

The Relationship between Students' Speaking Anxiety and Speaking Skills

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Abstract: This study aims to determine whether or not there is a correlation between students' learning motivation and their speaking skills in Class X MAN 13 Jakarta. This research was conducted by collecting data on students' learning motivation and their English speaking skills. The research sample consisted of 25 students who were randomly selected from nine classes of first year students at an Islamic-based high school in Jakarta. The researchers distributed a learning motivation questionnaire to all samples then gave them an English speaking or spoken test by telling their own experiences in English. In addition, the results of this study were analyzed using the help of the SPSS 2.2 for Windows program, and showed that $r_{xy} > r_{table}$ i.e. $0.952 > 0.396$. In other words, the alternative hypothesis of this research is accepted while the null hypothesis is rejected. Finally, the study found a correlation between students' learning motivation and their speaking skills in English. This can be seen from the data where students who have a higher level of motivation also get a better score in speaking English than those who have a low level of learning motivation. The data above implies that 0.952 as Pearson's Product Moment score indicates that there is a strong correlation between students' learning motivation and their English speaking skill.

1 INTRODUCTION

Speaking is one of the most important activities of human life. Through speaking people can share ideas, opinions, and information with others. Speaking can be seen as a communication tool because people need it in every aspect of life such as business, entertainment, education and economy. Thus, this skill is important to be possessed by many people including a student. Correspondingly, speaking is generally considered to be the most demanding skill for students than other skills in English. As Richard, asserted that students generally evaluate their ability in English as well as they get improvement in their speaking skills. This shows that the current students thought speaking English as a barometer of English mastery (Andriani et al., 2018).

Additionally, speaking is one of the objectives of learning English in Indonesia as mentioned in the 2013 curriculum. In this curriculum it is explained that speaking is very important for students and students need to master English speaking skills in

certain aspects based on student grades. This is because English is taught as a compulsory subject from junior high school to higher levels. What is more, high school students are also taught to master speaking as one of the targets of English language skills and it is also regulated by the Government of Indonesia in the 2013 curriculum. At this school level, first year students to share their personal experiences in the past to others in the form of written and spoken language. It means high school students to retell their personal experiences using English to others.

But in reality, students' speaking ability is still far from expectations. This can be seen from the students' speaking achievement which is still below the minimum criterion score of 75. In addition, most of the students find various obstacles in practicing speaking English. The same thing also happened to the previous research conducted by Deni, which found that students find it difficult to speak in English due to lack of vocabulary stock, confidence, and motivation to speak in English (Abrar et al., 2018). In addition, all these factors contribute to the students'

results in speaking English. This is because vocabulary, confidence, and motivation are needed for someone who wants to speak English fluently. As Utami asserts that self-confidence and motivation are important aspects before someone learns a target skill (Brown, 2001). Without these factors, students will not know what to say in English, as happened to the second graders of MAN 13 Jakarta. Most of the students have a lack of vocabulary and they do not know how to express their ideas in English even most of the students prefer to be silent rather than speak in English.

Furthermore, students lack confidence to speak English because they do not often practice it inside and outside the classroom. Then, most of the students prefer to use their first language (Indonesian) instead of trying to use English as the target language. Most of the students are worried about the wrong pronunciation, and missing words so they choose not to say anything in English. The last factor is self-motivation which is one of the important factors in teaching and learning process. Actually, all of students have different motivation in learning English speaking. Some of them are highly motivated students and the rest are not. The highly motivated students will give their best in learning speaking, and they will push themselves to speak out by using English. Then, they will find out the way to overcome their problems in speaking English. However, the low motivated students will have less interest in speaking and tend to have difficulty in speaking English.

In real situations, most of the first graders of MAN 13 Jakarta have low interest and motivation to speak in English and this can be caused by many aspects such as the teacher's teaching methods, learning environment and equipment for the teaching and learning process. First, the teacher's teaching method means the way the teacher conveys the topic. Teachers' teaching methods are generally monotonous so that they do not stimulate students' interest in these subjects. As a result, students become bored and lazy to participate in activities in class. Second, a learning environment that does not encourage students to dare to speak. Most students have limited time to practice in class, and they do not have a partner to practice outside of class. Thus, making students have low motivation to learn to speak English. Third, the limited equipment used so that students are not interested in participating in English speaking activities.

