

## **THE CORRELATION AMONG MOTIVATION, ANXIETY, AND SPEAKING ABILITY ON 3 DIPLOMA STUDENTS IN PALEMBANG**

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**Abstract:** The objective of this research was to find out whether or not there was a correlation among motivation, anxiety, and speaking ability. The sample of this research was taken by using total sampling with a total of 105 students of STIK Bina Husada, STIKES Pembina, and Polytechnic Anika Palembang in the academic year of 2018/2019. The data were obtained by using questionnaires and speaking test. To verify the hypotheses, the primary data were analyzed by using correlation and regression analyses by means of SPSS version 21.00 computer program. Based on the data analysis, the correlation coefficient ( $r_{xy}$ ) was 0.959 at the significance level of  $p < 0.05$  in two-tailed. Since the value of  $r_{obtained}$  was higher than the critical value of  $r_{table}$  ( $0.959 > 0.1918$ ), the null hypothesis ( $H_0$ ) was rejected and consequently, the research hypothesis ( $H_a$ ) was accepted. This showed a significant correlation among motivation, anxiety and speaking ability on diploma students in Palembang. Then  $R^2$  (the coefficient determiner) was 0.92, it meant that motivation influenced the students' anxiety and speaking ability was 92 %. In other words, there was a significant influence of motivation on the students' anxiety and speaking ability.

**Keywords:** motivation, anxiety, speaking ability

### **INTRODUCTION**

English is a language that becomes a target language where people compete to be able to use the language in their daily activities. Since English is an international language, English is important to be learned. According to Kesgin and Arslan (2015), it is important to learn a foreign language to be a part of persons' live in a globalized world and there is no doubt that English is an

international language as well as a language of mass media, such as on computers and television. English is always taught in Indonesia from elementary to university level, with the hope that students can actively speak English as a second language. One characteristic of success in mastering a second language can be seen from how well students use the language itself.

Using language means when someone can communicate a language both in writing and verbally with the community. However, speaking more confidently than writing. Sometimes, when students speak English with others, they do not know the mistakes they made and the wrong articulations they produce. The speakers or students must decide the message and communicate it without taking much time

Success in mastering a language is not only seen from success in speaking or writing, but also from the ability to hear and read. It is because in a language there are four skills should be learned, namely writing, reading, listening, and speaking. Some factors that often affect one's success in mastering English as a second language are, first; motivation. Motivation is one of the psychological factors that influence language learning. It is said that students will succeed with the right motivation. Harmer (2003) states that motivation is very important

for success: that people must be willing to do something to succeed.

Without motivation, learners almost certainly fail to make the necessary effort. Motivation plays an important role in the language learning process. Successful learners know their preferences, strengths, weaknesses, and effectively utilize strengths and compensate for weaknesses. Language learning is successfully associated with students' interest. In particular, students' motivation is important in the development of speaking skills. Motivation is a term to describe successes and failures or almost all complex tasks (Brown, 2008). It is very easy in language learning to claim that a learner will be more successful with the right motivation. In addition, motivation is all the forces that encourages someone to do something (Nasution, 2000). This means that there are positive effects that affect a person to do many activities

Motivation is one of the most interesting variables used to explain students' differences during language learning (Pintrich and Schunk, 2002), and motivation is one the most significant factors that influence the level and success of language learning (Dornyei, 1998). Due to motivation as the way success in learning, anxiety has a big role for the students to achieve the goals of learning. According to Roccas and Brewer (2002), anxiety is seen as detrimental to performance on learning tasks that require deliberate attention and effort. Furthermore, Sanders and Wills (2003) describe anxiety in general as “a complex, multifaceted experience, a feeling which comes flooding into our whole selves, affecting many different aspects of our being”. Foreign language anxiety is defined as the “worry and negative emotional reaction aroused when learning or utilizing a second language” (Young, 1999). It was also supported by Ewald (2007) that states

anxiety experienced in learning English language can be debilitated and may influence students' achievements of their goals. In other words, anxiety is one of the most significant factors affecting language learning

Furthermore, Ellis (1999) states that anxiety can be divided into two, namely facilitative and debilitative. Facilitating anxiety is said to be motivators to the learners in putting the efforts in language learning while debilitating anxiety is the type of anxiety which causes learners to avoid the language learning process. Furthermore, Noels, Clement, and Pelletier (1999) state "The more students feel motivated, the less effort they will expend and the more anxiety they will feel". In line with Noels, et al (1999), they say that both motivation and anxiety play a vital part in English learning outcomes, moreover, they are closely related to each other in second and foreign language acquisition (Liu and Huang, 2011).

