

Students' Foreign Anxiety Reviewed from Religiosity through the Mediation of Learning Motivation

Fuad Nashori*, Bahril Hidayat, Adam Anshori, Ary Antony Putra, Rasyid Fahmi Suroso,
Noor Winda Novariana

Abstract--- The main purpose of this study is to understand the role of religiosity towards anxiety in using English language through learning motivation mediators. In this research, four questionnaires were used, namely the foreign languages classroom anxiety scale, religiosity scale, the test of religious knowledge, and learning motivation scale. The subjects involved were 202 students. The regression analysis techniques on the data shows that (1) Religiosity is a predictor of learning motivation (2) Learning motivation as a predictor of Foreign Language Anxiety, (3) Religiosity is not a direct predictor of Foreign Language Anxiety, and (4) Learning motivation perfectly mediates the relationship between religiosity and Foreign Language Anxiety.

Keywords--- Foreign language anxiety, Learning motivation, Religiosity

I. INTRODUCTION

Indonesia is a nation with relatively low English proficiency. The measurement of English Proficiency Index in 2019 put Indonesia ranks 61st out of 100 non-native English speakers measured [1]. It indicates that is categorized as countries with low English proficiency. The global average score is 56.71, while Indonesia scores 50.06. The fact also shows that in Southeast Asian level, Indonesia is still below Singapore (average 66.82), the Philippines (60.14), Malaysia (58.55), and Vietnamese (51.57).

Students as knowledge seekers who must access various world literatures should have good English language skills. This is because reference books and journals are generally written in English. A study conducted by Megawati [2] showed that Indonesian students had English language difficulties in speaking, listening, writing, and finally reading.

***Fuad Nashori**, Associate Professor of Psychology Department, Faculty of Socio-Cultural Sciences, Universitas Islam Indonesia, Yogyakarta, Indonesia; **Bahril Hidayat**, Assistant Professor of Early Childhood Islamic Education Department, Islam Religion Faculty, Universitas Islam Riau, Pekanbaru, Indonesia; **Adam Anshori**, Assistant Professor of English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences, Universitas Islam Indonesia, Yogyakarta, Indonesia; **Ary Antony Putra**, Assistant Professor of Early Childhood Islamic Education Department, Islam Religion Faculty, Universitas Islam Riau, Pekanbaru, Indonesia; **Rasyid Fahmi Suroso**, Student of English Language Education Department, Universitas Islam Indonesia, Yogyakarta, Indonesia, **Noor Winda Novariana**, Student of Psychology Department, Universitas Islam Indonesia, Yogyakarta, Indonesia. Email: fuadnashori@uii.ac.id

In an effort to reach foreign language competencies, especially English, both in speaking, listening, reading and writing skills, many obstacles are experienced by individuals, including Indonesian students. One obstacle that influences is anxiety. Anxiety arises when individuals want to communicate with others through the use of foreign languages. One student of the first year English Education Study Program revealed that he experienced anxiety in speaking in English, because he often gets comments and expressions in their body language as if saying how poor his English language skills (WR, W, 22 years, 26 / 6/2019; MR, M, 21 years old, 6/18/2019). A number of International Program students from the Communication Studies Program and the International Relations Program made similar complaints.

Krashen [3] revealed that various psychological problems, such as shame, fear, anxiety, lack of confidence, affect foreign language skills. They experience what is referred to as foreign language anxiety. Horwitz, Horwitz and Cope [4] mention that an anxiety in a foreign language as "a feeling of tension, fear and anxiety when facing the process of learning a foreign language". The symptoms of foreign language anxiety arise mainly in contexts that require individuals to engage in foreign language conversations. Utami and Nurjati [5] found that the majority of students experienced anxiety from medium to high level language learning. There are losses to be gained if students experience high anxiety in foreign languages. Andrade and William [6] and Awan, Azher, Anwar, and Naz [7] also believes that anxiety in foreign language learning has a negative impact on student performance and academic achievement.

