

Students' Anxiety and Motivation to Speak English at Islamic Boarding School

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Abstract

Background:

Numerous studies on anxiety and student speaking motivation have been conducted. However, few research have been conducted on this topic, particularly in Islamic boarding schools. This study was conducted to find out the correlations and influences of students' anxiety and motivation to students' speaking English achievement.

Methodology:

One hundred and thirteen students Islamic Boarding School (IBS) of Nabil Husein Samarinda participated in this study. A stratified random sampling technique was used in this study. Foreign Language Classroom Anxiety (FLCAS) and Attitude Motivation Test Battery (AMTB) were used as instruments. Multiple Regression and Path Analysis were used as data analysis techniques to analyze the data.

Findings:

80.4% of students' anxiety influenced to students' speaking English Achievement. The next finding showed that students' anxiety correlated to students' motivation at 94.7%. It indicated a strong correlation where the degree of correlation at 0.897. As well the students' motivation also affected students' speaking English achievement on the degree at 79.9%. The last finding showed that students' speaking English was affected by students' anxiety and motivation simultaneously.

Conclusion:

This article explains how the students' anxiety and motivation influence to speak English achievement.

Originality:

This research conducted to find out the correlations and the influences of students' anxiety and motivation to students' speaking English at Islamic Boarding School of Nabil Husein Samarinda.

Keywords : *Anxiety; Motivation; speaking English; Islamic Boarding School.*

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1. INTRODUCTION

Talking is one of the main expertise of four abilities besides tuning in, perusing, and composing (Ur, 1996:120). The instrument of language students are tuning in and speaking (Brown, 1994). As one of the marks of dominating English, talking expertise is essential and significant for English students since it is one of the ways of estimating whether one can dominate a language or not (Fauzan, 2014) and (Fauzan, 2016). Baker and Westrup (2003) expressed that those students who have the capability and ability to communicate in English have a more noteworthy possibility of landing a great position, better advancement, and better instruction. Close to that, communicating in English plays a significant part in different exercises, for example, at work, in school exercises, and in different spots. It, in some cases, gives a decent impact and upgrades one's very own life when she or he has a decent ability in communicating in English.

Speaking skill is presumed as one of the most troublesome subjects for certain understudies who have low confidence and an absence of inspiration (Leong et al., 2017). Communicating in English is troublesome on the grounds that some English students have issues like the absence of jargon, elocution, punctuation, and familiarity (Sayuri, 2016). He proceeded with that occasionally a portion of the English students think nothing when they are remaining to discuss front of different understudies even they have arranged well the thing they will talk

Tension incredibly disappoints or disturbs English students who are expected to talk in the study hall exercises and test execution. Understudies at starting levels in college usually experience the name of nervousness in unknown dialect homeroom (Horwitz et al., 1986).

Anxiety in learning second and unknown dialects has been perceived in language securing research. It can occur for every individual who is learning unknown dialect at any level; Sila (2010) says that Foreign language uneasiness is accounted for in open abilities at amateur levels and afterward in useful abilities as the levels advance. It has an assortment of factors where the tension comes and stays in understudies' learning interaction. Attention to their language skill when they are imparting influences uneasiness and disquiet likewise. Frantzen (2005) says that generally, while the interfacing among understudies and local speakers, talking in class (unprepared), and getting ready day to a day class that requests cooperation, understudies got stressed where all since they needed to create language. Also, she says that the more helpless yield uneasiness and less confidences are the point at which

they contrast themselves adversely and their more experienced colleagues. As stated by Hwa and Jaya (2017) that discernment, English homeroom talking nervousness, and physiological tension were the mean variables of the understudies talking uneasiness.

It involves insecurities as far as a scholastic accomplishment as well as a result of the personal connection between language and self-articulation, additionally regarding self-introductions (Darby & Schlenker, 1986). Different variables that might add to the English students' uneasiness are getting trouble copying in a standard English study hall, restricted instructor commitment, and absence of English capability (Cummins, 1985). Moreover, A study conducted by Williams & Andrade (2008) expressed that the most anxiety is related to the handling phases of the learning system, where the explanation in view of dread of establishing a terrible connection or getting a negative assessment that causes the understudies to feel powerlessness to articulate one's thoughts plainly and accurately. In another finding, an educator has contributed to the understudies' tension causes, where anxiety toward negative assessment made sense of this, according to the instructor.

