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CHAPTER 1

INTRODUCTION

I.1. BACKGROUND OF THE STUDY

Language is a means of communication which is spoken by many people in the world in order to convey messages from a person to another. English is one of the international languages. Brown (1994:122) states, “English has become a tool for International communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research”. It shows us that English becomes a cellular language for us.

English is perhaps the most powerful language in the world. By mastering English, we can gain and elicit information from all over the world. In other words, mastering English is a requirement and a necessity, if we do not want to be left behind. The need of all students to learn and understand English in term of the educational process is one of the evidences of the importance of English.

During the term of the educational process, the mastery of English is considered a required skill that every student should possess. This skill is defined as possessing a good command in written and spoken English, in which teaching learning process is demanded to achieve this, particularly in terms of science and technology since most of information are written in English.



English in Indonesia, especially in the educational field, English is still as a foreign language that is taught as a subject in school, starting from Junior High school up to university, which is taught as a compulsory subject. There are four skills in learning English: speaking, reading, writing and listening. According to Sumardi (1975; in Refnirita, 1: 2007) states the purpose of learning language is to have the ability in using that particular language, such as English either spoken or written. So, it can be said that the goal of learning English is to enable the students to communicate in international languages.

Speaking is very important for us in learning a language, because the purpose of someone in learning a language is to enable him or her to communicate the language. Communicative competence is the goal of language classroom or it can be said that English classroom goals is to produce learners who are able to communicate or to speak English well. So, the students of English are expected to use English in speaking.

Speaking or communication is not only practiced in the class, but also outside the class. It shows that students have many ways to increase and to improve their ability in learning especially English. For their speaking ability, students can use the class time until out of the class for their communication practice. For example, the students can practice their English with their classmates, their interlocutors, their English teachers, watching television of English programs, listening to English music act. Although, learning in the classroom is more effective, but the outside the class is also needed by students to



practice their speaking ability. Speaking English in daily conversation should be inhibited to the students, because it is the way to practice students' ability speaking. So, in learning English, students must improve their speaking; and they must know also the purpose of speaking.

On the researcher's preliminary observation. At Language Development Center of UIN SUSKA Riau, the second semester, students who are not in English major should learn English too. The Students must follow the regulation, especially practicing English during the classroom. They must master four language skills in English, including speaking skill. Teaching speaking at Language Development Center of UIN SUSKA Riau is conducted based on the speaking objectives in the English curriculum. It is stated that in speaking skill, competence, it's expected to develop students' intermediate communicative competence to survive in an English-speaking environment through comprehension of relevant ideas and mastery of necessary language components (LDC Syllabus of UIN Suska Riau: 2015). In other words, students do not only develop their communicative competence but also to communicate among others in daily life.

To get some information about the learning process in the classroom, especially in speaking comprehension, some of English lecturers in Language Development Center of UIN SUSKA Riau had been interviewed on March 25th, 2016, and they said most of the students still had low ability in speaking ability. They found that students had difficulties in delivering ideas. The students also got

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difficulties in speaking on various aspects. They found in their research, such as students' lack of motivation, feel anxiety when they express their opinions, and lecturers' difficulties in guiding and managing their class to get appropriate speaking strategy.

Based on above phenomena, one of the factors, to master English speaking or communication, will depend on the students' motivation. However, motivation stimulates someone to do something. In other words, motivation is a way that encourages someone to do something to reach his/her goals to be active in reaching the goal and it is very crucial in learning English. As Barelson and Steiner quoted by Alex Sobur (2003:267) states motivation is an inner state that energizes, activates, or moves (hence motivation), and that directs or channel behavior toward goals”.

The students that have strong motivation will be energetic to do some activities. Syaiful Bahri (2000:144) states in learning process, motivation is needed very much, because the person who does not have motivation in learning, it is impossible to do some activities in teaching and learning process. Therefore, motivation is the key in the learning process, especially in learning speaking. In learning English and using English motivation is very important also because motivation is the way to achieve language learning. As Dornyei (1994, in <http://www.usingenglish.com>: 2002) states another important determinant of language learning achievement is motivation.