II. LITERATURE REVIEW

There are various factors that affect foreign language anxiety. The first is religiosity. Religiosity is one of the factors that influence foreign language anxiety. Ancok and Suroso [8] interpreted religiosity as the level of knowledge, belief, implementation, and appreciation of someone for the teachings of the religion they believe. Religiosity aspects revealed are creed, worship, morals, *ihsan* (religious experience), and religious knowledge. According to Putra [9], education for students teaches them to achieve their own goals as student. One of the most important goal to establish students' religiosity and morals and then to reach students' need in their education process. The other result from Wahyuni [10] showed the moral education as the basic of self-discipline and internal students' self control in behaving consistently worship in their religion. The results of Lerman, Jung, Arredondo, Barnhart et al [11], Salgado-Levano [12], and Zohra and Ishad [13] showed that religiosity is negatively correlated with anxiety. When

religiosity is high, then anxiety is low. Nashori, Diana, and Hidayat [14] show that various religious teachings, both based on worship and morals, can improve the quality of life of individuals. The above studies examine anxiety in a broad context. This research has a more specific context, namely foreign language anxiety. It wants to know whether in a specific context, religiosity is also a predictor of foreign language anxiety.

The results of research on the relationship of religiosity and anxiety are not always consistent. This is as found by Shiah, Chang, Chiang, Lin, Tam [15] that the religiosity of Taiwanese adults does not correlate directly with anxiety. It needs another variable that can act as mediation between religiosity and anxiety. This is in accordance with Bullock, Green, and Ha [16] suggestion that the research analysis uses intermediary variables, both mediator and moderator. In this research, learning motivation allegedly can act as a predictor as well as a mediator of religiosity and foreign language anxiety. This allegation is strengthened because the results of research indicate that religiosity can predict the presence of learning motivation [17].

Learning motivation is a variable that makes predictors of individual anxiety high or low. According to Harahap [18], learning process determined by physical and psychological condition of the student. Learning motivation that comes from the psychological aspects of students are the central theme to understand the learning process among the student especially learning motivation aspect. According to McCown, Driscoll, and Roop [19], learning motivation can be interpreted as a disposition that is owned by students, marked by their willingness to start learning activities, then continued with their involvement in a learning assignment, and commitment to learning. McCown et al [19] explain several aspects of learning motivation. The aspects of learning motivation include the desire to really learn language, the involvement of students to work on a given task, the commitment to continue learning. Huang [20], Liu [21], and Liu [22] revealed that learning motivation is negatively correlated with foreign language anxiety. Individuals who have high learning motivation do not experience anxiety when speaking a foreign language. Strong learning motivation makes the individual overcome all the obstacles that hinder it.

Based on the explanation above, a research question was formulated: does religiosity affect foreign language anxiety through student learning motivation? The purpose of this research is to determine the relationship between religiosity and foreign language anxiety through learning motivation in students of English Language Education, Communication Studies, and International Relations at the Universitas Islam Indonesia.

III. METHOD

The characteristics of the subjects used in this research are: Students of English Language Education, International Program students of International Relations and International Program students of Communication Studies of Islamic University of Indonesia, male and female sexes, and 19-25 years old.

The sampling technique used in this study is non-probability sampling. The selection of subjects is done by using the quota sampling technique, namely the determination of samples according to the desired amount (quota) [23]. It was further explained that if the population is below 1000, then 20-25% should be taken as the research sample. Because the total population is 560 people, the number of samples is sought at least 200 people.

The data collection in this research was carried out by distributing questionnaires to students using Google forms. In this research, four questionnaires were used, namely the foreign language classroom anxiety scale (FLCAS), the religiosity scale, the test of religious knowledge, and the learning motivation scale. The first scale used is the foreign language anxiety scale. The foreign language anxiety scale used is the foreign language classroom anxiety scale (FLCAS) compiled by Horwitz [24]. The FLCAS used in this study had a cronbach alpha coefficient of 0.91.

The second scale is the on Islamic Religiosity. The religiosity scale is a scale intended to reveal the religiosity of the research subject. Referring to the opinion of Ancok and Suroso [25], the religiosity dimension is revealed through Nashori religiosity scale [26] which includes creed, worship, morals, and *ihsan* (religious experience). The religiosity scale 1 measures faith, worship, morals, and *ihsan*. While religiosity measuring instrument 2 (Islamic religion test) reveals about religious knowledge. The religiosity scale 1 has a cronbach alpha coefficient of 0.950 (excellent) and the religiosity scale 2 has a cronbach alpha coefficient of 0.870 (very good).

