

THE CORRELATION OF ANXIETY AND MOTIVATION AND SPEAKING PERFORMANCE OF ENGLISH FOREIGN LEARNERS

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Abstract

The primary intention of this paper is to find out the correlation of anxiety and motivation and speaking performance. The respondents were 78 students of English Department in Universitas Islam Madura. The data was composed using a questionnaire (adapted from Horwitz for FLCA Scale, and Gardner for AMTB Survey) and test score was took from the English teacher. The data were analysed using SPSS software to find out the correlation of anxiety and motivation and speaking performance of English Foreign Learners. This study is using a quantitative approach with a research design called multiple Regression, correlating anxiety and motivation simultaneously toward speaking performance, researcher also correlates anxiety and motivation one by one toward the speaking performance to know the stronger predictor. The finding of this study indicated that anxiety and motivations at significantly correlate towards speaking performance. And the writer state out of the two predictors, anxiety was found to be the better predictor of speaking performance.

Keywords: anxiety, motivation, speaking performance

INTRODUCTION

English foreign language learners will always face some problems regarding to the learning activity. English as second language which has different characteristic with Indonesian language sometimes influences the learner's psychological condition. It is known as psychological factors that contribute to second language acquisition (SLA). Brown (2003:143) noted that a systematic study into the role of personality in second language acquisition led to a better understanding of the language learning process and to improved language teaching design. Speaking performance is how the speakers deliver their ideas to the audience through words and sentences where their performance in speaking will show their competence automatically. The competence is similar with knowledge that speaker have when they do speaking performance, such as grammar, fluency, accuracy, size, interaction and coherence category.

Self-esteem, avoidance, risk-taking, anxiety, empathy, and motivation are affective factors in second language acquisition. Among the several of these factors, Anxiety is a negative emotional reaction which appears when a learner uses a second language. It is related to a particular situation which can trigger learner to grow the anxious when using the second language.

Anxiety is a negative way for people to act. We are nervous, worried and scared when we are anxious. We fight, we tremble, we sweat, we beat our hearts hard. In general, anxiety is a complex concept focused not

only on feelings of self-efficiency but also on perceptions of real and perceived threats in some circumstances (Tobias, 2013). In simple words, anguish is usually linked to negative emotions and resembles anxiety.

There are some research findings which have revealed that anxiety has negative impact on teaching and learning process, especially in the student's speaking performance (Mulyani: 2011, Putri: 2014, Mauludiyah: 2014, Izumi: 2017). All of those previous studies agree that foreign language anxiety has a correlation significantly to the students' speaking performance. Naghadeh. et.al: (2014) among anxiety and speaking has an inverse relationship significantly. Melouah, (2013). This paper investigated anxiety about foreign language in the classroom of EFL. The result suggest that the fear of interaction, error correction, language skills, low confidence and self estimation of foreign speakers is prevalent in first-year LD students. Than, (2016), conducted a research on 87 students who studying at the University of Mandalay for Master of Business Administration (MBA) found that MBA students are most often affected by students who lose speaking practices because of frustration and contact fear.

All of those previous studies agree that foreign language anxiety correlate significantly to the students' speaking performance. Furthermore, a study found that fear of negative evaluation is the aspect of anxiety which correlates the most to the students' English speaking ability. It is because whenever the students are in evaluation situation they are afraid and anxious. They think people will value them negatively whenever they perform in English class.

Another psychological factor that affects language learning is motivation. The proper motivation will bring the learner into success. Motivation is essential to success: that people have to want to do something to succeed (Harmer 2003: 98). In a language learning system, motivation is an important part. A instructor must understand the relationship between motivation and its effects on the learning of languages in order to teach a language effectively. The motivating core of the intrinsic goals and wishes of a person is called passion. For order to succeed, learners need to know what they want, use strengths, weaknesses and compensate for their weaknesses effectively.

Learner's passion always relate to successful language learning. Particularly, In the development of speaking skills, encouragement for students is significant. Motivation is the interpretation of the success and failure or almost any difficult task (Brown, 2008: 160). It means that there is positive effect that motivation influences student's speaking performance.

Many theories claimed that motivation is more effective to determine the result in students' language learning. But on another side, anxiety has also be a significant determiner in second language learning. In this case, between anxiety and motivation correlates each other in learning. Sometimes to grow the students' motivation, we need to attract their interest in a lesson.

