

**CORRELATION BETWEEN STUDENTS' SPEAKING ANXIETY AND
MOTIVATION TOWARDS SPEAKING PERFORMANCE AT THE 10th
GRADE STUDENTS' OF SMA MUHAMMADIYAH AL KAUTSAR PK
KARTASURA IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as Partial Requirements for the Degree of *Sarjana Pendidikan*



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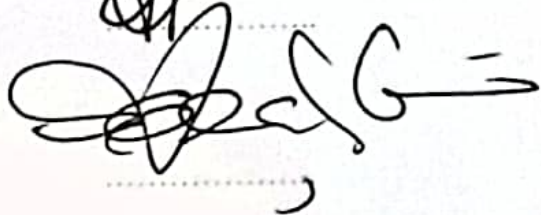



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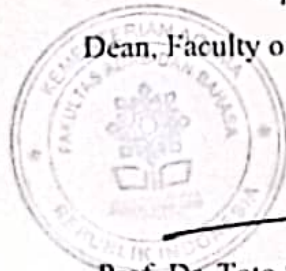
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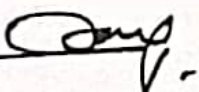
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DEDICATION

This thesis is dedicated to:

1. Allah SWT who always blessing me to finish my thesis.
2. Nabi Muhammad SAW who gives the best examples to do anything.
3. My beloved parents Mr. Muh Sukardi and Mrs. Wiyatmi who always support me in anything.
4. My beloved brothers and sister, Muhammad Erik Maulana, Muadz Abdillah, and Sofia Zidna Azzahra who always support me in anything.
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8. All of my friends from English language Education Department.
9. My Almamater UIN Raden Mas Said Surakarta.
10. All of my friends from Ikatan Mahasiswa Muhammadiyah.

MOTTO

“and whoever puts all his trust in Allah SWT, then he will be sufficient for them”

(Q.S At-Talaq : 3)

“indeed, with difficulty there is ease, so when you have finished (from an affair) keep working hard (for other matters, and only Allah do you hope.”

(Q.S Al-Insyirah : 6-8)

“but it’s okay sometimes to show weakness, it’s okay to be you, so don’t lie to yourself anymore”

(BTS : Lights)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**Correlation Between Students’ Speaking Anxiety and Motivation Towards Speaking Performance at the 10th Grade Students’ of SMA Muhammadiyah Al Kautsar Pk Kartasura in The Academic Year 2022/2023**” is my real masterpiece. The things out my masterpiece this thesis is signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, December 2022

Stated by,



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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general. Hopefully, readers can provide suggestions and constructive criticism for the author for improvement in further research. Hopefully anyone who reads it can develop a smile and find the benefits of this thesis that the author compiled.

Sukoharjo, December 2022

The Researcher



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ABSTRACT

Sasmita Yulianti. 2022. *Correlation Between Students' Speaking Anxiety and Motivation Towards Speaking Performance at the 10th Grade Students' of SMA Muhammadiyah Al Kautsar Pk Kartasura in The Academic Year 2022/2023*. Thesis. English Language Education Department. Cultures and Languages Faculty.

As an international language, English is very important to be learned by people in the world. As in Indonesia, English which is a foreign language has become a necessity even though it has its own level of difficulty to learn. Speaking ability is an important part of language class. Students' success in speaking a foreign language can be influenced by psychological aspects, such as anxiety, fear, or worry about speaking in public. This research is intended to find out whether there is a relationship between students' anxiety and motivation towards speaking performance.

The objectives of this study were to find out (1) the correlation between students speaking anxiety and speaking performance (2) the correlation between motivation and speaking performance (3) the correlation between students speaking anxiety, motivation, and speaking performance. This is quantitative research with correlational design. The population of this study was 10th grade of Senior High School Muhammadiyah Al Kautsar PK Kartasura which consist of two classes with 43 students. The data was collected by using questionnaire and documentation.

Based on the research findings, the result of the coefficient correlation between Students Speaking Anxiety and Speaking Performance was $r = -0.184$ based on the table interpretation of r value, the result of r calculated -0.194 is between 0.200 and 0.400 , this value shows that there is a negative correlation in low correlation criteria. From the significance (2 tailed), the writer gets the score $.212$, it means $r > 0.05$ which showed H_0 accepted. Then, the result of the coefficient correlation between Motivation and Speaking Performance was $r = 0.051$. based on the table interpretation of r value shows that there is a positive correlation in low correlation criteria. From the significance (2 tailed), the writer gets the score $.745$ it means > 0.05 which showed H_0 accepted. Then, the result of the coefficient correlation between Students' Speaking Anxiety and Motivation towards Speaking Performance was $r = -0.196$. based on the table interpretation of r value shows that there is a positive correlation in low correlation criteria. From the significance F change $.457$ it means $r > 0.05$ which showed H_0 is accepted and H_a is rejected. The result explained there is no correlation between Students' Speaking Anxiety and Motivation towards Speaking performance at the 10th grade students, of SMA Muhammadiyah Al Kautsar PK Kartasura.

Keywords: Students' Speaking Anxiety, Students' Motivation, Students' Speaking Performance

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking has an important role in everyday life as a way to communicate from one person to another (the other person). Without speaking we cannot know what others are talking about. According to Setyonegoro (2013) humans speak not just to speak the sounds of language. Language as a communication tool has implications that speaking skills become a benchmark for a person in communicating. The frame of mind is shown through the narrowness of articulation speech sounds when speaking or responding to the talk of others. In addition, speaking can also help develop grammar skills for children or learners and affect their writing skills can be better. They can express their emotions such as telling stories, discussing, and demonstrating other language functions. Not only in the classroom, talking is also needed when outside the classroom, for example students are able to get acquainted with one and the other so that they will have more friends.

Speaking is a complex skill among the other three skills in English. It is inevitable that many students have difficulty learning to speak English let alone to practice it. Learn to speak not only about the language itself but also learn about the actual language of communication (Jayanti, 2012). Many students are unable to use English in their daily lives or in class because English is not from the mother tongue. That's why they're not used to speaking English. To succeed in English, they must try to speak English all the time. Learning a

language is not only about grammatical skills mastered by teachers but rather about the expectations of student interests and the needs of students who follow the learning.

There are many factors that affect performance, especially in speech. It is related to the motivation of students in speaking, feeling confused every time they say something or compose a word. They are afraid of being wrong when speaking, so they choose to be silent or passive in learning and outside of learning.

Public speaking is an important means of conveying the message, information and ideas that every student has. But until now there are still students who have difficulty being able to speak in public to explain their thoughts to others. Public speaking anxiety is often experienced by students. This problem occurs due to the inability of students when dealing with other individuals in public. Students or individuals feel anxious when in public. Students reasoned that concerns when in public are fear of criticism or being judged negatively, afraid of forgetting, shame, fear of failure, fear of the unknown and afraid of bad experiences in the past.

Anxiety is a state of worry that complains that something bad according to someone is about to happen (Nevid et al., 2010). A person can be said to experience anxiety when the person experiences a condition of pressure in themselves due to demands that come from within and the environment. Public speaking anxiety is one part of communication apprehension, communication apprehension is anxiety that can occur in any situation (Kwal et al., n.d.).

DeVito Joseph A. (2018) also argues that public speaking anxiety is a form of communication barrier (communication apprehension) that can be experienced by each individual.

The second factor is motivation. Motivation can come from the student himself, the teacher as well as the environment. Similarly, Santrock states that motivation is a process that energizes, directs, and sustains behavior (1953. p.438). Harmer further states that motivation is the student's energy that comes from within pushing him to do activities (2018). The role of the teacher in motivating students is actually already good, it's just less encouragement from the student himself. Because previously had online learning for a long time, so students may still lack in capturing the material. For classwork is usually taken from the package book. Presentation of student material should always record the material at each meeting.

This worry or anxiety in speaking English can make students get less marks in English subjects. Students who have high English-speaking anxiety tend to have lower writing achievement. Actually, anxiety can have a negative impact on students to improve their ability in foreign languages. This phenomenon occurs when students who are quite proficient in English tend to have lower speaking anxiety, and vice versa.

From these facts, researchers are interested in observing one of the schools in Kartasura. Researchers conducted observations at SMA Muhammadiyah Al-Kautsar PK Kartasura and found several problems related to students' speaking skills. Researchers conducted observations in October

2022. In these observations the researchers observed teaching and learning activities in class X MIPA and X IPS. Based on observations made by researchers, at SMA Muhammadiyah Al Kautsar PK Kartasura there is a special program for English subjects, namely Cambridge English. Cambridge lessons are a program of SMA Muhammadiyah Al Kautsar PK Kartasura, not a curriculum, but for the test they still use an independent test from the school, not the actual Cambridge exam because it is too expensive. During class observations, the researcher also saw that the teacher always implemented student speaking activities, namely students were asked to tell stories in front of the class with a free theme of at least 1-2 students per meeting. Before the learning activity begins, the teacher gives a quiz or game and if there are students who do not succeed in answering the quiz, they will be punished by speaking in front of the class for the next meeting.

In the classroom, the researcher found the facts that students experienced problems during the learning process, including: 1) students actively responded to the teacher, but students were more active in speaking Indonesian than using English; 2) not all students have the motivation to learn English; 3) students still feel anxious when speaking English in front of the class. For students in learning English, they are required to practice the language by speaking. Speaking fluently can show that they are acquiring good proficiency in learning a second language.

In the preparation of this study, researchers have read and observed the results of other studies as references and comparisons to conduct new research,

researchers found two study that has the same topic to analyze. The first research conducted by The first previous research was: Oktavia & Syahrul "The Correlation between Students' Anxiety and Speaking Performance at the Second Grade in SMAN 1 Panttai Cermin Kabupaten Solok (Oktavia & syahrul, 2021). The purpose of the previous study was to find the results of the calculation of the correlation between the two variables, namely students' anxiety and speaking performance. The results of this study indicate that there was a correlation between students' anxiety and speaking performance at the second grade of SMAN 1 Pantai Cermin.

The second research conducted by Pratiwi & Manurung with the title "The Correlation between Students' Anxiety and Students' Achievement in Learning english" (Pratiwi & Manurung, 2019). The objective of the study was to find out the correlation between students' anxiety and students' achievement in learning English. The result of the study stated there was significant negative correlation between Students' Anxiety and Students' Achievement in learning English at the tenth grade students of Senior High School 08 Batam.

The novelty of this study is related to speaking anxiety, motivation, and speaking performance of students in Cambridge English lessons. Cambridge English lessons are the first step to improve English speaking skills for students of SMA Muhammadiyah Al Kautsar Pk Kartasura. Especially in this case the researcher makes class X the focus, because in class X in every meeting the teacher always trains students to speak English. From several previous studies,

researchers mostly find research objects from students, but for high school there is still not much focus, especially on Cambridge English lessons.

As explained above, researchers are interested in developing student anxiety in learning English, under the title **“CORRELATION BETWEEN STUDENTS’ SPEAKING ANXIETY AND MOTIVATION TOWARDS SPEAKING PERFORMANCE AT THE 10th GRADE OF SMA MUHAMMADIYAH AL KAUTSAR PK KARTASURA IN THE ACADEMIC YEAR 2022/2023”**.

B. Identification of The Problems

Based on the background study above, the researcher identifies the problems as follows:

1. Speaking is one of the difficult skills to learn in the teaching and learning process, especially in English class.
2. Not all students have the motivation to learn English
3. Lack of students' motivation to find out about how to speak English properly.
4. Students still feel anxious when speaking English in front of the class.

C. Limitation of The Problem

To get the specific objectives of the study, the researchers made limitations of the study. Limitation of research is intended to determine the boundaries of the problem to be observed. The researcher focused on the correlation of student anxiety and student motivation towards speaking performances in 10th grade SMA Muhammadiyah Al Kautsar Kartasura.

D. Formulation of The Problem

In this research the researcher has a problem become main study that is:

1. Is there any correlation between students speaking anxiety and speaking performance at the 10th grade students' of SMA Muhammadiyah Al Kautsar PK Kartasura?
2. Is there any correlation between students speaking motivation and speaking performance at the 10th grade students' of SMA Muhammadiyah Al Kautsar PK Kartasura?
3. Are there any correlations among students speaking anxiety, speaking motivation and speaking performance at the 10th grade students' of SMA Muhammadiyah Al Kautsar PK Kartasura?

E. Objective of The Study

The purpose of this study is to find out:

1. Whether or not there is correlation between students speaking anxiety and speaking performance at the 10th grade students' of SMA Muhammadiyah Al Kautsar PK Kartasura.
2. Whether or not there is correlation between student speaking motivation and speaking performance at the 10th grade students' of SMA Muhammadiyah Al Kautsar PK Kartasura.
3. Whether or not there is a correlation between student speaking anxiety, motivation, and speaking performance at the 10th grade students' of SMA Muhammadiyah Al Kautsar PK Kartasura.

F. Benefits of The Study

This research is expected to have two major benefits; theoretical benefits and practical benefits.

1. Theoretical Benefits

This research is particularly beneficial for readers because readers learn not only about speaking skills but also anxiety in speech and their effects.

2. Practical Benefits

This study is beneficial to readers because it brings some practical benefits this study can provide significant information about students' speech anxiety and student speech motivation, can provide significant results about students' speech performance, in addition researchers hope this study can be a reference or previous research to students and also researchers who took similar subjects in their research.

G. Definition of Key Terms

In this research there are some key words are used. The key terms of the research are as follow:

1. Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints (Torky, 2014).

2. Students' Speaking Anxiety

Students who have a fear of public speaking are related to anxiety or communication apprehension. It is panic associated with physical sensations that are too painful for those affected-increased adrenaline, overreaction, and tension in the shoulder and neck area (Ayu Rita Bt Mohamad, n.d.).

3. Students' Speaking Performance

Students' speaking performance can be influenced by factors originating from performance conditions (time pressure, planning, performance standards and amount of support), affective factors (such as motivation, self-confidence and anxiety), listening skills and feedback during speaking activities (Tuan & Mai, 2015).

4. Speaking Performance

speaking performance is public talk that talks to transmit previous information to an audience, such as classroom presentation, public announcement, and speeches (Jack Richards, 2008).

5. Motivation

Motivation is a process that encourages and shows students something and continues to carry out activities continuously (Santrock, 1953, p.438)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concept of Speaking

a. Definition of Speaking

Speaking is a means of communication for expressing ideas, information, and feelings to others. Speaking is considered the most important skill that helps students acquire a foreign language in general and a way of conveying ideas as an oral message, because speaking is one of the elements of communication (Richards & Renandya, 2002). Because speaking is considered an important part of the learning process, it helps to broaden their knowledge of the language and their confidence in using it. Speaking is a good way to develop English skills for foreign languages because the habit of speaking in foreign languages will make it easier to memorize foreign languages. Speaking is an interactive process to convey meaning that involves the production, reception, and processing of information.

According to Harmer (Harmer, 2018, p.271), speaking is an activity that occurs when two people are involved in the interaction of one or more participants. In this activity, the speaker must share their ideas, thoughts, or opinions during the speaking activity. Nunan (Nunan, 1991, p.39) says that mastering the art of speaking is the most important aspect of learning a foreign language, and success can be

measured by the ability to interact in that language. In addition, Brown (Brown, 2000, p.271) adds that in teaching oral communication, micro-skills are very important to focus attention on language form and language function.

