

SELF-ESTEEM, ACHIEVEMENT MOTIVATION, SELF-EFFICACY AND STUDENTS' ANXIETY IN SPEAKING

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Abstract: Self-esteem, Achievement Motivation, Self-efficacy and Students' Anxiety in Speaking. This research aimed at analyzing the contribution of self-esteem, achievement motivation and self-efficacy on students' anxiety and their anxiety on speaking competency in English. The population of this study was the first semester students of English Education Department, Ganesha University of Education. This research used correlational design and the data were analyzed by using multiple regression analysis. The results showed that: (1) there was a significant contribution of self-esteem towards students' anxiety at 33.6%, (2) there was a significant contribution of achievement motivation towards students' anxiety at 28.7%, (3) there was a significant contribution of self-efficacy towards students' anxiety at 31.0%, (4) there was a significant simultaneous contribution of self-esteem, achievement motivation, and self-efficacy towards students' anxiety at 40.8%, and (5) there was a significant contribution of students' anxiety towards students' speaking competency at 54.0%.

Keywords: self-esteem, achievement motivation, self-efficacy, students' anxiety, speaking competency

Abstrak:Kepercayaan Diri, Motivasi Berprestasi, Efikasi Diri dan Kecemasan Siswa dalam Berbicara. Penelitian ini bertujuan untuk menganalisis kontribusi kepercayaan diri, motivasi berprestasi, dan efikasi diri terhadap kecemasan dan kecemasan terhadap kompetensi berbicara mahasiswa dalam Bahasa Inggris. Populasi penelitian ini adalah mahasiswa semester 1 pada Jurusan Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha. Penelitian ini menggunakan desain korelasi dan menggunakan analisis regresi ganda sebagai teknik analisis data. Hasil penelitian menunjukkan bahwa: (1) terdapat kontribusi yang signifikan antara kepercayaan diri terhadap kecemasan siswa sebesar 33.6%, (2) terdapat kontribusi yang signifikan antara motivasi berprestasi terhadap kecemasan siswa sebesar 28.7%, (3) terdapat kontribusi yang signifikan antara efikasi diri terhadap kecemasan siswa sebesar 31,0%, (4) terdapat kontribusi yang signifikan antara kepercayaan diri, motivasi berprestasi, dan efikasi diri terhadap kecemasan siswa sebesar 40.8%, and (5) terdapat kontribusi yang signifikan antara kecemasan siswa terhadap kompetensi berbicara siswa sebesar 54.0%.

Kata-kata Kunci: kepercayaan diri, motivasi berprestasi, efikasi diri, kecemasan siswa dan kompetensi berbicara

English is a language with great reach and influence so it is taught all over the world under many different circumstances. The objective of a language teaching is mainly to enable students to communicate in English as the target language. This objective, however, is easier said than done. The fact in real life is that the students who are taught English in the classroom fail to speak by

using the target language properly in real life situation. Many learners express their inability and sometimes even acknowledge their failure in learning to speak English.

Speaking, especially in a foreign language, is considered as a complex and multilevel skill (Djigunovic, 2006). It requires many backup factors in order to be able to speak well in the

target language. Those factors include the knowledge of the language together with the knowledge of the topic, and the ability to speak under real constraints, such as having confidence, self-esteem, anxiety, and enthusiasm. Therefore, it can be said that speaking does not only require cognitive processing, but it also involves the affective factors of learning.

Based on the observation done by the researcher, it was found that the students of English Education Department (EED) faced some problems in learning English skills, especially speaking. These learners may be good at learning other skills but when they come to learning to speak in English, they claim to have a 'mental block'. In this case, students' feeling of stress, anxiety or nervousness impedes their language learning and performance abilities. It shows that the students' affective factors potentially influence their performance in the classroom.

The importance of affective factors in language learning has been noted by Du (2009) who also stated that the ignorance of the relationship between the students' affective factors and their learning will have negative influence on the teaching and learning effect. In language learning, Brown (2000) also asserts that if teaching is based only on cognitive consideration, the most fundamental side of human behavior will be omitted. Therefore, the affective factors are the important factors that need to be concerned on the teaching and learning process, especially in language learning.

