THE EFFECT OF MOTIVATION AND ANXIETY ON STUDENTS' SPEAKING ABILITY IN THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN PONOROGO IN ACADEMIC YEAR 2017/2018

THESIS

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ABSTRACT

ROHMAWATI, RINI. 2018. The Effect of Motivation and Anxiety on Students' Speaking Ability inFourth Semester of English Education Department at IAIN Ponorogo in Academic Year 2017/2018. **Thesis,** English Education Department, Faculty of Teaching and Teachers Training, The State Institute of Islamic Studies of Ponorogo. Advisor PrylaRochmahwati, M.Pd.

Keywords: Motivation, Anxiety, Speaking Ability

Many factors come into play to determine the outcomes of learning process. Including individual differencess such us cognitive differences, sosial contexts, attitudes, motivation and anxiety.Motivation is needed in the teaching and learning process because the stimulus given to a person in order to have the will to act and an enthusiasm or need for doing something. However, the observation revealed thatstudents are lack of topical knowledge, low participation, and mother-tongue use. They are worried about making mistakes and fearful of criticism. And this is called anxiety. And the reason the researchers take motivation and anxiety as a factor affecting speaking ability because affective factors can help or slow the process of mastering the ability to speak (speaking) learners in the process of learning English as a foreign language. There are three types of affective factors that affect learners in the learning process of achievement motivation, self-confidence and self-anxietyTherefore, the objective of the study is (1) to revealthe effect of motivation on students' speaking ability in thefourth semester of English Educaction Department at IAIN Ponorogo in academic year 2017/2018, (2) to reveal the effect ofanxietyon students' speaking ability in fourth semester of English Educaction Department at IAIN Ponorogo in academic year 2017/2018, (4) to determinetheeffect of motivation and anxiety on students speaking abilityin the fourth semester of English Educaction Department at IAIN Ponorogo in academic year 2017/2018.

This research employed quantitative research that applied *ex-post facto* design. The population was taken 80 from all students of the fourth semester of English Education Department IAIN Ponorogo in academic year 2017/2018. Proportional random sampling was applied as a sampling technique. The number of the sample was 62 students. The technique of data collection of this present research was questionnaire and test. The data was analyzed using simple and multiple linier regression formula by using SPSS 16.00 Windows.

The finding showed that, (1) There is no significant effectof motivation onstudents' speaking ability ability. It was proven by the value of $F_{test}$is lower than the level of F_{table}.F_{test}1.156<F_{table}4.00 and the equational regression model is Y= 62.820 + 0.051X_1. (2) There is no significant effectof anxiety on speaking ability. It was proven by the value of $F_{test}$is lower than the level of F_{table}.F_{test}3.357<F_{table}4.00 and the equational regression model is Y= 61.200 + 0.083X_2. (3) There is no effect of motivation and anxiety on students speaking ability. This is evident from the results of research, theF_{test}1.925 <F_{table} 4.00 and the equational regression model is Y = 59.534 + 0.029X_1 + 0.075X_2.

APPROVAL SHEET

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Ponorogo, May 21st 2018

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RATIFICATION

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Day	:	Monday
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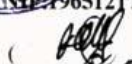|		
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Ponorogo, June 25th 2018
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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is prerequisite to be able to successfully participate in many academic and cultural activities, trade, technology, and worldwide communication. Therefore, English has become on of the most important subjects in educational system in Indonesia.[1]

With the importance of English, speaking is one of the skills that must be mastered by students to improve their English language. Speaking is considered as the core skill in foreign language learning. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information.[2] Efrizal, Pourhosein Gilakjani, expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally.[3] The teaching of speaking is a therefore considered as a very complex communicative process that requires a

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[1] Ahmad, Riyaz Syaik. "Importance of English Communication Skills. " International Journal Of Applied Research Vol. 2, Issue. 3, (2016): 478-480, ISSN 2394 – 7500, http://www.allresearchjournal.com/archives/2016/vol2issue3/PartH/2-3-47.pdf(accessed January 17, 2018).

[2] Rochmawati, Pryla. *Task-Based Active Learning In EFL Speaking Class*, (Jl. Pramuka 165 Ponorogo: STAIN Ponorogo Press, 2014) p.9

[3] Lai-Mei Leong & Seyedeh Masoumeh Ahmadi. "An Analysis of Factors Influencing Learners' English Speaking Skill" *International journal of research in English Education.* Received: December 20, 2016 Accepted: February 18, 2017 Online Published: March 20, 2017.

variety of linguistic, contextual, cultural, and interactional aspects among speakers.[4] But, there are some problems for speaking in class.Students are lack of topical knowledge, low participation, and mother-tongue use. This Inhibition is the first problem that students encounter in class. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood expressed that a language classroom can also create inhibitions and apprehension for the students.[5]

With regard to the problem, English is now a language barrier in Indonesia.According this statement, many factors come into play to determine the outcomes of learning process. Including individual differencess such us cognitive differences, sosial contexts, attitudes, motivation and anxiety. In the words, what the learner brings to the learning situation and how the learner feels can have an impact on what is learned.[6]It means that some learnes had difficulties in learning foreign a language not only by cognition factors but also affective factors whinch influences too the success of foreign language learning.

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[4]Rochmawati, Pryla. *Task-Based Active Learning In EFL Speaking Class*, (Ponorogo: STAIN Ponorogo Press, 2014) p.13

[5]Lai-Mei Leong & Seyedeh Masoumeh Ahmadi. "An Analysis of Factors Influencing Learners' English Speaking Skill" *International journal of research in English Education.*Received: December 20, 2016 Accepted: February 18, 2017 Online Published: March 20, 2017.

[6]Tallon, Michael. "Foreign Language Anxiety and Heritage Students of Spanish: A Quantitative Study." *Foreign Language Annals42*. No. 1 (Spring, 2009): 112-137, https://leighcherry.wikispaces.com/file/view/FL+Anxiety+-+Heritage+speakers+--+Tallon....pdf (accessed January 17, 2018).

Numerous researchers have shown that both motivation and anxiety are significant factors in second and foreign language acquisition and affectivity.Motivation has been an important area for empirical research and theoretical work within context of learning mother tongue. foreign language, and second language. Motivation represents one of the most appealing variables used to explain the differences in learners during language learning , and it is one of the most significant factor that impacts the rate and success of language learning.[7]

Crookes and Schmidt also indicated that motivation is crucial in schools due to its powerful influence on students' learning since motivation is a key for students' learning achievements. Thus, students with strong learning motivation often study better than those with less or no learning motivation.[8]Heinich, Molenda, Russell and Smaldino defined motivation as an internal state that leads people to choose to pursue certain goals and
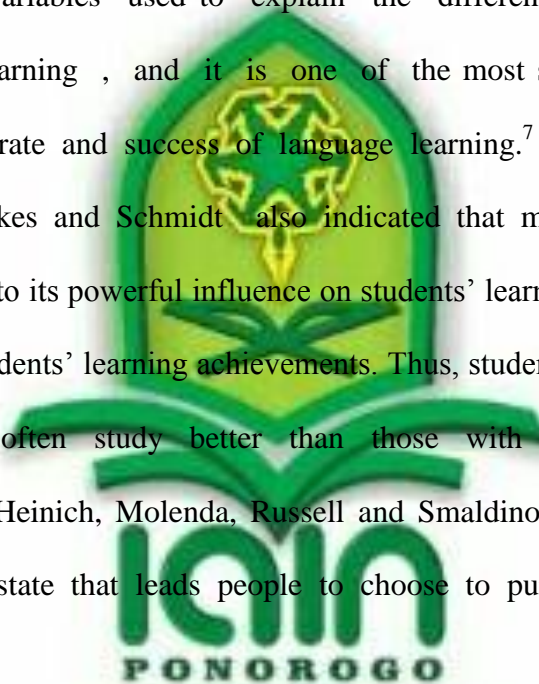
[7]Thai, Cheng. " The Study On Motivation And Anxiety Of English Learning Of Students At A Taiwan Technical University." *International Journal Of English Language Teaching,* Vol. 1, No. 2, pp.24-41 Published by: European Centre for Research Training and Development UK (www.eajournals.org): https://www.google.com/search?q=google+translate&ie=utf-8&oe=utf-8&client=firefox-b-ab (accessed January 17, 2018).

[8]Tuan, Luu Trong. " An Empirical Research Into EFL Learners' Motivation." *Theory And Practice in Lamguge Study,* Vol. 2, No. 3, (2012) pp.430-439 Published by : ACADEMY PUBLISHER Manufactured in Finland. (Accessed Desember 13, 2017).

experiences.[9] Hikmat defines motivation is the stimlus given to a person in order o have the will to act and an enthusiasm or need for doing something.[10]

Besides motivation, the affective factor that influences the learner to learn a foreign language is anxiety.According to MacIntyre and Gardner, the foreign language anxiety "the feeling of tension and apprehension" and "learning, listening, and learning" is different from a general feeling of anxiety, and therefore, keeps learners from reaching their goals, and prevents foreign language learners from successful performance in the target language.[11]

Horwitz defined anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.And also he suggested that anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful.[12]
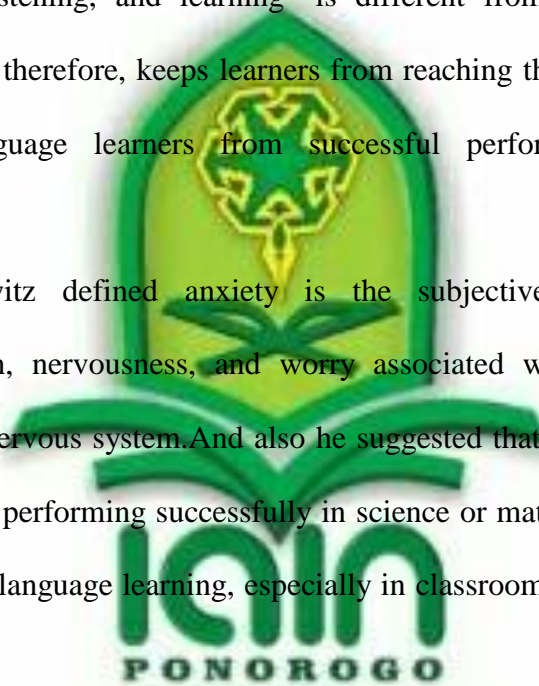
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[9]Florence Y. Odera. " Motivation : The Most Ignored Factor In Classroom Instruction in Kenyan Secondary Schools." *International Journal of Science And Technology*, Vol. 1, No. 6, (2011) 233-288 http://www.ejournalofsciences.org (Accessed January 14, 2018)

[10]Anita Woolfok, Educational Psychology (Boston: Pearson Education. Inc.2007), 10th Edition, p. 372

[11]Şenel Elaldı, " Foreign Language Anxiety Of Student Studying English Language And Literature : A Sample From Turkey." *Academicc Journals,* Vol. 11, No. 6, (2016) pp.219-228 http://www.academicjournals.org/ERR (Accessed Desember 26, 2017)

[12]*Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, Foreign Language Anxiety,* Jestor*(1986, 125*

Because of the language anxiety, the students mostly fear of making mistakes in speaking, low proficiency to speak English and getting low achievment in language learning. Based on the interview with Pola Esianita and Yisra Rahayuas a students of English Education Department at IAINPonorogo, the researcher found a phenomenon or problem in speaking class. They said that when they are in speaking class, they need to speak accurately and fluently however their speaking skills are low.[13]Moreover, speak English in speaking class is more focused on assessment and assignment. Some students are reluctant to speak English because many factors. They are fear and apprehension to making mistakes when they speak in English.