In this part, some previous studies will be covered. There are some researches that explore the correlation of motivation to any English skills, one of them is Lucas (2010) said that students are inherently motivated to learn and to read skills and are inherently motivated by knowledge and performance as well. The other finding was that language students were simultaneously motivated and integrated. It was indicated that the learners were shown to be highly motivated to learn English (Moiinvaziri:2009). Cortes (2002). Found that the attitude towards English or Puerto Rican students was low moderately favorable. Thus, the findings of his study indicated the importance of motivation for achievement. He also suggested further researchers conduct further research to understand the impacts of attitudes, motivation, and anxiety factors on ESL achievement. (Shaaban & Ghaith, 2000) Jain and Sidhu (2013) conducted the research that was carried out by 60 first-year students from the school of education at the local university in Malaysia. The participants were students of the local school. The finding shows that the anxiety-motivation correlation analysis revealed that a negative and significant relationship of low-skilled graduate students.

Based on the contrast result of any research above, the researcher thinks that it needs to conduct another research in another place and also another level. Because the researcher thinks that there will be a different result when the research conducted in different place, level, and also a different culture.

Based on the research background above, the writer formulates two research problems. The first is "Do anxiety and motivation correlate significantly with speaking performance?" And the second one is "Between anxiety and motivation, which is the stronger predictor to speaking performance?"

For this research, the researcher used Alternative Hypothesis as the prediction relates to the variables which will be measured. So, the Alternative Hypothesis (H_a) of this research is anxiety and motivation correlate significantly towards speaking performance.

METHOD

It has been known in the previous chapter that this study wants to clarify the misconception between some previous study. Here the researcher conducted the research by analyzing the data of anxiety and motivation and speaking performance. The researcher identified the correlation of anxiety and motivation towards speaking performance simultaneously. Then the researcher identified which predictor that has more sufficient correlation to the speaking performance. There are some designs in this approach. One of them is called as **corelational**

design. The researcher has determined what variables that will be measured by the degree of their correlation. The researcher measured the correlation between anxiety and motivation toward speaking performance simultaneously. Then the writer also measured the correlational degree between anxiety and speaking performance, and the correlational degree between motivation and speaking performance to know which predictor that has more sufficient correlation to the speaking performance.

The subject of the study of this research is the students of Madura Islamic University Pamekasan consisting of 78 students in total. In this study, the researcher uses all members as the participants. It is because the number subject of study is still reachable. Arikunto (2008) precisely states that if there are less than 100 students in the population, it was better to take all students as the samples. If there were a large number of subjects the researcher took 10-3-% of students depending on time, energy and funds, narrow/wide area observation of each subject.

In this study the researcher need to use an instrument to help in collecting the data of research. The questionnaire was translated into Indonesian version. In so doing, the questionnaire was given to the three lectures of Madura Islamic University for transfer into Indonesian language. Then, the researcher compared the translation and determined the better translation for items and made some modification where necessary. Later the final version was administrated to a 78 students of English department. The researcher uses questionnaire in the form a five-point Likert scale. The questionnaire of anxiety consist of 33 item were categorize into three specification, namely, communicative anxiety, test anxiety and fear of negative evaluation. Specially speaking, the questionnaire included 33 statements which felt into the following categories: 7 items (1, 4, 6, 14, 15, 27, 29) were related to communication anxiety, 14 items (5, 8, 10, 11, 12, 16, 17, 21, 22, 25, 26, 28, 30, 33) to test anxiety, and 12 items (2, 3, 7, 9, 13, 18, 19, 20, 23, 24, 31, 32) were related to fear of negative evaluation. Based on the proccess of developing the questionnaire, researcher argued that the questionnaire is valid based on content validity theory. And the researcher also stated that this questionnaire has a good reliability, because researcher has tested the reliability of this questionnaire before use it as an instrument in this research. Researcher tested the reliability of the questionnaire using the SPSS application. Here the result of the reliability analysis of anxiety and motivation. The reliability of this scale as below:

The Reliability statistics of anxiety questionnaire

Cronbach's Alpha	N of Items
.813	27

Second questionnaire, we employed the Indonesian version of Attitude/Motivation Test Battery questionnaire (AMTB) was adapted from the questionnaire developed by Gardner (1985). This questionnaire was a 104 items whose items were categorized into three into three subsections, namely, integrativeness, motivation and attitudes toward the learning situation. The questionnaire included 104 statements which felt into the following categories: 36 items (6,7,8, 11, 12, 15, 17, 19, 21, 22, 27, 28, 32, 35, 37, 40, 42, 47, 48, 49, 50, 53, 59, 65, 71, 72, 79, 83, 85, 90, 91, 95, 100, 102, 103, 104) were related to communication anxiety, 35 items (1, 2, 9, 13, 20, 24, 26, 29, 31, 33, 39, 41, 43, 44, 51, 54, 56, 57, 61, 63, 64, 66, 70, 73, 75, 76, 77, 81, 82, 86, 87, 92, 96, 99, 101) to test anxiety, and 33 items (3,4,5, 10, 14, 16, 18, 23, 25, 30, 34, 36, 38, 45, 46, 52, 55, 58, 60, 62, 67, 68, 69, 74, 78, 80, 84, 88, 89, 93, 94, 97, 98,) were related to fear of negative evaluation. The reliability of this scale as below:

