – 1.000	High

(Arikunto, 2002: 245)

The analysis is compared of r table.

If: $r_{xy} > r$ table is positive correlation.

$r_{xy} < r$ table is negative correlation.

$r_{xy} = r$ table is zero correlation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The first problem statement asked how the level of the student's motivation in learning English. The findings of this research revealed that the level of students motivation in learning English at the fifth semester students of English Department of Unismuh Makassar there are 19 out of 35 students who are motivated in learning English, the level of motivation considered moderately degree motivation and from the results of the analysis of both types of motivation (instrumental and integrative) the researcher found that the students are more instrumentally motivated.

The second problem statement asked how the level of students anxiety in speaking English. The results revealed that the level of students anxiety in speaking English at the fifth semester students of English Department of Unismuh Makassar there are 17 out of 35 students who are experienced anxious, this number is less than students who do not experienced anxious in speaking English (18 students), the level of students anxiety considered dominantly moderately to low anxiety.

The third problem statement asked whether or not the significant correlation between students motivation in learning English and students anxiety in speaking English. The findings of this research revealed that there was no significant correlation between students motivation in learning English and

students anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar ($r = 0.613$ or $r > 0.05 = H_0$ accepted and H_a rejected).

A more detailed description of the findings of this research is divided into four parts: general information of the subjects, students motivation in learning English, students anxiety in speaking English, and the correlation between students motivation in learning English and students anxiety in speaking English.

1. Students Motivation in Learning English

In scoring questionnaire of the respondent, the scores were listed by summing up the item credits of their answers. As mentioned in the previous chapter, each item had three response options; disagree (D) credited 1 points, moderately (M) credited 2 points, and agree (A) credited 3 points. Then the whole scores were summed in percentage description to facilitate the analysis. The data was analyzed by using SPSS version 20, the result of students' motivation described by the following table.

Table 4.1 Result of Students Motivation in Learning English

Motivation Result		Frequency	Percent
Valid	Unmotivated	16	45.7
	Motivated	19	54.3
Total		35	100.0

Table 4.1 shows that from 35 totals of samples there are 19 students (54.3%) who have motivated, and 16 students (45.7%) have unmotivated in learning English.

The following two tables (Table 4.2 and 4.3) outlines all the 20 questioned items, their resulting itemized mean scores, using descriptive statistics of Mean scores and Standard Deviation (S.D.) and their corresponding motivation levels, which serve as the basis for further interpretation and implications.

a. Instrumental Motivation

The following Table 4.2 contains 10 instrumentally motivated related items.

Table 4.2 Instrumental Motivation

Instrumental Motivation	Mean	S.D.	Rating of Motivational level
1. I mainly focus on using English for the class assignment and the exams.	2.71	0.458	High
2. I don't just quote the textbook. I really communicate myself when speaking or writing in class.	1.89	0.832	Moderately
3. I am interested in reading English text, for example, magazines and newspaper, but not with English textbook related to my lesson on campus.	1.74	0.852	Moderately
4. I am more interested in earning a university degree and a good job than learning the English language itself.	1.91	0.887	Moderately
5. I do like English, but not interested in furthering my higher education.	1.74	0.741	Moderately
6. Learning English is important for traveling abroad.	2.71	0.572	High
7. Learning English is important for making me a knowledgeable and skillful	2.77	0.426	High

person.			
8. Learning English is important for making me an educated person	2.66	0.752	High
9. Being proficient in English can lead to more success and achievements in life.	2.57	0.778	High
10. Being proficient in English makes me be excommunicate	1.80	0.868	Moderately
Total	2.25	0.716	Moderately

Table 4.2 shows that respondents have a moderate level of instrumental motivation. This is shown clearly with an average score of 2.25 on the table. Statement number 7 (Learning English is important for making me a knowledgeable and skillful person.) has the highest score (2.77). Statement number 6 (learning English is important for traveling abroad.) Have an average score (2.71). And the number 8 statement (learning English is important for making me an educated person.) Has an average score of 2.66. The lowest average score of 1.74 is statement number 3 and 5 (I am interested in reading English text, for example, magazines and newspaper, but not with English textbook related to my lesson on campus. And then I do like English, but not interested in furthering my higher education). However, the overall average score of instrumental motivation indicates a moderate level of motivation.