Thus, from some of the experts above, it can be concluded that speaking skill are a productive skill in communicating verbally and directly, which has uses, namely to express opinions or intentions in communication. This ability serves to express one's ideas, feelings, thoughts, and needs verbally. There are two aspects that can affect implementation in the classroom, namely the teacher and the learner. The problems that occur can be caused by the teacher or the students themselves. Speaking skills themselves can be expressed as skills in using language appropriately to express meaning in order to transfer or obtain knowledge and information from other people in a complete life situation.

b. Function of Speaking

There have been many attempts to classify the role of speech in human interaction. According to Brown and Yule (2008, p. 21), speaking functions are classified into three types: speaking as interaction, speaking as transaction, and speaking as performance. Each of these activities has a specific form and function, thus requiring different teaching methods. Richards also devised three purposes for speaking in human interaction, as seen below:

1) Talk as Interaction

Talking as a way refers to what we mean by conversation and describes interactions that serve a social function, especially when people meet, they exchange greetings, engage in small talk, retell new experiences because they want to be friendly and build comfort zone relationships with other people.

2) Talk as Transaction

Talk as a transaction refers to a situation where the focus is on what was said or done. Messages and getting oneself understood clearly and accurately are the main focus, not the participants and how they socially interact with each other.

3) Talk as performance

The fourth category of speech that can be effectively distinguished is speech as performance. This phrase refers to public speaking, or speaking in front of an audience, such as during speeches, announcements, and school presentations.

c. Basic Types of Speaking

In classroom activities, designing appropriate assessment tasks in speaking begins with the specification of goals (Brown, 2004, p.141). These objectives can be classified into several types of oral production performance:

1) Imitative

The ability to mimic a word, phrase, or statement is at one extreme of the spectrum of performance speaking skills. Despite the fact that this level of spoken production is entirely phonetic, the performance of the criteria might take into account a number of prosodic, lexical, and grammatical aspects of language. This type of imitation is done to draw attention to certain features of a particular style of language rather than with the aim of engaging in meaningful conversation.

2) Intensive

A second type of speaking often used in assessment contexts is the use of short-spoken language designed to demonstrate competence within a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as intonation of prosodic elements, stress, rhythm, and dots). The speaking performance of students who practice some phonological and grammatical aspects of language. For example, students work on assignments in pairs, such as reading paragraphs, dialogues, and information from graphs.

3) Responsive

Responsive assessment tasks include interaction and comprehension tests. Responsive task assessments involve brief interactions with the interlocutor, which differ from intensive tasks in enhancing creativity given to test takers and from

interactive tasks with somewhat limited speech length. Most student speeches in class are short answers that are responsive to questions or comments initiated by the teacher or other students. The stimulus is almost always a verbal prompt, with perhaps only one or two follow-up questions or answers.

4) Interactive

Transactional and interpersonal interactions are two types of interactions. A more advanced type of responsive language is transactional language, which is used to exchange certain information. The purpose of interpersonal communication is then to preserve social bonds rather than to transmit facts and information.

5) Extensive

Extensive speaking activities require complicated discourses that are somewhat protracted. They frequently use monologue versions, usually with little verbal engagement. Speech, oral presentation, and storytelling are examples of broad speaking jobs where there are very few opportunities for oral participation from the audience. For a wide range of jobs, style is frequently more deliberate and formal, although we cannot completely rule out some informal monologues, such as casually given speeches.

d. Problem of Speaking

In learning a foreign language, speaking is a difficult skill to do. There are several characteristics of speech difficulties classified according to Brown (Brown, 2000, p.270) including:

1) Clustering

Verbatim speech is not how fluent speech is. Through such grouping, students can control their production on both a cognitive and physical level.

2) Redundancy

The opportunity the speaker has to make meaning clearer through language redundancy. Learners can use this feature of spoken language.

3) Reduced Forms

Constructions, elisions, reduced vowels, etc., all cause special problems in teaching spoken English. Students who do not study colloquial constructs can sometimes develop a rigid and geeky speaking quality, which in turn stigmatizes them.

4) Performances Variables

One of the advantages of spoken language is that the thought process when students speak allows the manifestation of a number of performance doubts, pauses, retreats, and corrections. Students can actually be taught how to pause and hesitate.

5) Colloquial Language

The use of colloquial terms, idioms, and phrases should be taught to pupils, and they should practice developing these forms.

6) Rate of Delivery

The tempo of delivery is another important aspect of fluency. Students' role in learning spoken English includes assisting the learner in achieving an appropriate tempo and other fluency-related qualities.

7) Stress, Rhythm, and Intonation

This is how English pronunciation is distinguished. The rhythm of stress timing and intonation patterns in spoken English carries a significant message.

8) Interactions

Without an interlocutor, learning to create language waves in a vacuum will rob speaking abilities of their most creative source of conversational negotiation.

2. Concept of Speaking Performance

a. Definition of Speaking Performance

Generally, speaking performance can be defined as the act of express ideas orally. Related to the definition of speaking performance, speaking performance is public talk that talks to transmit previous information to an audience, such as classroom presentation, public announcement, and speeches (Jack Richards, 2008). Some students when communicating with other people may feel hesitant to

speaking in English, while others who have their encouragement will be brave to practice speaking English. It means that, when the students more practice speak English, they can communicate actively and fluently.

b. Factor Affecting Speaking Performance

There are many factors which have impact on language learning. These factors are divided into internal and external factors.

1) Internal Factor

Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

a) Pshycology

Burns and Joyce as cited in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self- esteem, self- confidence, knowledge of yourself, and belief in your own capabilities for that activity (Brown, 2002). Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom

learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem.

A study conducted by Koichi Sato (2003 in Minghe & Yuan, 2013) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in Yan, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English.

b) Language Competence

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand an infinite number” of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones.

In this study, language factor in speaking performance refer to ability of speaker to master the aspects of language while communicating. These aspects included: fluency, intonation, and performance.

c) Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996 as cited in Tuan & Mai, 2015). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance. Huang (2015) conducted a research to explore the relationships among topical knowledge, anxiety, and integrated speaking test performance. One of his finding shown that topical knowledge strongly influenced integrated speaking performance though in an opposite manner.

2) External Factor

a) Performance Condition

According to Nation & Newton as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support (Nation & Newton, 2009 as cited in Tuan & Mai, 2015).

b) Learning Environment

In their research, Minghe & Yuan (2013) stated that “another eternal factor that affects students’ oral English learning is the lacking of good language learning environment. English is a language used in communications, so a good language environment can effectively promote learning. But for most of the Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and too lazy to practice their English outside the class or teaching learning process.

3. Anxiety

a. Definition of Anxiety

Anxiety is a negative feeling experienced by a person at a certain time. A feeling of insecurity in one's own abilities. Horwitz (1986:125) defined anxiety as the subjective feeling of tension,

apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. It means that the students who are not able to answer the teachers' question will be worry and feel anxious. Anxiety experienced by a person can be described as a person having low self-confidence, so he cannot live his life in peace. As stated by Scovel (1978 cited in McKay & Brown, 1980:151), anxiety is a feeling of discomfort, frustration, insecurity, and worry.

Language anxiety is an emotional disorder that demonstrates how uneasy students feel when learning. Their educational endeavors are adversely affected by this. Teachers and educators will be perplexed because anxious students are frequently intelligent and excel academically in other subjects. According to Melouah (Melouah, 2013, p. 66), anxiety is a mental state of restlessness that is distinguished by excessive anxiety.

Among the many factors that affect foreign language learning in general and speaking in particular, anxiety emerges as an important factor that often affects students' oral production in foreign languages as needed (Melouah, 2013, p.65). Thus, speaking anxiety can lead to harmful learning activities, such as students being reluctant to participate in speaking activities, so that speaking foreign language anxiety can lead to poor student performance and academic achievement.

b. Types of Anxiety

According to Spielberger (1983, cited in Maysari, 2020), there are two categories of anxiety, namely state anxiety and trait anxiety. Anxiety is an individual's ability to see situations that are different from the surrounding environment, such as dangers and threats. This anxiety can be described as the perception of an individual's emotional situation. State anxiety is a type of anxiety that refers to a person's feelings when they feel a threat or danger. This anxiety is considered temporary.

According to Ellis (2015, p.51), anxiety can be divided into three types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is a more permanent tendency to be anxious; it can be said to be an aspect of personality. State anxiety is a feeling of nervousness or tension at a certain time in response to some external stimulus. This occurs when students are faced with certain situations or events that make them stressed. Situation-specific anxiety can be said to be a subcategory of trait anxiety experienced in certain contexts.

4. Motivation

a. Definition of Motivation

Motivation is an important role in every human activity. Sometimes we are required to give our best when doing something. Especially in the teaching and learning process, motivation is needed. Motivation makes the teaching and learning process easier and more

interesting. Motivation involves processes that energize, direct, and sustain behavior. That is, motivation is a process that encourages and shows students something and continues to carry out activities continuously (Santrock, 1953, p.438).

According to Dornyei (Zoltán Dörnyei & Ema Ushioda, 2011, p.10), there are two crucial elements when analyzing this theory: first, the individual's anticipation of success; and second, the importance that people attach to success (or their negative fear of failure). People will have a high level of positive motivation if they feel very positively about both elements. They will be less driven if any of these elements are absent.

From the above understanding, it can be concluded that motivation is energy and direction to do something. Giving motivation to students is a process in the teaching and learning process that encourages and supports them to learn in order to help students achieve their goals.

b. Kind of Motivation

Harmer (2001:51) classifies that motivation is divided into two parts, namely intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

Intrinsic motivation refers to the motivation of concerned activities for their own sake. Internal motivation involves the motivation to do something of one's own free will. This can be

seen from our position. Students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have the desire to do things from within themselves. They perform activities because they have desires and rewards from within themselves and are not dependent on external rewards.

Internal motivation to achieve something for its own sake is known as intrinsic motivation. For instance, a pupil might put in a lot of effort during exam preparation because he likes the course material (Santrock, 1953, p.441). Seifert and Sutton (Seifert & Sutton, 2009, p.27) define intrinsic motivation as the child's innate desire or propensity to focus attention and energy in a certain direction.

Intrinsic motivation, according to Dornyei (Zoltán Dörnyei & Ema Ushioda, 2011, p.10), is associated with actions taken solely for the purpose of enjoying and satisfying oneself. Extrinsic motivation declines to zero when a student's intrinsic motivation takes over. This pupil will now be inspired to work hard without receiving any tangible rewards. This youngster will have high expectations for his or her future success.

2) Extrinsic Motivation

When someone is motivated by factors other than the task at hand, this is known as extrinsic motivation. These actions are

taken in order to accomplish specific objectives. The results of the study are only temporary since a student may diligently prepare for a test in order to earn good scores in a topic or simply to satisfy his parents. If learning is supported by internal desire rather than more transient external impulses, learning will continue considerably longer. There are several factors that influence extrinsic motivation in the student learning process:

a) Teacher

Teacher has an important role in the daily activities of students in the school environment to socialize and form motivation in students. In addition to imparting knowledge to students, a teacher serves as a constant source of inspiration for and support for their learning.

b) Parent

Parents' involvement in the teaching and learning process might influence how intrinsic motivation for kids is affected. Parents have a significant impact on how well their kids do in school. Parents must inspire their kids to set and attain high standards for academic performance.

c) Environment

Teaching and learning activities carried out in a comfortable setting can satisfy teachers and students, increasing their enthusiasm to study.

B. Previous Study

Many researchers conduct research on students' anxiety. Related research is taken from various thesis. It contains objectives, methods, and results. The description of the previous studies, are as follows:

The first previous research was: "The Correlation between Students' Anxiety and Speaking Performance at the Second Grade in SMAN 1 Pantai Cermin Kabupaten Solok (Oktavia & syahrul, 2021). The purpose of the previous study was to find the results of the calculation of the correlation between the two variables, namely students' anxiety and speaking performance. The results of this study indicate that there was a correlation between students' anxiety and speaking performance at the second grade of SMAN 1 Pantai Cermin. The differences between the previous research and this research are: First, the subject of the research, the subject of the previous study, was the student of class XI, and the subject of this research was the student of class X. Second, the variable of the research, previous research only used 2 variables, while this study used 3 variables. The research also has similarities with previous study, namely data collection techniques using questionnaire and documentation.

The second previous was "Correlation between Motivation and Speaking Skill at The Fifth Semester of English Department at UNISMUH Makassar" (Wahidin, 2019). The purpose of the previous study was to determine the relationship between motivational anxiety and speaking ability of 4th semester students majoring in English education at Unismuh of Makassar. The method

of this research is quantitative description. The differences between previous research and this research are: the first is the subject. The subjects of the previous study were 4th semester students, and the subjects for this study were X-grade high school students. The second was the research objective. The purpose of the previous research was to find a relationship between 2 variables, while the purpose of this study was to find a relationship between 3 variables. Then the similarities from previous studies with this research are both using quantitative research methods.

The third previous study was “Correlation between Students’ Motivation and Anxiety in Speaking at SMPN 3 Janapria” (Hadi et al., 2018). The purpose of this study was to find the relationship between students' motivation and anxiety in speaking. This research method uses quantitative methods. The results of this study indicate that there is no significant relationship between students' motivation and anxiety in speaking. The differences between previous studies and this study are: the first is the subject. Previous research used junior high school students, while the subjects in this study were high school students. Then the second difference is the variable. Both use 3 variables but there is one variable that is different. In the previous study, the Y variable was speaking, while in this study the Y variable was speaking performance.

The fourth previous study was “The Correlation between Students’ Anxiety and Students’ Achievement in Learning English” (Pratiwi & Manurung, 2019). The objective of the study was to find out the correlation between students’ anxiety and students’ achievement in learning English. The

research design was correlational research which consisted of two variables, independent and dependent variable. The difference between previous research and this research is the research variable. Previous research only used 2 variables while this study used 3 variables. The similarity, research subjects both examine high school students only in different classes.

Table 2. 1 Previous Related Study

No.	Name / Year	Title	Finding
1.	Peni Oktavia, Syahrul 2021	The Correlation between Students' Anxiety and Speaking Performance at the Second Grade in SMAN 1 Pantai Cermin Kabupaten Solok	The results of the research showed that there was a correlation between students' anxiety and speaking performance at the second grade of SMAN 1 Pantai Cermin.
2.	Wiranggi Wahidin 2019	Correlation between Motivation and Speaking Skill at The Fifth Semester of English Department at UNISMUH Makassar	The result of the SPSS application the researchers, it found that level significance is 0.872 which means that this result is greater than 0.05. Whereas for the results of the guideline the degree of relationship results in the value of 0.028 which in this value indicates that it does not reach the category 0.00/0.20 which means to conclude that there is no correlation. Sample : 5 Students (Random Sampling) Research Method : Descriptive Quantitative
3.	Muh Madyan Sufyan Hadi, Tri Setianingsih, I Made Permadi	Correlation between Students' Motivation and Anxiety in	The result of the data found out the score of r count = 0,334. If the error level is set in 5%, and $N = 22$ so the r table = 0,423. It means r count is lower than r table or

	Utama 2018	Speaking at SMPN 3 Janapria	$0,334 \leq 0,423$. Therefore the alternative hypothesis is rejected. In other word there is no significant correlation between students' motivation and anxiety in speaking for second grade students of SMPN 3 Janapria.
4.	Dea Ann Pratiwi, Sulastri Manurung (2019)	The Correlation between Students' Anxiety and Students' Achievement in Learning english	The result showed that the r count or Pearson correlation was -0.092. The r table for 39 respondents is 0.312. It means that r count is lower than r table and Ha is rejected and Ho is accepted. The r count showed -0.092. Hence, there was significant negative correlation between Students' Anxiety and Students' Achievement in learning English at the tenth grade students of Senior High School 08 Batam.

C. Rationale

1. Correlation between Students' Speaking Anxiety and Speaking Performance

People convey their feelings, thoughts, and messages by speaking, which is commonly known as communication. This underlies the speaking class focusing on students' speaking skills. In speaking class, students are usually required to demonstrate their ability to speak in front of the class. There are several aspects that are also considered in speaking performance in skills such as: grammar, pronunciation, fluency, vocabulary, and understanding.