The third scale is the learning motivation scale. The learning motivation scale is intended to measure student motivation. This scale is based on the construct of learning motivation theory according to McCown, Driscoll, and Roop [19]. The aspects revealed on the learning motivation scale are (a) own desires or initiatives for learning; (b) serious involvement in the learning process and assigned tasks; (c) commitment to continue learning so that it survives. This scale is the modification of the learning motivation scale by Utami, Nashori, and Rachmawati [27] which has a cronbach alpha coefficient of 0.903.

IV. DATA ANALYSIS

This research uses quantitative design with survey methods. The students who were respondents in this study came from 3 study programs namely: English Language Education, Communication Studies, and International Relations. English Education study program students who were respondents in this study were students from the classes of 2017, 2018, and 2019. Students of Communication Studies and International Relations who were respondents in this study were IP (international program) classes of 2018 and 2019. The demographic data respondents can be seen in the following table:

Table 1. The demographics of the respondent

Study Program	2017	2018	2019	Total
English Language Education	29	40	51	120
Communication Studies IP	-	15	20	35
International Relations IP	-	22	25	47
Total	29	77	96	202

This research applies the stepwise regression statistical analysis method with the help of the SPSS (Statistical Social Program) program version 20.0 for windows. While mediation analysis to determine the significance of indirect effects will be carried out through the page <http://quantpsy.org/sobel/sobel.htm>. The analysis in this study was used to determine the relationship between religiosity and foreign language anxiety mediated by learning motivation.

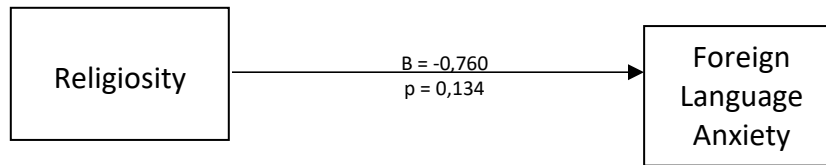
Hypothesis testing is intended to find out whether the relationship of religiosity and foreign language anxiety through learning motivation as mediators is proven or not. The analysis technique used to test it is regression analysis with the causal steps method. The results of the hypothesis test are described below:

Table 2. Hypothesis Test Results

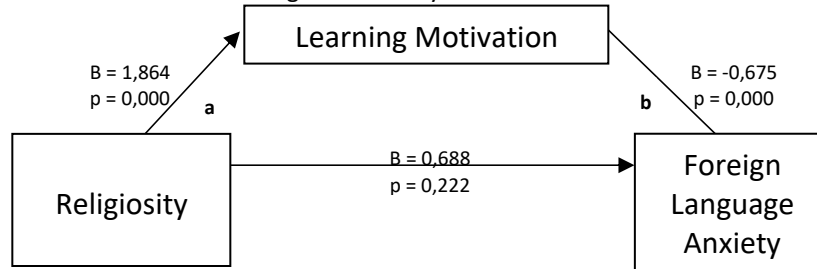
Variabel	B	P	Kategori
Path a	1,864	0,000	Significant
Path b	-0,675	0,000	Significant
Path c	-0,760	0,134	Not Significant
Path c'	0,688	0,222	Not Significant

Keterangan:

- KS = Kolmogorov-Smirnov
- Path a = Religiosity*Learning Motivation
- Path b = Learning Motivation*Foreign Language Anxiety
- Path c = Religiosity*Foreign Language Anxiety
- Path c' = Religiosity*Foreign Language Anxiety controlling the Learning Motivation



Picture 1. Regression analysis without mediator



Picture 2. Regression analysis of religiosity and foreign language anxiety with learning motivation as mediator

The hypothesis test above obtained the results of a regression analysis with the following details: religiosity variable as a predictor of learning motivation (path a) has a coefficient value of $B = 1.864$ and $p = 0.000$ ($p < 0.01$), variable of learning motivation as a predictor of foreign language anxiety (path b) has a coefficient value of $B = -0.675$ and $p = 0.000$ ($p < 0.01$), the variable of religiosity as a predictor of foreign language anxiety (path c) has a coefficient of $B = -0.760$ and $p = 0.134$ ($p > 0, 05$), as well as the variable of religiosity as a predictor of anxiety after controlling learning motivation (path c') has a coefficient value of $B = 0.688$ and $p = 0.222$ ($p > 0.05$). Therefore, it can be said that paths a and b are proven significant whereas paths c and c' are not significant.