Based on the explanation above, it can be interpreted that motivation is an important part in learning to speak English. This is because students' motivation can encourage them to learn to speak

English optimally. Therefore, it is suspected that students who have high motivation in learning to speak will have better achievements than students with low motivation. However, previous research conducted by Istani confirmed that not all students with low motivation in learning to speak have low speaking skills and there is no guarantee that highly motivated students always have good speaking skills (Clough and Duff, 2020). Therefore, this study aims to determine the relationship between students' self-motivation in learning and the speaking skills of Class I students at MAN 13 Jakarta in the 2020/2021 academic year. This study is anticipated to have significant implications not just from the theoretical point of view, but also technically. The research question driving this investigation is "Was there any correlation between students' learning motivation and their speaking skill?" and "What category of correlation does learning motivation give to students' speaking skill?".

2 METHOD

The study applied quantitative method with correlational research design to know whether or not there was a correlation between students' learning motivation and their speaking ability. The study used the correlation statistical test to describe and measure between those two variables (Brown, 2006). It indicated that the researchers used the correlation statistical test to know the correlation between students' learning motivation and their speaking ability.

This research was conducted to second grade of MAN 13 Jakarta which is located on Lenteng Agung, Jakarta Selatan. The researchers conducted this study on September to October 2020. It means that the researchers conducted all of the research process through online classes by using online platform. It is due students should learn at home during the Pandemic Covid-19.

Questionnaire and speaking test were used to collect the data from 25 students as the sample of this study. The researchers distributed the motivation questionnaire to all students by using an online platform then the researchers conducted the online class to give them speaking test about their personal experiences. Moreover, during all the processes the researchers still observed how the way the students receive and accept the information and material during the learning process.

The data of this research was analyzed differently. Students' motivation score was analyzed by

calculating the mean score of intrinsic and extrinsic motivation then the researchers should interpret students' level of motivation after that they need to converting the motivation score into the same format of students speaking score. Students speaking score was gaining by scoring them using a rubric consist of grammar, vocabulary, comprehension, fluency, and pronunciation proposed by (Creswell, 2012). Finally, the researchers analysed the data from the two variables to see whether or not there is a correlation between students' learning motivation and their speaking skill. To analyse the two variable, the researchers used the formula of correlation product moment, and the data were analysed using SPSS. 2.2 Program for windows.

3 FINDINGS AND DISCUSSION

The researchers analyzed the students' motivation scores by converting the results of the questionnaire into a conversion score of speaking English by dividing the total score in the questionnaire by 1.5. In this data, there are 25 students who have been given a learning motivation questionnaire with 30 multiple choice questions. The data on student motivation is described in the histogram form below:

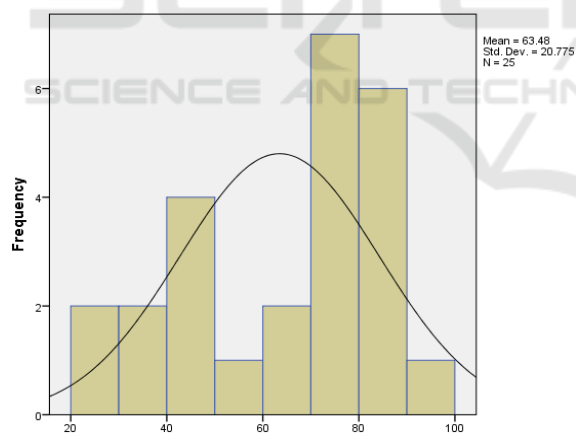


Figure 1: The histogram of students' learning motivation.

From Figure 1. above, it can be interpreted that students who often get scores range from 60 to 80 and most students score 80 as the most frequently obtained scores by students. While students who scored below 60 to 50 were fewer. The picture above depicts visually how students' motivation to learn when learning English in the classroom and how parents, teachers, and the environment support them in the learning process. Finally, this data also represents the students' own desires, attitudes, and

efforts in learning English as their intrinsic motivation.