The Reliability Statistics of Motivation Questionnaire

Cronbach's Alpha	N of Items
.948	84

Based on the output SPSS above, The index reliability of the anxiety questionnaire is .813. It means that the anxiety questionnaire is reliable. While the index of reliability of the motivation questionnaire is .948. It means that the motivation questionnaire is reliable.

There are some steps were taken in this study. First, the English version of the FLCAS and AMTB was translated into Indonesian version. The researcher uses FLCAS and AMTB questionnaire in the form of Likert scale with five degrees option. The positive items were ranged from strongly agree score 5, agree score 4, neither agree nor disagree score 3, disagree score 2 and strongly disagree score 1. While the negative' range will be the reverse.

The writer asked the students to answer to the 33 FLCAS and 104 AMTB items referring to their feelings of anxiety and motivation experienced during the classes and lectures conducted at the college. The questionnaires distributed to all English students in Islamic University of Madura and they will be asked to fill or give check for the statement. After the students finished the work to answer the questionnaire about foreign language anxiety and motivation, the writer collected the questionnaire sheet from them.

The *Second* instrument is speaking test. This speaking test was given to get the score of speaking performance of students in foreign language class, especially, English. For the speaking test the writer cannot conduct the test by self, because the writer need to get the score by on-going assessment. So, to take students' result in speaking test, the researcher makes cooperation with the teacher in speaking class. The researcher collects the data of students' score from the teacher. The test conducted as many as 4 times. The test is conducted by lecturers because students can be more cooperative in taking the test

A test were conducted orally to find the students ability in speaking language. The tests were carried out in order to ask the students to share their experience in previous events. The lecture asked the students to tell their past experiences in the past events during the test. The test asked the students to answer "How to go to this location" and they had inform the about their holiday activity. The tests were performed and recorded in oral tests. The media of the test is using picture for the topic. Bailey (2005) says that pictures offer something to talk about. They had to perform it in front of the class. The teacher gave 15 minutes to prepare the test. Meanwhile, the test held for about 5 until 8 minutes. After this, the findings were obtained through the review of grammar, vocabulary, comprehension, fluency, and pronunciation adapted from Brown (2004: 172-173).

The total score of speaking was compared to five aspects (grammar, vocabulary, comprehension, fluency and pronunciation) which was computed by each students. Then the overall score was multiplied by 4. If a student has a total score 25 (5 for each aspect), then the students' score for speaking aspect is 100 (for 25 was multiplied by 4).

To investigate whether there was correlation between anxiety and motivation on speaking performance, the researcher used SPSS to analyze the data. To measure the correlation both the two variables, the researcher use *Multiple Regression*, in which the researcher sought the relation degree between X_1 (anxiety) and X_2 (motivation) variables jointly with Y (speaking performance) variable. The researcher used SPSS to calculate the data.

However, before the relation degree is used to give the final result, the researcher combined the anxiety and motivation to be correlated with speaking performance. In this case, the researcher used SPSS to calculate the data and the formula used is *Multiple regression*. It is to confirm the correlation between three of X_1 (anxiety) jointly motivation (X_2), and speaking performance (Y) simultaneously. Then researcher calculated the multiple regression correlation between X_1 (anxiety) and Y (speaking performance) and X_2 (motivation) and Y (speaking performance), to obtain which predictor has more sufficient correlation to the speaking performance.

To find the correlation among anxiety and motivation toward speaking performance, the researcher saw the significant value. If sig. Value is lower than 0.05, it means that among anxiety and motivation has a significant correlation toward speaking performance.

RESULTS

Based on the statistic descriptive data of X_1 (Anxiety), it was found that mean score of 78 students is 65.95 with the standard deviation is 9.94. The highest score is 88, and the lowest score is 42. The range between the highest score and the lowest score is 46. And the total score is 5144.

Based on the statistic descriptive data of X_2 (Motivation), it was found that mean score of 78 students is 263.02 with the standard deviation is 37.01. The highest score is 332, and the lowest score is 150. The range between the highest score and the lowest score is 182. And the total score is 20516.