Based on the above statements that to motivate the student is not easy, the teacher must have the strong efforts to give them motivation. Why are learners

and use it in their daily life context. In school, especially in the classroom, the students study English theory more than practicing; and in the school environment, they can practice their English with their friends and teachers in order they will be easy to use English in conversational class and they can speak English with their friends and teachers in the school environment.

Another factor, might be investigated from the implementation at Language Development Center of UIN SUSKA Riau, is anxiety. According to Krashen's affective filter hypothesis (1982) stresses that to learn effectively, students need high motivation and low anxiety. According to Krashen (1981), integrative motivation has more long-term effects of acquiring English as a foreign or second language. For anxiety regarding English speaking, Udomkit (2003) stated that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the insufficient opportunity for students to participate in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem.

Language anxiety refers to fear or apprehension that occurs when a learner is expected to perform in the second or foreign language (Gardner & MacIntyre, 1993). Anxiety about speaking a foreign language was divided into three subscales: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz, & Cope, 1986). According to Oxford's study (1999), language anxiety that negatively affects language learning and

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performance can develop into a fixed response if an individual consistently associates these feelings with language tasks. Oxford (1999) was not specific, however, concerning how long it would take for a fixed response.

According to Zhang (2000) differentiated between facilitating and debilitating anxiety. Facilitating anxiety appears to gear learners to approach the challenging task, whereas debilitating anxiety motivates them to flee the task. When students' anxiety is too high, anxiety has a debilitating effect, so more moderate anxiety is facilitating, as observed by Zhang (2000) in male students who scored high on motivation despite having higher anxiety than the female students.

Specifically, it was found that students felt most anxious to speak English in an English class without preparation, did not bravely to volunteer to answer questions, felt troubled when asked by the teacher, worried about the use of grammar, were embarrassed when they made mistakes, lost confidence in speaking, and were shy when speaking English with friends. When students' anxiety levels were compared based on their majors, the English major students and the Business English major students were found to have anxiety at a moderate level.

Therefore, it is important to find out and to do the investigation whether there is really any influence between motivation and anxiety on the students' speaking ability. If there are found the influences among the variables. Base on phenomenon above, the research which will be conducted entitled: "*The*



Influence of Students' Motivation and Anxiety toward Speaking Ability at Language Development Center of State Islamic University of Sultan Syarif Kasim Riau”.

I.2. STATEMENT OF THE POBLEM

The purpose of teaching English for higher educational institutions is learners are able to transform knowledge with the medium of the English Language (Competency-Based Curriculum, 2004 in Kalayo). Focuses on speaking ability, based on the syllabus at the language development center of level II, students are able to speak relating to people and physical appearance, preferences, city life, religion and its practices, welfare and preserving the environment (course book level II).

The purpose of the study is to find out the influence of motivation and anxiety on the students' speaking ability at Language Development Center of UIN SUSKA Riau. Based on the background of the problem above, the second level students of Law department at Language Development Center of UIN SUSKA Riau faced several problems in speaking ability. The students did not have motivation in learning English. Some of the students feel of anxiety to speak or deliver ideas. Thus, the students thought that speaking was difficult to do it because they feel so bored because it was so hard to express their arguments.

There were some students, which still face difficulties in speaking. When the lecturer asked them to speak in the class or asked them a question in English, they tend to be quiet, worry and nervousness. The causes might happen because



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students have lack of background about the topic, lack of self confident, and sometimes worries if their friends laugh them, shyness or afraid of making mistakes. Besides, they tend to translate from Indonesia to English if they did not know the words.

Based on the background above, it is clear that the students at the second level students of Law department at Language Development Center of UIN SUSKA Riau encourage to speak English during the class, which might be trigger their motivation to communicate in English to have strong motivation and energy to do some activities. Syaiful Bahri (2000:144) states in learning process, motivation is needed very much, because the person who does not have motivation in learning, it is impossible to do some activities in teaching and learning process.

