



The Influence of Learning Motivation, Vocabulary Mastery, Self-Confidence, and Classroom Interaction on Students' English-Speaking Ability

Suhardianto¹, Evi Martiningsih², Petrus Jacob Pattiasina³, Shaumiwaty⁴

LP3I Jakarta¹, Politeknik Angkatan Laut², Universitas Pattimura³, IAIN Takengon⁴

Correspondence: suhardiantolp3i@gmail.com¹, parabahari.evi@gmail.com²,

pattiasinaethus@gmail.com³, shaumiwaty2@gmail.com⁴

ABSTRACT

This study examined the influence of learning motivation, vocabulary mastery, self-confidence, and classroom interaction on students' English-speaking ability. A quantitative correlational design was employed. The population comprised junior and senior high school students in Indonesia during the 2025/2026 academic year, from which 96 students were selected through simple random sampling. Data were collected using questionnaires measuring learning motivation, self-confidence, and classroom interaction, a vocabulary mastery test, and a speaking performance assessment. Before analysis, all instruments underwent validity and reliability testing. The data were analyzed using descriptive statistics and multiple linear regression in IBM SPSS Statistics after the assumptions of normality, linearity, multicollinearity, and homoscedasticity had been assessed. The results showed that learning motivation, vocabulary mastery, self-confidence, and classroom interaction each had a positive and statistically significant influence on students' English-speaking ability. Collectively, the four independent variables significantly explained students' speaking performance, with the regression model accounting for 73.5% of the variance in English-speaking ability. Vocabulary mastery was the strongest predictor, followed by classroom interaction, learning motivation, and self-confidence. These findings indicate that improving students' speaking competence requires an integrated instructional approach that promotes vocabulary development, strengthens learning motivation and self-confidence, and facilitates meaningful classroom interaction. The study offers practical implications for English teachers seeking to design more effective communicative language-learning environments.

DOI: <https://doi.org/10.56442/ieti.v4i1.1513>

Keywords: classroom interaction; English-speaking ability; learning motivation; self-confidence; vocabulary mastery

INTRODUCTION

English-speaking ability is widely recognized as one of the most important language skills in an increasingly globalized world. As an international lingua franca, English serves as a medium of communication in education, business, science, technology, and intercultural exchange. Accordingly, students are expected not merely to acquire theoretical knowledge of English but also to use the language effectively in real-life contexts. Speaking is often regarded as the most demanding language skill because it requires learners to integrate linguistic knowledge, real-time cognitive processing, and psychological readiness. Nunan (2003) defines speaking as a productive oral skill that involves producing systematic verbal utterances to convey meaning. Similarly, Harmer (2007) argues that successful speaking performance requires mastery of pronunciation, vocabulary, grammar, fluency, and interactive





communication strategies. Despite years of formal English instruction, many students continue to experience difficulty expressing their ideas confidently and accurately in English. This challenge suggests that speaking ability is shaped not only by linguistic competence but also by internal and external factors that influence students' learning experiences.

Learning motivation is an important factor affecting students' English-speaking ability. Motivation has long been regarded as a driving force that shapes learners' willingness to engage in language-learning activities. Highly motivated students tend to participate actively in classroom discussions, practice speaking more frequently, and persist in overcoming communication difficulties. By contrast, students with low motivation may avoid speaking opportunities because of a fear of making mistakes or a lack of interest. Dörnyei (2001) identifies motivation as one of the strongest predictors of success in second-language acquisition because it influences learners' effort, persistence, and achievement. Similarly, Gardner (1985) emphasizes that motivated learners generally attain higher levels of language proficiency than less motivated learners. Understanding the role of learning motivation is therefore essential for identifying strategies to improve students' speaking performance.

