

## Anxiety and Motivation in the Acquisition of Speaking Ability

Khudriyah <sup>1</sup>, Julianne Kamilia Riza <sup>2</sup>, Mamik Rosita <sup>3</sup>, Ali Mustofa <sup>4</sup>

<sup>1</sup> Institut Agama Islam Al Urwatul Wutsqo Jombang; Indonesia; azkiabilqis@gmail.com

<sup>2</sup> Institut Agama Islam Al Urwatul Wutsqo Jombang; Indonesia; mamikrosita@gmail.com

<sup>3</sup> Institut Agama Islam Al Urwatul Wutsqo Jombang; Indonesia; mila\_faruq@yahoo.com

<sup>4</sup> Institut Agama Islam Al Urwatul Wutsqo Jombang; Indonesia; aljep\_90@yahoo.com

Received: 06/11/2025

Revised: 04/01/2026

Accepted: 27/02/2026

### Abstract

This research aims to determine whether or not anxiety influences motivation, whether anxiety affects speaking skills, whether motivation influences speaking ability, and whether motivation significantly mediates the influence of anxiety on speaking ability. The research approach is quantitative; the sample of this study comprised 137 students from two schools: 99 respondents from MA al Urwatul Wutsqo and 38 from MA Arrahman Jombang. The sample was determined through stratified random and saturation sampling. The data were collected through a questionnaire and documentation of students' speaking scores, and analyzed using Structural Equation Modeling with AMOS 22. Validity, reliability, normality, and Goodness of Fit were used to assess the feasibility and interpretability of the hypothesis test. The result of the hypothesis was that there is a negative effect of anxiety on students' motivation, there is a negative effect of anxiety on students' speaking ability, there is a positive effect of students' motivation towards students' speaking ability, and motivation can mediate the influence of anxiety towards speaking ability of students at MA al Urwatul Wutsqo and MA Arrahman Jombang.

### Keywords

Ability; Anxiety; Motivation; Speaking

### Corresponding Author

**Khudriyah**

Institut Agama Islam Al Urwatul Wutsqo Jombang; Indonesia; azkiabilqis@gmail.com

## 1. INTRODUCTION

Learning a foreign language is learning about how to communicate and connect with others, spoken or written. English as a foreign language in Indonesia must be learnt because it is the language of science, computers, diplomacy, and tourism, among other fields. It is an international language of communication, the media, and the internet. By mastering the language, the learners will achieve their goals. Even in this era, mastering English allows people to actually broaden their world, from job opportunities to the ability to relate to people from every country. There are also many important information sources which are delivered in English.

Learning foreign language based on Prophet hadits is very essential since it enables communication with anyone, regardless of their ethnicity (Al Khoiron et al., 2024), and learning English as foreign language to face globalization and many competition is also very crucial (Mauliska & D'Angelo, 2024), however, speaking is considered as the most difficult skills for foreign learners (Elva Lesda Yanti Harahap et al., 2023), (Yuniar et al., 2023), and it is one of the most difficult skill to master (Satriawan & Skolastika, 2023).



© 2026 by the authors. This is an open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International License (CC-BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Speaking skills are the ability to use language to communicate, orally and nonverbally, in different contexts, and can be improved through language learning. As a skill, speaking is a productive skill that is a language skill where students produce the language themselves (Harmer, 2007). Speaking uses verbal and non-verbal components to convey the meaning of the speaker in either transactional or interactional communication (Halimah, 2018).

Speaking skills require an interactive process between the speaker and the listener in managing the information orally, which involves spontaneous interaction (Erdiana et al., 2019). Besides, speaking skills involve other aspects, such as vocabulary, to interpret the speaker's idea in the process of constructing the meaning (Hudaa et al., 2020). Students' difficulties in speaking English were classified into lack of vocabulary, shyness and nervousness, fear of making mistakes, and lack of practice (Wahyuni & Nasir, 2023).

Speaking is a skill that learners should practice. Bygate in Kurniati states that there are two basic ways in which something we do can be seen as a skill. First is motor-perceptive skill, which involves perceiving, recalling, and articulating, in the correct order, the sounds and structures of the language. The second is interaction skills that involve making decisions about communication, such as whom to say, how to say it, and whether to develop it, in accordance with one's intention, while maintaining the desired relation with others (Kurniati et al., 2023). Based on the above description, learning to speak is very difficult because learners must master many parts of speaking.

Many factors influence students' speaking ability; one of them is anxiety. Anxiety is an unpleasant emotion characterized by several forms, such as excessive worry, restlessness, and fear, which are experienced at different levels. Anxiety is described as a feeling of uncertainty that impacts human psychology, involving feelings, behavior, and physiological responses. An anxious person can endure personal balance disorders such as tension, restlessness, fear, and sweating. An anxious person definitely feels far from free (Hayat, 2017).

Anxiety grows in individuals when facing unpleasant situations. At a moderate anxiety level, the individual's perception focuses on one important thing and ignores other things. The severe or high anxiety levels, the perception will decrease further, only thinking about small things or even ignoring other things, so that someone cannot think in a calm atmosphere.

