

## **Self-Confidence, Vocabulary, and Learning Motivation as Determinants of English-Speaking Ability**

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### **Abstract**

This study aims to examine the influence of self-confidence, vocabulary mastery, and learning motivation on English-speaking ability among students enrolled in English I courses. Using a quantitative research design with structural equation modeling (SEM), the research tested seven hypotheses to identify both direct and indirect relationships among the variables. The results reveal that self-confidence significantly and positively affects learning motivation, indicating that students with higher confidence levels are more motivated to engage in English learning activities. Vocabulary mastery also has a significant positive impact on learning motivation, showing that learners who possess a wide range of vocabulary feel more competent and encouraged to improve their English skills. However, both self-confidence and vocabulary mastery do not have a direct effect on speaking ability. Instead, their influence is mediated through learning motivation. The study further finds that learning motivation has a strong and direct impact on English-speaking ability, acting as the main driving force that enables students to practice and communicate effectively. These findings suggest that psychological (self-confidence), linguistic (vocabulary), and affective (motivation) factors must be developed simultaneously to enhance English-speaking performance. Therefore, fostering motivation and confidence while expanding vocabulary can lead to more effective and sustainable improvements in students' speaking competence.

**Keywords:** *English Speaking Ability, Learning Motivation, Self-Confidence, Structural Equation Modelling, Vocabulary*

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### **INTRODUCTION**

In the current era of globalization, English-speaking ability has become an essential skill for students to communicate effectively in academic, social, and professional contexts. Although English is taught from primary to higher education, many students in English as a Foreign Language (EFL) classrooms still struggle to speak fluently and confidently. In typical classroom settings, learners often hesitate to express their ideas, rely on memorized dialogues, or remain silent during speaking activities. This phenomenon is mainly caused by low self-confidence, limited vocabulary knowledge, and a lack of learning motivation. Many students report that they “know the grammar” but “don’t

know what to say” or “are afraid of making mistakes” when speaking in front of their peers, resulting in poor classroom participation and low oral performance.

According to Su et al. (2023), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. To perform this process successfully, learners need adequate vocabulary mastery, strong motivation, and psychological readiness, such as self-confidence. Khanafiyah et al. (2021) define self-confidence, or self-efficacy, as a learner’s belief in their ability to perform a specific task effectively. Students with higher self-confidence tend to take more risks in communication and persist even when making mistakes. Pituxcoosuvann et al. (2024) emphasize that vocabulary is the foundation of language use; without sufficient vocabulary, learners cannot express ideas fluently or comprehend spoken messages effectively. Meanwhile, Liu and Yu (2019) highlight that learning motivation, whether intrinsic or extrinsic, encourages persistence, engagement, and effort in practicing English speaking.

These three variables self-confidence, vocabulary mastery, and learning motivation are closely related and interdependent. Self-confidence often determines how effectively students can use their vocabulary in real-time communication. Even with a large vocabulary, learners with low confidence may hesitate to speak, whereas those who are motivated and confident tend to maximize the vocabulary they already know. Likewise, motivation influences both vocabulary acquisition and confidence levels. Students with strong intrinsic motivation (learning for personal satisfaction or interest) are more likely to expand their vocabulary and practice speaking regularly. As learners gain more vocabulary and accumulate successful speaking experiences, their confidence increases, creating a positive cycle that enhances overall speaking ability. In classroom contexts, this relationship is clearly observable. Many students remain silent during speaking activities, even when they understand the material well. They often avoid participation due to low self-confidence, limited vocabulary, and lack of motivation. Teachers frequently report that students feel anxious about making mistakes, fear negative evaluation from peers, and prefer to stay passive rather than risk embarrassment. Zeng (2025), found that such speaking anxiety is common among Indonesian EFL learners, where students hesitate to speak English unless they are confident in their grammar and pronunciation. Moreover, class participation is often unequal; only a few confident students dominate speaking tasks, while others contribute minimally. Even when teachers employ interactive activities such as discussions, role-plays, or presentations, many learners still depend on memorization rather than spontaneous communication. This situation shows that the problem does not lie solely in linguistic competence but also in students’ affective domains, emotions, attitudes, and motivation toward speaking English.

