

The Impact of Motivation and Foreign Language Anxiety on Speaking Performance of Prospective English Teachers

Pande Agus Adiwijaya^{1*} 

¹ English Education Department, ITP Markandeya Bali, Bangli, Indonesia

ARTICLE INFO

Article history:

Received March 08, 2021

Revised March 11, 2021

Accepted July 30, 2021

Available online October 25, 2021

Keywords:

motivation, foreign language anxiety, language learning



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

ABSTRACT

This study aims to investigate the impact of motivation and foreign language anxiety (FLA) on the speaking performance of prospective English teachers at one of Indonesia's universities of education. This study is an associational research using multiple linear regression analysis. The participants in this study were students who took Speaking Course I and 67 students were selected as the sample. All data in this study were collected using AMTB & FLCAS questionnaires and speaking tests. The results showed that most of the students had high motivation and FLA in Speaking Course I. In addition, the results showed that FLCAS and AMTB had high motivation and FLA. In addition, the results showed that $F (df_1=2, df_2=64) = 4.080, p < 0.05$ which means that motivation and FLA affect students' speaking performance with adjusted $R^2 = 0.085$. Both variables statistically contribute to speaking performance as indicated by $t(\text{AMTB}) = 2.028, p < 0.05$ and $t(\text{FLCAS}) = -2.580, p < 0.05$.

Copyright © 2021 by Author. Published by Universitas Pendidikan Ganesha.

1. Introduction

Becoming an English teacher to teach English as a second or foreign language needs a good mastery in some aspects. One of the aspects that is central to this profession is the mastery of English-speaking skills. Without possessing good communication skill in English, teachers will face some problems during teaching activities. Those problems are problems in using proper English to communicate, explaining the materials, and giving examples. Thus, one of the possible suggestions given is giving more exposure to English usage during their studies as prospective teachers to prepare them to be more proficient in English.

Many researchers have studied the relationship between exposures on English mastery (e.g. Molnar, 2013; Olmedo, 2014; Teng, 2016; Yin, 2015). Those studies affirmed the notion that exposures play an important part in English mastery. Students with more exposures on English usage tend to have better language mastery than those who do not have more exposures. Therefore, for some educational institutions, exposures have manifested into rules where students have to fully speak in English all the time during school days or at least in English courses.

1.1 Speaking

A language is a communication tool that people employ to express their thoughts. Language is also a medium through which people exchange meanings in order to gain mutual comprehension. When communication occurs, speaking is a necessary component. Possibly, without speech, communication is merely a script. Since communication is the reason why people use language, speaking has become an essential language skill in people's daily lives.

Speaking ability is a form of oral production and one of the essential language skills that language learners should develop (Haidara, 2016). In addition, speaking ability is the production of messages in a particular language used to convey or exchange meanings. According to Haidara, speaking has risen in importance for some language students. Therefore, language learners must master this skill because they will use it throughout their lives.

Speaking proficiency is a complex process involving grammatical structures, sound productions, word choices, etc. According to Abrar and Mukminin (2016), speaking is closely related to and influenced by a variety of variables, including linguistic knowledge, listening ability, topical knowledge, and motivation. In addition to those already mentioned by Abrar and Mukminin, Tuan and Mai (2015) stated that speaking

is related to performance conditions, whereas [Schwarz \(2005\)](#) and [Thornbury \(2005\)](#) stated that speaking is associated with psychology. As a result, it makes speaking even more complicated, as individuals must deal with these factors while maintaining oral communication. Consequently, as [Harmer \(2007\)](#) noted, language learners find language production to be so challenging because they must manage all of these components simultaneously.

When people must speak in a language they do not use frequently, speaking will be an even more difficult and complex process. According to [Luoma \(2004\)](#), speaking a foreign language is not simple, and it takes time to develop the necessary skills. As we all know, English is considered a foreign language in some countries. This indicates that English is not the primary language used in daily conversation in these nations. Perhaps English is used in education to the extent that only English is spoken by students in the classroom or other educational setting. Thus, this fact strengthens Luoma's argument.

Furthermore, switching from a native language to a foreign language will be difficult for some students. According to [Thornbury \(2005\)](#), the process of accurately constructing utterances from L1 to L2 does not occur automatically. Moreover, students who are naturally gifted speakers will encounter few difficulties when speaking a foreign language. They may be motivated to communicate in a foreign language. Those who are not naturally gifted speakers, on the other hand, will encounter difficulties when speaking a foreign language. Consequently, anxiety is inherent.

However, greater exposure to English does not always guarantee that prospective English teachers will perform well in the language, particularly in their speaking abilities. The mastery of the English language is also determined by affective factors such as motivation and anxiety. In the field of second language research (SLA), these factors have been examined for decades (see [Gardner & Lambert, 1972](#); [Gardner & MacIntyre, 1992](#); [Dörnyei, 2001](#); [Horwitz, Horwitz, & Cope, 1986](#); [Horwitz, 2001](#)). These studies demonstrated that motivation and anxiety have a significant impact on the success of foreign language learning, particularly in speaking skills.