According to Urbayatun and Widhiarso [28], there are three types of effects in mediation regression analysis, namely direct, indirect and total effects. The direct effect is the role of the independent variable on the dependent variable. This effect can be seen from the path c'. In path c', it is known that religiosity has a role of $B_{c'} = 0.688$ for foreign language anxiety. This role is not significant because the value of $p = 0.222$ ($p > 0.05$).

The indirect effects are the role of independent variables on the dependent variable through mediator variables. This effect has the formula path a \times path b. Then, $B_a = 1,864 \times B_b = -0,675$ produces an indirect effect of $-1,358$. Significant direct effects will prove the existence of mediation. For this reason, the significance of the indirect effect will then be calculated through the page <http://quantpsy.org/sobel/sobel.htm>. The result, obtained a significant 2-tailed p value, which is equal to $0,000$ ($p < 0.01$).

Table 3. *The Significance of Indirect Effect*

p (2-tailed)	Category	p (1-tailed)	Category
0,000	Significant	0,000	Significant

The total effect is the sum of direct effects and indirect effects. Then, the formula for the total effect is $c' + (a \times b)$. The result of the addition of $Bc = 0.688$ and $Chapter = -1.358$ produces a total effect of -0.670 .

Based on the above calculation, it can be concluded that the indirect effect of research is significant. According to Kenny [29], indirect effect is the amount of mediation that occurs. This

shows that learning motivation mediates the relationship between religiosity and foreign language anxiety by $-1,358$.

Then keep in mind the type of mediation that occurs. When referring to Baron and Kenny [30], one of the conditions for perfect mediation is a significant direct effect. The direct effect of this study is known to have a $p \text{ value} > 0.05$ so it is not significant. Even so, Kenny and Judd [29] suggested that direct effects have weak power to prove mediation. Thus, perfect mediation may occur when the indirect effect is significant, but the independent and dependent variables are not related [29]. Cases like this, according to Zhao, Chen, and Lynch [31] are called indirect-only mediation. Thus, it can be concluded that mediation that occurs is perfect mediation (perfect mediation / full mediation) or indirect-only mediation.

In addition to proving the role of mediation, an analysis is also carried out to see whether or not the relationship between research variables is significant. The results are explained as follows. First: The relationship between religiosity and learning motivation. Hypothesis test results obtained a value of $Ba = 1.864$ and $p = 0,000$ ($p < 0.01$) which indicates a significant positive relationship between religiosity and learning motivation. Second: The relationship between learning motivation and foreign language anxiety. Hypothesis test results obtained a value of $Bb = -0.675$ and $p = 0,000$ ($p < 0.01$) which indicates a significant negative relationship between learning motivation and foreign language anxiety. Third: The relationship between religiosity and foreign language anxiety. Hypothesis test results obtained a value of $Bc = -0.760$ and $p = 0.134$ ($p > 0.05$) which indicates the relationship between the two variables is negative, but not significant.

V. DISCUSSION, SUMMARY AND CONTRIBUTION

The main purpose of this study is to determine the relationship of religiosity and foreign language anxiety through learning motivation as mediators. The results showed that (1) Religiosity is a predictor of learning motivation (2) Learning motivation as a predictor of foreign language anxiety (3) Religiosity is not a direct predictor of foreign language anxiety, (4) Learning motivation mediates perfectly (perfect/full mediation) the relationships between religiosity and foreign language anxiety.

The results of the study support some of the results of previous thoughts and studies that the relationship of religiosity and foreign language anxiety is not direct. This is as found by Shiah, Chang, Chiang, Lin, Tam [15] that adult religiosity does not correlate directly with anxiety. The relationship of religiosity and foreign language anxiety must be mediated through learning motivation. That means religiosity will lead individuals to become less anxious in foreign languages only if they have high learning motivation.

The results of this study also support the opinion and results of research that learning motivation is a predictor of low anxiety in foreign languages [21,22]. Learning motivation drives individuals to have optimal self-competence. For students who must use English in their daily lives on campus and for various other interests, they are highly motivated to have the highest foreign language skills.

The results support the opinion and results of previous studies that religiosity is a predictor of learning motivation. The results of research by Fatima, Mehfooz, and Sharif [17] and Najib [32] show that religiosity encourages individuals to have high learning motivation. Another research by Lubis, Sati, Adhinda, Yulianirta, and Hidayat [33] show that religiosity effectively improve mental health, morals, behavior, motivation, and development of emotional intelligence in children and adolescents as students.