And the reason the researchers take motivation and anxiety as a factor affecting speaking ability because affective factors can help or slow the process of mastering the ability to speak (speaking) learners in the process of learning English as a foreign language. There are three types of affective factors that affect learners in the learning process of achievement motivation, self-confidence and self-anxiety. Brown also added that language proficiency can be achieved if there is a learning environment that makes learners have low self-esteem level and high achievement motivation.

Based on the background of the study above, the researcher wants to know there is any significant effect of motivation and anxiety in learning

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[13] Interview, December 15 , 2018

English especially on students' speaking ability to the university level. So the researcher take the title of **"The Effect of Motivation and Anxiety on Students' Speaking Ability in the Fourth Semester of English Education Department at IAIN Ponorogo in Academic Year 2017/2018".**

B. Limitation of Study

From the background of study, this research will be focused on knowing of the significant effect of motivation and anxiety on students' speaking ability in the fourthsemester of English education department at IAIN Ponorogo in Academic Year 2017/2018.The study is focused on three variables, that is motivation, anxiety and speaking skill.

C. Statement of the Problem

Based on the background of the study above, the researcher focuses the research as following :

1. Is there any significant effect of motivation on students' speaking abilityin thefourthsemester of English Education Department at IAIN Ponorogo in academic year 2017/2018?

2. Is there any significant effect of anxiety on students' speaking abilityin thefourthsemester of English Education Department at IAIN Ponorogo in academic year 2017/2018?

3. Is there any significant effect of motivation and anxiety on students' speaking abilityin thefourthsemester of English Education Department at IAIN Ponorogo in academic year 2017/2018?

D. Objective of the Study

Concerning with the problems statement, this study has some objective described as follows :

1. To determine whether there is significant effect of motifation on students speaking abilityin the fourth semester of English Educaction Departmentat IAIN Ponorogo in academic year 2017/2018.
2. To determine whether there is significant effect of anxiety on students speaking abilityin the fourth semester of English Educaction Departmentat IAIN Ponorogo in academic year 2017/2018.
3. To determinewhether there is significant effect of motifation and anxiety on students speaking abilityin the fourth semester of English Educaction Departmentat IAIN Ponorogo in academic year 2017/2018.

E. Significances of the Study

The study is conducted in the hope that the result would give some ussefulness as follows :

1. Theoritical Significances

   The researcher hopes that this research can give contribution of knowladge to know that motivation and language anxiety is the affective factors' that influences on the process of the foreign language aquisition.

2. Empirical Significances

   The result of this researcg is expected to be beneficial for :

   a. Teacher

   The study is expexted to give teachers a contribution, particulary the lecturees of English Education Departement State Institute Of Islamic Studies Ponorogo to getting useful information about students' motivation and students' anxiety level in speaking English as a foreign language. The information will help them to design effective teaching methods that can help to improve students motivation and reduce languge anxiety and also to creat less stressful learning atmosphere.

   b. Students

   The finding from this research also can be used to help students, particulary the student to the English Education Departement State Institute Of Islamic Studies Ponorogo to find suitables strategies to improve their motivation and overcome their anxiety problem. It is very important to ensure that they can

perform well in English so that they have competency in the second language.

c. Readers

This study is expected to give the readers contribution for further study to do science researcher concerning with students' motivation, students' language anxiety, and students' speaking ability, particulary the students of English Education Departement State Institute Of Islamic Studies Ponorogo.

F. Organization of Thesis

The researcher write the thesis into V chapters. These chapters related one to other. It has purposed that to organize the thesis will easly. The organization of the thesis are :

Chapter I about description and take a role as basic of mindset of the thesis. The first chapter consiist of background of the study, identification of the study, limitation of the study, statemeent of the problem, objectives of the study, significant of the study.

Chapter II discussed review of previous study, theoritical background about definition of motivation, kind of motivation, characteristic of motivated student, definition of anxiety, definition of language anxiety,definition of speaking, component of speaking, the characteristic of successful speaking,

the teaching of speaking, problem in teaching speaking,a framework of thinking and the filing of the hypothesis.

Chapter III about research methodology. In the researh methodology explanation of research design, population and sample, instrument of data collection, and techniques of data collection and analysis.

Chpater IVexplain about the result of the study which is contain of research location, description and analysis of the data and the discussion of the result of the study.

Chapter V is closing
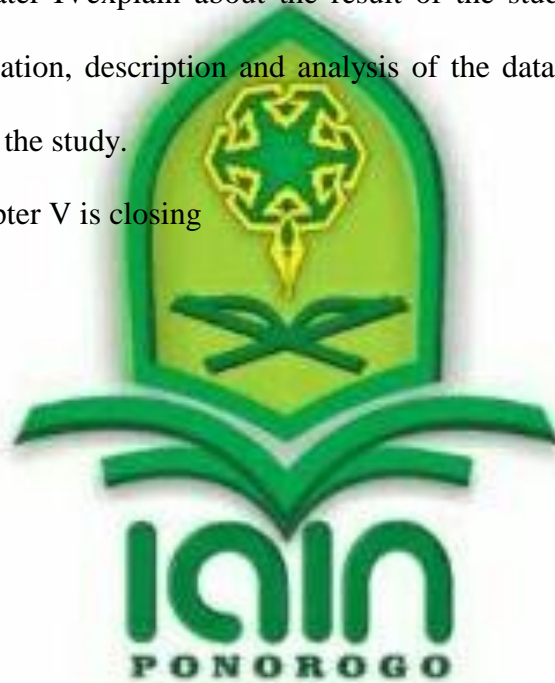
CHAPTER II

PREVIOUS STUDY, THEORITICAL BACKGROUND, THEORITICAL FRAMEWORK, AND HYPOTHESIS

A. Previous Studies

Here, the researcher found a previous study that relevant with this research. It was researched by Nerfi Istianti from English Department of UIN Syarif Hidayatullah Jakarya. The title of her research was " The Correlation Between Students' Motivation in Learning Speaking and Their Speaking ability at SMA Darussalam Ciputat 2013." The objective of study in her research is to know the correlation between motivation in learning speaking ability at SMA Darussalam Ciputat. She used correlation method in a quantitative design. And She concluded that there was significant correlation between students' motivation and students' speaking ability in SMA Darussalam Ciputat 2013. The conclution based on the result of data analysis. In the researh rxy = 0,555. While the significant standart of 1% = 0,449 and 5% = o,349. It means that rxy > r table. So, Ho was refused and Ha was accepted.[14]

Besides the previous study, the researcher also found a previous study that relevant with this research. It was researched by Yuliana Maulidiyah from English Department of IAIN Tulungagung. The title of her research is ' The

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[14]Nerfi istianti, Thesis : The correlation between Students' Motivation in Learning Speaking and Their Speaking ability at SMA Darussalam Ciputat 2013.

Correlation Between Students' Anxiety and Their Speaking Abilitty in Speaking Class. 2014". Objective of her study isto know correlation between anxiety and speaking ability in speaking class at IAIN Tulungagung. She used correlation method. And she concluded that there was no significant correlation between students' anxiety and theis speaking ability. The conclusion based on the result of data analysis. The result of analyzing of data significant 0.558. the hypothesis testing that N.Sig>5%. So, Ho was accepted and Ha was refused.[15]

The last previous study was researched by EtySuryani. The title of her research is " The Correlation Between Motivation and Student English Achievement at Seven Grade Student of Mts Darul Huda Ponorogo in Academic Year 2015/206.. Her research is focused on knowing correlation both motivation and English achievement. She also used correlational method. She concluded that there is any correlation between motivation and English achievement.

This research is different from the previous studies above because of the reasons:

1. This research focuses on three variable: motivation, anxiety, and speaking skill.

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[15]Yuliana Maulidiyah, *Thesis: The Correlation Between Students; Anxiety And Their Ability In Speaking Class..* 2014.

2. The object of this research is fourth semester of English Education Department at IAIN Ponorogo.

3. This research use ex-post facto research

4. This research looking for, there issignificant effect of motivation and anxiety on students speaking abilityin fourthsemester of English Education Department at IAIN Ponorogo in Academic Year 2017/2018 or not

B. **Theoritical Background**

1. **Motivation**

   a) **Definition of Motivation**

   According to Hikmat motivation is the stimulus given to a person in order o have the will to act and an enthusiasm or need for doing something.[16] The motivation is the combination of efforts and one's desire to achieve the purposes of language learning. According to school, motivation are energies behavior. It attempts to explain the amount of effort or energy and individual puts into a task. Example in speaking activities, motivation are one factor to make it well.[17]

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[16]Anita Woolfok, Educational Psychology (Boston: Pearson Education. Inc.2007), 10th Edition, p. 372

[17]Hairus Salikin, Saidna Zulfiqar Bin-Tahir, Reni Kusumaningputri & Dian Puji Yuliandari. "The Indonesian EFL Learners' Motivation in Reading." English Language Teaching: Vol. 10, No. 5, (2017) Published by Canadian Center of Science and Education, http://doi.org/10.5539/elt.v10n5p81 (Accessed Desember 13, 2017)

The word motivation has many meanings, fundamentally they refer the process that impel an organsm to act. Motivation comes from latin verb *movere* which means "to move". Hence, motivation refers to the processes that lead the instigation, convirmation intensity and quality of behavior.[18]

And motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.[19]

b) **Kind of Motivation**

There are two kind of motivation :

(1) Intrinsic motivation

In Harmer's perception, for most researchers and methodologists, intrinsic motivation derived from within the individual is especially important for encouraging students' success in second language learning. In this type of motivation, the activity itself, not the reward, interests students to learn the language or making themselves better attracts them in the language learning. In addition, as viewed by Vallerand, students are intrinsically motivated in a particular activity

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[18]Avi Kaplan, Psychology of Classroom Learning, An Encyclopedia (Farmington Hill: Gale Changenge Learning, 2009), 13

[19]Bakar, Ramli. "The Effect Of Learning Motivation on Students Productive Competemces In Vocational High School, West Sumatra." *International Journal Social Science,* Vol. 4, No, 6, (2014)

when wishing to experience the pleasure and satisfaction of their curiosity from the activity.[20]

(2) Extrinsic motivation

Extrinsic motivation happens when external factors make the person do something and comes from an external source encouraging or fostering an individual to succeed. As viewed by Harmer, extrinsic motivation is the result of any number of outside factors. In this type of motivation, learners may make efforts to learn a second language for some functional reasons to pass an examination, to get a better job, or to get a place at university. For example, people learn English to get better jobs with high salaries in foreign companies. Some students or teachers learn English to get scholarships for their higher study abroad. Therefore, in second language achievement, extrinsic motivation plays a vital part since the individual desires to learn a second language because of some pressure or reward from the social environment. Vallerand put it that extrinsic motivation involves performing a

[20]Tuan, Luu Trong. " An Empirical Research Into EFL Learners' Motivation." *Theory And Practice in Lamguge Study,* Vol. 2, No. 3, (2012) pp.430-439 Published by : ACADEMY PUBLISHER Manufactured in Finland. (Accessed Desember 13, 2017).

behavior as a means to an end, that is, to receive some rewards such as good grades or avoid punishment.[21]

c) Characteristics of Motivated Students

The most successful students are not necessarily those whom a language comes very easily. However, they are those who display certain characteristics, most them clearly associated with motivation as follows[22] :

(1) Positive task orientation : the students is willing to tackle task and challenges and has confidence in his or her success.