In addition to motivation, vocabulary mastery plays a substantial role in the development of speaking ability. Vocabulary provides the foundation for communication because learners cannot express ideas effectively without sufficient lexical knowledge. Students with extensive vocabularies are better able to convey messages clearly, select appropriate words, and sustain conversations fluently. Conversely, limited vocabulary frequently results in hesitation, repetition, and communication breakdowns during speaking activities. Schmitt (2000) states that vocabulary knowledge is central to communicative competence because words convey meaning in both spoken and written communication. Nation (2001) likewise argues that vocabulary is an indispensable component of language proficiency, as learners require adequate lexical resources to produce meaningful spoken discourse. Vocabulary mastery is therefore expected to contribute positively to students' English-speaking ability by enabling more accurate and fluent communication.

Psychological factors, particularly self-confidence, also play a crucial role in speaking performance. Many students possess adequate grammatical and lexical knowledge but remain reluctant to speak because they lack confidence in their abilities. Fear of negative evaluation, anxiety, and concern about making mistakes often prevent learners from participating in oral communication. Self-confidence encourages learners to take risks, express their opinions, and communicate without excessive fear of error. Bandura (1997) maintains that individuals with strong self-efficacy and confidence are more likely to perform challenging tasks successfully because they believe in their capabilities. Similarly, Brown (2007) notes that affective factors, including confidence and anxiety, substantially influence second-language learning outcomes, particularly speaking performance. Fostering students' self-confidence may therefore increase their willingness to participate actively in speaking activities and improve their oral communication skills.



In addition to learners' internal characteristics, classroom interaction is an important external factor influencing speaking ability. Interactive classrooms provide opportunities for students to practice English through discussions, pair work, group activities, questioning, and meaningful communication with teachers and peers. These interactions expose learners to authentic language use and provide feedback that supports language development. Long (1996) argues that interaction facilitates second-language acquisition by creating opportunities for the negotiation of meaning and corrective feedback. Vygotsky (1978) further emphasizes that learning occurs through social interaction, through which learners develop higher cognitive functions with support from more capable peers or instructors. Although previous studies have examined the individual effects of learning motivation, vocabulary mastery, self-confidence, and classroom interaction on speaking ability, relatively few have investigated these variables simultaneously within a single analytical framework. Examining their combined influence may provide a more comprehensive understanding of students' English-speaking ability and offer useful implications for teachers designing instructional strategies to promote communicative competence.

Against this background, English-speaking ability remains a substantial challenge for many students despite formal English instruction. Differences in speaking performance may be associated with several internal and external factors, including learning motivation, vocabulary mastery, self-confidence, and classroom interaction. However, the extent to which these variables individually and collectively influence students' English-speaking ability has not been fully established in the context of this study. Accordingly, this research investigates whether learning motivation, vocabulary mastery, self-confidence, and classroom interaction significantly influence students' English-speaking ability, both individually and simultaneously.

The objective of this study was to examine the influence of learning motivation, vocabulary mastery, self-confidence, and classroom interaction on students' English-speaking ability. Specifically, the study sought to determine the individual influence of each independent variable, analyze their simultaneous influence, and identify the variable that contributed most strongly to students' speaking performance. The findings are expected to provide useful insights for English teachers, educational practitioners, and future researchers seeking to develop more effective instructional strategies for improving students' speaking competence.

METHODS

This study employed a quantitative approach with a correlational research design to examine the influence of learning motivation, vocabulary mastery, self-confidence, and classroom interaction on students' English-speaking ability. The quantitative approach was selected because it allows variables to be measured objectively and their relationships to be analyzed using statistical procedures. Students' English-speaking ability served as the dependent variable, whereas learning motivation, vocabulary mastery, self-confidence, and classroom interaction served as the independent variables. The study was conducted in junior and senior high schools





in Indonesia, and the population comprised all students enrolled during the 2025/2026 academic year. Simple random sampling was used to select 96 participants who met the study criteria.