A few areas of specialists have expressed that situational variable play a significant part in the understudy's tension, similar to course exercises, level, association, and information. As stated by Toth (2011) that a few understudies feel scared of being called upon to communicate in English in the study hall, they feel awkward in their group, and they will generally say nothing even she or he realizes what will talk and has sentences in her or his brain. He proceeded with that psycho-physiological side effects likewise influence the understudy's nervousness, as out of the blue sweat-soaked and heartbeat up. The educator's way of behaving, as unforgiving habits in adjusting understudy's slip-up, is one of the inciting understudy's nervousness also (Young, 1991). The same statement was revealed by Samimy (1994) where the instructor's judgment disposition and a brutal way of education very give a commitment to the language nervousness, and no educator's help, the unsympathetic character of the educator, and not the educator's very own consideration enough reason the understudies can't adapt to their new dialect learning climate.

Motivation in language learning is one of the important triggers to provoke or stimulate foreign language learning (FL) and helps to sustain language (Dornyei, 1994). He continues that the most general and well-known distinctions in motivation theories are that between intrinsic and Extrinsic Motivation. Extrinsically motivated behaviors are those who perform to get and receive rewards and avoid punishment. Intrinsically behaviors, the

rewards are internals, essentially performing an activity for its own sake rather than to get some external things.

Based on Khodadady and Khajavy (2013) say that EFL learners who are unmotivated, it is more anxious than motivated students. But on the contrary, Shinge (2005) states that she did not find any correlation between anxiety and motivation. It is one of the indications that the interplay between students' anxiety and motivation could happen or not because every classroom situation gives different reactions for every student in different ways. Those students who are anxious do not mean they are unmotivated.

This study stated different findings as like stated Khodadady, Khajavy and Shinge (2013; 2005) where the study result showed that between students' anxiety and students' motivations had a strong correlation and both affected to English speaking achievement simultaneously as well. In this case, as English teachers also have to minimize the student's anxiety in order to increase their English achievement and get better in motivation. To overcome these problems, forming friendships, balance of instructional languages, be more active and willing participative in language activities helped language anxiety (Darmi & Albion, 2012, Humphries 2011, and Chan & Wu, 2004).

Since one of the researcher is one of the English educators in the Islamic all-inclusive school. He frequently gets understudy's complaints connected with English illustration and exercises. He observed that the understudies who have high inspiration have the option to communicate in English, even though generally they like English. On the opposite side, the understudies are reluctant to orally train and partake in English homeroom exercises. In reality, they have an awesome opportunity to utilize and rehearse English out of the study hall on the grounds that the understudies are boarding and remain in a similar spot and run exercises together. It is the reason why the researcher is interested in conducting a study about "students' anxiety and motivation to speaking English achievement." This article explains how the students' anxiety and motivation influence to speak English achievement.

2. LITERATURE REVIEW

A few scientists led research in the field of uneasiness in English unknown dialect settings. Andrade & Williams (Andrade & Williams, 2009) observed that some level of uneasiness impacted 75% of the students and that the incapacitating parts of tension firmly frustrated around 11% of them. Different discoveries incorporate tremendous contrasts between male-female and high-low seen capacity bunches on a few ward factors. English

Foreign Language Learners (EFL) who had no mindfulness and volition of the significance of English were the variables that impacted understudies' anxiousness (Trang et al., 2012).

Chan & Wu (2004) expressed that (English growth opportunity); (language uneasiness) low capability, feeling of dread toward pessimistic assessment, rivalry of games, restless character, tension from understudies themselves and their folks; (nervousness inciting circumstances) tests, talking before others, spelling, unfathomable information, addressing local speakers; every one of them impacted understudies' tension, and (equilibrium of educational dialects) helped understudies' lower unknown dialect tension.