(2) Ego-involvment : the students find it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

(3) Need for achievement : the students has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

(4) High aspirations : the students ambitious, goes for demanding challenges, high proficiency, top grades.

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[21]Tuan, Luu Trong. " An Empirical Research Into EFL Learners' Motivation." *Theory And Practice in Lamguge Study,* Vol. 2, No. 3, (2012) pp.430-439 Published by : ACADEMY PUBLISHER Manufactured in Finland. (Accessed Desember 13, 2017).

[22]Penny Ur. *A Couurese In Language Teaching. Practice And Theory* (Cambridge University Press; Britain; 1995), p. 275

(5) Goal orientation : the students is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

(6) Perseverance : the students consistently invest a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

(7) Tolerance of ambiguity : the students is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

2. Language Anxiety

a) Definition of Anxiety

According to Horwitz, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.[23] Anxiety is a complex phenomenon and there has been wide disagreement about its definition and criteria. Thus, anxiety has been variously conceptualized as a stimulus condition, as a probability of a harmful future outcome, and as response to a stressful condition.[24]

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[23]Elaine K. Horwitz,Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety,* Jestor*(1986, 125)*

[24]Zeidner Moshe, *Test Anxiety " The State of the Art", (New York : Kluwer Academic Publisher, 1998), p.17.*

Anxiety is related to self-focused, negative and anxious cognition during interaction. Anxiety also can be associated with a variety of physiological and emotional states, embodied in feelings of tension even in situations where the immediate cause of such tension is not readily apparent.[25]

b) **Definition of Language Anxiety**

According to MacIntyre and Gardner, foreign language anxiety - "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning"- is different from a general feeling of anxiety, and therefore, keeps learners from reaching their goals, and prevents foreign language learners from successful performance in the target language.[26]It means highly anxious students often have relatively negative selfconcepts, underestimating the quality of their speaking ability when compared with others.[27]

Difficulty in speaking in class is the most frequently cited concern of the anxious foreign language students seeking help at the LSC. Anxious language learners also complain of difficulties

[25]AuliaNisaKhusnia, *"Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom", Ahmad Dahlan Journal of English Studies (ADJES), Vol. 3, Issue 2, September 2016, p.45*

[26]Şenel Elaldı, " Foreign Language Anxiety Of Student Studying English Language And Literature : A Sample From Turkey." *Academicc Journals,* Vol. 11, No. 6, (2016) pp.219-228

[27]AuliaNisaKhusnia, *"Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom", Ahmad Dahlan Journal of English Studies (ADJES), Vol. 3, Issue 2, September 2016, p.45*

discriminating the sounds and structures of a target language message. Anxious students also have difficulty grasping the content of a target language message. And foreign language anxiety frequently shows up in testing situations.[28]

Fear of testing is another source of anxiety stemming from classroom environment, where learners are constantly being evaluated. Students put down a wrong answer because of their nervousness during the test. According to Young, "in language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced". Since students with high levels of foreign language anxiety exhibit avoidance behavior, it is essential to find out the causes of foreign language anxiety and reduce the undesired effects in foreign language teaching to create a low anxiety classroom for the learners.[29]

c) **Characteristics of Anxiety**

Horwitz et al. have integrated three related anxiety in their conceptual foundation of foreign language anxiety, including

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[28]Elaine K. Horwitz,Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety,* Jestor*(1986, 126)*

[29]Şenel Elaldı, " Foreign Language Anxiety Of Student Studying English Language And Literature : A Sample From Turkey." *Academicc Journals,* Vol. 11, No. 6, (2016) pp.221

1). Communication apprehension, 2). Test anxiety, 3). Fear negative evaluation.[30]

1. Communication apprehension

It is a type of shyness characterized by fear or anxiety about communication with people. When perform in the class, student feel they have little control of the communication situation and their performance in constantly monitored by teacher and they friend. Difficult in speaking in groups (oral communication anxiety) or in public (stage frigth) or in listening to or learning a spoken message (receiver anxiety) are all manifestation of communication apprehension. Students who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class. The special communication apprehension also make one will almost have difficulty understanding others and making oneself understood.

2. Test Anxiety
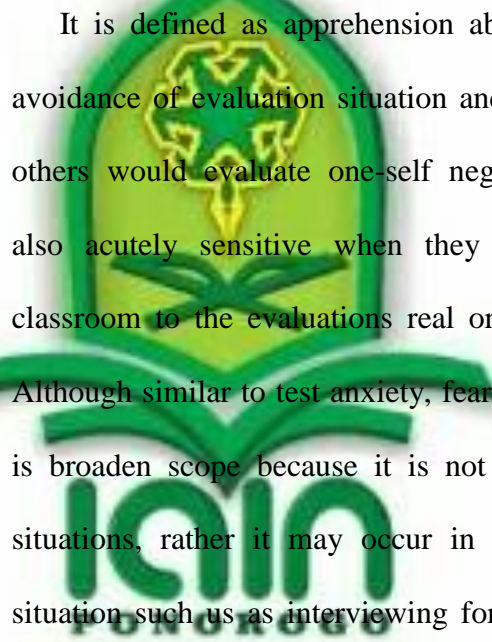
Test anxiety refers to a type of performance anxiety stemming from a failure. Most students demand on themselves to be success and they feel anxious to be failure.

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[30]Elaine K. Horwitz,Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety,* Jestor*(1986, 126)*

Students who are test anxious in foreign language class probably experience considerable difficulty since test and quizzes are frequent and even the brightest and most prepared students make errors. Moreover oral test have more potential anxiety provoking situation to students.

3. Fear of Negative Evaluation

It is defined as apprehension about others evaluation, avoidance of evaluation situation and the expextations that others would evaluate one-self negatively. Students may also acutely sensitive when they perform in language classroom to the evaluations real or imagined their peers. Although similar to test anxiety, fear of negative evaluation is broaden scope because it is not limited to test taking situations, rather it may occur in any social, evaluative situation such us as interviewing for a job, or speaking in foreign language class.

On the other's view, Maclntyrecritized conceptual components " test anxiety " in foreign language anxiety. Tests anxiety in general problem rather than being specific to the foreign language classroom. Aida also criticized test anxiety as component of foreign language anxiety is related to communication apprehension, fear negative evaluation

and test anxiety rather than being composed of, as "misinterpreted" by many researchers.[31]

Many other different factors can contribute to emergence of such feeling of language anxiety present in the foreign language classroom. They are closely linked to oral-oriented activities, competitiveness, isolation, the feeling of being judged and losing control, teachers' characteristics.[32]

3.   **Speaking**

   a) **Definition of Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.[33] According to Harris, speaking is a complex skill requiring the simultaneous use of number of different abilities which develop at different rates. Either four components are generaly recognize in analyses of speech process: grammar, vocabulary, fluency, and comprehension.[34]

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[31] Tran Thai Thu Trang, "A Review of Horwitz and Cope's Theory of Foreign Language Anxiety and the Challenges to the Theory," *English Language Teaching,* 5 january 2012. 72

[32] Anna Gatkowska, Sources of Language Anxiety in the Foreign Language Classroom, (http://www.anglisci.pl/publikacje/source-of-language-anxiety-in -the-foreign-language-classroom.html)

[33] Rochmawati, Pryla. Task-Based Active Learning In EFL Speaking Class, (Jl. Pramuka 165 Ponorogo: STAIN Ponorogo Press, 2014) p.9

[34] David P Harris. Testing Engish a Second Language. Tata Megraw Hill Publishing Company ltd, 125

Not only that, speaking is also one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information. Specifically, the mastery of speaking is a priority for students in schools and universities.[35]

From the definition above, the researcher conclude that speaking is a desire or a wish of person to express ideas, opinions and feelings to others, to negotiate, to solve,problems in order to make and to maintain interaction, social relationship, and friendship.

The essential thing in speaking is practice the language, because practices make us perfect. The skill is used by everyone to communicate in daily life whether at school or outside school. It is can be done by two or more people to communicate, to share information and to achieve a particular goals.

b) **Components of Speaking Skill**

The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to syakur.According to H. Douglas B, speaking is a complex

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[35] M. Afrizal, *A Classroom Action Research : Improving Speaking Skills Through Information Gap Activities,* Almuslim University, Bireuen, English Education Journal (EEJ), 6(3), 342-355, July 2015. p.343

skill because at least it is concerned with components of grammar, vocabulary, fluency, pronunciation, and comprehension.[36]

1) Grammar

Grammar is theoretically to have short conversation where each utterance consist of nothing but a single word or sort phrase, as in this invented.[37]The grammar of a language is the description of the ways in which word can change their form and can be combined into sentences in that language.

2) Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, withoutvocabulary nothing can be conveyed. (Willid,). So, vocabulary means the appropriatediction which is used in communication.[38]

3) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many

[36] Brown. H Douglas, Language Assessment : Pricipals and Clasroom Practices, (Longman : California, 2003) p.140

[37]Thornbury, *How to Teach Speaking*, 20

[38]Mora Minda, Teaching Speaking : English Applied Linguistics, 2010, p.5

language learners.Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community.[39]

4) Pronountiation

Work on pronunciation is important for two main reasons: to help the students understand the spoken English they hear and to help them make their own speech more comprehensible and meaningful to other.[40]

5) Comprehension

For oral communication it certainly takes the subject to respond to speech as well as initiate.

c) **Micro and Macro skill of Speaking**[41]

There are sixteen micro and macro skills of speaking, which are:

Micro

1. Produce differences among English phonemes and allophonic variants
2. Produce chunks of language of different lengths
3. Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonation contours
4. Produce reduced forms of words and phrases
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes
6. Produce fluent speech as different rate or delivery

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[39] Kathleen, Practical… 5.
[40] Roger Gower, *Teaching Practice Handbook*, (Oxford: MacMillan Education, 1995) 153.
[41] Douglas, Language Assessment, 142-143.

7. Monitor one's own oral production and use various strategic device-pauses, fillers, self-corrections, backtracking-in enhance the clarity of the message

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization, word order, patterns, rules, and elliptical forms

9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence in constituents

10. Express a particular meaning in different grammatical forms

11. Use cohesive devices in spoken discourse

Macro

12. Appropriately communicative function according to situations, participants, and goals

13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and – yielding, interrupting, and other sociolinguistics features in face-to-face conversations

14. Convey links and connections between event and communicate such relations of local and peripheral ideas, events and feelings, new information and given information, generalization and exemplification

15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language

16. Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context, for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

d) The Characteristics Of Successful Speaking

The characteristic of successful speaking stated by Penny Ur are[42] :

1) Learners talk alot. As much as possible of the period of time alloted to the activiy is in fact occupied by the learners talk.

2) Participant is even. Clasroom discussion is not dominated by aminorty of talk active participant: all get chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it.