The influence of students' level of motivation and anxiety in language has an impact on students' low ability in their abilities, especially their ability to speak English. Speaking is a productive ability that aims to convey messages, ideas, or ideas to listeners. According to Harmer (2001), speech is the ability to speak fluently presupposes and not only knowledge of language features, but also the ability to process information and language. In the processing information of speaking, the speaker must have confidence in conveying that information to the listener. However, if the speaker has anxiety and fear in speaking, the information will not be clear to the listener.

The researcher concluded that motivation and anxiety were related to the achievement of English. Based on the above, the researcher conducted a study with the title "Correlation among Motivation, Anxiety, and Speaking

Ability on 3 Diploma Students in Palembang".

## **METHODOLOGY**

The researcher used a correlation study in conducting in the present research. In this study, the researcher would like to find out the correlation among motivation, anxiety, and speaking ability on 3 diploma students in Palembang. A Pearson product-moment coefficient was used in this study. The researcher used a total random technique in this study. The sample was 105 from a total of the population which were from STIK Bina Husada, STIKES Pembina, and polytechnic Anica in Palembang.

To collect the data, the researcher distributed the questionnaire and test. Brown (1991, p.2) states that the test is a method of measuring a person ability of knowledge in a given area. From the statement above, the researcher used; motivation and anxiety questionnaire test and speaking test. The further

explanation of both tests were explained below.

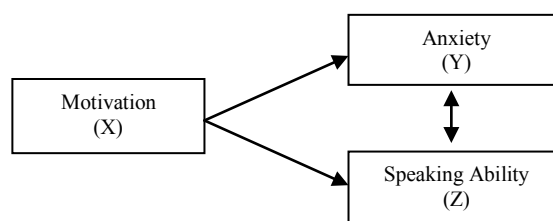
*Motivation and anxiety questionnaire test.* The researcher distributed motivation and anxiety questionnaires in English to the samples students. Motivational questionnaire tests were adapted from the *Likert scale format of Gardner's Attitude/Motivation Test Battery (AMI)* (Gardner and Lambert, 1972) which consisted of 20 questions. While the questionnaire in language anxiety is adapted from the *Foreign Language Classroom Anxiety Scale* from Yaikhong and Usaha (2012) which consisted of 25 questions.

*Speaking test.* The researcher asked the students to speak orally based on the topic that they had chosen from six topics. They spoke based on the time allocation without reading the text based on their knowledge of English.

In this study, the researcher asked two raters to assess the students' speaking. The researcher asked two

lecturers from the English major of Sriwijaya University and Tridianti University to find the scoring of the students' speaking. To score the students speaking test, the researcher used speaking rubric from David P. Harris (1969).

There are two possible results of this correlational study; there is a correlation and there is no correlation. The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00

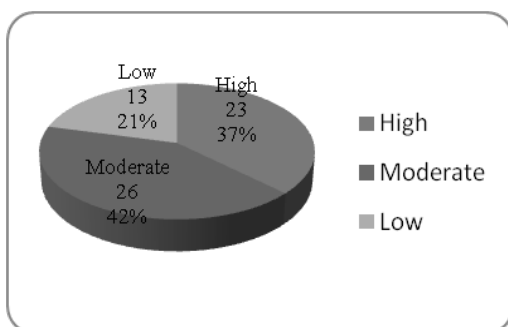


*Source: Sugiyono, (2006, p.50)*

## RESULT AND DISCUSSION

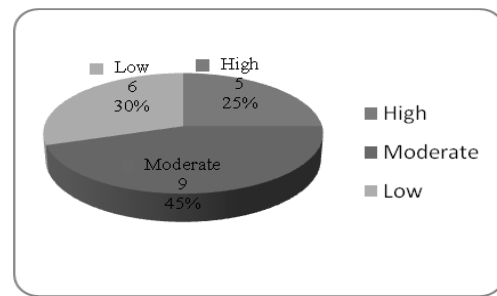
From analyzing the data, the study found important things. There are some important findings of this study. **First**, based on the analysis on the motivation questionnaire test results of STIK Bina

Husada students showed the assessment was divided into 3 categories, namely high, moderate, and low. From the results of the analysis it was found that 23 (37%) students were in the high motivation category, 26 (42%) students were at moderate motivation category, and 13 (21%) students were at low motivation category, the lowest score was 35, and the highest score was 96. See Chart 1.