A more detailed explanation of how religiosity predicts learning motivation, how learning motivation predicts foreign language anxiety, and religiosity predicts foreign language anxiety through learning motivation will be explained below.

Religiosity and Learning Motivation. In learning a foreign language, every student should have a strong motivation to learn. The results of this study support the statement of Najati [34] that strong learning motivation can arise because of the religious impulses that an individual has. When individuals know the contents of religious teachings, in this case Islam, the individual knows that religion encourages individuals to have seriousness in learning. Religion encourages individuals to optimize their learning motivation. The first commandment of Allah SWT to the

Prophet Muhammad is iqra which means to read', which is essentially the importance of learning. In essence, religiosity affects learning motivation. The other study by Syarif [35] showed the unity of learning patterns between teachers and students create the student mentality to practices moral values and Islamic norms consistently.

The results of this study support the results of several expert studies on the relationship of religiosity and learning motivation. The results of research by Fatima, Mehfooz, and Sharif [17] found that the role of Islamic religiosity significantly predicted students' academic motivation. The results of Ibrahim's study [36] showed that religious factors were the main determining factor for the involvement of Muslim students in academic training. In addition, the results of this study support the results of research by Rettinger and Jordan [37] that religiosity directly influences the orientation of scores on examinations (grade orientation) on religious students. The results showed that religiosity was negatively correlated with score orientation on the test results. When religiosity is high, the orientation score is low. It is predicted that high religiosity also influences the low grade orientation.

The results of this study also support the results of the research of several experts on the relationship of religiosity and motivation in social and economic contexts. The results of this study support the results of the study of Van Cappelen et al [38] that individual religiosity tends to create conditions for the initiation of social interaction. Zahrah, Hamid, Rani, and Kamil [39] research results show that Islamic religiosity was found to be significantly related to the motivation of Muslim employees' working performance. These findings are reinforced by the results of Abdelnaiem's research [40] that Islamic religiosity and pressure to work with organizational behavior have a relatively strong relationship with each other. Kusumaningtyas's research [41] also show that religiosity directly influences the motivation and ethics of the accountant profession in an Islamic perspective. The results of his research indicate that religious individuals will be motivated to always adhere to the professional ethics that have been established in their institutions.

The results of this study also support the results of the research of several experts on the relationship of religiosity and learning motivation in a specific sense. Susanti's research results [42] prove the relationship between religiosity and achievement motivation with future orientation in the field of work in adolescents. The results of this study also support the results of the study of Najib [32] that religiosity is a factor that significantly influences the motivation of learning Arabic students of Madrasah Aliyah..

Learning Motivation and Foreign Language Anxiety. The results of this study indicate that learning motivation is a predictor of foreign language anxiety. High learning motivation is followed by low foreign language anxiety. The results of this study support the results of the research of several researchers who have found the motivation to learn a foreign language negatively related to foreign language anxiety. Groups with low anxiety have the highest motivation to learn English. The middle anxiety group occupies the second position in terms of motivation to learn English. Furthermore, the lowest level of language learning motivation was found among participants in the high anxiety group. In other words, participants with lower levels of language learning anxiety are caused by motivation to learn English. Participants with higher levels of language learning anxiety were lacking due to having low motivation to learn English [43,44]. This is due to the fact that there is a significant negative relationship between learning motivation and anxiety in learning English.

Motivation has also been found as a significant predictor of foreign language anxiety [20]. Liu [21] found that high learning motivation led students to have more advanced language skills. In this study it was found that new Taiwanese university students in advanced English language level classes had significantly higher motivation than other groups of students with lower levels of proficiency for one full academic year. Further learning motivation has been shown to be negatively associated with anxiety in foreign languages.

Furthermore, Liu [22] examined the relationship between foreign language anxiety in terms of learning motivation, independence, and language proficiency among non-English first-year students. They are separated into various levels of English classes based on their English skills. The findings show that more than half of the subjects' responses reflect high levels of student anxiety. In addition, it was noted that learning motivation, followed by listening skills, reading skills, and student autonomy, had the highest correlation with foreign language anxiety. All correlations are very significant and negative.