Anxiety can affect anyone, regardless of gender and any age group (Firdausy & Pramesona, 2024), including students. Anxiety arises triggered by certain situations and conditions that create uncomfortable feelings and can occur without realizing it (Zavera S J & Suherman, 2018). It is in accordance with Dewi's research results, as her statement that, among the 4 factors that cause self-anxiety and lead to poor performance in speaking English, the subjects of this research chose the categories of communication anxiety, fear of negative judgment from others, and anxiety about exams/tests. The results of this research contribute to the field of language teaching by examining students' affective factors, particularly self-anxiety during language learning (Joni & Dharmayanti, 2016).

The basis of anxiety factors consists of stress, physical conditions and disease, environmental factors, and events that happened in the past to the present in everyday life. Some anxiety disorders have a strong relationship with genetic factors. In addition, it is not uncommon for anxiety to be caused by stressful life events and obstacles.

Mc Croskey, J, in Claudia, et.al, explained that there are 4 Aspects of speaking anxiety, such as the mood aspect. Aspects of mood in anxiety disorders are anxiety, tension, panic, and worry; individuals who experience anxiety have feelings of impending punishment or disaster from certain unknown sources. The next is the cognitive aspect. Aspects of anxiety disorders indicate worry and concern about anticipated disasters by the individual, for example, an individual who is afraid of being in a crowd spends a lot of time worrying about unpleasant things that might happen and then planning how to

avoid those things.

The third is the somatic aspect, which can be divided into two groups: direct aspects, including sweating, dry mouth, shortness of breath, rapid pulse, increased blood pressure, throbbing in the head, and tense muscles. If prolonged anxiety, additional aspects such as chronically elevated blood pressure, headaches, and intestinal disorders (difficulty in digestion, and pain in the stomach) may occur.

The fourth is motor behavior. Anxious people often feel restless, nervous, motor activities become meaningless and aimless, for example, tapping their toes, breaking their speech, not talking much, shaking, lowering their head, or trying to avoid looking them in the eye, and being very surprised at something, a sound that occurs suddenly. These motor aspects are a reflection of the individual's higher cognitive and somatic design and are an attempt to protect them from anything they feel is threatening (Lisaniyas et al., 2020). Affective aspects are also one of the anxiety aspects to speak up, for example, feelings of shame, anxiety, and confusion (Purnamaningsih, 2003). Based on this description, it can be concluded that speaking anxiety has five aspects: mood, cognitive, somatic, affective, and motor behavior.

Krashen explains that the affective filter hypothesis is one obstacle that can arise during language acquisition; it is influenced by emotional variables that can prevent learning. This hypothetical filter has no direct impact on language acquisition but prevents input from reaching the language-acquisition section of the brain. According to Him, the affective filter can be triggered by various variables such as anxiety, self-confidence, motivation, and stress. This hypothesis implies that a conducive environment is important for students to learn safely and comfortably without feeling afraid or embarrassed about making mistakes or taking risks (Pribadi et al., 2019).

The affective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and values. Attitudes are traits that can be learned and can influence a person's behavior towards objects, events, or other living creatures. Hence, Gagne pays attention to how students acquire social attitudes (Dahar, 2011). Some experts say that a person's attitude will be good if they already have a high level of cognitive ability. The characteristics of affective learning outcomes will manifest in students through various behaviors, such as attention to subjects, discipline in following subjects, and motivation to learn more about the lessons they receive. Affective behavior is behavior that concerns the diversity of feelings, such as fear, anger, sadness, joy, disappointment, happy, hated, worried, and so on (Tohirin, 2014). This kind of behavior is not regardless to the learning experience. Therefore, it is considered an embodiment of learning behavior. This condition can reduce the ability to speak, even in public speaking; it, of course, influences students' language ability in the teaching and learning process. Language anxiety is a feeling of tension and apprehension associated with second language contexts, including speaking, listening, and learning in a particular situation (Gopang et al., 2015).

Some researchers relate anxiety and speaking; The anxiety will affect speaking ability (Tiana et al., 2024) Speaking anxiety has a very high relationship with speaking performance (Istiqomah, 2024), the students with low anxiety have good speaking ability; on the other hand (Rahmayati et al., 2024) Something that makes students feel uncomfortable when speaking in public is their anxiety (Kenoh, 2021), and there is a correlation between anxiety and students' speaking ability (Oktavia, 2021) Speaking anxiety caused some negative effects to Acehnese students' speaking ability, such as difficulties in constructing sentences and expressing their ideas when they spoke in the target language (Habiburrahim et al., 2020), and speaking anxiety may give a negative contribution to the overall students' speaking performance achievement (Sutarsyah, 2017).

The above findings suggest that the higher the students' anxiety, the lower their speaking ability. The reason for this condition is that it impairs fluency, raises the risk of judgment, leads to avoidance, and diminishes self-assurance and cognitive capacity to string words together. The anxiety makes students hurt their speaking performance because they will feel afraid to speak English as statement that sometimes, as extreme anxiety may sometimes lead to despondence and a sense of failure in

learners, especially in the speaking process. However, it can be reduced by students' motivation. Motivation is everything that arises from a person's desire, giving rise to passions and desires that can influence and direct behavior to achieve appropriate goals within the scope of work (Sitorus, 2020). It is the overall driving force within the student that gives rise to learning activities, ensures their continuity, and provides direction, thereby enabling the goals of the learning subject to be achieved (Sardiman, 2018).