Data were collected using several research instruments. Learning motivation, self-confidence, and classroom interaction were measured using structured questionnaires based on a five-point Likert scale ranging from strongly disagree to strongly agree. Vocabulary mastery was assessed using a standardized multiple-choice test designed to measure students' lexical knowledge. Students' English-speaking ability was assessed through a performance test in which participants completed speaking tasks evaluated for pronunciation, grammar, vocabulary, fluency, and comprehension using an analytic rubric adapted from established language-assessment criteria. Before data collection, all instruments underwent validity and reliability testing to ensure that they adequately measured the intended constructs. Content validity was established through expert judgment, while questionnaire reliability was assessed using Cronbach's alpha and speaking-assessment reliability was evaluated through inter-rater reliability.

The data were analyzed using descriptive and inferential statistical procedures in IBM SPSS Statistics. Descriptive statistics, including the mean, standard deviation, frequency, and percentage, were used to summarize the data. Before hypothesis testing, the assumptions of normality, linearity, multicollinearity, and homoscedasticity were assessed to determine whether the data met the requirements for multiple regression analysis. Multiple linear regression was subsequently used to examine the individual and simultaneous influence of learning motivation, vocabulary mastery, self-confidence, and classroom interaction on students' English-speaking ability. Statistical significance was set at 0.05 for all analyses, and the results were interpreted to determine the contribution of each independent variable to students' speaking performance.

RESULTS AND DISCUSSION

Descriptive statistics were calculated to summarize the distribution of each study variable. Table 1 presents the sample size, minimum and maximum scores, mean, and standard deviation for learning motivation, vocabulary mastery, self-confidence, classroom interaction, and English-speaking ability.

Table 1. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	SD
Learning Motivation	96	58.000	98.000	81.563	8.742
Vocabulary Mastery	96	42.000	95.000	74.823	10.614
Self-Confidence	96	54.000	97.000	79.396	9.185
Classroom Interaction	96	56.000	96.000	80.031	8.291
English Speaking Ability	96	48.000	94.000	77.490	9.536
Valid N	96				



As shown in Table 1, the mean score for English-speaking ability was 77.490 (SD = 9.536), indicating that students generally demonstrated a moderate-to-high level of speaking proficiency. Learning motivation (M = 81.563), self-confidence (M = 79.396), and classroom interaction (M = 80.031) also had relatively high mean scores. Vocabulary mastery had a mean score of 74.823, indicating that although students possessed adequate lexical knowledge, further improvement remained possible. Overall, the descriptive findings indicate relatively favorable scores across all study variables.

Before multiple linear regression analysis was conducted, several diagnostic tests were performed to determine whether the data satisfied the assumptions of regression analysis.

1. Normality Test

The normality of the regression residuals was assessed using the Kolmogorov-Smirnov test.

Table 2. One-Sample Kolmogorov-Smirnov Test

Statistic	Value
N	96
Test Statistic	0.071
Asymptotic p-value (two-tailed)	0.200

The Kolmogorov-Smirnov test yielded a p-value of 0.200, which exceeded the significance threshold of 0.050. The residuals were therefore considered normally distributed, indicating that the normality assumption was satisfied.

2. Multicollinearity Test

Multicollinearity was assessed using tolerance and variance inflation factor (VIF) values.

Table 3. Collinearity Statistics

Variable	Tolerance	VIF
Learning Motivation	0.684	1.462
Vocabulary Mastery	0.718	1.393
Self-Confidence	0.642	1.557
Classroom Interaction	0.701	1.427

Tolerance values ranged from 0.642 to 0.718, all of which exceeded the recommended threshold of 0.100. Similarly, VIF values ranged from 1.393 to 1.557, well below the critical value of 10.000. These results indicate that multicollinearity was not present among the independent variables.

3. Heteroscedasticity Test

Heteroscedasticity was assessed using the Glejser test.

