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## **EFFORTS TO INCREASE SELF-EFFICACY AND REDUCE ANXIETY TOWARDS LEARNING MOTIVATION THROUGH ENGLISH SPEAKING SKILLS**

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**Abstract:** This research aims to find out how self-efficacy influences students and reduces anxiety about speaking English so that it can increase learning motivation in students' speaking English skills at ASA Indonesia University. Speaking English is a challenge that is considered difficult due to a lack of self-efficacy and lack of motivation to learn, which causes anxiety in speaking English. Therefore, it is necessary to see what strategies lecturers use and how to increase self-efficacy in understanding motivation and reduce feelings of anxiety in speaking English. Several studies have examined learning motivation in improving English speaking skills. The respondents were 136 students at one of the leading private universities in Jakarta, Indonesia. The data collection method uses a questionnaire processed using SEM PLS version 3.2.9. This research found that

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several variables positively affected motivation to learn English, such as self-efficacy and anxiety in speaking English. Additionally, several variables can directly influence positive values on English-speaking skills, such as self-efficacy and learning motivation, and negative values on English-speaking skills, such as anxiety in speaking English. Apart from that, there is a direct positive influence on several variables that can influence English speaking skills through controlling learning motivation, including self-efficacy and anxiety in speaking English.

**Keywords:** *self-efficacy, anxiety, learning motivation, English-speaking skills*

## INTRODUCTION

Student's self-efficacy is essential in language learning to perform specific actions or tasks successfully. The self-efficacy includes essential aspects such as confidence in overcoming challenges, dealing with difficult situations, and achieving desired results. Hoang and Wyatt (2020) state that self-efficacy is closely related to students' beliefs regarding their ability to produce specific achievements. It is reinforced by Truong and Wang's (2019) statement that high self-efficacy can make students perform well in the English learning process. According to Manipol et al. (2024), positive experiences, role models, encouraging comments, constructive criticism, and anxiety management techniques can improve students' self-efficacy in English-speaking abilities.

Self-efficacy can rise due to positive experiences, including finishing tasks, taking part in conversations, and making presentations. According to Musyarrafah et al. (2022), students can become more confident in their language abilities through positive experiences, interacting with fluent English speakers, social persuasion, managing mental and physical stress, and regular practice. Presentations, conversations, and successful English tasks boost self-efficacy and confidence. Peer, instructor, and parental support can also increase confidence. Self-efficacy may be improved by practicing speaking and managing anxiety through in-class and out-of-class activities,

including role plays, presentations, and conversations. Stress can hinder communication, while comfort and composure boost confidence. Students' self-efficacy in speaking English may be increased with the proper assistance and encouragement, which will eventually increase their drive to learn.

English-speaking anxiety can have a significant impact on students' motivation to learn speaking skills. Shamsuri et al. (2021) state that anxiety in speaking English can lead to several reasons, including decreased self-confidence, avoidance behavior, and low intrinsic motivation. Students with high anxiety often doubt their abilities and fear making mistakes, making them more hesitant to talk. This avoidance creates a negative circle, reducing their skills and confidence, ultimately reducing their learning motivation. Additionally, speaking anxiety reduces students' intrinsic motivation, making it less enjoyable and less motivating them to improve. In essence, anxiety can lead to students losing interest in improving and becoming more focused on avoiding failure than achieving success. Overcoming speaking anxiety is very important to rebuild students' motivation to master English speaking skills to learn more effectively and with greater confidence, as for how to reduce the negative influence of anxiety. Fauzi and Asi (2023) state that teachers can create a more pleasant learning environment for students by creating a friendly setting, encouraging progressive practice to boost confidence, and offering constructive criticism to lessen speaking anxiety's negative impact on motivation.

Speaking practice can also facilitate the students to alleviate their confidence to speak and reduce their anxiety to communicate. Ramli et al. (2024) conveyed that increasing self-efficacy in English speaking abilities and removing speaking fear need a mix of focused tactics. Students can gradually and regularly practice speaking English to reduce their nervousness and boost their confidence. Self-confidence may be raised by receiving praise from peers and teachers, emphasizing improvement over mistakes. With negative thought management, evil thoughts may be replaced by positive ones. Self-efficacy may be increased by speaking success since each successful

speech increases confidence in one's abilities. By evaluating past accomplishments, such as conversing with native speakers, self-confidence can be raised. Students who employ these strategies may experience less anxiety and be more inspired to continue learning and improving their English-speaking skills.