The research results that support the above explanation are (Annisa et al., 2025), (Septiani & Nugraeni, 2025), (Pratiwi, 2024), (Nengsih & Melani, 2024), and (Monika, 2021). The results of these studies indicate that motivation can improve students' speaking skills. The result of a study related to anxiety and motivation towards speaking ability was conducted by (Ramarow & Hassan, 2021), and (Hadi et al., 2018). However, Hadi's research indicates that there is no significant correlation between students' motivation and anxiety about their speaking ability at SMPN 3 Janapria. That is why the research was conducted; the researchers also used a mediator variable to connect the variables under study. Motivation can be defined as the internal condition that activates or strengthens the desire to act to achieve a goal. People with high motivation will work hard to achieve their goals, including learning goals. According to Uno, learning motivation is internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements (Hamzah, 2017). Based on the above definition of motivation, it can be concluded that learning motivation is internal and external encouragement that can generate enthusiasm for learning, provide direction for learning activities, and enable the achievement of desired goals. Motivation plays a role in learning because it affects the strength of learning; it is a person's incentive to engage in a learning activity. In line with Uno, Krashen states that the affective filter hypothesis also holds that affective variables such as motivation, self-confidence, and anxiety facilitate second language acquisition. To be precise, he said that learners with low anxiety have a less effective filter to block their language acquisition (Sutarsyah, 2017).

The research result of motivation in learning as there is a significant relationship between motivation and learning achievement (Aryasandy et al., 2022). Learning motivation is important to develop because it can influence students' academic achievement. Teachers should also increase students' motivation, not only extrinsic, but also students' intrinsic motivation (Lutfiwati, 2020). It means that students with high motivation can improve their speaking ability, and vice versa. Speaking is the most crucial skill to perform a conversation. Speakers who should speak up should know key components such as pronunciation, grammar, vocabulary, fluency, and comprehension. Having those components enables them to communicate easily and effectively with others. Speaking is an interactive process of constructing meaning that involves producing and receiving information. All normal human beings in this world understand and speak to carry out every activity in their daily life. Everyone speaks because they live in a society that needs interaction with others. Moreover, speaking involves two or more people who engage in two-way communication (Tridinanti, 2018).

The key to interactive language function is social contact, in which the way you convey body language, eye contact, gestures, physical distance, and other nonverbal cues matters (Brown, 2015). He claims that speaking ability is based on two factors: linguistic form and function. The focus will be on using language that is consistent with the pattern, structure, vocabulary, and other characteristics of the language. The language function will then concentrate on how to employ language elements and why they are used.

## 2. METHODS

This research was quantitative with an associative causal approach that aimed to determine the causal relationship between two or more variables (Sugiyono, 2018). This research approach is classified as quantitative because the data used are numerical, derived from questionnaire responses on anxiety,

motivation, and speaking score, which were then analyzed using statistical methods. The variables in this research were anxiety (11 indicators), motivation (6 indicators), and students' speaking ability (fluency, accuracy, pronunciation, and intonation).

This research was conducted at MA al Urwatul Wutsqo and MA Arrahman Diwek Jombang. The population of both schools was 178 students: 130 from MA al Urwatul Wutsqo and 48 from MA Arrahman. The samples from MA Arrahman were saturated-sampled due to the small number. At the same time, those from MA al Urwatul Wutsqo used stratified random sampling and the Slovin formula, yielding a total of 137 students.

The data were collected through documentation and a questionnaire. The documentation concerned students' speaking scores, and the questionnaire assessed students' anxiety and motivation in learning speaking skills. The statements were measured using a 5-point Likert scale. To ensure the instruments used produce accurate and reliable results, validity and reliability tests have been conducted.

The data were then analyzed using Structural Equation Modeling in AMOS 22. This model was used based on causal relationships; the changes in variables are assumed to result in changes in others. The strength of the causal relationship between two variables assumed does not lie in the chosen analysis method, but in the theoretical justification supporting the analysis. So the relationship between variables in the model is a deduction from theory.

### 3. FINDINGS AND DISCUSSIONS

The research findings explained the results of validity and reliability, the normality test, the Goodness-of-Fit test, and the hypothesis test.

#### Findings

##### *The Result of Validity and Reliability*

The results of the validity and reliability tests are shown in Table 2.