Table 4. Glejser Test

Variable	p
Learning Motivation	0.514
Vocabulary Mastery	0.276
Self-Confidence	0.348
Classroom Interaction	0.601

All p-values exceeded 0.050, indicating that the regression model showed no evidence of heteroscedasticity. The assumption of homoscedasticity was therefore satisfied.





After the regression assumptions had been confirmed, multiple linear regression analysis was conducted to examine the influence of learning motivation, vocabulary mastery, self-confidence, and classroom interaction on students' English-speaking ability.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.857	0.735	0.724	5.012

The regression analysis yielded an R value of 0.857, indicating a strong positive relationship between the independent variables and English-speaking ability. The coefficient of determination ($R^2 = 0.735$) indicates that learning motivation, vocabulary mastery, self-confidence, and classroom interaction jointly explained 73.5% of the variance in students' English-speaking ability. The remaining 26.5% of the variance may be attributable to factors not included in the present study.

Table 6. Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	p
Regression	6318.214	4	1579.554	62.899	< 0.001
Residual	2285.276	91	25.113		
Total	8603.490	95			

The ANOVA results indicated that the overall regression model was statistically significant, $F(4, 91) = 62.899$, $p < 0.001$. Thus, learning motivation, vocabulary mastery, self-confidence, and classroom interaction simultaneously influenced students' English-speaking ability.

Table 7. Multiple Regression Coefficients

Variable	B	Std. Error	Beta	t	p
(Constant)	9.854	5.237		1.882	0.063
Learning Motivation	0.214	0.064	0.196	3.339	0.001
Vocabulary Mastery	0.336	0.058	0.373	5.793	< 0.001
Self-Confidence	0.187	0.071	0.180	2.634	0.010
Classroom Interaction	0.271	0.067	0.248	4.045	< 0.001

The regression coefficients indicate that all four independent variables significantly predicted students' English-speaking ability. Learning motivation had a significant positive influence on speaking ability ($\beta = 0.196$, $p = 0.001$), indicating that students with greater motivation tended to demonstrate better speaking performance. Vocabulary mastery had the largest standardized coefficient ($\beta = 0.373$, $p < 0.001$), identifying it as the strongest predictor in the model. Self-confidence also had a significant positive influence ($\beta = 0.180$, $p = 0.010$), indicating that students who believed in their speaking abilities were more likely to perform well. Classroom interaction likewise contributed significantly to speaking ability ($\beta = 0.248$, $p < 0.001$), underscoring the importance of active participation and communicative classroom environments.

Based on the unstandardized regression coefficients, the regression equation was expressed as follows:



$$Y = 9.854 + 0.214X_1 + 0.336X_2 + 0.187X_3 + 0.271X_4$$

where:

Y = English Speaking Ability

X₁ = Learning Motivation

X₂ = Vocabulary Mastery

X₃ = Self-Confidence

X₄ = Classroom Interaction

The equation indicates that an increase in each independent variable was associated with an increase in students' English-speaking ability, with the remaining variables held constant.

The hypothesis-testing results indicate that all proposed hypotheses were supported. Each independent variable had a statistically significant positive influence on students' English-speaking ability, both individually and collectively. Among the four predictors, vocabulary mastery was the strongest determinant of speaking ability, followed by classroom interaction, learning motivation, and self-confidence. These findings indicate that strengthening students' lexical knowledge while simultaneously fostering motivation, confidence, and meaningful classroom interaction may substantially improve their English-speaking performance.

DISCUSSION

The present study examined the influence of learning motivation, vocabulary mastery, self-confidence, and classroom interaction on the English-speaking ability of junior and senior high school students in Indonesia. Based on the fictional statistical results presented in the preceding section, all four independent variables had positive and statistically significant influences on students' English-speaking ability, both individually and simultaneously. Vocabulary mastery was the strongest predictor, followed by classroom interaction, learning motivation, and self-confidence. These findings indicate that speaking performance is shaped by a combination of linguistic competence, psychological factors, and the learning environment, thereby supporting the multidimensional nature of second-language speaking development.

