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University of Sultan Syarif Kasim Riau

THE INFLUENCE OF MOTIVATION AND ANXIETY ON STUDENTS' ABILITY IN SPEAKING ENGLISH AT SMP YLPI RIAU

THESIS

**Presented to Fulfill One of the Requirements for the Award of
Islamic Education Magister (M.Pd) of Islamic Education
Concentrated of English Education Department**



UIN SUSKA RIAU

By

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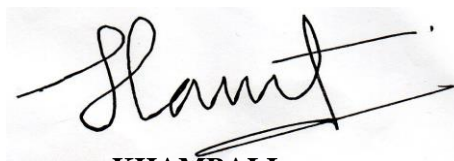
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In the Name of Allah Subhanallahu wa Ta'ala, the Most Compassionate, Most Merciful.

Praise belongs to Allah Subhanallahu wa Ta'ala the lord of universe by his gradience and his blessing, I have completed this final academic requirement.

Sholawat and salam is addressed to the prophet Muhammad (peace be up on him).

This thesis was written and intended to submit in partial requirements for a Master degree in English Language Educaation, Postgraduate Program of State University Sultan Syarif Kasim Riau with the thesis entitled “**The Influence of Motivation and Anxiety on Students’ Ability in Speaking English at SMP YLPI Riau**”.

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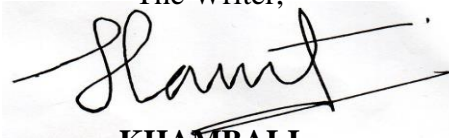
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State Islamic University of Sultan Syarif Kasim Riau

ABSTRACT

Khambali (2021) : The Influence of Motivation and Anxiety on Students' Ability in Speaking English at SMP YLPI Riau

There are four skills that language learners have to improve in teaching and learning process. Of the four skills, speaking is one of them which is important because it is a productive skill besides writing. However, the problem is that the language learners are afraid of practicing the language. They lack confidence and are anxious about making errors and have less motivation to learn this foreign language. This research aimed to find out of the level of students' anxiety, motivation, and ability in speaking at SMP YLPI Riau, to find out the influence of student's anxiety in speaking on their ability in speaking, to find out the influence of students' motivation on their ability in speaking, and to find out the influence of motivation in speaking and anxiety in speaking on the students' ability in speaking at SMP YLPI Riau. The research was a correlational study and the data were analyzed using Pearson product moment and multiple regression analysis calculated by IBM SPSS Statistics version 20. After the data were analyzed, it was found that the level of the students' anxiety was low, the level of students' motivation in speaking was medium. For the correlational analysis, it was discovered that there was no correlation between anxiety and students' ability in speaking, there was no correlation between students' motivation and their ability in speaking, and there was no correlation between students' anxiety and motivation and their ability in speaking at SMP YLPI Riau. So, since there was no correlation on these variables, the English teacher has to improve students' motivation in learning and decrease their anxiety. The teacher has to find appropriate teaching strategies to improve students' ability in speaking in English.

Keywords: *Motivation, anxiety and speaking ability*



ABSTRAK

Khambali (2021) : Pengaruh Motivasi dan Kecemasan terhadap Kemampuan Siswa Berbicara Bahasa Inggris di SMP YLPI Riau

Ada empat keterampilan yang harus ditingkatkan oleh pelajar dalam mempelajari suatu bahasa. Dari keempat keterampilan tersebut, keterampilan berbicara adalah bagian yang sangat penting karena ini merupakan keterampilan produksi atau keterampilan aktif dalam suatu bahasa. Namun masalah terbesar yang ditemui oleh pelajar bahasa, terutama pelajar bahasa Inggris adalah mereka takut untuk berbicara menggunakan bahasa tersebut. Penelitian ini bertujuan untuk mengukur tingkat kecemasan, motivasi, dan kemampuan berbicara siswa di SMP YLPI Riau, selain itu, penelitian ini juga bertujuan untuk mengetahui pengaruh kecemasan siswa terhadap kemampuan berbicara, pengaruh motivasi terhadap kemampuan berbicara siswa, dan pengaruh kecemasan dan motivasi terhadap kemampuan berbicara siswa pada siswa SMP YLPI Riau. Peneliti menggunakan studi korelasi dan menganalisisnya dengan menggunakan *pearson product moment* dan analisis regresi berganda yang akan dihitung dengan menggunakan IBM SPSS Statistik versi 20. Setelah proses data analisis, peneliti menyimpulkan bahwa tingkat kecemasan siswa rendah, motivasi untuk berbicara menggunakan bahasa Inggris sedang, dan banyak siswa SMP YLPI Riau yang memiliki kemampuan berbicara menggunakan bahasa Inggris pada tingkat rendah meskipun hampir setengahnya memiliki kemampuan tingkat tinggi. Untuk analisis korelasi peneliti menemukan bahwa tidak ada korelasi antara kecemasan pada kemampuan berbicara, tidak ada kecemasan antara motivasi pada kemampuan berbicara, serta tidak ada korelasi antara kecemasan dan motivasi pada kemampuan berbicara siswa di SMP YLPI Riau. Jadi, meskipun tidak ada korelasi antara variabel-variabel tersebut, guru masih harus meningkatkan motivasi siswa dalam belajar dan mengurangi kecemasannya. Guru harus menemukan strategi yang baik untuk meningkatkan kemampuan berbicara siswa didalam kelas bahasa Inggris.

Kata kunci: Motivasi, kecemasan, dan kemampuan berbicara



ملخص

خمبالي (2021) : تأثير الدافع والقلق على قدرة الطلاب على التحدث باللغة الإنجليزية في SMP YLPI Riau

هناك أربع مهارات يجب على المتعلمين تحسينها في التعلم اللغوي. من بين المهارات الأربع أحدها التحدث وهو أمر مهم لأنه مهارة إنتاجية في اللغة. ومع ذلك، فإن المشكلة هي أن متعلمي اللغة الإنجليزية يخافون من ممارسة اللغة. يهدف هذا البحث إلى معرفة مستوى قلق الطلاب وتحفيزهم وقدرتهم على التحدث في المدرسة الإعدادية الإسلامية (SMP YLPI Riau) وأيضا لمعرفة تأثير قلق الطالب على قدرتهم على التحدث، ومعرفة تأثير تحفيز الطلاب على قدرتهم على التحدث، ومعرفة تأثير الدافع والقلق على قدرة التحدث لدى الطلاب في المدرسة الإعدادية الإسلامية (SMP YLPI Riau).

كان البحث عبارة عن دراسة ارتباطية وتم تحليل البيانات باستخدام *product moment* و *pearson* وتحليل الانحدار المتعدد المحسوب بواسطة *IBM SPSS Statistics*

الإصدار 20. بعد تحليل البيانات، الباحث وجد أن مستوى قلق الطلاب كان منخفضاً، ومستوى كان دافع الطلاب في التحدث متوسطاً وكان الطلاب (SMP YLPI Riau) تمليك قدرة على التحدث باللغة الإنجليزية منخفضة تقريباً، وبرغم من بعضهم تمليك قدرة على التحدث مستوى العليا. بالنسبة للتحليل الارتباطي، تم اكتشاف ولا توجد علاقة ارتباط بين دافعية الطلاب وقدرتهم على التحدث، ولا توجد علاقة ارتباط بين قلق الطلاب وتحفيزهم وقدرتهم على التحدث في المدرسة الثانوية الإسلامية (SMP YLPI Riau).

لذلك، نظراً لعدم وجود ارتباط بين هذه المتغيرات، يتعين على مدرس اللغة الإنجليزية تحسين دافع الطلاب في التعلم وتقليل قلقهم. يجب على المعلم إيجاد استراتيجيات تدريس مناسبة لتحسين قدرة الطلاب على التحدث باللغة الإنجليزية

الكلمات المفتاحية: ، الدافع، القلق، القدرة على التحدث



CHAPTER I INTRODUCTION

1.1 Background of The Problem

Everyone knows that English as one of the international languages is in a great demand in many ways. People worldwide use it as a medium of communication so that it is easy for them to make interactions and communication with each other. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education.

In the area of education in Indonesia in particular, English has become one of the compulsory subjects that should be taught especially in secondary high schools as stated in the Government Regulation No. 19/2005 articles 6 verses 1 about the scope of the subjects in every level of education in the curriculum.

Basically, teaching English as a foreign language includes four skills that are taught in combination. They are listening, speaking, reading, and writing. As a productive skill, speaking plays an important role in second/foreign language settings as a means of communication in daily life. This statement is supported by O'Malley and Pierce' (1996: 57) finding that among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable them to communicate effectively through oral language.

Basically, the four skills are equally important on their own rights but spoken language is the language people use to directly communicate with other



people either through a direct meeting or by way of telephone calls. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency. Furthermore, Brown (2001: 72) wrote;

One of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysterious of language learning. "Motivation is the difference."

In learning language motivation is required that pushes or encourage learners try to learn. To motivate means to get the students to do things with strong spirit to the learning. (Wingo and Morse, 1986: 287). Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Thus, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire.

As language learners who have learned English intensively, the students should be able to interact orally with each other through English. Unfortunately, in the real teaching and learning of speaking at SMP YLPI Riau, most of the students have difficulty in their speaking. From the observation, the students often had difficulty in pronouncing English words by making errors. Besides, they also had inadequate ability in mastering the English vocabulary and functional expressions so that they had no idea to speak. Speaking also becomes a part of the 2013 curriculum, where the subject matter of English in 2013 the curriculum is



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about the spoken and written texts. It applies in every basic competence and learning materials. It means that the ability to speak is a very important part in learning English based on the 2013 Curriculum. Because for many pupils the prime goal of learning a foreign language is to be able to speak it.

Furthermore, the students had problems with the motivation and self-confidence. They looked apathetic and inhibited with the activities that involved oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As the result, they avoided being part of this kind of activities. The teaching and learning habit also contributed to cause this condition to be worse.

One of the modern schools in pekanbaru is SMP YLPI Riau. Students in SMP YLPI Riau learn Islamic education, life skills and also modern education. Language is one of the important concerns at this school. There are some English programs to support the students' understanding English. which is weekly conversations to smooth their speaking skill. Another program is an intensive English class that is held once in a week. The writer had made an observation where most students at this school usually have low motivation and low ability in learning English. They think that foreign language especially English is complicated because of so many rules about it. Moreover, different backgrounds of students become another problem of learning English at SMP YLPI Riau.

In the researcher's preliminary observation at Junior High School YLPI Riau towards the first semester, it is the fact that students must practice their English in the classroom. They must possess the four language skills in English,



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including speaking. According to the curriculum, teaching speaking at Junior High School YLPI Riau is conducted based on the speaking objectives in the English curriculum. In other words, students do not only develop their speaking skill but also to speak up in their daily lives to communicate with other people or the members of their families.

In the context of speaking English, being able to speak to friends and even with foreigners is very much expected. However, the problem is that the students are lazy to use this language in the classroom. There must be reasons for this, among others, they might lack confidence in terms of anxiety about making errors as stated by Boonkit (2010). It can be stressful when they are expected to speak in the second/foreign language before the fluency is achieved. In line with the issue of anxiety, Thornburry (2005: 28) states that lack of vocabulary, improper grammar, fear of making mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Moreover, the problem of language anxiety not only happens to beginners but also to the university students who usually deal with English. In addition, Cebreros (1998) added that they have to cope with the demands of being able to sustain communication by means of an instrument they are not completely familiar with.

The success of teaching-learning process depends on several factors. Diane Larsen and Freeman said everyone knows that being a good teacher means giving positive feedback to students and being concerned with their affective sides or their feelings. Moreover, the most important things in the actualization of the



teaching and learning process are the teacher and learner. Therefore, one of the ways in order to make the teaching learning process effective, the teacher has a good classroom management which can stimulate the students to be active in following the system of teaching learning process. Learners usually try to judge the first impression of the lesson in the pre-activity phase. They will be engaged in the lesson when the teacher raises their interest up. The teacher can use games to engage learners to the lesson.

Regarding the above problems, the researcher was encouraged to conduct a study entitled **“The Influence of Motivation and Anxiety on Students’ Speaking Ability at SMP YLPI Riau”**.

1.2 Statement of The Problem

Singh, *et.al.* (2006, p.24) highlight that “the problem statements will become the backbone of the study”. The statements have relevancy to the current issue of the influence of motivation and anxiety on speaking ability at SMP YLPI Riau.

Language anxiety, a complex psychological construct, is regarded as an affective variable in the language learning. It means that language anxiety has also become one of the factors involved in the success of language learning, either it is in a positive or negative way. According to Krashen’s affective filter hypothesis also states that affective variables such as motivation, self-confidence and anxiety play a facilitative role in second language acquisition. To be precise, he said that learners with low anxiety have less affective filter to block their language



acquisition. Students feel anxious regardless of their preparation of learning that language; like wondering about what other might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance (Saito and Samimy, 1996).

This is why learning other language could be hard for them. One is regarded successful in learning a language if he could perform that language well enough to be understood by other people. It means that skills like speaking and listening become more important than the other skills. However, learners' language anxiety might not be eliminated or avoided. It is almost impossible for language learner not to have the feeling of anxious. Feeling anxious is an indication that he or she has courage to be successful language learner. In this sense, anxiety can be considered as positive language learning variable. Foreign language students' positive expectations for their own performance are important predictors of their future success (Daley et al., 1999).

Based on the background above, it is very clear that the students of the first semester at SMP YLPI Riau encourage are encouraged and motivated 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



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needed very much because it is impossible for the person who does not have motivation in learning to do some activities in teaching and learning process.

Therefore, motivation is the key to learning process, especially in learning speaking. Learning English with 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.

1.3 Delimitation of The Problem

This study focused only on the students' motivation and anxiety while speaking English at SMP YLPI Riau. This study was concerned with the influence of motivation and speaking anxiety on students' speaking ability at SMP YLPI Riau. In assessing students' speaking anxiety, the study adopted the questionnaire of Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). It consists of three constructions, namely communication apprehension, test anxiety and fear of negative evaluation. Moreover, to assess students' motivation, the assessment model of Noels, Pelletier, Clement and Vallerand (2000). The speaking ability, in this research focused on students' ability to speak by using English. The researcher analyzed students' speaking ability by looking at the aspects of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension.



1.4 Purpose and Objective of The Study

The main purpose of this study was to find out the influence of speaking motivation and speaking anxiety on students' speaking ability at Islamic Junior High School YLPI Riau with the following objectives:

1. To find out the influence of motivation on students' ability in speaking English at SMP YLPI Riau.
2. To find out the influence of anxiety on students' ability in speaking English at SMP YLPI Riau.
3. To find out the influence students' motivation and anxiety on students' ability in speaking English at SMP YLPI Riau.

1.5 Research Questions

The problem of the research is formulated in the following research questions:

1. Is there any significant influence of motivation on students' ability in speaking English at SMP YLPI Riau?
2. Is there any significant influence of anxiety on students' ability in speaking English at SMP YLPI Riau?
3. Is there any significant influence motivation and speaking anxiety on the students' ability in speaking English at SMP YLPI Riau?

1.6 Significance of The Study

The results of the study are expected to enrich references for the English teachers especially in speaking skill. The teacher should realize that all students



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might have anxiety and low motivation in speaking ability, especially in English subject. Moreover, for the foreign language learners, speaking in English a big problem for them because they have limited language features, less motivation, and less self-confidence. This findings of the research are also expected to give contributions to the students at SMP YLPI Riau to improve their speaking in English in daily conversations; and also become a guide for teachers to improve their teaching techniques concerning internal and external factors that make students motivated in speaking in daily conversations. In addition, the findings are also expected to able to increase the students' motivation in speaking English in daily conversations and to do decrease their speaking anxiety.

1.7 Rationale of The Study

In conjunction with the rationale of the study, Singh, *et.al.* (2006) affirm that the rationale of the study means justifying what the study goes through and communicates as to why a research is important for an investigation and its benefits. The justification of this study was related to the influence of speaking motivation and speaking anxiety on the students' speaking ability at SMP YLPI Riau.