b. Integrative Motivation

Table 4.3 Integrative Motivation

Integrative Motivation	Mean	S.D.	Rating of Motivational level
11. Studying English enables me to understand English books, movies, pop music etc.	2.86	0.430	High
12. Studying English cannot make me understand even appreciate the ways of life of native English speakers.	1.31	0.631	Low
13. Studying English cannot make keep in touch with foreign acquaintances	1.17	0.382	Low
14. Studying English cannot make me discuss interesting topics in English with the people from other national backgrounds.	1.31	0.676	Low
15. Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.	2.83	0.514	High
16. Studying English cannot make me participate freely in academic, social, and professional activities among other cultural groups.	1.31	0.530	Low
17. Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	2.66	0.539	High
18. Studying English enables me to appreciate English arts and literature.	2.66	0.639	High

19. Studying English helps me to be an open-minded and sociable person like English speaking people.	2.74	0.505	High
20. I am determined to study English as best as I can to achieve maximum proficiency.	2.74	0.561	High
Total	2.19	0.540	Moderately

Table 4.3 shows the moderately level of integrative motivation of the respondents with an average score of 2.19. Statement number 11 (Studying English enables me to understand English books, movies, pop music etc.), statement number 15 (Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.). Statement number 20 (I am determined to study English as best as I can to achieve maximum proficiency.) shows the highest instrumental motivation level with an average score of 2.86, 2.83, and 2.74 respectively. Statement number 12 (Studying English cannot make me understand even appreciate the ways of life of native English speaker). Statement number 14 (Studying English cannot make me discuss interesting topics in English with the people from the national background). Statement number 16 (Studying English cannot make me participate freely in academic, social, and professional activities among other cultural groups). The three have the lowest average value of 1.31.

c. Instrumental VS. Integrative Motivation

Table 4.4 Instrumental VS. Integrative Motivation

Motivation	Mean	S.D	Meaning
Instrumental	2.25	0.716	Moderately
Integrative	2.19	0.540	Moderately
Total	2.22	0.628	Moderately

Table 4.4 shows the comparison between instrumental and integrative motivation. It reveals that the mean score of integrative motivation (2.19) is lower than the mean score of instrumental motivation (2.25). However, the overall mean scores of both types of the motivation of 2.22 are considered as a moderate to low degree of motivation and the type which mostly dominant is instrumental motivation.

2. Students Anxiety in Speaking English

Table 4.5 Result of Students Anxiety in Speaking English

Anxiety Result	Frequency	Percent
Valid Not Anxious	18	51.4
Valid Anxious	17	48.6
Total	35	100.0

Table 4.5 shows that out of the 35 totals of samples, there are 17 students (51.4%) categorized not anxious in speaking, and 18 students (48.6%) categorized anxious in speaking. Students who are categorized not anxious much more than anxious students.

The following table (Table 4.6) outlines all the 18 questioned items, their resulting itemized mean scores, using descriptive statistics of Mean

scores and Standard Deviation (S.D.) and their corresponding anxiety levels, which serve as the basis for further interpretation and implications.

Table 4.6 Foreign Language Speaking Anxiety Questionnaire (FLSAQ)

Items	Mean	S.D.	Rating of Anxiety level
1. I am always sure of myself when I am speaking in English	1.83	0.785	Moderately
2. I am afraid of making mistakes in English classes	2.23	0.808	Moderately
3. I tremble when I know that I am going to be called on in English classes.	2.26	0.780	Moderately
4. I get frightened when I don't understand what the teacher is saying in English.	2.29	0.710	Moderately
5. I start to panic when I have to speak without preparation in English classes.	2.31	0.676	Moderately
6. I get confident to volunteer answer in English classes.	1.80	0.797	Moderately
7. I feel nervous while speaking English with native speakers.	2.20	0.868	Moderately
8. I listened carefully when the teacher was correcting my mistake.	1.89	0.758	Moderately
9. I don't feel confident when I speak English in classes.	2.29	0.667	Moderately
10. I love the teachers who are always ready to correct every mistake I made.	2.00	0.804	Moderately
11. I can feel my heart pounding when I am going to be called on in English classes.	2.31	0.796	Moderately
12. I always feel that I am better off speaking English than others.	1.63	0.731	Low
13. I feel very self-conscious about speaking about speaking English in front of other students.	1.91	0.702	Moderately
14. I get nervous and confused when I am speaking in English classes.	2.20	0.759	Moderately
15. I always asking actively when I don't understand what my English teacher says.	1.80	0.759	Moderately

