

THE RELATIONSHIP BETWEEN STUDENTS' MOTIVATION TO COMMUNICATE AND THEIR SPEAKING ACHIEVEMENT

Eva Mufidah

evamufidah01@gmail.com

Junaidi Mistar

j.mistar@unisma.ac.id

Imam Wahyudi Karimullah

imamwk@unisma.ac.id

English Department of FKIP University of Islam Malang

Abstract

This study investigated the correlation between motivation to communicate and speaking achievement in learning. The researcher used correlation design as the research method of this study. This study is quantitative study since the data are obtained from the students' score of speaking achievement and questionnaire. The population in this study are three classes of MA Miftahul Ulum Dampit Malang. Each class consists of 20 students. So, the total number of the population is 60 students. The researcher used the random sampling technique to gain the data. The researcher picks up two classes as the participants which consists of 40 students. The result showed that correlation value of -0.248 with significance value of 0.123 which is larger than 0.05 which means that speaking skills and motivation to communicate has no significant correlation. This indicates that even the students have high motivation to communicate, their speaking skills are automatically good. The researcher concluded that there is no significant correlation between motivation to communicate and speaking skill.

Keywords: Speaking, Motivation, Achievement

INTRODUCTION

As one of the four language skills, speaking ability is very important to measure students' ability in English and to make it easier to communicate with foreigners. English has become the most dominant global language which should be mastered by all of the students. However,

English is not easy to teach a foreign language, student and teacher need to have a good relationship when they learn English, so that the material will be delivered successfully. When a person speaks English without proper pronunciation and structure to his friend, he cannot understand what the speaker is talking about. It will increase miscommunication between them. So listeners will get the wrong information. In this case, speaking with proper pronunciation, grammar, and vocabulary is very important to get the right meaning of the information. According to Gruyter (2008) speaking is speech or utterances with the purposes the statements in order to recognize their intentions. Students should have good command in speaking skill because speaking is an activity used by them to communicate with other people around the world so that it will prepare their future careers and lives. According to the researcher's school environment, the biggest problem of the foreign language is they have difficulty in speaking performance. Because of that, the student will get motivation when they want to produce English. They tend to feel that they do not smart enough to learn that language. They afraid of having any mistake when they speak English so that they become scared to produce English word. English is not easy, since it is not a mother tongue and has many differences with Indonesian. Because the student of a second language can easily become nervous or speechless when they try to speak English.

Speaking is one of four skills that must be mastered by students in learning English. It is important for students to know the definition before learn speaking itself. Many experts define speaking in different ways. Imane (2016) stated that "Speaking is an interactive process of communication which is the basis of all human relationships within language learning."

Another simple definition, "speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively (Leong L, 2017). According to Leong & Ahmadi (2017) cited in Nunan (1995) speaking is a skill which is worthy of attention in both first and second language. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill (Oradee, 2013). Speaking skills are important in learning a second or foreign language and

success is measured by the ability to have conversations in that language. On the other hand, we can get a point from the opinion above that speaking skills are very important for our English learning process to develop the ability to speak or express. It is not easy to master this skill, so we need to focus and be serious about the process of learning a foreign language. The students also need some vocabulary to make up many of their daily exercises.

Thus, it is important if the teacher more concerned in teaching speaking especially to show the appropriate strategy of what teacher will apply. Christamia (2014) defined that “Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.” From that statement, it can be concluding that speaking is a process which involves at least two people or more who the one is who give the information and the second is who take the information.

From those statements, it can be concluded that speaking is a part of communication and relationships that involve speaker and listener which is speaker producing the idea to achieve the message that is sent into listeners. Speaking is the most important part in teaching and learning language and many students still have problems in facing it.