1.2 Motivation

Motivation has become a field of interest for some researchers in educational research. Motivation has also become popular in the language acquisition field since [Gardner and Lambert \(1959\)](#) became the first pioneers who conducted this area of research through a social psychological perspective. They did their study in Canada and identified two important factors such as language aptitude and motivation.

Ever since, many have studied on the same area of research, especially for motivation in second language acquisition (e.g. [Gardner, Day, & MacIntyre, 1992](#); [Gardner, Lalonde, & Moorcroft, 1985](#); [Gardner & Lambert, 1972](#); [Dörnyei, 2001, 2003, 2010](#); [Dörnyei & Ushioda, 2009, 2011](#)). Most of these studies tried to define motivation and its effects on academic performance. Even though they had different perceptions and definitions of what motivation was, the thing they perceived the same was motivation triggers students to do their best to achieve what they want to achieve.

Motivation is really crucial in language learning and is often associated as the key to success or failure of language learning ([Dörnyei, 2003](#)). Someone who is motivated often spends efforts to achieve what they want and vice versa. As [Gardner and Lambert \(1972\)](#) define, motivation is a language learner's persistence in achieving the overall goals. In line with this, [Gass and Selinker \(2001\)](#) argued that individuals who are motivated will learn the second/foreign language faster than those who are not. Thus, motivation is a great deal and central to second/foreign language acquisition.

Motivation has a strong relationship with orientation (goals) as already mentioned above. This has prompted [Gardner and Lambert \(1972\)](#) to claim that motivation is an interplay between integrative motivation and instrumental motivation. Integrative motivation is about a positive attitude to learn a second language (the goal) meanwhile instrumental motivation is the functional reasons to learn a second language (the goal), e.g. to find a good job, a good salary, etc.

Gardner and Lambert's claim that motivation is an interplay between integrative and instrumental motivation was indirectly argued by some researchers (see [Clement & Kruidenier, 1983](#); [Belmechri & Hummel, 1998](#)). [Clement and Kruidenier \(1983\)](#) redefined the term orientation in [Gardner and Lambert's works \(1959, 1972\)](#). Meanwhile, [Belmechri and Hummel \(1998\)](#) did a study that viewed that orientation is more about context-dependent rather than instrumental and integrative ones. However, Gardner and Lambert's early works are still applicable for today's' research and for those who are interested in investigating motivation which particularly involves integrative and instrumental motivations.

Talking about motivation in detail, it is something that we cannot see but can be represented through attitude which forms behavior. Therefore, motivation is viewed as a positive attitude as postulated by [Gardner and Lambert \(1972\)](#), an attitude of a person toward language learning as a representative of motivation could be measured. [Gardner \(1985\)](#) has developed Attitude/Motivation Test Battery (henceforth is called as AMTB) to measure the attitude of language learners toward second language

learning. AMTB involves the measurement of the attitude of language learning, interest in foreign language, integrative motivation, and instrumental motivation.

1.3 Anxiety

Anxiety will always be associated with three types such as trait, situation specific, and state anxiety (MacIntyre & Gardner, 1989; Spielberger, 1983). Trait anxiety is a tendency to feel or to experience fears, worries, or any other negative emotions across many situations. Situation-specific anxiety is almost similar to trait anxiety but, it is more caused by a specific situation faced by the people. Meanwhile, state anxiety is a type of anxiety where people will experience a short unpleasant condition such as feeling worried, stressful, nervous, or any other emotional conditions under a particular circumstance.

Somehow, Scovel (1978) as cited by Horwitz (2001) argued that since there were many types of anxiety, researchers had to be specific in determining which type actually took accounts into emotional reactions happening with people. This argumentation had inspired Horwitz, Horwitz, and Cope. (1986) to take literature a step further where they studied that anxiety mostly deals with situation-specific anxiety apart from trait and state anxiety. In line with this action, McIntyre and Gardner (1989) claimed that anxiety in language learning is too specific to be related to general anxiety which involves situation specific, trait, and state anxiety. This intensifies that the research conducted by Horwitz et. al. (1986) as a great right movement.

Taking this action into research, Horwitz et. al. (1986) proposed a situation specific anxiety construct in language learning in which they called Foreign Language Anxiety (FLA). They furthermore argued that FLA is responsible for the students' negative reactions to language learning. According to Leibert and Morris (1967), reactions caused by anxiety can be categorized into worry and emotionality. Emotionality refers to psychological (feelings) and behavioral reactions while worry refers to cognitive reactions (thoughts). On the other hand, Tobias (1985) argued that only worry fits with reaction caused by foreign language anxiety rather than emotionality.

Furthermore, Horwitz et. al. (1986) proposed that FLA consists of three related performance anxieties such as communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is a type of anxiety in communicating with people. Test anxiety refers to a type of performance anxiety which learners are afraid of failure in doing a language performance test. Meanwhile, fear of negative evaluation is an apprehension experienced by learners of having a bad evaluation or a bad judgment upon themselves. Then, Horwitz et. al. (1986) came with a conclusion that FLA "... is not simply the combination of these three fears transferred to foreign language learning. Rather, we conceive foreign language learning as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning" (p.128).