Students' sense of self-efficacy facilitates the development of their behavioral, cognitive, and motivational engagement in the classroom, which is crucial for their involvement in the learning process. Students' self-confidence in their ability to speak English is one of the barriers to learning; it causes them to be quiet, shy, and ashamed while speaking the language (Puozzo & Audrin, 2021). As a result, most students still want assistance to increase their self-efficacy while responding to inquiries or talking about learning motivation in class regarding speaking English. According to Wu et al. (2022), students who experience high levels of speaking anxiety are typically not seen favorably by others because they are thought to be unresponsive, uncommunicative, challenging to comprehend, lacking competence, task-oriented, and unproductive. The same thing was also conveyed by Pramadanti (2022), that students who suffer from anxiety often avoid situations and are apprehensive, which can negatively impact their social and intellectual functioning, so students are courageous and self-assured enough to speak English in class.

Motivation plays a crucial role in learning English, encouraging individuals to demonstrate their knowledge and skills. In the era of globalization, improving English language skills is essential for education, work, and international communication. Self-efficacy, an individual's belief in their ability to succeed, influences success in learning English. Students with high self-efficacy have stronger motivation to achieve their learning goals (Chauvin et al., 2020).

On the other hand, students frequently struggle with anxiety related to speaking English. Numerous factors, like fear of making mistakes, uneasiness speaking in front of others, or unpleasant past experiences, might contribute to this anxiety. Wu et al. (2022) explain that speaking anxiety doesn't impact students' fluency, participation in classroom activities, and language skill development. High anxiety can

also affect learning motivation, making it crucial to reduce anxiety about speaking English to boost motivation. Teachers can increase students' self-efficacy and reduce anxiety when speaking English using progressive instruction and sincere encouragement. They should also focus on communication, set realistic objectives, and provide a supportive learning environment. It may be possible to accomplish this by using conversation simulations and connecting educational materials to students' interests. Including students in active learning can help them feel more comfortable speaking and improve their learning experience (Asih et al., 2021).

According to Tambunsaribu and Galingging (2020), using social skills training, such as role-playing games and group discussions, to assist students in improving their communication abilities and speaking anxiety is one technique to help them overcome speaking anxiety and boost their self-efficacy. It is also supported by Maryam et al. (2019), who state that students who have assignments that progressively get harder are better able to develop self-efficacy, so a friendly learning environment free from harsh criticism fosters a more laid-back atmosphere and boosts the desire for learning and successful experiences are crucial for boosting self-confidence. By understanding these factors and implementing appropriate strategies, educators and students can overcome speaking anxiety and increase self-efficacy in learning English (Xue & Ardasheva, 2019).

Considering the findings of previous studies, attention is paid to studies that focus on investigating the causal relationship between Self-Efficacy (SE) and Speaking Anxiety (SA) on Learning Motivation (LM) with English Language Skill (ELS) as a mediator. Some studies are discussed separately and do not provide a comprehensive depiction of how the four constructs correlate simultaneously in English language learning mediated by ELS. For example, the following studies only focus on the relationship between their dimensions such as SE (Chauvin et al., 2020), SA (Asih et al., 2021), LM (Rochmawati et al., 2023), and ELS (Mega & Sugiarto 2020).

Although previous studies provide in-depth information regarding this issue, the discussion is still in the context of teaching and

learning speaking in general. The current research tries to raise a similar problem by limiting the focus of inquiry to aspects that are rarely discussed but often faced by students, namely lack of self-efficacy and anxiety about speaking English in class. Thus, this research intends to fill gaps in the literature and identify more unique findings that contribute to the topic. This research tries to answer the following research questions: (1). What factors can increase student efficacy towards learning motivation in English speaking skills? (2). What influences students' speaking anxiety and their motivation to learn English speaking skills? (3). How do they eliminate their anxiety and increase their self-efficacy in speaking English?