The psychological aspect is needed in situations like this, the psychological aspect here is the students' speaking anxiety when speaking in front of the class. Speaking anxiety is a lack of confidence in students, so students will feel afraid when speaking in front of the class / many people. If students do not have enough confidence to perform, they tend to be inactive and silent in class, even though they have fairly good speaking skills.

2. Correlation Students' Motivation and Speaking performance

Intrinsic motivation is a strong urge that comes from within a person to become competent, and to do something for his own sake. In relation to speaking performance, when a learner has a higher intrinsic motivation to learn, activities can improve learning performance. Meanwhile, extrinsic motivation is the desire to achieve something that is driven because they want to get something from outside. Extrinsic motivation is the drive for rewards given by people such as encouragement, teacher praise and advice, gifts from parents, and so on. Which can improve student achievement. When carrying out the learning process sometimes curiosity arises from within students to learn subjects and knowledge has a positive impact on each student in the development of speaking. The growth of enthusiasm in students is strengthened by the motivation from outside themselves from those closest to them. So it can be assumed that the existence of intrinsic and extrinsic learning motivation can help student

development. most students feel nervous when they want to speak in public so they forget the material to be discussed.

So, motivation greatly affects students' speaking ability, because with motivation it will give encouragement so that they are able to develop their abilities. Thus, motivation indirectly affects students' emotions, especially in speaking they feel insecure and with this motivation will help to be more confident. Moreover, in terms of fluency and accuracy, if there is an error, the listener will find it difficult to accept the material presented. And with the motivation of students will be more active in learning to learn aspects that affect pronunciation so that it will be better in speaking performance.

3. Correlation between Students' Speaking Anxiety and Motivation toward Speaking Performance

Students who have high learning motivation will affect the anxiety that is in them, so that students can respond to a process of speaking performance with a positive response. Students will not perceive speaking in front of the class or in public as a threat that must be avoided, but students can respond to it as a learning process and a challenge. From these assumptions, the researcher predicts that the third variable has a negative relationship. The higher the student's motivation, the lower the anxiety that is in him so that it can affect the student's speaking performance so that it is better.

D. Hypothesis

A hypothesis is an educated assumption or a short-term solution to the issues raised by the investigation. Temporary explanations such as hypotheses assist us in undertaking studies (Salim, 2012, p.98). The following hypothesis are related to the formulation of the research problem:

Ha Hypothesis:

1. Ha: There is a correlation between students' speaking anxiety and speaking performance.

Ho: There is no correlation between students' speaking anxiety and speaking performance.

2. Ha: There is a correlation between students' speaking motivation and speaking performance.

Ho: There is no correlation between students' speaking motivation and speaking performance.

3. Ha: There is a correlation between students' speaking anxiety and speaking motivation on speaking performance.

Ho: There is no correlation between students' speaking anxiety, speaking motivation and speaking performance.

CHAPTER III

RESEARCH

METHODOLOGY

A. Research Design

Hadari Nawawi (2005:53), said that research is a method or way of working that we do carefully and deeply so as to produce definite evidence based on clear problems and lead to solutions or problem solving. Based on this understanding, research is a method used to find solutions to problems using accurate evidence.

Mujis (2004), said that quantitative research explains phenomena by collecting numerical data, which is analyzed using mathematically based methods (especially statistics). In this study, the authors used a correlational design. Creswell (2012:21) states that correlational design is a procedure in quantitative research in which the researcher measures the degree (or relationship) between two or more variables using the statistical procedure of correlation analysis. The authors look for variables that seem to interact with each other. In this study, the authors used this method to determine the relationship between students' speaking anxiety and speaking motivation on speaking performance.

The aim of correlational research may be to determine the relationship between variables or to use relationships to make predictions. Here, the researcher wants to find out whether there is a correlation between speaking anxiety and motivation in students' speaking performance by interpreting the

data. Correlation design is a quantitative study in which researchers measure the degree of relationship between two or more variables using correlation analysis procedures. The degree of this association, expressed as a number, indicates whether two variables are related or whether one variable can predict the other. In this study, the authors used this method to determine the relationship between students' speaking anxiety and motivation on speaking performance.

B. Research Setting

1. Place of Research

Arikunto (2010:72) said the overall population is the subject of research. Agreeing with this notion, Sugiyono (Sugiyono, 2013:117) states that population is a generalization region involves an object or a subject that has quality and special characteristics in which chosen by the researcher to investigate and make conclusion. It means that population refers to large group. This research was conducted at SMA Muhammadiyah Al Kautsar PK Kartasura which is located at Jl. Slamet Riyadi No.80, Dusun II, Kartasura, Sukoharjo, Jawa Tengah 57167.

2. Time of Research

This research was conducted from July until October 2022 since the issuance of the research permit until all data were collected.

Table 3.1 Research Schedule

Activities	Month/week											
	Jul	Aug	Sep	Oct				Nov				Dec
				1	2	3	4	1	2	3	4	
Proposal writing and guidance	■	■	■									
Proposal seminar				■	■							
Research data collection					■	■	■					
Report writing and guidance								■	■	■	■	
Thesis examination												■

C. Population and Sample

1. Population

To obtain research data, this research requires an object. The object of this research is class VIII MTs N 1 Surakarta. According to Creswell (2012:140), the population is a group of individuals who have the same characteristic, meaning that the population is a group of people with some general characteristics that can be identified and studied by the researchers of this study. The author will take all students of class X SMA Muhammadiyah Al Kautsar PK Kartasura, totaling 43 students from 2 classes there are X MIPA and X IPS.

2. Sample

In this study the sample technique used total sampling. Total sampling is a sampling technique where the number of sample is equal to the population. The reason for taking total sampling, because the total population was less than 100. So the number of samples in this study were 43 students.

D. Techniques of Collecting the Data

This study focuses on knowing the relationship between speaking anxiety, motivation, and speaking performance of students. The author will use two steps to collect data, namely a questionnaire and a test.

1. Questionnaire

A questionnaire is a data collection technique that is done by giving several questions or written statements to respondents to answer (Sugiyono, 2013:142). The purpose of the questionnaire is to find complete information about the respondent's problem. According to Creswell (in Sugiyono, 2013:71), a questionnaire was used to survey participants to obtain data and return it to the researcher. According to Arikunto (2010:194), questionnaires are a number of written questions that are used to obtain information from respondents about personal reports or things they know. Therefore, the researcher will use a questionnaire to obtain information about students' speaking anxiety and students' motivation in speaking English. This study uses a closed questionnaire with a Likert scale to measure each of the above variables.

2. Documentation

According to Arikunto (2010) documentation is looking for data on matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meeting, appointments, agenda, and so on. The documentation used by researchers is the speaking test score to find data from speaking performance.

E. Research Instrument

This study focuses on knowing the relationship between speaking anxiety, motivation, and speaking performance of students. The author will use two instruments to collect data. The instruments used are a questionnaire and documentation.

1. Questionnaire

Questionnaire is a data collection technique that is done by giving several questions or written statements to respondents to answer (Sugiyono, 2013:142). The purpose of the questionnaire is to find complete information about the respondent's problem without worrying if the respondent gives an answer that is not in accordance with the reality in filling out the questionnaire.

a. Speaking Anxiety Questionnaire

In this study, the authors used a questionnaire technique and Foreign Language Classroom Anxiety Scale (FLCAS) adapted from Horwitz get students' speaking anxiety. The author applies a checklist item where the author is formed by giving four choices: SA (Strongly Agree) 1, A (Agree) 2, D (disagree) 3, SD (strongly disagree) 4 for each statement. The questionnaire consists of 20 closed items. Respondents only put a tick (√) on each question item. In addition, the authors know whether students have a high level of anxiety or relaxation based on the calculation of scores on the questionnaire.

Table 3. 2 Indicator of speaking anxiety

Variable	Aspect	Indicators	Items of Number
Students' Speaking Anxiety	The Level of English Students' Anxiety	Communication apprehension	1, 4, 9, 14, 15, 16, 17
		Anxiety	3, 5, 6, 7, 10, 13, 18
		Fear of negative evaluation	2, 12, 11, 19, 20

b. Student Motivation Questionnaire

To determine students' motivation, the author uses a Likert scale adapted from Jeremy Harmer (2001). The author uses a checklist item where the author is formed by providing four choices: SA (Strongly Agree) 1, A (Agree) 2, DG (Disagree) 3, SD (Strongly Disagree) 4 for each statement. The questionnaire consists of 20 closed items. Respondents only put a tick (√) on each question item. The author has indicators of student motivation. The categories are intrinsic motivation and extrinsic motivation. In addition, the authors know whether students have a high or low level of motivation based on calculations from checking the questionnaire scores.

Table 3. 3 Indicator of Motivation

Variable	Aspect	Indicators	Items of Number
English Students' Motivation	The Level of English Students' Motivation	Intrinsic	1,2,3,4,5,6,7,8,9, 10,11
		Extrinsic	12,13,14,15,16,17,18,19,20

2. Documentation

The researcher used documentation to collect the data about the students' speaking. The students' score was gotten by the researcher from english teacher of SMA Muhammdiyah Al Kautsar PK Kartasura. Where

the students' score was known as documentation. The documentation was taken from the students' daily score of speaking because the students often practised speaking on the learning process. To determine students' speaking performance test scores, the teacher uses an assesment rubric with several aspects there are fluency, intonation, and performace.

F. Data Validity and Reliability

1. Validity

Validity is a measure that shows the levels of validity or validity of an instrument. A valid instrument has high validity. On the other hand, instruments that are less valid have low validity (Arikunto, 2010:211). Validity refers to how far an empirical measure adequately describes the true meaning of the concept being studied. That is, a valid measurement instrument measures what it is supposed to measure or what we measure. To test the validity, the researchers performed calculations by collaborating each question item with a total score. To simplify the calculation, SPSS 23 for the window is assisted.

a) Validity of Speaking Anxiety

For questionnaire that writer adapted by an expert, in the study in which the FLCAS appeared (Horwitz et al., 1986), the authors asserted that this scale had been shown to have internal reliability with an alpha coefficient of .93. Test-reliability for an eight week period was $r=.83$.

As the instrument was developed with respect to western culture, each item was examined carefully concerning its adequacy for Turkish culture. As a result of this examination, it was found that the items were valid across different cultures and that no changes were necessary on the FLCAS, because the literature review suggested that it was administered to students from many different nationalities.

According to the report by Horwitz (1986), the internal reliability measure of FLCAS showed an alpha coefficient of .93, test-retest reliability over eight weeks showed an $r=.83$ ($p<.001$), and the predictive validity coefficient for final grade was .49 ($p<.003$, $n=35$) in two beginning Spanish classes and $-.54$ ($p=.001$, $n=32$) in two beginning French classes. Other studies using the FLCAS also high reliability scores. For example, in a study by Aida (1994), the FLCAS showed an internal reliability of .94.

The internal reliability of the translated version of the FLCAS was computed by Cronbach's alpha coefficient. The results indicated that the internal reliability of the instrument was .90. For each item, the internal reliabilities and the corrected item-total correlations were also computed. The internal reliability scores ranged between .89 and .91, which showed that all the items in the instrument maintained high internal reliabilities.

b) Validity of Motivation

Table 3. The results of the validity test of students' motivation questionnaire

Variable	No. question	R count	Description
Motivation (X1)	1	0.450	Valid
	2	0.442	Valid
	3	0.653	Valid
	4	0.594	Valid
	5	0.420	Valid
	6	0.663	Valid
	7	0.647	Valid
	8	0.612	Valid
	9	0.670	Valid
	10	0.554	Valid
	11	0.648	Valid
	12	0.425	Valid
	13	0.330	Valid
	14	0.480	Valid
	15	0.371	Valid
	16	0.421	Valid
	17	0.368	Valid
	18	0.328	Valid
	19	0.339	Valid
	20	0.431	Valid

2. Reliability

A reliability test is a test used to measure the stability or determination of a measuring instrument. A reliability test aims to show that an instrument can be trusted when used as a data collector (Sugiyono, 2013:121).

a) Reliability of Speaking Anxiety Questionnaire

The internal reliability of the translated version of the FLCAS was computed by Cronbach's alpha coefficient. The results indicated that the internal reliability of the instrument was .90. For each item, the

internal reliabilities and the corrected item-total correlations were also computed. The internal reliability scores ranged between .89 and .91, which showed that all the items in the instrument maintained high internal reliabilities.

b) Reliability of Students' Motivation Questionnaire

Table 3. The results of the students' motivation reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.826	20

The results of the reliability test showed that the variables which included motivation, overall answers from the questionnaire were stable, consistent and the Cronbach Alpha value was greater than 0.60. So, it can be concluded that all variables used in this study are reliable.

G. TECHNIQUES OF ANALYZING THE DATA

After collecting the data, the next step is analyzing them to know whether there is a correlation between speaking anxiety and motivation toward speaking performance.

1. The Description of The Data

a. Mode

Mode is a technique of group explanation which is based on the popular value or the most frequent value that appears in the group (Sugiyono, 2013:47).

b. Median

Median is one of technique in group explanation which is based on central value of data group that have arranged from the lowest to the highest or inversely (Sugiyono, 2013:48). This technique is used for describing about some middle big data from each variable in research.

c. Mean

Mean is the average value of the data group. It is gained from summing up the entire individual in that group, then dividing with the total of individuals in that group (Sugiyono, 2013).

d. Range

Range is the gap between the highest and lowest value in data group. It is gained by subtracting the highest value with the lowest value (Sugiyono, 2013).

e. Standard Deviation

Standard deviation is a numerical index that indicate the average variability of the scores. It tells, us in other words about distance, on the average of the score from the mean.

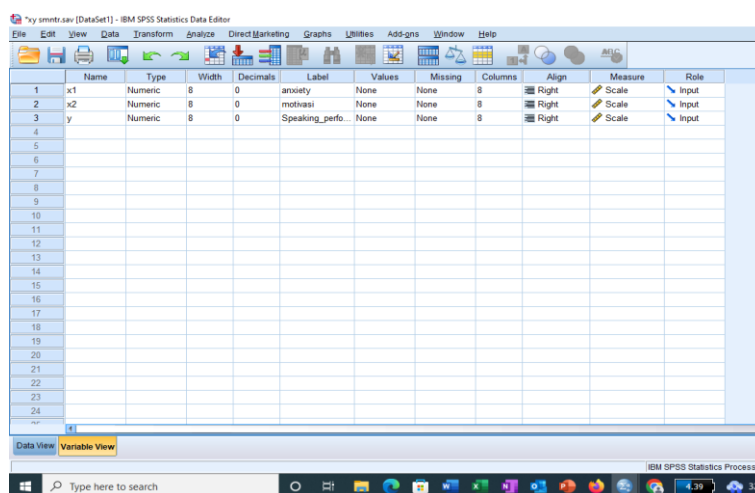
2. Prerequisite Test

Before doing the analysis to know the correlation between speaking anxiety and motivation toward speaking performance, it is needed to do an analysis prerequisite test that consist of normality and linearity.

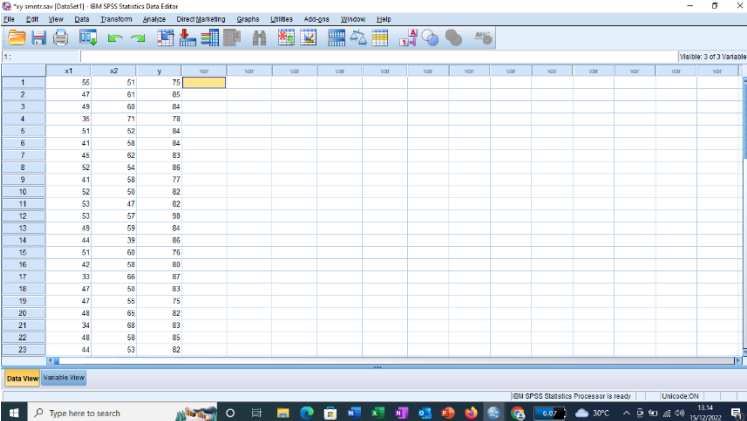
a. Normality Test

Normality test is a test carried out with the aim of testing whether the regression model, the confounding variable has a normal distribution or not (Arikunto, 2010:314). In this study, normality testing was carried out using the One-Sample Kolmogorov-Smimov Test with the condition that the distribution was normal ($p > 0.05$). This normality test will be calculated using the IBM SPSS 23 program.