Repetitive language nervousness can be at each phase of language learning. The inescapable feelings can be additionally crippling, and students' convictions about the idea of language learning are challenging to change. While language instructors might have measures to decrease the nervousness level of L2 students, students themselves ought to be really willing and dynamic in utilizing the language to accomplish a more certain effect on learning (Darmi & Albion, 2012). Humphries (Humphries, 2011a) expressed that shaping fellowships assists with decreasing the pressure experienced by second language understudies outside the language study hall, on the grounds that between companions, the apprehension about regrettable assessment is diminished and the degree of certainty expanded.

English Language Anxiety Scale (ELAS) and subjective examinations of language uneasiness through individual meetings were utilized to research the impact of language nervousness on center school understudies in the 6th grade to communicate in English in the ESL and standard study hall. Then, at that point, the finding showed that center school ESL students have numerous comparable emotive responses that college understudies have while talking. Fears of articulation, talking 'on the spot,' peer/instructor chuckling, and areas of learning impacted both center school understudies and grown-ups (Zgutowicz, 2009).

Joe et al. (2017), in their research finding, stated that the key factor in determining the quality of students' motivation is the L2 classroom; thus, it contributes to a willingness to communicate and get success in L2 learning, and the intrinsic motivation has a stronger relationship to WTC learners. A study (*Interplay Among Anxiety, Motivation, and Autonomy in Second Language Learners of French*) which was conducted by Shige (2005) showed the result between anxiety and motivation was not correlated. The correlation of changes from test to retest showed the correlation between anxiety and motivation still on Correlation Coefficient at -0.330 and sig. 0.065 where it inferred that between motivation and anxiety

was a low negative correlation. It was different from some studies that said anxiety and motivation are interconnected.

Speaking is the action of communicating thoughts and considerations through verbal language. The capacity to comprehend what others say and to reply in an objective language is a sign of the dominance of the language. Nunan (1992) states that the capacity to work in one more language is, for the most part, portrayed as far as having the option to communicate in that language. Individuals measure the authority of a language by seeing regardless of whether one can communicate in the language. The education of talking ought to empower the understudies to utilize the language orally in genuine correspondence. Penny (1996) states that talking appears to be naturally the main: individuals who realize a language are alluded to a 'speaker' of that language, as though talking incorporated any remaining sorts of knowing, and numerous while possibly not most unknown dialect students are basically keen on figuring out how to talk.

Talking is more earnestly than perusing, tuning in, or composing for two reasons. Talking occurs progressively; typically, the individual we are conversing with is sitting tight for us to talk right then. We can't alter or update what you need to say (Bailey, 2003). Burns and Joyce (1999:7) state that Communicating in a language is different from the composed language in its examples and constructions. It utilizes casual types of language.

Speaking is going to arrange meaning and deal with the discussion among at least two individuals. Oral correspondence affects at least two individuals in arranging implications (Nunan, 1992). Individuals who include in the discussion ought to deal with the discussion well. They ought to guarantee who expresses, what might be said about, whom, and when it occurs. Talking occurs continuously and immediately; for that reason, the speakers ought to empower to communicate their sentiments and contemplations naturally, utilizing the capacity of talking expertise, involving the information on the language as well as being able to arrange implications, deal with the discussion, and to precipitously talk. This is the key to effective talking, especially English talking.

As an individual, we want to talk during the entire day's exercises. Thornby (2005:1) says that talking is such a lot of a piece of day-to-day existence that we take more time for conceded. Everybody creates 1,000 words consistently. We do everything over again every day. Many individuals battle to talk in such a manner in an unknown dialect. With regards to English talking, one ought to attempt to communicate in English utilizing English words and

sentences with the right elocution. Thornby (2005:5) states that the mix of vowels and consonants permits the English speaker to deliver words and sentences.