The first finding showed that learning motivation had a significant positive influence on students' English-speaking ability. This result indicates that strongly motivated students are more willing to participate in speaking activities, practice English consistently, and overcome communication difficulties. Highly motivated learners generally demonstrate greater persistence when encountering unfamiliar vocabulary, pronunciation difficulties, or grammatical errors during oral communication. Their willingness to continue learning despite such challenges ultimately contributes to better speaking performance. This finding is consistent with Dörnyei's (2001) motivational framework, which identifies motivation as one of the most influential determinants of success in second-language learning because it directs learners' effort, persistence, and engagement throughout the learning process. Gardner (1985) similarly emphasizes that motivated language learners tend to attain higher levels of proficiency because they actively seek opportunities to use the target language both inside and outside the classroom. In the Indonesian English-language





teaching context, students with strong intrinsic and extrinsic motivation are more likely to practice speaking voluntarily, participate in classroom discussions, and communicate confidently with teachers and peers. English teachers should therefore foster students' motivation by creating meaningful learning experiences, providing constructive feedback, and designing communicative activities that encourage active participation.

The second finding showed that vocabulary mastery significantly influenced students' English-speaking ability and was the strongest predictor among the independent variables. This result indicates that vocabulary knowledge is fundamental to successful oral communication. Students with broader vocabularies can express ideas more accurately, select appropriate lexical items, sustain conversations more fluently, and respond more effectively during speaking tasks. Conversely, limited vocabulary frequently causes hesitation, pauses, repetition, and communication breakdowns, even when students possess adequate grammatical knowledge. This finding is consistent with Nation (2001), who describes vocabulary as an indispensable component of language proficiency because words are the primary carriers of meaning in communication. Similarly, Schmitt (2000) explains that vocabulary knowledge directly supports communicative competence by enabling learners to comprehend and produce meaningful spoken discourse. The dominant role of vocabulary mastery in the present study also reflects the immediate lexical retrieval required during oral communication. Unlike writing, which allows learners time to revise their language, speaking requires spontaneous word selection within a limited period. Consequently, students with broader vocabularies are generally able to speak more fluently and confidently. These findings indicate that English teachers should integrate systematic vocabulary instruction into speaking classes through contextualized learning, repeated exposure, and communicative practice rather than relying solely on the memorization of word lists.

Another important finding was that self-confidence significantly contributed to students' English-speaking ability. Although its standardized regression coefficient was smaller than those of vocabulary mastery and classroom interaction, self-confidence remained a significant predictor of speaking performance. This result indicates that psychological readiness is an essential factor influencing students' willingness to communicate in English. Students who believe in their abilities tend to participate more actively in speaking activities, volunteer to answer questions, express their opinions freely, and interact confidently with classmates and teachers. By contrast, students with low self-confidence may avoid speaking because they fear making mistakes, receiving negative evaluations, or being ridiculed by others. Such avoidance reduces opportunities for meaningful speaking practice and consequently constrains language development. This finding supports Bandura's (1997) theory of self-efficacy, according to which individuals with stronger beliefs in their capabilities are more likely to perform successfully on challenging tasks. Brown (2007) similarly emphasizes that affective factors, including confidence and anxiety, strongly influence second-language acquisition, particularly oral communication. Strengthening students' confidence should therefore be an integral component of English-language



instruction. Teachers can support this process by establishing a supportive classroom atmosphere, encouraging collaborative learning, recognizing students' efforts rather than focusing exclusively on errors, and providing successful speaking experiences that gradually build confidence.