16. I feel overwhelmed by the number of rules I have to learn to speak English.	2.03	0.785	Moderately
17. I am afraid that other students will laugh at me when I speak English.	2.06	0.838	Moderately
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.29	0.789	Moderately
Total	2.07	0.767	Moderately

Table 4.6 shows that the students have a moderate level of anxiety. This is shown clearly with an average score of 2.07 on the table. Statement number 5 (I start to panic when I have to speak without preparation in English classes) and statement number 11 (I can feel my heart pounding when I am going to be called on in English classes) have the highest score (2.31). followed by statement number 4 (I get frightened when I don't understand what the teacher is saying in English) and statement number 18 (I get nervous when the English teacher asks questions which I haven't prepared in advance) have an average score (2.29). Statement number 12 (I always feel that I am better of speaking English than others) have a low rating of anxiety with the lowest average score (1.63).

3. The Correlation between Students Motivation in Learning English and Students Anxiety in Speaking English

Pearson analysis of Bivariate Correlation Test in SPSS program version 20 was computed to assess the correlation between students' motivation in learning English and students' anxiety in speaking English. The students' motivation was considered as the X variable while students' anxiety

was considered as the Y variable. Table 4.7 illustrated the correlation among the variable.

Table 4.7 The Correlations between Motivation in Learning English and Students Anxiety in Speaking English

		MOTIVATION	ANXIETY
Motivation	Pearson Correlation	1	.089
	Sig. (2-tailed)		.613
	N	35	35
Anxiety	Pearson Correlation	.089	1
	Sig. (2-tailed)	.613	
	N	35	35

Table 4.7 shows the result of the correlation analysis between students motivation in learning English and students anxiety in speaking English found that the statistic test results obtained $r = 0.613$ ($r > 0.05 = H_0$ accepted and H_a rejected) therefore the researcher concluded that there is no correlation between students' motivation in learning English and students anxiety in speaking English.

B. Discussion

In this section, the problem statement presented in this research are dealt with one by one. Each problem statement is answered based on the findings of the research.

1. Students Motivation in Learning English

The first problem statement asked how the level of students motivation in learning English. The findings of this research revealed that the level of students motivation in learning English at the fifth semester students of

English Department of Unismuh Makassar there are 19 out of 35 students who are motivated in learning English, the level of motivation considered moderately degree motivation and from the results of the analysis of both types of motivation (instrumental and integrative) the researcher found that the students are more instrumentally motivated.

The level of motivation as demonstrated by the analysis is generally mid to high, which may be due to a combination of factors such as: an attachment to the importance of learning English by the government, increased exposure of learners to the culture of English-speaking countries, and the increasing awareness of learners about the potential difference that can be done by good command of English in their lives.

Switching to instrumental and integrative motivation, the instrumental motivation appears far more prominent than the integrative motivation in this research. The students pay more attention to the role that English plays in their academic and career advancement, school requirements are an important factor that encourages them to learn English. This is in accordance with the observations made by Dörnyei (1994: 49): "Instructional motivation, intellectual, and sociocultural motivation, and / or other motivational factors . . . may gain special interest, although effective factors that are usually part of integrative motivations in the SLA context play a role in the FLL. . . which are different from those that appear in the SLA context".

Although Dörnyei (1994) makes an important point in claiming that instrumental motivation plays an important role in foreign language learning,

excessive emphasis on learning for pragmatic advantage does not seem to have a positive impact on the learning process. It does not mean that integrative motivation does not play an important role in foreign language learning. The imbalance between the instrumental and integrative motivations of the students reminds us that action needs to be taken to install a genuine interest in the cultures involved in the learning experience.

2. Students Anxiety in Speaking English

The second problem statement asked how the level of students anxiety in speaking English. The results revealed that the level of students anxiety in speaking English at the fifth semester students of English Department of Unismuh Makassar there are 17 out of 35 students who are experienced anxious, this number is less than students who do not experienced anxious in speaking English (18 students), the level of students anxiety considered dominantly moderately to low anxiety.

In this research, the number of students who did not feel anxious more than students who feel anxious, this is because the reaction to the trigger of anxiety in each person is different, similar to the statement MacIntyre (1995) and MacIntyre, et al, (1997) in their research revealed that learners exhibit different behaviors and reactions related to unique anxiety with foreign language classroom settings, such as, trying to avoid difficult linguistic structures, feeling nervous while studying, unavailability of voluntary answers and participating in oral activities, unprepared for classes, foreign target in the

classroom, and less willing to communicate and express themselves compared to the more relaxed learners.