Communicating in English isn't just about the words, sentences, or elocution; however, it is likewise connected with the substance of the talking. One ought to focus on what she is referring to and attempt to oversee it. Burns and Joyce (1999:2) state that talking is tied in with making and trading meaning. Talking empowers the speakers to take part in friendly circumstances and associate with others. As speakers, they can (1) request things that they need, (2) get others to react to their solicitation, (3) express who they are as people, (4) associate with everyone around them, (5) investigate their reality and figure out how things work, (6) express things that happen in their creative mind, and (7) trade data with others

Uneasiness played among the numerous factors that influence unknown dialect learning. Horwitz, and Cope (1986) say that unknown dialect uneasiness is a complex of self-insights, sentiments, convictions, and ways of behaving connected with the homeroom learning process where they can be connected with: correspondence misgivings (the feeling of dread toward speaking with different companions), test nervousness (feeling of dread toward tests, tests, and different exercises), and apprehension about pessimistic assessment (stress over how another person checks out at the person in question). Tension likewise occurred in English homeroom, understudy's insight, and brain research (Hwa & Jaya, 2017). Anxiety has been found to obstruct a few kinds of advancing; however, when it is related to learning a second or unknown dialect, it is authored as „second/unknown dialect anxiety“ (Lucas, 2011). Gardner and MacIntyre (1994) characterized language uneasiness as "the sensation of pressure and misgiving explicitly connected with second language settings, including talking, tuning in, and learning."

A few researchers have alternate points of view on tension. From those distinctions, there are three normal places of perspectives, and they are characteristic nervousness, state tension, and circumstance explicit uneasiness (Chan & Wu, 2004). *Trait anxiety*, an intention or obtained conduct demeanor that inclines a person toward seeing a wide scope of equitably non-risky conditions as compromising, and to answer these conditions with tension state responses lopsided in power to the extent of the objective risk, is generally long-lasting and consistent character include (Spielberger, 1966). *State anxiety* is misgiving experienced at a specific second on schedule, for instance, preceding taking tests. This nervousness can be incited in the showdown of the apparent danger (MacIntyre & Gardner, 1991b). The point of view on the circumstances wherein nervousness is excited, then, is hence named as

circumstance explicit uneasiness. Not at all like attribute and state viewpoint, circumstance explicit viewpoint requires the respondents to credit their nervousness to specific sources. Explicit circumstances can offer more comprehension of specific tension in different circumstances (Chan & Wu, 2004).

There are a few reasons that may be the causes of anxiety. Horwitz and Cope (1986) state that potential reasons for FLCA are correspondence misgiving, test nervousness, and apprehension about regrettable assessment. Zsuzsa (2010) asserted that what makes the uneasiness, called foreign language anxiety (FLA), not quite the same as other scholarly nerves is an interesting meta-mental component, which shows itself in students' mindfulness that "denied" their typical method for correspondence (i.e., the L1) they are to convey by means of a language in which they don't have full skill.

The nervousness can figure out the miserable outcome of learning English. Zgutowicz (2009) asserted that reasons for language uneasiness about talking through understudy interviews fluctuate, including peer embarrassment, discussing in front of local speakers, elocution concerns, and homeroom climate. Katalin (2006) states that FLA itself can inconsistently affect language learning, and as such, writing specifies both incapacitating and working with kinds of tension, where crippling uneasiness represents an impediment to language learning while working with nervousness works with or cultivates it.

Again, Zgutowicz (2009) states that essential dread understudies have is embarrassment utilizing English, among other language nervousness responses. Understudies likewise experienced more elevated levels of solace talking in ESL classes, and friends impact their affinity to talk among different elements. Ryan and Deci (2000) say *to be motivated means to be activated to do something*. Someone that feels no inspiration to move is thus characterized as unmotivated, another way she or he who is willing to do something toward an end is named as motivated.

Motivation is a process that deals with one's goal to be attained (Nadeem et al., 2014). Based on Cambridge Advanced Learner's Dictionary (2003), motivation is an enthusiasm for doing something. Motivation means an initiation process that aims to achieve specific goals.

Some researchers have studied the types of motivations, intrinsic and extrinsic motivations widely. Ryan and Deci (2000) say that Intrinsic Motivation defines as doing an activity for its inherent satisfactions rather than as distinct and separate. Someone motivates to do something for fun or challenge, and it is not because of external pressure or reward. On

one side, intrinsic motivation is rising within individuals; another side, it is rising in the relation between individuals and activities.