Some variables of affective factors were found as having a high impact on success in language learning. In line with that, Krashen (in Du, 2009), in his *Affective Filter Hypothesis*, states that affective variables can either help or hinder the process of second language acquisition. The lower affective filter, the more language input will be obtained. On the other hand, the strong filter will prevent the input that will be obtained by the learners. Krashen (in Brown, 2000) claims that "the best acquisition will occur in environments where anxiety is low and defensiveness is absent".

Anxiety happens in EFL/ESL class where students should perform in the target language. It will require them to be competent in presenting his ideas or opinions in a way that can be understood by others. This might lead to one's refusal for communication, fear, or even panic to respond and act in the target language. In other

words, it can be said that the students experience anxiety in the classroom. This phenomenon also happens to students of EED who generally experience anxiety in speaking English. Sugiartawan (2010) found that there was a significant contribution of anxiety towards students' speaking performance. The higher the anxiety, the lower performance would be. In other words, it can be said that anxiety is one of the determining factors that affect students' competency in speaking. Therefore, it is important to conduct the investigation to the factors that might contribute to students' anxiety which also influence the students' speaking competency.

There are some potential affective factors that are suspected to contribute to students' anxiety when they are speaking namely: self-esteem, achievement motivation, and self-efficacy. It is believed that self esteem works like a trait and is stable across time within individuals. Everyone's self esteem is influenced by many factors. Parents, teachers, coworkers, friends, fellow classmates and the environment may constantly influence self esteem (Osborne, 1997). It has been related to virtually every other psychological concept or domain, including personality, task performance and similar behavior, cognitive (e.g., attribution bias) and clinical concepts such as anxiety and depression. Kaplan et.al. (1995) stated that self-esteem has a momentous role on mental health so that with a decline in these factors, symptoms and traits of anxiety, depression, loneliness, shyness and being reserved will be revealed and if persistent, serious problems will ensue. Therefore, it can be concluded that self-esteem contributes to students' anxiety that in the present study is analyzed in the students of English Education Department of Ganesha University of Education.

The next affective factor that is suspected to contribute to anxiety is achievement motivation. Lens and DeCruyenaere (1991) stated that learners' anxiety correlates with academic motivation ratings by teachers, along with achievement motivation, intrinsic motivation, causal attribution, and expectancy-value instrumentality. In other words, learner anxiety is influenced by rather substantial factors such as intrinsic achievement motivation, on achievement motivation to learn a language. Khalek (1994) also stated that there is a negative correlation between achievement motivation and anxiety. He stated that there is a high possibility that achievement motivation influences anxiety. If the achievement

motivation is low, people can be predicted to have high anxiety.

The last affective factor that is potentially suspected to contribute to anxiety is self efficacy. According to Lan and Gill (1984) the higher self-efficacy leads to the lower self-reported anxiety. When students with high self efficacy do the assignment, they tend to have low anxiety. On the other hand, students with low self efficacy will be highly anxious in the classroom. It concludes that there is a relationship between self efficacy and students' anxiety.

Based on the relationship of the affective factors on students' anxiety and the importance of knowing the contribution of students' anxiety on students' speaking competency, the researcher attempted to find out the contribution of self-esteem, achievement motivation and self-efficacy on the first semester students' anxiety and speaking competency at the English Education Department, Ganesha University of Education. The outcome of this study was expected to be beneficial for both English teachers and students to know how far the affective factors contribute to the students' anxiety and speaking.

METHODS

In the present study, the samples were the first semester students of English Education Department of Ganesha University of Education. Regarding to a big population in this study, 130 samples were drawn by using simple random sampling technique.

There were five variables used in this study, namely self-esteem (X1), achievement motivation (X2), self-efficacy (X3), students' anxiety (X4) and students' speaking competency (Y). The data were collected by conducting questionnaires and tests to the first semester students of English Education Department in Ganesha University of Education (UNDIKSHA) Singaraja.

To determine contribution among each variable (X1, X2, X3) toward X4 and X4 toward Y, simple regression analysis was employed. Meanwhile, to determine the simultaneous contribution between X1, X2, X3 and X4, multiple regression was utilized. The constellation of research variables above could be seen in Chart 1.