However, in general many students have difficulties to speak English fluently. For example, they have difficulties to communicate in English which might probably be caused by such a factor as anxiety. Since English is not their mother-tongue, they may be influenced by their own dialects or mother tongue. As a result, they feel anxious whether or not the listener can understand what they



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are saying. This condition can cause the students to be hesitant in speaking English and consequently it affects their confidence. The third factor could be the enthusiasms of students; they do not know the benefits of learning English for their future career. As a result, they think that English is not so important and they do not learn English seriously. Furthermore, the students may not understand. Usually, the students only listen to the teacher's explanation and have a little chance to speak in class. In this context, the blame cannot be put only the students but also on the teachers themselves because they do not use appropriate teaching techniques that can make the students motivated in learning. Therefore, teachers need to be innovative and make sure the learning process can run well and eventually can help the students to be active in using the language.

1.8 Definition of Key Terms

Defining the terms used in a research is quite important. Sigh, et.al (2006), it is probably true that not everyone has the same understanding of terms used in a study. A certain key term or a broad concept can mean different things for different people in different cultures. There are some operational terms employed in this study since they are substantially important to define clearly to avoid misunderstanding.

The terms used in this research were taken from scientific works and accountable references as follows:

1. Speaking is making use of language in and ordinary, not a singing, Hornby, AS (1986:827).



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2. Student is a person who is studying at a school or anyone who studies and who is the acquisition of knowledge, Hornby, 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 is fear or apprehension that occurs when a learner is expected to perform in the second or foreign language (Gardner & Mac Intyre, 1993).

It should be noted that all the definitions of the key terms used in this research refer to the context SMP students at YLPI Riau.



CHAPTER II

LITERATURE REVIEW

2.1 Motivation

2.1.1 Definition of Motivation

Motivation comes from the inner state of a person that encourages him or her to do something. With strong motivation a person can do his/her task or his job well as there is something that positively pushes him/her to do a certain activity that comes from an inner state.

Motivation is what pushes a learners try to learn, in the traditional language of the teacher, “to motivate,” means *to get the students to apply them to the learning at hand* (Wingo and Morse, 1986: 287). Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Thus, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire.

Crookes and Schimts (in Norris, 2001: 2) stated, “Motivation has been identified as the learners’ orientation with the regards to the goal of learning a second language”. In line with the idea of motivation, (Falk in Norris, 2001: 2) expressed that “It is taught that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which language is used. It means that students who are most successful



when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used. (See: Leaver, *et al*: 2005).

In Webster New World Dictionary, motivation is an affecting; a motive; an inciting. A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provokes a decision to act' as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set a goal.

According to Gardner (1985: 50-51), motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behavior factor such as *interest*, need, value, attitude, aspiration, and incentives. Harmer (2007: 98) states that motivation is an internal drive which urges someone to do things in order to achieve something. Moreover, Schunk, Pintrich, & Meece (2010: 4-5) affirm that motivation is a process rather than a product. As a process, motivation is not observed directly but it is inferred from actions and verbalizations. The researcher can conclude motivation is the processes which stimulate someone's behavior and excite him to take action. It is the process in which goal-directed activities are sustained.



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Meanwhile, Moore (2005:372) states that motivation can be defined as something that energizes and directs our behaviors. That is, motivated behavior is behavior that is energized, directed, and sustained. As many experts' opinion is declared, motivation in general can be divided into two kinds. They are intrinsic and extrinsic. Intrinsic is meant as the influences can come from within the individual. Extrinsic can come from outside the individual. Moore states motivation focused on behavior. It relates with the real performance resulted from the inner forcing called „energized“. He also tells directed, as understood that motivation can be appeared in many actions we can observe. From Moore's opinion above, motivation is clear understood that it gives the mobilization of someone's behavior. Someone's behavior means an individual action that can be proved with the encouragement to do something. Furthermore, motivation in Moore's point of view- mentioned as the steps gradually and sustainability from time to time.

Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement. That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:



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- a. Desire to success
- b. There is pushing of study
- c. There are necessities in study
- d. There is expectation in future
- e. Appreciation in the learning process
- f. There are attractive activities in the teaching learning process.
- g. Good learning environment

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

Motivation is an important aspect in the teaching and learning process. Patel and Jain (2008) suggest the importance of motivation. First, motivation makes the teaching and learning process effective. Second, motivation creates teaching atmosphere in the classroom. Third, motivation makes students active and creative. Fourth, motivation creates interest for students to study by themselves so that the atmosphere of motivated situations could be created. Fifth, motivation makes students know about themselves. Motivated students can move their limitation by using their powers and ambitions. The last, motivation inspires students to prove their goals and objectives.



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According to Brown (2001: 75), there are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is a drive which comes from within the individual himself, for example, a student might be motivated by his own desire to be involved in the teaching and learning process or to be a better student. Extrinsic motivation, by contrast, is a drive which concerns with the outside or environmental factors, for example, a student might be motivated by the need to get good marks or pass an examination, or by other factors such as rewards, punishments, social pressures, etc.

Therefore, it can be inferred that motivation is the thoughts and feelings which make students want to do or attain something. When students are motivated, they do not think of failure. They will be actively participating in the teaching and learning activities. They will make great efforts to master the materials by sharing with friends, asking the teacher or someone else who knows more, learning by themselves, reading books, etc. In other words, motivation is a major variable which affects all phases of learning and performance.

2.1.2 Types of Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation.

a. Extrinsic Motivation

Martinis (2008) said “Extrinsic motivation is learning activity that occurs from the encouragement and someone’s need that absolutely not related to the activities of their own learning”. It is caused by any



number of outside factors. For example: the need to pass an exam, financial reward, good mark, etc.

Some opinions state that the concept of intrinsic motivation occurs when extrinsic motivation is fulfilled. Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual. Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure (Ghufron & Risnawati, 2010).

b. Intrinsic Motivation

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. According to Maslow the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc), the next level are safety needs (stability, low, safe from fear, etc), love and belongings needs, self-esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.

Martinis (2008) views that students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the

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appreciation of the need and encouragement that is absolutely related to the activation of learning. The important factors in intrinsic motivation are enjoyment that is shown when carrying out their duties without any compulsion. It comes from the individual itself. For example, the enjoyment of the learning process makes students feel better. The existence of intrinsic motivation is influenced by some factors, they are:

a. Challenge

People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.

b. Recognition

Learners feel satisfied when others recognize and appreciate their accomplishments.

c. Curiosity

Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activities.

d. Control

People have a basic tendency to want to control what happens to them.

e. Fantasy

Learners use mental images of things and situations that are not actually present to stimulate their behavior.



f. Competition

Learners feel satisfied by comparing their performances favorably to that of others.

g. Cooperation: Learners feel satisfied by helping others achieve their goals.

2.1.3 Function of Motivation

The function of motivation includes the following:

- a. Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.
- b. Motivation serves as a director. It means that motivation drives to an act of achieving desire.
- c. Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job
- d. The theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture; need for achievement, need for affiliation and need for power. When someone's needs are very urgent then s/he will try hard to motivate himself/herself. Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do their best.

2.1.4 Source of Motivation in Speaking Skill

Harmer said source of Motivation in the Learning Process The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and



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who these are since they form of the world around students' feeling and engagement with the learning process.

- a. The society who live outside any classroom where there are attitudes to language learning and the English language in particular. How important is the learning of English is considered to be in the society. In a school situation, for example, is language learning part of curriculum of high or low status? If school students are offered the choice of two languages to learn, which one would they choose? And why?
- b. Significant others from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are closed to them. The attitude of parents and older siblings will be crucial. The attitude of student's peers is also crucial. If they are critical of the subject or the activity, the student's own motivation may suffer. If they are enthusiastic learners, they may take the students along with them.
- c. The teacher is clearly a major factor in the continuance of student's motivation.
- d. The method is vital both teacher and students that have some confidence in the way teaching and learning takes place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely to reach.



2.2 Anxiety

2.2.1 Definition of Anxiety

Generally, anxiety is defined as someone's fear in facing something that can be a serious problem for him/her. Horwitz, Horwitz, and Cope (1986) explained that, "*anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system*". Pappamihel (2002, as cited in Mahmoodzadeh, 2012) defined anxiety as the threats to self-efficacy and appraisals of situations as threatening. In other word, Ormrod (2011) also stated that anxiety can be defined as uneasiness and apprehensions feeling toward uncertain outcome of a given condition. In conclusion, anxiety is every feeling of scary which appears because of unsure result of a particular effort.

Anxiety is a state of an individual when he/she feels "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxiety (Scovel, 1978, p.134). Horwitz, Horwitz, and Cope (1986) define foreign language anxiety as "a distinguished multipart of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning derived from the uniqueness of the language learning process" (p.128). Foreign language anxiety is one of the issues in the area of language learning and teaching which was broadly investigated by many scholars in the field (Awan, Azher, Nadeem, & Naz, 2010; Fariadian, Azizifar, & Gowhary, 2014; Heng, Abdullah, & Yosaf, 2012; Öztürk, 2009). Furthermore, anxiety is meant by a risk of a situation.



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Scovel (1978) defined anxiety as an affective state, an uncomfortable emotional state, in which one discerns danger, feels powerless, and experiences tension in the face of an expected danger. According to Scovel (1978), anxiety can be classified into three types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is a stable feature of personality, an acquired behavioral disposition that leads an individual to perceive a wide range of non-dangerous situations as threatening (Spielberger, 1966). Spielberger (1966) defined state anxiety as an ephemeral and temporary characteristic of an individual's personality which varies in intensity and fluctuates over time. According to MacIntyre and Gardner (1991), individuals with situation-specific anxiety may consider a certain situation as anxiety provoking in certain environments. Research into language learning anxiety has shown that language learning is classified as situation-specific (Horwitz, 2001; MacIntyre & Gardner, 1991).

Horwitz, Horwitz, and Cope (1986) identified three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication anxiety refers to a fear of involvement in real communication with others. Horwitz and Young (1991) defined test anxiety as the fear of failing in tests and a displeasing experience that learners hold either consciously or unconsciously in many situations. Watson and Friend (1969) defined the fear of negative evaluation as the anxiety towards others' evaluations, distress over their negative evaluations, and the assumption that others would evaluate oneself negatively (cited in Chan & Wu, 2004). According to



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Mahmoodzadeh (2013), limited English proficiency, lack of confidence, fear of negative evaluation, and lack of teaching experience are among the sources of language anxiety.

According to Seligman (2001), anxiety (also called angst or worry) is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. It is the displeasing feeling of fear and concern. The root meaning of the word anxiety is 'to vex or trouble'; in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread. However, anxiety should not be confused with fear, it is more of a dreaded feeling about something which appears intimidating and can overcome an individual.

Anxiety is considered to be a normal reaction to a stressor. It may help an individual to deal with a demanding situation by prompting them to cope with it. However, when anxiety becomes overwhelming, it may fall under the classification of an anxiety disorder. Along with Seligman's own definition, Spielberg (1983) previously defined anxiety as subjective feelings of tension, apprehension, nervousness and worry and by activation or arousal of the autonomic nervous system. Since it is a subjective feeling of nervousness and worry, individuals will surely experience different levels of anxiety depending on their personal situation

2.2.2 Types of anxiety

There are two kinds of anxiety. They are clarified as the follows:



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1. Trait Anxiety

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious in many things. Brown (1994) revealed that trait anxiety is more permanent predisposition to be anxious. In this case, someone with trait anxiety experiences anxious in every time. In other word, Ormrod (2011) clarified trait anxiety may appeared even in nonthreatening situation. He continued that this kind of the anxiet can be a character of a person.

2. State Anxiety

State anxiety is defined as a kind of anxiety which is appeared when a person accepted a condition as dangerous, harmful, and threatening him/ her (Spielberg, 1992). It means that the person only experience the anxiety in a given situation. The kind of this anxiety is also temporary. It is because the person only feels anxious in an event which can be dangerous for him. Briefly, the trait and the state anxiety are differed by the situation and duration. Someone with trait anxiety may feels anxious in every condition in long duration. It can be happened when the other people feel relax. On the other hand, a person with state anxiety will only feel anxious when they think that the situation will risk him. That is why the kind of this anxiety is happened temporary. The anxious feeling will disappear when the person passed the dangerous event.

3. Specific-situation anxiety



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Refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). On the other hand, (Spielberger, 1983) says that situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety.

According to Batiha, (2014) anxiety is categorized into three; Trait anxiety, State anxiety, and Situation-specific anxiety Mahmoodzadeh (2012). Trait anxiety refers to the one's anxiety in many situations. For example, a person who feels painful from panic condition. State anxiety is a sense of nervousness about particular situation that is not constant, but rather for passing emotional interaction. An individual who is about to deliver a speech is kind of the situation sample. In the other side, situation-specific anxiety is similar with trait anxiety that is not constant but it is not stable across condition or situation. This condition might happen when students are making presentation and answering the question from the teacher.



2.2.3 Factors of anxiety

Learning anxiety can be attributed into several factors. (Horwitz, 1986) argues that in the context of foreign language learning, learner may feel anxious due to problem related to three dimensions of anxiety. First, communication apprehension. Secondly, fear of negative evaluation. Thirdly, a general feeling of anxiety. The description of these components will lay the foundation for the concept of foreign language anxiety, providing an insight to comprehend the source of anxiety. Feeling anxious is experienced more by students in foreign language class rather than in other classes (Cheng, 2004). More challenging tasks might appear more in foreign language learning. FLA can be described as a diverse complex from self-perception, principles, feeling and behavior associated with classroom language learning that appears from the process of language learning (Horwitz et al., 1986). The area of FLA was primarily familiarized by Horwitz et al., (1986) and becomes the basic of FLA studies. The area of FLA is defined as the most common types which happened to students. It is categorized as; (1) Communication apprehension, (2) Fear of negative evaluation, (3) Test anxiety

As the focus in this study is on speaking skill, those components will be explained below:

a. Communication apprehension

Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait



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related to the psychological constructs of shyness and reticence (McCroskey, 1984). On the other hand, Horwitz et al (1986:128, cited in Tanver, 2007: 11) define communication apprehension as “a type of shyness characterized by fear or anxiety about communication with other people”. Relevant to the statement mention above, Tanver (2007:13) argues that communication apprehension may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual’s life and learners’ personality traits such as shyness, quietness, and reticence are considered to frequently precipitate communication apprehension.

b. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in foreign language class (Horwitz et al., 1986: 127). It is also boarder in the sense that it pertains not only to the teachers’ evaluation of the students but also to the perceived reaction of other students as well (Tanveer, 2007: 14).

c. Test anxiety

An understanding test anxiety is also related to the discussion of foreign language anxiety. Test anxiety, as explain by Horwitz at al. (cited in Tanveer, 2007: 12) refers to a type of performance anxiety stemming from



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a fear of failure. Test anxiety is quite pervasive in language classroom because of its continuous performance evaluative nature. As test anxiety is treated differently when dealing with oral communication, the other two components can be focused on in examining the attitudes in English oral communication classroom.

Furthermore, other researchers, Huyen (2003), Boonkit (2010), Liu (2011), and others mention other common factors causing students' anxiety includes lack of vocabulary, lack of confidence, fear of making mistakes and being laughed at, lack of preparation and shyness. Lack of vocabulary knowledge could lead to the students' difficulties in language reception and productions and becomes an obstacle that hinders them to express themselves in English, (Smith 2001, cited in Juhana, 2010: 35). It can be said that lack of vocabulary was identified as a main cause for students' anxiety in oral English classroom. "I always nervous when I have to speak English spontaneously because I don't know the words to say" statement like this clearly shows that the students often become nervous in oral class. This occurred because they only have limited words

Inability to express the idea because of lack of confidence is one of another cause of anxiety in oral English classroom. Students' lack of confidence usually occurs when they realize that his/ her partner do not understand while they are having a conversation. In this case, they tend to keep silence rather than keep speaking English. Regarding to this, Han (2010) argues that the students' lack of



confidence in speaking English will influence their speaking ability and aural comprehension.

Students' fear of making mistakes in speaking English has been a common issue, especially in EFL context like in Indonesia. The students feared making mistakes and being laugh at, which made them (very) anxious when speaking English to other in class, like previous study.