Based on the statistic descriptive data of Y (Speaking Performance), it was found that mean of 78 students is 79.88 with the standard deviation is 8.15. The highest score is 96, and the lowest score is 64. The range between the highest score and the lowest score is 32. And the total score is 6231. To make the data clearer, the researcher provided all of the variables data in the following table.

Descriptive Statistics

Variables	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Anxiety (X1)	78	46	42	88	5144	65.95	9.94
Motivation (X2)	78	182	150	332	20516	263.02	37.01
Speaking Performance (Y)	78	32	64	96	6231	79.88	8.15

The purpose of conducting multiple correlation among anxiety and motivation towards speaking performance is to find out the correlation of anxiety (X_1) and motivation (X_2) simultaneously to speaking performance (Y). To find a great correlation between the predictor variable (X) to a criterion variable (Y), the researcher analyze the data using simultaneously correlation analysis by linear regression. The in making decision the researcher saw the significant value. If sig. Value is lower than 0.05, and compared the t-value and t-table. it means that among anxiety and motivation have a correlation towards speaking performance. To know the degree of the correlation, the writer look the R-value (Coefficient of Correlation).

The first, researcher will provide the result of the analysis that had been done using the SPSS application

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409 ^a	.167	.145	7.53929

a. Predictors: (Constant), X2, X1

From the resulting output SPSS above, we know that the value of coefficient correlation $R = .409$ is on the value of Pearson Correlation 0,21 s/d 0,40 = Weak Correlation. While, the R Square is 0,167 or 16.7%. So it can be concluded that anxiety (X1) and motivation (X2) correlate significantly with speaking performance with contribution 16,7% on the increase or decrease in the speaking performance. While the 83,3.1% is explained by others factors.

F-test

F test is a test that aims to determine the significance of contribution anxiety and motivation by 40.9% on speaking performance. From the f-test through processing data using SPSS, the calculated F value is 7.538 and the significance value is 0.001. F table value with a confidence level of 99% ($\alpha = 0.01$) for df N1 = 2 and df N2 = 75 of 4.90.

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	856.896	2	428.448	7.538	.001 ^a
	Residual	4263.065	75	56.841		
	Total	5119.962	77			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

$F_{\text{value}} = 7,538$ (Df N1= 2, N2 = 75, $F_{\text{tabel}} = 4,90$ (tingkat kesalahan 1%)
 $t_{\text{tabel}} = 1,991$ (tingkat kesalahan 5%)

From output of ANOVA, the value of Sig. for the correlation anxiety (X1) and motivation (X2) simultaneously towards speaking performance (Y) is $.01 < .05$ and the value of (F) $7.538 > 4.90$, so it can be concluded that anxiety (X1) and motivation (X2) simultaneously have a significant correlation towards speaking performance (Y).

T-test

The t-test aims to determine the correlation of X₁ (anxiety) and X₂ (motivation) partially on speaking performance (Y). The t-test is done by comparing the t-value with the t-table, with a confidence level of 95% ($\alpha = 0.05$) and degree of freedom (df) with the formula n-1 of 77, obtained a t-table value of 1.99.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	83.909	8.550		9.814	.000
	Anxiety (X1)	-.268	.086	-.326	-3.096	.003
	Motivation (X2)	.052	.023	.235	2.230	.029

a. Dependent Variable: Y Speaking Performance

Based on the output of SPSS above, the value of sig. for the correlation of **anxiety** (X1 to Y) is **.003 < .05**, and the value of (t) is $3.096 > 1.991$. So that, can be concluded that there is a significant relationship between anxiety toward speaking performance. The negative sign indicates that influence of the anxiety on the value of speaking ability is inversely. For the correlation of **Motivation** (X2 to Y) is **.029 < .05**, and the value of (t) is $2.230 > 1.991$. So that can be concluded that there is a relationship between motivation (X2) and speaking performance (Y).

From these results it can be concluded that out of the two predictors, anxiety was found to be the better predictor of speaking performance, because the t-value is higher than the t-value of motivation. From the significance value, the anxiety has an error of 0.3%, while the motivation is 2.9%. This shows that anxiety is the variable that most influences to the increase or decrease in the value of speaking performance. From the significance value, the anxiety (X1) is **.003** while the motivation (X2) is **.029**, with the t-value of anxiety is **3.096** and motivation is **2.230**. This shows that anxiety is the stronger predictor to speaking performance.