As a result of the study conducted by Horwitz et. al. (1986), Foreign Language Classroom Anxiety Scale (FLCAS) was developed. This scale consists of thirty-three items which represent communication apprehension, test anxiety, and fear of negative evaluation. This scale was later on been used by some researchers to investigate anxiety in the foreign languages (e.g. Aida, 1994; Cheng, Horwitz & Schallert, 1999; Horwitz, 2001).

1.4 Motivation and anxiety in second language research

As scholars have been long intrigued by the factors affecting language mastery, many research have been conducted to investigate those factors. Among those determinant factors, motivation and anxiety have been found as two contrasting factors inherent in language learning. Moreover, they are found to be the predictors of the success and the failure in language learning, especially in second/foreign language acquisition.

Both motivation and anxiety have inspired many researchers to study the impact of these two factors at the same time in the language acquisition process. Those results have brought different results and even inconsistent ones. For instance, a research conducted by Nishitami and Matsuda (2011) found that learners with high intrinsic motivation were more likely to gain benefits from their learning. On the contrary, learners with high language anxiety were more likely to gain failure. Meanwhile, different findings were found by Sheu (2017) where it was found that anxiety had a negative impact on students' academic performance while motivation had no impact at all to students' performance. Interestingly, Liu (2011) found the reversed results where Liu found that motivation had an impact on language performance meanwhile language anxiety did not have an impact at all.

Even though the aforementioned results were in contrast, one thing that should be taken into consideration is motivation and anxiety might impact one to another. As a little research had been conducted (see Liu & Chen, 2015; Neff, 2007), it was found that anxiety affected motivation to attribute a low degree. However, it could also be the reverse, but it has not yet been proven. Therefore, research on

motivation and anxiety should be conducted in more numbers since those are relatively new topics in second language research.

Motivation is a factor that can be either internal or external to trigger people to achieve what they want. Meanwhile, anxiety is a psychological condition (e.g. fear, stress, panic, etc.) which affects people to do a low or bad performance. Both are believed as the major sources of students' success or failure in language learning, including the students of English education as prospective English teachers. Thus, many have studied the impacts of motivation and anxiety toward academic performance to prove the claim that both are the predictors of success and failure in language learning.

As the results of those studies, it is believed that students with high motivation are likely to gain success in academic performance. In addition, many studies have shown that motivation also has impacts on speaking skill. For instance, [Quadir \(2014\)](#) studied the relationship between motivation and oral communication where he found that motivation had a positive correlation toward oral communication. In line with this finding, [Toni and Rostami \(2012\)](#) as well as [Khoiriyah \(2016\)](#) also found that motivation has a positive correlation with speaking skill.

On the other hand, students with high anxiety are likely to perform badly in oral communication. This has intrigued some researchers to conduct research about the relationship between anxiety and speaking skills (e.g. [Amiri & Ghonsooly, 2015](#); [Lucarz, 2011](#); [Mohammadi, Biria, Kosha, & Shahsavari, 2013](#)). These studies explicated the notion that anxiety has a negative correlation with speaking skill. Thus, this infers that bad performance in oral communication may be caused by high anxiety possessed by the students.

But, motivation and anxiety are always inherent in language learning. There is no possibility of being motivated without having anxiety or vice versa. Furthermore, this then leads to a question on what will happen if the students have both motivation and anxiety at the same time toward speaking skills. This question needs to be answered immediately since these two factors are the common factors every student will face in their language learning process. Besides, these factors might affect the performance of prospective English teachers in speaking since these students will deal mostly with English communication in conducting their jobs in the future as English teachers. Therefore, further investigations about these factors should be conducted to find out the levels of students' motivation and anxiety as well as studying the relationship between these factors.

Unfortunately, there are only a few studies examining the motivation and anxiety of English teachers or prospective English teachers (e.g. [Bali, 2016](#); [Jedynak, 2011](#); [Klanrit & Sroinam, 2012](#), [Siew & Wong, 2012](#)). Moreover, those studies only explored the affective factors in speaking performance without any further details on the relationships between motivation and anxiety toward speaking performance. Therefore, more studies are needed to explore the literature of this area of research. This fact along with the aforementioned rationale prompted the researcher to conduct this study as well as to enhance the contribution to the literature on the relationships of motivation and anxiety toward speaking performance. It therefore sought to investigate

1. Is there any significant impact of motivation on speaking performance?
2. Is there any significant impact of foreign language anxiety on speaking performance?
3. Is there any simultaneous impact of motivation and foreign language anxiety on speaking performance?

2. Research Methods

This current study belongs to an associative study which used multiple linear regression analysis model during its implementation. Particularly, the researcher in this study observed the relationships between the attitude of a foreign language as a representative of motivation in language learning and foreign language anxiety toward students' speaking performance. There were two Independent variables such as the attitude of a foreign language as a representation of motivation and foreign language anxiety while the dependent variable was students' speaking score.