- 1) The first step is to prepare the data you want to test in an excel file to make the steps easier later. After that, open the SPSS program on the computer, then click Variable View, in the lower left corner. Next, in the name section, write the variables one by one, in decimals change all to 0, for the label section, write the name per variable, ignoring the others (leave it as default).



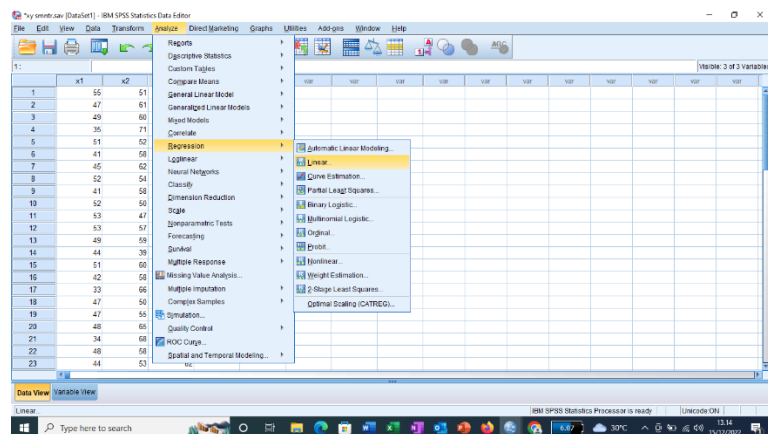
- 2) After that, click on data view, and enter the Speaking Anxiety, Motivation and Speaking performance data that were previously prepared into the SPSS program according to the variable name, either by copy-paste.



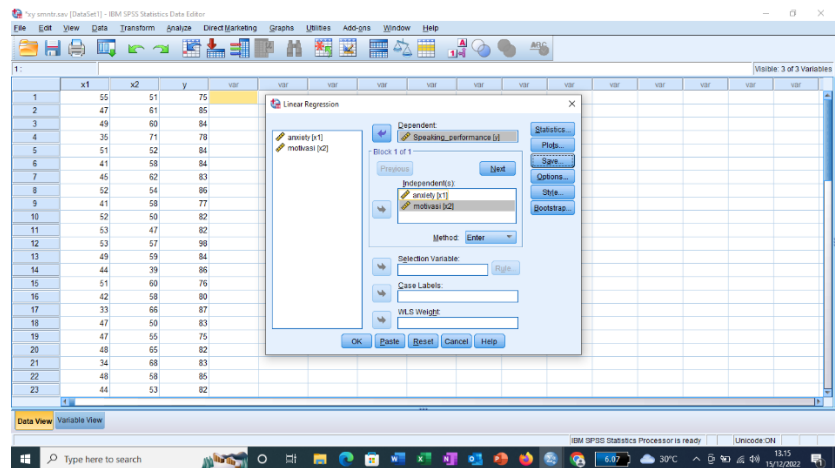
The screenshot shows the IBM SPSS Statistics Data Editor window. The main area displays a data grid with 23 rows and 3 columns labeled x1, x2, and y. The data points are as follows:

Case #	x1	x2	y
1	55	51	75
2	47	61	85
3	49	60	84
4	35	71	78
5	51	52	84
6	41	58	84
7	45	62	83
8	52	54	88
9	41	58	77
10	52	59	82
11	53	47	82
12	53	57	89
13	49	59	84
14	44	39	86
15	51	60	76
16	42	58	80
17	33	66	87
18	47	59	83
19	47	55	75
20	48	65	82
21	34	68	89
22	48	54	85
23	44	53	82

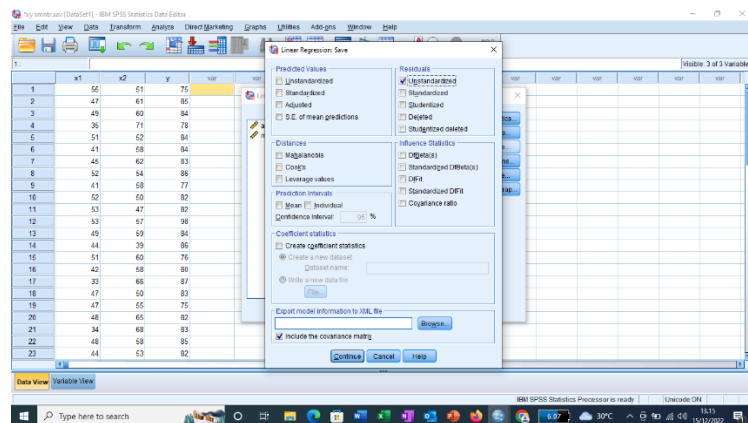
- 3) The next step, we will bring up the unstandardized residual value (RES_1) which we will then test for normality. The trick is: from the SPSS menu select Analyze, then click regression then select linear.



- 4) A dialog appears with the name "Linear Regression", then enter the variable Speaking performance (Y) into the dependent, then enter the Anxiety and motivation variables into the independent (s) box, then click save.



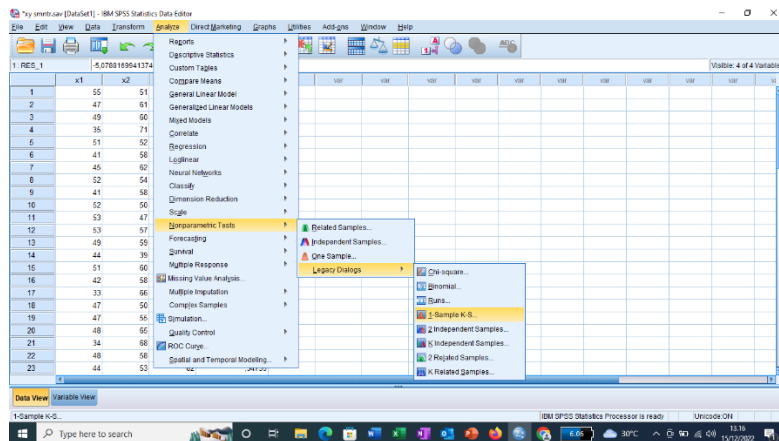
- 5) Then a dialog box appears with the name "Linear Regression: Save", in the "residuals" section, check Unstandardized, then click Continue then click Ok



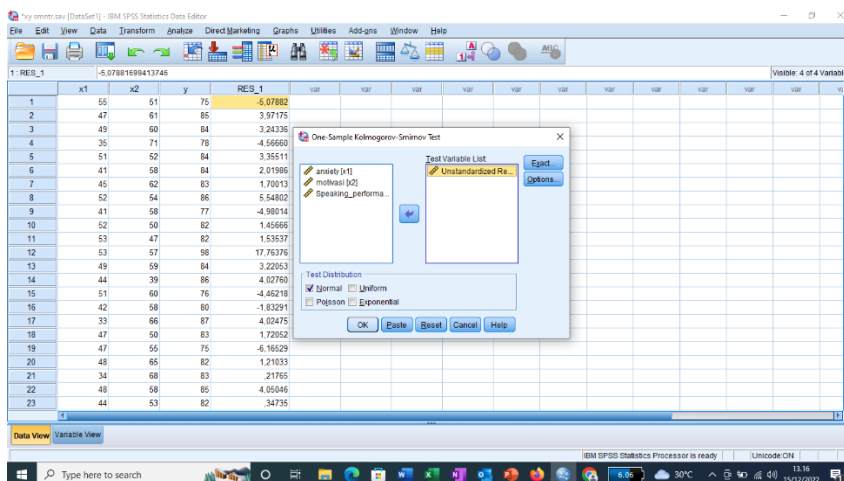
- 6) Just ignore the output that appears from the SPSS program. Pay attention to the Data View view, a new variable will appear with the name RES_1.

RES_1	x1	x2	y
1	55	51	75
2	47	61	85
3	49	60	84
4	55	71	78
5	51	52	84
6	41	58	84
7	45	62	83
8	52	54	86
9	41	58	77
10	52	50	82
11	53	47	82
12	53	57	86
13	49	58	84
14	44	39	86
15	51	60	76
16	42	58	80
17	33	66	87
18	47	50	83
19	47	55	75
20	49	65	82
21	34	68	83
22	43	58	85
23	44	53	82

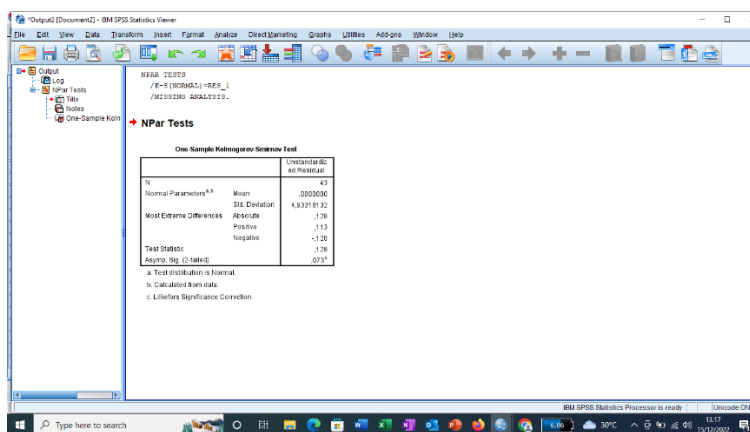
- 7) The next step is to perform the Kolmogorov-Smirnov normality test, select the analyze menu, then select Nonparametric Tests, click Legacy Dialogs, then select 1-sample K-S...



- 8) Another dialog box appears with the name "One-Sample Kolmogorov-Smirnov Test". Next, enter the Unstandardized Residuals variable into the Test Variable List box: in "Test Distribution" activate or check the normal option.



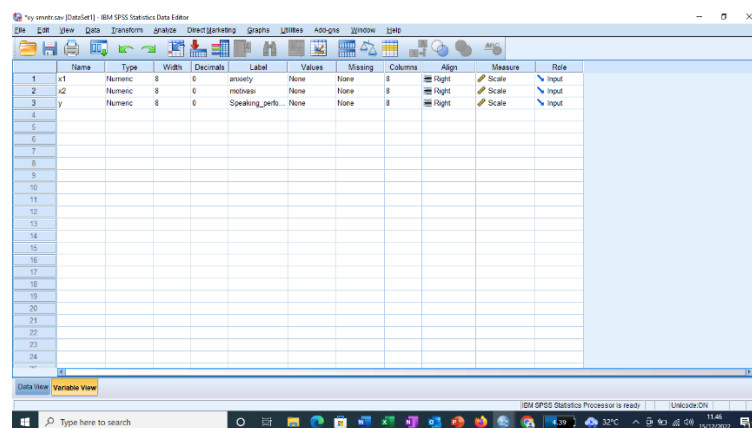
9) The last step is to click Ok to end the command. Next, look at the output table that appears in SPSS "One-Sample Kolmogorov-Smirnov Test", so we just have to interpret it so that the meaning is even clearer.



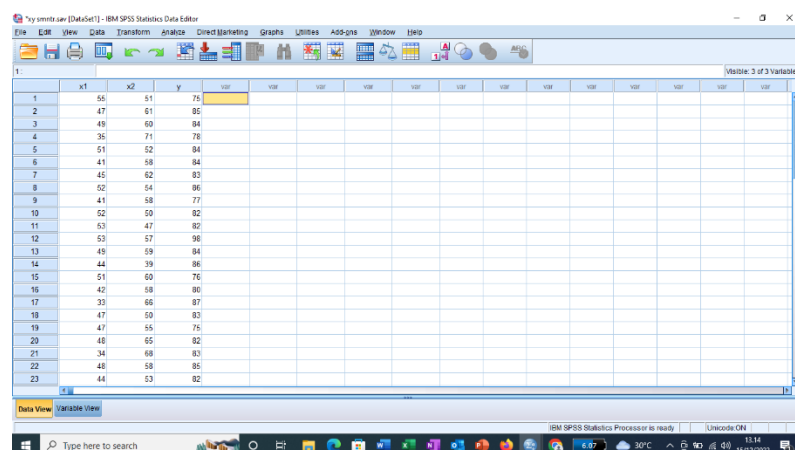
b. Linearity Test

Linearity test is a test used to determine whether the relationship between 2 independent variables and one dependent variable is linear or not (Priyanto, 2010:73). To make it easier for researchers to perform statistical calculations, the linearity test in this study was carried out using SPSS 23.

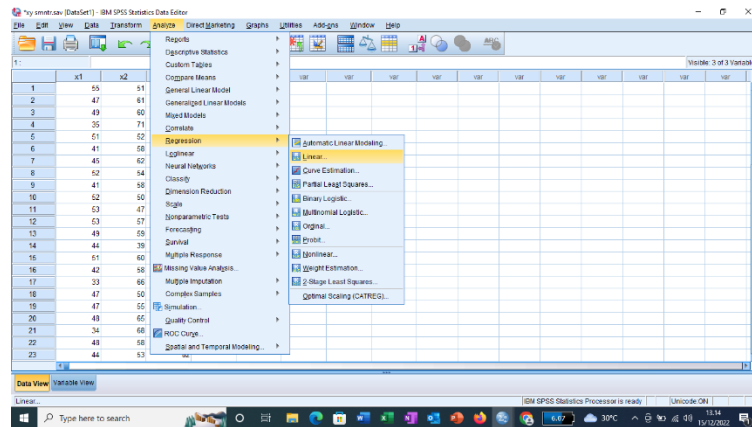
- 1) The first step is to prepare the data you want to test in an excel file to make the steps easier later. After that, open the SPSS program on the computer, then click Variable View, in the lower left corner. Next, in the name section, write the variables one by one, in decimals change all to 0, for the label section, write the name per variable, ignoring the others (leave it as default).



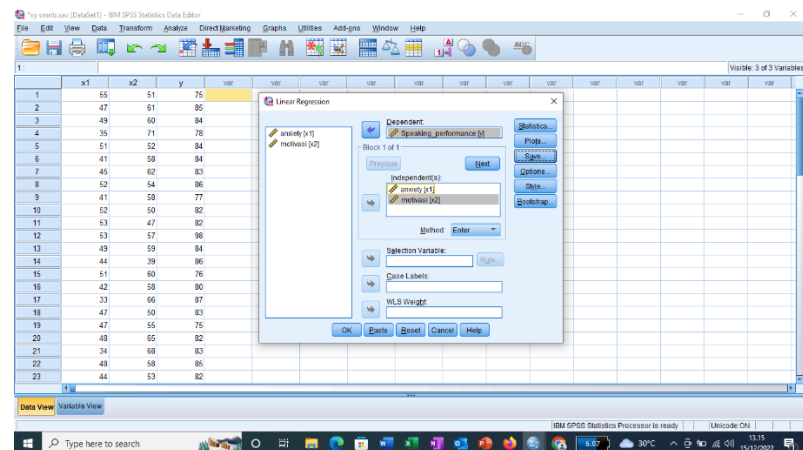
- 2) After that, click on data view, and enter the Speaking Anxiety, Motivation and Speaking performance data that were previously prepared into the SPSS program according to the variable name, either by copy-pasting.



- 3) The next step, we will generate unstandardized residual values (RES_1) and Predicted values (PRE_1) which we will then test for linearity. The trick is: from the SPSS menu select Analyze, then click regression then select linear.