DISCUSSION

The main purpose of this research is to investigate the correlation of anxiety and motivation and speaking performance of EFL. Based on the data above shows that the regression coefficient of X_1 (anxiety) has a negative sign and a t-value is -3.096. The t-value is greater than t-table, which is $-3.096 > 1.991$ with an error of 5%. Statistically, anxiety has a significant effect on the increase or decrease in speaking performance. The negative sign indicates that the influence of the anxiety on the value of speaking ability is inversely proportional. It means that statistically the higher the level of anxiety, the speaking performance will decrease, and vice versa. Based on the result of statistical analysis of X_2 (motivation), the regression coefficient value in motivation has a positive sign and t-value 2.230. The t-value is higher than t-table, which is $2.230 > 1.991$ with an error rate of 5%. Statistically, the motivation variable has a significant effect on the increase or decrease in the value of speaking performance. A positive sign shows that the higher the motivation of students to learn English, the higher the value of speaking performance will be, and vice versa.

Statistically, from the two variables anxiety and motivation, the most influential to the speaking performance is anxiety, because the t-value is higher than the t-value of motivation. From the significance value, the anxiety has an error of 0.3%, while the motivation is 2.9%. This shows that anxiety is the variable that influences more to the increase or decrease in the value of speaking performance.

Nevertheless, the researcher explained before, the students speaking acquisition and their test, may impacted or influenced by the level of anxiety the students have. The student who have the high anxiety can be failed in their test. The Research by Amiri & Ghosooly, (2015) indicated that the anxiety has a negative relationship to Examinations. This finding is also parallel to the research by (Rezazadeh & Tavakoli, 2009) was found that between test anxiety and academic achievement has significant negative correlation. Atef – Vahid et al. (2011) concluded that correlation analysis shown that the overall anxiety score had a considerable negative relationship to the total English examination scores ($r = -.0586$, $p < .01$). The relationship between language and anxiety was studied in a study by Batumulu & Erden (2007). The findings of this study found that between achievement and anxiety has a negative correlation. Woodrow (2006), conducted a research on students studying on intensive English on academic purpose (EAP) course to entering Australian universities. The subject of this research is 275. He found that second language anxiety to be a significant predictor of oral achievement.

Research from Nurjannah, A., Sukirlan, M., & Ginting, R. (2013) indicated that motivation have a positive relationship to the speaking performance. It means that the higher of motivation, the better speaking skills than those who have low motivation. This finding is also parallel to the conclusion of Singh (2011) who conducted the research “study of achievement and motivation in relation to academic achievement students”. He found that the most important factor that leads one to their goal is the drive (motivation). Liu (2006) conducted a research that determined the correlation between students’ motivation with the students’ English proficiency. The finding of that research showed that there is positive correlation between students’ motivation with English proficiency. (Mihaljević Djigunović, 1997) conducted research “Research on the Affective Domain of EFL Learning: A Study of Motivation”. The findings of the study of motivation described have important instructional implications. The nature of these implication can be estimated once we look into the relationship between motivation and learning achievement of Croatian learners of English as a foreign language.

And it is contradicted with (Binalet & Guerra, 2014) under the title “A study on the relationship between motivation and language learning achievement among tertiary students”. The data showed that the two-tailed value ($p = 0.420$) is more than $p = 0.05$, this result state that motivation and the participants GJT’s are not correlate significantly. So, the finding concluded that not all of the students who have high motivation may do well in grammatically of the sentences in a grammar-focused exam. This finding is also related to the conclusion of Matsumoto (2011). Matsumoto claimed that the motivation students have is not always correlate towards proficiency in learning a language. This finding can also hypothesized that motivation is not the better predictor of success in language learning.

CONCLUSION

From the data result of statistical analysis and discussion, the researcher concludes that; The motivation and anxiety English foreign learner in Madura Islamic University in the has a significant correlate with speaking performance simultaneously with value of coefficient correlation is $R = 0.409$ and the value of $\alpha = 0.001$. And out of the two predictors, the researcher was found that anxiety (X_1) to be the better predictor of speaking performance (Y).

Based on the finding which indicated the correlation between anxiety and motivation with their speaking performance, the researcher gives some suggestions as follow; for the English teacher, the result of the research will be useful as a reflection and pay attention to the other things which relate and support to the English learning besides motivation to increase their motivation in speaking. The teachers have to make the students feel happy and want to study English more, and the teachers also have to be able to explain that English is important for their future. They are also expected to greatly and continually teach the students with more appropriate ways to make their knowledge input absorbed faster and to push them to study harder.

For the students, The finding of the research will motivate them to practice speaking more than they did before and encourage them to learn English. They are expected to increase their motivations. They are expected to continually learn English and practice it to sharpen their ability with any effective ways which will broaden the chance of having greater achievement besides having motivation itself and to reach the ease in any learning situation.

For other researchers, who are interested in the same topic as this research in future time hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation of students' anxiety and motivation and speaking performance of EFL and expected to have different research designs and also different variables and context of the study.

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