4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easly comprehensible to each other, and of acceptable level of language accurancy.

e) The Teaching of Speaking

Basically, teaching speaking is a very important part of teaching English. The ability to communicate in the target language clearly and efficiently contributes to the success of the learners at school and at university levels. Therefore, it is essential that English teachers and lecturers pay great attention to teaching speaking instead of leading students to learn grammar by memorization alone. English teachers and lecturers should provide

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[42]Penny Ur. *A Courese In Language Teaching. Practice And Theory* (Cambridge University Press; Britain; 1995), 120.

a rich environment where meaningful communication takes place. With this aim, various speaking activities which can contribute to students developing communication skills necessary for life should be introduced into English classes. These activities make students more active and interested in the classroom tasks and at the same time these also make their learning more meaningful and enjoyable.[43]

But, the language learning process differs from situation to situation because they may be much variation in the factor that may influence it. Thus, teachers need to know the background capability of the students. as stated by Ann Burns and Joyce, before EFL teachers decide to teach speaking skill, they need to find the background data about students' need and goals. This involves gathering personal data, such age, language background, and information about the current level of spoken language competency and proficiency.[44]

f)   **Problem in Teaching Speaking**

Speaking is one of communicative approach that includes the main aspect in understanding the words and sentences. In the aspect of speaking, speakers have to avoid some cases that can decrease the

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[43]M. Afrizal, *A Classroom Action Research : Improving Speaking Skills Through Information Gap Activities,* Almuslim University, Bireuen, English Education Journal (EEJ), 6(3), 342-355, July 2015. p.348

[44] Rochmawati, Pryla. Task-Based Active Learning In EFL Speaking Class, (Jl. Pramuka 165 Ponorogo: STAIN Ponorogo Press, 2014), p.13

aspect of communication between other. There are four problem with speaking activities from Penny Ur:

1) Inhabition. Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learner are often ihibited about trying to say things in foreign language in classroom: worried about making mistakes or shy.

2) Nothing to Say. They have no motive to express themselves beyond the guilty feeking that they should be speaking.

3) Low participant. Only one participant can talk a time if he or she is to be heard and in a large group this means the each one will have only very little talking time. The problem is compounded by the tendency of some learners to determinate while other speak very litle or not at all.

4) Mother-togue use

   In classess where all, or a number of learners share the same mother tongue, they may tend to use it because it is easier because it feels unnatural to speak to one another in a foreign language.[45]

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[45]Ibid, 121

C. Theoritical Framework

Motivation and Anxiety is a kind of psychological that influence on student learning outcomes, especially speaking ability. Motivation is the stimulus given to a person/ students in order to have the will to act and an enthusiasm or need for doing something. In the motivation contained their future goals or aspirations of students. And anxiety is a nervous feeling caused by fear that something bad is going to happen.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.Not only that, speaking is also one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information.

There are many aspects which can influence students speaking ability. Some of them which have important role are motivation and anxiety. Having high motivation it means students have low anxiety, and it is give high influence in students speaking ability.

D. Hypothesis

Based on the problem and objective of the study, there is form of hypothesis in the study :

Ho = There is no significant effect of motivation and anxiety on students' speaking ability in the fourth Semesterof English Education Department at IAIN Ponorogo in Academic Year 2017/2018.

Ha = There is significant effect of motivation and anxiety on students' speaking ability in the fourth Semesterof English Education Department at IAIN Ponorogo in Academic Year 2017/2018.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research applied a quantitative approach. A quantitative approach to research is the most appropriate method to address research questions. Quantitative research is the systematic collection of data that results in the quantification of characteristics of participants in the study.[46]

The researcher employedexpost-facto research design. Ex-post facto researchexamining causal relationships that are not manipulated or not treated by the researcher.[47]This research promoted a hypohesis "There is significant effect of motivation and anxiety in learning English on student speaking ability in the fourth semester at IAIN Ponorogo". The hypothesis offers three variable; X 1 variable, X 2 variable, and Y variable. X 1 variable is identified as motivation, X 2 variable is identified as anxiety, and Y variable is identified as students' speaking ability. Motivation and anxiety was measured through the quisioneresand the students speaking ability is measured through the test.

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[46]Basso Intang Sappaile, *Konsep Penelitian Expost Facto : Jurnal Pendidikan Matematika*, Vol. 1, No. 2, (2010), 14.
[47]Ibid, 16.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic.[48] In this research, the population is all student of the fourth semester of English Departement State Institute of Islamic Studies Ponoogo in Academic Year 2017/2018 and the total number of population is 81.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[49] There are two kind of sampling technique: probability sampling and non-probability sampling. In this research used probability sampling that isproportionale random sampling. Proportionale random sampling is a random sampling taking into account the existing strata. This means that each strata is represented in proportion.[50]To get the sample sizes, researchers used the means of C.R Khotari.[51]

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[48]John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 142.

[49]Ibid 143

[50] Louis Cohen, Lawrence Manion and Keith Morrison, Research Methods in Education, fifth edition, (New York :2000), 101

[51] C.R Khotari, Research Methodology: *Method and Technology,* (New Delhi : New Age International Publishers, 1990)80

$$n1 = n.\ P1$$

$n1$ = the number of elements selected from stratum i

n = the total sample size

$P1$ = the proportion of population included in stratum i

In this study, researchers got a sample of 62.

C. Instrument of Data Collection

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques or the means used to collect data. The following is the format of research instruments in quantitative research.[52]

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[52]Ibid 113-200

Table 3.1

Instrument of data collection can be shown as table

Title of research	Variable	Indicator	No. Item of instrument	Technique
The Effect of Motivation and Anxiety on Students' Speaking Ability in fourthof English Education Department Semester at IAIN Ponorogo in Academic Year 2017/2018	Independent Variable : Students' Motivaton	1. Student enthusiasm or need for doing something. 2. Students awareness of their learning goals. 3. Students have strong desire to be able to speak English. 4. Students have high confidence to speak. *(Editor David J. Messer, Mastery Motivation In Early Chilhood. 1993)*	(3, 5, 11, 12, 13, 16) (4, 6, 10, 15, 17, 19) (1, 2, 7, 8, 14, 18, 20) (9)	Quistionare
	Independent Variable : Students'	1. Student feel nervousness 2. Student feel panic	(1,7,11,12,13,21,27,29) (3, 6, 16) (20, 24, 26)	Quistionare

	Anxiety	3. Student feel tention 4. Student feel apprehension 5. when speaking, student forget the vocabulary 6. Student confused on structure *(Elain K. Horwitz, Michael B. Horwitz, Joan Cope, Foreign LanguageAnxiety 1986,125)*	(2,4,5,10,17, 19,25,31) (34) (9,33)	
	Dependent variable : students speaking ability	1. Student able to appropriately communicate according to participants and goal. 2. Students are able to speak fluently and accurately. *(H. Douglas Brown, LANGUAGE ASSESSMENT Principles and Classroom Practice, 2003,142)*	Retell	Test

In the quantitative research, the instruments of data collection is agreed with the instrument of validity and Reliability.

1. Validity

Validity is an important key to effective research. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.[53]

In this research, the researcher conducted validity test in order to know whether the instrument of motivation, anxiety and speaking mastery are valid. To counting the validity of questioner about student motivation, anxiety and test for speaking mastery, the researcher used program of SPSS 16.00 for Windows. After finding r_{xy} it was equal to or greater than the value of r_{tabel}, in indicates that item was valid. According to the r_{tabel} value for N=22 on the 5% of significance level, it listed 0,404. Finally the result of the questionnaire are valid and test reliability are as follows:

Table 3.2

The Result of Validity statistic of Motivation

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[53]H Douglash Brown, *Language Assessment: Principles and Classroom Practices.* (Longman), 22

Number of Item	r_{tabel}	r_{xy}	Criteria
1	0,404	0,462	Valid
2	0,404	0,420	Valid
3	0,404	0,248	Invalid
4	0,404	0,027	Invalid
5	0,404	0,456	Valid
6	0,404	0,454	Valid
7	0,404	0,485	Valid
8	0,404	0,310	Invalid
9	0,404	0,512	Valid
10	0,404	0,452	Valid
11	0,404	0,471	Valid
12	0,404	0,541	Valid
13	0,404	0,077	Invalid
14	0,404	0,645	Valid
15	0,404	0,464	Valid
16	0,404	0,518	Valid
17	0,404	0,741	Valid
18	0,404	0,669	Valid
19	0,404	0,743	Valid
20	0,404	0,407	Valid

The table above showed the result of the validity test which is conducted to 24 respondents. The test uses 20 items of motivation questioners. Based on that calculation, there are 16 item test are valid. Those are number1, 2, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20. While the invalid item of the test are number 3, 4, 8, 13.

Table 3.3

The Result of Validity statistic of anxiety

Number of	r_{tabel}	r_{xy}	Criteria

Item			
1	0,404	0,296	Invalid
2	0,404	0,216	Invalid
3	0,404	0,124	Invalid
4	0,404	0,493	Valid
5	0,404	0,283	Invalid
6	0,404	0,410	Valid
7	0,404	0,182	Invalid
8	0,404	0,493	Valid
9	0,404	0,544	Valid
10	0,404	0,308	Invalid
11	0,404	0,493	Valid
12	0,404	0,681	Valid
13	0,404	0,455	Valid
14	0,404	0,493	Valid
15	0,404	0,712	Valid
16	0,404	0,656	Valid
17	0,404	0,697	Valid
18	0,404	0,229	Invalid
19	0,404	0,565	Valid
20	0,404	0,491	Valid
21	0,404	0,679	Valid
22	0,404	0,314	Invalid
23	0,404	0,265	Invalid
24	0,404	0,493	Valid
25	0,404	0,580	Valid
26	0,404	0,482	Valid
27	0,404	0,461	Valid
28	0,404	0,057	Invalid
29	0,404	0,565	Valid
30	0,404	0,493	Valid
31	0,404	0,273	Invalid
32	0,404	0,230	Invalid
33	0,404	0,493	Valid
34	0,404	0,120	Invalid

The test of anxiety's validity was shown in the table above.

The researcher uses 24 respondents and applied 33 item of anxiety

test. Related to those result, it was shown that there are 21 item belong to valid categories, those are number 4, 6, 8, 9, 12, 13, 14, 15, 16, 17,19, 20, 21, 24, 25, 26, 27, 29, 30, 33 and invalid items, that are number 1, 2, 3, 5, 7, 10, 18, 22, 23, 28, 20, 21, 22, 23, 28, 31, 32, and 34.

Table 3.4

The Result of Validity statistic of Speaking Test

Number of Item	r_{tabel}	r_{xy}	Criteria
Grammar	0,404	0,558	Valid
Vocabulary	0,404	0,769	Valid
Fluency	0,404	0,574	Valid
Pronunciation	0,404	0,839	Valid
Comprehension	0,404	0,839	Valid

The table above shows the result of the validity test of Speaking test which is conducted to 24 respondents and uses 5 items of speaking test. Validity of the calculated item instrument to 5 items (Comprehension, Fluency, Pronunciation, Vocabulary and Grammar) speaking variables, all item are valid.

2. Reliability

While, a reliability test is consistent and dependable.[54] Reliabilityof a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[55] To measure reliability, the researcher employed SPSS 16.00 program.

Table 3.5

Reliability statistic of motivation, anxiety, and speaking

	Cronbach's Alpha	N of Item
Motivation	.849	16
Anxiety	.830	21
Speaking	.779	5

As a benchmark of high and low reliability coefficient, provided indicator as follow: 0,800-1,000 = very high, 0,600-0,799 = high, 0,400-0,599 = enough, 0,200-0,399 = low, and 0,000-0,199 = very low.[56]

D. **Technique of Data Collection**

Data collection method are allways can be used by researcher to collect data. In this resaerch, the researcher use the quistionare, and test of result English study in instrument to collect the data.

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[54]Ibid, 20.
[55]Ibid, 236.
[56]Benchmarking, Benchmarking Inter-RaterReliability Coefficients, p 124, http://www.agreestat.com/book3/bookexcerpts/chapter6.pdf.