Still, based on Ryan and Deci (2000), extrinsic motivation is the idea of doing something in order to attain some separable outcomes. It contrasts with intrinsic motivation where it tends to do something to enjoy the activity itself. Dornyei (1994) says that the most general and well-known distinctions in motivation theories are that intrinsic and extrinsic motivation. Extrinsically motivated behaviors are the ones who perform to get and receive rewards and avoid punishment. Intrinsically behaviors, the rewards are internals; essentially performing an activity for its own sake rather than to get some external rewards.

Motivation in language learning is one of the important triggers to provoke or stimulate foreign language learning (FL) and helps to sustain language (Dornyei, 1994). On motivation, their existence of desire and intensity of effort to learn a language (Gardner, 1985). Based on Khodadady and Khajavy (2013) say that FL learners who are unmotivated are more anxious than motivated students. Furthermore, they say that FL learners who were intrinsically motivated to get a goal of language and develop knowledge were not found any negative attitude toward English class or communication fear; they felt comfortable with English class activities.

But on the contrary, a study conducted by Shinge (2005) about the interplay among anxiety, motivation, and autonomy and their influences on class performance says that she did not find any correlation between anxiety and motivation, only between motivation and autonomy was interplayed. Differences between participants' levels of anxiety and autonomy were found to have a negative correlation, but she said still possibilities of change occurring in both anxiety and autonomy. The last result revealed that those students who are autonomous are also motivated, but those students who are motivated must not be autonomous.

3. METHODOLOGY

The design of this study is quantitative research. The aim of the present study is to seek and observe the correlation between students' anxiety and motivation to speak English achievement. There are 113 students at the Islamic Boarding School of Nabil Husein as the research sample. A stratified random sampling technique was used. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Attitude/Motivation Test Battery (AMTB) questionnaires were selected as instruments. The questionnaire consists of 33 items.

The second questionnaire that would be used to measure students' Motivation was Attitude/Motivation Test Battery (AMTB), originally developed by Gardner (2004) and revised by Gardner, Tremblay and Masgoret (1997). The AMTB was modified toward speaking English by selecting items that focused on the aim of this study, from 104 items to 41 items. *Skewed analysis* was used to measure the asymmetry of the probability distribution and normality.

In this study, the participants also tested their speaking English to measure the extent of their English. Then scores were used as data on the students' speaking English. The students' test topic was based on the lesson plan of the English class subject. In the test, the students were asked to speak in English related to speaking activities. A speaking rubric was used to analyze the students' speaking tests.

Clear measurement was utilized as examination information. It is basically a bunch of systems for portraying, integrating, investigating, and deciphering quantitative information (Gay et al., 2012). In this study, the analyst directed some investigation connected with the examination instruments and the inspection of the theory.

4. FINDINGS

4.1 Influencing Students' Anxiety to Speaking English.

In conducting analysis data, the researcher used linear regression to answer H_0 hypothesis. In the data shown in the table below, the researcher found the t-value of students' anxiety to students' speaking English at -21.359 and sig. 0.00. The criteria of hypothesis testing is if t-value \leq t-table, then H_0 is accepted; otherwise, if t-value $>$ t-table, then H_0 is rejected. Based on the criteria of significance, if sig. $>$ 0.05, then H_0 is accepted, oppositely if sig. $<$ 0.05 then H_0 is rejected. The table displayed the t-value $>$ t-table (21.359 $>$ 1.982) and the sig. $<$ 0,05 (0.00 $<$ 0.05). The two criteria of the hypothesis testing conclude that the H_0 was rejected. This finding stated that the students' anxiety influenced to students' speaking English.

Table 1 Coefficients of Dependent Variable: Speaking English Achievement

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|---------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 571.058 | 18.833 | | 30.322 | .000 |
| Anxiety | -3.776 | .177 | -.897 | -21.359 | .000 |

4.2 Correlation between students' anxiety and students' motivation.

Find out the correlation between students' anxiety and motivation shown in the table 2. The criteria of the hypothesis testing are as stated in the table below. And the table showed that the $t\text{-value} > t\text{-table}$ ($44.390 > 1.982$) and the $\text{sig.} < 0,05$ ($0.00 < 0.05$). The two criteria of the hypothesis testing conclude that the H_0 was rejected. This finding stated that there was a correlation between students' anxiety and students' motivation at the Islamic Boarding School of Nabil Husein.