Religiosity and Foreign Language Anxiety. The results of this study indicate that there is no direct relationship between religiosity and foreign language anxiety. The results of this study reject the view that religiosity makes a person low on foreign language anxiety. The results of this research are in line with the findings of Shiah et al [15] that adult religiosity does not correlate directly with anxiety.

The results of this study do not support the various research results that religiosity has a significant negative relationship directly with anxiety [45,46]. Also reject Alsanie's research[47] that religiosity is a factor that influences anxiety disorders in students. In addition,

the results of this study reject the findings of Widiastuti and Yuniarti [48] that religiosity directly affects the anxiety of people with diabetes mellitus. The results of this study also reject the findings of Zohra and Ishad [13] that religiosity affects anxiety levels in men and women who suffer from anxiety disorders. It also reject the results of the study of Lerman et al [11] that religiosity is associated with anxiety in Hispanic adults and findings of Satrianegara [49] which proves that religiosity is directly able to influence the anxiety of sufferers of chronic diseases. Likewise with the results of research Safara and Bhatia [50] who found the relationship of religiosity to be a factor that can affect anxiety and depression. These results also reject the findings of Shreve-Neiger and Edelstein [51] which prove that religiosity affects anxiety in the mental health index.

In the category of Al-Ghazali, learning a foreign language includes learning general knowledge whose laws are sunnah (if you do it can be rewarded by God, if you do not do it does not benefit). Al-Ghazali, as revealed by Bakar [52], divides knowledge into two major groups, namely religious and general sciences. Including religious knowledge is the sciences that deliver a person to be strong in his faith, good worship, and perfect morals. Knowledge related to monotheism, fiqh, morals, muammalah, are some types of knowledge that are *fard 'ain* (legal obligation that must be performed by each individual Muslim, including prayer, charity, fasting pilgrimage). As *fard 'ain*, religion must be studied by Muslims.

In addition to religious knowledge, humanity is encouraged to study general science. General science is the sciences concerning human general welfare [15]. This kind of knowledge is categorized as *fard al-kifayah* (a communal obligation in Muslim legal doctrine), because it is *fard al-kifayah*, so if someone has already studied, the task does not have to be done by everyone. Learn foreign languages is included in general science. Some Muslims must learn it, because it will greatly help the welfare of a community as a whole. Those who have chosen to study English are expected to learn English with confidence. Because it does not include religious knowledge, then in their perception of learning a foreign language is not something that concerns them. Studying a foreign language is only a kind of suggestion and hence students only need to learn enough.

In learning a foreign language, every student should have a strong motivation. Strong motivation to learn can arise because of religious impulses. When individuals realize the importance of religious teachings, then they will understand that religion encourages individuals to have seriousness in learning [33]. The importance of learning can be seen from

the first commandment of Allah to the Prophet Muhammad was iqra 'in Arabic meaning "read!" This is the essence of the importance of learning.

The results of this study also reject the results of research by Muthoharoh and Andriani [53] who found that religiosity affects anxiety in facing death in the elderly. It also rejected the results of Wen's study [54] that religiosity affects anxiety religiosity that affects anxiety about death.

Conclusions. the results showed that (1) Religiosity was a predictor of student motivation, (2) Learning motivation was a predictor of student foreign language anxiety (3) Religiosity was not a predictor of student foreign language anxiety, and (4) Learning motivation partially mediated the relationship between religiosity and foreign language anxiety. The point is that the relationship between religiosity and foreign language anxiety is not a direct relationship, but rather through a motivational learning mediator. Students who have high religiosity will have low anxiety if they have high learning motivation.

There are a number of suggestions that researchers want to convey, both related to the results of research and further research. Related to the results of the study, there are a number of suggestions. First, in order to minimize the anxiety of learning a foreign language, learning motivation needs to be optimized. The message that should be conveyed to students is that they find strong reasons that make them have optimal learning motivation. Secondly, for optimal learning motivation, religiosity also needs to be optimal. Religion should be explained as a driver of student motivation. This is because religion commands humans to study and study again, from childhood to death.

Related to the next research plan, there are some suggestions that we want to convey. First, research needs to be done on groups of students in general, not students who daily use English as their language of instruction. Second, the scale of learning motivation needs to be improved and new coefficients of validity and reliability are found.

ORCID

Fuad Nashori <http://orcid.org/0000-0001-7826-3386>

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