In this research, there are two stages of analyzing the research variables. The first stage is to find the contribution of X1 towards X4, the

contribution of X2 towards X4, the contribution of X3 towards X4, and the simultaneous contribution of X1, X2, X3 towards X4. Meanwhile, the second stage is to find the contribution of X4 toward Y.

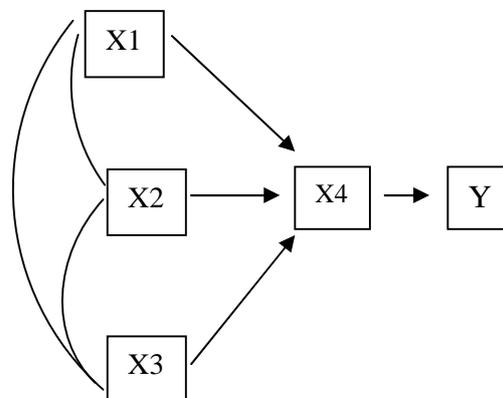


Chart 1 The Constellation of Research Variables

Note:

- X1 : Self-esteem
- X2 : Achievement motivation
- X3 : Self-efficacy
- X4 : Students' anxiety
- Y : Speaking Competency

The present study followed a correlational design which employed multiple regression analysis as a technique of analyzing data. The data were collected by using questionnaires and tests. The instruments were then developed based on the techniques of collecting data used in the present study. Before the instruments were used to collect the data, they should be validated first because it was very important to ensure that the instruments were valid and able to measure what should be measured. After that the reliability of the instruments was also checked to ensure that the instruments were adequately reliable for gathering the data.

There were two kinds of validation used in this research, namely Content Validity and Empirical Validity. Content Validity was done by giving the instruments to two experts and they judged whether particular item in the instruments was relevant or not, whereas empirical validity was checked by conducting a 'try-out' to the subjects of the research. Based on the content and empirical validation, the results showed that most of the instruments' items used in this study had been relevant to the underlying theory. Some irrelevant items were either dropped or revised

by the researcher with coordination with the expert judges.

In testing the reliability of the instrument, *Alpha Cronbach Coefficient* was used, and to get

the interpretation of the coefficients, Guilford classification of coefficient interpretation was consulted. Guilford classification can be seen in the Table 1.

Table 1. Guilford's Classification of Reliability

Score range	Classification
$0.00 < r \leq 0.20$	Very low reliability
$0.20 < r \leq 0.40$	Low reliability
$0.40 < r \leq 0.60$	Moderate reliability
$0.60 < r \leq 0.80$	High reliability
$0.80 < r \leq 1.00$	Very high reliability

The results of the SPSS 16 for windows found the coefficients of all instruments used in the current

research. The coefficient of the instruments can be seen in the Table 2:

Table 2. Alpha Cronbach Coefficient of the Instruments

Instruments	Coefficient	Result (Guilford classification)
Self-esteem Questionnaire	$r = 0.93$	very high reliability
Achievement Motivation Questionnaire	$r = 0.91$	very high reliability
Self-efficacy Questionnaire	$r = 0.93$	very high reliability
Anxiety Questionnaire	$r = 0.94$	very high reliability
Speaking Competency Test	$r = 0.67$	very high reliability

The instruments which have been proven as valid and reliable were then used to collect the data. The collected data were analyzed by using SPSS 16 for Windows software. Descriptive statistics and inferential statistics were used to analyze the data; the former were to describe the data of each variable which involved maximum score, minimum score, mean, standard deviation, range, and categorization of each variable, while the latter were to test the hypotheses (i.e. the contribution of independent variable toward dependent variable by using simple regression and multiple regression technique of analysis). Simple regression analysis was used to find out the contribution of each self-esteem, achievement motivation, and self efficacy towards students' anxiety and students' anxiety towards students' speaking competency. Meanwhile, to find out the simultaneous contribution of all the independent variables towards students' anxiety, multiple regression analysis was utilized.

FINDINGS AND DISCUSSIONS

Findings

The descriptive data about students' self-esteem, achievement motivation, self-efficacy, anxiety and speaking competency can be presented in Table 3 below.

In the present study, there are five hypotheses to be tested: (1) there is a contribution of self esteem toward students' anxiety, (2) there is a contribution of self achievement motivation toward students' anxiety, (3) there is a contribution of self efficacy toward students' anxiety, (4) There is a simultaneous contribution of self esteem, achievement motivation and self efficacy toward students' anxiety, and (5) there is a contribution of students' anxiety toward speaking competency.