3. The Correlation between Students Motivation in Learning English and Students Anxiety in Speaking English

The third problem statement asked whether or not the significant correlation between students motivation in learning English and students anxiety in speaking English. The findings of this research revealed that there was no significant correlation between students motivation in learning English and students anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar ($r = 0.613$ or $r > 0.05 = H_0$ accepted and H_a rejected). The result indicates that other factor may have affected their motivation to learn English.

A closer examination of the scale of motivation does reveal the motivational dichotomy: instrumental motivation vs. integrative motivation, which is consistent with the motivational group found in Ely (1986). Interestingly, although "Studying English enables me to understand English books, movies, pop music etc." it looks integrative, but it is more instrumental by nature, as suggested by factor analysis. Possible students want to improve their English for entertainment, not integrative purposes. On the other hand, factor analysis also produces another noteworthy result: as a reason for learning English, "learning English is important for traveling abroad" is integrative, not instrumental, this shows that traveling abroad requires the desire to engage in a targeted culture. Therefore, there is no way to categorize integrative motivation and instrumental motivation; understanding of

differences must be tailored to the particular context. However, this does not mean that the integrative-instrumental model does not apply. As Dörnyei (1990: 70) explains, "Instrumentalities and especially integrative ones are broad, not direct universal, tendencies or subsystems, composed of remotely related component groups".

The correlation between motivation and anxiety in language learning context has been explored by many studies. Some researchers have found anxiety is negatively associated with motivation (Gardner, Lalonde, Moorcroft, & Evers; Hashimoto, 2002). They also do not show that motivation can lead to better learning achievement. This is supported by Wei's (2007) assertion that even greater motivation does not necessarily contribute to a little anxiety in foreign language classes especially on the speaking aspect, because language learning is a very complicated task, interacting with complex network variables.

It should be noted that this correlational research is context-specific since the sample is drawn from one field of study and the number of samples is still very small. Larger samples with diverse backgrounds may produce more general findings. Furthermore, like other research, the data for this research is based on self-report of respondents, to what extent self-report reflects the reality experienced by the respondents. Moreover, according to Wei (2007) further research with consideration of various factors such as policy making, curriculum design, language digestion and other socio-cultural-socio-institutional issues, it is necessary to fully explore the

interrelation of motivation and anxiety. However, as part of a discussion on the complex impact of affective factors on learning English in the context of EFL, it is hoped that this effort can provide some useful insights for a broader and thorough investigation in the field.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result of analysis of research data which have been done finally can conclude as follows:

1. The level of students' motivation in learning English at the fifth-semester students of English Department of Unismuh Makassar considered the moderate degree of motivation, and from the results of the analysis of both types of motivation (instrumental and integrative) the researcher found that the students are more instrumentally motivated.
2. The level of students' anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar considered dominantly moderately to low anxiety.
3. After measuring the correlation between students' motivation in learning English and students' anxiety in speaking English, the researcher found $r = 0.613$ or $r > 0.05 = H_0$ accepted and H_a rejected which means that there was no significant correlation between students motivation in learning English and students anxiety in speaking English at the fifth-semester students of English Department of Unismuh Makassar.

B. Suggestion

The conflict between the negative relationship between students motivation in learning English and students anxiety in speaking English informs

us that effort should be made in the teaching practice to enhance genuine interest in the target language and culture in foreign language learning settings. Specifically, it brings two instructional implications to the foreground. First, foreign language curricula should be designed in a way that enhances both types of motivation; in particular, more culturally related materials need to be incorporated. Second, the implementation of language requirements needs to be reevaluated more thoroughly and carefully as to their actual effect on the learning process. Overall, in the effort of promoting a greater commitment to language learning, affective factors can be tapped in such a way that they encourage less anxious, more confident, motivated, and capable learners. Also to other researchers can examine other factors that affect the level of students anxiety in speaking English both internally and externally by using a more valid investigation (direct interview).

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Attitude/Motivation Test Battery (AMTB)

Name :

Class : A / B / C / D / E / F / G / H / I / J

Direction: Please checklist (✓) the one closest answer to the following statements according to your true cases. Thank you very much for your help and patience!