Therefore, motivation is the key in the learning process, especially in learning speaking. In learning English and using English motivation is very important also because motivation is the way to achieve language learning. As Dornyei (1994) states another important determinant of language learning achievement is motivation. According to Krashen's affective filter hypothesis (1982) stresses that to learn effectively, students need high motivation and low anxiety. According to Krashen (1981), integrative motivation has more long-term effects of acquiring English as a foreign or second language. For anxiety regarding English speaking, Udomkit (2003) stated that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the insufficient opportunity for students to participate in classroom



communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem.

1.3. LIMITATION OF THE PROBLEM

This study focused on the influence of students speaking motivation and speaking anxiety toward students' speaking ability at Language Development Center of UIN SUSKA Riau. Besides, it is also to find out how far speaking motivation and speaking anxiety influence students' speaking ability.

Participants in this study were the second semester students of Law department from Syariah and Law faculty. The total populations were 224 students and divided into seven classes. In choosing the participants, it used a random sampling, where there are four classes are chosen as the participants. In this study involved 130 students are the participants.

This study concerned with the influence of motivation and speaking anxiety toward students' speaking ability at Language Development Center of UIN Suska Riau. In assessing students' speaking anxiety, it was adopted questionnaire from Horwitz, E.K., Horwitz, M.B., &Cope, J. (1986). It consists of three constructs, namely communication apprehension, test anxiety and fear of negative evaluation. Moreover, in assessing students' motivation, it was adopted from Noels, Pelletier, Clement and Vallerand (2000).

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1.4. PURPOSE AND OBJECTIVES OF THE STUDY

1. To find out the anxiety level of the second level student of Language Development Center of UIN SUSKA Riau.
2. To find out the influence of students' anxiety on the their speaking ability of the second level of Language Development Center of UIN SUSKA Riau.
3. To find out the motivation level of the second level student of Language Development Center of UIN SUSKA Riau
4. To find out the influence of speaking motivation on their speaking ability of the second level of Language Development Center of UIN SUSKA Riau.
5. To find out the level of speaking ability of the second level of Language Development Center of UIN SUSKA Riau
6. To find out the influence of speaking motivation and speaking anxiety on the students' speaking ability of the second level of Language Development Center of UIN SUSKA Riau.

1.5. RESEARCH QUESTIONS

The research is conducted in order to find out the answer of problem which is formulated as follows:

1. What is the anxiety level of the second level student of Language Development Center of UIN SUSKA Riau?

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2. Is there any significant influence of speaking anxiety toward speaking ability of Language Development Center?
3. What is the motivation level of the second level student of Language Development Center of UIN SUSKA Riau?
4. Is there any significant influence of speaking motivation toward students' speaking ability at Language Development Center?
5. what is the level of students' speaking ability of the second level student of Language Development Center of UIN SUSKA Riau?
6. Is there any significant influence of speaking motivation and speaking anxiety toward students' speaking ability at Language Development Center?

1.6. THE SIGNIFICANCE OF THE RESEARCH

Hopefully, this study is giving some description to the readers, the students who are studying English, the teachers of English, or those who are concerned with English. This finding is not only expected the writer in providing the readers with the alternative solution to the problems investigated, but also giving some description to the students, especially for those who are studying English at English department of UIN Suska Riau Pasca Sarjana on which internal and external factors those make students to be motivated in speaking in daily conversation and how is students' speaking motivation in speaking English in daily conversation. This research also gives contribution for the students at



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Language Development Center of UIN SUSKA Riau to improve their speaking English in daily conversation; and this is also a guide for teachers or lecturers how to improve their teaching techniques concerning which internal and external factors those make students to be motivated in speaking in daily conversation and how is the students' motivation in speaking English in daily conversation, and how to decrease the students' speaking anxiety in learning English.