The researcher involved 67 students as the samples out of 150 total students of English Education Department, at a public university in Indonesia who were taking speaking 1 course. Moreover, the English Education Department at Undiksha is a department which yields prospective English teachers. All of the instructions implemented are in English including those in Speaking 1 course. Then, the samples were chosen using intact group sampling technique where from 70 students invited, only 67 were willing to join the study.

The data was collected through a survey by implementing questionnaires. The instruments used in this study were Attitude/Motivation Test Battery (AMTB) developed by [Gardner \(1985\)](#) which consists of 104 items, Foreign Language Classroom Anxiety Scales (FLCAS) developed by [Horwitz, Horwitz, and Cope \(1986\)](#) which consists of 33 items and a speaking performance test. Those questionnaires were adopted in

this study and according to internal consistency analysis using Alpha Cronbach, it showed high reliability to both questionnaires where they were above 0.8. The study was initially started at the end of 2016 where all the data was collected and ended in early 2017. The reason was that the speaking test could be done at the end of the semester which was in early 2017. Meanwhile, the analysis of the data was conducted in 2018.

All of the data was analyzed using descriptive statistics and multiple linear regression analysis. The descriptive statistics were conducted to find the mean, standard deviation, and variance of each group. Meanwhile, regression analysis was conducted to examine the relationships independent variables toward the dependent variable. Furthermore, the regression model that was proposed in this study can be seen as follows.

$$\text{Speaking performance (Y)} = \beta_0 + \beta_{1 \times 1} (\text{AMTB}) - \beta_{2 \times 2} (\text{FLCAS}) + \varepsilon$$

Moreover, in conducting the multiple linear regression analysis, there were 4 tests of assumptions implemented in this study such as normality test using Kolmogorov-Smirnov test, homoscedasticity for homogeneity group test, linearity test, and multicollinearity by implementing. In hypothesis testing in this research, the alpha (α) value implemented was 0.05. Furthermore, the hypotheses in this study could be formulated as follows.

- a. H_0 : $\rho_{x_1y} = 0$
 H_1 : $\rho_{x_1y} > 0$
- b. H_0 : $\rho_{x_2y} = 0$
 H_1 : $\rho_{x_2y} > 0$
- c. H_0 : $\rho_{x_1x_2y} = 0$
 H_1 : $\rho_{x_1x_2y} > 0$

3. Findings & Discussion

3.1 Findings

By conducting a descriptive statistics' analysis toward 3 different groups of data, table 1 shows that the data in AMTB was $M = 403.97$, $SD = 32.53$, and $Var = 1058.24$. This data is followed by FLCAS where $M = 123.80$, $SD = 14.70$, and $Var = 216.28$. Meanwhile, the values in speaking score were $M = 82.65$, $SD = 3.75$, and $Var = 14.03$.

Table 1. Summary of Descriptive Statistics

Variables	M	SD	Var
AMTB	403.97	32.53	1058.24
FLCAS	123.80	14.70	216.28
Speaking Score	82.65	3.75	14.03

The data distributions (as shown by table 2, 3, and 4) showed the interval classes, frequency, relative frequency, and category of all data groups. From the data distribution of students' motivation (table 2), it was found that the highest frequency was in score 355-437 (high category) as shown by 57 respondents and 85% of relative frequency. Meanwhile, the lowest frequency was in 272-354 (average category), indicated by 4 respondents and 5.97% of relative frequency. Moreover, the data distribution of students' FLCAS (table 3) interestingly showed that the highest frequency was in 114-139 (very high category) with 41 respondents and 61.19% of relative frequency. On the contrary, the lowest frequency was in 7140-166 (very high category) as indicated by 9 respondents with 13.44% of relative frequency. The last data distribution from students' speaking score (table 4) showed that the highest frequency was in 80-84 (average category) as marked by 31 frequency and 44.3% of relative frequency. Meanwhile, the lowest frequency was in 90-94 (very high category) with 3 frequency and 4.4% of relative frequency.

Table 2. Distribution of Students' Motivation (AMTB)

No.	Interval Classes	Frequency (fi)	Relative Frequency (fr%)	Category
1	104 – 187	0	0	Very low
2	188 – 271	0	0	Low
3	272 – 354	4	5.97	Average
4	355 – 437	57	85	High
5	437 – 520	6	9.03	Very high

Table 3. Distribution of Students' FLCAS

No.	Interval Class	Frequency	Relative Frequency	Category
-----	----------------	-----------	--------------------	----------

		(fi)	(fr%)	
1	33 – 60	0	0.0	Very low
2	61 – 87	0	0.0	Low
3	88 – 113	17	25.37	Average
4	114 – 139	41	61.19	High
5	140 – 166	9	13.44	Very high

Table 4. Distribution of Students' Speaking Score

No.	Interval Class	Frequency (fi)	Relative Frequency (fr%)	Category
1	70 – 74	5	7.1	Very low
2	75 – 79	5	7.1	Low
3	80 – 84	31	44.3	Average
4	85 – 89	26	37.1	High
5	90 – 94	3	4.3	Very high

After conducting the descriptive statistical analysis, it was continued into tests of assumptions. Those tests were normality test using Kolmogorov-Smirnov test, homoscedasticity for homogeneity group test, linearity test, and multicollinearity. All of the tests showed that all data were normally distributed and come from homogenous groups. Moreover, all data were linear and strongly correlated. Therefore, the analysis could be continued into hypotheses testing.