Communication is competent, which means of high quality, when it is both appropriate and effective for the particular situation (Morreale, 2007). Based on Morreale (2007) motivation has both a positive side and a negative side. Positive motivation is based on the perception or expectation of some kind of potential reward from communicating and encourages you to communicate competently. Negative motivation is the experience of anxiety or fear about communication, and it makes you reluctant to communicate competently. Motivation is an essential element to encourage their interest to build up their speaking skill. Al Zoubi (2012) stated that as the theoretical concept, motivation refers to the impulses and act's motives person. According to Orio (2013) the learners who have not motivation will be failed than those learners who have motivation. One of the few studies which have been conducted on the correlation of self-motivation and students' speaking ability emerge from Rahman (2012) that motivation as a psychological factor has a positive correlation with English speaking ability. Learners who grow with better motivation achievement will have a good self-governance to get more spirit in speaking performance because they realize something important on how the important of mastering speaking English

for themselves. They also stated that the higher motivation, the better result in learning the language.

Motivation is boosting and growing our interest up to reach our goals. The EFL/ ESL learners with good motivation likely have a big performance in improving speaking skill. Students high motivation will encourage themselves to more confidence and believe in their goals. Because they realize what benefits of improving speaking English skill. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask question and volunteer answers, and they appear to be happy and eager (Palmer, 2007).

As professional teachers, they must find an accurate way to help EFL/ ESL learners improve their speaking skill. For instance, they can give the learners such a drilling activity. It can be given by using listening and repeating. Then, it can be done by asking short question, using short dialogues, or even giving them short instructions to do something. However, the most crucial aspect which should be pointed out is learners' motivation in communicate. Since teacher is the leader the classroom society, teacher should be the one who can encourage students' motivation in class. Kusumaningrum (2017) argued that, the interaction which occur between teacher and learners will impact to the motivation and effective of English learning.

Deci (2000) divided two kinds of motivation; they are intrinsic motivation and extrinsic motivation. Intrinsic motivation was clearly defined as an activity of doing something for person innate satisfaction rather than external pleasure. On the other hand, extrinsic motivation is a kind of motivation which relates to activity of doing something in order to get some separable outcome. It is contractively different from intrinsic motivation. For instance, if learners do their homework only because they fear of getting sanction, it means that they are extrinsically motivated by external outcomes. Similarly, if learners do their homework because their personal believes, that it is valuable for their future career; it also means they are extrinsically motivated by external outcome. On the contrary, if learners do their homework because they feel interesting with the subject they learn, it means that they are intrinsically motivated.

Based on Orio (2013) divided motivation in several types and orientations those are extrinsic and intrinsic, and instrumental and integrative. Dornyei (2001) explained that extrinsic motivation relates to doing an action in order to receive an extrinsic reward or to

avoid punishment, whereas intrinsic motivation performance which is finished for its own sake to practice of satisfaction. Thus, extrinsic motivation is an action to achieve a prize because the factor that someone wants to get a reward and elude from the punishment. (Richards, 2002) argued, “Motivation is generally considered to be one of the primary causes of success and failure in second language learning”.

For a past few years, intrinsic motivation was seemed as an important aspect of learners’ achievement in a school. On the contrary, it has been changed since many researchers have arisen and shown that both intrinsic motivation and extrinsic motivation are important in gaining learning success, without two both kinds of motivation, no matter how good the school, curriculum or teacher is (Usher, 2012). It is because motivation can affect many teaching-learning process aspects such as the way learners be used to study, their time and effort they spend to study, learning approach they use to find new way struggling, and the way they perform on a test.

Data found by National Research Council in 2004 (Usher, 2012) reported that more than 40% of high school students were disengaged from academics. They also reported that most of the students had a little effort process and to be bored to their learning activity. Surprisingly, Bridgeland (2005) found that almost 70% students who had been dropped-out from a school argued that they are not motivated enough to continue their study.

It can conclude that motivation plays as important role in English language learning. Without motivation to communicate, learners will not have enough power, or even they may lose their desire to speak up. It becomes the reason why learners are failed in speaking English. Usher and Kober (2012:2) stated that even unmotivated students can unpredictably influence others students to disengage themselves from academics, as well as environment of the entire class. Learners’ success or failure in communicate is basically depended on how they motivate themselves to speak up. The way students use to study, their time and effort they spend to study determined by how strong motivation leads them to learn.