## **METHOD**

This research aims to determine efforts to increase self-efficacy and reduce anxiety in speaking English and learning motivation through English speaking skills for students in the second semester of the Management Department at ASA Indonesia University. A survey method was used, and a quantitative approach using Partial Least Squares (PLS) analysis to test the structural model and relationships between variables. The participants in this research were taken from non-probability sampling, namely purposive sampling (Barella et al., 2024). Then, the questionnaire of Likert scale by using five indicators, such as strongly agree (5), agree (4), not sure (3), disagree (2), and strongly disagree (1) was distributed. It was aimed at exploring and analyzing the relationship between self-efficacy, anxiety in speaking English, and learning motivation in the context of English learning, as well as to evaluate the role of English-speaking skills as a mediator in this relationship.

## **Research Setting and Participant**

This research aims to assist in developing strategies or interventions that can increase students' self-efficacy and English-speaking skills and reduce speaking anxiety, ultimately increasing students' learning motivation in the context of English learning. The strategies include success-based learning, modeling, constructive

feedback, communicative approaches, technology and media, gradual approaches, simulations, role-playing, and collaborative activities. Apart from that, this research also aims to explore students' perceptions of this strategy.

This research was attended by 136, consisting of 65 (47.7%) males and 71 (52.2%) females for all second-semester students who took English courses were participants of this study. They were informed about the purpose of the study and asked for their consent to participate. This research was conducted at a private university in Indonesia. It used purposive sampling, and participants were taken from English course students.

### **Data Analysis**

The collected data in Google Forms were examined by using smart PLS 3.2.9. When the dataset was manageable and relevant to analyze, SMART PLS software was utilized to proceed the data and present the relationship between self-efficacy, anxiety in speaking English, learning motivation and the role of English-speaking skills as a mediator. Next, the direct and indirect effects of self-efficacy and anxiety on learning motivation, as well as the mediating role of speaking skills in enhancing these relationships were interpreted. Then, the way how these variables interacted within the English learning context was concluded. Thus, this analysis consists of data reduction, presentation, and conclusion (Nasir & Sukmawati, 2023).

### **FINDINGS**

Following a structural equation model (SEM) study, the following results are reported in terms of model measurement and hypothesis analyses:

#### **Hypotheses Analyses**

The four hypotheses were tested using SMART PLS-SEM. Bootstrapping determines path coefficients that indicate causal relationships between related variables, whether significant or not, including the positive or negative path.

### **Self-Efficacy and Learning Motivation**

The results of testing the first hypothesis regarding the path coefficient show that self-efficacy and learning motivation have a path coefficient value of 0.329 (positive), with a T-statistic of  $3.676 > T\text{-table}$  of 1.96. The P-value is  $0.000 < 0.05$ , and the regression results show that the first hypothesis is accepted. It indicates that self-efficacy has a significant effect on learning motivation. In other words, self-efficacy influences motivation to learn English positively, resulting in teaching goals where students are motivated to meet expectations and show independence and tenacity when facing obstacles in the language learning process.

### **Self-Efficacy and English-Speaking Skills**

The results of testing the second hypothesis regarding the path coefficient show that self-efficacy and English language skills have a path coefficient value of 0.501 (positive), with a T-statistic of  $5.883 > T\text{-table}$  of 1.96. The P-value is  $0.000 < 0.05$ , and the regression results show that the second hypothesis is accepted. It indicates that self-efficacy has a significant effect on English speaking skills. In other words, high self-efficacy is very important in improving English speaking skills by influencing self-confidence, motivation, perception of failure, persistence, effective communication strategies, and positive experiences gained.

### **Anxiety in Speaking English and Learning Motivation**

The results of testing the third hypothesis about the path coefficient showed that anxiety in speaking English and learning motivation had a path coefficient value of 0.589 (positive), with a T-statistic of  $6.963 > T\text{-table}$  of 1.96. The P-value is  $0.000 < 0.05$ , and the regression results show that the third hypothesis is accepted. It shows that anxiety in speaking English affects learning motivation. In other words, anxiety in speaking English can affect a student's motivation to learn because anxiety acts as a psychological barrier that makes a student feel insecure, worried about making mistakes, or afraid of receiving negative judgment from other students.