In testing the first, second, third, and fifth hypothesis, simple linear regression was employed. The fourth hypothesis used multiple regression analysis. The calculation of simple linear regression and multiple regression resulted equation lines of regression. In order to know whether the equation line of regression was

significant or not, it could be seen from the coefficient of significance. If the coefficient of significance is below 0.05, it can be concluded that the equation line of regression is significant. The findings on the significances of equation lines can be summed up in the Table 4.

Table 3. The Descriptive Data of All Variables Under Study

Statistics	Data				
	X1	X2	X3	X4	Y
Mean (\bar{X})	75.71	75.32	71.73	55.05	73.58
Std. Dev (SD)	6.68	6.39	6.62	111.17	5.83
Varians (S^2)	44.60	40.81	43.83	123.58	40.00
Score Minimum (X_{min})	59	62	55	25	58
Score Maksimum (X_{maks})	91	88	87	81	91
Range	32	26	32	56	33

Notes:

- X1 = Self-esteem
- X2 = Achievement Motivation
- X3 = Self-efficacy
- X4 = Anxiety
- Y = Speaking Competency

Table 4. The Significances of Equation Lines

Hypothesis	Equation Line	Coefficient sig.	Result
Self-esteem (X1) towards Students' anxiety (X4)	$X4 = 128.113 - 965X1$.	0.00	Significant
Achievement Motivation (X2) towards Students' anxiety (X4)	$X4 = 125.266 - 932X2$.	0.00	Significant
Self-efficacy (X3) towards Students' anxiety (X4)	$X4 = 122.143 - 935X3$.	0.00	Significant
Self-esteem (X1), achievement motivation (X2) and self-efficacy (X3) towards Students' anxiety (X4)	$X4 = 146.743 - 511X1 - 370X2 - 351X3$.	0.002, 0.026, 0.044	Significant
Students' anxiety (X4) towards Speaking Competency (Y)	$Y = 106.608 - 572X4$.	0.00	Significant

In order to determine the contributions of predictor variables towards criterion variables, the correlation tests were employed. It can be all seen in the Table 5.

Table 5 below demonstrates that all hypotheses had been accepted. Self-esteem had a significant contribution toward students' anxiety at 33.6% which means that the higher the stu-

dents' self esteem the lower the students' anxiety would be. Achievement motivation had also significant contribution toward students' anxiety at 28.7% which could be said that the higher the students' achievement motivation the lower the students' anxiety would be. Self-efficacy had significant contribution toward students' anxiety at 31.0% that could be said that the higher the

students' self-efficacy the lower the students' anxiety would be. Self-esteem (X1), achievement motivation (X2) and self-efficacy (X3) simultaneously contributed toward students' anxiety at 40.8%. It could be stated that the higher the students' self-esteem, achievement motivation, and self-efficacy the lower the students' anxiety

would be. The last hypothesis had been proven that stated students' anxiety had significant contribution toward students' speaking competency which meant that the higher the students' anxiety the lower the students' speaking competency would be.

Table 5. Correlation Test to Know the Significances and Contributions of Each Predictor Variables towards Criterion Variable

Hypothesis	R	R ²	F _{observed}	Contribution	Conclusion
Self-esteem (X1) towards Students' anxiety (X4)	0.580	0.336	64.811	33.6 %	Hypothesis 1: ACCEPTED
Achievement Motivation (X2) towards Students' anxiety (X4)	0.536	0.287	51.532	28.7 %	Hypothesis 2: ACCEPTED
Self-efficacy (X3) towards Students' anxiety (X4)	0.557	0.310	57.589	31.0 %	Hypothesis 3: ACCEPTED
Self-esteem (X1), achievement motivation (X2) and self-efficacy (X3) towards Students' anxiety (X4)	0.639	0.408	28.967	40.8 %	Hypothesis 4: ACCEPTED
Students' anxiety (X4) towards Speaking Competency (Y)	0.735	0.540	150.024	54.0 %	Hypothesis 5: ACCEPTED