Study conducted by Istianti (2013) found that students’ motivation in learning speaking and their ability were positively correlated at 0.555 levels. While Shanty (2013) indicated that students’ motivation in learning speaking was strongly correlated to their speaking skill. Previously, Li & Pan (2014) found that students with high level and low level of motivation were different in terms of speaking achievement. They said, when students have

a positive attitude towards English, they will enjoy learning as well as giving much more effort to learn English.

The next problem talking about speaking English besides motivation is students' anxiety since speaking is a key aspect of second language or foreign language learning (David, 2000). There are several factors which can provoke students' anxiety when speaking English as what have been related by Daly (1991) in Kayouglu (2013) they are communication apprehension and cites genetic disposition; early reinforcements and punishments; early communication skills; and exposure to appropriate model of communication. Students who feel anxious will find that their study less enjoyable (Indrianty, 2016). Moreover, they will also find difficulties to understand spoken instruction and produce sentences orally.

The previous result of several studies and theories indicate that motivation to communicate have a relation each other to gain students better speaking ability. Students with low motivation affect in improving their speaking skill. In this study the researcher interest in examine the relationship among motivation to communicate in their speaking ability. This study is conducted in MA Miftahul Ulum Dampit with students of the second grade as the sample.

The purpose of this study were to find out the correlation between motivation to communicate and speaking achievement in learning English of the second grade MA Miftahul Ulum Dampit Malang. The subjects of this study were forty students of second grade students of MA Miftahul Ulum Dampit Malang.

The researcher summarizes several previous studies which can be the guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones. The following explanations are the highlights of some previous studies related of the correlation between motivation to communicate and speaking achievement in learning English.

The first research conducted by Zumusni (2010) stated that (1) teachers can try to improve the learning environment by creating a relaxed atmosphere for students, which can make them feel safe to speak or express their views, (2) teachers should avoid give negative evaluations and instead should comment on student behavior with more encouragement, (3)

teachers and students should take some measures to relax and pay attention to exams, such as degrading students by their test scores.

Another research conducted by (Frantz, Marlow, & Wathen, 2005) stated that personality type could influence how one react in group discussion, meetings, interpersonal conversations, and public speaking when it comes to different levels of communication apprehension, gender, and class year.

Honeycutt (2009) state that students can be given communication skills training in which they are asked to imagine positive and negative scenarios.

Mahdi (2014) reported that students can be motivated to acquire competence in oral communication by organizing various types of motivational activities in the classroom, thus enabling students to increase their level of confidence when presenting themselves orally in front of the whole class.

METHOD

In this study, the researcher uses correlation design as the research method of this study. Since the researcher wants to know whether there is a correlation between students' motivation to communicate and students' speaking achievement of the second grade MA Miftahul Ululm Dampit Malang.

The population in this study are three classes of MA Miftahl Ulum Dampit Malang. Each class consists of 20 students. So, the total number of the population is 60 students.

In order to determine the sample, since the population is about three classes, the researcher uses the random sampling technique to gain the data, so that the researcher picks up one class as the participants. In this study, the researcher will take A & B class become sample which consists of 40 students.

This study is quantitative study since the data are obtained from the students' score of speaking achievement and questionnaire. The researcher also formulates two variables containing this study, they are the X and the Y variables, or it can also call independent and dependent variable. The X variable or independent variable of this study refers to the students' motivation to communicate, while the Y variable or dependent variable of this study refers to the students' speaking achievement.

This research was conducted in 2019. The data collection technique we did was that the researcher asked the respondent to fill out a questionnaire distributed through their English teacher. In addition, researchers also conducted interviews with 40 students using Zoom Cloud Meeting Application so that interviews could still be carried out face-to-face because they could not do interviews in person.

In this study, to measure students' speaking the researcher used speaking test. The material of the test is about giving advice, suggestion, and direction. The purpose of this test is to know the student's knowledge of the materials as well as analyzing the structure of the text and linguistic factors in accordance with the context, and observe to the structure of the text and the correct linguistic elements. Therefore, the achievement of these learning objectives is evaluated by the test that include identifying phrase, mention the phrase, use the phrase of giving advice, suggestion, and direction, and present the text or make video. The researcher used score of speaking test to make sure that data from the question are suitable with student's achievement in speaking skill.