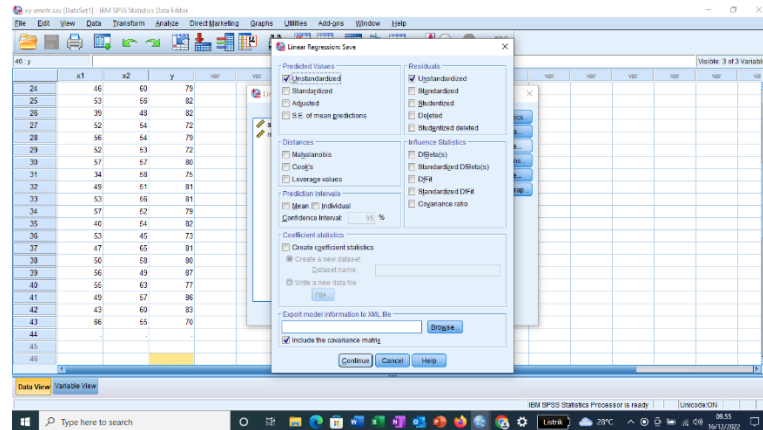


- 4) A dialog appears with the name "Linear Regression", then enter the variable Speaking performance (Y) into the dependent, then enter the Anxiety and motivation variables into the independent(s) box, then click save.



- 5) Then a dialog box appears with the name "Linear Regression: Save", in the "residuals" section, check Unstandardized and in the

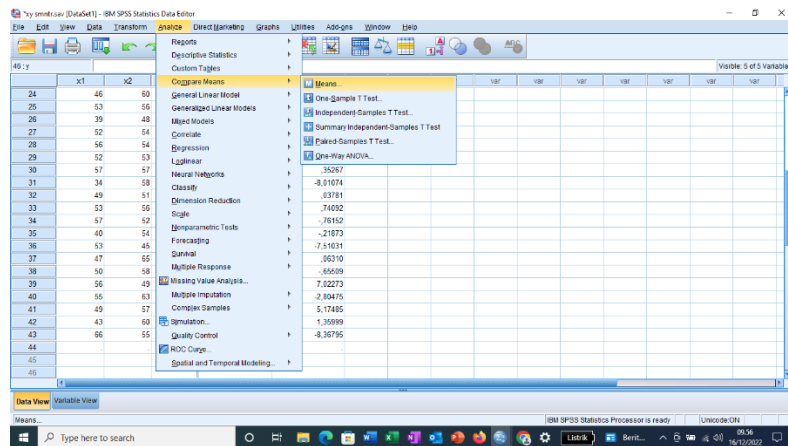
"predicted values" section check unstandardized, then click Continue then click Ok



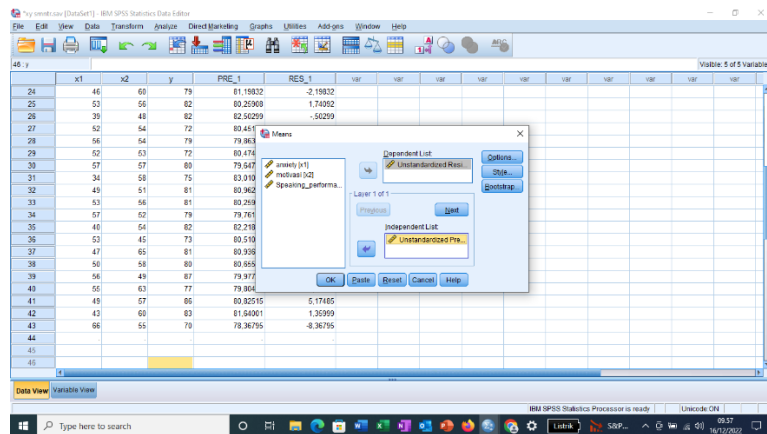
- 6) Just ignore the output that appears from the SPSS program. Pay attention to the Data View display, a new variable will appear with the names RES_1 and PRE_1.

	x1	x2	y	PRE_1	RES_1
24	46	60	79	81.19632	-2.19932
25	53	55	82	80.25098	1.74902
26	39	49	82	82.50299	-.50299
27	52	54	72	80.45198	-8.45198
28	56	54	79	79.86307	-.86307
29	52	53	72	80.47482	-8.47482
30	57	57	80	79.64723	-.35277
31	34	58	75	83.01074	-8.01074
32	49	51	81	80.96219	-.03781
33	53	56	81	80.25098	.74902
34	57	52	79	79.76152	-.76152
35	48	54	82	82.21873	-.21873
36	53	45	73	80.51031	-7.51031
37	47	65	81	80.93690	-.06310
38	50	58	80	80.65509	-.65509
39	56	49	87	79.97727	7.02273
40	55	63	77	79.88475	-2.88475
41	49	57	86	80.82515	5.17485
42	43	60	83	81.64001	1.35999
43	66	55	70	78.36795	-8.36795
44					
45					

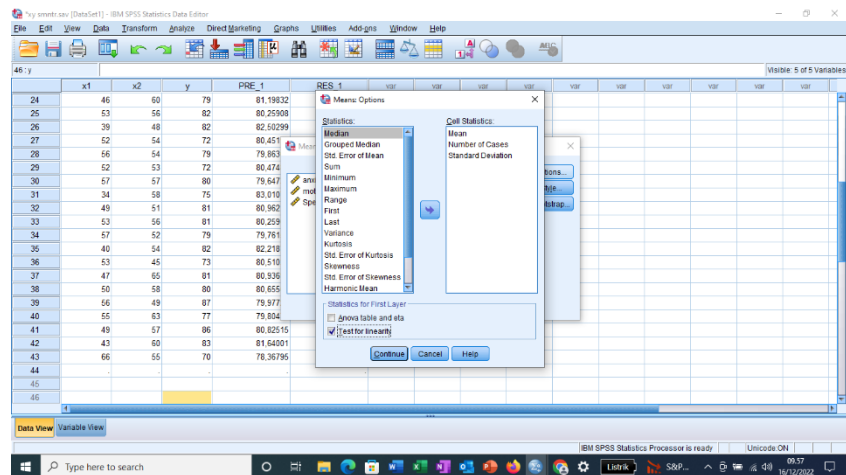
- 7) The next step is to carry out a linearity test, select the analyze menu, then select Compare means, click Means.



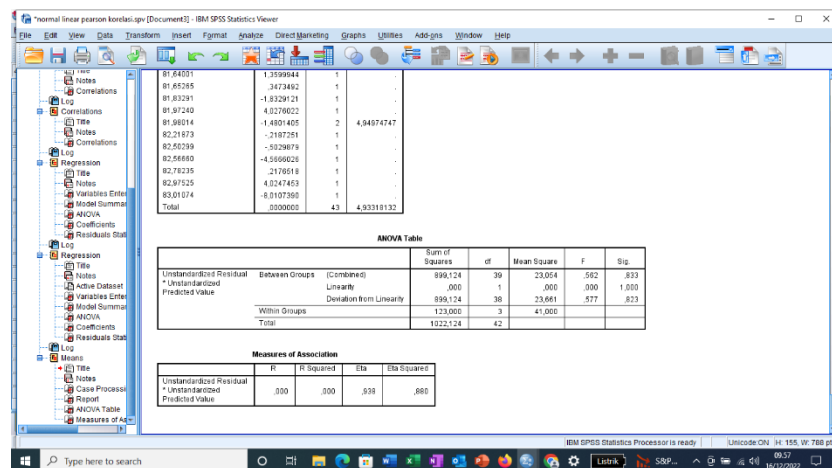
- 8) A dialog box appears, enter the unstandardized residual variable into the dependent list, and the unstandardized predicted value into the independent list.



- 9) For the next step select "option" and checklist in the Test for Linearity section, then select continue, then click Ok



10) After all is done, the output results that need to be considered are the Anova Tables section



3. Hypothesis Testing

a. Testing the first and second Hypothesis

The next step to analyze there is correlation between students speaking anxiety Data toward speaking performance and the correlation between motivation toward speaking performance. To test the hypothesis, the researcher used simple correlation technique using Pearson Product Moment Formula as follows:

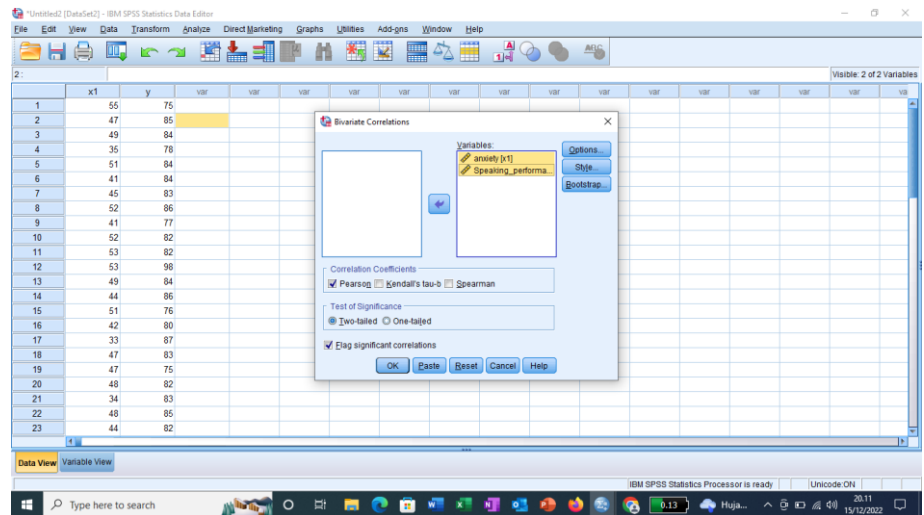
- 1) Open the Speaking anxiety and speaking performance data table in SPSS, the image below will appear.

	x1	y
1	55	75
2	47	85
3	49	84
4	35	78
5	51	84
6	41	84
7	45	83
8	52	86
9	41	77
10	52	82
11	53	82
12	53	98
13	49	84
14	44	86
15	51	76
16	42	80
17	33	87
18	47	83
19	47	75
20	48	82
21	34	83
22	48	85
23	44	82

- 2) Click Analyze select Correlate => Bivariate.

	x1	y
1	55	75
2	47	85
3	49	84
4	35	78
5	51	84
6	41	84
7	45	83
8	52	86
9	41	77
10	52	82
11	53	82
12	53	98
13	49	84
14	44	86
15	51	76
16	42	80
17	33	87
18	47	83
19	47	75
20	48	82
21	34	83
22	48	85
23	44	82

- 3) In the Bivariate Correlations display, enter the variables (Speaking Anxiety and Speaking performance). Then in the Correlation Coefficient section select Pearson. Test of Significance select Two-tailed. Check Flag significant correlations. Click ok.



- 4) The result is as follows.

Correlations			
		anxiety	Speaking_performa...
anxiety	Pearson Correlation	1	-.194
	Sig. (2-tailed)		.212
Speaking_performa...	Pearson Correlation	-.194	1
	Sig. (2-tailed)	.212	
	N	43	43

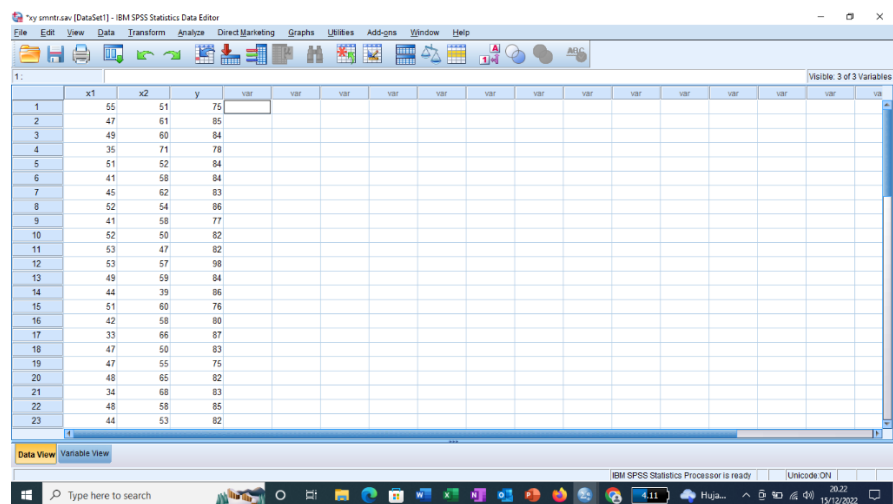
Table 3. 4 Relationship degree guide

Correlation Value	Interpretation
0.000-0.200	Verry Low Correlation
0.200-0.400	Low
0.400-0.600	Medium
0.600-0.800	Enough
0.800-1.000	High Correlation

b. Testing the third Hypothesis

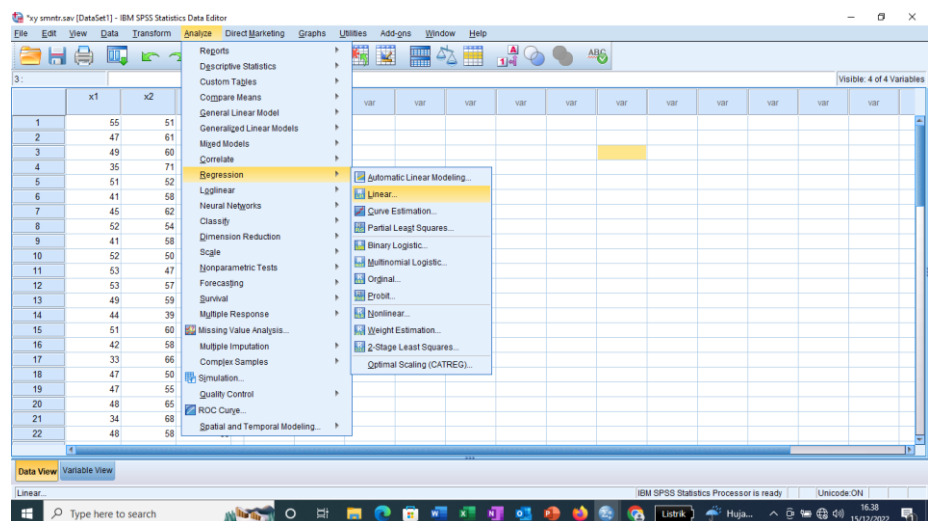
The test of third hypothesis used to know the correlation between students' speaking anxiety, motivation, and speaking performance. To test the hypothesis the researcher used multiple correlation as follows:

- 1) Open the Speaking anxiety, motivation and speaking performance data table in SPSS, the image below will appear.