1. Quistionare

   Quistionare is one of the most common instrument used. They are relatively easy to prepare, they can be used with large number of subject and they can obtain information that is relatively easy to tabulate and analyze.[57]In this research, researcher use likert scale. Likert scale is used to measure the attitude of opinions and perceptions of a person or group of people about social phenomena. The options provided for answers are as follows:[58]

   Strongly Agree   = 5 point

   Agree   = 4 point

   Neutral   = 3 point

   Disagree   = 2 point

   Strongly Disagree   = 1 point

2. Documentation

   Documentation is a record of past events in the form of writing, drawing, or monumental work of a person.[59]In this research, documentation is used to obtain data on students' condition, profile of State Institut of Islamic College Ponorogo.

3. Test

[57]Jack C. Richard, *Curriculum Development in Language Teaching,* (USA: Cambridge University Press, 2001), 60

[58]Sugiyono, *MetodePendidikanPenelitian, PendekatanKuantitatif, Kualitatif, dan R & D,* (Bandung : ALVABETA, 2012), p.134

[59]Imam Gunawan, *metodepenelitiankualitatif: teori&praktik,* Jakarta: PT BumiAksara, 2015, 176

To measure whether there and huge of ability of object that is to researched is using test. On the other hand, test is a series of practices of question that is used to motivate the student and as a mean of measuring skill, knowladge, intellegence and talent.[60] In this research, test is applied to know the speaking ability of students.

Table 3.6

Scoring Rubrics of Speaking.

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
5	Equivalent to that of an educated native speaker	speech on all level is fully accepted and breadth of vocabulary	Equivalent to that of an educated native speaker	has complete fluently in the language	Equivalent to an fully accepted by educated native speakers
4	Error grammar are quite rare	high degree of vocabulary	Can understand any conversation within the range of experience	able to use the language fluently on all level normally	Errors in pronunciation are quite rare
3	Control grammar is good	vocabulary is broad enough that he rarely has to group for a word	Comprehension is quite complete at a normal rate of speech	can discuss particular interest of contents with reasonable ease. rarely has group of word	Errors never interfere with understanding and rarely disturb the native speaker.
2	Confident control the grammar	has speaking vocabulary sufficient to express	Can get the gist of most conversations of non-technical	can handle with confidence but not with	Accent is intelligible though often quite faulty

[60]Douglas Brown. *Principles of Languauge Learning and Teaching.* (New York; Pearson Education Company,200), 384

		himself	subject	facility most social situation	
1	Too much error grammar	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand a simple question	no specific fluency description	Error in pronunciation are frequent but can be understood by a native speaker

E. Data Analysis

By analysis we mean the computation of certain indices or measures along withsearching for patterns of relationship that exist among the data groups.[61]

1. Assumstion Test

The final factor that we need to consider is the set of assumptions of the test.

a. Normality

Normality testing is used to determine whether or not a normal distribution of data. It is important to know with regard to the

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[61]C. R. Kothari. *Research Methodology : Methods and Techniques.* (New Delhi: New Age International, 1990), 130

accuracy of the selection of statistical tests to be used. In this research, researcher used Kolmogorov-Smirnov.[62]

b. Linierity

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.[63]

2. Hypothesis Test

The major purpose of hypothesis testing is to choose between two competing hypotheses about the value of a population paramether.

a. Multiple Linier Regresi

Because this research have a three variable, two variable dependent (motivation and anxiety) and one variable dependent (speaking), so researcher applied multiple linier regression. Multiple linear regression is part of multivariate analysis which is used to show the magnitude of influence of some independent variable to non-free variable.[64] And it will be measured using SPSS.

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[62]Supardi, *Aplikasi Statistika Dalam Penelitian,* (Jakarta Selatan : Change Publication, 2013), 129

[63]Ibid, 129

[64]Ibid, 239

CHAPTER IV

RESEARCH RESULT

A. **Research Location**

1. Geographical position and History of The Institute for Islamic Studies of
    Ponorogo.

    The Institute for Islamic Studies of Ponorogo is located at St.
    Pramuka156 SimanPonorogo. It is located in the city center so it can be
    accessed easily.

    a. North side : Let. Jend. Suprapto 1st alley

    b. South side : Menur street

    c. East side : settlement

    d. West side : Jend. Suprapto street

2. The History of IAIN Ponorogo

Started from academic year 1985/1986, Syar''ah Faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha and MuamalahJinayahDepatment. In addition, the president''s decision number 11about the founding of state of Islamic (STAIN) have been released and ratified by Ministry of Religion on 25thSyafar 1418 H/ 30th June 1997.

Based on the decision above, on the academic year 1997/1998 Syari'ahFaculty of Ponorogo changed its status from region Faculty become STAIN. It was an organization unit under Religion Department and lead by the chairman who has a responsibility to Ministry of Religion, whereas the construction functionally is operated by The Ministry of Relogions Affairs. The change of status of Syari'ahFaculty of IAIN SunanAmpel become STAIN Ponorogo was decided based on revolved letter of instructional General Director of Religions Affairs number E/136/1997. Since this change of status, State of Islamic College (STAIN) Ponorogo operated educational academic and professionalism by opening three , Syari'ah, Tarbiyah, and Ushuludin.

In 2016, based on Presidential Regulation 75 of 2016, STAIN Ponorogo officially became IAIN Ponorogo. The goal of this status change is that colleges not only provide professional and academic education within the scope of a particular discipline of science, technology or art, but

more broadly are able to organize professional and academic education in a group of disciplines of science, technology or art.

3. Vision, Mission, and goal of The Institute for Islamic Studies of Ponorogo

    a. Vision of IAIN Ponorogo

        As the center of study and development of Islamic science is superior in order to realize civil society in 20301.

    b. Mission of IAIN Ponorogo

        1) Conducting research and learning and study of excellentIslamic studies.

        2) Conducting research in the field of Islamic studies.

        3) Implementing a superior community service.

        4) Implementing excellent cooperation with relevant institutions at national and international level.

4. Organizational structure of IAIN Ponorogo

    a. Leader element

        1) Rector IAIN Ponorogo

        2) Vice rector of academic and institutional fields

        3) Vice rector of general administration, planning and finance

        4) Vice rector for student affairs and cooperation

    b. Internal control unit

    c. Member senate institute of islam religion ponorogo country

    d. Faculty

1) Faculty of Tarbiyah and Teacher Science

  a) Department of Islamic education (PAI)

  b) Department of Arabic education (PBA)

  c) Department of teacher education of madrasah ibtidaiyah (PGMI)

  d) Department of Islamic education management

  e) Department of English education.

  f) Department of PIAUD

  g) Department of science (IPA)

  h) Department of social science (IPS)

2) Faculty of Syari'ah

  a) Department of Ahwalsyakhsiyah

  b) Department of Mua'amalah

3) Faculty of Ushuludin, Adab and Da'wah

  a) Department of Science of Al-quran and Tafsir

  b) Department of Communication and Broadcasting of Islam

  c) Department of Guidance and Counseling Islam

4) Faculty of Economics and Business of Islam

  a) Department of Syari'ah banking

  b) Department of Islamic Economics

  c) Department of Management of zakat and wakaf

e. Research Institutes and Community Service

f. Quality Assurance Institution

g. Administrative, Academic and Financial bureau

h. General Administration Section

i. Planning and Finance Sections

j. Academic, Student and Alumni Sections

k. Technical implementation Unit

    1) Library

    2) The technical implementation unit of information technology and database

    3) The technical development unit of language development

l. Postgraduate

5. English Education Department

In The Institute for Islamic Studies, English Department is called TadrisBahasaInggris (TBI). It is established under Tarbiyah Faculty (Faculty of Education). The graduated students of English Department IAIN Ponorogo are supposed to be an English teacher. These are the vision, mission, and goal English Education Department of IAIN Ponorogo.

a. The vision of English Education Department

As the Education and development center of professional English teachers.

b. The mission of English Education Department

    1) To implement a process and teaching Islamic studies.

2) To implement and develop the teaching of English language

3) To conduct English educational research.

4) To perform society dedication in the field of Englishteaching.

5) To implement the founding of English education department academicians.

6) To cooperate with educational and non-educational institutions.

c. The goal of English Education Department

The goal is to graduate the bachelor of English Education which capable of teaching professionally in Elemantary to High School level, having good English capability both written and orally and mastering English learning issues.

B. Specific Research Findings

Sample in this research were 62 students of the fourth semester of English department of IAIN Ponorogo. The variables of this research consisted of three variable namely motivation (X1), anxiety (X2), and speaking ability (Y). The obtained data for each variable which have been scored representation motivation, anxiety and speaking ability are described as follow.

1. Motivation at the fourth Semester Students of English Department at IAIN Ponorogo in Academic Year 2017/2018

This data determine how motivation of the fourth semester students of English education department of IAIN Ponorogo. To get the data, the researcher employed questionnaire tool on the fourth semester students.Based on data obtained from a questionnaire distributed to 62 respondents indicated that questionnaire of students' motivation showed the highest score was 88 and the lowest was 68. From the questionnaire result, it can be seen clearly on the following table.

Table 4.1

The Score of Motivation at the fourth Semester Students of English Department at IAIN Ponorogo in Academic Year 207/2018.

NO.	NAME	SCORE
1.	ANIK RAHAYU	79
2.	ANISA SUSANTI	71
3.	ANWAR SANUSI	70
4.	APRISKA ARDILIA PUTRI	79
5.	AVINAHARI AHIDATURROHMAH	85
6.	AYNUN ZUHRUFIYAH NUR ANI	83
7.	DIAN SARI LUTFI RAHAYU	85
8.	FEBRIAN	63
9.	FEBRIANI PUJI LESTARI	65
10.	INDRI YANI	74
11.	ITA KHOIRIYAH	79
12.	LILIS SETYO ASIH	69
13.	LUTHFI NUR AFIFAH	83
14.	MAHBUBAH NASHUHATUL UMMAH	76
15.	MUCHAMMAD LUQMAN PUTRA HADIWIJAYA	73
16.	NOFANA ULFA NUR FADILA	73
17.	NOFIKA AGUSTININGSIH	69
18.	NUR QONI'AH	74
19.	NUR SAFITRI	86

20.	POLA ESIANITA	74
21.	PUTRI EKA KURNIAWATI	71
22.	SASANGKA PERDANA PUTRA	78
23.	ACI MEIDAYANTI	70
24.	ALVIAN CATUR PAMUNGKAS	74
25.	AMARULLI ALQARANI ADITYA PUTRA	79
26.	ARNIATUL HASANAH	69
27.	AZZAH MAULIDAH	71
28.	DEVI AYU DAMAYANTI	66
29.	DINATUL AMALIYAH	63
30.	EVA LEONISA	70
31.	FITRIANI NUR HASANAH	78
32.	ILNAZAL MUMTAZ	88
33.	IMA AGISTA	71
34.	JARWATI	73
35.	LULUK RAHMATIA TRISNA AINI	74
36.	NADILA RAHMATUL LATIFA	81
37.	NURHADI ROHMANUDIN	80
38.	PRIYO PAMBUDI SUKOWINONTO	64
39.	RAHMA HIDAYATUS SHOLIKAH	84
40.	REDA UMI	66
41.	RENDIKA RAHMADA SUTA	69
42.	SATITI ALIF MARTHA ARUM WIBOWO	69
43.	AILING SHINA RESMI	75
44.	AMELIA CANDRICA SANAH	80
45.	APRILIA DWI RATNASARI	71
46.	BATARA SENA ARTALISANANDA	88
47.	DYAH SEKAR PRATIWI	70
48.	FAJAR ARI PRATAMA	62
49.	FIRDA NING KUSUMA	73
50.	IFA KHUROTUL AFIDA	64
51.	IRKHAMNA NOORISAMBAR	80
52.	LAILA ALVIANA DEWI	69
53.	LULUK MAZIDAH	78
54.	MAULID ROBIYANSYAH	69
55.	MUHAMMAD AINUL FUAD MASRUR ZEIN	74
56.	NINDIYA SISKARINA	68
57.	NI'MATUL HASANAH	79
58.	RELISH SOFIE HANEYSTY	78
59.	RESTU TRIARIANI	74
60.	RIZKY AMALIA UTOMO	88

| 61. | SHINTA AGUSTINA NOVIANTI | 80 |
| 62. | SISKA RISDIANTI | 74 |

From the table above, indicated that the highest score was 88, and the lowest was 62. While the mean was 74.39.For more details, can be seen in the following frequency distribution table.