The researcher gets some data from closed questionnaire sheet. The 24- items PRCA questionnaire that researcher adopted from Mc Croskey (1982) was administered to B class of the second-grade MA Miftahul Ulum Da mpit Malang during their language classes. Participants were asked to write down their first names, this is to ensure the results and they were asked to respond to 24 PRCA items referring to the motivation they experienced during class and the teacher conducted in English at school.

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Table 1. of scoring of speaking achievement

Category	Very Good 10 - 9	Good 8 – 7	Fair 6 – 5	Poor 4 – 3
The students were able to use the phrase of giving direction	Students able uses 10 phrases or expression (between, next to, near, on the corner, left, right) giving direction in appropriate way	Students able uses 8 phrases or expression giving direction	Students able uses 6 phrases or expression giving direction but makes some errors in word choose	Uses limited phrases or expression giving direction
The students were able to use the phrase of giving suggestion and advice	Students able uses 6 phrases or expression (should, had better, maybe, probably, might want to, could, why not, why don't) giving suggestion or advice and speaks smooth and fluently	Students able uses 5 phrases or expression giving suggestion or advice	Students able uses 4 phrases or expression giving suggestion or advice	Tries to uses phrases or expression giving suggestion or advice but sometimes does not appropriately or clearly

After the data was collected, the researcher analyzed the data using SPSS (Statistical Package for Social Science) 20.0. The significance level was set at 0.05 for statistical analysis. To identify students' motivation in communicating and their speaking achievement, the researcher used Pearson's Product Moment Correlation.

From the above formula can be obtained the value of the correlation coefficient (r) of the two variables. The variable is variable X, namely students' motivation to communicate and variable Y, namely the value of students' speaking achievement. With interpretation, researchers can conclude the strength of the correlation.

RESULTS

This study is about the correlation between students' motivation to communicate and their speaking achievement. To get the data, the researcher took students of MA Miftahul Ulum as the research participants. The result can be seen in table 4.1 shows that the number of participants are 40 participants (N=40), the mean of speaking score is (X) = 55.38 while the standard deviation is at (s) = 19.624.

Table 2. Percentage frequency of students' speaking score

Interval	Interpretation	Students' Speaking	
		F	
100 – 80	Excellent	7	17.5%
66 – 79	Good	6	15%
56 – 65	Sufficient	5	12.5%
40 – 55	Fairly Sufficient	11	27.5%
<39	Poor	11	27.5%
	SUM	40	100%

The data showed high frequency of students' speaking score at poor level of 27.5%, fairly sufficient level at 27.5%, sufficient level at 12.5%, and good level at 15% as well as excellent level at 17.5%. This indicated that highest percentage of students are at low level of speaking score.

Students' level of motivation to communicate

According to the possible score ranging of PRCA as stated in the previous chapter, from 32 to 160 with the criteria; less than 51 points is a low motivation, 51-80 is an average motivation, more than 80 points is a high level of motivation. The table shown the means of the students' level of motivation to communicate (Y) = 71,45

Table 3. Percentage frequency of students' level of motivation to communicate

Interval	Interpretation	Students' Motivation	
		F	
100 – 80	Excellent	2	5%
66 – 79	Good	30	75%
56 – 65	Sufficient	6	17.5%
40 – 55	Fairly Sufficient	1	2.5%
<39	Poor	-	-
SUM		40	100%

Comment [J1]: Lihat komentar ttg data speaking.

The table above shows students' motivation levels, it can be seen that low motivation level at score (<51), average (51-80), and high motivation (>80). The data shows 0% for the students at poor level, for the students' frequency at fairly sufficient level are at 2.5% originated from 1 participant, for the sufficient level there are at 17.5% frequencies from 6 participants, for the good level there are at 75 % frequencies from 31 participants, and excellent level of motivation at 5% from 2 participants. This indicated that the highest frequency percentage is at good level of 75 %.