(Kurihara, 2006; Liu, 2007; Risati, 2011). In line with this, (Tsui in Nunan, 1999) argues that fear of making mistakes become becomes of one of the main factors for the students' reluctance to speak English in the classroom.

2.2.4 Level of anxiety

The anxiety divide into four levels, such as:

- a. Comfort Zone: This situation students feel zero to slight anxiety in speaking skill
- b. Level 1 Anxiety: This situation students feel some anxiety in
- c. Level 2 Anxiety: This situation students feel lots of anxiety in
- d. Level 3 Anxiety: This situation students feel an extreme amount of

2.2.5 The symptoms of anxiety

The symptoms of anxiety are divided into several types as follows:

1. Emotional Symptoms
 - (1) Feeling of tension
 - (2) Apprehension
2. Cognitive Symptoms



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(1) Worry

(2) Thoughts about inability to cope

3. Psychological Symptoms

(1) Increased heart rate

(2) Muscle tension

(3) Other autonomic arousal symptoms

4. Behavioral Symptoms

(1) Avoidance of Feared situations

(2) Decreased task performance

(3) Increased startle response (Michael & Ronald, 2004)

Another anxiety and symptoms are also described by Thomas as follow:

Table 2.1 Primary characteristic of anxiety

Cognitive	Behavioral	Psychological
Concentration problems	Motor restlessness	Tics
Memory problems	Fidgets	Recurrent, localized pain
Attention problems	Task avoidance	Rapid heart rate
Oversensitively	Rapid speech	Flushing the skin
Difficulty solving problem	Erratic behavior	Perspiration
Worry	Irritability	Headaches
Cognitive dysfunction	Withdrawal	Muscle tension



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- Distortion - Deficiencies		
Attributional style problems	Perfectionism	Sleeping problems
	Lack of participation	Nausea
	Failure to complete task	Vomiting
	Seeking easy task	Enuresis

To sum up, there are factors that can make people feel anxious such as over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, and wrong attribution body signal. Moreover, people who feel anxious can experience emotional, cognitive, psychological and behavioral symptoms. When they are feeling anxious they may worry about something, avoid the task, rapid heart rate, feeling of tension, etc (Thomas, 2009).

2.2.5 Anxiety and Speaking English

1. Speaking Anxiety

There is a certain term for anxiety that is connected to language performance. The term speaking Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown (1991), Foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.” In addition, according to Gardner and



MacIntyre, as cited in Oxford, “it is fear or apprehension occurring when a learner is expected to perform in the target language.”

Furthermore, Horwits, and Cope, proposed conceptual foundations of foreign language anxiety. According to, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation. Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench (2014), communication apprehension is “in individual’s fear or anxiety associated with either real or anticipated communication with another person or persons.”

Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major care in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exists because students think that they will have difficulty of understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. It means this kind of anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also



have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as “apprehension about others” evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.” (Horwitz et al, 1986).

In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only flurnt speaker in the class and their peers. However, Horwitz, and Cope also belive that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, “foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process.” Based on the description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

2. Impact of Speaking Anxiety

Basically, uneasiness of feeling such anxiety will disturb students in no doubt. It absolutely affects students” speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and



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distracts their learning process. Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned. In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning.

MacIntyre (1999) believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consists of three stage: input, processing, and output. Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disturbs the cognitive work at one stage, then information is not passed along to the next stage. At the input stage, speaking anxiety acts like a filter that prevents some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a mental block that prevents a comprehensible input from being used for language acquisition.

For example, anxious student may not be able to gather information of the speaking rules and vocabulary because anxiety interfere their ability to process information. During the processing stage, anxiety acts as a distraction. It distracts



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student in processing information effectively. When they are worried, anxious students may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson. While at the output stage, anxiety can influence the quality of students' speaking performance. Students with anxiety in this stage may not be able to demonstrate what they have learned. Based on the description above, it could be said that the existence of speaking anxiety can affect the fluency of learner's speech and learning in general.

3. Possible Factors Contributing to Speaking Anxiety.

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers' instructions and tasks. For example, speaking activities appear frequently as one of the anxiety provoking factors. Horwitz and Cope (1986) found speaking in the foreign language as the most anxiety-producing experience.

Speaking activities are easy compared to. In speaking students try to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers that exposed their inadequacies. Moreover, in some cases, students are often laughed at they peers who make a mistake. It absolutely makes students fear of making mistakes. They fear of making fool of themselves in public, so they prefer to be quiet rather than speak to practice their English. Price found that fear of being laughed at by other is one of the greatest sources of anxiety. In addition, inappropriate ways of teaching can also contribute



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to students' anxiety, for example, speaking too fast. According to Worde (2003), the inability to understand what is being said in the classroom often lead to communication apprehension. Students might also feel anxious because of the excessive material demands. They find speaking class stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover the level of difficulty of speaking class and the poor of result of students may get anxiety when compared to other classes. So, they may find that the speaking class is more demanding and more difficult than other class.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about speaking. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to speaking anxiety. Horwitz et al. Noted that "certain beliefs about language learning also contribute to the students" tension and frustration in the classroom." (Elaine et al, 1986). This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students.

Mostly, it comes from their speaking experience. A stressful speaking experience will give cause the students to believe that the speaking English is difficult. This belief is quite enough to generate negative thinking to the presents



to avoid every single thing about the language learning including preparation for classroom activities or a test.

2.2.6 The source of language anxiety

Shu Feng Tseng (2012:84) explains some important causes of anxiety among language. The language learners in the present study as follows:

1. Pressure by parents and teachers to get good grades at school in English.
2. Lack of preparation in speaking English and lack of confidence in their ability to learn English.
3. Fear of making mistakes and subsequent punishment or ostracism, fear of losing face for not being perfect.
4. Fear of foreigners and their behavior. Because of the importance of English on test for advancement in education and in society, parents and teachers press students not only attain their potential, but to actually produce results beyond their ability.
5. Conditioning in childhood to believe that English is an extremely difficult language to learn.

Meanwhile, Kota Ohata (2005) state that language anxiety can arise from :

1. Personal and interpersonal anxieties

Commonly personal and interpersonal are most sources of anxiety, it was investigated in correlation with other social and psychological constructs. For example, people with low self-esteem may worry what their friends think, they are afraid to get a negative response, result or evaluation. Thus, some of the



performance anxieties mentioned earlier might be categorized largely into one psychological construct, those psychological phenomena, accompanied by low self-esteem and competitiveness, can become the place for student language anxiety, as often directly in the form of performance anxieties (Ohata, 2005).

Personal and interpersonal factor are important factor according to the researcher. Anxieties come from the mind of the person. The researcher agree with the argument from the expert above.

2. Learners' beliefs about language learning

Learners beliefs about language learning also contribute to the student's tension and frustasion in the class (Horwitz, 1986:127). He presents various kinds of learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. He found some results as follow:

- a. Some learners were concerned about the correctness of their speech in comparison to native-like accent or pronunciation.
- b. Some believed that two years of language learning is enough to achieve a native-like fluency.
- c. Some expressed that language learning means learning how to translate.
- d. Some others believed that success of second language learning limited to a few individuals who are gifted for language learning.

The researcher agrees if learner beliefs about language learning become the factor of anxiety. In Indonesia, English used as foreign language which learned in



the school. Much of the students interest in learning English. The teacher, sometimes give the example which come from the native speaker. It inspire the students to mastery the English more. The students learn about correctness in grammar, vocabulary, fluency and more. It makes the students become anxious when they speak in front of people. They are afraid if they are wrong in vocabulary grammatical, lost word, and others.

3. Instructors' beliefs about language teaching

Instructors' beliefs about language teaching can also become a source of creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the student's need or expectations toward the teacher. The researcher gives an example, when a teacher believes that his role in class is to constantly correct students' errors. Some of the students might become quite anxious about their class performance. As a good teacher, they should evaluate their teaching style to create a comfortable class to reduce the student anxiety.

4. Instructor-learners interaction

There is an interaction between learning and the environmental components in which the student grew up, and both negative and positive experiences have a strong impact on the success of language learning. The process of interaction between the instructors (teacher) and learner (student) is regarded as factor causing anxiety for the students. If the learner does not



understand the teacher's corrections or explanation, this can be a cause for anxiety.

The Researcher argues that interaction between student and teacher is important factor to make a low anxiety classroom environment. When the class has low level anxiety environment, the students automatically feel comfortable to receive and understanding the explanation of the teacher.

5. Classroom procedures

Many learners feel that some error correction is necessary; the manner of error correction is often said as provoking anxiety. Those studies that investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administrated in class.

In addition, some of the classroom activities in oral presentations in front of the class are also causes as potential sources of anxiety (Ohata, 2005)

6. Language testing

Language testing is one of the factor which contribute the anxiety to the students. It would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others. In addition, sometimes students felt pressured to think that they had to organize their ideas in a short period of time while carring about grammar errors at the same time.

The Researcher agrees that language testing also contribute to the anxiety of the students. In Indonesia, testing sometimes called as the technique to collect a score



of the students. All the students afraid if they get a bad score, it is important to the student. For example of testing which make students anxious such as : a teacher gives a test in short period will make students feel very anxious and pressured, the teacher doing a test without notification to the students before (unprepared for the students), the teacher gives unfamiliar and ambiguous test task and formats.

2.3 Speaking Ability

2.3.1 Definition of Speaking

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. It is like what Brown and Yale (89: 14) state that speaking expresses need-request, information, service, etc.

Mackey (2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. Chaney (1998: 13) argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Tupan (1995: 14) also says that language is first spoken. It means that speaking is the basic competence and the most important skill of language. In addition, Harmer (2007) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.



From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

2.3.2 Aspects of Speaking

Brown (2001) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows:

a. Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.



Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. McCarty (1990) states that the biggest component of any language courses is vocabulary. In addition, Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

Grammar is very important in speaking accuracy. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

b. Fluency

Fluency according to Mary Spratt and friends (2005:34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

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c. Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. Roach (2009) states that there is no speaker who can be taken to represent a particular accent or dialect in this world.

2.3.3 Types of Classroom Speaking Performance

Brown (2001: 271) offered six categories to the kinds of oral production that learners are expected to carry out in the classroom (see also: Murdoch and Wilson: 2008):

1) Imitative

One of the parts of legitimate language in classroom is drilling. Drill offer learners an opportunity to listen and to orally repeat certain strings that may pose some linguistic difficulties; drills offer limited practice through repetition. Drills can allow one to focus on one element of language in a controlled activity. Drills can help to establish certain psychomotor pattern and to associate selected grammatical forms with the appropriate context.

Here are some useful guidelines for successful drills:

- a. Keep the learner short (a few minute of a class hour only).
- b. Keep them simple (preferably just one point at a time).
- c. Keep them “snappy”.
- d. Make sure students know why they are doing the drill.
- e. Limit them to phonology or grammar point.



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- f. Make sure they unlimitedly lead to communicative goal.
- g. Do not overuse them.

2) Intensive

Intensive speaking is defined as the self-initiated or form part of some pair work activity, where the learners are “going over” certain form of language.

3) Responsive

A good deal of students’ speech is responsive; short replies to teacher or learners questions or comments. These replies are usually sufficient. Such speech can be meaningful and authentic:

Teacher: How are you today?

Learners: Pretty good, thanks, and you?

Teacher: What is the main idea of this essay?

Learners: The UN should have more authority.

Learners: So, what did you write for question number 1

Learners: Well, I wasn’t sure, so I left it blank.

4) Transactional

Transactional language is carried out for the purpose of conveying or exchanging specific information. The example is below:

Teacher: What is the main idea in this essay?

Learners: The UN should have more authority?



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Teacher: More authority than what?

Learners: Than it does right now?

Teacher: What do you mean?

Learners: Well, for example, the UN should have the power to force The country like Iraq to destroy its nuclear weapon.

Teachers: You don't think the UN has that power now?

Learners: Obviously not.

We can hand out the conversation with the learners in a part or group activity as well.

5) Interpersonal (Dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social relationship. The conversation is usually little trickier for the learners because they can involve some or all the following factors; a casual register, colloquial language, emotional charged language, slang, ellipsis, sarcasm, and a covert "agenda."

For instance:

Amy: Hi, Bob, how's it going?

Bob: Oh, so-so

Amy: Not great weekend, huh?

Bob: Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy: What are you talking about?

Bob: I think you know perfectly well what I'm talking about.

Amy: Oh, that ... how come you get so bent out of shape over something like that?



Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great. Wonderful, Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

6) Extensive (monologue)

Finally, the learner at intermediate or advance levels are called on to give extended monologue in the form of oral reports, summaries and speeches. The form is more formal and deliberative. The monologue can be planned or unplanned. Teacher can use one of the types of classroom speaking performance or make a combination based on which one is the most proper for being applied to the classroom based on the condition of the learners.

2.3.4 Teaching Speaking

Teaching four skills - listening, reading, speaking and listening - become a compulsory for the English teachers to guide the students to achieve those abilities by teaching them as interesting as possible. Thus, speaking is also to be taught like the other skills.

Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes. Brown (2000: 7) says that teaching cannot be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Nunan (2003) defines "teaching speaking" as to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns



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- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Harmer (2007:123) states that there are three main reasons for getting students to speak in the classroom. Those are chances to practice real-life speaking in the safety of the classroom, trying to use any or all of the language they know, and having opportunities to activate the various elements of language. Besides the three main reasons above, classroom speaking activities should be created like a dynamic class as Harmer (2003:271) states there are several preparation making classroom activities active. There are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

2.3.5 The Characteristic of Students in Junior High School

Students in Junior High School are categorized as teenagers who are between twelve and sixteen. Brown (2001:92) states that teenagers are an age of transition, confusion, self-consciousness, growing and changing bodies and minds. Brown also states that teenagers tend to think abstractly as the result of



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intellectual maturation and are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. It can be concluded that the teacher needs an effort to create a comfortable circumstance in teaching students in Junior High School so that the students feel interested to study the language. Therefore, the teacher is expected to have capability to provide lots of opportunities to develop their students' potential.

Furthermore, according to Harmer (2001:39), if the teenagers are engaged, they have a great capacity to learn, a great potential for creativity, and passionate commitment to things which interest them. So the teacher needs to give various activities to engage and involve students in the activities. Besides, the teacher should play his/her role well in teaching and learning processes so that both teaching and learning goals can be achieved.

Brown (2001:32) proposes five thoughts that may become teacher's consideration when teaching them. The first is that their intellectual capacity adds to apply abstract operation thoughts particularly around the age of twelve. The second is that the attention spans are lengthening as the result of intellectual maturation, but sometimes it can be easily be shortened. The third is that they still need varieties of sensory input. The fourth is that the factors surrounding ego, self-image and self-esteem become their pinnacle. The last thought is that secondary school students tend to become adult like in their ability to make them different with others.



difficulty comes from many factors that are related with the activities in the class. Furthermore, the researcher would like to take part in the activities in the class by means of action research. Giving different treatment, engaging the students, and giving motivation by using three strategies, namely, trading place, question students have, and action learning for speaking, are the procedures that the researcher did.

The anxiety is often evoked for students in English speaking class. Commonly, the anxious feeling is appeared because students have lack of language feature in English (vocabulary, grammar, and word choice), fluency, accuracy, and comprehension in speaking skill. Moreover, it can influence the students' self-confident, such as afraid of being laughed by other students. Finally, it has effect toward their performance in speaking skill. Thus, the anxious student in speaking performance is categorized into state anxiety. It is because students feel threatening when they are order to practice speaking in front of their class.

2.4 Relevant Research

According to Syafi'i (2007:122), "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research itself".

Besides, it is hoped to analyze what the point is focused on information, the designs, and conclusion of the previous research, that of:

1. Muhammad Yusuf (2017). The title of his research is "The Influence of Students' Motivation and Anxiety toward Speaking Ability at Language



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Development Center of State Islamic University of Sultan SyarifKasim Riau”. In his research, he focused on the correlations of speaking motivation and speaking anxiety on the students’ speaking ability. The research design is a Correlation Research. The population of this research is the second level of Islamic Law students of Language Development Center of UIN SUSKA Riau Pekanbaru in academic year of 2015/2016 which consists of seven classes. The finding indicated that there was a significant influence of students’ speaking motivation and speaking anxiety toward students’ speaking ability at Language Development Center on SUSKA RIAU, in which $F = 240.762$ $p=0.0000 < 0.05$. Then, the determination influence of students’ speaking motivation and speaking anxiety were $R^2 = 0.791$ (79%). Moreover, speaking motivation ($\beta = -0.169$). Thus, an alternative hypothesis that there was a significant influence of students’ speaking motivation and speaking anxiety toward speaking ability at Language Development Center of UIN SUSKA Riau Pekanbaru was accepted.