Table 4.2

Frequency Distribution of the questionnaire of Motivation.

Motivasi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	1.6	1.6	1.6
	63	2	3.2	3.2	4.8
	64	2	3.2	3.2	8.1
	65	1	1.6	1.6	9.7
	66	2	3.2	3.2	12.9
	68	1	1.6	1.6	14.5
	69	7	11.3	11.3	25.8
	70	4	6.5	6.5	32.3
	71	5	8.1	8.1	40.3
	73	4	6.5	6.5	46.8
	74	8	12.9	12.9	59.7
	75	1	1.6	1.6	61.3
	76	1	1.6	1.6	62.9
	78	4	6.5	6.5	69.4
	79	5	8.1	8.1	77.4
	80	4	6.5	6.5	83.9

81	1	1.6	1.6	85.5
83	2	3.2	3.2	88.7
84	1	1.6	1.6	90.3
85	2	3.2	3.2	93.5
86	1	1.6	1.6	95.2
88	3	4.8	4.8	100.0
Total	62	100.0	100.0	

From the table above, could be seen that the score questionnaire of students motivation was varieties. There were 1.6% or 1 student got score 62, 3.2 % or 2 student got score 63, 3.2% or 2 student got score 64, 1.6% or 1 student got score 65, 3.2% or 2 students got score 66, 1.6% or 1 students got score 68, 11.3% or 7 students got score 69, 6.5% or 4 students got score 70, 8.1% or 5 students got score 71, 6.5% or 4 students got score 73, 12.9% or 8 students got score 74, 1.6% or 1 students got score 75, 1.6% or 1 students got score 76, 6.5% or 4 students got score 78, 8.1% or 5 students got score 79, 6.5% or 4 students got score 80, 1.6% or 1 students got score 81, 3.2% or 2 students got score 83, 3.2% or 2 students got score 84, 3.2% or 2 students got score 85, 1.6% or 1 students got score 86, 4.8% or 3 students got score 88.

From the description, it can be concluded that the students motivation showed that the highest score was 88 and the lowest score was 62. Based on table above, the histogram can be seen in as follow:
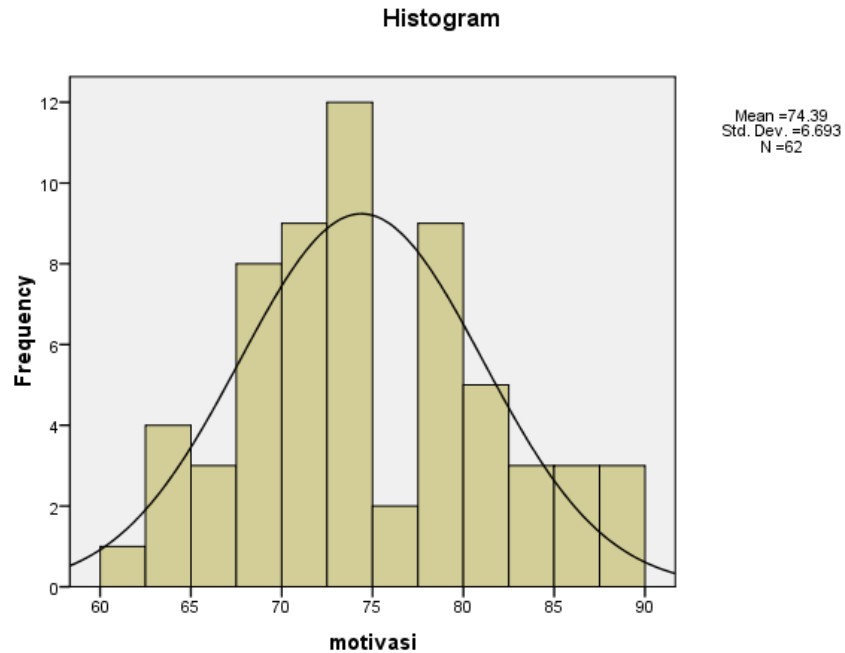
Figure 4.1 Histogram for Questionnaire of Motivation

From the histogram above, it is stated (mean) M = 74.39 and (deviation standard) SD = 6.639. The determine the category of the students motivation was good, medium or low, the researcher grouped scores using the standard as follow:

a. More than M + 1.SD (74.39 + 6.639 = 81)is categorized into good.

b. Between M − 1.SD to M + 1.SDx (68 - 81) is categorized into medium.

c. Less than M − 1.SD (74.39 − 6.639 = 68) is categorized into low.

It can seen that the score which are more than 81 is considered good, while the score which are less than 68 is categorized into low and the score 68 − 81

is categorized into medium. That categorization can be clearly seen as following:

Table 4.3

The categorization of Students Motivation

No	Score	Frequency	Percentage	Category
1	More than 81	8	13%	Good
2	68-81	45	73%	Medium
3	Less than 68	9	14%	Low
	Total	62	100%	

From those table can be seen that the students motivation showed that 13% into good category, 73% in the medium category and 14% in the low category. So, students motivation at fourth semester students of English department at IAIN Ponorogo in academic year 207/2018 are medium.

2. Anxiety at the fourth Semester Students of English Department at IAIN Ponorogo in Academic Year 207/2018.

This data determine the levelanxiety of fourth semester students of English education department of IAIN Ponorogo. To get the data, the researcher used questionnaire tool for the fourth semester students. Based on data obtained from a questionnaire distributed to 62 respondents indicated that questionnaire of students' anxiety showed the highest score was 84 and the lowest was 48. From the questionnaire result, it can be seen clearly on the following table.

Table 4.4

The Score of Anxiety at the fourth Semester Students of English

Department at IAIN Ponorogo in Academic Year 207/2018.

NO.	NAME	SCORE
1.	ANIK RAHAYU	58
2.	ANISA SUSANTI	63
3.	ANWAR SANUSI	65
4.	APRISKA ARDILIA PUTRI	64
5.	AVINAHARI AHIDATURROHMAH	73
6.	AYNUN ZUHRUFIYAH NUR ANI	67
7.	DIAN SARI LUTFI RAHAYU	69
8.	FEBRIAN	50
9.	FEBRIANI PUJI LESTARI	64
10.	INDRI YANI	67
11.	ITA KHOIRIYAH	78
12.	LILIS SETYO ASIH	55
13.	LUTHFI NUR AFIFAH	61
14.	MAHBUBAH NASHUHATUL UMMAH	62
15.	MUCHAMMAD LUQMAN PUTRA HADIWIJAYA	74
16.	NOFANA ULFA NUR FADILA	57
17.	NOFIKA AGUSTININGSIH	66
18.	NUR QONI'AH	65
19.	NUR SAFITRI	84
20.	POLA ESIANITA	78
21.	PUTRI EKA KURNIAWATI	74
22.	SASANGKA PERDANA PUTRA	61
23.	ACI MEIDAYANTI	67
24.	ALVIAN CATUR PAMUNGKAS	69
25.	AMARULLI ALQARANI ADITYA PUTRA	58
26.	ARNIATUL HASANAH	66
27.	AZZAH MAULIDAH	59
28.	DEVI AYU DAMAYANTI	68
29.	DINATUL AMALIYAH	67
30.	EVA LEONISA	63
31.	FITRIANI NUR HASANAH	66
32.	ILNAZAL MUMTAZ	71
33.	IMA AGISTA	54

34.	JARWATI	48
35.	LULUK RAHMATIA TRISNA AINI	58
36.	NADILA RAHMATUL LATIFA	59
37.	NURHADI ROHMANUDIN	70
38.	PRIYO PAMBUDI SUKOWINONTO	68
39.	RAHMA HIDAYATUS SHOLIKAH	65
40.	REDA UMI	58
41.	RENDIKA RAHMADA SUTA	59
42.	SATITI ALIF MARTHA ARUM WIBOWO	63
43.	AILING SHINA RESMI	66
44.	AMELIA CANDRICA SANAH	74
45.	APRILIA DWI RATNASARI	70
46.	BATARA SENA ARTALISANANDA	66
47.	DYAH SEKAR PRATIWI	64
48.	FAJAR ARI PRATAMA	64
49.	FIRDA NING KUSUMA	81
50.	IFA KHUROTUL AFIDA	73
51.	IRKHAMNA NOORISAMBAR	77
52.	LAILA ALVIANA DEWI	58
53.	LULUK MAZIDAH	59
54.	MAULID ROBIYANSYAH	74
55.	MUHAMMAD AINUL FUAD MASRUR ZEIN	62
56.	NINDIYA SISKARINA	65
57.	NI'MATUL HASANAH	70
58.	RELISH SOFIE HANEYSTY	66
59.	RESTU TRIARIANI	64
60.	RIZKY AMALIA UTOMO	69
61.	SHINTA AGUSTINA NOVIANTI	76
62.	SISKA RISDIANTI	69

From the table above, indicated that the highest score was 84, and the lowest was 48. While the mean was 65.77.For more details, can be seen in the following frequency distribution table.

Table 4.5

Frequency Distribution of the questionnaire of Anxiety.

Anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48	1	1.6	1.6	1.6
50	1	1.6	1.6	3.2
54	1	1.6	1.6	4.8
55	1	1.6	1.6	6.5
57	1	1.6	1.6	8.1
58	5	8.1	8.1	16.1
59	4	6.5	6.5	22.6
61	2	3.2	3.2	25.8
62	2	3.2	3.2	29.0
63	3	4.8	4.8	33.9
64	5	8.1	8.1	41.9
65	4	6.5	6.5	48.4
66	6	9.7	9.7	58.1
67	4	6.5	6.5	64.5
68	2	3.2	3.2	67.7
69	4	6.5	6.5	74.2
70	3	4.8	4.8	79.0
71	1	1.6	1.6	80.6
73	2	3.2	3.2	83.9

74	4	6.5	6.5	90.3
76	1	1.6	1.6	91.9
77	1	1.6	1.6	93.5
78	2	3.2	3.2	96.8
81	1	1.6	1.6	98.4
84	1	1.6	1.6	100.0
Total	62	100.0	100.0	

From the table above, could be seen that the score questionnaire of students anxiety was various. There were 1.6% or 1 student got score 48, 1.6% or 1 student got score 50, 1.6% or 1 student got score 54, 1.6% or 1 student got score 55, 1.6% or 1 students got score 57, 8.1% or 5 students got score 58, 6.5% or 4 students got score 59, 3.2% or 2 students got score 61, 3.2% or 2 students got score 62, 4.8% or 3 students got score 63, 8.1% or 5 students got score 64, 6.5% or 4 students got score 65, 9.7% or 6 students got score 66, 6.5% or 4 students got score 67, 3.2% or 2 students got score 68, 6.5% or 4 students got score 69, 4.8% or 3 students got score 70, 1.6% or 1 students got score 71, 3.2% or 2 students got score 73, 6.5% or 4 students got score 74, 1.6% or 1 students got score 76, 1.6% or 1 students got score 78, , 3.2% or 2 students got score 78, 1.6% or 4 students got score 81, 1.6% or 1 students got score 84.