As the data are shown above, the researcher got the result of each variable. Then, the score analyzed by using Pearson Product Moment Correlation. The two-tailed was used based on the hypothesis from this research that has been mention before. Here is the result of the data by using IBM SPSS 20:

Correlations

		Motivation to speak	Speaking score
Motivation to speak	Pearson Correlation	1	-,248
	Sig. (2-tailed)		,123
	N	40	40
Speaking score	Pearson Correlation	-,248	1
	Sig. (2-tailed)	,123	
	N	40	40

Table 4. Analysis result of Pearson Product Moment

Based on the table above, the score between students' motivation to communicate and speaking skill have the correlation coefficient of -0,248 which is negatively correlates with the significant value of 0.123. It means that there was no correlation between students' motivation to communicate and students' speaking skill.

DISCUSSION

The analysis of this study presents a clear answer to the research question. From the table 4, it can be seen that there is a correlation between students' motivation to communicate and speaking achievement, since the value is at $r = -0,248$. Moreover, from the IBM SPSS 20 calculation the researcher got Sig = .123, where the significance level > 0.05 .

The data showed high frequency at poor level score and fairly sufficient level students which both have 27.5% from the population of the study, which means that 55% of the students are below sufficient level. Meanwhile, the students with sufficient level score are 12.5% and good level are 15% and excellent level are 17.5% which means that 45% of the students are on or above sufficient level of speaking achievements. It is confirmed that most students have below sufficient level of speaking score. However, in regards to the levels of students' motivation, it is confirmed that 82.5 % of the students have high motivation to communicate. This indicates that even the students have high score in motivation to communicate, their speaking skill in general are still considered low. This finding is in line with the study by Aisyah (2020) indicates that most student are in the adequate and below adequate score of speaking achievement that ranges from 50-59 with 30% of population of the

study while most students have good score on motivation and self-esteem scored 63.7% have positive response.

The result of this study indicates that the alternative hypothesis about the correlation between motivation to communicate and speaking achievement are not confirmed and null hypothesis turns out to be confirmed. This is not in line with Brown (2007) statements that success and failure in language especially in speaking seems largely depends on student's motivation to delve into or get exposed to English communication, particularly in the development of speaking fluency.

The study also not in line with the study conducted by Yulis (2016) that confirms the weak correlation between speaking ability and motivation of speaking in junior high school students. However, the result of this study is in line with the study in the same level of education at English education program conducted by Widayanti (2020) where there is also no correlation between motivation in practicing speaking and speaking ability with significant value of 0.32 which cannot confirm the correlations. According to Zhang (2006) there are different factors that affects speaking ability, as students with high enthusiasm to communicate might have difficulties in conveying the meaning. Additionally, Ruben (2013) stated that language teaching and exercises as well as the environment plays an important role in the ability of speaking. This indicates from the first study the different result is due to different level of education, but the researcher found that in the same level of education and the same students' major indicates similar result.

The different result also happens mostly in lower education level as found by Beni (2020) that found significant correlation of speaking skills and motivation in students at senior high school. Meanwhile another study at university level by Maulana (2018) that indicates no significant level in students' motivation behavior in speaking and speaking ability of English Student Association university students. According to Brown (2004) speaking is easy to begin with but difficult to master, it requires large amount of vocabulary size as well as good knowledge in structure at advanced level. This indicates that speaking is easier to practice in lower level of education but requires more than just practice and motivation at higher level of education that uses more advanced level of material.

CONCLUSION AND SUGGESTION

Based on the data analysis, the researcher concludes the answer of the research problem. The researcher concludes that there is no significant correlation between motivation to communicate and speaking skills. The data shows correlation value of -0.248 with significance value of 0.123 which is larger than 0.05 which means that speaking skills and motivation to communicate has no significant correlation.

Based on the conclusion of the study the researcher would like to give some suggestions as follows. It is suggested for the students who aims to be proficient in English speaking to learn sufficient amount about basic knowledge of speaking followed by high motivation to actively practice speaking. It suggested for the next researcher to analyze speaking problems along with the cause to be able grasp information about factors that hinders speaking ability in highly motivated and communicative individuals. It is suggested to the lecturer to measure students' speaking skills and provide adequate fundamental material such as vocabulary, the use of grammar in speech and develop active speaking environment before motivating students to practice speaking on their own.

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