Meanwhile, students' speaking scores are also described in the following histogram. From these data, it can be interpreted that students who often get scores range from 70 to 80 and most students score 80 as the most frequently obtained scores by students. While students who scored below 50 to 40 fewer. The picture above depicts visually how the students' speaking skills in English are when they talk about their past experiences. This can be seen from the way they pronounce words, fluency, understanding, grammar, vocabulary, and also assignments. For more details, the researchers display the data in the histogram below:

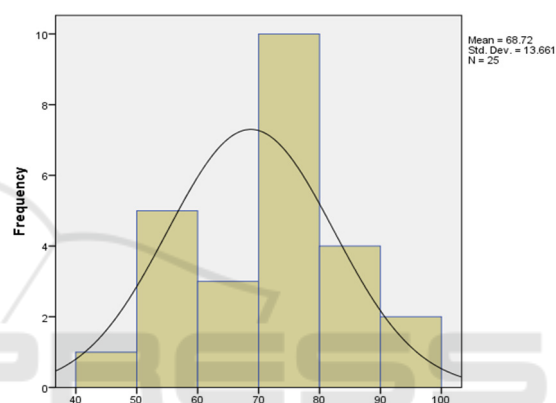


Figure 2: The histogram of students' English speaking score.

After collecting data on students' learning motivation and speaking skills, the researchers then tested the hypothesis to determine whether there was a relationship between students' learning motivation and speaking skills by comparing the r table and the value of the r coefficient. In addition, Table 1 below describes the results of hypothesis testing.

Table 1: The Correlation Result.

Correlations			
		Speaking Skill	Motivation
Speaking Skill	Pearson Correlation	1	.952**
	Sig. (2-tailed)		.000
	N	25	25
Motivation	Pearson Correlation	.952**	1
	Sig. (2-tailed)	.000	
	N	25	25

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

Based on the data above, it is known that the coefficient of r is 0.952 and sig (2-tailed) is 0.000. After calculating the data, it can be interpreted that there is a very strong relationship between students' learning motivation and students' speaking skills. This means that students who have high motivation will also get high achievement in speaking skills. While r product moment with a significant value of 5% is 0.396.

Moreover, it is clearly implied that $r_{xy} > r_{table}$ or $0.952 > 0.396$. This means that H_0 is accepted and H_1 is rejected or there is a significant relationship between students' learning motivation and students' speaking skills. In other words, students with high motivation score high in their speaking skills. Meanwhile, students with low learning motivation got low scores in their speaking skills.

Finally, the current research found that students' learning motivation is very important for students' learning outcomes in speaking English because it has a strong correlation between students' motivation in learning and their English speaking skills. Therefore, it is important to build students' motivation so that they can achieve maximum achievement in their speaking skills.

The main objective of this research was to find out whether or not there was a correlation between students' learning motivation and their speaking skill in English. This research implied that students need speaking skill for their academic and social life (Nefri, 2013). It is due to speaking is become one of the goal of learning English for senior high school students in Indonesia as it is regulated on 2013 curriculum. However, most of the students still faced some challenges in practicing English speaking skill (Legault, 2016). EFL teachers and students still faced difficulty in speaking an English language.

The challenges faced by the students are also found at MAN 13 Jakarta, most of the students seem have no idea what to talk in English. It is due to they have limited vocabulary stock, self-confidence, and self-motivation. The same point is also emphasized by Deni, who stated that most common obstacles faced by students are lack of vocabulary, and less of learning intention, and motivation to speak in English (Abrar et al., 2018). In other words, students have less motivation to speak in English so that they rarely use English to speak. Liu, Hau, & Zheng is also asserted that motivation could help students to pass the learning process in maximum way since students enjoy all of the process of learning (Legault, 2016).

Motivation becomes one of the essential factors in teaching and learning process including learning how to speak an English language. Motivation is a

conscious effort to move, direct and maintain someone's behavior so that he is compelled to act to do something to achieve results or a specific purpose (Locke and Schattke, 2018). In other words, motivation is a kind of stimulus that could make someone do everything in maximum way.