Table 2 Coefficients of Dependent Variable Students Motivation

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 | (Constant) | 224.786 | 2.522 | 89.118 | .000 |
| 1 | Anxiety | -1.051 | .024 | - | .000 |
| | | | | 44.390 | |

4.3 Influencing Students' Motivation to Speak English achievement.

Table 3 shows you the influence of students' motivation on students' speaking English achievement. The data stated that students' motivation influenced students' speaking English at the Islamic Boarding School of Nabil Husein. The table of $t\text{-value} > t\text{-table}$ ($21.004 > 1.982$) and the $\text{sig.} < 0,05$ ($0.00 < 0.05$). This finding answered whether students' motivation influenced students' speaking.

Table 3 Coefficients of Dependent Variable: Speaking English Achievement

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|---------|------|
| | B | Std. Error | Beta | | |
| 1 | (Constant) | -224.176 | 18.912 | -11.854 | .000 |
| 1 | Motivation | 3.484 | .166 | .894 | .000 |

4.4 Influencing Students' Anxiety and Students' Motivation to Speaking English Simultaneously.

To measure and examine the null hypothesis of the question, the researcher analyzed the data using path analysis to know whether two independent variables simultaneously influenced the dependent variable. Table 4: ANOVA showed that $f\text{-value} > f\text{-table}$ (238.771

> 3.079) and the sig. < 0.05 (0.000 < 0.05). Based on both testing criteria, the researcher inferred that H₀ was rejected, and the conclusion was that students' anxiety and motivation affected students' speaking English simultaneously.

Table 4 ANNOVA

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 193570.101 | 2 | 96785.050 | 238.771 | .000 ^b |
| | Residual | 44588.182 | 110 | 405.347 | | |
| | Total | 238158.283 | 112 | | | |

Both independent variables had a strong influence on the dependent variable. It is shown in table 5: model summary. The degree of correlation between X₁ and X₂ to Y was 0.902. R square showed that 81.3% of the X₁ and X₂ affected to Y and the rest 18.7% affected by another variable.

Table 5 Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .902 ^a | .813 | .809 | 20.133 | 1.889 |

Independent variables (X₁ and X₂) affected to the dependent variable (Y) partially, the table 6 shows you. First, the degree of influence students' anxiety to students' speaking English was at 0.509. And the second, the degree of influence students' motivation to students' speaking English was at 0.399.

Table 6 Coefficients of Dependent Variable: Students Speaking English Achievement

| | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|--|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 221.732 | 157.611 | | 1.407 | .162 |
| | Students' Anxiety (X ₁) | -2.142 | .752 | -.509 | -2.849 | .005 |
| | Students' Motivation (X ₂) | 1.554 | .696 | .399 | 2.232 | .028 |

5. DISCUSSION

In the exploration finding had expressed over that the H₀ was dismissed. It implies that the understudies' nervousness impacted to understudy's communicating in English. These variable had strength correlation that proven by the value of Coefficients Beta at -.897. When

the value of *Coefficients Beta* closed to '1' indicated the influence of independent variable and dependent variable is very strong. As for the most part expressed the past scientists that nervousness had impacted English language students (Horwitz and Cope, 1998. Hwa and Jaya, 2017. Lucas, 2011). Talking is one of English abilities that explicitly related to uneasiness (Humphries, 2011b).

Based on the finding showed that the degree of correlation X_1 to Y at 0.897 as in *Coefficients Beta* where the both variables had strong correlation. On the R Square table, the researcher found 80,4% dependent variable was affected by independent variable (X_1). This result showed that there was no difference finding with the previous studies that students' anxiety affected to English learners generally moreover to speaking English.

On the finding stated that students' anxiety correlated to students' motivation. They had strong correlation by looking at the degree of correlation at 0.973. R square was at 0.947 means 94.7% the anxiety correlated to motivation and 5.3% influenced by another variables (*see finding*). But the other study conducted by Shinge (2005) where the research finding did not find any correlation between anxiety and motivation. And the other researchers Khodadady and Khajavy (2013) stated that FL learners who unmotivated are more anxious than motivated students.