The simultaneous testing (as shown by table 5) showed that $F (df_1 = 2, df_2 = 64) = 4.080, p < 0.05$ where it indicated that H_{03} was rejected and H_{a3} was accepted. It specifically means that there is a simultaneous impact of motivation and foreign language anxiety on students' speaking score. In addition, according to partial analysis by using t-test (see table 6), it was found that H_{01} was rejected and H_{a1} was accepted as shown by $t = 2.028, p < 0.05$. Furthermore, it means that statistically, there is a significant impact of motivation on speaking score. Moreover, it was found that H_{02} was rejected and H_{a2} was accepted where $t = -2.580, p < 0.05$. It means that statistically, there is a significant impact of foreign language anxiety on speaking score.

Table 5. Simultaneous Testing's Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	104.730	2	52.365	4.080	0.021 ^b
Residual	821.332	64	12.833		
Total	926.062	66			

Table 6. Partial Analysis Using t-test

Variables	t	Sig.
(Constant)	13.881	0.000
AMTB	2.028	0.012
FLCAS	-2.580	0.047

The researcher continued analyzing the rest of the data (table 7 and 8) which showed that the adjusted $R^2 = 0.085$ where it means that the proportion of the effect of motivation and foreign language anxiety toward students' speaking score was 9%. Meanwhile, the rest 91% was determined by other factors that were not investigated in this study. In addition, from the regression table it was found that the equation line drawn was Speaking performance (Y) = $81.026 + 0.029$ (AMTB) - 0.082 (FLCAS). This equation means without motivation and foreign language anxiety, the students' constant score in speaking course would be 81.026. In addition, it infers that if motivation is increased by one point, students' speaking score will increase by 0.029. On the contrary, if foreign language anxiety is increased by one point, it results on the decrease of 0.082 points on speaking score.

Table 7. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
---	----------	-------------------	----------------------------	---------------

0.336 ^a	0.113	0.085	3.58236	1.971
--------------------	-------	-------	---------	-------

Table 8. Regression Equation

Variables	Unstandardized Coefficients	
	B	Std. Error
(Constant)	81.026	5.837
AMTB	0.029	0.014
FLCAS	-0.082	0.032

Tabel 1. Tabel Siklus 1 Hasil Belajar Siswa Dalam Siklus 1

No	Nama Siswa	Nilai	Predikat
1	Budi	80	Tuntas
2	Rudi	70	Tuntas
3	Putu	70	Tuntas

3.2 Discussion

Having a high motivation in learning a foreign language is a great source to perform a better achievement in a second or a foreign language class. Without having a good motivation for language learning, how could these students spend their efforts for enhancing their language acquisition as prospective English teachers. As scholars (Gardner & Lambert, 1972; Gass & Selinker, 2001) delineated that students with high motivation will be more successful than those who do not because they will spend many efforts to achieve what they purposes are. Apparently, the motivation for learning a foreign language possessed by the students in this study have brought them to have mostly average and high scores in the speaking course. Yet, from the aforementioned results, it seems that the more motivation of learning a foreign language a student has the more it increases his/her performance in speaking.

The result of this study statistically enhances the findings from some current studies including those from Marzban and Sadighi (2013) who found that there was a significant difference between students with big attitude/motivation and those with low attitude/motivation toward speaking test; Rachvelishvili (2017) found that there was a correlation between achievement motivation toward language learning; Zeinivand, Azizifar, and Gowhary (2015) found that that there was a significant relationship between attitude & motivation and speaking proficiency. Overall, these empirical findings including the present study affirm the notion that the motivation of learning a foreign language has a significant effect toward speaking performance.

Thus, students' motivation should be taken into consideration in language learning. Students' motivation for learning a foreign language should be able to be identified immediately in order the instructor knows the next step that should be conducted. Furthermore, motivation is a great source for these students to enhance their professionalism as a prospective teacher before they face the real world as real English teachers. As a result, students are willing to do anything to improve their language acquisition to improve their professionalism as prospective teachers once they have a great motivation for learning a foreign language. As stated by Hamachek (1990), motivation serves three important functions where one of them is energizing the language learners to do anything the achieve their goals. Therefore, immediate identification of students' motivation in every learning is highly needed in order the instructors can use the result as information as well as considerations to design some activities which can enhance students' progress in language learning.

Unfortunately, having a high motivation for learning a foreign language and being followed by high foreign language anxiety will surely not benefit the students in performing a better achievement in second or foreign language classes. Moreover, these students are prospective teachers who are going to use English in their teaching in the future, Particularly, they will deal more with oral communication. A very simple explanation is dealing with a language that is not our own language will easily generate anxiety (Littlewood, 2007). Presumably, anxiety in this study is inherent in students' speaking course since English is not their L1 or L2.