There are two kinds of motivation such as intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to motivation concerned in activities from its own sake (Liu, 2020). It means that a motivation which comes from student itself refers to their own desire. Meanwhile extrinsic motivation is an aspect that comes from our surrounding which able to motivate us to do our best in every single activity we do in this case learning speaking. It is supported by Locke, & Schattke who asserted that motivation appears due to external incentive such as reward, gift, and punishment. In other words, motivation could be appeared through other support and stimulus (Lin and Chen, 2017).

Asides from those all explanations, the result of this study provided the information that 64% of the students have higher level of motivation in which they got 70 score of motivation. Meanwhile 36% of the students still have low motivation level since they got below of 70 as their score of motivation. In line with motivation score, students speaking skill in which most of students got 80 as their speaking score. However, student with low motivation score got low score in speaking it is proved by students speaking score that is below than 70.

The result above strongly indicates that there were a strong correlation between students' learning motivation and their speaking skill at MAN 13 Jakarta. It seems to indicate that students with higher level of motivation will get higher score on their English speaking score. On contrary, students who get lower level of motivation will get lower score on their speaking score. It is pointed by Isianti who have also done a research about students' motivation and speaking ability and the result of the study revealed that there were a positive correlation between students' learning motivation and their speaking skill (Putra, 2017).

In light with this current research, a research dealing with learning motivation and speaking was conducted by Rahman & Deviyanti to 34 students of SMAN 2 Bandar Lampung (Rahman and Deviyanti, 2018). The findings of the study revealed that students' learning motivation have a great correlation with students' speaking skill. Another important research related to the correlational study of motivation and speaking skill was conducted by Putra (Rheinberg and Engeser, 2018). This study was

conducted to the Eight grade students of SMPN 17 Tangerang. This correlational study revealed that students with high motivation level success on their speaking since they pass the minimum mastery criterion score. Further, Putra emphasized that teacher needs to improve teaching methodology so that students could be motivate to learn speaking English frequently.

Different from the previous study, this correlational study was conducted during the pandemic Covid-19. It means that all of the research process should be done through online platform since the students are suggested to learn at home during the pandemic. Thus, the researchers found some challenges while conducting this research for instance research process really depend on the internet connection between the researchers and the sample. Then, it quite difficult for the researchers to conduct the test and collect the speaking data since some students have no internet connection and they difficult to follow the research. This challenge may not be found on the previous research conducted by previous researchers since they have conducted the research directly between the researchers and the sample since it was done before the Pandemic Covid-19 exist in Indonesia. Finally, this current research might be able to give further researcher an image about how to conduct a correlational research during the Pandemic Covid-19 so that further researchers could anticipate all of the unexpected condition during the research process.

4 CONCLUSIONS

Based on the results that have been described, it can be concluded that the alternative hypothesis of this study is accepted and the null hypothesis is rejected because the Pearson Correlation point or r_{xy} is greater than r_{table} ($0.952 > 0.396$) with a significant level of 5%. This shows that there is a relationship between students' learning motivation and their English speaking skills. After analyzing the two variables using the Pearson Product Moment formula, it was found that $r_{xy} = 0.952$. Based on the results of $r_{xy} = 0.952$, it shows that the correlation gravity in this study is at a higher level. It is considered that there is a strong relationship between students' motivation in learning to speak and students' speaking ability. In addition, by looking at the calculation above, there is a positive correlation between variable X and variable Y. It means that students with higher motivation will get better speaking skills than those with lower motivation. In other words, the more

motivated the students are, the better speaking skills can be achieved.

Furthermore, by examining the r table at $Df = 25$ and comparing it with r_{xy} , it is found that at the 5% significance level $r_{table} = 0.396 > 0.952$. This means that the significance of 5% (r_{xy}) is greater than r_{table} . In other words, at the 5% significance level, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) which states there is a relationship between students' learning motivation and speaking skills is accepted. To sum up, there is a positive relationship between students' learning motivation and their speaking skills in class I MAN 13 Jakarta. Finally, it is important to note that the level of correlation in this study implies that the correlation is strong, and it is understandable that students with high levels of motivation will get better performance on their speaking skills than those with low levels of motivation.

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