The rise of digital learning environments has further highlighted this issue. While online tools like Duolingo, YouTube, and virtual learning platforms offer broader exposure to authentic English, only highly motivated students tend to use these resources actively, whereas less motivated learners engage passively. This reinforces the argument by Zhou et al., (2025) that motivation plays a decisive role in sustaining language practice beyond the classroom. Given these realities, it becomes crucial to explore how self-confidence, vocabulary mastery, and learning motivation interact to influence students’ English speaking ability. Understanding the interplay among these factors is essential for educators to design learning environments that not only build linguistic competence but also foster emotional readiness, engagement, and sustained motivation in speaking English. This study aims to provide a deeper understanding of how psychological and linguistic factors shape speaking ability, ultimately guiding teachers in developing more effective and empowering speaking activities for students.

Although numerous studies have investigated factors influencing English speaking ability, most previous research has tended to examine these variables individually rather than interactively. For instance, some studies have focused on the role of self-confidence in enhancing oral performance, while others have analyzed the impact of vocabulary mastery on speaking fluency (Dalimunthe and Haryadi, 2022). Likewise, several studies have explored the influence of learning motivation on

students' speaking engagement. However, few empirical studies have examined how these three variables, self-confidence, vocabulary mastery, and learning motivation, work simultaneously in shaping students' English-speaking ability, particularly in EFL classroom contexts. Furthermore, many previous studies have been conducted in general academic settings, without considering the real classroom dynamics where psychological and linguistic factors interact. In actual speaking classes, students' performance is not solely influenced by linguistic competence (vocabulary, grammar) but also by affective factors such as anxiety, fear of negative evaluation, and motivation level. Yet, research integrating both psychological dimensions (confidence and motivation) and linguistic components (vocabulary mastery) remains limited, especially in the context of Indonesian EFL learners.

Some studies reported a strong correlation between self-confidence and speaking ability, while others found that motivation or vocabulary mastery played a more dominant role. This suggests that the relationships among these variables may be context-dependent, influenced by learners' environment, teaching approaches, or cultural attitudes toward speaking English. Therefore, this study seeks to fill these gaps by examining the combined influence of self-confidence, vocabulary mastery, and learning motivation on students' English-speaking ability within the EFL classroom context. By analyzing how these variables interact and contribute collectively, this research aims to provide a more comprehensive understanding of the determinants of speaking ability, bridging the gap between psychological readiness and linguistic competence.

## **LITERATURE REVIEW**

### **Self-Confidence**

Self-confidence is one of the most influential affective factors that determine the success of learners in developing speaking skills. It refers to a learner's belief in their own ability to use the language effectively during communication. In the context of speaking, self-confidence plays a crucial role because it influences how learners initiate conversations, maintain interactions, and respond to communicative situations. Wordofa et al., (2025) define self-confidence, or *self-efficacy*, as an individual's belief in their capability to organize and execute actions required to manage prospective situations. This belief influences how people think, feel, and behave; in language learning, it shapes how confidently learners engage in speaking activities. Chang et al., (2024) highlight that self-confidence reduces speaking anxiety and fear of making mistakes, enabling learners to take linguistic risks, such as trying new vocabulary or structures during oral communication. Ba et al., (2025) also explain that self-confidence contributes to a learner's positive attitude toward language learning, which leads to greater willingness to communicate and participate in speaking tasks. In practice, students with high self-confidence tend to speak more fluently, use a wider range of vocabulary, and interact more naturally because they are not hindered by nervousness or self-doubt. Conversely, learners with low self-confidence often avoid speaking opportunities, remain passive, or experience *communication apprehension*, which negatively affects their fluency and performance. Therefore, in the process of developing speaking skills, self-confidence functions as a psychological foundation that supports active participation, risk-taking, and continuous improvement. It helps learners transform their linguistic knowledge into actual communication, making it a key determinant of success in achieving oral proficiency.