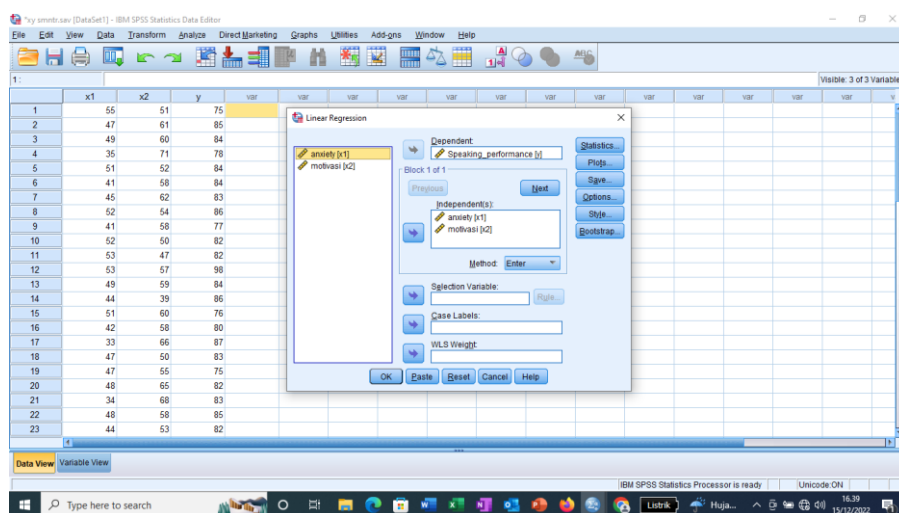


	x1	x2	y	var	var	var	var	var	var	var	var	var	var	var
1	55	51	75											
2	47	61	85											
3	49	60	84											
4	35	71	78											
5	51	52	84											
6	41	58	84											
7	45	62	83											
8	52	54	86											
9	41	58	77											
10	52	50	82											
11	53	47	82											
12	53	57	98											
13	49	59	84											
14	44	39	86											
15	51	60	76											
16	42	58	80											
17	33	66	87											
18	47	50	83											
19	47	55	75											
20	48	65	82											
21	34	68	83											
22	48	58	85											
23	44	53	82											

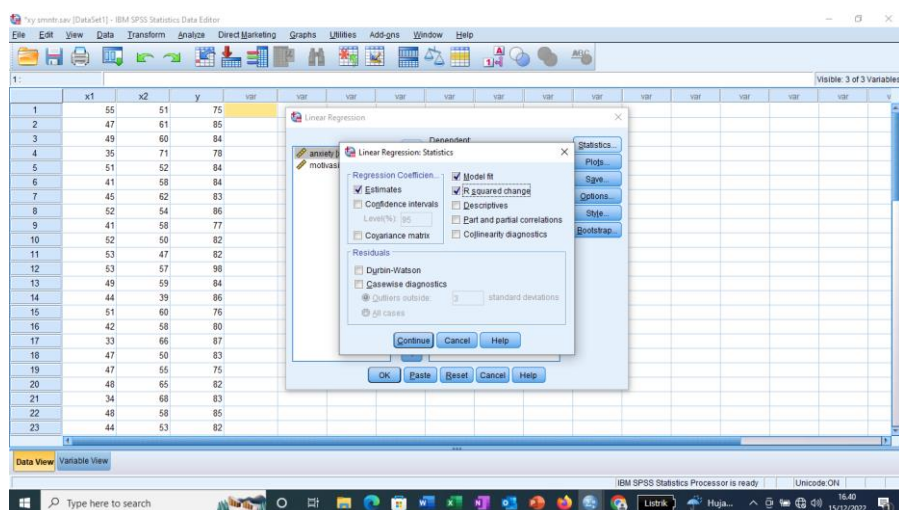
- 2) From the SPSS menu, click Analyze, then select Regression and select Linear. Then the Linear Regression dialog box will appear



- 3) Then enter the variable Y by clicking on the arrow on the Dependent, then the variables X1 and X2 into the independent(s) box, the image below will appear.



- 4) Click Statistics and check the Estimates, Model Fit, and R square Change boxes then click continue, then click Ok



- 5) After all is done, the output that needs to be considered is the Model Summary section

SPSS Statistics Output: Regression Analysis for 'Speaking_performance'.

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	motivasi, anxiety ^b		Enter

a. Dependent Variable: Speaking_performance
b. All requested variables entered.

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.496 ^b	.339	-.010	5.055	.038	.799	2	40	.457 ^c

a. Predictors: (Constant), motivasi, anxiety
b. Dependent Variable: Speaking_performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40,853	2	20,427	.799	.457 ^b
	Residual	1022,124	40	25,553		
	Total	1062,977	42			

a. Dependent Variable: Speaking_performance
b. Predictors: (Constant), motivasi, anxiety

Coefficients^a

	Unstandardized Coefficients	Standardized Coefficients		

IBM SPSS Statistics Processor is ready. Unicode ON. 16:41 15/12/2022

CHAPTER IV
RESEARCH FINDING
AND DISCUSSION

A. Research Finding

1. The Description of the data

Data description was the result of descriptive analysis of tests and questionnaire. The research description is based on questionnaire scores to determine speaking anxiety and motivation, test scores to determine speaking performance of class X students of SMA Muhammadiyah Al Kautsar PK Kartasura in the 2022/2023 academic year. In calculating the data, researchers were assisted by IBM SPSS Statistics 23. Data results were presented in the form of mean, median, mode, range, standard deviation complete with table. The research data of the three variables were summarized as follows:

a. The Data of Students' Anxiety

The data of students' speaking anxiety is obtained through questionnaire. The data was taken from 43 students as the sample of the research. The highest score on the students' speaking anxiety is 66 and the lowest score is 33, so the range 33. The average score or mean is 48.09, median is 49, and mode is 53 then the standards deviation is 7.013.

Table 4. 1 Description of the data Students Anxiety**Statistics**

anxiety

Valid	43
Missing	1
Mean	48,09
Median	49,00
Mode	53
Std. Deviation	7,013
Range	33
Minimum	33
Maximum	66
Sum	2068

Table 4. 2 Frequency Distribution

No.	Score	Frequency	Cumulative Frequency	Percentage
1.	33-37	4	4	9.3%
2.	38-42	5	9	11.62%
3.	43-47	9	18	20.9%
4.	48-52	13	31	30.2%
5.	53-57	11	42	25.58%
6.	58-62	0	42	-
7.	63-67	1	43	2.32%
Total			43	100%

Table 4. 3 Category frequency of speaking anxiety questionnaire

No.	Score	Frequence	Percentage	Categories
1.	>52	12	27.9%	High
2.	48-52	13	30.2%	Medium
3.	<48	18	41.82%	Low
Total		43	100%	

Based on the table of student's speaking anxiety, it can be explained that the high category is 27.9%, the medium category is

30.2% and the low category is 41.82% . By looking at this explanation, it can be concluded that the level of speaking anxiety of class X students of SMA Muhammadiyah Al Kautsar PK Kartasura is in the low category.

b. The Data of Motivation

The data of motivation is obtained by using questionnaire. The data was taken from 43 students as the sample of the research. The highest score on motivation is 71 and the lowest score is 39, so the range is 32. The average score or mean is 56.21, median is 57, and mode is 58 then the standards deviation is 6.236.

Table 4. 4 Description of the data students' motivation

Statistics	
motivasi	
Valid	43
Missing	1
Mean	56,21
Median	57,00
Mode	58
Std. Deviation	6,236
Range	32
Minimum	39
Maximum	71
Sum	2417

Table 4. 5 Frequency distribution of motivation

No.	Score	frequency	Cumulative frequency	Percentage
1.	39-43	1	1	2.32%
2	44-48	3	4	6.97%
3.	49-53	9	13	20.93%
4.	54-58	17	30	39.53%
5.	59-63	8	38	18.6%
6.	64-68	4	42	9.3%

7.	69-73	1	43	2.32%
Total			43	100%

Table 4. 6 Category frequency of motivation questionnaire

No.	Score	frequency	Percentage	Categories
1.	>58	13	30.22%	High
2.	54-58	17	39.53%	Medium
3.	<54	13	30.22%	Low
Total		43	100%	

Based on the table of student's motivation, it can be explained that the high category is 30.22%, the medium category is 39.53 and the low category is 30.22%. By looking at this explanation, it can be concluded that the level of motivation of class X students of SMA Muhammadiyah Al Kautsar PK Kartasura is in the medium category.

c. The Data of Speaking Performance

The data of speaking performance is obtained from documentation. The data was taken from the score of the students' speaking. The highest score on speaking performance is 98 and the lowest score is 70, so the range is 28. The average score or mean is 80.98, median is 82, and mode is 82 then the standards deviation is 5,031.

Table 4. 7 description of the data speaking performance**Statistics**

Speaking_performance

Valid	43
Missing	1
Mean	80,98
Median	82,00
Mode	82
Std. Deviation	5,031
Range	28
Minimum	70
Maximum	98
Sum	3482

Table 4. 8 Frequency distribution of speaking performance

No.	Score	frequency	Cumulative frequency	Percentage
1.	70-73	4	4	9.3%
2.	74-77	6	10	13.9%
3.	78-81	10	20	23.25%
4.	82-85	17	37	39.53%
5.	86-89	5	42	11.62%
6.	90-93	0	42	0
7.	94-97	0	42	0
8.	97-101	1	43	2.32%
Total		43	43	100%

Table 4. 9 Category frequency of speaking performance

No.	Score	frequency	Percentage	Categories
1..	>85	6	13.94%	High
2.	82-85	17	39.53%	Medium
3.	<82	20	46.45%	Low
Total		43	100%	

Based on the table of students' speaking performance, it can be explained that the high category is 11.62%, the medium category is 41.86% and the low category is 46.5%. By looking at this explanation, it can be concluded that the level of students' speaking performance

of class X students of SMA Muhammadiyah Al Kautsar PK Kartasura is in the low category.

2. Prerequisite Test

a. Normality Test

This test is carried out in order to check whether the data is normally distributed or not. in this study using the Kolmogorov-Smirnov test. if the value of the probability of the Kolmogorov-Smirnov test shows > 0.05 , then the data shows a normal distribution, otherwise if the value of the probability of the Kolmogorov-Smirnov test < 0.05 then the data shows that it is not normally distributed.

Table 4. 10 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		43
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,93318132
Most Extreme Differences	Absolute	,128
	Positive	,113
	Negative	-,128
Test Statistic		,128
Asymp. Sig. (2-tailed)		,073 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above it can be seen that the value of Asymp. Sig. (2-tailed) of 0.073. This shows the value of Asymp. Sig. (2-tailed) greater than 0.05. So, it can be concluded that the data in this study are distributed normally.

b. Linearity Test

Linearity testing is purposed to know whether three variable which will be done by statistical analysis correlation show the linear relationship or not. To compute the linearity testing, the researcher used SPSS 23 at the level significance >0.05 .

Table 4. 11 Linearity Test

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual *	899,124	39	23,054	,562	,833
Between Groups	,000	1	,000	,000	1,000
Unstandardized Predicted Value	899,124	38	23,661	,577	,823
Deviation from Linearity					
Within Groups	123,000	3	41,000		
Total	1022,124	42			

The linearity testing from speaking anxiety (X1), motivation (X2) and speaking performance (Y) for $N = 43$ at the level of significance >0.05 is 1.000. the result shows that the linearity testing from score students speaking anxiety and motivation at tenth grade students of SMA Muhammadiyah Al Kautsar PK Kartasura are linear because the significance is higher than 0.05. the computation can be seen in table 4.11.

3. Hypothesis Testing

a. Testing First Hypothesis

After calculating the normality test and linearity test, then the researcher can continue the hypothesis test using simple correlation technique using Pearson Product Moment.

Table 4. 12 Correlation Between Students' Speaking Anxiety

		Correlations	
		anxiety	Speaking performance
Anxiety	Pearson Correlation	1	-,194
	Sig. (2-tailed)		,212
	N	43	43
Speaking performance	Pearson Correlation	-,194	1
	Sig. (2-tailed)	,212	
	N	43	43

The pearson product moment correlation test results showed a correlation of $r = -0.194$ ($N=43$), which indicates the presence of a negative correlation between the two variables. From the number r (-0.194) the author can use it to find out the strength of the correlation between two variables (see the interpretation of correlation by Arikunto in the table. 3.4). The number -0.194 is between 0.000 - 0.200 , which means the strength in the correlation is very low. As for the significance number (Sign)= 0.212 will be used to find out which hypothesis will be accepted or rejected. This study was conducted in collecting data and obtaining correlation results. However, to answer the research problem, the authors must measure whether the

hypothesis is rejected or not with the result of a significance number (Sign)=0.212. The first hypothesis is:

1) Alternative Hypothesis (Ha)

There is a correlation between students' speaking anxiety and speaking performance.

2) Null Hypothesis (Ho)

There is no correlation between students' speaking anxiety and speaking performance.

To know the answer, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation above (table 4.16), we get $r=-0.194$, $N.Sig=0.212$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

a) Ho accepted if $N.Sig > 0.05$ ($\alpha=5\%$)

b) Ha rejected if $N.Sig < 0.05$ ($\alpha=5\%$)

The result of analyzing the data significance 0.212 (Level of Significance 0.05 and 2 Tailed) clarified Ha rejected. The hypothesis testing concluded that $N.Sig > 5\%$, where Ho cannot be rejected. It told that both students' anxiety and speaking performance in speaking class are not correlated. The null hypothesis which said, "There is no correlation between students' anxiety and speaking performance", answered the research problem.

b. Testing Second Hypothesis

After calculating the first hypothesis, then the researcher can continue the second hypothesis test using simple correlation technique using Pearson Product Moment.

Table 4. 13 Correlation Between Students' Motivation and Speaking Performance

		Correlations	
		motivasi	Speaking performance
motivasi	Pearson Correlation	1	,051
	Sig. (2-tailed)		,745
	N	43	43
Speaking performance	Pearson Correlation	,051	1
	Sig. (2-tailed)	,745	
	N	43	43

The Pearson product moment correlation test results showed a correlation of $r=0.51$ ($N=43$), which indicates the presence of a positive correlation between the two variables. From the number $r=0.051$ the author can use it to find out the strength of the correlation between two variables (see the interpretation of correlation by Arikunto in the table. 3.4). The number 0.051 is between 0.000-0.200, which means the strength in the correlation is very low. As for the significance number (Sign)=0.745 will be used to find out which hypothesis will be accepted or rejected. This study was conducted in collecting data and obtaining correlation results. However, to answer the research problem, the authors must measure whether the hypothesis is rejected or not with the result of a significance number (Sign)=0.745 The second hypothesis is:

1) Alternative Hypothesis (Ha)

There is a correlation between students' speaking motivation and speaking performance.

2) Null Hypothesis (Ho)

There is no correlation between students' speaking motivation and speaking performance.

To know the answer, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation above (table 4.17), we get $r=0.051$, $N.Sig=0.745$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

- a) Ho accepted if $N.Sig > 0.05$ ($\alpha=5\%$)
- b) Ha rejected if $N.Sig < 0.05$ ($\alpha=5\%$)

The result of analyzing the data significance 0.745 (Level of Significance 0.05 and 2 Tailed) clarified Ha rejected. The hypothesis testing concluded that $N.Sig > 5\%$, where Ho accepted. It told that both students' motivation and speaking performance in speaking class are not correlated. The null hypothesis which said, "There is no correlation between students' motivation and speaking performance", answered the research problem.

c. Testing Third Hypothesis

After calculating the first and second hypothesis, then the researcher can continue the third hypothesis test using multiple correlation.

Table 4. 14 Correlation Between Students' Speaking Anxiety and Motivation Towards Speaking Performance

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,196 ^a	,038	-,010	5,055	,038	,799	2	40	,457

a. Predictors: (Constant), motivasi, anxiety

b. Dependent Variable: Speaking_performance

Based on the summary model table, it is known that the magnitude of the relationship between students' speech density and motivation towards student speaking performance calculated with a correlation coefficient is shown to be an R value of 0.196, this indicates a low influence. Then to find out the degree of signification of the double correlation coefficient is tested as a whole, the hypotheses proposed in this discussion are:

1) Null Hypothesis (Ho)

There is no correlation between students' speaking anxiety and speaking motivation toward speaking performance.

2) Alternative Hypothesis (Ha)

There is a correlation between students' speaking anxiety and speaking motivation toward speaking performance.

Based on the summary model table obtained probability values (sig. F change) = 0.457. because of the value of sig. F change $0.457 > 0.05$, then his decision H_0 accepted and H_a rejected. That is, there is no significant correlation between speaking anxiety and motivation towards a student's speaking performance.

B. Discussion

As the researcher wrote at the first chapter, this research purposed to find out the correlation between students' anxiety and motivation toward speaking performance at the X grade of SMA Muhammadiyah Al Kautsar PK Kartasura. In learning a foreign language, English, it was important to practice or speak the new word that they know. By speaking the word or sentence, the learner will be helped in memorizing process. When the learners have problem in speaking such as feel anxious, fear or low-self-confidence, it can be impact to their acquiring the foreign language.