1.7. RATIONALE OF THE RESEARCH

This study was conducted because some students at Language Development Center of UIN SUSKA Riau have difficulties in speaking. They usually got nervous and were afraid when the lecturer gave them questions. They got difficult to deliver their ideas because they had a lack of motivation. So that, it assumed that some students had a lack of motivation, high anxiety when they expressed their opinions.

Motivation plays an important role in the learning process (Kamal Heidary and Parisa: 2012). Moreover, Richard (1985) defines motivation as the factor that determines a person's desire to do something. It supports that if students have high willingness to communicate in English, they will show good attitude and learn English more in speaking class and activities. They will spirit doing everything related to their own goal in English. Gardner (1985) also stated that motivation referred to someone's orientation. His theory divided two district motivation; namely, integrative and instrumental motivation, where both of these will affect someone desire. Gardner (2001) defines integrative motivation to

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mean a genuine interest in learning the second language in order to come closer psychologically to the other language community. Moreover, Gardner in Dörnyei also added that the orientation of integrative motivation concerns a positive interpersonal/ affective disposition toward the second language group and desire to interact and even become similar to valued members of that community. While according to Gardner and Lambert (1972) cited in Brown (2000), instrumental motivation means acquiring a language as a means for attaining the instrumental goal, such as furthering a career, reading technical material, translation and so forth. Gardner (1991) also mentions that instrumental motivation is a situation where determines in term of monetary reward of doing well. Moreover, Edwan Deci (1975) cited in Brown (2000) divided motivation into two sides, namely intrinsic and extrinsic motivation. Intrinsically motivated behaviors are aimed at bringing about certain internally reward consequences, such as feeling of competence and self determination where extrinsic motivation carried out because of the reward from outside, such as money, prize, grades, and even certain positive feedback.

Motivation is also related to the drive to do something. It is the force the pushes us to do things (Tileston, 2010). It is also an interior, power that triggers, leads, and preserves actions consistently (Thorkildsen, 2002). “In the context of L2 learning, motivation was seen as the extent to which the individual works or strives to learn the language because of a desire to do so” (Kissau, 2006: 76). Motivation was defined by Lokie (2011) as the desire to engage in an activity out of curiosity, interest, or enjoyment.

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On the other hand, the students have to decrease their anxiety, in doing language anxiety refers to fear or apprehension that occurs when a learner is expected to perform in the second or foreign language (Gardner & MacIntyre, 1993). Anxiety about speaking a foreign language was divided into three subscales: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz, & Cope, 1986). According to Oxford's study (1999), language anxiety that negatively affects language learning and performance can develop into a fixed response if an individual consistently associates these feelings with language tasks.

Because of the phenomena about the above difficulties, some problems appear especially for the students. Motivation is one of the keys of success in learning because motivation is a factor that encourages the learners taking action and being active in the learning process. In the study of Kinder in Washoe, he found that motivation was psychological mechanisms governing the direction, intensity, and persistence of action, not due to solely to individual difference in ability to overwhelming environmental demands that coerce the force action.

Based on the limitation of the problem, this study focused on the correlation between motivation, anxiety, and speaking ability. Therefore, by the implementation of English language training which has the positive influence to build students' motivation and to decrease students' anxiety to students in speaking English.

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18. DEFINITION OF THE KEY TERMS

The title of this thesis is: *“The Influence of Students’ Motivation and Anxiety toward Speaking Ability at Language Development Center of State Islamic University of Sultan Syarif Kasim Riau”*.

For avoiding misunderstanding and misinterpretation, it is necessary for writer to defend the operational definition terms comprised in this research.

1. Speaking: is to make use of language in an ordinary, not a singing, Hornby, As (1986:827).
2. Student: is a person who is studying at a college, polytechnic or university; anyone who studies and who is devoted to the acquisition of knowledge, Horby, AS (1986: 859).
3. Motivation: Donald, Mc (2000:114) says motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions.
4. Anxiety : fear or apprehension that occurs when a learner is expected to perform in the second or foreign language (Gardner & MacIntyre, 1993).