In the fourth hypothesis which stated *There is a simultaneous contribution of self-esteem, achievement motivation and self-efficacy toward students' anxiety*, the multiple regression analysis was employed. After finding the simultaneous contribution of self-esteem (X1),

achievement motivation (X2) and self-efficacy (X3) toward students' anxiety (X4), the analysis should be continued to find out the effective and relative contribution of each variable toward students' anxiety that can be seen in the Table 6 below:

Table 6. The Effective and Relative Contribution of Each Variable toward Students' Anxiety

Variable	Relative Contribution	Effective Contribution
X1 toward X4	43.6 %	17.80%
X2 toward X4	27.9%	11.39%
X3 toward X4	28.5%	11.64%
X1, X2, X3 toward X4	100.0%	40.83%

Discussions

From the result of the first hypothesis testing, it was revealed that the self esteem contributed significantly toward students' anxiety. This result was also supported by the theory that self esteem had a close relation to students' anxiety. Osborne (1997) stated that self esteem is related to virtually every other psychological concept or domain, including personality, task

performance and similar behavior, cognitive (e. g., attribution bias) and clinical concepts such as anxiety and depression.

Kaplan et. al. (1995) also stated that self-esteem has a momentous role on mental health so that with a decline in these factors, symptoms and traits of anxiety, depression, loneliness, shyness and being reserved will be revealed and if persistent, serious problems will ensue. In this research, it meant that self esteem closely related

to the existence of anxiety that happens to the students.

The contribution of self-esteem on anxiety had also been noted by Tanveer (2007), in his dissertation entitled "*Investigation of the factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and The Influence It Casts On Communication in The Target Language*". He stated that there were various factors that seemed to be involved in language anxiety and one of them was self-esteem. He stated that in general, people with more self-confidence and higher self-esteem got less anxious than other people. Those people seemed to be more 'at ease' when facing threatening situations. This finding in the dissertation was in line with the result in this study which concluded that the students with high self-esteem were less anxious than those with low self-esteem.

In addition, Ali, et.al. (2007) in their journal publication, asserted that the increase of self-concept and self-esteem were related to the decrease of anxiety and a negative significant relation existed between self-concept, self-esteem and depression which ensured decrease in academic achievement. The result of the present study also found that there was a significant and negative correlation between self-esteem and students' anxiety. The students' anxiety itself also significantly contributed to the students' speaking competency.

Therefore, it could be said that, self-esteem is one factor that contributes to student's anxiety level. This is supported by the linearity and degree of effective contribution. So far, self-esteem becomes one factor that contributes to students' anxiety. If the students have low self-esteem in the classroom, their anxiety will highly appear. Meanwhile, when the self-esteem is high, the students' anxiety will be low. Students with higher self-esteem were less anxious than those having lower self-esteem.

The second hypothesis was accepted that achievement motivation significantly contributed to students' anxiety for 28.7%. This result was supported by Lens and DeCruyenaere (1991) who stated that learner anxiety correlates to academic motivation ratings by teachers, along with achievement motivation, intrinsic motivation, causal attribution, and expectancy-value instrumentality. In other words, learner anxiety was influenced by rather substantial factors such

as intrinsic achievement motivation, on achievement motivation to learn a language.

Furthermore, Khalek (1994) stated that there was a negative correlation between achievement motivation and anxiety. He stated that achievement motivation influenced anxiety. If the achievement motivation is low, people will have high anxiety. Meanwhile, if the achievement motivation is high, people will have low anxiety. It is also reported by the result of the present study. It was found that achievement motivation contributes significantly to students' anxiety.

The result of the present study was also in line with the results of the research conducted by Mohammed (2012). He, in his research, explicitly stated that there was a relationship between achievement motivation and anxiety. He asserted that the more desire the students felt to learn the language, the more effort they tended to make in their learning, and the less anxious they were in the classroom. In other words, it was stated that the more achievement motivation the students have, the less anxious they are in the classroom.

It can be emphasized here that achievement motivation is one factor that that contribute to students' anxiety. In other words, students' achievement motivation is closely related to students' anxiety since it was also supported by the linearity, degree of effective contribution and underlying theory. Students who are highly motivated tend to be less anxious than those who are less motivated. Meanwhile, students who are less motivated tend to be more anxious than students who are high motivated.