In this discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part presents some points concerning in research design, collecting data method and analyzing data based on the result in findings in connection with the related literature.

In this study, the writer had conducted the data collecting. The data was collected by using two instruments. The first was a questionnaire sheet that

given to all students as participants in this research. They asked to fill the items of statement on the questionnaire. The questionnaire used to know the level of anxiety and motivation. The second instrument used was speaking test. This test was conducted by speaking teacher in that class. So, the writer took the data from the teacher. In this discussion the writer intended to present derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. From the analysis, the researcher got the result as follow:

1. Correlation between students' speaking anxiety and speaking performance

The first hypothesis finding was found that the value of $r = -0.194$ showed a negative correlation in the category of very low correlation between students' speaking anxiety and students' speaking performance. This means that an increase in students' speaking anxiety can result in a decrease in students' speaking performance scores. The results show clearly that anxiety has a negative impact on students' speaking performance. In contrast, students who have low levels of speaking anxiety tend to have high speaking performance scores. As stated by (David & Yang, 2004) that foreign language anxiety can have a negative impact on learner performance. In the calculation of the Pearson product moment hypothesis test, the value of $\text{Sig.} = 0.212 > 0.05$, it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is no significant correlation between speaking anxiety and students' speaking performance. Thus, this finding is in line with previous research by Pratiwi & Manurung (2019)

which reported a very low correlation between students' speaking anxiety and students' achievement in learning English.

2. Correlation between students' motivation and speaking performance

The finding of the second hypothesis shows the value of $r=.051$ positive correlation in the category of very low correlation between motivation and students' speaking performance. This means that motivation has a positive impact on students' speaking performance. The higher the motivation obtained by the students, the higher the score obtained on the students' speaking performance. Conversely, students who have a low level of motivation, the lower the score obtained on students' speaking performance. The results of the Pearson product moment hypothesis test get a value of $\text{Sign.} = 0.745$, meaning that H_a is rejected and H_0 is accepted with the conclusion that there is no significant correlation between motivation and students' speaking performance. As with Wahidin's previous research (2019) that there is no correlation between motivation and speaking ability.

3. Correlation between students' speaking anxiety and motivation towards speaking performance

The findings of the last hypothesis are showing a positive correlation with a value of $r=0.96$ in the category of low correlation between students' speaking anxiety and motivation towards students' speaking performance. Found the value of $\text{sig. F change}=0.457$ on the basis of decision making if the value of $\text{sig. F change} > 0.05$, it can be concluded that there is no

significant correlation between students' speaking anxiety and motivation to students' speaking performance. as the results of previous research by Hadi, Setyaningsih, Utama (2018) found that there was no significant correlation between student motivation and student anxiety in speaking in class VIII at SMP N 3 Janapria.

CHAPTER V
CONCLUSSION AND
SUGGESTION

A. Conclusion

Based on the discussion of theoretical and empirical data on the correlation among students' speaking anxiety, motivation, and students' speaking performance, it can be concluded as follows:

1. Based on the results of the r calculated on the student's speaking anxiety and speaking performance is $r=-.194$ this value indicates that there is a negative correlation between the student's speaking anxiety and speaking performance. In fact, based on the value of Sig. $0.212 > 0.05$ shows that there is no correlation between students' speech anxiety and students' speaking appearance.
2. Based on the results of the r calculated on the motivation and speaking appearance of students is $r=.051$ this value indicates that there is a positive correlation between student motivation and speaking motivation. In fact, based on the value of Sig. $0.745 > 0.05$ shows that there is no correlation between student motivation and student speaking performance.
3. Based on the results of r calculated in students' speaking anxiety, motivation and speaking performance is $r=.196$. This value shows that there is a positive correlation among students' speaking anxiety, motivation and speaking performance. In fact, based on the value of the sig. F change $0.457 > 0.05$ indicates that H_0 is accepted and H_a is rejected,

hence it can be concluded that there is no correlation between student speaking anxiety and motivation towards student's speaking performance.

B. Suggestion

By considering the conclusions put forward above, the researcher presents some suggestions as follow:

1. Students must be accustomed to learning and better understanding the use of each item structure to be practiced continuously in speaking English.
2. It is recommended that students increase their speaking activities both inside and outside the classroom, as a way to improve speaking and grammar skills.
3. Teachers should be able to create fun learning activities, friendly classroom environment and give more time and effort to overcome student anxiety
4. Because speaking anxiety negatively affects students' speaking ability, the authors suggest teachers to pay more attention to students' anxiety, and train students to speak more confidently.

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APPENDIX

DAFTAR ANGKET MOTIVASI BELAJAR BAHASA INGGRIS

NAMA SISWA/KELAS :

NAMA SEKOLAH : SMA Muhammadiyah Al Kautsar PK Kartasura

PETUNJUK UMUM

- A) Mulailah dengan membaca Basmallah.
- B) Bacalah dengan teliti setiap pertanyaan, kemudian jawablah dengan jujur sesuai dengan keadaan sebenarnya.
- C) Berikan tanda check list (√) untuk jawaban yang tepat berdasarkan pendapat Anda sendiri.
- D) Angket ini hanya dibuat untuk kepentingan ilmiah dalam rangka menyusun penelitian dan tidak ada tujuan lain.
- E) Pilihan jawaban antara lain:
 - SS : Sangat Setuju TS : Tidak Setuju
 - S : Setuju STS : Sangat Tidak Setuju
- F) Terima kasih atas kesediaan Anda untuk mengisi angket ini.

No.	PERNYATAAN	SS	S	TS	STS
1.	Saya sangat senang mengikuti pelajaran bahasa inggris.				
2.	Saya belajar bahasa Inggris atas kemauan sendiri				
3.	Saya sangat percaya diri ketika diminta untuk berbicara bahasa Inggris di dalam kelas.				
4.	Saya selalu melatih bahasa Inggris dengan mempraktikkannya hampir setiap hari				
5.	Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya selalu bertanya kepada guru				
6.	Saya langsung mengerjakan tugas bahasa Inggris yang diberikan oleh guru				
7.	Saya ingin bisa berbicara bahasa Inggris dengan lancar				

8.	Saya Ingin menguasai bahasa Inggris karena akan menunjang karier saya di kemudian hari				
9.	Saya lebih suka menonton program televisi yang berbahasa Inggris dari pada yang berbahasa Indonesia				
10.	Saya sangat menyukai pelajaran bahasa Inggris karena saya ingin bisa berbahasa Inggris dengan lancar.				
11.	Saya belajar bahasa inggris agar dapat mengerjakan soal bahasa Inggris dengan baik dan benar				
12.	Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus				
13.	Guru bahasa Inggris di sekolah adalah sumber inspirasi saya				
14.	Materi pelajaran bahasa Inggris yang diberikan oleh guru sudah memadai				
15.	Metode pengajaran yang digunakan guru dalam mengajar bahasa Inggris sangat menyenangkan				
16.	Orang tua saya selalu menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa Inggris dengan les privat				
17.	Orang tua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa Inggris				
18.	Orang tua saya selalu mendorong saya untuk belajar bahasa Inggris dan memberikan hadiah apabila nilai bahasa Inggris saya bagus				
19.	Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris				
20.	Berbicara bahasa Inggris itu mudah bagi saya di mana pun saya berada				

DAFTAR ANGKET KECEMASAN BERBICARA BAHASA INGGRIS

NAMA SISWA/KELAS :

NAMA SEKOLAH : SMA Muhammadiyah Al Kautsar PK Kartasura

PETUNJUK UMUM

- A) Mulailah dengan membaca Basmallah.
- B) Bacalah dengan teliti setiap pertanyaan, kemudian jawablah dengan jujur sesuai dengan keadaan sebenarnya.
- C) Berikan tanda check list (√) untuk jawaban yang tepat berdasarkan pendapat Anda sendiri.
- D) Angket ini hanya dibuat untuk kepentingan ilmiah dalam rangka menyusun penelitian dan tidak ada tujuan lain.
- E) Pilihan jawaban antara lain:

SS : Sangat Setuju	TS : Tidak Setuju
S : Setuju	STS : Sangat Tidak Setuju
- F) Terima kasih atas kesediaan Anda untuk mengisi angket ini.

No.	PERNYATAAN	SS	S	TS	STS
1.	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara di kelas bahasa asing saya.				
2.	Saya ragu untuk berbicara Bahasa Inggris karena Saya tidak mengetahui susunan kata yang benar, baik dalam susunan kata (grammar), kosa kata (Vocabulary), dan cara pengucapannya (pronunciation).				
3.	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris				
4.	Saya malu untuk berbicara Bahasa Inggris				
5.	Saya terus berpikir bahwa siswa lain lebih baik dalam berbicara bahasa Inggris daripada saya.				
6.	Saya mulai panik ketika saya harus berbicara tanpa persiapan di pelajaran bahasa Inggris.				
7.	Di kelas bahasa Inggris, saya bisa sangat gugup				

	sehingga saya lupa hal-hal yang saya tahu.				
8.	Bahkan jika saya sudah siap untuk kelas bahasa Inggris, saya merasa cemas tentang itu.				
9.	Saya selalu grogi jika berbicara bahasa Inggris.				
10.	Saya bisa merasakan jantung saya berdebar ketika saya akan dipanggil ke depan kelas untuk berbicara bahasa Inggris.				
11.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.				
12.	Saya merasa gugup ketika guru mengajukan pertanyaan bahasa Inggris yang belum saya persiapkan sebelumnya.				
13.	Saya akan berusaha lebih santai/relax untuk berbicara Bahasa Inggris.				
14.	Saya ingin private Bahasa Inggris agar bisa berbicara Bahasa Inggris dengan baik dan benar				
15.	Saya suka membaca tentang dialog-dialog/percakapan dalam bahasa inggris.				
16.	Saya ingin bisa berbicara Bahasa Inggris dengan baik dan benar				
17.	Saya suka mendengarkan dialog/percakapan dalam bahasa inggris, baik di TV atau di kaset				
18.	Saya merasa begitu percaya diri ketika menggunakan Bahasa Inggris di depan siswa lain.				
19.	Saya mungkin akan merasa nyaman jika teman sebelah saya bisa berbahasa Inggris.				
20.	Saya suka bertanya kepada teman jika ada pembicaraan bahasa inggris yang tidak diketahui				

Questionnaire anxiety																					
no. Responden	nomo butir nangket																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	4	3	3	4	3	3	3	3	4	3	3	2	2	2	1	2	3	2	2	55
2	2	3	3	2	3	3	3	2	2	3	2	3	2	2	2	2	2	2	2	2	47
3	3	3	3	3	4	3	1	1	3	3	3	2	2	4	1	1	1	3	3	2	49
4	1	3	3	2	3	4	3	3	1	1	1	1	1	1	2	1	1	1	1	1	35
5	2	3	2	3	3	3	2	2	3	3	2	3	2	3	3	2	3	3	2	2	51
6	3	2	2	3	3	2	2	2	3	2	2	2	1	3	2	1	2	2	1	1	41
7	3	3	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	3	2	2	45
8	3	4	3	2	3	3	3	2	2	2	2	3	2	2	3	2	3	3	3	2	52
9	3	3	3	3	2	2	2	2	3	2	2	2	1	2	2	1	1	3	1	1	41
10	3	2	3	3	3	3	2	3	3	3	3	4	2	3	2	1	2	3	2	2	52
11	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	2	2	53
12	4	4	4	3	4	4	4	2	3	3	3	2	2	1	1	1	2	3	2	1	53
13	3	3	2	3	3	2	2	2	3	3	3	2	2	2	2	2	3	3	2	2	49
14	3	3	2	1	4	1	1	1	1	1	1	4	2	4	4	2	4	1	2	2	44
15	3	3	3	3	2	3	2	2	3	3	3	3	2	2	2	2	2	3	3	2	51
16	2	2	2	2	3	2	2	2	2	3	3	2	2	1	2	1	2	3	2	2	42
17	1	2	2	2	2	1	2	2	1	1	1	2	2	3	1	1	1	2	2	2	33
18	3	3	2	2	3	3	3	2	2	3	1	3	2	3	3	1	3	2	2	1	47
19	3	3	2	2	2	3	2	2	3	2	2	3	2	3	2	2	2	3	2	2	47
20	3	3	3	3	3	3	3	3	3	3	3	3	2	1	2	1	1	3	1	1	48
21	2	2	2	2	2	2	2	2	2	2	2	2	3	1	1	1	1	1	1	1	34
22	2	3	2	2	3	3	3	3	2	3	3	3	2	2	2	2	2	2	2	2	48
23	2	2	2	2	3	2	2	2	2	2	2	3	2	3	2	2	3	2	2	2	44
24	2	3	3	3	3	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	46
25	3	3	3	3	3	3	3	3	2	2	3	3	2	3	2	2	2	3	3	2	53
26	3	3	2	1	3	2	2	3	1	1	1	3	2	3	1	2	2	2	1	1	39
27	2	2	2	3	4	3	2	2	3	4	1	2	3	4	2	2	2	3	4	2	52
28	2	3	3	2	3	3	3	3	3	4	3	3	4	4	2	1	3	3	2	2	56
29	3	3	2	3	4	3	3	3	3	3	3	3	2	2	2	1	2	3	2	2	52
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31	3	2	3	1	3	3	3	3	2	1	1	1	1	1	1	1	1	1	1	1	34
32	3	3	3	3	2	3	3	2	2	2	2	2	2	3	3	2	2	3	2	2	49
33	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	2	2	53
34	3	3	3	3	3	3	3	3	3	3	3	3	4	3	2	4	2	2	2	2	57
35	3	4	2	2	2	2	1	1	1	1	3	3	2	1	3	1	2	3	2	1	40
36	3	3	2	3	3	4	3	3	3	2	3	3	2	2	3	2	3	3	2	1	53
37	3	4	2	2	4	3	4	3	3	2	3	2	1	3	1	1	1	3	1	1	47
38	3	3	2	2	3	2	3	2	3	2	2	1	2	4	3	4	2	3	2	2	50

39	3	3	3	3	3	3	2	3	3	2	3	3	2	4	2	4	2	3	3	2	56
40	3	3	3	3	3	3	3	3	3	2	2	3	4	3	3	1	3	3	2	2	55
41	3	3	3	2	2	3	2	2	3	3	3	3	2	2	2	1	3	3	2	2	49
42	1	2	2	2	2	2	3	2	3	3	2	2	2	3	2	1	3	1	2	3	43
43	4	4	4	4	4	4	4	4	4	4	4	4	2	4	2	1	2	3	2	2	66