### **Vocabulary**

Vocabulary plays a fundamental role in the development of speaking skills, as it serves as the primary linguistic resource that enables learners to express their thoughts, emotions, and intentions accurately and fluently. Without sufficient vocabulary, learners cannot convey meaning effectively, even if they possess good grammatical knowledge. Pituxcoosuvann et al. (2024) famously stated that

“without vocabulary, nothing can be conveyed,” emphasizing that words are the core elements of communication. Suryanto et al. (2021) explain that vocabulary knowledge involves understanding word form, meaning, and use; in speaking, this means knowing how to pronounce words correctly, use them in context, and select appropriate expressions for different situations. Pramadanti (2023) adds that vocabulary is central to all language skills listening, speaking, reading, and writing and that vocabulary acquisition directly influences communicative competence. In the process of speaking, a rich and well-organized vocabulary allows learners to construct sentences spontaneously, maintain conversation flow, and adjust their speech to fit the communicative context. Conversely, a limited vocabulary often leads to hesitation, repetition, or the use of simple words, which can hinder fluency and clarity. Therefore, vocabulary mastery not only enhances the accuracy and variety of spoken language but also strengthens learners’ confidence and willingness to communicate. Regular exposure to authentic language use, extensive reading, and interactive speaking practice are essential to expand and activate vocabulary knowledge, making it functional and accessible during real-time communication. Ultimately, vocabulary serves as the foundation upon which effective speaking performance is built, enabling learners to communicate ideas precisely, creatively, and confidently in English.

### **Learning Motivation**

Learning motivation is a key psychological factor that drives learners to engage actively and persistently in the process of developing speaking skills. It refers to the internal and external forces that initiate, guide, and sustain learners’ efforts to achieve proficiency in spoken English. Chanie Gashaw et al., (2024) defines learning motivation as a combination of effort, desire, and positive attitude toward learning a language; motivated learners are more likely to practice speaking regularly, seek communication opportunities, and overcome challenges in language use. Almayez et al. (2025) views motivation as a dynamic and multidimensional construct that influences the intensity, direction, and persistence of learning behavior. Students with strong motivation maintain focus and consistency in practicing their speaking skills even when progress is slow. Meanwhile, Duyen and Hao (2023) distinguish between intrinsic motivation learning, driven by internal satisfaction or enjoyment, and extrinsic motivation learning, driven by external rewards such as grades or recognition, through the Self-Determination Theory. In the context of speaking, intrinsically motivated learners are eager to communicate, explore new expressions, and take risks in using the language. In contrast, extrinsically motivated learners may strive to excel in presentations, exams, or social interactions. Motivation enhances learners’ willingness to communicate, encourages vocabulary expansion, and reduces speaking anxiety, thereby improving both fluency and confidence. Without sufficient motivation, learners tend to avoid speaking opportunities, practice less frequently, and show limited progress in oral proficiency. Therefore, learning motivation acts as the engine of speaking skill development, promoting consistent practice, resilience, and a positive attitude toward communication essential components for achieving effective and confident spoken performance in English.

### **English Speaking Skills.**

Speaking is one of the most essential skills in language learning because it serves as the primary medium for communication and social interaction. Jeong (2025) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. It requires not only linguistic competence, such as grammar and vocabulary, but also sociolinguistic and psychological readiness. According to Uzer et al. (2022), speaking ability encompasses both accuracy and fluency; accuracy refers to the correct use of language, while fluency pertains to the smoothness and naturalness of speech. However, many EFL learners struggle with fluency due to limited vocabulary, low confidence, and insufficient opportunities to practice English in authentic contexts.