- 5 : Strongly Agree
 4 : Agree
 3 : Moderately/Neutral
 2 : Disagree
 1 : Strongly Disagree

No	Item	Responses				
		5	4	3	2	1
1	I mainly focus on using English for class assignment and the exams. (Saya mengutamakan berfokus pada penggunaan bahasa Inggris untuk tugas kelas dan ujian).					
2	I don't just quote the textbook. I really communicate myself in speaking or writing in the class. (saya tidak hanya sekedar mengutip buku bacaan. Saya benar-benar mengkomunikasikan diri saya saat <i>speaking</i> atau <i>writing</i> di kelas.					
3	I am interested in reading English texts e.g newspapers, magazines. But not with English textbook related to my lesson on campus. (saya tertarik membaca bacaan berbahasa Inggris contoh: Koran dan majalah. Tetapi tidak dengan bacaan yang berhubungan dengan pelajaran saya di kampus)					
4	I am more interested in earning a university degree and a good job than learning English language itself. (Saya lebih tertarik untuk mendapatkan gelar universitas dan pekerjaan yang bagus daripada mempelajari bahasa Inggris itu sendiri).					
5	I do like English, but not interested in furthering my higher education. (saya sangat					

	menyukai bahasa Inggris, tetapi tidak tertarik untuk melanjutkan pendidikan tinggi saya)					
6	Learning English is important for travelling abroad. (Belajar bahasa Inggris penting untuk bepergian ke luar negeri)					
7	Learning English is important for making me a knowledgeable and skillful person. (Belajar bahasa Inggris penting untuk membuat saya berpengetahuan dan terampil)					
8	Learning English is important for making me an educated person. (Belajar bahasa Inggris penting untuk menjadikan saya orang berpendidikan)					
9	Being proficient in English can lead to more success and achievements in life. (Menjadi mahir dalam bahasa Inggris bisa menghasilkan lebih banyak kesuksesan dan prestasi dalam hidup).					
10	Being proficient in English makes me be excommunicate. (Mahir berbahasa Inggris membuat saya dikucilkan)					
11	Studying English enables me to understand English books, movies, pop music etc. (Mempelajari Bahasa Inggris memungkinkan saya untuk mengerti buku-buku berbahasa Inggris, film, musik pop dll).					
12	Studying English cannot make me understand even appreciate the ways of life of native English speakers. (Mempelajari Bahasa Inggris tidak bisa membuat saya memahami bahkan menghargai cara hidup penutur asli bahasa Inggris).					
13	Studying English cannot make me keep in touch with foreign acquaintances. (Belajar bahasa Inggris tidak bisa membuat saya tetap berhubungan dekat dengan kenalan asing).					
14	Studying English cannot make me discuss interesting topics in English with the people from other national backgrounds. (Mempelajari Bahasa Inggris tidak bisa membuat saya mampu membahas topik menarik dalam bahasa Inggris dengan orang-orang dari latar belakang nasional					

	lainnya).					
15	Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists. (Mempelajari Bahasa Inggris memungkinkan saya untuk mentransfer pengetahuan saya kepada orang lain, misalnya memberi arahan kepada wisatawan).					
16	Studying English cannot make me participate freely in academic, social, and professional activities among other cultural groups. (Mempelajari Bahasa Inggris tidak bisa membuat saya berpartisipasi secara bebas dalam kegiatan akademik, sosial, dan profesional di antara kelompok budaya lainnya).					
17	Studying English enables me to behave like native English speakers: e.g accent, using English expressions. (Mempelajari Bahasa Inggris memungkinkan saya bertingkah laku seperti penutur asli bahasa Inggris: misalnya aksen, menggunakan ungkapan bahasa Inggris).					
18	Studying English enables me to appreciate English arts and literature. (Mempelajari Bahasa Inggris memungkinkan saya untuk menghargai seni dan sastra Inggris).					
19	Studying English helps me to be an open-minded and sociable person like English speaking people. (Belajar bahasa Inggris membantu saya menjadi orang yang berpikiran terbuka dan ramah seperti orang-orang berbahasa Inggris).					
20	I am determined to study English as best as I can to achieve maximum proficiency. (Saya bertekad untuk belajar bahasa Inggris sebaik mungkin untuk mencapai kemampuan maksimal).					

(Gardner, 1985)

Foreign Language Speaking Anxiety Questionnaire (FLSAQ)

Name :

Class : A / B / C / D / E / F / G / H / I / J

Direction: Please checklist (✓) the one closest answer to the following statements according to your true cases. Thank you very much for your help and patience!