2. Purnawati (2005). Carried out a research entitled, “The correlation between students’ motivation in learning speaking and their English speaking ability at the English education department of UIN SUSKA Riau”. The research conclusion was proved that there was a positive significant relationship between students’ motivation in learning speaking and their English speaking ability at the English education



department of UIN SUSKA Riau. The alternative hypotheses was accepted, whether at a 5% significance level is 0.325 or at the 1% significance level was 0.418. The coefficient or r observed in the relationship between students' motivation in learning speaking and their English speaking ability is 0.3306. The factors influence the students' motivation in learning, speaking might be depicted in psychological and non psychological factors. The result of this research compares the writer's conviction and some theories that the students' motivation in learning English played as a very important role determine their skill in English.

3. Hysook Park & R. Lee (2004), namely quantitative survey research. However the variables that used are different. The previous study conducted researcher about the relationship between L2 learners' anxiety, self confidence and oral performance while in the present study will investigate the influence of motivation and speaking anxiety toward students' speaking ability. Besides, the present study also wants to know whether there is any influence of motivation toward students' speaking ability or not. This research is almost same as research that conducted by Peipei Li & Guirong Paan (2009). Moreover, in contrast, in this study only use two kinds of motivation, there are intrinsic and extrinsic motivation while Peipei Li & Guirong Paan (2009) used four kinds of motivation, there are integrative,

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instrumental, intrinsic and extrinsic. Thus, the present study is not same as the previous research, although some of variables almost similar, but is absolutely similar.

4. Santriz (2018) his research entitled “An Analysis of Students’ Anxiety In Speaking Performance (A study at second grade at SMAN 5 Banda Aceh)”. This study is focused on identifying the factor of students’ anxiety in speaking performance. Thus, a questionnaire was distributed to the students. The questionnaire was adapted from Horwitz and Horwitz (1986). This study is a qualitative research. The sample of this study was class XI IPA-1 of SMA Negeri 5 Banda Aceh. Then, the data was analyzed by putting the total of students’ response of every statement into graphic. It was found that there are 72 % of the students who experienced the anxiety of test, 73% of the students feel anxious in communicative apprehension, and 55 % of them were getting anxious in fear of negative evaluation.

5. Another study was carried out by Mayangta in 2013. The research has a goal to investigate the level of students’ anxiety, the source of their speaking anxiety and their strategy to face the anxiety. The data was obtained from 32 students of Junior high School in Bandung. The result showed that 43.8% of the students were mildly anxious, 9.4% of them felt very anxious, about 21.9% of them experience anxious feeling, and 25% of them feeling relax in speaking performance. The source of their

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anxiety was appeared from personal and interpersonal anxiety, students'belief about language learning, interaction between students and teacher, classroomactivity and perceived level of English proficiency. To overcome the anxiety, most ofstudents did preparation, relaxation, and resignation strategy.

6. RianWulandari (2014) doing a research about“improving students’ Speaking ability through communicative language games at SMPN 1 Prambanan Grade VIII A in the academic year of 2013 / 2014”. The research finding shows that the use of the communicative language games is effective to improve students’ speaking ability. The games are accompanied with other actions such as using classroom English, applying varied themes, using adequate media, doing language form activities, giving feedback, giving rewards, doing group works and rearranging the students seating arrangement. The indicators of the success of the implementation are that: (1) the students are more active in the speaking activities than they were; (2) the students are more enthusiastic in doing speaking activities; and (3) the students’ self-confidence and motivation to speak English improve. Furthermore, the findings are also supported by the means of the students’ speaking score which have increased from 2.1 and 2.2 in the pre-test to 3.3 and 3.4 in the post-test.

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7. Study by Leila Mohtasham¹ & Maryam Farnia was conducted about “English Speaking Anxiety: A Study of the Effect of Gender on Iranian EFL University Students’ Perceptions”. The aim of this study was to examine Iranian EFL university students’ level of anxiety and their perceptions towards in-class activities during speaking courses and possible causes of apprehension. Moreover, this study investigated whether or not EFL university students’ gender differences affect their perceptions of foreign language speaking anxiety. To this end, data were collected from 175 Iranian EFL learners; 125 females and 50 males through Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz, Horwitz, and Cope (1986) followed by a structured interview. The findings showed that the level of females’ anxiety was significantly higher than that of males in impromptu speaking activities. Moreover, instructors could have an essential role in reducing the speaking anxiety. Results of the interviews confirmed the findings obtained through the questionnaire.

8. NurIsnaini (2018) was conducted the research about “An Analysis of Students’ Speaking Anxiety Students of English Foreign Language (EFL) at the fifth Semester English Department of UIN RadenIntan Lampung Academic Year of 2018/2019”. From the data analysis, the researcher found some conclusion of students’ speaking anxiety at the Fifth Semester English Department of UIN RadenIntanLampung as

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follows: first, researcher found that students' speaking anxiety factor in English foreign language (EFL) were: felt self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy. Second, the causes of students' speaking anxiety that student' were unconfident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class.

9. Next, the research from Septy Indrianti (2016) entitled "Students' Anxiety in Speaking English (a case study in one hotel and tourism college in Bandung)". The study revealed two findings related to research questions. First, two types of anxiety were evidenced, i.e. trait anxiety and state/situational anxiety. Second, the students' anxiety in English speaking class was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabularies and lack of preparation have also contributed to students' anxiety in speaking. These findings suggest that the teacher should be more aware of students' anxiety in order to arouse students' motivation to speak up confidently and fluently in an English speaking class. As such, teachers are urged to be fairly creative in devising better technique that could encourage the students to speak more.

10. The last research from Cucu Sutaryah (2017), entitled "An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance". The results show that the students' speaking performance significantly

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differs between the two groups. The mean score of higher level of anxiety students was 62.37 while the mean score for lower level of anxiety students was 83.81. Based on the analysis by using Mann-Whitney U Test, it shows that lower level anxiety students have higher score in speaking performance than those with higher level of anxiety as the computation resulted in p value at 0.005. The next analysis by using Linear Regression resulted in r^2 (0.319). The data show that speaking anxiety may give negative contribution to the overall students' speaking performance achievement. It also found that nervousness is dominant factor followed by worry and tension.

From the related studies above, the researcher concludes that influence of low motivation and there is anxiety of speaking skill, especially in English lessons at Islamic Junior High School YLPI Riau. This research will help the teacher to open minded their thoughts about applying new method and more innovation for teaching at school, especially for speaking skill to improve their motivation and speaking ability in learning and teaching process. Moreover, difference between the previous researchers from this research is that both of the previous researchers aimed to find out the influence speaking motivation and speaking anxiety on the students' speaking ability of students' Islamic Junior High School YLPI Riau.

2.5 Conceptual Framework

A conceptual framework is a structure which the researcher believes can explain the natural progression of the phenomenon to be studied (Camp, 2001). It



linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher (Peshkin, 1993).

The conceptual framework presents an integrated way of looking at a problem under study (Liehr & Smith, 1999). The conceptual framework describes the relationship between the main concepts of a study. It is arranged in a logical structure to aid provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014). Interestingly, it shows the series of action the researcher intends carrying out in a research study (Dixon, Gulliver & Gibbon, 2001).

The framework makes it easier for the researcher to specify, and define the concepts within the problem of the study (Luse, Mennecke & Townsend, 2012). Miles and Huberman (1994:18) said that conceptual frameworks can be graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them.

There are three variables in this research; the first variable is motivation as independent variables, the second is anxiety as interviewing, the second independent and dependent variable, the last is speaking ability as the dependent variable of motivation and anxiety.



The concept of this study can be described in the diagram below:

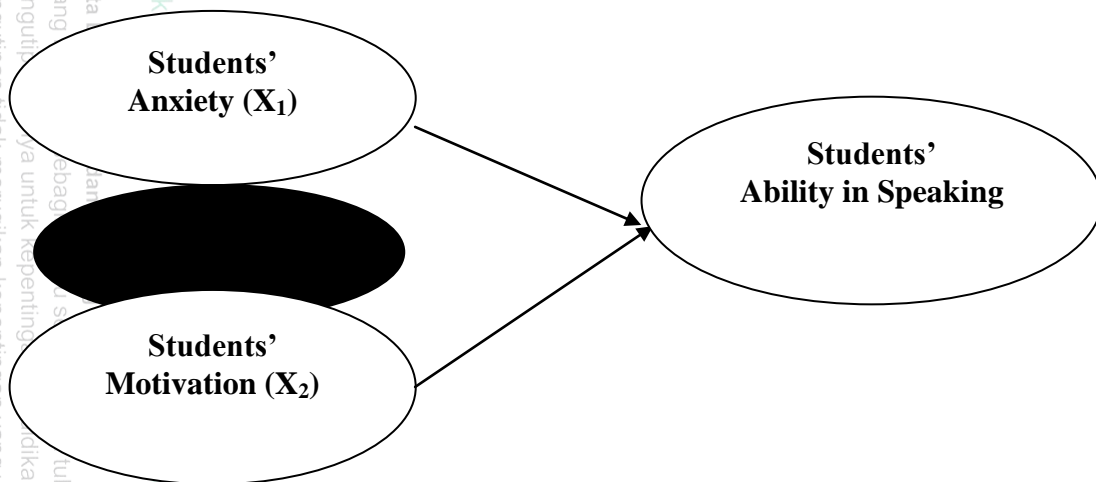


Diagram 2.1
The Conceptual Framework

In operating the research on all variables, this study work based on the following indicators:

The indicators of motivation are;

1. Intrinsic motivation
 - a. Knowledge: the students do an activity for the feelings associated with exploring new ideas and developing knowledge.
 - b. Accomplishment: students do something related to attempting to master at ask or achieve a goal
 - c. Stimulation: students do something based simply on the sensations stimulated by performing the task.
2. Extrinsic motivation



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- a. External regulation: students do activities determined by sources external to the person
- b. Interjected regulation: students do activities because due to some type of pressure that individual has incorporated into the self.
- c. Identified regulation: students invest energy in an activity because they have chosen to do so for personally relevant reasons.

The indicators of anxiety are:

- a. Students' sense, uptight feeling
- b. Students' Inability to relax
- c. Students' Feeling restless, keyed up, or on edge
- d. Students' Muscle tension, aches, or soreness
- e. Students' Trouble falling or staying asleep
- f. Students' Difficulties of concentration
- g. Students' Irritability or impatience

There are some indicators of speaking ability, they are:

- a. The students are able to pronounce the word correctly
- b. The students are able to speak English grammatically
- c. The students have sufficient vocabulary
- d. The students are able to speak English fluently
- e. The students are able to use English comprehensively



2.6 The Assumption and The Hypothesis

There are some assumptions of this research based on the problems and the phenomena happen at Islamic Junior High School YLPI Riau; the first is motivation influence significantly on students' speaking ability. 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. SyaifulBahri (2000:144) states in learning process, motivation is needed very much, because the person who does not have motivation in learning, it is impossible todo some activities in teaching and learning process. Therefore, motivation is the key in the learning process, especially in learning speaking.

According to Krashen's affective filter hypothesis (1982) stresses that to learn affectively, 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 is caused by the insufficient opportunity for students to participate in classroom communication, lack of confidence when communication English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem.



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Then there are three hypotheses in this study. These hypotheses based on the theories stated in this research quoted from some researches before, the hypotheses can be read in the statements are below:

Ha1 : There is significant influence of speaking motivation in speaking on students' speaking ability at SMP YLPI Riau.

Ha2 : There is a significant influence of anxiety in speaking on students' speaking ability at SMP YLPI Riau.

Ha3 : There is a significant influence of speaking motivation in speaking and anxiety in speaking on students' speaking ability at SMP YLPI Riau

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was a correlation study. According to Gay & Airasian (2003:231), correlation study involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relationship expresses a correlation coefficient. Moreover, if a relation exists between two variables, it means that the scores within a certain range of one variable are associated with the scores within a certain range of the other variable. Gay and Airasian (2003) also added that the purpose of a correlation study is to determine the relationship between variables to make predictions. Correlation studies typically investigate a number of variables believed to be related to a major and complex variable.

Furthermore, in this research, the researcher investigated the students' speaking motivation and speaking anxiety and their speaking ability. The research consisted of three variables. The first variable was students' speaking motivation in learning as an independent variable obtained from a set of questionnaire of LLOS. The second variable was speaking anxiety as the second independent variable obtained from a set of questionnaire of FLCAS and also as the intervening variable toward speaking skill with a role as the dependent variable.

Meanwhile, speaking skill is a variable being influenced by those two variables measured by giving students a speaking test. The speaking test contained questions about motivation and anxiety in speaking English.

The independent variable is a variable which influence the dependent variable, and the dependent variable is a variable which is influenced by the independent variable. Intervening variable here is as a connector or bridge of the first independent variable toward dependent variable.

The diagram below is the design of the research:

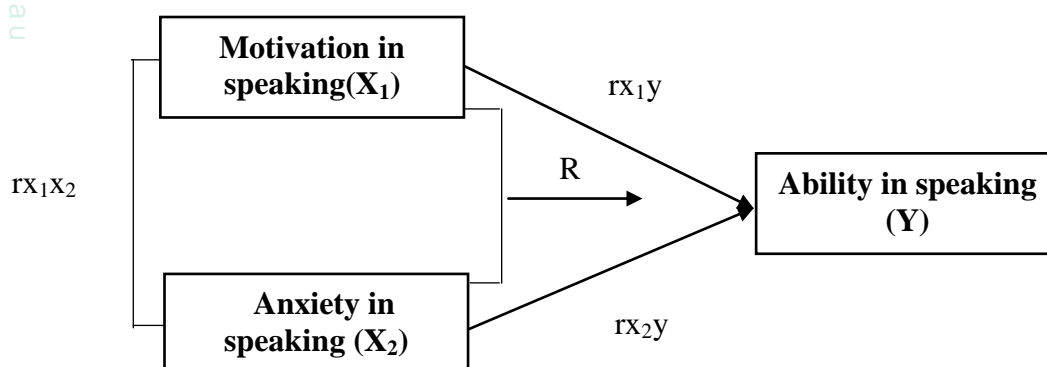


Diagram 3.1
Research design diagram

3.2 The Research Site

This research was carried out at SMP YLPI Riau located on Kaharuddiin Nasution Street from October until December 2019. Islamic Junior High School YLPI Riau was selected as the research location for the following reasons:

1. There were some problems discovered at SMP YLPI Riau dealing with students' motivation in speaking and their anxiety to speak English in the classroom in the teaching and learning process.



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2. Some teachers of SMP YLPI Riau did not apply innovative and creative teaching strategies when teaching English.
3. The school is easily accessible or easy to reach for doing research. In addition, doing research at this school could be efficient and beneficial since the research had limited time and budget.
4. The researcher is one of the English teachers teaching at this school so that it would be easier to collect the data.

3.3 Population and Sample

According to Gay and Airasian (2000:122), the population is the groups of interest to the researcher, the group to which she or he will like the result of the study to be generalize. They also add that two important points of the population. First, the population may be virtually any size and may cover almost any geographical area. Second, the entire group the researcher will really like to generalize to is rarely available.

The population of this study was all the students from seventh till ninth grade at SMP YLPI Riau in academic years of 2019/2020.

The reasons why the population should be chosen at this major because the problems were observed by the researcher who is also one of the teachers that teach English at SMP YLPI Riau. Most of the students were still, nervous and afraid when the teacher asked them to speak up. Thus, it way interesting to choose all of the students' SMP YLPI Riau students as the population. The total population consisted of 155 and divided into six classes. Class 7A, 7B, 8A, 8B, 9A, and 9B class



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In this study, the researcher used cluster random sampling technique.

According to Sugiyono (2018) cluster sampling technique is a take the sampling with cluster sampling technique where the sample elements are element (cluster).