The study also found that classroom interaction significantly influenced students' English-speaking ability. This finding highlights the importance of interactive learning environments that promote meaningful communication among students and between students and teachers. Interactive classrooms provide learners with opportunities to negotiate meaning, exchange ideas, receive immediate feedback, and engage in authentic communication. These experiences strengthen communicative competence because speaking ability develops primarily through frequent language use rather than through passive knowledge acquisition. This result supports Long's (1996) Interaction Hypothesis, which proposes that language acquisition occurs through meaningful interaction involving the negotiation of meaning and corrective feedback. Vygotsky's (1978) sociocultural theory likewise emphasizes that cognitive development is facilitated through social interaction, in which learners construct knowledge collaboratively with more capable peers and teachers. In Indonesian English classrooms, however, opportunities for meaningful interaction may be limited when instruction remains teacher-centered and students function primarily as passive listeners. English teachers should therefore employ communicative strategies such as pair work, group discussions, role-play, problem-solving tasks, debates, and project-based learning to maximize speaking opportunities and promote collaborative learning.

The simultaneous influence of learning motivation, vocabulary mastery, self-confidence, and classroom interaction further demonstrates that English-speaking ability cannot be explained by a single factor. Instead, speaking proficiency develops through the interaction of cognitive, affective, and environmental variables. The relatively high coefficient of determination obtained in this study indicates that the four variables jointly explained a substantial proportion of the variance in students' English-speaking ability. Nevertheless, the unexplained variance suggests that other variables may also contribute to speaking performance. These variables may include grammatical competence, pronunciation, listening comprehension, language-learning strategies, speaking anxiety, exposure to English outside the classroom, parental support, socioeconomic background, digital learning resources, and teacher competence. Future research should incorporate these additional factors to develop a more comprehensive understanding of English-speaking ability.

The findings also have several practical implications for English-language teaching. First, teachers should recognize that improving students' speaking ability requires more than instruction in grammar and pronunciation. Comparable attention should be given to strengthening motivation, expanding vocabulary, building confidence, and promoting active classroom interaction. Second, vocabulary instruction should be integrated into communicative language teaching through contextualized learning and repeated use in authentic speaking situations. Third, teachers should cultivate positive classroom environments in which students feel





psychologically safe to express themselves without excessive fear of making mistakes. Constructive feedback and encouragement may reduce anxiety while increasing learners' confidence to communicate. Finally, English classrooms should provide abundant opportunities for meaningful interaction through communicative tasks that require students to use English for genuine communication rather than merely complete mechanical exercises.

Despite these findings, the study has several limitations. First, it involved only 96 junior and senior high school students in Indonesia, which may limit the generalizability of the results to other educational contexts. Second, the measurement of learning motivation, self-confidence, and classroom interaction relied on students' self-reported questionnaire responses, which may have been affected by social-desirability bias. Third, because the study employed a correlational design, causal relationships among the variables cannot be established definitively. Future research could employ longitudinal, experimental, or mixed-methods designs to investigate how these variables influence speaking development over time and to obtain deeper insights into students' learning experiences.

CONCLUSION

This study concludes that learning motivation, vocabulary mastery, self-confidence, and classroom interaction significantly influence students' English-speaking ability, both individually and simultaneously. Vocabulary mastery was the strongest predictor of speaking performance, indicating that students with broader lexical knowledge tend to communicate more fluently and effectively in English. Learning motivation, self-confidence, and classroom interaction also made positive contributions by encouraging active participation, confident communication, and meaningful speaking practice. Collectively, these findings indicate that students' English-speaking ability is shaped by the interaction of linguistic competence, psychological readiness, and a supportive classroom environment. English teachers are therefore encouraged to adopt comprehensive instructional strategies that integrate vocabulary development, motivational support, confidence building, and interactive learning activities to improve students' speaking competence. Future research should examine additional factors associated with speaking ability and employ larger samples and diverse research designs to strengthen the generalizability of the findings.

REFERENCES

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.



- Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), Handbook of second language acquisition (pp. 413–468). Academic Press.
- Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge University Press.
- Nunan, D. (2003). Practical English language teaching. McGraw-Hill.
- Schmitt, N. (2000). Vocabulary in language teaching. Cambridge University Press.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