Scoring Questionnaire Motivation																					
no responden	nomor butir ngket																				total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	2	3	1	1	2	4	4	4	2	3	4	2	3	3	3	2	2	2	2	2	51
2	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	2	3	3	3	61
3	3	4	2	3	3	3	4	4	4	2	4	2	2	3	4	2	2	2	3	4	60
4	4	4	3	3	3	3	4	4	3	4	4	3	4	3	4	4	3	4	4	3	71
5	3	2	2	2	3	3	3	3	1	3	3	2	3	3	4	2	2	3	3	2	52
6	3	3	2	2	2	3	4	4	2	4	3	2	3	3	3	2	3	3	4	3	58
7	3	3	3	2	3	2	4	4	4	4	4	3	3	3	3	3	3	3	3	2	62
8	2	3	1	2	3	2	4	4	3	3	3	2	2	3	3	4	3	3	2	2	54
9	3	3	3	3	3	2	3	3	2	2	3	3	3	3	3	3	3	4	3	3	58
10	3	3	2	2	3	2	4	3	2	3	4	2	2	2	3	2	2	2	2	2	50
11	2	3	1	2	2	3	3	2	2	3	3	2	3	3	3	2	2	2	2	2	47
12	4	4	3	2	3	3	4	4	1	4	4	2	3	3	4	2	1	1	3	2	57
13	3	3	3	3	3	2	4	4	2	3	4	2	3	3	3	3	3	2	3	3	59
14	3	2	1	1	1	3	3	1	1	1	3	1	3	4	4	1	1	1	3	1	39
15	3	3	2	3	3	3	4	4	2	4	3	3	3	3	3	3	3	3	3	2	60
16	3	4	3	3	3	2	4	4	2	3	3	2	3	3	3	4	2	2	2	3	58
17	3	4	3	4	3	3	4	4	3	4	4	2	3	3	4	2	2	4	4	3	66
18	3	3	2	2	2	2	3	3	3	2	3	2	3	3	3	2	2	2	3	2	50
19	3	3	2	2	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	55
20	3	4	2	3	4	3	4	4	3	4	4	4	3	3	3	3	2	3	3	3	65
21	4	4	4	2	2	4	4	4	2	4	4	2	2	4	4	4	4	4	4	2	68
22	3	3	3	3	2	2	4	4	3	3	4	2	3	3	3	2	3	2	3	3	58
23	3	3	3	2	1	3	3	3	2	3	3	2	3	3	3	2	2	3	3	3	53
24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
25	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	56
26	2	3	3	3	4	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	48
27	3	3	3	2	3	3	4	2	2	3	3	4	3	3	3	2	2	2	2	2	54
28	3	3	2	2	3	3	4	4	2	3	3	3	3	3	3	2	2	2	2	2	54
29	3	3	2	2	2	2	4	3	3	2	4	2	2	4	2	2	4	3	2	2	53
30	3	2	3	2	2	3	4	4	2	2	4	2	3	2	4	4	4	3	2	2	57
31	3	3	4	1	1	3	4	4	4	3	3	3	3	3	3	3	2	3	2	3	58
32	3	3	2	2	2	2	3	3	3	3	3	2	3	3	3	2	2	2	3	2	51
33	3	3	2	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	56
34	3	3	2	2	3	2	3	3	2	2	3	2	2	3	3	2	3	3	3	3	52
35	2	2	3	3	4	3	3	4	3	2	3	2	3	3	3	2	3	2	2	2	54
36	2	2	2	2	3	2	3	2	2	2	3	2	3	1	3	2	3	2	2	2	45
37	4	4	3	2	4	4	4	4	3	4	4	2	4	3	4	1	2	2	4	3	65
38	3	3	2	2	4	3	4	4	2	3	3	3	4	3	3	3	2	2	3	2	58

39	3	3	2	2	3	2	3	3	2	3	3	2	2	1	3	3	2	2	2	3	49
40	3	3	2	4	4	3	4	4	2	3	3	3	4	4	3	3	3	3	3	2	63
41	3	3	2	2	3	4	4	2	3	3	3	3	3	3	3	3	2	3	3	2	57
42	4	4	3	3	2	3	4	2	2	4	4	2	3	3	4	2	3	1	4	3	60
43	3	3	2	2	3	3	4	4	2	3	4	3	4	2	3	2	2	2	3	1	55

SCORE OF SPEAKING PERFORMANCE

X MIPA		
No.	Name	Score
1.	BMN	75
2.	MA	85
3.	HA	84
4.	ZA	78
5.	FFA	84
6.	WMA	84
7.	MFD	83
8.	SDB	86
9.	MHM	77
10.	NAM	82
11.	FA	82
12.	ANK	98
13.	MFA	84
14.	ANI	86
15.	NMS	76
16.	HJ	80
17.	ZNY	87
18.	STA	83
19.	MHA	75
20.	MRAA	82
21.	IUAF	83
22.	MDAN	85
23.	MD	82

X IPS		
No.	Name	Score
1.	MRR	79
2.	BSW	82
3.	FAN	82
4.	RK	72
5.	FIK	79
6.	SMH	72
7.	HD	80
8.	MIF	75
9.	FNR	81
10.	ZSA	81
11.	RAG	79
12.	KFS	82
13.	MH	73
14.	NAN	81
15.	MR	80
16.	DMY	87
17.	AAS	77
18.	CTA	86
19.	AKN	83
20.	NK	70

Questionnaire From Horwitz (2019), Foreign Language Classroom Anxiety

No.	Statement	Answer				
		0	1	2	3	4
1.	I never feel quite sure of myself when I am speaking in my foreign language class.					
2.	I don't worry about taking mistakes in language class.					
3.	I tremble when I know that I'm going to be called on in language class.					
4.	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5.	It wouldn't bother me at all to take more foreign language classes.					
6.	During language class, I find myself thinking about things that have nothing to do with the course.					
7.	I keep thinking that the other students are better at languages than I am.					
8.	I am usually at ease during tests in my language class.					
9.	I start to panic when I have to speak without preparation in language class.					
10.	I worry about the consequences of failing my foreign language class.					
11.	I don't understand why some people get so upset over foreign language classes.					
12.	In language class, I can get so nervous I forget things I know.					
13.	It embarrasses me to volunteer answers in my language class.					
14.	I would not be nervous speaking the foreign language with native speakers.					
15.	I get upset when I don't understand what the teacher is correcting.					
16.	Even if I am well prepared for language class, I feel anxious about it.					
17.	I often feel like not going to my language class.					
18.	I feel confident when I speak in foreign language class.					
19.	I am afraid that my language teacher is ready to correct every mistake I make.					
20.	I can feel my heart pounding when I'm going to be called on in language class.					
21.	The more I study for a language test, the more confused I get.					
22.	I don't feel pressure to prepare very well for language class.					
23.	I always feel that the other students speak the foreign language better than I do.					

24.	I feel very self-conscious about speaking the foreign language in front of other students.						
25.	Language class moves so quickly I worry about getting left behind.						
26.	I feel more tense and nervous in my language class than in my other classes.						
27.	I get nervous and confused when I am speaking in my language class.						
28.	When I'm on my way to language class, I feel very sure and relaxed.						
29.	I get nervous when I don't understand every word the language teacher says.						
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.						
31.	I am afraid that the other students will laugh at me when I speak the foreign language.						
32.	I would probably feel comfortable around native speakers of the foreign language.						
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.						

Notes

Output Created		14-DEC-2022 16:57:16
Comments		
Input	Data	C:\Users\user\Documents\Isasmita titiplujiuji revisi\xy smntr.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=x1 /STATISTICS=STDDEV RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

Statistics

anxiety

N	Valid	43
	Missing	1
Mean		48,09
Median		49,00
Mode		53
Std. Deviation		7,013
Range		33
Minimum		33
Maximum		66
Sum		2068

anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	2,3	2,3
	34	2	4,5	7,0
	35	1	2,3	9,3
	39	1	2,3	11,6
	40	1	2,3	14,0
	41	2	4,5	18,6
	42	1	2,3	20,9
	43	1	2,3	23,3
	44	2	4,5	27,9
	45	1	2,3	30,2
	46	1	2,3	32,6
	47	4	9,1	41,9
	48	2	4,5	46,5
	49	4	9,1	55,8
	50	1	2,3	58,1
	51	2	4,5	62,8
	52	4	9,1	72,1
	53	5	11,4	83,7
	55	2	4,5	88,4
	56	2	4,5	93,0
	57	2	4,5	97,7
	66	1	2,3	100,0
	Total	43	97,7	100,0
Missing	System	1	2,3	
Total		44	100,0	

Notes

Output Created		14-DEC-2022 16:58:42
Comments		
Input	Data	C:\Users\user1\Documents\sasmita titip\ujiuji revisi\xy smntr.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=x2 /STATISTICS=STDDEV RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

Statistics

motivasi

N	Valid	43
	Missing	1
Mean		56,21
Median		57,00
Mode		58
Std. Deviation		6,236
Range		32
Minimum		39
Maximum		71
Sum		2417

motivasi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39	1	2,3	2,3	2,3
	45	1	2,3	2,3	4,7
	47	1	2,3	2,3	7,0
	48	1	2,3	2,3	9,3
	49	1	2,3	2,3	11,6
	50	2	4,5	4,7	16,3
	51	2	4,5	4,7	20,9
	52	2	4,5	4,7	25,6
	53	2	4,5	4,7	30,2
	54	4	9,1	9,3	39,5
	55	2	4,5	4,7	44,2
	56	2	4,5	4,7	48,8
	57	3	6,8	7,0	55,8
	58	6	13,6	14,0	69,8
	59	1	2,3	2,3	72,1
	60	4	9,1	9,3	81,4
	61	1	2,3	2,3	83,7
	62	1	2,3	2,3	86,0
	63	1	2,3	2,3	88,4
	65	2	4,5	4,7	93,0
	66	1	2,3	2,3	95,3
	68	1	2,3	2,3	97,7
	71	1	2,3	2,3	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Notes

Output Created		14-DEC-2022 16:59:42
Comments		
Input	Data	C:\Users\user\Documents\sasmita titiplujiuji revisi\xy smntr.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=y /STATISTICS=STDDEV RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,03

Statistics

Speaking_performance

N	Valid	43
	Missing	1
Mean		80,98
Median		82,00
Mode		82
Std. Deviation		5,031
Range		28
Minimum		70
Maximum		98
Sum		3482

Speaking_performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	1	2,3	2,3	2,3
72	2	4,5	4,7	7,0
73	1	2,3	2,3	9,3
75	3	6,8	7,0	16,3
76	1	2,3	2,3	18,6
77	2	4,5	4,7	23,3
78	1	2,3	2,3	25,6
79	3	6,8	7,0	32,6
80	3	6,8	7,0	39,5
81	3	6,8	7,0	46,5
82	7	15,9	16,3	62,8
83	4	9,1	9,3	72,1
84	4	9,1	9,3	81,4
85	2	4,5	4,7	86,0
86	3	6,8	7,0	93,0
87	2	4,5	4,7	97,7
98	1	2,3	2,3	100,0
Total	43	97,7	100,0	
Missing System	1	2,3		
Total	44	100,0		

Notes

Output Created		14-DEC-2022 15:01:10
Comments		
Input	Data	C:\Users\user\Documents\sasmita titipluji\revisi\xy smntr.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax		NPART TESTS /K-S(NORMAL)=RES_1 /MISSING ANALYSIS.
Resources	Processor Time	00:00:00,03
	Elapsed Time	00:00:00,03
	Number of Cases Allowed ^a	786432

a. Based on availability of workspace memory.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		43
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,93318132
Most Extreme Differences	Absolute	,128
	Positive	,113
	Negative	-,128
Test Statistic		,128
Asymp. Sig. (2-tailed)		,073 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Notes

Output Created		14-DEC-2022 15:26:04
Comments		
Input	Data	C:\Users\user\Documents\sasmita.tif\pjujuji revisi\ky smntr.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax		MEANS TABLES=RES_2 BY PRE_1 /CELLS=MEAN COUNT STDDEV /STATISTICS LINEARITY.
Resources	Processor Time	00:00:00,03
	Elapsed Time	00:00:00,03

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Unstandardized Residual * Unstandardized Predicted Value	43	97,7%	1	2,3%	44	100,0%

Report

Unstandardized Residual

Unstandardized Predicted Value	Mean	N	Std. Deviation
78,36795	-8,3679488	1	.
79,64733	,3526742	1	.
79,76152	-,7615212	1	.
79,80475	-2,8047481	1	.
79,86307	-,8630714	1	.
79,97727	7,0227332	1	.
80,07882	-5,0788170	1	.
80,23624	17,7637607	1	.
80,25908	1,2409217	2	,70710678
80,45198	-1,4519848	2	9,89949494
80,46218	-4,4621788	1	.
80,46463	1,5353700	1	.
80,47482	-8,4748239	1	.
80,51031	-7,5103081	1	.
80,54334	1,4566589	1	.
80,64489	3,3551087	1	.
80,65509	-,6550853	1	.
80,75664	3,2433645	1	.
80,77947	3,2205255	1	.
80,78967	1,2103315	1	.
80,82515	5,1748473	1	.
80,93690	,0631032	1	.
80,94954	4,0504580	1	.
80,96219	,0378129	1	.
81,02825	3,9717469	1	.
81,16529	-6,1652875	1	.
81,19832	-2,1983205	1	.
81,27948	1,7205171	1	.
81,29987	1,7001293	1	.
81,64001	1,3599944	1	.
81,65265	,3473492	1	.
81,83291	-1,8329121	1	.
81,97240	4,0276022	1	.
81,98014	-1,4801405	2	4,94974747
82,21873	-,2187251	1	.
82,50299	-,5029879	1	.
82,56660	-4,5666026	1	.
82,78235	,2176518	1	.
82,97525	4,0247453	1	.
83,01074	-8,0107390	1	.
Total	,0000000	43	4,93318132

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Unstandardized Predicted Value	Between Groups	(Combined)	899,124	39	23,054	,562	,833
		Linearity	,000	1	,000	,000	1,000
		Deviation from Linearity	899,124	38	23,661	,577	,823
	Within Groups		123,000	3	41,000		
	Total		1022,124	42			

Measures of Association

	R	R Squared	Eta	Eta Squared
Unstandardized Residual * Unstandardized Predicted Value	,000	,000	,938	,880

Notes

Output Created		14-DEC-2022 16:22:23
Comments		
Input	Data	C:\Users\user\Documents\sasmita titiplujiuji revisi\xy smntr.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=x1 y /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,03

Correlations

		anxiety	Speaking_per formance
anxiety	Pearson Correlation	1	-,194
	Sig. (2-tailed)		,212
	N	43	43
Speaking_performance	Pearson Correlation	-,194	1
	Sig. (2-tailed)	,212	
	N	43	43

Notes

Output Created		14-DEC-2022 16:23:25
Comments		
Input	Data	C:\Users\user\Documents\sasmita titiplujiuji revisi\xy smntr.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=x2 y /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,03
	Elapsed Time	00:00:00,04

Correlations

		motivasi	Speaking_per formance
motivasi	Pearson Correlation	1	,051
	Sig. (2-tailed)		,745
	N	43	43
Speaking_performance	Pearson Correlation	,051	1
	Sig. (2-tailed)	,745	
	N	43	43

Notes

Output Created		14-DEC-2022 16:26:09
Comments		
Input	Data	C:\Users\user\Documents\sasmita titiplujiuji revisivxy smntr.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	44
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT y /METHOD=ENTER x1 x2 /SAVE PRED RESID.
Resources	Processor Time	00:00:00,05
	Elapsed Time	00:00:00,06
	Memory Required	3024 bytes
	Additional Memory Required for Residual Plots	0 bytes
Variables Created or Modified	PRE_2	Unstandardized Predicted Value
	RES_3	Unstandardized Residual

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	motivasi, anxiety ^b	.	Enter

a. Dependent Variable: Speaking_performance

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,196 ^a	,038	-,010	5,055	,038	,799	2	40	,457

a. Predictors: (Constant), motivasi, anxiety

b. Dependent Variable: Speaking_performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40,853	2	20,427	,799	,457 ^b
	Residual	1022,124	40	25,553		
	Total	1062,977	42			

a. Dependent Variable: Speaking_performance

b. Predictors: (Constant), motivasi, anxiety

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	89,341	11,248		7,943	,000
	anxiety	-,147	,121	-,205	-1,221	,229
	motivasi	-,023	,136	-,028	-,168	,867

a. Dependent Variable: Speaking_performance

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	78,37	83,01	80,98	,986	43
Residual	-8,475	17,764	,000	4,933	43
Std. Predicted Value	-2,645	2,062	,000	1,000	43
Std. Residual	-1,677	3,514	,000	,976	43

a. Dependent Variable: Speaking_performance

Photography