From the description, it can be concluded that the students anxiety showed that the highest score was 84 and the lowest score was 48. Based on table above, the histogram can be seen in as follow:
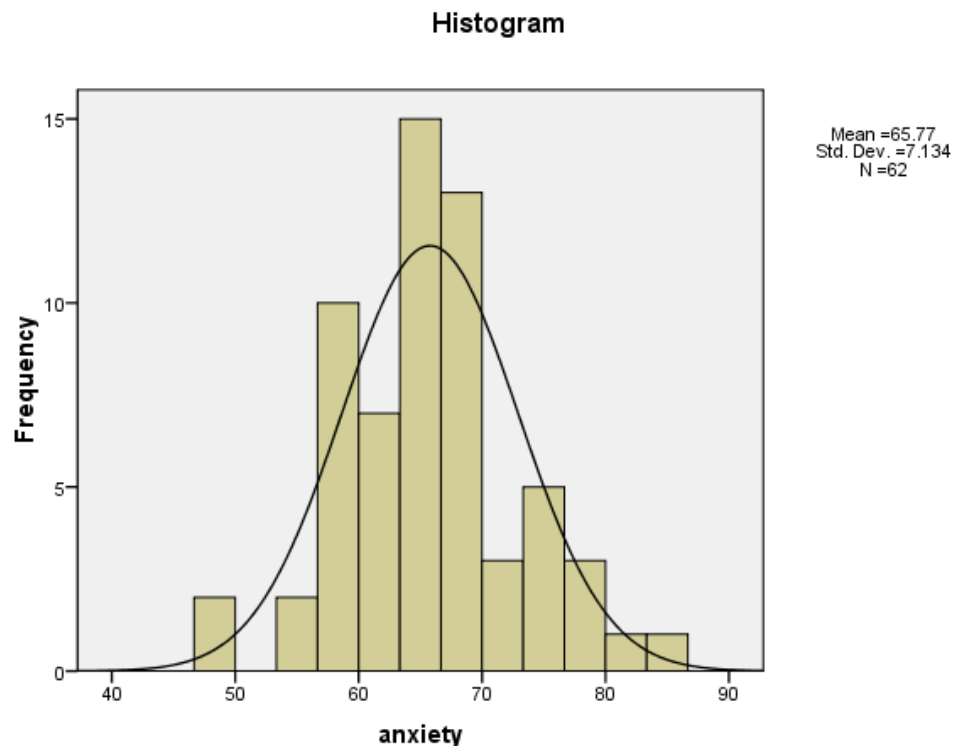

Figure 4.2 Histogram for Questionnaire of Anxiety

From the histogram above, it is stated (mean) M = 65.77 and (deviation standart) SD = 7.134. The determine the category of the students motivation was good, medium or low, the researcher grouped scores using the standard as follow:

d. More than M + 1.SD (65.77 + 7.134 = 73)is categorized into good.

e. Between M – 1.SD to M + 1.SDx (59 - 73) is categorized into medium.

f. Less than M – 1.SD (65.77 – 7.134 = 59) is categorized into low.

It can seen that the score which are more than 73 is considered good, while the score which are less than 59 is categorized into low and the score 59 – 73 is categorized into medium. That categorization can be clearly seen as following:

Table 4.6

The Categorization of Students Anxiety.

No	Score	Frequency	Percentage	Category
1	More than 73	10	16%	Good
2	59-73	42	68%	Medium
3	Less than 59	10	16%	Low
	Total	62	100%	

From those table can be seen that the students anxiety showed that 16% into good category, 68% in the medium category and 16% in the low category. So, students anxiety at fourth semester students of English department at IAIN Ponorogo in academic year 207/2018 are medium.

3. **Speaking Ability at the fourth Semester Students of English Department at IAIN Ponorogo in Academic Year 207/2018.**

This data determine how speaking ability of fourth semester students of English education department of IAIN Ponorogo. To get the data, the researcher uses test tool forthe fourth semester students. Based on data obtained from a test distributed to 62 respondents indicated that test of students' speaking ability showed the highest score was 72 and the lowest was 64. From the test result, it can be seen clearly on the following table.

Table 4.7

The Score of Speaking Ability at the fourth Semester Students of English Department

at IAIN Ponorogo in Academic Year 207/2018.

NO.	NAME	SCORE
1.	ANIK RAHAYU	64
2.	ANISA SUSANTI	68
3.	ANWAR SANUSI	68
4.	APRISKA ARDILIA PUTRI	64
5.	AVINAHARI AHIDATURROHMAH	68
6.	AYNUN ZUHRUFIYAH NUR ANI	68
7.	DIAN SARI LUTFI RAHAYU	68
8.	FEBRIAN	68
9.	FEBRIANI PUJI LESTARI	68
10.	INDRI YANI	68
11.	ITA KHOIRIYAH	68
12.	LILIS SETYO ASIH	64
13.	LUTHFI NUR AFIFAH	68
14.	MAHBUBAH NASHUHATUL UMMAH	68
15.	MUCHAMMAD LUQMAN PUTRA HADIWIJAYA	64
16.	NOFANA ULFA NUR FADILA	68
17.	NOFIKA AGUSTININGSIH	68
18.	NUR QONI'AH	68
19.	NUR SAFITRI	68
20.	POLA ESIANITA	64
21.	PUTRI EKA KURNIAWATI	68
22.	SASANGKA PERDANA PUTRA	64

23.	ACI MEIDAYANTI	64
24.	ALVIAN CATUR PAMUNGKAS	68
25.	AMARULLI ALQARANI ADITYA PUTRA	64
26.	ARNIATUL HASANAH	64
27.	AZZAH MAULIDAH	64
28.	DEVI AYU DAMAYANTI	64
29.	DINATUL AMALIYAH	68
30.	EVA LEONISA	64
31.	FITRIANI NUR HASANAH	64
32.	ILNAZAL MUMTAZ	68
33.	IMA AGISTA	64
34.	JARWATI	64
35.	LULUK RAHMATIA TRISNA AINI	64
36.	NADILA RAHMATUL LATIFA	64
37.	NURHADI ROHMANUDIN	64
38.	PRIYO PAMBUDI SUKOWINONTO	64
39.	RAHMA HIDAYATUS SHOLIKAH	64
40.	REDA UMI	68
41.	RENDIKA RAHMADA SUTA	68
42.	SATITI ALIF MARTHA ARUM WIBOWO	68
43.	AILING SHINA RESMI	68
44.	AMELIA CANDRICA SANAH	68
45.	APRILIA DWI RATNASARI	68
46.	BATARA SENA ARTALISANANDA	68
47.	DYAH SEKAR PRATIWI	68
48.	FAJAR ARI PRATAMA	64
49.	FIRDA NING KUSUMA	64
50.	IFA KHUROTUL AFIDA	68
51.	IRKHAMNA NOORISAMBAR	72
52.	LAILA ALVIANA DEWI	72
53.	LULUK MAZIDAH	64
54.	MAULID ROBIYANSYAH	72
55.	MUHAMMAD AINUL FUAD MASRUR ZEIN	68
56.	NINDIYA SISKARINA	64
57.	NI'MATUL HASANAH	68
58.	RELISH SOFIE HANEYSTY	72
59.	RESTU TRIARIANI	64
60.	RIZKY AMALIA UTOMO	72
61.	SHINTA AGUSTINA NOVIANTI	68
62.	SISKA RISDIANTI	64

Based on the table, from 62 respondentsindicated that the highest score was 72, and the lowest was 64. While the mean was 66.65.For more details, can be seen in the following frequency distribution table.

Table 4.8

Frequency Distribution of the test of Speaking Ability.

Speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 64	26	41.9	41.9	41.9
68	31	50.0	50.0	91.9
72	5	8.1	8.1	100.0
Total	62	100.0	100.0	

From the table above, could be seen that the score test of students speaking ability, there were 41.9% or 26 student got score 64, 50.0% or 31 student got score 68, and the last 8.1% or 5 student got score 72.

From the description, it can be concluded that the students speaking ability showed that the highest score was 72 and the lowest score was 64. Based on table above, the histogram can be seen in as follow:
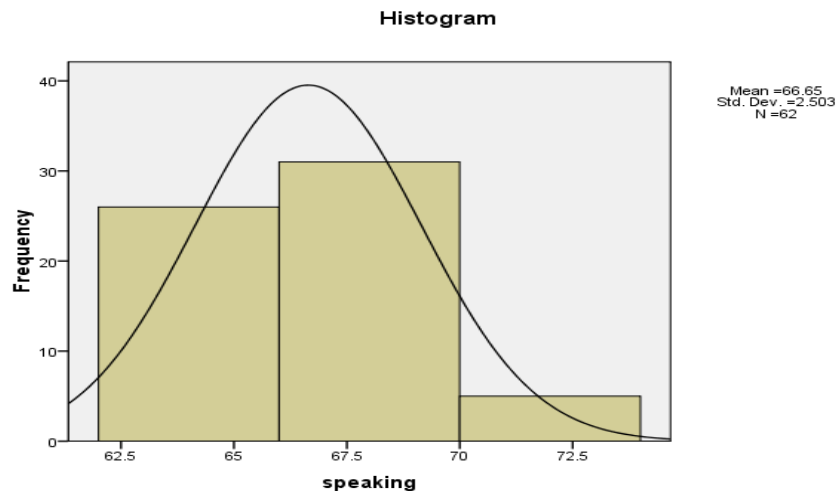
Figure 4.3 Histogram for Test of Speaking

From the histogram above, it is stated (mean) M = 66.65 and (deviation standard) SD = 2.503. The determine the category of the speaking ability was good, medium or low, the researcher grouped scores using the standard as follow:

a. More than M + 1.SD (66.65 + 2.503 = 69)is categorized into good.

b. Between M – 1.SD to M + 1.SDx (64 - 69) is categorized into medium.

c. Less than M – 1.SD (66.65– 2.503 = 64) is categorized into low.

It can seen that the score which are more than 69 is considered good, while the score which are less than 64 is categorized into low and the score 64 – 69 is categorized into medium. That categorization can be clearly seen as following:

Table 4.9

The categorization of StudentsSpeaking Ability.

No	Score	Frequency	Percentage	Category
1	More than 69	5	8%	Good
2	64-69	57	92%	Medium
3	Less than 64	0	0%	Low
	Total	62	100%	

From those table can be seen that the students speaking ability showed that 8% into good category, 92% in the medium category and 0% in the low category. So, speaking ability at thefourth semester students of English department at IAIN Ponorogo in academic year 207/2018 are medium.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally and linier distributed. It can be done by conducting normality test and linearity test.

a. Normality Test

Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value significant correction is consulted

to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be conclude that the data are in normal distribution.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 for windows as following.

Table 4.10

The result of Normality Test for Students Motivation, Students Anxiety and Students Speaking Ability.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		62
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	2.42519846
Most Extreme Differences	Absolute	.171
	Positive	.171
	Negative	-.118
Kolmogorov-Smirnov Z		1.343
Asymp. Sig. (2-tailed)		.054
a. Test distribution is Normal.		