**Table 1.** The result of the validity and reliability test

Indicator	Variable	Loading	Conc.	Loading <sup>a</sup>	Error	CR	AVE	Conc.
A1	Heart pounding	0.568	Valid	0.32	0.68	0.93	0.55	Reliable
A2	Voice shaking	0.661	Valid	0.44	0.56			
A3	Legs shaking	0.725	Valid	0.53	0.47			
A4	Difficulty breathing	0.746	Valid	0.56	0.44			
A5	Losing memory suddenly	0.737	Valid	0.54	0.46			
A6	Forgetting an important thing	0.803	Valid	0.64	0.36			
A7	Feeling inadequate	0.771	Valid	0.59	0.41			
A8	Afraid before performing	0.808	Valid	0.65	0.35			
A9	Loss control	0.815	Valid	0.66	0.34			
A10	Helplessness	0.756	Valid	0.57	0.43			
A11	Panic	0.737	Valid	0.54	0.46			

Indicator	Variable	Loading	Conc.	Loading <sup>a</sup>	Error	CR	AVE	Conc.
	Sigma	8.127		6.06	4.94			
	Sigma <sup>2</sup>	66.05						
M1	Desire to succeed	0.874	Valid	0.76	0.24	0.96	0.80	Reliable
M2	Learning needs	0.895	Valid	0.80	0.20			
M3	Dreams	0.935	Valid	0.87	0.13			
M4	Learning reward	0.912	Valid	0.83	0.17			
M5	Interested learning	0.87	Valid	0.76	0.24			
M6	Conducive environment	0.865	Valid	0.75	0.25			
	Sigma	5.35		4.78	1.22			
	Sigma <sup>2</sup>	28.63						
F	Fluency	0.838	Valid	0.70	0.30	0.90	0.69	Reliable
A	Accuracy	0.838	Valid	0.70	0.30			
P	Pronunciation	0.85	Valid	0.72	0.28			
I	Intonation	0.805	Valid	0.65	0.35			
	Sigma	3.33		2.78	1.22			
	Sigma <sup>2</sup>	11.10						

The validity test results showed that all loading factors were greater than 0.5.

**The Result of Normality**

The result of the normality test can be seen in Table 2

**Table 2.** The result of the normality test

Variable	Min	max	Skew	c.r.	Kurtosis	c.r.
I	1	5	0.029	0.138	-0.657	-1.569
P	1	5	-0.266	-1.27	-0.67	-1.601
A	1	5	0.17	0.814	-0.678	-1.619
F	1	5	-0.05	-0.239	-0.707	-1.689
M6	1	5	0.026	0.127	-0.907	-2.166
M5	1	5	0.102	0.486	-0.702	-1.677
M4	1	5	0.114	0.545	-0.822	-1.964
M3	1	5	0.121	0.576	-0.841	-2.008
M2	1	5	0.045	0.217	-0.822	-1.964
M1	1	5	0.031	0.149	-0.81	-1.935
A11	1	5	-0.31	-1.483	-0.355	-0.849
A10	1	5	-0.199	-0.953	-0.669	-1.598
A9	1	5	-0.142	-0.677	-0.457	-1.092

Variable	Min	max	Skew	c.r.	Kurtosis	c.r.
A8	1	5	-0.462	-2.208	0.164	0.393
A7	1	5	-0.215	-1.026	-0.338	-0.807
A6	1	5	-0.094	-0.449	-0.169	-0.403
A5	1	5	0.057	0.274	-0.222	-0.531
A4	1	5	-0.138	-0.657	-0.15	-0.358
A3	2	5	0.311	1.488	-0.101	-0.242
A2	2	5	0.064	0.306	-0.272	-0.65
A1	2	5	0.184	0.881	-0.335	-0.8
Multivariate					7.874	1.483

The Shapiro-Wilk normality test result was 1.483, which is < 2.50.

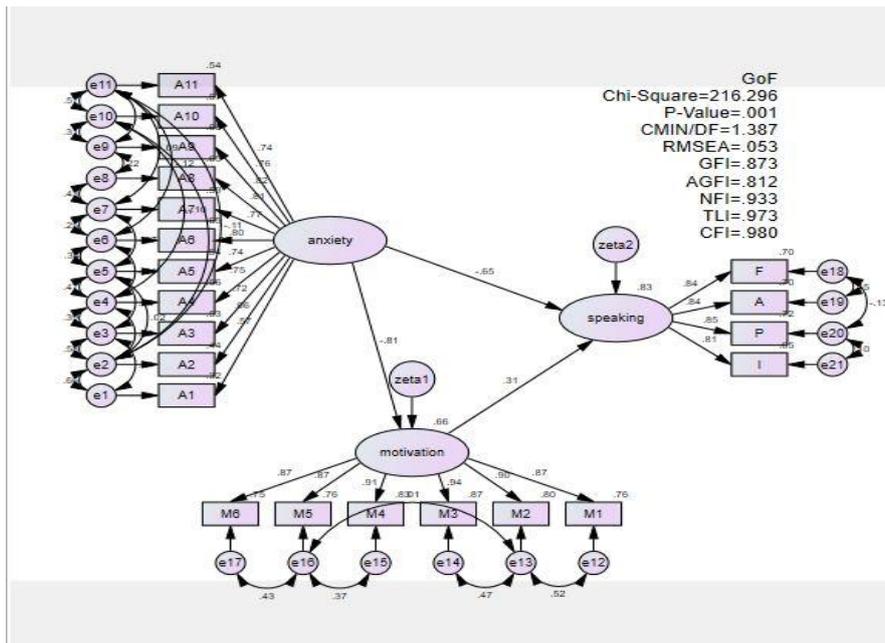
**The Result of Goodness of Fit**

The Goodness of Fit results are shown in Table 3.

