

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

Devi Mufidah Juhriyah

Faculty of Teacher Training and Education, English Education Department,
University of Islam Malang
devimufidah27@gmail.com

Abstract

The aim of this study was to find out the influence of motivation and anxiety to the students' speaking performance in online learning that can help the students to get an optimal result in speaking. The subject of this study was 98 students from the third year English education department of University of Islam Malang. The instruments used in this study were questionnaire and documentation. The questionnaires were Attitude/Motivation Test Battery (AMTB) and Foreign Language Anxiety Scale (FLCAS). Also, the documentation instrument was in the form of students' final score of Speaking III class. The results showed that the first finding obtained significance value (0.002), it means that there was a significant influence of the motivation to the students' speaking performance. Meanwhile, the second finding obtained significance value (0.001) and t_{count} (-3.52). However, the second finding have to be decided using the side left of the hypothesis test because the t_{count} obtained was negative. Then, it showed that there was a significant influence of the anxiety to the students' speaking performance. The third finding were obtained F_{count} (13.019) and significant value (0.000), it can be said that there was a significant influence between motivation and anxiety simultaneously to the students' speaking performance in online learning.

Keywords: Speaking, Speaking Performances, Motivation, Anxiety

INTRODUCTION

There are many people who want to learn about English by take English major or join some English courses. Therefore, the students who are joining English courses or taking English major have to learn about English speaking skills as the way to have a good communication in the English class. Nunan (2003:48) said that speaking is defined as the productive oral skill that consists of systematic verbal utterances to convey meaning. Moreover, Burkart (1998) also argues that

speaking is needed in learning to control and assess learning achievement. Therefore, speaking requires students to learn the way to have good communication and to measure their language skills. One of the encouraging factors for the students in learning speaking skills is motivation. According to Menggo (2018), motivation is one of the prime factors that influence the speed and amount of success of foreign language learning. Usually, the students who have good motivation become more focused, do not easily give up, and decrease the feeling of being bored with the subject.

Meanwhile, the students found some difficulties in learning and practicing speaking skills. One of the factors that hold up the students to speak is the emotional factor like anxiety. MacIntyre & Gardner (1991) said that anxiety is a kind of worry and fear of facing a situation. Anxiety is one of the potential barriers to EFL students' willingness to use a foreign language. It means that anxiety and motivation factors may impact the students' speaking performance. Then, (Escobar Fandiño et al., 2019) argued that motivation could influence positively the students' learning achievement. Meanwhile, in the previous study about anxiety, the previous researcher argued that anxiety indicated as one of the negative factors to the students' language achievement (Nimat, 2013). Nevertheless, Pamungkas (2018) stated that language anxiety can facilitate students to overcome their fear of task. Then, (Aguila & Harjanto, 2016) said that anxiety has either facilitative or debilitative effects on one's learning process.

Moreover, according to The Minister of Education and Culture of Indonesia's decision at the beginning of last March 2020 to use online learning in the learning process as the impact of the pandemic situation Covid-19 in Indonesia. Stern (2018) stated that online learning is education using the internet as the whole basis.

Therefore, this study was conducted as the new study about English education in the online learning process. It is also due to the different results of the previous study about anxiety. It means that a further investigation of this problem needs to

be carried out and for that reason this current study conducted using different conditions with speaking class as usual with different variable, data, and object of the study.

METHOD

Design

This study was conducted using a quantitative research design that focusing on the causal correlation research. There are two independent and one dependent variable in this study. Therefore, all the data were processed with a quantitative analysis using the multiple linear regression analysis approaches in the SPSS V.20 program for windows. This multiple linear regression analysis was to know the influence of motivation and anxiety to the students' speaking performance in online learning partially and simultaneously. Then, the data were collected using questionnaire of motivation (AMTB) that adopted from Gardner (2004) and questionnaire of anxiety (FLCAS) that adopted from Horwitz et al. (1986) Also, the result of the questionnaire would be compared with the students' final score of speaking III class.

Subject of the Study

The population of this study is from speaking III class of the third semester of English education department program University of Islam Malang. The sample of this study was taken using simple random sampling technique and got 98 students as the minimal sample of this study.

The procedures of data collection of this study were giving the questionnaire to the students to check the validity and reliability of the data first. After the items in the questionnaire was fixed then, the researcher spread the questionnaire to the all the students of the sample in this research. The questionnaire was share using google form. After the total score of the questionnaire was obtained, the researcher analyzed the data using V.20 program for windows. The researcher also collected the students final score of speaking III class to be compared with the students' total score of the questionnaire.

FINDINGS AND DISCUSSION

The findings were focused on analyzing the data from the questionnaire and the students' final test scores in speaking. The data from the questionnaire were analyzed using multiple linear regression analysis in SPSS V.2 program for windows. The researcher analyzed the data using assumption test, then the researcher conducted the hypothesis test to answer the research question of this study. The assumption showed that the data that were obtained had normally distributed, linear, had no heteroskedasticity, multicollinearity, and auto-correlation. Therefore, the next analysis was conducted by using t-test and F test..