Based on the table above the result of the normality data, namely thevalue of Kolmogorov-Smirnov shown the normality score is 0.054. because (significant value $\geq$ 0.05), Ho is accepted, so score for the variables are normallydistributed.

b.Linearity Test

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.[65]

The result of linearity test can be seen as follow.

Table 4.11

The Result of LinearityTest for Motivation and Speaking.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
speaking * motivasi	Between Groups	(Combined)	113.127	21	5.387	.801	.702
		Linearity	7.225	1	7.225	1.074	.306
		Deviation from Linearity	105.902	20	5.295	.787	.712
	Within Groups		269.067	40	6.727		
	Total		382.194	61			

Based on the table above the result of the linearity data, result of the significant value is 0.712 and it's greater than 0.05 which means that there is a significant linear relationship between variable motivation (X1) with variable speaking (Y).

---

[65]Supardi, *Aplikasi Statistika Dalam Penelitian,* (Jakarta Selatan : Change Publication, 2013), 129.

Table 4.12

The Result of Linearity Test for Anxiety and Speaking.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
speaking * anxiety	Between Groups	(Combined)	125.127	24	5.214	.750	.768
		Linearity	21.278	1	21.278	3.063	.088
		Deviation from Linearity	103.849	23	4.515	.650	.861
	Within Groups		257.067	37	6.948		
	Total		382.194	61			

Based on the table above the result of the linearity data, result of the significant value is 0.861 greater than 0.05 which means that there is a significant linear relationship between variable anxiety (X2) with variable speaking (Y).

2. Testing Hypothesis

In this study, there is one hypothesis that should be tested. To decide whether Ho is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The Ho will be rejected and the Ha will be accepted if the value of F_{test} is higher than F_{table}. Meanwhile, Ho will be accepted and Ha will be rejected if the value of F_{test} is lower than F_{table}.

The result of Simple Linier Regression and Multiple Linier Regression was analysis by using SPSS 16.00.

A. Simple Linier Regression analysis of Motivation on Students' Speaking Ability

Table 4.13

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.137[a]	.019	.003	2.500

a. Predictors: (Constant), MOTIVATION

Based on the table above, the value R as a ymbol of coefficient correlation showed 0,137. It means that the correlation between two variables in this research namely motivation and students' speaking ability is categorized into low. Moreover, te value of R squared / Coefficient Determination informs how well the independent and dependent variable interacted. The R squared above showed 0,019. It implies that the independent variable (motivation)gives 1,9 % contribution on the dependent variable (students' speaking ability), then 98,1 influenced by other factors.).And then the coefficient table will be explained in the following table.

Table 4.14

Anova

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.225	1	7.225	1.156	.287^a
Residual	374.968	60	6.249		
Total	382.194	61			

a. Predictors: (Constant), MOTIVATION

b. Dependent Variable: SPEAKING

Referring to the table above, it can be seen that the result of Simple

Linier Regression analysiswas 0.287and F_{score} 1.156.

Table 4.15

Coefficient

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	62.820	3.571		17.590	.000
MOTIVATION	.051	.048	.137	1.075	.287

a. Dependent Variable: SPEAKING

Based on the above table it is known that the significance value for the effect

of X1 and X2 on Y is 0.000. The value of rxyis consulted at the level of significance

5%   for N = 62 are 0.172. It can be seen that F_{test} 1.156<F_{table}4.00 and the

equational regression model is Y= 62.820 + 0.051X_1 so it can be concluded that Ho

is accepted which means there is no significant effect between motivation towards

speaking ability.

B. Simple Linier Regression analysis of Anxietyon Students'Speaking Ability

Table 4.16

Determination Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236[a]	.056	.040	2.453

a. Predictors: (Constant), ANXIETY

Based on the table above, the value R as a ymbol of coefficient correlation showed 0,137. It means that the correlation between two variables in this research namely motivation and students' speaking ability is categorized into low. Moreover, te value of R squared / Coefficient Determination informs how well the independent and dependent variable interacted. The R squared above showed 0,056. It implies that the independent variable (motivation) gives 5,6 % contribution on the dependent variable (students' speaking ability), then 94,4 % influenced by other factors.). And then the coefficient table will be explained in the following table.

Table 4.17

Anova

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.278	1	21.278	3.537	.065[a]
	Residual	360.915	60	6.015		
	Total	382.194	61			

a. Predictors: (Constant), ANXIETY

b. Dependent Variable: SPEAKING

Referring to the table above, it can be seen that the result of Simple Linier Regression analysis was 0.065. The value of Simple Linier Regressionis consulted at the level of significance 5% for N = 62 are 0.172.Because the result show that Simple Linier Regression= 0.155 is lower than rt= 0.172 or rxy= (0.065) < rt= (0.172).

Table 4.18

Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.200	2.912		21.018	.000
	ANXIETY	.083	.044	.236	1.881	.065

a. Dependent Variable: SPEAKING

Based on the above table it is known that the significance value for the effect of X1 and X2 on Y is 0.000. The value of rxyis consulted at the level of significance 5% for N = 62 are 0.172. It can be seen that $F_{test}3.537 < F_{table}4.00$ and the equational regression model is Y= $61.200 + 0.083X_2$ so it can be concluded that Ho is accepted which means there is no significant effect between Anxiety towards students' speaking ability.

C. Multiple Linier Regression analysis of Motivation and Anxiety on

Students'Speaking Ability

Table 4.19

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.417	2	11.708	1.925	.155[a]
	Residual	358.777	59	6.081		
	Total	382.194	61			

a. Predictors: (Constant), anxiety, motivasi

b. Dependent Variable: speaking

Referring to the table above, it can be seen that the result of Multiple

Linier Regression analysiswas 0.155. The value of Multiple Linier

Regressionis consulted at the level of significance 5% for N = 62 are

0.172.Because the result show that Multiple Linier Regression= 0.155 is

higher than rt= 0.172 or rxy= (0.155) ≥ rt= (0.172).And then the

coefficient table will be explained in the following table.

Table 4.20

Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	59.534	4.058		14.670	.000
	motivasi	.029	.049	.078	.593	.555
	Anxiety	.075	.046	.214	1.632	.108

a. Dependent Variable: speaking

Based on the two tables above, can provide several values, among others: the value of regression coefficient, T_{test}, significant value, f value arithmetic, and others. More details can be seen in the following table.

Table 4.21

Determination Coeficients

Model Summary			
Variable	Coeficient regresion	T	Sig.
Constant	59.534	14.670	
X1	0.029	0.593	0.555
X2	0.75	1.632	0.108
F = 1.925 Sig. 0.155			

Based on the above table it is known that the significance value for the effect of X1 and X2 on Y is 0.155. The value of rxyis consulted at the level of significance 5% for N = 62 are 0.172. It can be seen that F_{test} 1.925 $<F_{table}$4.00 and the equational regression model is Y= 59.534 + 0.029X_1 + 0.75X_2 so it can be concluded that Ho is accepted which means there is no significant effect between motivation and anxiety towards speaking ability.

D. Discussion

The researh was conduct to know whether there was a significant effect of motivation and anxiety on students speaking ability in the fourth semester of English education department at IAIN Ponorogo in academic year 2017/2018 or not. In this research, questionnare used to get data about students motivation and students anxiety. Test used to measure speaking ability. And documentation used to know profile data from IAIN Ponorogo.

After collecting data, then make data description. And the result are as the follows :

1. The value of F_{test} is lowest than the level of F_{table}. F_{test} 1.156<F_{table} 4.00 and the equational regression model is Y= 62.820 + 0.051X_1. It means that there is no significant effectofMotivation onstudents' speaking abilityability in the fourth semester students of English department at IAIN Ponorogo in academic year 2017/2018.In Harmer's perception, intrinsic motivation and extrinsic motivation derived from within the individual is especially important for encouraging students' success in second language learning.[66]And motivation is very important in

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[66]Tuan, Luu Trong. " An Empirical Research Into EFL Learners' Motivation." *Theory And Practice in Lamguge Study,* Vol. 2, No. 3, (2012) pp.430-439 Published by : ACADEMY PUBLISHER Manufactured in Finland. (Accessed Desember 13, 2017).

determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.[67]

2. Than, The value of F_{test} is lowest than the level of F_{table}. F_{test} 3.357<F_{table}4.00 and the equational regression model is Y= 61.200 + 0.083X_2. . It means that there is no significant effectofAnxietyonstudents' speaking abilityability in the fourth semester students of English department at IAIN Ponorogo in academic year 2017/2018.It is in line with Ellain K. Horwitz who defined anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.[68]

3. Based on the result, the significance value for the effect of X_1 and X_2 on Y is 0.155. F_{test} 1.925 <F_{table}4.00 and the equotional regression model is Y= 59.534 + 0.029X_1 + 0.75X_2. So, it can be concluded that Ho is accepted which means there is no significant influence between motivation and anxiety on speaking ability. It reject the theory which explained, (1) very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.[69]

(2) in language testing, the greater degree of student evaluation and the

[67]Bakar, Ramli. "The Effect Of Learning Motivation on Students Productive Competemces In Vocational High School, West Sumatra." *International Journal Social Science,* Vol. 4, No, 6, (2014)

[68]Elaine K. Horwitz,Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety,* Jestor*(1986, 125)*

[69]Bakar, Ramli. "The Effect Of Learning Motivation on Students Productive Competemces In Vocational High School, West Sumatra." *International Journal Social Science,* Vol. 4, No, 6, (2014)

more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced.[70]It means he result of this research not support the theory.Motivation and anxiety do not affect the ability to speak inthe fourth semester students of English department at IAIN Ponorogo in academic year 2017/2018.

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[70]Şenel Elaldı, " Foreign Language Anxiety Of Student Studying English Language And Literature : A Sample From Turkey." *Academicc Journals,* Vol. 11, No. 6, (2016) pp.221

CHAPTER V

CLOSING

A. Conclussion

Referring to the finding and discussion from the previous chapter, the researcher concluded :

1. There is no significant effectof motivation onstudents' speaking ability ability in the fourth semester students of English department at IAIN Ponorogo in academic year 2017/2018. It was proven by the result of significance value for the effect of X_1 on Y is 0.287. The value of F_{test} is lowest than the level of F_{table}. F_{test} 1.156<F_{table} 4.00 and the equational regression model is Y= 62.820 + 0.051X_1.

2. There is no significant effectof anxiety on speaking ability in the fourth semester students of English department at IAIN Ponorogo in academic year 2017/2018. It was proven by the result of significance value for the effect of X_2 on Y is 0.065. The value of F_{test} is lowest than the level of F_{table}. F_{test} 3.357<F_{table} 4.00 and the equational regression model is Y= 61.200 + 0.083X_2.

3. There is no significant effectof motivation and anxiety on speaking ability in the fourth semester students of English department at IAIN Ponorogo in academic year 2017/2018. It was proven by the result of significance value for the effect of X_1 and X_2 on Y is 0.155. The value of F_{test} is lowest than

the level of F_{table}. F_{test} 1.925 $<F_{table}$ 4.00 and the equational regression

model is Y= 59.534 + 0.029X_1 + 0.75X_2.

B. Suggestion

1. Lecturer of speaking

The lecturer can be more creative to teach their students and make them

motivated to learn English, without feel worried or anxious to perform

their skill orally.

2. Future researchers

For the future researchers, they can learn this study and getmotivation to

looking for the similarity topic and how to try get problem solving in any

problem that comes in second language class.

3. Students

Students in foreign language class have a high motivation in studying

English, because when we talk about another language it means we start to

learn in the beginning.

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