**Table 3.** Criterion Goodness of Fit

Goodness of Fit Index	Cut off Value	Result	Conclusion
$\chi^2$ - Chi-Square	small	216.296	Model Fit
Probability	> 0.05	0.01	Model not Fit
CMIN/DF	≤ 2.00	1.387	Model Fit
GFI	≥ 0.90	0.873	Moderate fit
CFI	≥ 0.90	0.98	Model Fit
RMSEA	≤ 0.08	0.053	Model Fit
AGFI	≥ 0.90	0.812	Moderate fit
TLI	≥ 0.95	0.973	Model Fit
NFI	≥ 0.95	0.933	Moderate fit

The result of the above table can be supported by the following graphic 1.



Graphic 1. The result of the modified Goodness of Fit

The above graphic shows data resulting from index modifications carried out which finally has fulfilled the criterion of Goodness of Fit such as: The result of Chi Square was 216.296, and degree of freedom is 155, means the model is fit because the degree of freedom is lower than chi-square, the result of p-Value 0.01, the model was not fit, but it can be used. The CMIN \ DF was 1.387 < 2, means the model was fit, the RMSEA was 0.053 ≤ 0.08, means the model was fit, GFI was 0.0873 ≤ 0.90, the model was moderate fit, the AGFI was 0.812 ≤ 0.90, and this model were also moderate fit, the result of NFI was 0.933, TLI was 0.973, CFI was 0.980, three of the models were fit.

**The Result of Hypothesis Test**

The correlation of the hypothesis based on the coefficient of determination is shown in the following table:

Table 4. Squared Multiple Correlations

Squared Multiple Correlation	Estimate
Motivation	0.664
Speaking	0.834

The above table shows that motivation is explained by anxiety (66.4%), with the remaining 33.6% by other variables outside the model. Meanwhile, speaking is explained by anxiety (83.4%), and variables outside this model account for the remaining variance.

**The Direct effect**

The direct effect is evident in Table 5.

Table 5. Regression Weights

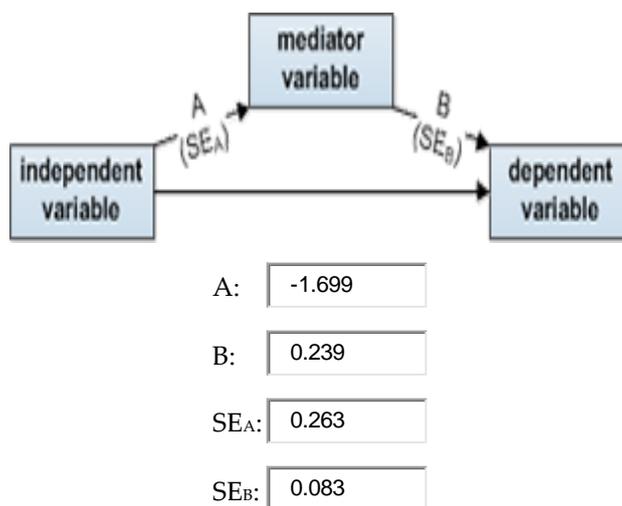
			Estimate	S.E.	C.R.	P
Motivation	<---	Anxiety	-1.699	0.263	-6.464	***
Speaking	<---	Anxiety	-1.047	0.226	-4.632	***
Speaking	<---	Motivation	0.239	0.083	2.859	0.004

Based on the table above, anxiety has a significant negative effect on motivation, as indicated by a CR value of -6.464 and a P-value of 0.000, which is smaller than the alpha level of 0.05. This means that higher levels of anxiety tend to decrease students' motivation significantly. Furthermore, anxiety also has a significant negative effect on speaking ability, as shown by the CR value of -4.632 and a P-value of  $0.000 < 0.05$ . This finding indicates that increased anxiety significantly reduces students' speaking performance.

On the other hand, motivation has a significant positive effect on speaking ability. This is evidenced by the CR value of 2.859 and a P-value of 0.004, which is lower than 0.05. It implies that higher motivation significantly improves students' speaking ability. In addition, motivation mediates the influence of anxiety on speaking ability, as reflected in the indirect effect results, indicating that anxiety affects speaking ability not only directly but also indirectly through motivation (Daniel, 2025).

Table 6. Indirect effect

			Estimate	S.E.	C.R.	P
Motivation	<---	Anxiety	-1.699	0.263	-6.464	***
Speaking	<---	motivation	0.239	0.083	2.859	0.004



Sobel test statistic : -2.63007016

One-tailed probability : 0.00426836

Two-tailed probability : 0.00853672

The above calculation shows that the students' speaking abilities are indirectly influenced by anxiety through a motivation coefficient of  $-1.394 \times 0.306 = -0.4266$ , and the calculated t value =  $-2.63 > t$  table 1.96, and the two-tailed probability value is  $0.00045 < \alpha 0.05$ . This means that an increase of 1 point in anxiety will indirectly reduce their speaking ability by 0.4266 through motivation, assuming other variables are constant, or motivation can mediate anxiety because anxiety affects speaking skills both directly and indirectly.