Therefore, speaking ability should be viewed as an integrated skill influenced by multiple linguistic and affective factors. English speaking is the capacity to use the English language effectively and appropriately in oral communication. It involves the integration of linguistic, psychological, and sociocultural components that enable speakers to express ideas, opinions, and feelings clearly and confidently in various contexts. Younas et al., (2025) defines speaking as an interactive process of constructing meaning that includes producing, receiving, and processing information, which requires not only linguistic competence but also communicative strategies to manage real-time interaction. Zhou et al., (2025) emphasizes that speaking is a productive skill that deserves equal attention as listening, reading, and writing, since it demands active participation, practice, and immediate feedback to develop effectively. In the process of mastering English speaking, learners must not only possess adequate vocabulary and grammatical knowledge but also confidence and motivation to communicate in authentic situations.

Based on the definition above, the interaction between the variables involved in this study can be explained. Self-confidence has a significant influence on learning motivation. Self-confidence has a significant influence on learning motivation because it determines how learners perceive their own abilities and how persistently they engage in the learning process. Hoang and Wyatt, (2021) explains that individuals with high self-confidence, or *self-efficacy*, believe they are capable of achieving success, which increases their willingness to invest effort and sustain motivation in challenging tasks. In language learning, especially in speaking, confident learners are more likely to take initiative, participate actively, and view difficulties as opportunities for improvement rather than as threats. Akbar et al., (2025) supports this by stating that confidence reduces anxiety and enhances positive attitudes toward language use, leading learners to become more motivated to communicate and improve their performance. Khanafiyah et al., (2021) also emphasize that confidence contributes to a learner's positive orientation toward the target language and culture, which strengthens both intrinsic and extrinsic motivation to learn. When learners trust their ability to succeed, they develop greater determination, resilience, and enthusiasm in learning activities. Conversely, low self-confidence often results in fear of failure, avoidance of communication, and declining motivation. Therefore, self-confidence functions as a psychological foundation that nurtures and sustains learning motivation, encouraging learners to engage actively, set higher goals, and persist in improving their language proficiency, particularly in speaking English.

H1: There is a significant effect of Self-confidence on Learning motivation.

Self-confidence has a significant impact on English speaking skills, as it directly influences learners' ability to express themselves clearly, take communication risks, and perform effectively in oral interactions. Xue and Ardasheva (2019) explain that self-confidence, or *self-efficacy*, shapes how individuals think, feel, and behave. Learners who believe in their ability to speak English successfully are more willing to participate, practice, and persist in communication tasks. Wordofa et al. (2025) highlight that confidence reduces language anxiety and fear of making mistakes, enabling learners to speak more fluently and naturally. It encourages them to use new vocabulary and complex sentence structures without hesitation, which enhances both accuracy and fluency. Almayez et al. (2025) further emphasize that confident learners possess positive attitudes toward the language and a greater willingness to communicate, which contributes to more frequent and effective speaking practice. Conversely, low self-confidence often leads to speech hesitation, avoidance of communication, and limited fluency due to anxiety and self-doubt. In this sense, self-confidence acts as a psychological enabler that transforms linguistic knowledge into actual performance. Learners with higher self-confidence are more likely to engage in conversations, express ideas spontaneously, and handle communication breakdowns effectively. Therefore, it can be concluded that self-confidence plays a pivotal role in improving English speaking skills by fostering active participation, reducing anxiety, and enhancing overall communicative competence.

H2: There is a significant effect of Self-confidence on English Speaking Skills.

Vocabulary has a significant effect on learning motivation because it provides learners with the essential linguistic tools to understand and express meaning, which in turn increases their confidence and desire to continue learning. Pramadanti, (2023) explains that vocabulary knowledge covering word form, meaning, and use is a key component of language competence that allows learners to communicate effectively. When students have a sufficient vocabulary repertoire, they can comprehend lessons more easily and express their thoughts clearly, leading to a sense of achievement that strengthens their motivation to learn. Lee et al., (2023) emphasizes that vocabulary is central to all language skills; as learners expand their word knowledge, they become more capable and independent, which enhances their interest and engagement in the learning process. Dalimunthe and Haryadi, (2022) also asserts that “without vocabulary, nothing can be conveyed,” highlighting that vocabulary mastery is fundamental to meaningful communication and successful learning experiences. As learners recognize their progress in vocabulary acquisition, they gain self-satisfaction and confidence, which boost both intrinsic motivation (learning for enjoyment and personal growth) and extrinsic motivation (learning for recognition or success). Conversely, limited vocabulary often leads to frustration, communication difficulties, and decreased motivation. Therefore, vocabulary mastery not only supports linguistic competence but also serves as a motivational driver that encourages continuous learning, participation, and persistence in mastering English speaking skills.