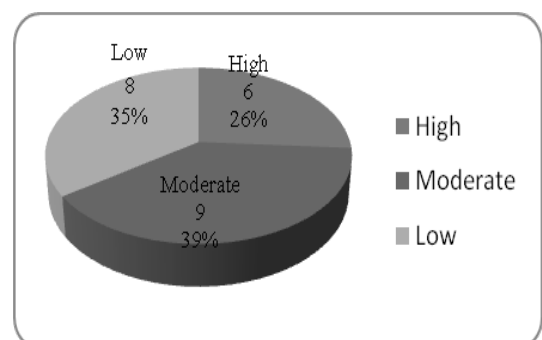
**Chart 1. The Motivation Frequency Distribution of STIK Bina Husada**

**Second**, based on the analysis on the motivation questionnaire test results of STIKES Pembina students showed, 5 (25%) students were in the high motivation category, 9 (45%) students were at moderate motivation category, and 6 (30%) students at low motivation category, the lowest score was 45, and the highest score was 95. See Chart 2.



**Chart 2. The Motivation Frequency Distribution of STIKES Pembina**

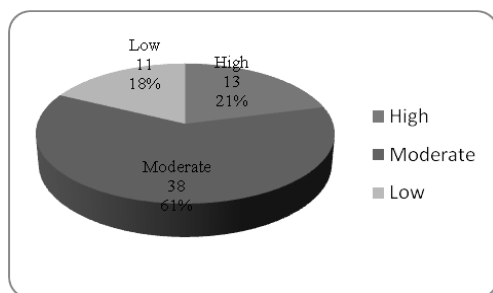
**Third**, based on the analysis on the motivation questionnaire test results of Polytechnic Anika students showed, 6 (26%) students were in the high motivation category, 9 (39%) students were at moderate motivation category, and 8 (35%) students were at the low motivation category, the lowest score was 25, and the highest score was 95. See chart 3.



**Chart 3. The Motivation Frequency Distribution of Polytechnic Anika**

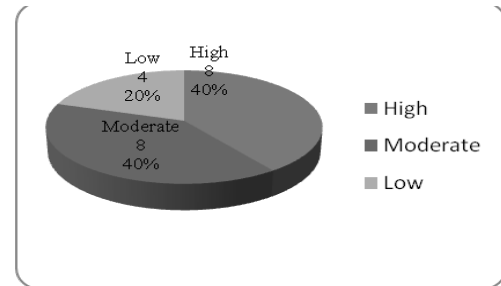
**Fourth**, based on the analysis on the anxiety questionnaire test results of STIK Bina Husada students showed, 13 (21%)

students were in the high motivation category, 38 (18%) students were at moderate motivation category, and 11 (18%) students were at low motivation category, the lowest score was 25, and the highest score was 95. See Chart 4.



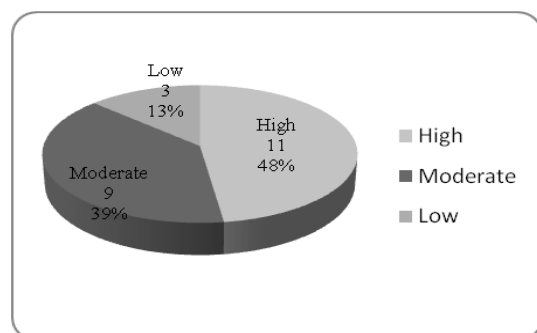
**Chart 4. The Anxiety Frequency Distribution of STIK Bina Husada**

**Fifth**, based on the analysis on the anxiety questionnaire test results of STIKES Pembina students showed that 8 (40%) students occupied a high motivation category, 8 (40%) students were at moderate motivation category, and 4 (20%) students are at a low motivation category, the lowest score was 40, and the highest score was 95. See Chart 5.