### **Anxiety in English-Speaking Skills**

The results of testing the fourth hypothesis regarding the path coefficient show that anxiety in English speaking skills has a path coefficient value of 0.087 (positive), with a T-statistic of  $0.812 < T\text{-table}$  of 1.96. The P-value is  $0.417 > 0.05$ , and the regression results show that the fourth hypothesis is rejected. It indicates that anxiety in speaking English does not significantly affect speaking skills. In other words, anxiety can be an obstacle in some situations. There are many cases where anxiety does not directly reduce a student's speaking ability, especially if the skills and knowledge are already strong enough.

### **Learning Motivation and English-Speaking Skills**

The results of testing the fifth hypothesis about the path coefficient showed that learning Motivation and English-speaking skills had a path coefficient value of 0.316 (positive), with a T-statistic of  $3.112 > a\ T\text{-table}$  of 1.96. The P-value is  $0.002 < 0.05$ , and the regression results show that the fifth hypothesis is accepted. It shows that learning motivation has a significant effect on English speaking skills. In other words, learning motivation is a driving factor that makes students committed to continuously developing their speaking skills, ultimately leading to significant improvements in English speaking skills.

### **Self-Efficacy and English-Speaking Skills with Learning Motivation as Mediation**

The results of testing the sixth hypothesis about the path coefficient showed that self-efficacy in English speaking skills and learning motivation as mediation had a path coefficient value of 0.104 (positive), with a T-statistic of  $2.290 > a\ T\text{-table}$  of 1.96. The P-value is  $0.022 < 0.05$ , and the regression results show that the sixth hypothesis is accepted. It shows that self-efficacy significantly affects English speaking skills and learning motivation as mediation. In other words, a student's belief in their ability to carry out specific tasks significantly influences English speaking skills and learning motivation as a

mediator because self-efficacy influences how a student responds to challenges, effort, and persistence in learning.

### **Anxiety in English-Speaking Skills with Learning Motivation as a Mediation**

The results of testing the seventh hypothesis about the path coefficient showed that anxiety in English speaking skills and learning motivation as mediation had a path coefficient value of 0.186 (positive), with a T-statistic of  $2.846 > a$  T-table of 1.96. The P-value is  $0.005 < 0.05$ , and the regression results show that the seventh hypothesis is accepted. It indicates that anxiety in speaking English has a significant effect on English speaking skills and learning motivation as mediation. In other words, anxiety can reduce a student's motivation to learn, which leads to a decrease in the frequency of practice and active participation in learning English. Without sufficient motivation and training, English speaking skills do not develop optimally. Students can develop their speaking skills more effectively by overcoming anxiety and increasing learning motivation.

### **Measurement Model Analysis**

In this measurement model analysis, PLS-SEM was used to evaluate the reliability and validity of the construct measures. According to Hair et al. (2017), convergent and discriminant validity assessments were carried out for validity purposes. There are two criteria to measure whether the outer model meets the convergent validity requirement for reflective construct: loading factor ( $>0.70$ ) and AVE ( $>0.50$ ). Based on the loading factors validity test, the entire loading value of manifesto variables or indicators of each construct is more significant than 0.70, indicating that it has fulfilled the validity standard based on the loading value. While the average variance extracted (AVE) is more than 0.50. The following table presents descriptive data analyzed to determine self-efficacy, reduce anxiety in speaking English, learn motivation, and improve English speaking skills.

Table 1. Construct Validity and Convergent Validity

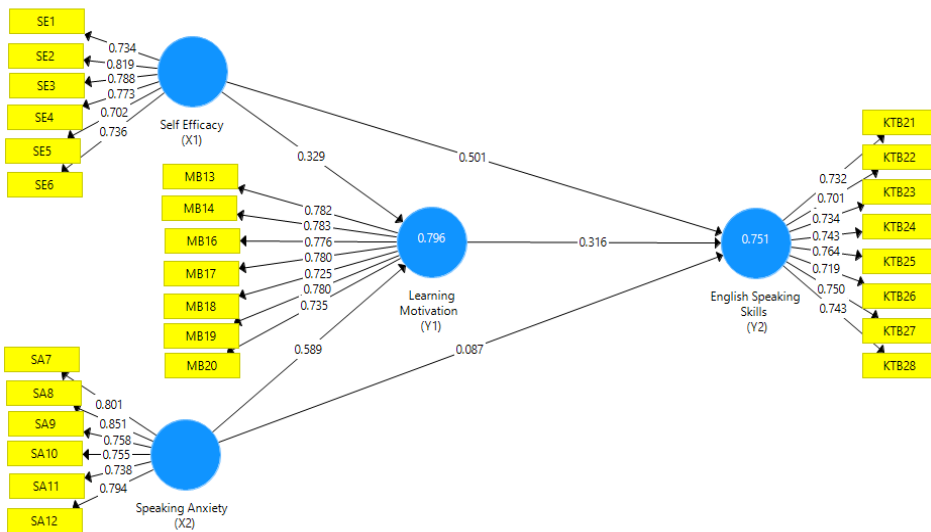
<i>Variable</i>	<i>Indicator</i>	<i>Questionnaire items</i>	<i>Outer Loading</i>	<i>Composite Reliability</i>	<i>Cronbach's Alpha</i>	<i>Average Variance Extracted (AVE)</i>
Self-Efficacy (X1)	Magnitude	SE1	0.734	0.891	0.853	0.577
		SE2	0.819			
	Generality	SE3	0.788			
		SE4	0.773			
	Strength	SE5	0.702			
		SE6	0.736			
Anxiety (X2)	Fear of communication	AX7	0.801	0.905	0.874	0.614
		AX8	0.851			
	Exam anxiety	AX9	0.758			
		AX10	0.755			
	Fear of getting a negative evaluation	AX11	0.738			
		AX12	0.794			
Learning Motivation (Y1)	Attention	LM13	0.782	0.909	0.883	0.587
		LM14	0.783			
	Relevance	LM16	0.776			
	Confidence	LM17	0.780			
		LM18	0.725			
	Satisfaction	LM19	0.780			
LM20		0.735				
English Speaking Skills (Y2)	Vowel	ESS21	0.732	0.904	0.879	0.542
		Precision	ESS22			
	Voice	ESS23	0.734			
		Intonation	ESS24			
	Speech	ESS25	0.764			
		Accuracy	ESS26			
	Smooth	ESS27	0.750			
		ESS28	0.743			

The research demonstrates that all variables used in the study meet the validity and reliability criteria, as indicated by the correlation values of each component. Composite reliability and Cronbach's Alpha values are used to measure the suitability of each element, with a value (CR) exceeding 0.70, which indicates good agreement between components. The AVE value ranges from 0.542 to 0.614, indicating that all variables meet the AVE standard, making them valid or safe for creating latent variables. The square root value of AVE for each latent variable is greater than the highest correlation values with other constructs.

## Modelling in research

Internal consistency is the first criterion for assessing a measurement model by measuring observed items and variables against each other. Latent constructs describe absolute correlations of more than 50%. Figure 1 displays the results based on PLS analysis, which is an absolute correlation between item scores and construct scores. It shows that factor loadings are between 0.701 and 0.851; this result is above the minimum threshold criterion, namely 0.50 (Hair et al., 2017). The route model that follows illustrates the relationship between the variables under study and describes the hypothesis.

Figure 1. Validity Testing Based on Loading Factors



## Discriminant Validity – Fornell Larcker

Discriminant Validity tests the validity of the discriminant with a reflexive indicator, namely by looking at the cross-loading value for each variable, which must be  $> 0.7$ . Another way that can be used is to compare the square root of the average variance extracted (AVE) value of each construct with the correlation between other constructs in the model then, it is categorized as having a good discriminant validity value (Henseler et al., 2016).

Table 2. Discriminant Validity-Fornell Lacker

Variable	Self-efficacy (X1)	Anxiety in Speaking English (X2)	Learning Motivation (Y1)	English Speaking Skills (Y2)
Self-efficacy (X1)	0,760			
Anxiety in Speaking English (X2)	0,877	0,784		
Learning Motivation (Y1)	0,846	0,878	0,766	
English Speaking Skills (Y2)	0,845	0,804	0,816	0,736

Table 2 displays the highest value for each variable, such as self-efficacy (0.760), anxiety in speaking English (0.784), learning motivation (0.766), and English-speaking skills (0.736). Assume it is possible to demonstrate that the search factor value of each variable is higher than that of other latent constructs. In that case, discriminant validity can be considered valid based on these findings. As a result, discriminant validity may be regarded as accurate (Hair Jr. et al., 2019).

### Coefficient of determination of R-squared (R<sup>2</sup>)

A coefficient of determination (R<sup>2</sup> value) was performed to measure the strength of the structural model's prediction of exogenous to endogenous variables. A linear regression test produces the R-square (R<sup>2</sup>). Hair et al. (2011) state that 0.75 (very strong), 0.5 (moderate), and 0.25 (weak). Using the PLS Algorithm, it is acquired that learning Motivation (0.796) and English-speaking skills (0.751). Learning motivation can be explained by 79%, English speaking skills by 75%, and self-efficacy and anxiety in speaking English (see Table 3).

Table 3. Determination Coefficient Test (R square)

Variable	R Square	R Square Adjusted	Results
Learning Motivation (Y1)	0.796	0.792	Medium
English Speaking Skills (Y2)	0.751	0.746	Medium

Table 3 shows that the model has moderate power if the R-square value for a variable is above 0.50 (Hair et al., 2011). The R-square value for motivation to learn English is 0.796, and the R-square value for English language skills is 0.751, so it can be concluded that this model variable is included in the medium category.

Table 4. Prediction Accuracy Test (Q2)

Variable	S	SSE	Q <sup>2</sup> (=1-SSE/SSO)
Learning Motivation	952,000	519,146	0,455
English Speaking Skills	1088,000	656,856	0,396

According to Henseler et al. (2009), just like measuring effect sizes, the guidelines for determining how accurate a prediction is are 0.02 (small), 0.15 (medium), and 0.35 (large). Based on Table 4, the prediction accuracy value for the learning motivation variable is 0.455, and English-speaking skills are 0.396, which is more significant. So, both have excellent prediction accuracy.

### Effect Size (f2)

The F2 effect size measurement assessed the impact of omitted exogenous constructs on endogenous constructs, categorizing them as weak (0.02), medium (0.15), strong (0.35), or no effect (0.02) (Hair Jr. et al., 2019). (see Table 5)

Table 5. F Test

Variable	F Square	Result
Self-efficacy -> Learning Motivation	0,122	Medium
Anxiety -> Learning Motivation	0,393	High
Self-efficacy -> English Speaking Skills	0,208	Medium
Anxiety -> English Speaking Skills	0,005	Weak
Learning Motivation -> English Speaking Skills	0,082	Weak

The model's effect size (f2) is calculated to determine the impact of omitted constructs on endogenous constructs. The results show that self-efficacy moderately influences learning motivation,

speaking anxiety significantly impacts motivation, and speaking anxiety has a negligible impact on English speaking skills.

### Path Coefficients Analysis

The significant value is expressed in the two-tailed, 0.5% t statistical test, and the bootstrapping process was employed. All path coefficients are less than 0.05 ( $p < 0.05$ ), according to the results. This shows that all t-statistic are higher than t-table (1.96), and that the variable constructs have a strong and positive impact on the other constructs in the model (Hair Jr. et al., 2019). Table 6 shows a reference for assessing hypotheses.

Table 6. Path Coefficient

Variable	Coefficient	Sample Mean	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Conclusion
Self-efficacy-> Learning Motivation	0.329	0.331	0.089	3.676	0.000	Accepted
Anxiety -> Learning Motivation	0.501	0.503	0.085	5.883	0.000	Accepted
Self-efficacy -> English Speaking Skills	0.589	0.590	0.085	6.963	0.000	Accepted
Anxiety -> English Speaking Skills	0.087	0.088	0.107	0.812	0.417	Rejected
Learning Motivation -> English Speaking Skills	0.316	0.315	0.102	3.112	0.002	Accepted
Self-efficacy -> Learning Motivation with English speaking skills as mediation	0.104	0.104	2.290	2.290	0.022	Accepted
Anxiety-> Learning Motivation with English speaking skills as mediation	0.186	0.185	2.846	2.846	0.005	Accepted

Table 6 shows that six hypotheses are accepted, namely hypotheses H1, H2, H3, H5, H6, and H7, and one hypothesis is not accepted in hypothesis H4. It means that learning motivation is influenced by self-efficacy and anxiety when speaking English. While English-speaking skills are influenced by self-efficacy, anxiety in speaking English does not affect English-speaking skills, and English-speaking skills also influence learning motivation. Then, English-speaking skills mediate the influence of self-efficacy and anxiety in speaking English on learning motivation.

## DISCUSSION

Improving self-efficacy and controlling speaking anxiety in English is crucial for affecting students' desire to study the language, particularly when improving speaking abilities (Cladonia & Marlina, 2021). Students have less nervousness and a drop in self-confidence as they become more comfortable speaking English. Enhancing English speaking abilities, higher self-efficacy, and successful speaking anxiety management can boost learning motivation. These outcomes require consistent practice, suitable learning techniques, and supportive surroundings (Puozzo & Audrin, 2021).

Self-efficacy and learning motivation have a positive correlation of 0.329, according to the findings of testing the first hypothesis about the path coefficient. The T-statistic value of 3.676 indicates that this relationship is more significant than the T-table. 0.000 is more significant than 0.05, and the P value is 1.96. According to the regression results, the first hypothesis is true. Learning motivation is significantly impacted by self-efficacy. Kuo and Kuo (2024) outlined how self-efficacy enhances learning motivation and gives students the freedom and tenacity to overcome obstacles and accomplish their objectives. Self-efficacy on language learning is how confident a student is in successfully comprehending, speaking, writing, and utilizing English. Zhang et al. (2020) state that students who believe in their skills will be more self-assured, self-sufficient, tenacious, and resilient to stress or failure. As a result, high levels of



self-efficacy can promote long-lasting intrinsic motivation during the learning process.

The path coefficient value between self-efficacy and English-speaking abilities is 0.501 (positive). According to the findings of testing the second hypothesis. The T-statistic value is 5.883 above the T-table, and the P-value is 0.000 below 0.05. The second hypothesis is accepted, according to the regression data. Thus, speaking English is significantly impacted by self-efficacy. Wene and Vantaosen (2023) contend that a student's confidence to complete a task greatly influences learning, including the growth of their English-speaking abilities. It is because a student's confidence in their capacity to succeed in a task or reach a goal is paramount. Ultimately, self-efficacy is crucial in deciding how well someone can acquire and perfect English-speaking skills since self-assurance motivates students to work more, overcome challenges, and improve their English language use. Meanwhile, Zaki and Lintangari (2023) claimed that having a high sense of self-efficacy would make students feel more specific, more committed to practicing, and more willing to take chances while speaking. It would also lower anxiety, enhance the quality of interactions, and help them become more proficient speakers.

The findings of the hypothesis test concerning the third path coefficient indicate that there is a positive relationship between learning motivation and anxiety when speaking English, with a P-value of 0.000, less than 0.05, and a T-statistic value of 6.963, which is higher than the T-table. The regression findings support the third hypothesis. As a result, speaking English with anxiety has a significant impact on learning motivation. Kiruthiga and Christopher (2022) state that anxiety is a barrier to improving speaking abilities when learning English since it may be brought on by some factors, including a lack of confidence in one's ability to communicate in English, a fear of making mistakes, or uncertainty about one's ability to speak the language. Meanwhile, demonstrates that studying English does not necessarily result in negative worry. On the other hand, worry may be a powerful motivator for students to increase their knowledge, strengthen their areas of weakness, and enhance their speaking abilities. Dealing with

anxiety may help students become more resilient and confident and employ more efficient learning techniques, eventually boosting their drive to study.

The results of testing the fourth hypothesis about the path coefficient indicate that there is a positive path coefficient value of 0.087 between speaking English anxiety and speaking skills, with a P-value of 0.417 that is more significant than 0.05 and a T-statistic value of 0.812 that is higher than the T-table of 1.96. The findings of the regression indicate that the fourth hypothesis is not supported. The capacity to speak English is, therefore, unaffected by nervousness. Palupi et al. (2022) explained that speaking English with worry is frequently seen as a barrier that can impair one's competence. However, the development of a student's speaking abilities is not always directly altered by worry. Some students only experience anxiety briefly, and it does not influence their capacity for clear communication. It demonstrates that speaking fear in English is not usually a significant barrier to fluency.