The finding that self-efficacy significantly contributed to students' anxiety was also supported by Lan and Gill (1984) in the Journal of Sport and Exercise Psychology who wrote a research entitled "*The relationships among self-efficacy, stress responses and a cognitive feedback manipulation*". The research showed that when individuals were performing the high-efficacious tasks, they reported significantly lower cognitive worry and somatic anxiety and higher self-confidence than when they were performing the low-efficacious task, supporting the hypothesis that higher self-efficacy leads to lower self-reported anxiety. It concludes that there is relationship between self efficacy and students' anxiety.

On one hand, self-efficacy is a good predictor of people's emotional arousal under stressful situations. Bandura (1995) indicated that low

efficacy is generally accompanied by high performance arousal. On the other hand, a strong sense of efficacy is associated with low performance arousal. This notion has been supported by Bandura (1995) using both a self-report fear scale and actual physiological arousal measures.

The finding in this research was also supported by Stacey, et. al (2011) and Anyadubalu (2010). Stacey, et. al (2011) in their research found that individuals with high general self-efficacy reported better demands-abilities fit and active coping as well as less anxiety. It was also found that individuals with low general self-efficacy reported to have more anxiety than individuals with high general self-efficacy. Meanwhile, Anyadubalu (2010) in his journal stated that students who perceive high level of self-efficacy in themselves experience lower level of English language anxiety. It was in accordance with the finding in this research which showed that self-efficacy was significantly and negatively contributed to anxiety.

From the result of hypothesis testing, it could be concluded that there was a contribution of self-efficacy toward students' anxiety. It could also be said that self-efficacy was one factor that contributed to the students' anxiety. In addition, students' self-efficacy was found to be closely related to students' anxiety, in which students who had higher self-efficacy tended to have lower anxiety and those who had low self-efficacy tended to have high level of anxiety.

In exploring the literatures, the researcher found that there was a research finding that it was not only self-efficacy that contributed to anxiety but also anxiety reversely contributed to self-efficacy. In other words, it could be said that these two variables have a significant relationship. However, the contribution of anxiety on self-efficacy was not discussed in this study since it was beyond the scope of the present study.

The fourth hypothesis was proven to be true that self-esteem, achievement motivation and self-efficacy significantly contribute to students' anxiety for the amount of 40.83%. Although the contribution of self esteem, achievement motivation, and self-efficacy toward anxiety showed a small number of percentage but it was still significant. The reason why contribution of self esteem, achievement motivation, and self-efficacy toward anxiety was only 40.8% was probably because there were many factors that contribute to anxiety which were not tested in

this research. Many experts said that there are many factors contribute to the students' anxiety. Young (in Utami, 2011) argued that, in general, there are two kinds of factors, such as personal and interpersonal factor that are believed to contribute to anxiety.

Personal factor is a factor that comes personally from the learner itself. Some experts, as it was mentioned earlier, stated that self-esteem, achievement motivation and self-efficacy contribute to students' anxiety. Those factors can be categorized as personal factors. Other than that, there are some personal factors that also give contribution toward students' anxiety, such as feelings of uneasiness, self-doubt, frustration, apprehension or worry (Scovel, 1978). Young (in Utami, 2011) also identified that the other personal factors can be the students' beliefs in language learning.

Meanwhile, Bailey (in Na Zhao, 2008) stated that the interpersonal factors which contribute to anxiety are competitiveness in the classroom and how the students perceived their relationship with their teacher. It is also supported by Young (in Utami, 2011) who identified the interpersonal factors that can give contribution to anxiety, such as instructor-learner interactions, classroom procedures and language test.

Therefore, since there are many factors that may contribute to students' anxiety, there will be no doubt why three variables that are believed to contribute to students' anxiety in this research showed only 40.8%. The other 59.2% probably belonged to the other personal and interpersonal factors which were not revealed in this research and beyond the scope of this research.

The last test proved the hypothesis that students' anxiety contributed to students' speaking competency for 54%. Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001). It has long been noted that anxiety is a major obstacle to be overcome in learning to speak another language. The components of foreign language anxiety have been identified (Horwitz, et al., 1986) to narrow down this concept into researchable issues: (1) communication apprehension or anxiety, (2) fear of negative evaluation. (3) test anxiety. The consolidation of these factors thus leads to the creation of anxiety in language learners.