In addition, mostly these students had the chance to use English only in the classrooms where they actually had very formal situations. Thus, having high anxiety is inevitable as shown by this current research since no other place to practice English other than in the classrooms. In line with this, Dörnyei (2001) stated that language classrooms are an "inherently face-threatening environment" (p.91). Thus, Dörnyei's statement supports the notion that one among those unexplained reasons in which anxiety happened with these students was presumably caused by the classrooms' environment.

Foreign language anxiety itself has been statistically investigated in this study affecting students' performance in speaking. This finding is consistent with those investigated by some previous researchers (E.g. Aida, 1994; Fukai, 2000; Horwitz, 2001; Lin & Yi, 1997). Those studies claimed that high levels of learners' anxiety negatively affect students' oral performance. Moreover, some current research (See Aghajani & Amanzadeh, 2017; Amiri & Ghonsooly, 2015; Oda, 2011) also showed the same sign as claimed by this research and other aforementioned studies. Those studies explicated that language anxiety is the source of students' bad performance in foreign language learning, especially in speaking skills. Thus, these studies support the claim that language anxiety deals with the bad performance of the students in speaking skills.

Every English instructor must be alerted if they find such a situation where their students seem to have a high level of anxiety. The sooner the instructors find out this phenomenon, the faster solutions could be applied. Meanwhile, the slower they react to this, the worst condition the students may have in their language classes. Certainly, every educator does not want their students to have high anxiety in their language classes because as aforementioned argumentations serve that foreign language anxiety is responsible for bad performances in speaking. Therefore, an immediate investigation of foreign language anxiety should be conducted.

Furthermore, the results of this study also contended that motivation and foreign language anxiety simultaneously affected students' speaking score. Even though they are two contrasting variables, statistical analysis in this study showed the conditions that the more attitude the students had, the more it would increase their performance in speaking. On the contrary, the more language anxiety they possessed, the lower the performance they would have. This finding is similar to those found by Nishitami and Matsuda (2011) where they found that students with high motivation got benefit from their learning while students with high anxiety were more likely to attribute failure. As the consequence, these findings might contribute a lot to the literature about motivation and foreign language anxiety in language learning.

Talking profoundly about foreign language anxiety, this determinant factor surprisingly decreased more score than the attitude of a foreign language could add to students' speaking score. Seemingly, foreign language anxiety affects students' performance to be low more than the attitude of a foreign language can affect to be better. Perhaps, it is because of anxiety deals more to reactions such as emotionality and worry (Leibert & Morris, 1967). The combination of emotionality and worry will be enough to affect students to perform badly in speaking. Furthermore, as explained by Price (1991), students could be detrimental, terrified, and traumatized of unsuccessful performance when they have high anxiety. In line with this claim, Owens, Stevenson, Hadwin, and Norgate (2012) argued that severe anxiety can negatively affect working memory of the students. Therefore, students might easily forget some linguistic knowledge that can support them in communication. As the consequence, they perform badly in speaking the foreign language.

To the best of my knowledge, the relationship between language anxiety and attitude or motivation is very complex. As many researchers claimed that high motivation will result on low possession of anxiety (Gardner, Masgoret, & Tremblay, 1999; Pinier and Osizer, 2013) while low anxiety does not affect on motivation (Gardner, Day, & McIntyre, 1992; Razak, Yassin, & Maasum, 2017;). On the contrary, different results were found by Liu and Chen (2015) as well as by Neff (2007) where anxiety affected motivation to attribute low degree. As this later on inspired Dörnyei (2010) to argue that there must be a system of all these in which students' characteristics or behavior become predictable and researchable. Thus, scholars, educators, and others will know the right formula of success in language learning as it is important to know which should be intensified and which should be coped.

However, the results in this study showed that motivation and foreign language anxiety only contributed a very small portion of students' speaking score. Even though the contribution was small, however, the regression line proposed in this study can explain how motivation and anxiety affect speaking performance. Moreover, there must be another explanation of other factors that might possibly contribute to students' speaking score. Unfortunately, this current study did not investigate those factors which became the limitation in this study. In addition, there is very limited research which can support the claims that there are some other factors that affect language learning. Perhaps, it is because of the due that second language research is a relatively new area in research and facilitating factors to language research is also new topics in SLA. This fact is strongly supported by Pinier and Osizer (2013) who argued that some facilitating aspects to language learning have been rarely investigated in the applied linguistics field. Therefore, more supporting research is necessary in the future.

4. CONCLUSION

From the aforementioned results, it can be concluded that most of the students of the English education department as prospective English teachers had high motivation in language learning as well as high anxiety of foreign language in speaking class. Motivation and anxiety have been proven statistically in

this study to be the determinant factors of the students' performance in speaking class. The more motivation for learning a foreign language these students have the more it increases his/her performance in speaking. Meanwhile, the more language anxiety the students have, the lower the performance they will have. However, there is one thing that should draw every instructor's attention that foreign language anxiety decreases more score than the attitude of a foreign language can contribute to students' speaking performance. Thus, instructors must be well prepared with the solutions to cope students' foreign language anxiety and maximizing students' motivation in language learning for greater success, especially in preparing them to be professional English teachers in the future.