**Chart 5. The Anxiety Frequency Distribution of STIKES Pembina**

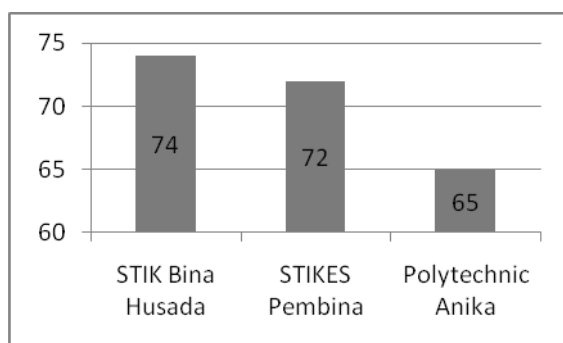
**Sixth**, based on the analysis of the anxiety questionnaire test results of Polytechnic Anika students showed that 11 (48%) students were in the high motivation category, 9 (39%) students were at moderate motivation category, and 3 (13 %) students are at a low motivation category, the lowest score was 28, and the highest score was 94. See Chart 6.



**Chart 6. The Anxiety Frequency Distribution of Polytechnic Anika**

**Seventh**, based on the analysis on the speaking test results showed the average score, mainly; the average of STIK Bina Husada was 74, while in

STIKES Pembina was 72 and Polytechnic Anika was 65. See Graphic 1.



**Graphic 1. The Average Score of Speaking Distribution**

**Eighth**, based on the results of Pearson product-moment analysis, the researcher was found that there was a significant correlation among motivation, anxiety and speaking on STIK Bina Husada students. The analysis showed that there was a correlation between motivation and anxiety with  $r_{\text{value}}$  was 0.973. there was a correlation between motivation and speaking with  $r_{\text{value}}$  was 0.972 and there was a correlation between anxiety and speaking with  $r_{\text{value}}$  was 0.961 at the significance level of  $p < 0.05$  in two-tailed testing with  $df = 61$ , the critical value of  $r_{\text{table}}$  was 0.2108 and the  $r_{\text{value}}$  obtained were higher than

the critical value of  $r_{\text{table}}$ , so the null hypothesis ( $H_0$ ) was rejected and consequently, the research hypothesis ( $H_a$ ) was accepted. See Table 1.

**Table 1**  
**The Correlation among Motivation, Anxiety, and Speaking of STIK Bina Husada**

		Motivation	Anxiety	Speaking
Pearson Correlation	Motivation	1.000	.973	.972
	Anxiety	.973	1.000	.961
	Speaking	.972	.961	1.000
Sig. (1-tailed)	Motivation	.	.000	.000
	Anxiety	.000	.	.000
	Speaking	.000	.000	.
	N	62	62	62

\*\* Correlation is significant at the 0.01 level (2-tailed)

**Ninth**, based on the results of Pearson product-moment analysis, the researcher was found that there was a significant correlation among motivation, anxiety, and speaking on STIKES Pembina students. The analysis showed that there was a correlation between motivation and anxiety with  $r_{\text{value}}$  was 0.996. there was correlation between motivation and speaking with  $r_{\text{value}}$  was 0.969 and there was correlation between anxiety and speaking with  $r_{\text{value}}$  was 0.970 at the significance level of  $p < 0.05$  in two tailed testing with  $df = 19$ , the critical value of  $r_{\text{table}}$  was 0.4329 and the  $r_{\text{value}}$  obtained were higher than the critical value of  $r_{\text{table}}$ ,



so the null hypothesis ( $H_0$ ) was rejected and consequently, the research hypothesis ( $H_a$ ) was accepted. See Table 2.

**Table 2**  
**The Correlation among Motivation, Anxiety, and Speaking of STIKES Pembina**

		Anxiety	Motivation	Speaking
Pearson Correlation	Anxiety	1,000	.996	.970
	Motivation	.996	1,000	.969
	Speaking	.970	.969	1,000
Sig. (1-tailed)	Anxiety	.	.000	.000
	Motivation	.000	.	.000
	Speaking	.000	.000	.
N		20	20	20

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Tenth**, based on the results of Pearson product-moment analysis, the researcher was found that there was a significant correlation among motivation, anxiety, and speaking on Polytechnic Anika students. The analysis showed that there was a correlation between motivation and anxiety with  $r_{\text{value}}$  was 0.912, there was correlation between motivation and speaking with  $r_{\text{value}}$  was 0.833, and there was correlation between anxiety and speaking with  $r_{\text{value}}$  was 0.811 at the significance level of  $p < 0.05$  in two tailed testing with  $df = 22$ , the critical value of  $r_{\text{table}}$  was 0.4044 and the  $r_{\text{value}}$  obtained were higher than the critical

value of  $r_{\text{table}}$  so the null hypothesis ( $H_0$ ) was rejected and consequently, the research hypothesis ( $H_a$ ) was accepted. See Table 3.