### Discussion

The data normality test was performed using a skewness ratio of  $\pm 2.58$  at a significance level of 0.01 (1%). The result shows that the multivariate was 1.483. It relates to the statement that data is said to be normally distributed if the critical skewness ratio value is below  $\pm 2.58$  (Ghozali, 2018). Moreover, the data can be analyzed using parametric statistics. According to Byrne Chi Chi-Square ( $X^2$ ) is used to test

the feasibility of the factor analysis model, confirmatory (Byrne, 2016). Based on the result, the  $\chi^2$  is 216.296, and the degree of freedom is 155, which is lower than the  $\chi^2$ . This means the model is fit. The p-value is 0.01; the model was not fit, but it can be used. The  $CMIN/DF$  is the chi-square value divided by the degrees of freedom. The result was 1.387; meanwhile, the recommended value to accept model suitability is  $\leq 2.0$ . Based on the result, it is accepted (Byrne, 2016) It means the model was fit.

The RMSEA is used to assess the covariance structure corresponding to the population from which the sample was drawn. The recommended value range is between 0.03 to 0.08 (Hair et al., 2019). Based on the result, the RMSEA has fulfilled the recommendation that was lower than 0.08 ( $0.053 \leq 0.08$ ), means the model was fit, GFI was  $0.0873 \leq 0.90$ , the model was moderate fit, the AGFI was  $0.812 \leq 0.90$ , and this model were also moderate fit, the result of NFI was 0.933, TLI was 0.973, CFI was 0.980, three of the models were fit.

The factor loadings are shown in the table above (Table 2). Three aspects of anxiety (physical, mental, and emotional) consist of eleven indicators in this research, such as heart pounding (0.568), voice shaking (0.661), legs shaking (0.725), and difficulty breathing (0.746). Losing memory suddenly (0.737), forgetting important things (0.803), feeling inadequate (0.771), being afraid before performing (0.808), loss control (0.815), helplessness (0.756), and panic (0.737). All factor loadings are greater than 0.5. The factor loadings for motivation were: desire to succeed, 0.874; learning needs, 0.895; dreams, 0.935; learning rewards, 0.912; interested learning, 0.87; conducive environment, 0.865. The speaking aspects were: fluency 0.838, accuracy 0.838, pronunciation 0.85, and intonation 0.805. All factor loadings are greater than 0.5, so the data can be further analyzed using the structural equation model. The results for reliability and variance extraction were: Construct Reliability (CR) for anxiety was 0.93, for motivation was 0.96, and for speaking was 0.90. All of them are more than 0.70. The Average Variance Extract (AVE) of anxiety was 0.55; motivation was 0.80, and speaking was 0.69. All of them are more than 0.50. This means the data were reliable.

There are four hypothesizes that were tested, namely: Anxiety influences motivation; Anxiety affects speaking skills; Motivation influences speaking ability, and Motivation significantly mediates the influence of anxiety on speaking ability. The result shows that:

Based on the squared multiple correlation, anxiety correlates with motivation; anxiety explains 40.1% of the variance in motivation, and other variables outside the model explain the remaining 59.9%. Anxiety can also explain speaking about 68.9%, and the rest is explained by other variables not studied. It relates to the statement that anxiety plays a facilitative role in second language acquisition. To be precise, learners with low anxiety have a less effective filter to block their language acquisition (Sutarsyah, 2017). It can be concluded that anxiety has a positive and negative correlation with speaking.

The result of hypothesis 1 can be seen from Table 5, in which the result of P Value  $0.000 < 0.05$ , so the null hypothesis is accepted, and the t-stat is (-6.464). T-table is 1.96, meaning there is a negative effect of anxiety on motivation. It can be said that the higher the anxiety, the lower the motivation, and the lower the anxiety, the higher the motivation. The effect of anxiety towards speaking is seen from the P-Value is  $0.000 < \alpha (0.05)$ , meaning there is also a significant negative effect of anxiety towards speaking. The CR is -4.632, then the null hypothesis is accepted, and there is a negative effect of anxiety on students' speaking ability. It can be said that the higher the anxiety, the lower the students' speaking and the lower the students' anxiety, the higher the students' speaking ability (Habiburrahim et al., 2020). The influence of motivation towards speaking is seen from CR 2.859, and the P-Value is  $0.004 < \alpha (0.05)$ ; the null hypothesis is rejected, which means there is a significant positive effect of motivation towards speaking (Zuhri et al., 2022).

Motivation mediates the influence of anxiety on speaking ability; see Table 6. The students' speaking abilities are indirectly influenced by anxiety through motivation ( $\beta = -0.4266$ ), and the t value (-2.63) is greater than the t table value (1.96) with a two-tailed probability value ( $0.00045 < \alpha 0.05$ ). This means that when increasing by 1 point of anxiety will indirectly reduce their speaking ability by

0.4266 through motivation with assuming that other variables are constant, or motivation can mediate anxiety because anxiety affects speaking skills both directly and indirectly (Sutarsyah, 2017).