5 : Strongly Agree

4 : Agree

3 : Moderately/Neutral

2 : Disagree

1 : Strongly Disagree

No	Item	Responses				
		5	4	3	2	1
1	I am always sure of myself when I am speaking in English. (Saya selalu yakin akan diri saya saat berbicara dalam bahasa Inggris).					
2	I am afraid of making mistakes in English classes. (Saya takut membuat kesalahan di kelas bahasa Inggris).					
3	I tremble when I know that I am going to be called on in English classes. (Saya gemetar saat mengetahui bahwa saya akan dipanggil di kelas bahasa Inggris)					
4	I get frightened when I don't understand what the teacher is saying in English. (Saya menjadi takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris).					
5	I start to panic when I have to speak without preparation in English classes. (Saya mulai panik saat harus berbicara tanpa persiapan di kelas bahasa Inggris).					
6	I get confident to volunteer answers in English classes. (Saya merasa percaya diri dengan jawaban sukarela di kelas bahasa Inggris)					
7	I feel nervous while speaking English with native speakers. (Saya merasa gugup saat berbicara bahasa Inggris dengan penutur asli).					
8	I listened carefully when the teacher was correcting my mistake. (saya mendengarkan dengan seksama ketika guru mengoreksi kesalahan saya).					

9	I don't feel confident when I speak English in classes. (Saya tidak merasa percaya diri saat berbicara bahasa Inggris di kelas).					
10	I love the teacher who is always ready to correct every mistake I made. (saya menyukai guru yang selalu siap mengoreksi setiap kesalahan yang saya buat).					
11	I can feel my heart pounding when I am going to be called on in English classes. (Aku bisa merasakan jantungku berdegup kencang saat aku dipanggil di kelas bahasa Inggris)					
12	I always feel that I am better in speak English than other students. (saya selalu merasa saya lebih baik dalam berbicara berbahasa Inggris dibandingkan siswa lain)					
13	I feel very self-conscious about speaking English in front of other students. (Saya merasa sangat tidak sadar berbicara bahasa Inggris di depan siswa lain).					
14	I get nervous and confused when I am speaking in English classes. (Saya merasa gugup dan bingung saat saya berbicara di kelas bahasa Inggris).					
15	I always asking actively when I don't understand every word my English teacher says. (saya selalu secara aktif bertanya ketika saya tidak mengerti apa yang guru katakan).					
16	I feel overwhelmed by the number of rules I have to learn to speak English. (Saya merasa terbebani dengan banyaknya peraturan yang harus saya pelajari untuk bisa berbahasa Inggris)					
17	I am afraid that the other students will laugh at me when I speak English. (Saya takut murid-murid lain akan menertawakan saya saat saya berbicara bahasa Inggris).					
18	I get nervous when the English teacher asks questions which I haven't prepared in advance. (Saya merasa gugup saat guru bahasa Inggris mengajukan pertanyaan yang belum pernah saya siapkan sebelumnya)					

(Horwitz et al., 1986)

APPENDIX

SPSS DATA PROCESSES RESULT

A. Univariate analysis

Result of Students' Motivation in Learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unmotivated	16	45.7	45.7	45.7
	Motivated	19	54.3	54.3	100.0
	Total	35	100.0	100.0	

Result of Students' Anxiety in Speaking English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not anxious	18	51.4	51.4	51.4
	Anxious	17	48.6	48.6	100.0
	Total	35	100.0	100.0	

B. Bivariate analysis

The Correlations between Motivation in Learning English and Students Anxiety in Speaking English

		MOTIVATION	ANXIETY
MOTIVATION	Pearson Correlation	1	.089
	Sig. (2-tailed)		.613
	N	35	35
ANXIETY	Pearson Correlation	.089	1
	Sig. (2-tailed)	.613	
	N	35	35

CURRICULUM VITAE



Ayulia Cam, Was born on July 30th, 1995 in Bulukumba regency. She is the child of Mr. Cama and Mrs. Jamila Said. In 2001 the researcher resisted as a student of elementary school in SDN 242 Galung Boddong in Bulukumba regency and graduate in 2007. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 4 Bulukumpa and graduated in 2010. Then the researcher resisted to the senior high school, at SMA Negeri 10 Bulukumba and graduate 2013. In 2013 the researcher resisted to study of English Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title “*The Correlation between Motivation in Learning English and Anxiety in Speaking English*” (A Descriptive Research at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar).