

Effects of Learning Motivation, Self-Confidence, and Communication Anxiety on English Acquisition among Grade 9 Students

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DOI: <https://doi.org/10.47772/IJRISS.2026.100600287>

Received: 24 May 2026; Accepted: 29 May 2026; Published: 22 June 2026

ABSTRACT

Poor English language acquisition remains a global concern. This study determined the significance of the influence of motivation to learn, self-confidence in using English language, and anxiety in speaking the language on acquisition of such language. Diagnostic research design, stratified random sampling, survey approach, and linear regression analysis were employed. The data obtained from 208 Grade 9 students, revealed that all the determinants were significant factors of the criterion, affirming Affective Filter Hypothesis as part of Monitor Model. Future researchers and educators may utilize longitudinal, experimental, and intervention-based approaches across diverse learner contexts to evaluate how motivation, self-confidence, and anxiety influence English language acquisition over time.

Keywords: Effects of learning motivation, speaking confidence, communication anxiety, English acquisition, grade 9 students

INTRODUCTION

The Problem and Its Setting

English language acquisition is a continuous global concern, as learners continue to experience low levels of motivation, self-confidence, and anxiety in learning English (Rochmawati et al., 2023). A recent study found that emotional and psychological factors significantly influence students' engagement and participation in English learning across different educational settings (Mubarok & Nurindah, 2023).

In several countries, motivation, self-confidence, and anxiety have been identified as key factors affecting students' English language acquisition. Studies conducted in Indonesia and China found that learners experience anxiety and unstable motivation, which negatively impacts their learning outcomes (Pei, 2023). Similarly, research in Pakistan found that English learners also experience significant foreign language anxiety and inconsistent motivation in their language learning (Samad et al., 2023).

In the Philippines, particularly in Davao City, learners often struggle with motivation, self-confidence, and anxiety when studying English, which affect their ability to participate in class and communicate (Malnegro & Pastolero, 2025). According to research, student engagement and proficiency in learning English in secondary education settings are greatly influenced by emotional and psychological aspects (Mubarok & Nurindah, 2023).

The negative influence of low Motivation, poor self-confidence, and Anxiety in speaking English may lead to weak classroom participation, limited communication skills, and low academic performance among Grade 9 students (Gómez et al., 2023). These challenges can also reduce learners' engagement in English-based academic activities and affect their readiness for higher education and future employment opportunities (Wang et al., 2023). Therefore, this study examines the influence of these factors on English language acquisition and provides educators with a basis for developing appropriate learning interventions and strategies.

Significance of the Study

This study was significant because it addressed English acquisition challenges influenced by motivation to learn English, self-confidence in using English, and anxiety in speaking English, and identified these factors as critical to achieve Sustainable Development Goal 4, known as quality education, by promoting inclusive, proficient language learning for all students. In the Philippine context, the findings support DepEd goals to develop holistically formed, globally competitive learners by informing emotional support programs, curriculum enhancements, and strategies to close proficiency gaps in diverse areas. It was also aligned with the vision, mission, and goals of Holy Cross of Davao College, sustaining a mission-driven community, holistic formation of learners and nurturing their dignity, competence, and character in both personal and academic growth.

Statement of the Problem

This study aimed to determine the influence of motivation to learn English, self-confidence in using English, and anxiety in speaking English on English language acquisition among Grade 9 students. Specifically, the researcher pursued the following objectives:

1. To determine the levels of motivation in learning English language in terms of Personal Aspect, Emotional Aspect, Educational Aspect, Professional Aspect; and Parental Aspect; self-confidence in using English language in terms of English Language Use and Self-assurance level; and Anxiety in speaking English language in terms of communication apprehension, test anxiety, fear of negative evaluation, and English Classroom Anxiety; English Language Acquisition in terms of Aptitude, Difficulty of language, Strategies for learning and communication, and Nature of language learning.
2. To determine the significant relationship between motivation to learn the English language, self-confidence in using the English language, anxiety in speaking the English language, and English language acquisition.
3. To determine the significant influence of motivation in learning the English language, self-confidence in using the English language, and anxiety in speaking the English language on the acquisition of the English language.

Hypotheses

H₀₁: There is no significant relationship between motivation to learn the English language, Self-Confidence in using the English language, and anxiety in speaking the English language on English Language Acquisition.

H₀₂: Motivation to learn the English language, Self-Confidence in using the English language, and anxiety in speaking the English language do not significantly influence English Language Acquisition.

THEORETICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK

Krashen's Affective Filter Hypothesis (1982), part of his Monitor Model in Second Language Acquisition (SLA), was anchored. It conceptualized English language acquisition as a process that is strongly influenced by learners' affective states, specifically motivation, self-confidence, and anxiety. According to this theory, when learners are motivated and confident, their affective filter is low, allowing more language input to reach the brain, thereby facilitating better acquisition. In contrast, high anxiety or low self-confidence raises the affective filter, blocking input and hindering language acquisition (Krashen, 1982).

In this study, motivation to learn English language variable was indicated by personal aspect, emotional aspect, educational aspect, professional aspect, and parental aspect (Imsa-Ard, 2020); Self-confidence in using English language variable was indicated by English language use and Self-assurance level (Aziz & Asih, 2023); Anxiety in speaking English language variable was indicated by communication apprehension, test anxiety, fear of negative evaluation and English classroom anxiety (Hidayati, 2018). Lastly, English Language Acquisition, as a

criterion variable, is indicated by aptitude, difficulty of language, strategies for learning and communication, and nature of language learning (Horwitz et al., 1986). These indicators served as the foundation of the study.

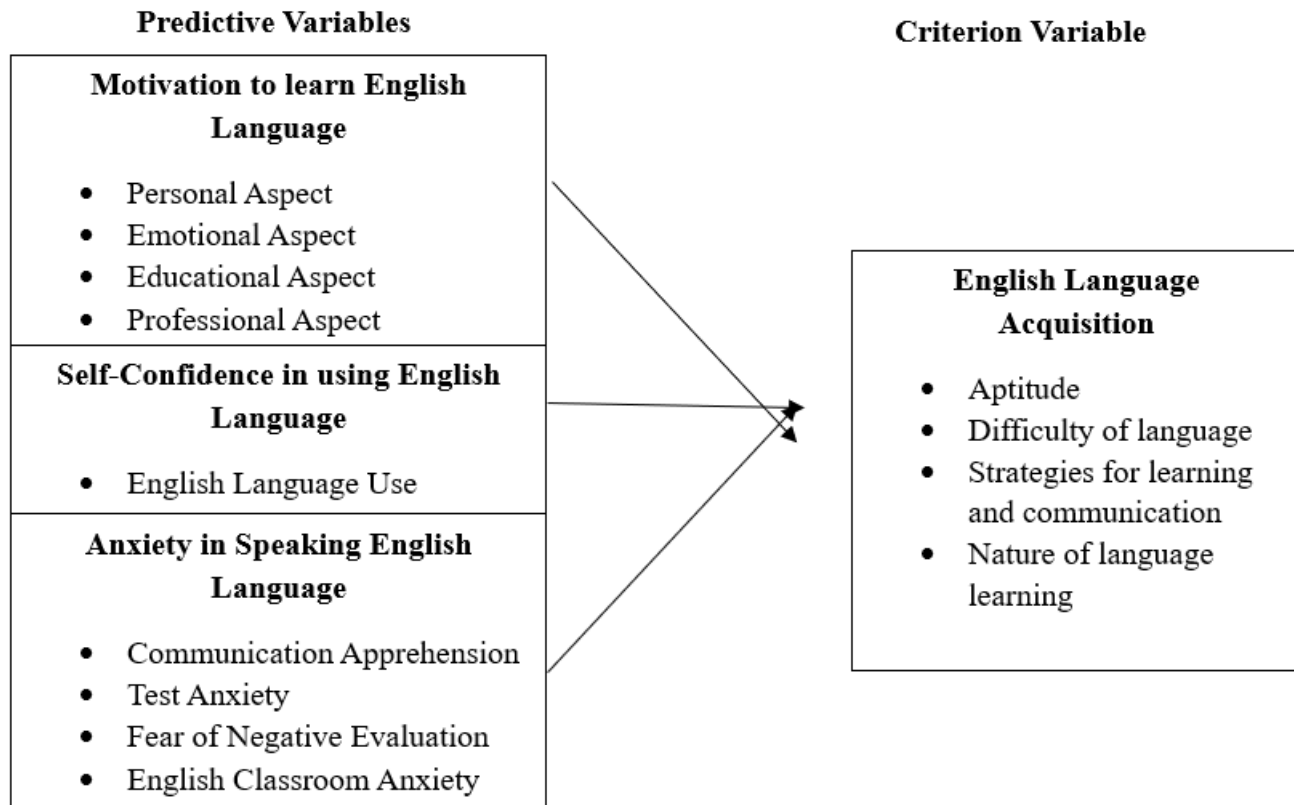


Figure 1. Conceptual Framework of the Study

METHODOLOGY

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration.

Research Design

This study utilized a diagnostic research design, a type of quantitative research, designed to examine the relationships among variables. It includes the collection and analysis of data on at least two variables to see if there is a link between them (Bhat, 2024). This design aligned with the study's purpose to explore how motivation to learn English language, self-confidence in using English language, and anxiety in speaking English language, both individually and collectively, impact English language acquisition in a real-world educational context, thereby yielding findings applicable to similar populations.

Locale of the Study

The research was conducted in Davao City's junior high schools, focusing on four schools in Cluster 9. Hence, The locale was chosen since it aligns with the study's objectives by focusing on a homogeneous group where learning conditions and curriculum are consistent, thereby minimizing extraneous variables and facilitating reliable assessment on the influence of motivation to learn English language, self-confidence in using English language, and anxiety in speaking English language on English language acquisition in the intended population.

Sample and Sampling Technique

A total of 208 Grade 9 students were chosen from a population of 449 students across four Cluster 9 junior

high schools in the Department of Education–Division of Davao City, a proportionate sample of Grade 9 students aged 14-16 years old enrolled for the school year 2025–2026. The Grade 9 population were divided into strata based on section or academic grouping, and respondents from each stratum were randomly selected to ensure proportional representation.

Given the need to capture variations in motivation to learn English language, self-confidence in using English language, and anxiety in speaking English language across different groups, stratified random sampling was employed. A probability sampling technique, stratified random sampling, was used in which the research population was divided into distinct subgroups, and participants were randomly selected from each subgroup to ensure proportional representation and improve the accuracy of the study findings (Hassan, 2024). This approach is a more accurate and representative description of the relationships among the study's variables while maintaining a systematic, unbiased selection of respondents (Simkus, 2023).

Data Gathering Technique

This study used a survey technique to collect data. A practical method for collecting data from a sample of respondents using structured questions was widely recognized (Fowler, 2023). As stated by Ponto (2024), survey research is a process of collecting information from a sample of individuals through their responses to questions. The advantage of using survey questionnaires is their ability to standardize data collection, ensuring consistent responses across a large sample and enabling straightforward quantitative analysis (Question Pro, 2025).

In this study, four adapted and modified survey questionnaires were used. The first instrument, the motivation to learn English language questionnaire, was adapted from Imsa-Ard (2020) study. It contained 34 items on a four-point Likert scale designed to measure motivation to learn English. The questionnaire items were pilot tested for reliability, achieving a Cronbach's alpha of 0.840.

The second instrument was adapted from the study of Aziz and Asih (2023). The questionnaire contained 12 items on a four-point Likert scale, designed to measure self-confidence in English use. The questionnaire items were pilot tested for reliability, achieving a Cronbach's alpha of 0.866.

The third instrument was adapted from Hidayati (2018) study. The questionnaire contained 33 items on a four-point Likert scale, designed to assess anxiety about speaking English. The questionnaire items were pilot tested for reliability, achieving a Cronbach's alpha of 0.925

The fourth instrument was adapted from Horwitz et al. (1986). The questionnaire contained 21 items on a four-point Likert scale to measure English language acquisition. The questionnaire items were pilot tested for reliability, achieving a Cronbach's alpha of 0.758.

Data Analysis Technique

In this study, the researcher used three statistical tools: descriptive analysis, correlation analysis, and multiple linear regression analysis. Descriptive analysis was used to summarize, organize, and describe the characteristics of quantitative data. In this study, the mean and standard deviation were used as statistical tools. It provides clear averages and variations in respondent responses (Kaur, 2023). Moreover, Correlation analysis was used to determine the strength and direction of the relationship between variables. In this study, Pearson Product-Moment Correlation statistical tool was utilized. It is advantageous to effectively measure and provide accurate results to identify significant relationships (Mishra et al., 2023). Lastly, multiple linear regression analysis is a statistical method used to determine how two or more independent variables influence a dependent variable. In this study, unstandardized and standardized Beta coefficients were used. Thus, it helps in identifying the individual contribution of each variable (Ahmed & Rahman, 2024). An interpretation table guided the interpretation of the correlation results.

The matrix presented the scale, descriptive level, and corresponding interpretation for each study variable, specifically motivation to learn English, self-confidence in using English, anxiety in speaking English, and English language acquisition.

Scale	Descriptive level	Level of Motivation to learn English Language	Level of Self-Confidence in using English Language	Level of Anxiety in speaking English language	Level of English Language Acquisition
3.26 - 4.00	Very High	Very High	Very High	Very High	Outstanding
2.50 – 3.25	High	High	High	High	Very Satisfactory
1.75 -2.49	Low	Low	Low	Low	Fair
1.00 -1.74	Very Low	Very Low	Very Low	Very Low	Poor

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
$SD \leq 0.50$	High Consistent Responses	Strong and uniform perception
$SD = 0.51 - 1.00$	Moderate Consistent Responses	Acceptable consistency
$SD = 1.01 - 1.50$	Low Consistent Responses	Differing views or experiences
$SD > 1.50$	Very Low Consistent Responses	High variability and lack of consensus

The significance of the correlation is tested at 0.05 confidence level. The following was the standard measure for the interpretation scale of the r-value. This study used the following scheme:

Table X. Interpretation of Correlation Coefficient (r)

Computed r	Descriptive Interpretation
± 1.00	Perfect Correlation
$\pm 0.75 - \pm 0.99$	High Correlation
$\pm 0.51 - \pm 0.74$	Moderately High Correlation
$\pm 0.31 - \pm 0.50$	Moderately Low Correlation
$\pm 0.01 - \pm 0.30$	Low Correlation
0.00	No Correlation

The scale of Beta (β) Coefficient strength as proposed by Cohen (1988) and Hair et al. (2019) was used.

β Value Range	Strength of Relationship
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and Above	Very Strong

Ethical Considerations

The research ethics guidelines ensured that the study adhered to the highest ethical standards. The respondents were informed about the purpose of the study, including the procedures involved, and their right to participate or withdraw voluntarily without penalty, with informed consent and assent secured before data collection. Also, social value, justice, transparency, privacy and confidentiality of information, qualification of the researcher, risks, benefits and safety, adequacy of facilities, and community involvement were strictly observed. This study was reviewed and approved by the Society of Moral Integrity and Legal Ethics (SMILE). Permission to conduct the study was respectfully sought and obtained from the Department of Education. This study addressed the global need for lifelong skills such as critical thinking, communication, and reading comprehension, supporting the goals of DepEd toward global competitiveness. Access to information is limited to the researcher, respondents' names are optional, and all research materials are securely disposed of by shredding after the completion of the study.

RESULTS

Included in this chapter are the results of the descriptive, correlation, and the regression analysis. Also, the summary of findings is presented.

Descriptive Results

As shown in Table 1, the descriptive results for the dependent and independent variables are presented. It contains the standard deviation, the mean, and the corresponding descriptive level.

Table 1. Descriptive Statistics (N=208)

Variables	N	SD	Mean	Descriptive Level
Motivation to learn English language (IV₁)	208	0.31	3.19	High
Personal Aspect		0.33	3.27	Very High
Emotional Aspect		0.44	2.75	High
Educational Aspect		0.40	3.21	High
Professional Aspect		0.52	3.53	Very High
Parental Aspect		0.54	3.19	High
Self-Confidence in using English language (IV₂)	208	0.40	2.89	High
English Language Use		0.47	3.04	High
Self-assurance level		0.44	2.73	High
Anxiety in speaking English language (IV₃)	208	0.41	2.89	High
Communication Apprehension		0.50	2.87	High
Test Anxiety		0.48	2.97	High
Fear of Negative Evaluation		0.52	2.91	High
Classroom Anxiety		0.45	2.80	High
English Language Acquisition (DV)	208	0.32	3.12	High
Aptitude		0.41	2.94	High
Difficulty of language		0.46	3.06	High
Strategies for learning and communication		0.4	3.16	High
Nature of language learning		0.46	3.32	Very High

Specifically, Table 1 shows that the motivation to learn English language variable had a mean score of 3.19, indicating a high level of motivation. This indicates that Grade 9 students are highly motivated to learn English. Three indicators were high, and two indicators were very high. The corresponding standard deviation of 0.31 indicates that the variability was highly consistent.

The second variable, self-confidence in using English language, had a mean score of 2.89, indicating high self-confidence. This indicated that Grade 9 students demonstrated high self-confidence in their English language use. All indicators were high. The corresponding standard deviation of 0.40 indicates highly consistent variability.

The third variable, anxiety in speaking English, had a mean score of 2.89, indicating high anxiety. This indicated that Grade 9 students demonstrated high anxiety in speaking the English language. All indicators were high. The corresponding standard deviation of 0.41 indicates that the variability is highly consistent.

The fourth variable, the English language acquisition variable, had a mean score of 3.12, indicating a high level of English language acquisition. This indicated that Grade 9 students demonstrated a very satisfactory English language acquisition. Three indicators were high, and one indicator was very high. The corresponding standard deviation of 0.32 indicates highly consistent variability.

Respondents showed high motivation to learn English, strong self-confidence in using English, and anxiety about speaking English. All variables were high in strength, with responses consistently showing strong, uniform perceptions across the board.

Correlation Results

As shown in Table 2, the correlation coefficients between the predictive and criterion variables are presented. It contained the standard r-value, p-value, decision on the null hypothesis, and corresponding interpretation.

Table 2. Correlation Table (N= 208)

Variables	English Language Acquisition (DV)				
	N	r	p-value	Decision on H ₀	Interpretation
Motivation to learn English language (IV ₁)	208	0.610	.000	Reject H ₀	Moderately High Positive, Significant Correlation
Self-Confidence in using English language (IV ₂)	208	0.462	.000	Reject H ₀	Moderately Low Positive, Significant Correlation
Anxiety in speaking English language (IV ₃)	208	0.409	.000	Reject H ₀	Moderately Low Positive, Significant Correlation
Level of Significance: 0.05					
Decision Rule: Reject H ₀ if $p < 0.05$					

Specifically, Table 2 shows that the correlation between the motivation to learn English language variable and the English language acquisition variable yielded a p-value of .000, which is less than the 0.05 level of confidence. Thus, the null hypothesis was rejected. This implies that the correlation between the motivation to learn English variable and the English language acquisition variable is significant. With an r-value of 0.610, the correlation is moderately high. This implies that when the motivation to learn English changes, there is a corresponding change in English acquisition.

Moreover, the correlation between the self-confidence in using English language variable and the English-language acquisition variable yielded a p-value of .000, which is less than the 0.05 level of confidence. Thus, the null hypothesis was rejected. This indicates that the correlation between the self-confidence in English-language use variable and English-language acquisition is significant. With an r-value of 0.462, the correlation is moderately low. This implies that when self-confidence in using the English language changes, there is a corresponding change in English language acquisition.

Furthermore, the correlation between anxiety in speaking English language variable and the English language acquisition variable yielded a p-value of .000, which is less than the 0.05 level of confidence. Thus, the null

hypothesis was rejected. It implies that the correlation between anxiety in speaking the English language and English language acquisition is significant. With an r-value of 0.409, the correlation is moderately low. This implies that when anxiety about speaking English changes, there is a corresponding change in English language acquisition.

Since all p-values are less than 0.05, the results reject the null hypothesis for all variables. Therefore, there is a significant correlation among motivation to learn English, self-confidence in using English, and anxiety about speaking English, as independent factors, with English language learning as the dependent factor.

Regression Results

As shown in Table 3, the regression results for the dependent and independent variables are presented. It contained the standard Beta Coefficient, p-value, decision on the null hypothesis, and corresponding interpretation.

Table 3. Regression Table (N = 208)

English Language Acquisition							
	Unstandardized Coefficients		Standardized Coefficients				
Variables	B	Std. Error	Beta	t	p-value	Decision on H ₀	Interpretation
(Constant)	.700	.189		3.705	.000	-	-
Motivation to learn English language	.426	.068	.404	6.238	.000	Reject	Positive Significant Influence
Self-Confidence in using English language	.200	.047	.251	4.252	.000	Reject	Positive Significant Influence
Anxiety in speaking English language	.167	.046	.212	3.675	.000	Reject	Positive Significant Influence

Model Summary:

$R = 0.670$ | $R^2 = 0.449$ | $F(3,204) = 55.433$ | $p = 0.000$

Level of Significance: 0.05

Table 3 shows that the motivation to learn English language variable influenced the English language acquisition variable, with a standardized Beta coefficient of 0.404. It indicated that the motivation to learn English was moderate, with the corresponding p-value of 0.000. Therefore, the null hypothesis was rejected. It indicated that the influence of motivation to learn the English language on English language acquisition was significant. This suggested that for every unit change in the motivation to learn English variable, there was a 0.404 change in English language acquisition.

Moreover, the influence of the self-confidence in using English language variable on the English language acquisition variable yielded a standardized Beta coefficient of 0.251. It indicated that the strength of the self-

confidence in using English language variable was weak. With the corresponding p-value of 0.000, the null hypothesis was rejected. It indicated that self-confidence in using English significantly influences English language acquisition. This suggested that for every unit change in the self-confidence in using English language variable, there was a 0.251 change in English language acquisition.

Furthermore, the results indicate that anxiety in speaking English language influenced the English language acquisition variable, with a standardized Beta coefficient of 0.212. It indicated that the anxiety in speaking English language variable was weak, with a corresponding p-value of 0.000. Thus, the null hypothesis was rejected. It indicated that the influence of anxiety in speaking English on English language acquisition was significant. This suggests that for every unit change in anxiety in the English language variable, there was a 0.212 change in English language acquisition.

The table also showed an R^2 value of 0.449. This indicated that the collective influence of the predictive variables on the criterion variable was moderate. The corresponding p-value of 0.000 was less than the 0.05 level of significance. Therefore, this study rejected the null hypothesis. This indicated that the influence of motivation to learn English, self-confidence in using English, and anxiety about speaking English on English language acquisition was statistically significant. This implies that for every unit change in the influence of the predictive variables, there is a corresponding 0.449 unit change in the criterion variable.

Motivation to learn English, self-confidence in using English, and anxiety in speaking English all significantly influence English language acquisition, with motivation to learn English showing the strongest effect among the three. Self-confidence in using English and anxiety in speaking English also contributed meaningfully, though their effects were weaker than motivation.

SUMMARY OF FINDINGS

Based on the statistical results, it was found that:

1. Motivation to learn English language, Self-Confidence in using English language, and Anxiety in speaking English language significantly correlated with English Language Acquisition Among Grade 9 Students.
2. Motivation to learn English language, Self-Confidence in using English language, and Anxiety in speaking English language significantly influenced English Language Acquisition Among Grade 9 Students.

DISCUSSIONS

This chapter discussed the findings, conclusion, and recommendation of the study.

Motivation to learn the English language and English Language Acquisition Correlation

The findings of this study show that motivation to learn English language showed a significant positive correlation with English language acquisition among the 208 respondents. This current finding affirms Al-Youbi (2023), who found that learners motivated by clear professional and academic goals significantly outperformed those driven mainly by integrative or emotional motives. This implies that the current study, which integrates career-oriented English goals such as future job aspirations, could amplify motivation's impact, directly boosting acquisition outcomes for Filipino EFL learners facing practical proficiency demands. Additionally, the current finding is similar to that of Ghafar (2023), who reported that intrinsic motivation strongly predicted self-perceived competence in English skills among tertiary students, implying that incorporating intrinsic goal-setting activities in the current study could enhance persistence and proficiency among your 208 respondents in resource-limited settings.

However, this finding contrasts with Zhang and Liu (2023), who reported that in high-pressure EFL environments, excessive extrinsic motivation, often tied to external rewards like grades rather than intrinsic goals, led to burnout. This contrary view implies a need for balanced motivational strategies in the current study.

Self-Confidence in using English language and English Language Acquisition Correlation

The findings of this current study show that self-confidence in using English language shows a significant positive correlation with English language acquisition among the 208 respondents. This finding aligns with Ghafar (2023), who found that high self-confidence was associated with better pronunciation, vocabulary, grammar, and overall English communication proficiency. This implies that strategies like goal setting, encouragement, and self-reflection could boost learners' confidence. Additionally, this finding is similar to that of Dewi et al. (2023), who reported that self-confidence enhanced tenacity and risk-taking in language tasks, reinforcing its facilitative role and suggesting that implementing confidence-building peer activities in this study can sustain gains among 208 respondents.

On the contrary, this finding contradicts Al-Murtadha (2024), who reported that overinflated self-confidence in novice EFL learners often led to avoidance of corrective feedback and poorer accuracy in language production. This contrary view implies a need for calibrated confidence-building in the study through balanced feedback mechanisms to prevent overconfidence from undermining proficiency gains among 208 respondents.

Anxiety in speaking English language and English Language Acquisition Correlation

The findings of this study show that anxiety in speaking English language has a significant positive correlation with English language acquisition among the 208 respondents. This current finding supports Wang et al. (2023), who reported that moderate anxiety in EFL contexts facilitated acquisition by heightening arousal and engagement without overwhelming performance. This implies that low-stakes speaking drills could harness student anxiety and enhance focus and acquisition for Filipino learners in resource-constrained settings. Similarly, this current finding affirms the claim of Dewi et al. (2023), who asserted that lower-to-moderate anxiety levels positively correlated with proficiency and participation, supporting the benefits of managed anxiety and suggesting that anxiety-moderating interventions, such as preparatory warm-ups in this study, can optimize outcomes for the 208 respondents.

On the contrary, this finding contradicts Ahmadian and Alimorad (2023), who argued that high foreign language anxiety significantly weakened performance and engagement, portraying it as primarily debilitating. This contrary view implies routine anxiety screening in the study to prevent excess levels from hindering positive correlations, tailoring strategies to local EFL challenges.

Influence of Motivation to learn English language, Self-Confidence in using English language, and Anxiety in speaking English language on English Language Acquisition

The findings of this study show that English language acquisition strongly influenced motivation to learn English, self-confidence in using English, and anxiety about speaking English. This finding contributes to a lesser but meaningful extent, as shown by the regression model that explains nearly half of learning success among the 208 respondents. This current finding affirms Al Youbi (2023), who found that learners motivated by clear professional and academic goals significantly outperformed those driven mainly by integrative or emotional motives. This study suggests that integrating career-oriented English goals, such as future job aspirations, into lessons could amplify the impact of motivation, directly boosting acquisition outcomes for learners facing practical proficiency demands. Additionally, this finding is similar to Wang et al. (2023), emphasizing that instrumental motivation, tied to real-world utility, positively correlated with proficiency gains and self-confidence. This implies tailoring interventions in this study, like goal-setting workshops, to enhance regression-predicted success among your 208 respondents in resource-limited settings.

However, this finding contradicts Yuksel et al. (2023), who stated that high foreign language anxiety negatively affects academic achievement, lowers learner engagement, weakens motivation, and reduces learners' confidence

in using English. This implies the need to screen and manage high anxiety in speaking the English language in the present study to prevent emotional barriers that may hinder English language acquisition among Grade 9 students.

CONCLUSION

Based on the findings, it is concluded that motivation to learn English language, self-confidence in using English language, and anxiety in speaking English language significantly influence English language acquisition. This result affirms the Affective Filter Hypothesis within the Monitor Model.

RECOMMENDATION

Based on the findings and conclusions of the study, these recommendations are offered:

1. Future studies may examine different school contexts and learner profiles using mixed methods to better understand the effectiveness of strategies and learners' experiences in English language acquisition or may adopt longitudinal or experimental research designs to examine how motivation, self-confidence, and anxiety influence language learning over time.
2. Education leaders and teachers may implement intervention-based strategies, such as career-oriented goal setting, anxiety-reducing practices, and confidence-building speaking tasks, to evaluate their effects on motivation to learn English, self-confidence in using English, anxiety in speaking English, and English acquisition over time.

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