#### 4. CONCLUSION

Based on the research result, there is a negative effect of anxiety on students' motivation, because the result of the correlation is negative. There is a negative effect of anxiety on students' speaking ability because it was found that the correlation between the variables was negative. It can be said that lower anxiety is associated with higher students' speaking ability at MA al Urwatul Wutsqo and MA Arrahman Jombang. There is a positive effect of students' motivation on students' speaking ability, as the P-value is  $0.004 < \alpha (0.05)$  and the CR is 2.859. The motivation can mediate the influence of anxiety on the speaking ability of students at MA al Urwatul Wutsqo and MA Arrahman Jombang.

#### REFERENCES

- Al Khoiron, M. F., Muna, F., Putri, Y., Nurhuda, A., & Lathif, N. M. (2024). Foreign Language Learning In The Modern Era According To The Prophet's Hadith. *Kopula: Jurnal Bahasa, Sastra, Dan Pendidikan*, 6(1), 79–86. <https://doi.org/10.29303/kopula.v6i1.3861>
- Annisa, R., Ilma, R., & Sartika, E. (2025). *The Correlation Between Students' Motivation and Their Speaking Achievement*. 8(1).
- Aryasandy, N., Jasman, J., Purwantono, P., & Abadi, Z. (2022). HUBUNGAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR TEKNIK PENGELASAN SMAW DI SMK NEGERI 2 KOTA SUNGAI PENUH. *Jurnal Vokasi Mekanika (VoMek)*, 4(3), 49–54. <https://doi.org/10.24036/vomek.v4i3.405>
- Brown, D. (2015). *Teaching by principles: An interactive approach to language pedagogy* (6 ed.). Pearson Education.
- Byrne, B. M. (2016). *Structural Equation Modeling with AMOS* (3rd ed.). Routledge.
- Dahar, R. W. (2011). *Teori-Teori Belajar dan Pembelajaran*. Erlangga.
- Daniel. (2025). Sobel Test Calculator for the Significance of Mediation. <https://www.danielsoper.com/statcalc/calculator.aspx?id=31>
- Elva Lesda Yanti Harahap, Istiqamah Ardila, & Muhammad Jaidie. (2023). Students' Difficulties in Speaking Skills at the Seventh Grade of MTs Negeri 2 Hulu Sungai Utara. *Lisan: Jurnal Bahasa Dan Linguistik*, 13(1), 9–19. <https://doi.org/10.33506/jbl.v13i1.2585>
- Erdiana, N., Bahri, S., & Akhmal, C. N. (2019). Male vs. female EFL students: Who is better in speaking skills? *Studies in English Language and Education*, 6(1), 131–140. <https://doi.org/10.24815/siele.v6i1.13024>
- Firdausy, D., & Pramesona, B. A. (2024). Hubungan Antara Jenis Kelamin dengan Tingkat Kecemasan pada Mahasiswa Kedokteran: Tinjauan Pustaka. *Medula*, 14(12).
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*. Universitas Diponegoro.
- Gopang, I. B., Bughio, F. A., Umrani, T., & Lohar, S. A. (2015). English Speaking Anxiety: A Study of Undergraduates at Lasbela University, Balochistan. *The International Research Journal "International Researchers"*, 4(1).
- Habiburrahim, H., Risdaneva, R., Putri, G., Dahliana, S., & Muluk, S. (2020). The Effects of Anxiety Toward Acehese Students' English Speaking Ability. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2020.3639>
- Hadi, M. M. S., Setianingsih, T., & Utama, M. P. (2018). The Correlation Between Students' Motivation and Anxiety in Speaking at SMPN 3 JanapriA. *E-Link Journal*, 5(2).
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.).

Chengage Learning EMEA.

- Halimah, H. (2018). Boosting students' speaking ability through Community Language Learning. *Studies in English Language and Education*, 5(2), 204–216. <https://doi.org/10.24815/siele.v5i2.9697>
- Hamzah, B. U. (2017). *Teori Motivasi dan Pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.
- Harmer, J. (2007). *The Practice of English Language Teaching* (Fourth). Longman.
- Hayat, A. (2017). Kecemasan dan Metode Pengendaliannya. *Khazanah: Jurnal Studi Islam dan Humaniora*, 12(1). <https://doi.org/10.18592/khazanah.v12i1.301>
- Hudaa, S., Purnama, Y., Mukhlisin, M., & Pratiwi, Desy. R. (2020). Improving the Students of the EFL Speaking Class. *IEOM Society International*.
- Istiqomah, W. (2024). *Students' Speaking Anxiety and Its Effect on Speaking Performance by Gender*. 12(02).
- Joni, D. A. A. W., & Dharmayanti, P. A. P. (2016). Pengaruh Anxiety dalam Speaking Activitis Jurnal Bakti Saraswati Vol. 05 No. 02. September 2016. *Jurnal Bakti Saraswati*, 5(2).
- Kenoh, A. R. I. (2021). A Qualitative Study on Speaking Anxiety among Pre-Service Teachers. *Journal of Learning and Development Studies*, 1(1), 34–39. <https://doi.org/10.32996/jlds.2021.1.1.5>
- Kurniati, K., Ervina, E., & Sumarni, T. (2023). Improving Students' Speaking Skills by Using Task-Based Learning Technique in the First Semester of the English Education Study Program at STAIN Bengkalis. *Akademika: Jurnal Keagamaan Dan Pendidikan*, 19(1), 10–22. <https://doi.org/10.56633/jkp.v19i1.509>
- Lisnias, C. V., Loekmono, J. T. L., & Windrawanto, Y. (2020). Hubungan Antara Kepercayaan Diri Dengan Kecemasan Berbicara Di Depan Umum Pada Mahasiswa Progd Pendidikan Sejarah Uksw Salatiga. *Psikologi Konseling*, 15(2). <https://doi.org/10.24114/konseling.v15i2.16192>
- Lutfiwati, S. (2020). Motivasi Belajar Dan Prestasi Akademik. *Al-Idarah: Jurnal Kependidikan Islam*, 10(1). <http://ejournal.radenintan.ac.id/index.php/idaroh>
- Mauliska, N., & D'Angelo, J. F. (2024). The Importance Of Learning English At School. *Interling: International Journal of English Language Teaching, Literature and Linguistics*, 2(2), 53–57. <https://doi.org/10.55210/interling.v2i2.1793>
- Monika, S. (2021). The Correlation Between Students' Motivation And Speaking Ability Of The Eleventh Grade Students In SMK N 03 Kotabumi Academic Year 2020/2021. *Griya Cendikia*, 6(2), 341–353. <https://doi.org/10.47637/griya-cendikia.v6i2.109>
- Nengsih, O., & Melani, M. (2024). *The Correlation Between Students' Motivation and Speaking Ability of The 8th Grade Students in SMP IT Cahaya Hati Bukittinggi*. 5(3).
- Oktavia, P. (2021). *The Correlation Between Students' Anxiety And* 2(2).
- Pratiwi, N. P. Y. (2024). *How Motivation Shapes Speaking Ability: Insights From Eighth-Grade Students*. 5(2).
- Pribadi, R., Rafli, Z., & Lustyantie, N. (2019). *The Influence of Family in Second Language Acquisition in Children Aged 1.5 Years: An Analysis of Monitoring Theory by Krashen*. 3(01).
- Purnamaningsih, E. H. (2003). Kepercayaan Diri Dan Kecemasan Komunikasi Interpersonal Pada Mahasiswa. *Jurnal Psikologi*, 30(2).
- Rahmayati, A., Parmawati, A., Syathroh, I. L., & Nurhasanah, I. (2024). *Correlation Between Student Anxiety And Speaking Performance*. 7(6).
- Ramarow, H., & Hassan, N. C. (2021). English Language Anxiety and Motivation Towards Speaking English Among Malaysian Pre-University Students. *Asian Social Science*, 17(11), 207. <https://doi.org/10.5539/ass.v17n11p207>
- Sardiman, A. M. (2018). *Interaksi dan Motivasi Belajar-Mengajar* (1st ed.). Rajawali Pers.
- Satriawan, K., & Skolastika, I. M. P. (2023). *The Analysis of Students' Speaking Ability in Speech At the English Literature Department of Mahasaraswati Denpasar University*. 2(3).
- Septiani, D., & Nugraeni, I. I. (2025). The Influence of Motivation and Self-Confidence on Students' Speaking Skills at Vocational Schools. *Scripta*, 2(2).

- Sitorus, M. T. (2020). *Pengaruh Motivasi Antar Pribadi Pimpinan Terhadap Motivasi Kerja*. Scopindo Media Pustaka.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (3rd ed.). Alfabeta.
- Sutarsyah, C. (2017). An Analysis of Students' Speaking Anxiety and Its Effect on Speaking Performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(2), 143. <https://doi.org/10.21093/ijeltal.v1i2.14>
- Tiana, D. M., Fitriyah, F., Lestari, R., & Aprillia, A. (2024). The Influence of Students' Anxiety on Speaking Performance in EFL Large Class: A Survey Study. *Scope: Journal of English Language Teaching*, 8(2), 342. <https://doi.org/10.30998/scope.v8i2.19537>
- Tohirin. (2014). *Bimbingan dan Konseling dan Madrasah Berbasis Integrasi*. Raja Grafindo Persada.
- Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of a Private University in Palembang. *International Journal of Education and Literacy Studies*, 6(4), 35. <https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>
- Wahyuni, S., & Nasir, S. W. (2023). Analysis of Students' Difficulties in Speaking English (A Case Study at The Tenth Grade Students of MAS Darul Azhar Kutacane). *Jurnal Pendidikan Dan Konseling*, 5(1).
- Yuniar, M. S., Mobit, M., & Srisudarso, M. (2023). *Learning Speaking Through Story Completion Technique: Senior High School Students' Challenges And Opportunities*. 6(2).
- Zavera S J, D. F., & Suherman, M. M. (2018). Hubungan Antara Tingkat Kecemasan Dengan Prestasi Akademik Mahasiswa Di Kota Bandung. *Fokus (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 1(3), 111. <https://doi.org/10.22460/Fokus.V1i3.2679>
- Zuhri, N. A., Salija, K., & Sakkir, G. (2022). *The Impacts Of Speaking Anxiety On Students' Learning Process*. 1(3).