The cluster sampling technique is also called the group technique or clump technique, this technique is done by selecting samples which is based on the cluster not the individual. It will be taken from the lottery.

The population of all grade students at SMP YLPI Riau were 155 students, that consisted of 6 classes and researcher decided to take one the class as sample..

The researcher gave cluster sampling technique was used to take the sample.

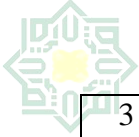
Because the students in the population had simillar characteristics

The cluster sampling technique used in this study because this study conducted at SMP YLPI Riau which has a lot of problems at speaking motivation and anxiety. Thus, to avoid large sample size in this study, this technique can be also become the least representative of the large population and the tendency of individuals which has similar characteristics and the students of this study has been directly random by the researcher itself.

Table 3.1

The Populations of the students at Islamic Junior High School YLPI Riau students

No.	Class	Population		Total	Sample
		Male	Female		
1	7 A			26	52
2	7 B			26	



3	8 A			26	51
4	8 B			25	
5	9 A			26	52
6	9 B			26	
Totals				155	

Based on the Table 3.1, sample of this research was taken from the lottery of the populations that are 155 students, consist from six classes of the students' SMP YLPI Riau in academic year 2019/2020. Therefore, the total sample of this research is 52 students.

3.4 Data Instrument

a. Questionnaire

This research used foreign Language Classroom Anxiety Scale which is translated by the researcher. In this research, the researcher used the closed-type questionnaire. It is a questionnaire who answers of the questions are provide so that the respondents only have to choose the suitable one in the answer sheet. The questionnaire was in the form of Likert Scale type with five scale options, strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. In determining students' score, the item scores used the researcher at first. The way to score is as follows: For that who choose:

Strongly Agree : 5

Agree : 4



Neither Agree nor Disagree : 3

© Disagree : 2

Strongly Disagree : 1

Example of FLCAS questions :

1. I never feel quite sure of myself when I am speaking in my English subject class.
 - Strongly Agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

2. I don't worry about making mistakes in English subject class.
 - Strongly Agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

3. I tremble when I know that I am going to be called on English subject class.
 - Strongly Agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

a. Validity and Reliability of questionnaire

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1. LLOS questionnaires

The researcher used the questionnaire made by Kimberly A Noels from University of Saskatchewan, Luc G Pelletier from University of Ottawa, Richard Clement from University of Ottawa, and Robert J Vallerant from University of Quebec in Montreal. This questionnaire consists of 21 questions, it consists of intrinsic, extrinsic and motivation, but the researcher just takes 18 questions about intrinsic and extrinsic motivation in learning. About validity and reliability of this questionnaire is identify. As shown in Table 2, the Cronbach Alpa index of internal consistency is acceptable for all subscales, varying between 67 and 88. A score is calculated for each subject as the mean of the responses to the items composing each subscale after operating for unanswered items (Tabachnick & Fidell, 1989). An examination of the means, standard deviation, sleekness and kurtosis values for the final subclass suggested that a normal distribution is underlying the responses. Only the motivation scale is significantly skewed. This is the concept of motivation:

Table 3.2
Students' Speaking Motivation

No	Types of Motivation	Indicators	Items
1.	Intrinsic	a. The students do an activity for the feelings associated with exploring new ideas and developing knowledge (knowledge).	1, 4, 6

<p>© Hak cipta milik UIN Suska Riau</p>	<p>Extrinsic</p>	<p>b. Students do something related to attempting to master a task or achieve a goal (accomplishment). c. Students do something based simply on the sensations stimulated by performing the task (Stimulation).</p>	<p>2, 3, 5 7, 8, 9</p>
<p>State Islamiy of Sultan Saifuddin Kasim Riau</p>	<p>Extrinsic</p>	<p>a. Students do activities determined by sources external to the person (external regulation)</p>	<p>10, 11, 12</p>
<p>State Islamiy of Sultan Saifuddin Kasim Riau</p>	<p>Extrinsic</p>	<p>b. Students do activities because some types of pressure that individual has incorporated into the self (Introjected regulation) c. Students invest energy in an activity because they have chosen to do so for personally relevant reasons (Identified regulation).</p>	<p>13, 14, 15 16, 17, 18</p>

b. Hortwitz et al.'s Foreign Language Classroom Anxiety Scale (FLCAS).

The instrument that is used in assessing students' speaking anxiety is adopted from Horwitz et.al (1986) but it is modified by the researcher. Moreover, there are five scales that used, starting from strongly agree to strongly disagree. While answering the statements in the questionnaire the students ask to decide whether they *strongly agree (1), agree (2), neutral (3), disagree (4) and strongly disagree (5)*.

Table 3.3
Speaking Anxiety

No.	Types of Anxiety	Indicators	Items
1	Communication apprehension	<p>a. Students are afraid and scared when they speak or talk in front of their teacher, students.</p> <p>b. Students are afraid if they cannot speak English well</p>	1,4,9,14,15,18,24,27,29,30,32
2	Test anxiety	<p>a. Students feel anxious during examination.</p> <p>b. Students usually face stressful situation if their teacher ask them.</p>	3,5,6,8,10,11,12,16,17,20,21,22,25,26,28
3	Fear of negative evaluation	<p>a. Students fear that the other students and teacher will evaluate them negatively</p> <p>b. Students feel afraid that they will fail in foreign language classes.</p>	27,13,19,23,31,33

Furthermore, in conducting this study, test validity and reliability conducted in order to measure the instrument that is give to students. The result indicates:



a. Validity

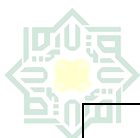
According to Creswell, there are three kinds of validity; content validity (do the items measure the content they are intended to measure), predictive and concurrent validity (do scores predict criterion measure, do result correlate with other results) and construct validity (do items measure by hypothetical constructs or concepts). Concerning in this study, construct validity used in order to measure each items of constructs. Moreover, in order to measure speaking test, content validity used in order to measure whether the question asked to students valid or not. Here, the researcher will use two raters to measure content of speaking test and assess the student's speaking ability.

After analyzing by using SPSS 21 version, the content validity of intrinsic and extrinsic motivation and communication apprehension, test anxiety and fear of negative evaluation showed $P < 0.05$. It means the instrument both motivation and speaking anxiety are valid. The result can be seen as the following table:

Table 3.5
Validity of the Instrument

Variable	Sig. Level	No of Items
Motivation	Sig at 0.000	18
1. Intrinsic	Sig at 0.000	
2. Extrinsic		

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Variable	Sig. Level	No. of items
Speaking Anxiety 1. Communication Apprehension 2. Test Anxiety 3. Fear of Negative Evaluation	Sig at 0.000 Sig at 0.000 Sig at 0.000	32

Based on Table 3.6, it can be seen that $p=0.000$, and $p<0.05$ it means that both questionnaires motivation and speaking anxiety is valid.

b. Reliability

Different from validity, reliability refers to the degree of precision or accuracy of scores on an instrument. In speaking test, reliability measure the consistency of score from two raters in assessing students' speaking test, while in assessing students' speaking motivation and speaking anxiety, used SPSS version 21 and look at from Cronbach Alpha reliability coefficient. Julie Pallant (2010:97) states that the ideally Cronbach Alpha coefficient of a scale should be above 0.7. If Cronbach alpha >0.8 it is preferable and if below 0.7 (less than 0.7) it means reliability is low.

After analyzing by using SPSS 21 version, the reliability of both instruments can be seen from table 3.7.

Table 3.6
Reliability of Instruments

Variable	Cronbach's Alpha	No of Items
Motivation	.899	18
1. Intrinsic	.826	
2. Extrinsic	.816	
Speaking Anxiety	.970	33
1. Communication Apprehension	.946	
2. Test Anxiety	.906	
3. Fear of Negative Evaluation	.951	

Based on Table 3.7, reliability of constructing intrinsic motivation showed 0.826 while extrinsic motivation showed 0.816. Furthermore, the reliability of variable motivation shows 0.899. The instrument is reliable if Cronbach's Alpha >0.6 and reliability is high if Cronbach's Alpha >0.7 . It means reliability of motivation is high.

Moreover, before doing research at SMP YLPI Riau, the pilots study for knowing the reliability of questionnaire for assessing students' speaking anxiety also done already. Variable speaking anxiety consists of three constructs; communication apprehension, test anxiety and fear of negative evaluation. The reliability of constructing communication apprehension, the Cronbach's Alpha



shows 0.946. It means the reliability of communication is also high. Moreover, the reliability of constructing test anxiety is 0.906. The reliability is high. The last construct is fear of negative evaluation. The Cronbach's Alpha shows 0.949. Thus, after analyzing all of three constructs by using SPSS 21 version, the Cronbach's Alpha shows 0.970. It means that the reliability of variable speaking anxiety is high.

Therefore, in speaking ability, in order to know the reliability of speaking ability, it is measure from the score that obtain from two raters who are also English teacher at SMP YLPI Riau. The following table shows the reliability from two raters.

Table 3.7
Reliability from two raters

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.922	.923	2

From the Table 3.8, it can be seen that Cronbach's Alpha shows .922. It means that the reliability score that is obtain from two raters is high, because it is higher than 0.6.

3.5 Data Collection Technique

There are three kinds of data collection technique to get the data in this research, the first is a questionnaire, the second is interview and the last is

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documentation. The data will be taken from the students' score in their score paper. Questionnaires are used to determine students' language learning strategies and students' speaking motivation in teaching and learning process.

3.5.1 Questionnaire

A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to provide the answers (Bell 1999). According to Chamot, the most frequent and efficient method for identifying students' learning strategies is through questionnaires. Then, Tuckman (1978) state that questionnaire is used by researcher to convert into data the information directly given by a person (subject). By providing access to what is inside a person's head, this approach make it possible to measure what person knows (knowledge or information). Questionnaire can also be used to discover what experiences have taken a place (biography) and what is occurring at the present. The data from questionnaire can be transforming into numbers of quantitative data by using the attitude scaling or rating scale.

This research used two types of questionnaire for this research. The first questionnaire was from Kimberly A Noels, Luc G Pelletier, and Robert J Vallerant to find the level of students' motivation. This questionnaire consists of 21 questions, it consists of intrinsic, extrinsic and motivation, but the researcher just takes 18 questions about intrinsic and extrinsic motivation in learning. Then, the researcher also used the questionnaire adopted from Horwitz et.al (1968) to find the level of students' speaking anxiety.



3.5.2 Speaking Test

Furthermore, to assess students' speaking ability, the assessment from Hughes (1989:114), was used, that is pronunciation, grammar, vocabulary, fluency and comprehension. As shown in the following table :

Table 3.4
Criteria in Assessing Students' Speaking Ability

No	Aspects	Indicators	Score
1	Pronunciation	a. Pronunciation for frequently unintelligible b. Frequent gloss error and very difficult to answer, require frequent repetition. c. Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent in grammar or vocabulary. d. Marked foreign accent and sometimes mispronunciation but do not interfere with understanding. e. No conspicuous mispronunciation, but would not be taken by native speaker f. Native speaker with no trace of foreign accent.	1 2 3 4 5 6
2	Grammar	a. Grammar mostly inaccurate phrases b. Constant error almost of pattern and frequently preventing communication c. Frequent error in some pattern and usually happens misunderstanding	1 2 3 4

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No	Aspects	Indicator	Score
		d. Occasional error but no weakness that causes misunderstanding e. Few errors with no pattern of failure	
		f. No more than two errors in interview	6
3	Vocabulary	a. The vocabulary use is too low quality even for simplest situation b. The limitation of vocabulary mastery even for basic or survival areas c. The inaccurate in choice of word, the limited of vocabulary related to social life d. Professional vocabulary adequate to discuss special interest: general vocabulary permit to use e. General vocabulary adequate to cope with complex practical problems and varied in social situation Vocabulary apparently accurate and extensive as native speaker said	1 3 4 5 6
4	Fluency	a. Speech is so halting and fragmentary that conversation or speech virtually impossible b. Speech is very slow and uneven except for short or routine sentence c. Students do not speak quickly, sentence may be left uncompleted d. Speech is occasionally hesitant, with some	1 2 3 4

5	Comprehensi	unevenness caused by rephrasing and grouping of words.	5
		e. Speech is effortless and smooth, but perceptibly non-native in speech	6
		f. Speech is effortless and smooth as a native speaker	
		a. Understand too little about the topic given	1
No	Aspects	Indicator	Score
		b. Understand only for simple speech and common topic	2 3
		c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	4
		d. Understand quite well normal educated speech when engaged in a dialogue.	5
		e. Understand in normal educated topic except for low frequency topic	6
		Understand everything in both formal and informal speech	

3.5.3 Documents

A valuable source of information in quantitative research can be documentation. It's also called audio visual material, Sugiyono (2008: 240) states that documentation can be written and picture by someone that can be used to



obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is subjects' grade transcript. Therefore, the paper test result from the speaking students' test used in documentation to available enrich documentation in this study.

3.6 Data Analysis Technique

To find out the mean, standard deviation, frequency of percentage and significant influence of motivation and anxiety on students' speaking ability, Pearson product moment will be use and multiple regression analysis calculated by SPSS version of 20.

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CHAPTER V

CONCLUSSION ANS RECOMMENDATION

5.1 Conclusion

Based on the analysis of the data from questionnaire and the structure interview, for the correlation between motivation and speaking ability, the correlation between anxiety and speaking ability, and the correlation between motivation and anxiety to the students' speaking ability. The researcher conclude that:

1. There is no correlation between anxiety and students' speaking ability at Islamic Junior High School YLPI Riau.
2. There is no correlation between motivation to students' speaking ability at Islamic Junior High School YLPI Riau.
3. There is no correlation between anxiety and motivation to students' speaking ability at Islamic Junior High School YLPI Riau.

5.2. Implications and Recommendations

Based on the discussion of the research, it can be implied that anxiety in speaking and motivation did not influence the students' ability in speaking. The implications of the actions are:

1. The students' motivation in speaking in Junior High School YLPI Riau were in the medium level and their ability in speaking was still low. So, the teachers need to find the way to improve the students' motivation to learn first, before the teacher improve their motivation to speak English. Because if the students have high motivation to learn English, automatically they will be able to improve their ability to speak English.

2. This research showed that the students in Junior High School YLPI Riau had low anxiety in speaking, but did not give an influence to their ability in speaking. It was good for them, because they were still confident to speak even though they still made mistakes. So, the teacher could take this advantage to teach them how to speak in English.

In conjunction with the result of the study the following recommendation and provided :

1. Based on the level of anxiety, motivation, and speaking ability, the teacher need more attention to decrease the students' anxiety and increase the students motivation and students' speaking ability.
2. For the other scholars, this research can be used as a reference to other research related to the correlation between anxiety and motivation to the students' speaking ability.
3. For formal education university
4. For those who are studying in the Teacher Training and Educational Faculty, they should prepare the material that they want to present in the



class. The way or the strategy used by the teacher can influence the students' learning achievement.

The finding of this study can encourage the students to do research on similar topic or different location.

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Appendix 1: RESEARCH INSTRUMEN OF MOTIVATION

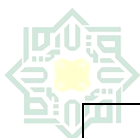
Language Learning Orientation Scale (LLOS) Noels, Pelletier, Clement, and Vallerand (2000)

The following section contains a number of reason why one might study English subject, especially in speaking skill. Beside each one of the following statements, write the number from the scale which best indicate the degree to which the stated reason corresponds with one of your reasons for learning English speaking. Remember that there is no right or wrong answers, since many people have different opinions.