H3: There is a significant effect of Vocabulary on Learning motivation.

Vocabulary has a significant effect on English speaking skills because it serves as the fundamental component that enables learners to express their ideas, emotions, and intentions accurately and fluently. Peng et al., (2025) stated that “without vocabulary, nothing can be conveyed,” emphasizing that words are the building blocks of communication. Learners who possess a rich vocabulary are better able to construct meaningful sentences, maintain conversation flow, and adjust their speech according to the context and listener. Robert et al., (2025) explains that vocabulary knowledge includes understanding word form, meaning, and use, which allows speakers to choose appropriate words and expressions during communication. This knowledge supports not only linguistic accuracy but also fluency, as speakers can retrieve and use words spontaneously in real-time interactions. Seyri and Ghiasvand, (2025) also highlights that vocabulary is central to language learning and directly influences speaking performance because it bridges receptive knowledge (understanding) and productive use (speaking). A well-developed vocabulary helps learners speak with greater confidence, coherence, and precision, while limited vocabulary often causes hesitation, repetition, or avoidance of communication. Therefore, mastery of vocabulary enhances the ability to communicate effectively, improves both fluency and accuracy, and contributes significantly to the overall development of English-speaking skills.

H4: There is a significant effect of Vocabulary on English Speaking Skills.

Learning motivation has a significant effect on English speaking skills because it drives learners to engage actively, practice consistently, and persevere in improving their oral communication. Zhang et al. (2025) define motivation in language learning as a combination of effort, desire, and positive attitude toward learning the target language; motivated learners are more likely to participate in speaking activities, seek communication opportunities, and overcome difficulties in using English. Zeng (2025) explains that motivation is a dynamic factor that influences the intensity and persistence of learning behaviour. Students with strong motivation continuously practice, monitor their progress, and strive for better speaking performance. Similarly, Shah and Ahmed, (2025), through the *Self-Determination Theory*, distinguish between intrinsic motivation (learning driven by personal interest and enjoyment) and extrinsic motivation (learning influenced by external rewards or recognition). Both types contribute to enhancing speaking ability, but intrinsic motivation is often more powerful in sustaining long-term improvement. Learners who are motivated feel encouraged to expand their vocabulary, improve pronunciation, and build confidence in real communication. Conversely, low motivation leads to limited practice, anxiety, and reluctance to speak, which hinder

language development. Therefore, learning motivation plays a pivotal role in the development of English-speaking skills by promoting active participation, increasing confidence, and fostering persistence, ultimately leading to greater fluency, accuracy, and communicative competence.

H5: There is a significant effect of Learning motivation on English Speaking Skills.

Self-confidence has a significant effect on English speaking skills through learning motivation, as confidence enhances learners' belief in their ability to succeed, which in turn strengthens their motivation to engage in speaking activities and improves their overall performance. Choi, (2025) explains that self-confidence, or *self-efficacy*, influences how individuals think, feel, and act students with higher confidence are more motivated to learn, take risks, and persist in communicative tasks despite challenges. Ebadi et al., (2025) also notes that self-belief and positive attitudes toward language learning contribute to higher motivation, which encourages learners to practice speaking more frequently and effectively. Koyak and Ustunel, (2020) emphasizes that motivation mediates the relationship between affective factors, such as confidence, and language performance; learners who feel capable and confident tend to develop stronger intrinsic motivation, leading to greater engagement and persistence in language use. In this relationship, self-confidence acts as the psychological foundation that fuels motivation, while motivation serves as the driving force that transforms confidence into action encouraging learners to participate, practice, and improve their speaking ability. Conversely, low self-confidence can weaken motivation, resulting in avoidance of speaking opportunities and slower progress. Therefore, learning motivation plays a mediating role in linking self-confidence and English speaking skills, meaning that confident learners become more motivated, and this heightened motivation leads to improved fluency, accuracy, and communicative competence in speaking English.