Moreover, research about motivation and anxiety is relatively new in research. More studies on these two determinant factors in language acquisition are necessary. Hopefully, this study could inspire other researchers in the future to conduct similar research.

5. References

- Abrar, M. & Mukminin, A. (2016). International graduate classroom discussion engagement, challenges, and solving strategies. *Asia Pacific Collaborative Education Journal*, 12(1), pp. 5-19.
- Aghajani, M., & Amanzadeh, H. (2017). The effect of anxiety on speaking ability: An experimental study on EFL learners. *Journal of Applied Linguistics and Language Research*, 4(7), pp. 154-164
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78(2), pp. 155-168. <http://dx.doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- Amiri, M., & Ghonsooly, B. (2015). The relationship between English learning anxiety and the students' achievement on examinations. *Journal of Language Teaching and research*, 6(4), pp. 854-865. <http://dx.doi.org/10.17507/jltr.0604.20>
- Bali, A. (2016). Impact of motivation and anxiety on master II EFL university students' oral presentations in the classroom (Unpublished master's thesis), University of Tlemcen, Tlemcen, Algeria.
- Cheng, Y. S., Horwitz, E. K. & Schallert, D.L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49, pp. 417-446. <https://doi.org/10.1111/0023-8333.00095>
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow, UK: Longman.
- Dörnyei, Z., (Ed). (2003) *Attitudes, orientations, and motivations in language learning*. Oxford: Blackwell.
- Dörnyei, Z. (2010). The relationship between language aptitude and language learning motivation: Individual differences from a dynamic systems perspective. In E. Macaro (Ed.), *Continuum companion to second language acquisition* (pp. 247-267). London: Continuum.
- Dörnyei, Z., & Ushioda, E. (Eds.). (2009). *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman.
- Fukai, M. (2000). Foreign language anxiety and perspectives of college students of Japanese in the United States: An exploratory study. *Japanese Language Education around the Globe*, 10, pp. 21-41
- Gardner, R. C. (1985). *The attitude motivation test battery: Technical report*. University of Western Ontario.
- Gardner, R. C., Day, B., & MacIntyre, P. D. (1992). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition*, 14, pp. 197-214. <https://doi.org/10.1017/s0272263100010822>
- Gardner, R.C., & Lalonde, R.N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language Learning*, 35(2), pp. 207-227. <https://doi.org/10.1111/j.1467-1770.1985.tb01025.x>
- Gardner, R. C. & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 14, pp. 266-272. <https://doi.org/10.1037/h0083787>
- Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in secondary language learning*. Rowley, M. A: Newbury House.
- Gardner, R. C., Masgoret, A. M., & Tremblay, P. F. (1999). Home background characteristics and second language learning. *Journal of Language and Social Psychology*, 18(4), pp. 419-437. <https://doi.org/10.1177/0261927x99018004004>
- Gass, S., & Selinker, L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.
- Haidara, Y. (2016). Psychological factors affecting English speaking performance for the English learners in Indonesia. *Universal Journal of Educational Research*, 4(7), pp. 1501-1505. <https://doi.org/10.13189/ujer.2016.040701>
- Hamachek, D. E. (1990). *Psychology in teaching, learning, and growth*. Boston, MA: Allyn and Bacon.
- Harmer, J. (2007). *The practice of English language teaching*. New York, NY: Pearson Longman

- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, pp. 112–126. <https://doi.org/10.1017/s0267190501000071>
- Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, pp. 125-132. <https://doi.org/10.2307/327317>
- Jedynak, M. (2011) Teaching experience and its role in foreign language teachers' anxiety. *Acta Neophilologica*, 13, pp. 59-72.
- Khoiriyah, S. L. (2016). The correlation among attitude, motivation, and speaking achievement of college students across personality factors. *Journal of Languages and Literature*, 10(1), pp. 78-91. <https://doi.org/10.19105/ojbs.v10i1.813>
- Klanrit, P. & Sroinam, R. (2012). EFL teacher's anxiety in using English in teaching in the language classroom. *International Journal of Social Science and Humanity*, 2(6), pp. 493-496. <https://doi.org/10.7763/ijssh.2012.v2.154>
- Liebert, R. M. and Morris, L. W. (1967). Cognitive and emotional components of anxiety: A distinction and some initial data, *Psychological Reports*, 20, pp. 975-978. <https://doi.org/10.2466/pr0.1967.20.3.975>
- Lin, J-C. G., & Yi, J. K. (1997). Asian international students' adjustment: Issues and program suggestions. *College Student Journal*, 31(4), pp. 473-480.
- Littlewood, W. (2007). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Liu, H-J. (2011). Exploring foreign language anxiety and motivation among young adolescents in Taiwan. *Journal of Humanities*, 11, pp. 75-91.
- Liu, H-J. & Chen, C-W. (2015). A comparative study of foreign language anxiety and motivation of academic and vocational track high school students. *English Language Teaching*, 8(3), pp. 193-204. <https://doi.org/10.5539/elt.v8n3p193>
- Lucarz, M. B. (2011). The relationship between language anxiety and the actual perceived levels of foreign language pronunciation. *Studies in Second Language Learning and Teaching*, 1(4), pp. 491-514.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning*, 39(2), pp. 251-275. <https://doi.org/10.1111/j.1467-1770.1989.tb00423.x>
- Marzban, H., & Sadighi, F. (2013). A study of the impact of motivation and attitude on speaking in academic contexts: A case of Iranian EFL university students. *International Journal of Language Learning and Applied Linguistics World*, 3(4), pp. 154-177.
- Mohammadi, E. G., Biria, R., Koosha, M., & Shahsavari, A. (2013). The relationship between foreign language anxiety and learning strategies among university students. *Theory and Practice in Language Studies*, 3(4), pp. 637-646. <https://doi.org/10.4304/tpls.3.4.637-646>
- Molnar, M. (2013). English proficiency and english exposure in the media: A comparative study between countries with high and low English exposure (Unpublished Bachelor Thesis). University of Iceland, Reykjavík, Iceland.
- Neff, P. E. (2007). The roles of anxiety and motivation in language learner task performance. *Doshisha Studies in Language and Culture*, 10(1), pp. 23-42.
- Nishitani, M. & Matsuda, T. (2011). The relationship between language anxiety, interpretation of anxiety, intrinsic motivation and the use of learning strategies. *US-China Education Review*, 3, pp. 438-446.
- Oda, A. H. (2011). The effect of anxiety of learning English as a foreign language. *Journal of the College of Arts*, (58), pp. 1-24.
- Olmedo, M. I. (2014). English language learning beyond the classroom walls (Unpublished Master Thesis). University of Barcelona, Barcelona, Spain.
- Owens, M., Stevenson, J., Hadwin, J. A., & Norgate, R. (2012). Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory. *School Psychology International*, 33, pp. 433–449. <http://dx.doi.org/10.1177/0143034311427433>
- Piniel, K., & Osizer, K. (2013). L2 motivation, anxiety and self-efficacy: The interrelationship of individual variables in the secondary school context. *Studies in Second Language Learning and Teaching*, 3(4), pp. 523-550. <https://doi.org/10.14746/ssl.2013.3.4.5>
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. In *Language anxiety: From Theory and research to classroom implications* (pp. 101–108). Englewood Cliffs, NJ: Prentice Hall.
- Quadir, M. (2014). Relationship between learners' motivation factors and speaking strategy factors to learn oral communication in English. *The English Teacher*, 43(2), pp. 113-135.
- Rachvelishvili, N. (2017). Achievement motivation toward learning English language in modern educational context of Georgia. *Problems of Education in the 21st Century* 75(4), pp. 366-374.

- Razak, N. A., Yassin, A. A., & Maasum, T. N. R. B. T. M. (2017). Effect of foreign language anxiety on gender and academic achievement among Yemeni University EFL Students. *English Language Teaching*, 10(2), pp. 73-85. <http://dx.doi.org/10.5539/elt.v10n2p73>
- Sheu, P-H. (2017). Examining the relationship of motivation, attitude, anxiety and achievement in English learning among elementary school students in Taiwan. *International Journal of Language and Literature*, 5(2), pp. 174-184.
- Siew, M. & Wong, L. (2012). Language anxiety, motivation to learn, and pedagogical preferences: the case of Malaysian pre-service teachers of English. *ELTED*, 15, pp. 65-73.
- Spielberger, C. (1983). *Manual for the state-trait anxiety inventory: STAI (form y)*. Palo Alto, CA: Consulting Psychologists Press.
- Teng, F. (2016). The effects of word exposure frequency on incidental learning of the depth of vocabulary knowledge. *Journal of Language Studies*, 16(3), pp. 53-70.
- Thornbury, S. (2005). *How to teach speaking*. Harlow: Pearson Education Limited.
- Tobias, S. (1985). Test anxiety: Interference, defective skills and cognitive capacity. *Educational Psychologist*, 3, pp. 135-142. https://doi.org/10.1207/s15326985ep2003_3
- Toni, A. & Rostami, M. (2012). Overall motivation and the promotion of EFL learners' oral proficiency. *Theory and Practice in Language Studies*, 2(11), pp. 2336-2341. <https://doi.org/10.4304/tpls.2.11.2336-2341>
- Tuan, N.H. & Mai, T.N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian Journal of Educational Research*, 3(2), pp. 8-23.
- Yin, M. (2015). *The effect and importance of authentic language exposure in improving listening comprehension* (Unpublished Master Thesis). St. Cloud State University, Minnesota, USA.
- Zeinivand, T., Azizifar, A., & Gowhary, A. (2015). The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshehr city. *Procidia Social and behavioral Sciences* 199, pp. 240-247. <https://doi.org/10.1016/j.sbspro.2015.07.512>