Does not correspond	Correspond very little	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds almost exactly	Correspond exactly
1	2	3	4	5	6	7

Intrinsic Motivation								
No.	Statement	1	2	3	4	5	6	7
1	I enjoy learning English for the satisfied feeling I get in finding out new things Saya merasa puas ketika mendapatkan hal yang baru dalam B.Ingggris							
2	For my satisfaction when I am in the process of accomplishing difficult exercises in the English Language. Saya merasa puas ketika saya sedang menyelesaikan latihan-latihan yang sulit dalam B.Ingggris							
3	I feel very pleasure when surpassing myself in my English language studies. Saya merasa senang ketika melampauai diri saya dari apa yang saya harapkan dalam pelajaran B.Ingggris							
4	I learn English because I enjoy the feeling of acquiring knowledge more about the English language. Saya merasa senang mendapatkan pengetahuan tentang komunitas berbahasa							

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	Inggris.							
5	For the enjoyment, I experience when I grasp a difficult construct in the English language. Saya suka belajar bahasa inggris karena saya senang ketika memahami konsep yang sulit dalam B.Ingggris							
6	For the pleasure, I experience in knowing more about the English skill at school Saya merasa puas ketika mendapatkan pengetahuan lebih tentang keahlian berbahasa inggris di sekolah							
7	For the “high I feel when hearing foreign language spoken. Saya merasa semangat ketika mendengar pembicaraan B.Ingggris							
8	For the “high” feeling that I experience while speaking in the English language. Saya merasa semangat ketika saya berbicara dalam B.Ingggris							
9	For the pleasure, I get from hearing the English language spoken by the English teacher like a native speaker Saya merasa senang ketika mendengar B.inggris dari guru saya seperti penutur aslinya							

Extrinsic Motivation								
No.	Statement	1	2	3	4	5	6	7
1	I learn English to get a more prestigious score later on. Saya mempelajari bahasa inggris supaya mendapatkan nilai yang bagus nantinya							
2	I learn English because I have the impression that it is expected of me. Saya belajar B.inggris karena saya punya kesan bahwa itu yang diharapkan dari diri saya.							
3	I learn English to have a better job one day. Saya ingin belajr B.inggris supaya bisa mendapatkan pekerjaan idaman suatu hari nanti							
4	I want to learn English beacuse I would feel ashamed if I couldn’t speak to my friends. Saya ingin belajar B.inggris karena saya							

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	meras malu jika tidak bisa berbicara B.inggris kepada teman-teman saya							
5	I study English because I would feel guilty if I didn't know English language. Saya mempelajari B.Inggris karena saya akan merasa bersalah jika tidak mengetahui B.Inggris							
6	I would like to study English to show myself thath I am good student Saya suka belajar B.Inggris karena saya akan merasa bersalah jika tidak mengetahui B.Inggris							
7	I study English because I choose to be the kind of person who can speak more than one language. Saya belajar B.Inggris karena saya ingin menjadi orang yang bisa bebricara lebih dari satu bahasa.							
8	I learn English because I think it is good for my personal development. Saya mempelajari B.Inggris karena saya fikir itu hal yang bagus untuk perkembangan diri saya.							
9	I study English because I choose to be the kind of person who can speak an English language. Saya belajar B.Inggris karena saya memilih menjadi orang yang bisa berbicara B.Inggris							

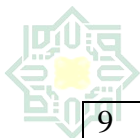
Appendix 2: RESEARCH INSTRUMEN OF SPEAKING ANXIETY

Foreign Language Classroom Anxiety Scale

Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70 (2), 125-132.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	2	3	4	5

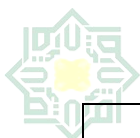
No.	Statement	1	2	3	4	5
1	I never feel quite sure of myself when I am speaking in my foreign language class. Saya tidak pernah merasa cukup yakin terhadap diri saya ketika berbicara B.Ingggris dikelas bahasa asing					
2	I don't worry about making mistakes in language class. Saya tidak khawatir membuat kesalahan didalam kelas bahasa.					
3	I tremble when I know that I'm going to be called on in language class. Saya gemetar ketika saya tahu saya akan dipanggil didalam kelas bahasa					
4	It frightens me when I don't understand what the teacher is saying in the foreing language. Saya takut ketika saya tidak mengerti apa yang guru katakan didalam bahasa asing.					
5	It wouldn't bother me at all to take more foreign language classes. Mengambil kelaas bahasa yang lain sama sekali tidak mengganggu saya.					
6	During language class, I find myself thinking about things that have nothing to do tiwh the course. Selama kelas bahasa, saya merasa tidak berbuat apa-apa terhadap pelajaran.					
7	I keep thinking that the other students ara better at language than I am. Saya terus berfikir bahwa murid lain lebih baik dari pada saya dalam berbahasa.					
8	I am usually at ease during tests in my language class. Saya biasanya merasa mudah selama melakukan test didalam kelas bahasa.					



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9	I start to panic when I have to speak without preparation in language class. Saya mulai panik ketika saya harus berbicara tanpa persiapan didalam kelas bahasa.					
10	I worry about the consequences of failing my foreign language class Saya khawatir tentang akibat dari kegagalan didalam kelas bahasa					
11	I don't understand why some people get so upset over foreign language classes. Saya tidak mengerti kenapa sebagian orang sangat kecewa setelah mengikuti kelas bahasa asing					
12	In language class, I can get so nervous I forget things I know. Didalam kelas bahasa, saya bisa sangat gugup ketika saya lupa hal yang saya tahu					
13	It embarrasses me to volunteer answers in my language class. Menjawab pertanyaan didalam kelas membuat saya malu.					
14	I would not be nervous speaking the foreign language with native speakers. Berbicara bahasa asing dengan native speaker tidak membuat saya gugup					
15	I get upset when I don't understand what the teacher is correcting. Saya merasa kecewa ketika saya tidak mengerti apa yang diperbaiki oleh guru					
16	Even if I am well prepared for language class, I feel anxious about it. Saya tetap merasa cemas sekalipun saya mempersiapkan dengan baik didalam kelas bahasa.					
17	I often feel like not going to my language class. Saya sering merasa berkeinginan untuk tidak mengikuti kelas bahasa					
18	I feel confident when I speak in foreign language class. Saya merasa percaya diri ketika saya berbicara dikelas bahasa asing.					
19	I am afraid that my English teacher is ready to correct every mistake I make. Saya takut bahwa guru B.Ingggris saya siap untuk memeriksa disetiap kesalahan yang saya buat.					
20	I can feel nervous when I am going to be called on in language class Saya bisa merasa gugup ketika saya akan dipanggil didalam kelas bahasa.					
21	The more I study for a language test, the more confused I					



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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.	22 I don't feel pressure to prepare very wellfor language clas. Saya tidak merasa tertekan mempersiapkan dengan sangat baik untuk kelas bahasa.					
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	23 I always feel that the other students speak the foreign language better than I do. Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik dari pada saya.					
3. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	24 I feel very self-conscious about speaking the foreign language in front of other students. Saya merasa sangat percaya diri berbicara bahasa asing didepan siswa yang lain didalam kelas.					
4. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	25 Language class moves so quickly I worry about getting left behind. Saya khawatir merasa tertinggal karena kelas bahasa berjalan dengan cepat					
5. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	26 I feel more tense and nervous in my language class than in my other classes. Saya meras tegang dan gerogi dikelas bahasa dari pada kelas lain					
6. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	27 I get nervous and confused when I am speaking in my language class. Saya gerogi dan bingung ketika saya berbicara dikelas bahasa					
7. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	28 When I'm on my way to language class, I feel very sure and relaxed. Saya merasa sangat yakin dan santai ketika saya menuju kedalam kelas bahasa					
8. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	29 I get nervous when I don't understand every word the language teacher says. Saya gerogi ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa					
9. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	30 I feel over helmed by the number of rules you have to learn to speak a foreign language. Saya merasa heran dengan banyaknya aturan yang harus dipelajari untuk berbicara bahasa asing					

Appendix 4 The results of questionnaire

Likert Scale

Strongly Agree (SA) : 5

Agree (A) : 4

Neither Agree nor Disagree (NA) : 3

Disagree (D) : 2

Strongly Disagree (SD) : 1

Statement	1	2	3	4	5
I never feel quite sure of myself when I am speaking in my foreign language class. Saya tidak pernah merasa cukup yakin terhadap diri saya ketika berbicara B.Ingggris dikelas bahasa asing	29	11	7	3	-
I don't worry about making mistakes in language class. Saya tidak khawatir membuat kesalahan didalam kelas bahasa.	10	17	16	6	1
I tremble when I know that I'm going to be called on in language class. Saya gemetar ketika saya tahu saya akan dipanggil didalam kelas bahasa	-	2	7	38	3
It frightens me when I don't understand what the teacher is saying in the foreing language. Saya takut ketika saya tidak mengerti apa yang guru katakan didalam bahasa asing.	-	-	4	40	4
It wouldn't bother me at all to take more foreign language classes. Mengambil kelaas bahasa yang lain sama sekali tidak mengganggu saya.	2	1	42	2	3
During language class, I find myself thinking about things that have nothing to do tiwh the course. Selama kelas bahasa, saya merasa	5	15	19	7	4



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	tidak berbuat apa-apa terhadap pelajaran.					
	I keep thinking that the other students are better at language than I am. Saya terus berfikir bahwa murid lain lebih baik dari pada saya dalam berbahasa.	-	1	10	37	2
	I am usually at ease during tests in my language class. Saya biasanya merasa mudah selama melakukan test didalam kelas bahasa.	11	15	19	4	1
	I start to panic when I have to speak without preparation in language class. Saya mulai panik ketika saya harus berbicara tanpa persiapan didalam kelas bahasa.	7	32	8	3	-
	I worry about the consequences of failing my foreign language class. Saya khawatir tentang akibat dari kegagalan didalam kelas bahasa.	11	9	14	15	1
	I don't understand why some people get so upset over foreign language classes. Saya tidak mengerti kenapa sebagian orang sangat kecewa setelah mengikuti kelas bahasa asing.	20	19	6	3	2
	In language class, I can get so nervous I forget things I know. Didalam kelas bahasa, saya bisa sangat gugup ketika saya lupa hal yang saya tahu.	4	20	23	3	-
	It embarrasses me to volunteer answers in my language class. Menjawab pertanyaan didalam kelas membuat saya malu.	10	27	1	4	8
	I would not be nervous speaking the foreign language with native speakers. Berbicara bahasa asing dengan native speaker tidak membuat saya gugup.	-	2	30	10	8
	I get upset when I don't understand what the teacher is correcting. Saya merasa kecewa ketika saya tidak mengerti apa yang diperbaiki oleh guru.	5	16	18	16	-
	Even if I am well prepared for	10	10	16	9	5



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language class, I feel anxious about it. Saya tetap merasa cemas sekalipun saya mempersiapkan dengan baik didalam kelas bahasa.					
I often feel like not going to my language class. Saya sering merasa berkeinginan untuk tidak mengikuti kelas bahasa	9	17	2	10	12
I feel confident when I speak in a foreign language class. Saya merasa percaya diri ketika saya berbicara dikelas bahasa asing.	5	8	7	21	9
I am afraid that my English teacher is ready to correct every mistake I make. Saya takut bahwa guru B.Ingggris saya siap utuk memeriksa disetiap kesalahan yang saya buat.	7	3	15	23	2
I can feel nervous when I am going to be called on in language class Saya bisa merasa gugup ketika saya akan dipanggil didalam kelas bahasa.	15	13	12	7	3
The more I study for a language test, the more confused I get. Semakin saya belajar untuk test bahasa, maka saya semakin bingung	4	5	12	19	10
I don't feel pressure to prepare very wellfor language clas. Saya tidak merasa tertekan mempersiapkan dengan sangat baik untuk kelas bahasa.	6	1	19	18	6
I always feel that the other students speak the foreign language better than I do. Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik dari pada saya.	9	6	23	7	5
I feel very self-conscious about speaking the foreign language in front of other students. Saya merasa sangat percaya diri berbicara bahasa asing didepan siswa yang lain didalam kelas.	2	2	18	20	8
Language class moves so quickly I worry about getting left behind.	4	5	23	2	16



1. Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Penulisan hanya untuk keperluan penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang memurnikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Saya khawatir merasa tertinggal karena kelas bahasa berjalan dengan cepat					
I feel more tense and nervous in my language class than in my other classes Saya merasa tegang dan gerogi dikelas bahasa dari pada kelas lain	-	4	32	8	6
I get nervous and confused when I am speaking in my language class. Saya gerogi dan bingung ketika saya berbicara dikelas bahasa	12	16	19	3	-
When I'm on my way to language class, I feel very sure and relaxed Saya merasa sangat yakin dan santai ketika saya menuju kedalam kelas bahasa	8	6	17	6	13
I get nervous when I don't understand every word the language teacher says. Saya gerogi ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa	3	3	4	31	13
I feel over helmed by the number of rules you have to learn to speak a foreign language. Saya merasa heran dengan banyaknya aturan yang harus dipelajari untuk berbicara bahasa asing	7	29	10	3	1



Appendix 5

The result of students' motivation

Does not correspond	Correspond very little	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds almost exactly	Correspond exactly
1	2	3	4	5	6	7

Intrinsic Motivation

No.	Statement	1	2	3	4	5	6	7
1	I enjoy learning English for the satisfied feeling I get in finding out new things Saya merasa puas ketika mendapatkan hal yang baru dalam B.Ingggris	-	-	9	17	14	5	5
2	For my satisfaction when I am in the process of accomplishing difficult exercises in the English Language. Saya merasa puas ketika saya sedang menyelesaikan latihan-latihan yang sulit dalam B.Ingggris	-	-	-	19	15	16	-
3	I feel very	1	-	21	16	7	5	-



Hak Cipta Dilindungi Undang-Undang

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 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>pleasure when surpassing myself in my English language studies. Saya merasa senang ketika melampauai diri saya dari apa yang saya harapkan dalam pelajaran B.Inggris</p>							
<p>4 I learn English because I enjoy the feeling of acquiring knowledge more about the English language. Saya merasa senang mendapatkan pengetahuan tentang komunitas berbahasa Inggris.</p>	-	-	-	30	9	7	4
<p>5 For the enjoyment, I experience when I grasp a difficult construct in the English language. Saya suka belajar bahasa inggris karena saya senang ketika memahami</p>	-	-	-	35	8	7	-



	konsep yang sulit dalam B.Ingggris							
6	For the pleasure, I experience in knowing more about the English skill at school Saya merasa puas ketika mendapatkan pengetahuan lebih tentang keahlian berbahasa inggris di sekolah	-	2	15	24	9	-	-
7	For the “high I feel when hearing foreign language spoken. Saya merasa semangat ketika mendengar pembicaraan B.Ingggris	12	5	16	17	-	-	-
8	For the “high” feeling that I experience while speaking in the English language. Saya merasa semangat ketika saya berbicara dalam B.Ingggris	18	16	9	6	1	-	-
9	For the pleasure, I get	18	20	-	7	5	-	-

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



from hearing the English language spoken by the English teacher like a native speaker
 Saya merasa senang ketika mendengar B.inggris dari guru saya seperti penutur aslinya

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya atau hasil penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Exstrinsic Motivation

No.	Statement	1	2	3	4	5	6	7
1	I learn English to get a more prestigious score later on. Saya mempelajari bahasa inggris supaya mendapatkan nilai yang bagus nantinya	9	12	6	19	4	-	-
2	I learn English because I have the impression that it is expected of me. Saya belajar B.inggris karena saya punya kesan bahwa itu yang diharapkan dari diri saya.	21	6	17	6	-	-	-
3	I learn English	15	13	8	2	9	3	-



Hak Cipta Dilindungi Undang-Undang
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	to have a better job one day. Saya ingin belaja B.inggris supaya bisa mendapatkan pekerjaan idaman suatu hari nanti							
4	I want to learn English beacuse I would feel ashamed if I couldn't speak to my friends. Saya ingin belajar B.inggris karena saya merasa malu jika tidak bisa berbicara B.inggris kepada teman-teman saya	21	15	14	-	-	-	-
5	I study English because I would feel guilty if I didn't know English language. Saya mempelajari B.Ingggris karena saya akan merasa bersalah jika tidak mengetahui B.Ingggris	9	10	8	15	-8	8	-
6	I would like to	8	12	18	7	5	-	-



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	study English to show myself thath I am good student Saya suka belajar B.Ingggris karena saya akan merasa bersalah jika tidak mengetahui B.Ingggris							
7	I study English because I choose to be the kind of person who can speak more than one language. Saya belajar B.Ingggris karena saya ingin menjadi orang yang bisa bebricara lebih dari satu bahasa.	5	14	9	13	5	4	-
8	I learn English because I think it is good for my personal development. Saya mempelajari B.Ingggris karena saya fikir itu hal yang bagus untuk perkembangan	3	16	9	12	7	3	-



UIN SUSKA RIAU

9	Hak Cipta Dilindungi Undang-Undang 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. 2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	14	9	5	16	6	-	-
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Appendix 6

SPEAKING TEST

Student 1

My name is Nahda, I am in eight grade. This is my answer for the question emm number one. I feel that learning daring in aaa the pandemic like now is more difficult because I don't meet in a person and then its my.... teacher, Mom Diana, that I feel well, feeling wells yah. Then, number two, for little time and not too much explanation. For number three, sometimes I often feel anxious when ask to speech in front of the class. When I.... is. For number four, I think when I make a mistake, some people might help me and those who laugh I know it just kidding haha. For number five, actually when we study seriously, it will not be difficult. For number six, emm the teacher in my class told me well, for example when I made a little mistake, she will fix it. For number seven, maybe by studying well but not too force, just enjoy it.