Looking at the research finding and the other research findings were interested to be discussed about anxiety and motivation. Based on the real condition of the participants during the process of teaching and learning took place, the researcher found those students who unmotivated are more anxious and otherwise, as stated by Khodadady and Khajavy. In the other condition, they also had high motivation to be able to use English for communication, but when the English class started, I found that the students were unwilling to participate and practice speaking English. It needs further discussion and study to find out what the real students' condition and the solution.

Based on the research finding, the students' motivation affected to students' speaking English achievement. The degree of influence at 0.894, strong influence X_2 to Y indicated. There were 79.9% the students' speaking English was affected by students' motivation. Like some statements stated that motivation is one of the important things in process of learning foreign language. Motivation in language learning is one of the important trigger to provoke or stimulate foreign language learning (FL) and helps to sustain language (Dornyei, 1994). It indicated that how important motivation in language learning. One of aspects the successful

foreign language learners is depend on how well she or he has motivation in learning the language.

Learning language is not as simple as learning other subjects. Students should have motivation, persistent and consistent to get the language. It takes long time in learning language. Most of some English learners want to acquire the language in a short time. It is often found they get problems in process of learning English and fell lazy and bored when their expectation to be able to use English never ever comes.

As stated by Khodadady and Khajavy (2013) that FL learners who unmotivated are more anxious than motivated students. That FL learners who were intrinsically motivated to get a goal of language and develop knowledge were not found any negative attitude toward English class and communication fear, they felt comfort with English class activities.

Both of the independent variable has important role in language learning. The existences of anxiety and motivation supported the process of successful and unsuccessful language learners. This research finding stated that both anxiety and motivation simultaneously affected to students' speaking English achievement. There were 79.9% students' speaking English affected. As stated, before that both anxiety and motivation had important role, it was proven by the degree of the influence at 0.894. This score indicated the strength of the influence both anxiety and motivation to dependent variable. Research in the field of anxiety in English foreign language context, found that some degree of anxiety affected 75% to the EFL (Andrade & Williams, 2009). It cannot be avoided that anxiety really affected to English learners. Anxiety comes in vary aspects of English learners.

Dornyei (1994) stated that motivation is one of the keys of the influence that the rate and success in language learning. On motivation, there existence of desire and intensity of effort to learn a language (Gardner, 1985). Knowing the important of motivation in language learning, as language teacher should aware that motivate, attract and encourage students to be more active and consistent learning, keep trying and practicing English as much as possible become a responsibility to help them.

Looking at the result of the study where the higher students' motivation, the students' speaking achievement is better as well. It is different with anxiety, the higher students' anxiety so the lower students' speaking English achievement. In this case, as English teachers also have to minimize the students' anxiety in order to increase their English and get better in motivation. To overcome these problems, forming friendships, balance of instructional

languages, be more active and willing participative in language activities helped language anxiety (Darmi & Albion, 2012, Humphries 2011, and Chan & Wu, 2004).

6. CONCLUSION

This research conducted to find out the correlations and the influences of students' anxiety, students' motivation to students' speaking English achievement. The findings showed that students' anxiety influenced to students' speaking English achievement. As well students' motivation also affected to students' speaking English achievement. This analysis had been done partially and simultaneously. Both of anxiety and Motivation affected strongly.

This study also measured the correlation between students' anxiety and students' motivation. This data showed that anxiety gave strong correlation to motivation. It was indicated by the coefficient at 0.973 closed to '1'. Otherwise, when the coefficient closed to '0' it indicated that the correlation getting weak.

The advancement of hypothesis in language students didn't straight helps English Language Students. In some exploration led to figure out English student issues, nervousness becomes one of the variables which added to English students adversely, particularly in talking ability. Communicating in English expertise becomes significant ability that understudies ought to have of late. Not just for those understudies who will apply in a college yet additionally the understudies who had been in a college. Anxiety affected to English learners occur in school level, it had been in university level as well.

One of the significant dispositions toward English students that ought to have is an motivation. Motivation unavoidably should be the main part which ought to be improved by the understudies. It will assist English students with continuing to zero in on the language target. In this study showed that for students who are motivated they have better in their speaking English achievement. It contributed to English learners in positively. As English teachers, encouraging and attracting the students in English used should be treated more creatively.

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