**Table 3**  
**The Correlation among Motivation, Anxiety, and Speaking of Polytechnic Anika**

		Motivation	Anxiety	Speaking
Pearson Correlation	Motivation	1,000	.912	.833
	Anxiety	.912	1,000	.811
	Speaking	.833	.811	1,000
Sig. (1-tailed)	Motivation	.	.000	.000
	Anxiety	.000	.	.000
	Speaking	.000	.000	.
N		23	23	23

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Eleventh**, based on the results of Pearson product-moment analysis, the researcher was found that there was a significant correlation among motivation, anxiety, and speaking on 3 Diploma students. The analysis showed that there was a correlation between motivation and anxiety with  $r_{\text{value}}$  was 0.959, there was correlation between motivation and speaking with  $r_{\text{value}}$  was 0.958, and there was correlation between anxiety and speaking with  $r_{\text{value}}$  was 0.943 at the significance level of  $p < 0.05$  in two tailed testing with  $df = 104$ , the critical value of  $r_{\text{table}}$  was 0.1909 and the  $r_{\text{value}}$  obtained were higher than the critical value of

$r_{table}$ , so the null hypothesis ( $H_0$ ) was rejected and consequently, the research hypothesis ( $H_a$ ) was accepted. See Table 4.

**Table 4**  
**The Correlation among Motivation, Anxiety, and Speaking of 3 Diploma Students**

		Motivation	Anxiety	Speaking
Pearson Correlation	Motivation	1,000	.959	.958
	Anxiety	.959	1,000	.943
	Speaking	.958	.943	1,000
Sig. (1-tailed)	Motivation	.	.000	.000
	Anxiety	.000	.	.000
	Speaking	.000	.000	.
N		104	104	104

## DISCUSSION

To strengthen the value of this study, the followings are some interpretations based on the results of the data analysis. To be mastered in speaking, motivation has one of big factor that influences the anxiety and ability to speak. When the students have great motivation, it leads them not to be fear in using English. When they are not fear to use English, they become more confident to use their speaking ability.

Based on the result of the study, it was found that there was a correlation among motivation, anxiety, and speaking

on 3 diploma students because the correlation coefficient was high correlation category. Based on the data, the result showed that students' motivation took place on their activities. Motivation had an important role in the language learning process. The motivation was as an organizer on their self which aroused their desire to learn. In the learning process, motivation also gave influence on students' anxiety. When the students had high motivation, they also had low anxiety on the English language that lead them to success on the learning process especially in speaking. Motivation and anxiety influenced learners in the second/foreign classroom. In terms of language learning, it was significant to understand how motivation and anxiety interact with each other. Based on Brown, Robson, and Rosenkjar (2001), high motivation and low anxiety are two key factors that related to success in language learning. To reduce learners' anxiety and increase

their learning motivation, instructors might also take the affective learning atmosphere into consideration.

Students who were motivated needed to force themselves to practice and made themselves had a positive habitual to speak English. Motivation drove the students to pay more attention to the subject. Motivation made the students ready in the teaching-learning process. As a result, the students understood easily about the material in speaking English. The students who were motivated had to practice their ability in their spare time. It was because an enjoy feeling on their self so that they were happy in doing this activity. As Krashen (1981) states that with high motivation, self-confidence, good self-esteem, and low-level anxiety, the student will be better for success in second language acquisition. Furthermore, low motivation, low self-confidence, and low self-esteem and debilitating anxiety formed a mental

block that prevents comprehensible input for language acquisition.

## **CONCLUSION**

In this study, the researcher points out to find the correlation among motivation, anxiety, and speaking ability. The students' motivation toward English gave positive significant correlation on their anxiety and speaking ability. Furthermore, based on the results of Pearson product-moment analysis, it was found that students' motivation had a positive significant correlation to the anxiety with high correlation category, motivation had a positive significant correlation to the speaking ability with high correlation category and anxiety had a positive significant correlation to the speaking ability with high correlation category.

The results showed that the students who had good motivation tended to have anxiety in English that lead them good in speaking ability. It can be

concluded that students who had high motivation tended to have low category of anxiety because of low anxiety in using language, especially in speaking ability. In addition, the students will be more confident when speaking English compared to motivated students who were reluctance and had high anxiety.

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