Student 2

My name is Nurhidayati, I am in the eight grade now Junior High School YLPI Riau. I would like to answer the questions. Emm number one, I'm very happy when I study English. Number two, some of my friends noise when study is start because I can not be concentration to study seriously. So number three, no I don't. No, I do not I feel very happy and have confidently, but sometime I feel very angry with my friends about their activities. Eeee number four, they laugh at me. Number five, actually yes, but I like to study English because I want be master in English like my teacher. Number six, my teacher is very instrumental in guiding in guiding me when we study in class. For example the teacher guide me when I have difficulties to understanding about the topic. Emm number seven, is it better when the teacher should aaa always have new ideas when teaching for example, every time I learn, there is additional game or singing. I always try to be optimistic about learning.

Student 3

Assalamualaikum warahmatullahi wabarakatuh

My name is Dede, I will answer the questions of mom Diana. Question number one, please tell me something about how you have fell during English class. Yes, I got a lot of lesson during the English class. Question number two, what matter you the most about the English class? Why? Tell me more who. When the class is in a rough. Question number three, what make you anxiety in English class? Tell me what makes you and hope often. Emm maybe I was call the way on the problem. Number four, how will your friends reach when you make mistake? Give good advice. Number five, do you think English is the most difficult? Sometime it hard. Question number six, did you teacher play a role in your feeling, good or bad during English class. I do not think so. Question last, do you have the new ideal of your English to make it not stressful? What did you do to



reduce it? Please give me an example. Yes, sometimes. That is all and thank you, assalamualaikum warahmatullahi wabarakatuh.

Student 4

My name is Faza, I am in eight grade. This is my answer for the question, and number one, I find it very boring because we can not face to face with the teacher and friends because of this pandemic. For number two, noisy because it's disturbing during study. For number three, when given a question and didn't know the answer. For number four... they will tell if I make a mistake. For number five, quite difficult because its not repeated often. For number six, my teacher is very instrumental in guiding me when we studying in class, for example the teacher guiding me when I have difficulties to understanding about the topic. For number seven, it is better if the teacher should always have new ideas when teaching.

Student 5

My name is Arifah. That's my answer. For number one, I am very happy when I study English. For number two, some of my friends annoying when study is start because I can not be concentration to study seriously. For number three, no, I don't. I feel very happy and have confidently, but sometime I feel angry to my friends about their activities. For number four, they laugh at me. For number five, actually yes, but I like to study English because I want be master of English like my.. like my teacher. For number six, my teacher is very instrumental in guiding me when we study in class. For example, the teacher guide me when I have difficulties in understanding about the topic. For number seven, it is better for the teacher should always have new ideas when teaching, for example every time I learn, there is an additional game or singing. I always try to be optimistic about learning.

UIN SUSKA RIAU

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقيّة اللغة لجامعة سلطان شريف قاسم الإسلامية الحكوميّة

LANGUAGE DEVELOPMENT CENTER

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Khamhali
 ID Number : 2169104624
 Date of Birth : July 14, 1982
 Sex : Male
 Test Form : Paper Based Test

Achieved the following scores on the
English Proficiency Test

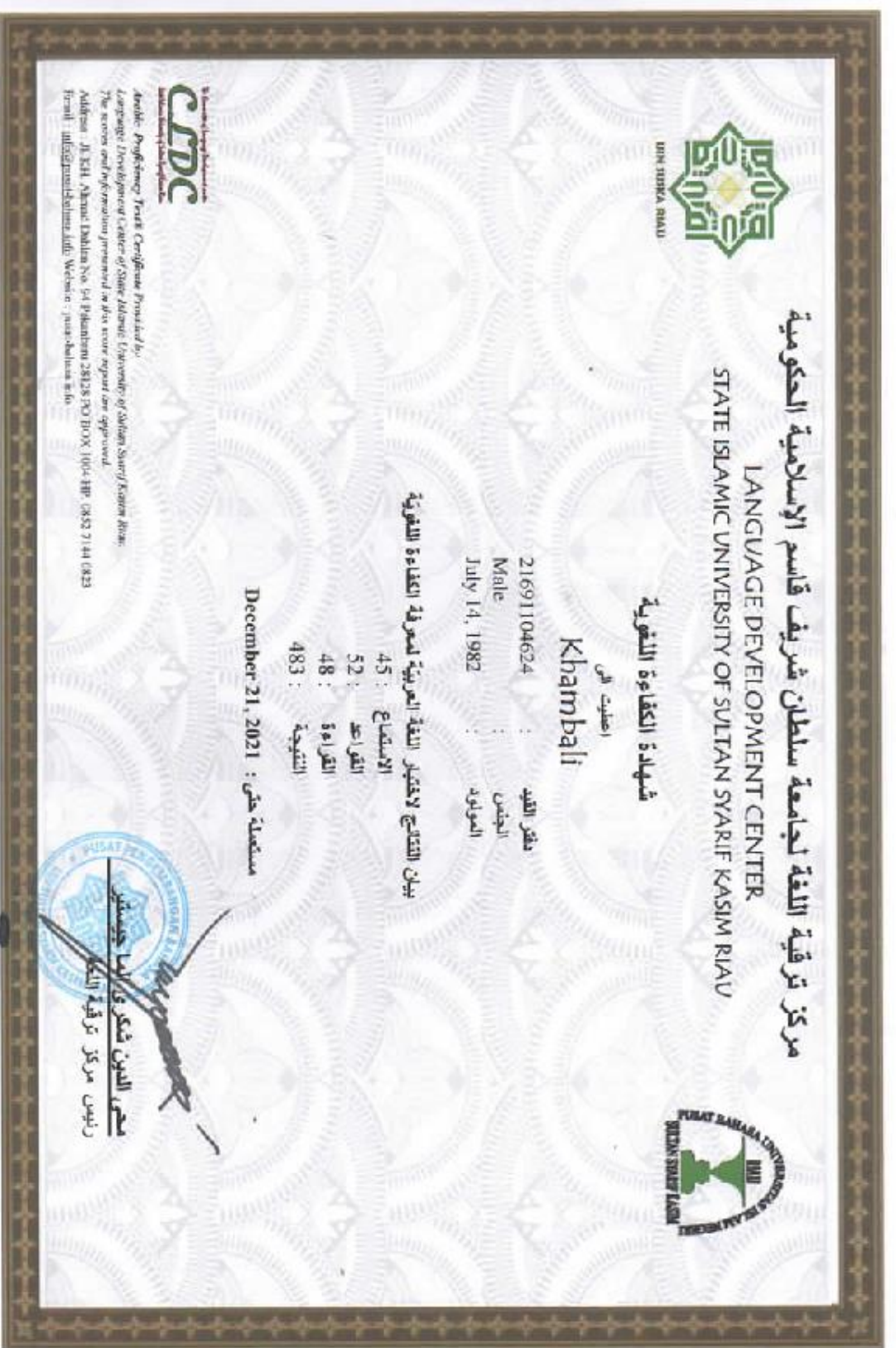
Listening Comprehension : 52
 Structure & Written Expressions : 54
 Reading Comprehension : 50

Overall Score : 520

Expired Date : December 21, 2021

The Head of Language Development Center
 Mahyudin Syukri, M. Ag
 NIP. 8720421 200604 1 003

- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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nasalah.

sim Riau



UIN SUSKA RIAU



**YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
SMP YLPI PERHENTIAN MARPOYAN PEKANBARU
TERAKREDITASI "A"**

IZIN OPERASIONAL KANWIL DEPDIKBUD PROP RIAU TGL.27 APRIL 1987 NO. 00004693/109.G4/I.3-1987
NSS : 204096008068, NDS : 2009080702, NIS : 200660, NPSN : 10404032

Address : Jln. Kaharuddin Nasution, KM 3,5 Perhentian Marpoyan, Post Code : 28214 Phone: 764-6708990 Pekanbaru-Riau- INDONESIA



= SURAT KETERANGAN PENELITIAN =
Nomor : 009 / I09.1.5 / SMP YLPI / PL / 2020.-

Yang bertanda tangan dibawah ini Kepala Sekolah SMP YLPI Perhentian Marpoyan Pekanbaru, dengan ini menerangkan :

Nama : KHAMBALI
Tempat / Tanggal Lahir : Parit Gumpung, 14 Juli 1982
NIM : 21591104624
Jurusan : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Program Studi/Fakultas : S-2 / Pasca Sarjana UIN Suska Riau
Alamat : Jalan Anggrek No. 192 Kelurahan Delima
Kecamatan Tampan Pekanbaru

Berdasarkan Surat dari Pemerintah Propinsi Riau Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Nomor : 503/DPMPSTP/NON IZIN-RISET/27657 tanggal : 1 November 2019 Rekomendasi Tentang Pelaksanaan Kegiatan Riset /Pra Riset Dan Pengumpulan Data untuk Bahan Tesis, Surat dari Pemerintah Kota Pekanbaru Badan Kesatuan Bangsa Dan Politik Nomor : 071/BKBP-REFKOM/2019/3301 tanggal 12 November 2019 Prihal Rekomendasi Penelitian dan Surat dari Kepala Dinas Pendidikan Kota Pekanbaru Nomor : 800/Sekretaris 1/I/07226/2019 tanggal 14 November 2019 Perihal Izin Melaksanakan Riset/penelitian serta Surat dari Direktur Program Pascasarjana UIN Suska Riau Nomor : 2599/Un.04/PPs/PP.00.9/2019 tanggal 4 November 2019 Hal Izin Melakukan Kegiatan Penelitian Tesis , kami pihak Sekolah SMP YLPI Perhentian Marpoyan Pekanbaru yang tersebut diatas telah melaksanakan Riset/penelitian dengan Judul Tesis :

" THE INFLUENCE OF SPEAKING MOTIVATION AND SPEAKING ANXIETY ON STUDENTS SPEAKING ABILLITY AT ISLAMIC JUNIOR HIGH SCHOOL YLPI RIAU "

Demikian surat persetujuan ini kami buat dengan sebenarnya, dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.-

Pekanbaru, 14 Januari 2020
Kepala Sekolah,

S. H. A. R. D. I. S. Pd
NIP. 17 01 06 638



PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN

JALAN PATTIMURA NO. 40 A TELP. (0761) 42788, 856287 FAX. (0761) 47204
 PEKANBARU

website : www.disdikpku.org email : disdikpku@yahoo.com

Pekanbaru, 14 November 2019

Nomor : 800/Discik Sekretaris.1/ 07226/2019
 Lampiran : -
 Perihal : Izin Melaksanakan
 Riset / Penelitian

Kepada Yth,
 Scr. Kepala Dinas Pendidikan
 Kota Pekanbaru
 di -
 Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik
 Kota Pekanbaru nomor : C71 / BKEP – REKOM / 2019 / 3501
 tanggal 11 November
 2019 perihal Izin Riset/ Penelitian, atas nama :

Nama : KHAMBALI
 NIM : 21691104824
 Mahasiswa : UIN SUSKA RIAU
 Judul Penelitian : The **INFLUENCE** Of Speaking Motivation And
 Speaking Anxiety On Students' Speaking Ability At
 Islamic Junior High School YLPI Pekanbaru.

Pada prinsipnya kami dapat menyetujui yang bersangkutan
 melaksanakan riset pada Dinas Pendidikan Kota Pekanbaru, sehubungan
 dengan itu diharapkan agar saudara dapat membantu kelancaran tugas
 yang bersangkutan.

Demikian disampaikan, atas perhatian dan kejasamanya diucapkan
 terima kasih.

An. KEPALA DINAS PENDIDIKAN
 KOTA PEKANBARU



MUZAILIS, S.Pd, MM
 (IV/c)
 NIP. 19840921 198802 1 001



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

asalah.

im Riau



PEMERINTAH KOTA PEKANBARU
BADAN KESATUAN BANGSA DAN POLITIK
JL. ARIFIN AHMAD NO 38 TELP. – FAX : (0751) 39399 PEKANBARU

REKOMENDASI PENELITIAN

Nomor : DT/BSKBP-REK/015/2019/3304



2020-18

- a. Dasar : Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Menimbang : Rekomendasi dari Kepala Dinas Perencanaan Model dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMP/TSP/NON IZIN-RISET/27658 tanggal 8 November 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Tesis.

Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

1. Nama : KHAMBALI
2. NIM : 21581104624
3. Fakultas : PASCASARJANA UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN AGAMA ISLAM
5. Jenjang : S2
6. Alamat : JL. ANGGREK NO. 182 KEL. DELIMA KEC. TAMPAN-PEKANBARU
7. Judul Penelitian : THE INFLUENCE OF SPEAKING MOTIVATION AND SPEAKING ANXIETY ON STUDENTS' SPEAKING ABILITY AT ISLAMIC JUNIOR HIGH SCHOOL YLPI PEKANBARU
8. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 2 (dua) bulan terhitung mulai tanggal Rekomendasi ini dibuat.
3. Berpakai sopan, mematuhi etika kantor/tokas penelitian, bersedia meninggalkan foto copy Kartu Tanda Pengenal.
4. Menyampaikan hasil Riset 1 (satu) rangkap kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru sesuai pasal 23 PERMENDAGRI No.64 Tahun 2011.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 12 November 2019

KEPALA
Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru
Sekretaris
BADAN KESATUAN BANGSA
DAN POLITIK
H. MAIGISCO, S.Sos, M.Si
Pembina
NIP. 19710514 199403 1 007

Tembusan

1. Direktur Program Pascasarjana UIN SUSKA Riau di Pekanbaru
2. Yang Berangkutan.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0781) 38119 Faks. (0781) 38117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126



032010

REKOMENDASI

Nomor : 503/DPMTSP/NON Z/N-RISET/27667
T E N T A N G

**PELAKSANAAN KEGIATAN RISET, PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dan : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 2593/Un.04/PPs/PP.00.9/2019 Tanggal 4 November 2019, dengan ini memberikan rekomendasi kepada:

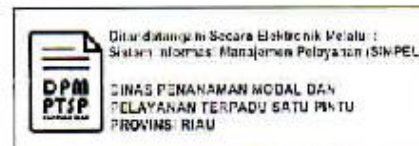
- | | |
|----------------------|--|
| 1. Nama | : KHAMBALI |
| 2. N.I.V./KTP | : 21691104924 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : THE INFLUENCE OF SPEAKING MOTIVATION AN SPEAKING ANXIETY ON STUDENTS' SPEAKING ABILITY AT ISLAMIC JUNIOR HIGH SCHOOL YLPI RIAU |
| 7. Lokasi Penelitian | : SMP ISLAM YLPI RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan sepenuhnya.