In language learning, anxiety can give positive and negative effects. As Scovel (1978) mentioned that anxiety can be either facilitating or debilitating. Facilitating anxiety motivates learners to adopt an approach attitude and is willing to confront the new learning task. Debilitating anxiety motivates learners to assume an avoidance attitude and therefore tends to escape from the learning task. The factor of task difficulty affects learners to develop a facilitating or a debilitating anxiety.

MacIntyre (1995) also claimed that only when a given task is relatively simple, foreign language anxiety could be facilitating. Once the task is too difficult, anxiety will impair performance. In addition to task difficulty, factors such as teachers' attitude and evaluation, teacher-students interactions in class, parents' expectation, classmates' attitude, students' own achievement are the potential sources of students' foreign language anxiety.

Krashen (in Du, 2009), in his Affective Filter Hypothesis, states that affective variables, including anxiety, can either help or hinder the process of second language acquisition. Anxiety affected negatively to students' performance in the classroom as Sugiartawan (2010) stated that there is a significant and negative contribution of anxiety towards students' speaking performance. It is in accordance with the findings in this research that stated the higher the anxiety, the lower performance will be. In other words, it can be said that anxiety is one determining factors that affect students' achievement in speaking.

MacIntyre and Gardner (in Na Zhao, 2008) also stated that students' anxiety significantly contribute to the students' speaking competency. Students who have high anxiety perform worse than students who have low anxiety. The students who have lower anxiety perform better performance than students who have high anxiety.

Moreover, Utami (2011) suggested that language anxiety had negative relationship with the students' speaking performance. In this case, anxiety might hinder the students learning, in which high anxious students tended to perform worse than the low anxious students. Therefore, it could be said that students' anxiety was one factor that gave contribution to the students' speaking competency. It also meant that students' anxiety was closely related to their speaking competency although it was not 100% contributes to students' speaking competency. The affective factor, in this case anxiety, gave

big contribution to students' speaking competency for about 54%. The other 46% probably came from the factors that were beyond the scope of this research.

CONCLUSIONS

The findings of this research concluded that, *First*, there is a significant contribution of self esteem toward students' anxiety with 33.6% level of contribution. This reveals that students with higher self-esteem are less anxious than those who have lower self-esteem. *Second*, there is a significant contribution of achievement motivation toward students' anxiety with 28.7% level of contribution. In other words, the higher the students' achievement motivation the lower students' anxiety will be. *Third*, there is a significant contribution of self efficacy toward students' anxiety with 31.0% level of contribution. Students with higher self-efficacy tend to have lower anxiety. Meanwhile, those who have low self efficacy tend to have high level of anxiety. *Fourth*, the findings suggest that there is a simultaneous contribution of 40.8% of self esteem, achievement motivation and self efficacy toward students' anxiety. In other words, the higher students' self-esteem, achievement motivation, and self-efficacy the lower the students' anxiety will be. *Fifth*, there is a negative and significant contribution of students' anxiety towards students' speaking competency with the contribution reached the level of 54%. This reveals that the higher the anxiety, the lower the performance will be.

Based on the above conclusion, there are some suggestions proposed in this study. The suggestions are mainly addressed to teachers and future researchers. *First*, considering the importance of the affective factors towards students' anxiety, teachers need to be more concerned about students' affective factors and not only concerned about their cognitive factors. In other words, it is not only cognitive factor that needs to be considered in teaching and learning process but also the affective factors reported in this research. Referring to Krashen's 'Affective Filter Hypothesis', it can be stated that the lower the affective filter, the more language input will be obtained. On the other hand, the strong filter will prevent the input that will be obtained by the learners. Teachers are expected to find some strategies that can encourage the students to strengthen their affective factors of self-esteem,

achievement motivation and self-efficacy. *Second*, less threatening situation in the classroom will be helpful for students to perform in the classroom. Since the findings show that anxiety contributes significantly to their speaking competency, teacher needs to find teaching strategies that make students comfortable to learn in the

classroom without being anxious to speak. Finally, for future research, it is suggested to investigate the other factors that contribute to the students' anxiety so that the results will be beneficial for the improvement of teaching and learning process.

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