The findings of the fifth hypothesis test concerning the path coefficient indicate that learning motivation and English-speaking abilities have a favorable path coefficient value of 0.316, with a T-statistic value of 3.112, which is higher than the T-table of 1.96 and a P value of 0.002 that is more significant than 0.05. According to the findings of the regression, the fifth hypothesis is accepted. Thus, motivation to study has a substantial impact on English-speaking abilities. Kunah (2022) discussed how learning motivation is a crucial component of the learning process, which includes improving English speaking abilities. Strong motivation may inspire students to put in more effort and continuously enhance their speaking skills.

Meanwhile, Maming et al. (2023) state that when students are motivated, they practice more actively, speak more confidently, and persevere through the difficulties of learning a new language. A high level of learning motivation will significantly enhance their ability to speak English fluently, accurately, and effectively, as well as their communication skills. It motivates them to seek learning techniques

that help them overcome their anxieties and concentrate on long-term objectives.

Self-efficacy towards learning motivation through English speaking skills as mediation has a path coefficient value of 0.104 (positive), according to the results of testing the sixth hypothesis regarding the path coefficient. The T-statistic value of 2.290 is more significant than the path coefficient value. The P-value is 1.96, as is the T-table. Compared to 0.05, the value of 0.022 is more crucial. Accordingly, the sixth hypothesis is supported based on the regression results. As a result, self-efficacy significantly impacts learning motivation by mediating English-speaking abilities. According to Elentri et al. (2022), self-efficacy is an individual's confidence to accomplish particular objectives. Self-efficacy significantly impacts a student's drive to study and proficiency in speaking English. A friendly learning atmosphere, challenges according to skill level, positive reinforcement, and increased confidence in English communication are all possible.

The results of testing in the seventh hypothesis about the path coefficient indicate that anxiety in speaking English has a path coefficient value of 0.186 (positive) on learning motivation through English speaking skills as a mediation. The P value and T-statistic value of 2.846 are both higher than the T-table of 1.96. 0.005 is a more significant value than 0.05. According to the findings of the regression, the sixth hypothesis is accepted. As a result, learning motivation via English speaking abilities is impacted by speaking fear. Wu et al.' (2022) research revealed that there are two aspects to speaking anxiety in English that can inspire learning and speaking skill improvement. Pupils with strong anxiety management tend to be more driven to study and practice speaking more actively, which improves their English-speaking abilities. Meanwhile, Rochmawati et al. (2023) contend that students with anxiety employ compensatory learning techniques to lessen their worry, such as memorizing certain lines or preparing more before speaking. Because students feel more comfortable speaking in English, this technique can help them become more proficient speakers and increase their willingness to study.

## CONCLUSION

This study shows that self-efficacy, anxiety in speaking English, and English-speaking skills can positively influence motivation to learn English. Meanwhile, variables that can positively influence English-speaking skills include self-efficacy and motivation to learn English. What does not directly affect English speaking skills is anxiety about speaking English. Meanwhile, variables that can positively influence English speaking skills by indirectly mediating learning motivation, namely learning efficacy and anxiety in speaking English, have proven influential. Because this research was conducted at a private university in Jakarta, it cannot represent EFL students at all universities in Indonesia, especially in terms of English-speaking ability.

According to Rochmawati et al. (2023), motivation is strongly influenced by internal factors, such as self-efficacy, as well as external factors, such as social support, so increasing self-confidence and reducing anxiety in speaking English can increase students' intrinsic motivation to continue learning, increase self-efficacy and reduce speaking anxiety is an effective strategy to increase learning motivation and develop English speaking skills. Because efforts to increase self-efficacy and reduce anxiety about speaking in English significantly influence students' learning motivation, high self-efficacy makes students more confident and motivated to learn and develop their English-speaking skills. Additionally, reducing anxiety in speaking also plays an essential role in creating a positive learning atmosphere where students feel more comfortable practicing and sharpening their English skills. Thus, increasing self-efficacy and managing anxiety can contribute to success in English language learning.

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