Dibuat di : Pekanbaru
Pada Tanggal : 11 November 2019



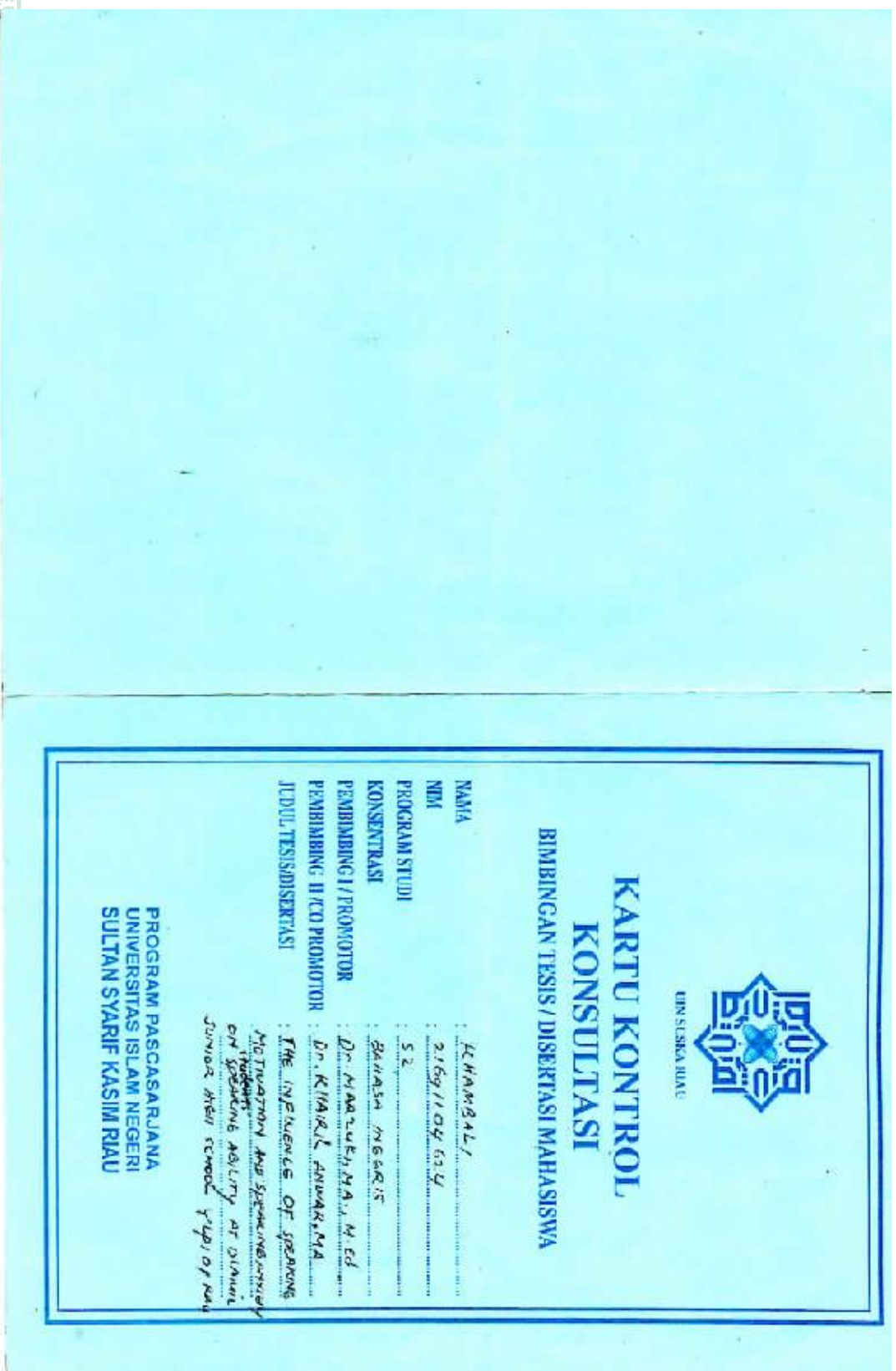
Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru.
2. Walikota Pekanbaru.
Up. Kabir Kesbangpol dan Linmas di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KARTU KONTROL
KONSULTASI**
BIMBINGAN TESIS / DISERTASI MAHASISWA


UIN SUSKA RIAU

NAMA : KHAMBALI
NIM : 21601104634
PROGRAM STUDI : S 2
KONSENTRASI : BAHASA INGGRIS
PENBIMBING I/PROMOTOR : DR. MAZUEH M.A., M.Ed
PENBIMBING II/CO PROMOTOR : DR. KHAIROL ANWAR, MA
JUDUL TESIS/DISERTASI : THE INFLUENCE OF SPEAKING MOTIVATION AND SPEAKING ABILITY ON SPEAKING ABILITY AT DIKHEP JUNIOR HIGH SCHOOL YUPI OPIKUN

**PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU**

asim Riau

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Promotor*	Keterangan
1.	24/9/18	corected and discussed the title part of the paper	EM	
2.	7/10/19	Chapter 3 Appendix + Sample	EM	
3.	8/10/19	change the sample technique and length the appendix + strength box	EM	
4.	12/10/19	checked the data	EM	
5.	10/09/2000	check all chapters in preparation to print	EM	
6.	31/09/2000	Finaly touch all chapters	EM	Approved to print the final version

Catatan :
*Coret yang tidak perlu

Pekabaranu: 09-09-2020
 Pembimbing I / Promotor*
 Dr. Nurul H. A.

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co Promotor*	Keterangan
1.	27/10/18	Burhanudin	A	
2.	06/11/19	Muhammad	A	
3.	20/10/19	Muhammad	A	
4.	13/11/19	Jahid	A	
5.	11/12/19	Endang	A	
6.	01/10/2000	Esther Heri	A	

Catatan :
*Coret yang tidak perlu

Pekabaranu: 01/09/2020
 Pembimbing I / Co Promotor*
 A. H.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KHANIBUCCI
 NIM : 2150401024
 PROGRAM : S2
 PRODI : PA
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12-12-2017	ENGLISH TEACHER'S PERCEPTION OF IMPLEMENTING 2013 CURRICULUM	[Signature]	
2		ENGLISH TEACHING - LEARNING PROCESS AT SENIOR HIGH SCHOOLS 3 IN		
3		SIANGAI APIT DISTRICT.		
4	12-12-2017	THE MANAGEMENT OF LEARNING ENVIRONMENT BY ENGLISH TEACHER		
5		AT JUNIOR HIGH SCHOOL IN		
6		PANAMANG DISTRICT		
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Pekanbaru, 20...
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198503 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KHAMBALI
 NIM : 21681104524
 PROGRAM : IS
 PRODI : PAI
 KONSENTRASI : BANTUAN MUBALIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12-12-2017	KEMERUAN (ULU) DALAM KEMPERIAN ISLAM (MATA) DI INDONESIA	<i>[Signature]</i>	
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Pekanbaru, 20 ...
 Direktur,

Prof. Dr. H. Ilyas Husni, M.Ag
 NIP. 19611230 198903 1 002



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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KHAMBALI
 NIM : 21691100624
 PROGRAM : PASCA SARJANA
 PRODI : PA
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	05/05 2017	Pendidikan Kerukunan Beragama		M. Huda
2				
3	05/05 2017	Kesejahteraan Keberagaman Sosial		Habiburrahman
4		dan Budaya organisasi terka		
5		Bagi kompetensi Sosial guru		
6		di SMP Negeri Sekel Kampar		
7				
8	05/05 2017	Pembelajaran Sains/tpi pd Kurikulum 2013 di Negeri menurut		
9		penelitian kom Islam		
10				
11	05/05 2017	Implementasi Full Day School		Septi Agustina
12		Salah Membentuk Karakter Siswa di SMPN		
13		Sete-Sate Lulin		
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Pekanbaru,
 Direktur,

20....

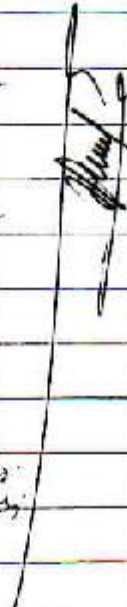
Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 193903 1 002

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : KHAMBALI
 NIM : 21691104624
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	15/05 2017	pengaruh pembelajaran Pendidikan Agama Islam dan penerapannya		
2		masalah Islam terhadap		
3		Pengaruh agama pada siswa sma se kel. Kalimantan Tengah kab. ndragiri lala.		
4				
5		pengaruh kinerja guru dan pendayagunaan sumber belajar terhadap prestasi belajar siswa sebagai		
6		studi PAI di simp siswa se. kel. Bukit Raya pier.		
7				
8				
9		perbandingan pelaksanaan program dan terdampaknya		
10		belajar siswa kab. prastar dan T. Bukit Tidale Kab. prastar		
11		di simp Negeri kel. Keritang kab. ndragiri lala.		
12				
13		konsep pendidikan dalam buku Perspektif Holistik		
14		dan penerapannya dengan lingkungan early		
15				

Pekerjabat,
Direktur,

20...

Prof. Dr. H. Ilyas Huti, M.Ag
 NIP. 19511230 196903 1 002


NB: 1. Kartu ini dikawal setiap kali mengikuti seminar

2. Selama masa kuliah wajib mengikuti seminar di luar Seminar yang diwajibkan Prodi/Seminar

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KHAMBALI
 NIM : 21691104524
 PROGRAM : PASCA SARJANA
 PRODI : PAI
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	16/05 2017	Pengaruh Lumbungan Karapersonal Bnd Inter personal kopula pada rasal. perbuday karadja guru man Sa. kee. kab. kempu		
2				
3				
4		Efektifitas jayanan kumbungun konsetang dalam meningkatkan keadi suplinan siswa di searas swasta prov. yola sekutan.		
5				
6				
7		Pengaruh penerapan Manajemen kulturan berbasis madrasah		
8		Sam. Berasutanun terhadap hasil belajar siswa pada waktu religiusan Arab		
9		Di Ma ke. kee. Surenant Kab. pawan lufp		
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Pekanbaru, 20...
 Direktur,


Prof. Dr. H. Ilyas Husli, M.Aq
 NIP. 19511230 198903 1 002

NB: 1. Kartu ini diawe setiap kali mengitari seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum mengikuti Pasca Sarjana

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : KHANISAL
 NIM : 21621094626
 PROGRAM : SA
 PRODI : PAI
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	21-April-2017	Desertasi orang tua Salasun perbibakan amate Bi Kelangkaan		
2		Manuruk Surat Al-Furqan		
3		Kepemimpinan zaidah pesimisan dalam lingkungan kerja		
4		keajaiban Bi lingkungan pempir se kel-kampung		
5				
6		Pengaruh gaya kepemimpinan transformasional dan transaksional		
7		Stomatit terluar dan energi Sun di ma-brasah bi terbayak		
8		se kee. treatment kano-deak ma-rasura		
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Pematbaru, 20
 Direktur,


Prof. Dr. N. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KHAMZULI
 NIM : 21691104524
 PROGRAM : SI
 PRODI : PAI
 KONSENTRASI : SAHWA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	07/04 2017	Effectif strategies ^{suap} sistem sebagai guru sebagai menggunakan Mid		
2	7-11-04	1000 juta akan bertukar ke bank yang lain		
3		Kelompok Asma di Pandang Pesantren tarbiyah Islam		
4				
5	07/04 2017	pengaruh metode pengajaran terhadap hasil belajar siswa		
6		Spoken Experiment di PAUW		
7				
8	10/04 2017	efektifitas ^{komparasi} metode pembelajaran		
9		impres- ^{si} hasil belajar		
10				
11	10/04 2017	pengaruh metode pembelajaran terhadap hasil belajar		
12		hasil belajar mahasiswa dalam study experiment		
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Pekanbaru, 20...
 Direktur,


Prof. Dr. H. Ilyas Husli, M.A
 NIP. 19611230 198903 1 002

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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Khamlati
 NIM : 21591109824
 PROGRAM : PASIA 3-2
 PRODI : PAI
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jan 13 2017 SAILA MARIA	The Comparison Between the Effect of Using Read and Write Strategy on Student's Writing Ability at SMP 2 Kuantan Liris Seberang		
2				
3	Jan 13 2017 M. HUSNI	The Influence of Using Inference and Vocabulary Mastery on MTs PP Ma Tanjung Berangin Kampar		
4				
5	Jan 13 2017 LINA SUNDARI	The Influence of Creative Thinking on Student's Student Productive Skill at MTs Al Fajar Mei		
6				
7	Jan 13 2017 Lisa Rofika	The Comparison between the effect of using FORT INOVASI and Dependable strategies on students writing skill - at SMP 14 Pekanbaru		
8				
9	Jan 13 2017 Riska Lela	The effect of using guided reading and summarizing problem (GARS) strategy on student reading and writing abilities at SARAN I Tambora		
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Pekanbaru, 13 Januari 2017
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar


a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KIRAMBALI
 NIM : 2161100629
 PROGRAM : Sa
 PRODI : PAI
 KONSENTRASI : GAYASA INKUBERIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1		The effect of using case		
2		study academic		
3	7 April 17	The influence of ICT		
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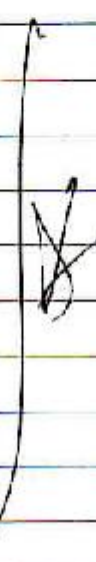
Pekanbaru, 20....
 Direktur,

Prof. Dr. H. Ilyas Husli, M.Ag
 NIP. 19611230 196903 1 002

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 2. Setiap mahasiswa wajib mengikuti minimal 10 kali Seminar sebelum menjadi Peserta Seminar.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Khambali
 NIM : 21691104624
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	09/05 2017	The effect of using Herring Bone technique on student's reading comprehension and writing ability at junior high school 10 rapung		
2				
3				
4				
5	09/05 2017	The influence of reading habit and writing motivation on student's writing ability of the second year student of Alkhulid Vocational high school of Pekanbaru		
6				
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8				
9	09/05 2017	A comparative study on the effects of using TPR and plan strategies on student's reading comprehension at language development center of UIN Sultan Syarif Kasim Pekanbaru		
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Fekonbaru, 20...
 Direktur,


Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19511230 198903 1 062

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2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KHAMBALI
 NIM : 280512040211
 PROGRAM : PASCA SARJANA
 PRODI : PA
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	17/05 2019	The effect of using Lomil stamp strategy on student reading comprehension and writing ability at the second year student of MTS pondok islami krosan indragiri raya Regency.		
2				
3				
4				
5		A comparison between the effect of using comprehension / comparative reading technique / NHT path (check) on student reading comprehension.		
6				
7				
8				
9		The influence of student clarity and student level language learning style on their english achievement at junior high islamic boarding school at muarabatu Pekanbaru.		
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Pekanbaru, 20...
 Direktur,

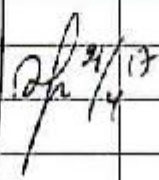
Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KATAMALI
 NIM : 21691104021
 PROGRAM : S2
 PRODI : PAI
 KONSENTRASI : BAHASA ARABIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jumat 21/04/2017	Implementasi E-Kon Kurikulum Tingkat Dala Al Surah & Rohani Islam	 21/4/17	
2		Di Samp Negeri, kec. Makarrabau Kab. Pangkalpinang Kota Pekanbaru		
3				
4		Upaya Pempangan Perekonomian Pemerintah Dalam Dalam Mewangi		
5		Kontinuasi profesionalisme guru di Pempangan Kota Pekanbaru		
6				
7		pengaruh kebudayaan kepada kehidupan dan kemajuan		
8		guru terhadap kualitas alumni di masyarakat		
9		kefektifan ke. Buntan		
10				
11		Keperawatan dan kesehatan dari kepala masyarakat		
12		Dalam Mewangi masyarakat perencanaan kerja guru dan		
13		masyarakat masyarakat ke ke. kampar kab. Kampar		
14				
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Pengantar,
Direktur,

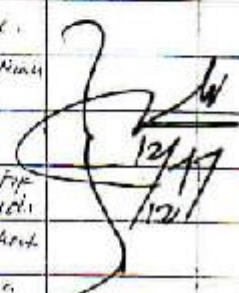
Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 196903 1 002

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PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : KITAMUSALI
 NIM : 21691104824
 PROGRAM : S2
 PRODI : DA
 KONSENTRASI : BAHASA Melayu

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12/12 2017	pengaruh kepemimpinan profesionalisme dalam meningkatkan reputasi guru	 12/12/17	
2		di'pendiri pesantren se-sei.		
3		membang kut. kumpu prof. Riau		
4				
5	12/12 2017	Kemampuan inferensi Etiketatif guru pada pembelajaran pendididk Islam Agama Islam di lingkungan		
6				
7		kegiatan menenangk performansi se. se. gampun		
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 20....
 Direktur,

Prof. Dr. H. Iyys Husni, M.Ag
 NIP. 19611230 198903 1 062

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