The t-test was taken to answer the first and second problems in this research. T-test was analyzed to know how far the influence of the independent variable partially in explaining the dependent variable. The first findings was to know whether motivation can influence the students speaking performance or not.

Table 4.1 The Results of the Motivation and Anxiety to the Students Speaking Performance Partially (t-test)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	B		
Constant	80.271	6.166		13.019	.000
Motivation	.174	.055	.293	3.193	.002
Anxiety	-.157	.045	-.323	- 3.527	.001

Therefore the equation of the regression obtained was using this below equation.

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 80.271 + 0.174 X_1 - 0.157 X_2 + e$$

From the results of the data, the first problems can be answered by looking at the t_{count} and significance value obtained by the motivation variable. It can be seen that the t-test was obtained t_{count} 3.193 and the t_{table} 1.661. It means that the t_{count} value was higher than the t_{table} . Then, the significance value was 0.002

which means that it is under than 0.05. So, from the results it can be interpreted that the data had a significant influence. In the other words, the student's with high motivation (X1) had a high significant influence the students' speaking performance (Y). Moreover, from the regression equation showed that the regression coefficient value of motivation (X1) was 0.174. It means that for every increment in motivation (X1) 1 %, then, the speaking performance (Y) would be also increased up to 17.4 %.

Meanwhile, the second problems can be answered by looking at the value of anxiety. The t_{count} obtained was (-3.527) and the significance value was (0.001). However, because anxiety was discouraging factor in speaking, then, the decision made of this analysis was have to be carried out using the left side of the curve hypothesis testing. So, the t_{table} obtained become (-1.661). Therefore, it means that the t_{count} value obtained in the anxiety analysis was higher than the t_{table} value (-3.527 > -1.661). Also, it means that every increment in Anxiety (X2) 1 %, then, the students' speaking Performance (Y) would be decreasing until 15.7 %.

The last was to know the third problems of this study. Therefore, the researcher was conducted a F-test to know the simultaneously influence of motivation and anxiety.

Table 4.2 The Results of the Motivation and Anxiety Simultaneously to the Students' Speaking Performance (F test)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	260.859	2	130.430	13.192	.000
Residual	939.291	95	9.887		
Total	1200.150	97			

From the Table 4.2, it can be seen that the F_{count} 13.192 and the F_{table} got was 3.09 which means that $F_{\text{count}} > F_{\text{table}}$ (13.192 > 3.09). Also, the significance value was 0.000, it showed that the significance value was under 0.05. In other words, there was a significant influence between motivation (X1) and anxiety (X2) simultaneously to the students speaking performance (Y).

Based on the first finding of this study that proved from the t-test obtained and the significance value results, the students' motivation (X1) was influenced the students' speaking performance (Y). It means that if the student's motivation was high, the speaking performance of the students would be also high. This result was in line with the theory of Hernandez (2010) who said that motivation is an important factor in shaping the development of speaking proficiency. This means that motivation helps the students to improve their speaking skills.

Meanwhile, according with the second finding, the t-test decision obtained from using the left side of the curve in the hypothesis testing and the significance value between anxiety and the students' speaking performance showed that anxiety (X2) had inversely significantly influence the students' speaking performance (Y). It can be said that the students with high anxiety level had low speaking performance and the vice versa. In other words, anxiety gives a debilitating influence to the students' speaking performance. This research was in line with the theory of Phillips (1992) that said students who had a negative experience with anxiety might be frightened by oral evaluation and take a fewer number of courses. It means that the students' negative emotional factor like anxiety can hold up the students' desire in learning.

The third finding was to know the influence of both independent variable simultaneously to the dependent variable. Then from the analysis it can be said that the results showed there was a significant influence between the two independent variables simultaneously to the one dependent variable or in the other words motivation (X1) and anxiety (X2) simultaneously influenced the students' speaking performance (Y). This can be said as the new research found in the English education and the result was in line with the previous study that analyze each of independent variable effect partially. All in all, the motivation and anxiety can influence the students' speaking performances both partially or simultaneously.

CONCLUSION AND SUGGESTIONS

The first finding was described that from the t-test analysis, it showed that motivation had significant influence the students' speaking performance. In other

words the students who have high level of motivation, then their speaking performance would be better. Meanwhile the second finding showed that the t-test result had to be carried out using the left side of the hypothesis curve decision. From the result showed that anxiety had inversely influence the students speaking performance. It means that students with a higher level of anxiety got a low score in speaking performance and the vice versa.

From the last finding using F-test, the result showed that F value was high and the significance value was (0.000) which means under 0.05. It can be said that both two variables simultaneously had a significant influence on the students speaking ability. Briefly, the high score of motivation and the low score of anxiety made a high score of students speaking performance. Then, the low score of motivation and the high score of anxiety made a low score of students speaking performance.

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Advisor I,



Drs. Yahya Alaydrus, M.Pd.
NPP. 1930200034