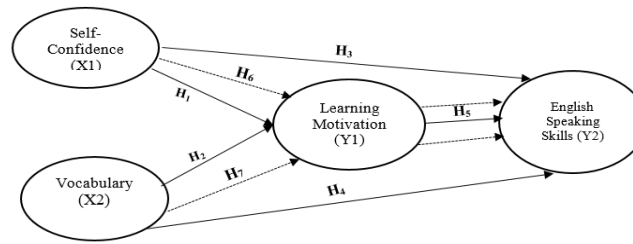
H6: There is a significant effect of Self-confidence on English Speaking Skills through Learning motivation.

Vocabulary has a significant effect on English speaking skills through learning motivation because a strong command of vocabulary enhances learners' confidence and interest in communication, which increases their motivation to practice and ultimately improves their speaking performance. Kuche et al., (2024) explains that vocabulary knowledge covering word form, meaning, and use forms the linguistic foundation that enables learners to communicate effectively; when students master more words, they experience greater success and satisfaction in expressing ideas. This sense of achievement, as noted by Shi, (2025), strengthens their learning motivation, encouraging them to engage more actively in speaking tasks and to pursue further language development. Treadaway and Read, (2025) adds that motivation functions as a mediating factor that transforms linguistic knowledge into communicative competence motivated learners use their vocabulary more frequently, creatively, and confidently in real communication. In this relationship, vocabulary mastery provides the essential input for speaking, while learning motivation acts as the driving force that pushes learners to apply and expand their lexical knowledge in speaking practice. As learners feel more capable of expressing themselves due to a broader vocabulary, their motivation increases, leading to more frequent practice and greater improvement in fluency, accuracy, and overall speaking proficiency. Therefore, learning motivation serves as a bridge between vocabulary mastery and English-speaking skills, demonstrating that vocabulary not only supports linguistic competence directly but also enhances motivation, which indirectly strengthens speaking performance.

H7: There is a significant effect of Vocabulary on English Speaking Skills through Learning motivation.

Figure 1 shows the conceptual thinking framework of the research and hypotheses developed based on the relevant literature:

Figure 1 Framework for thinking



## METHOD

### Research Design

This study employs a quantitative survey approach to investigate the direct impact of self-confidence, vocabulary, and learning motivation on English speaking skills. A structured questionnaire was distributed online via Google Forms to obtain primary data from respondents. This explanatory study aims to analyze the causal relationship between constructs using Structural Equation Modeling (SEM) with a Partial Least Squares (PLS) approach.

### Population and Sample

The population in this study was students currently taking English courses at the university, because this course is the foundation for developing English language skills, especially speaking skills. Students at this level generally begin to build confidence in communicating using English, broaden their understanding, and develop motivation to learn the language actively. The sample in this study consisted of students taking English 1 courses, selected using a purposive sampling technique, because participants must meet specific criteria, namely: (1) actively attending English 1 lectures, (2) having previous English learning experience both formally and informally, and (3) willing to participate voluntarily. To ensure balanced representation, this study can also use stratified random sampling by considering different study programs or classes. The number of participating samples of approximately 167 valid respondents was collected. The sample size was determined using Hair et al. (2019) guidelines, which suggest a minimum of 10 times the number of structural paths leading to any latent variable in the model. Given that the most complex construct has four predictors, a minimum of 200 samples is sufficient, allowing this study to meet both statistical power and representativeness requirements. The sampling procedure involved obtaining permission from the study program, selecting an appropriate English class, presenting the research objectives to students, completing a consent form, and collecting data through questionnaires, speaking skills tests, and speaking ability assessments. This population and sampling technique are considered appropriate because students in English courses are in the early stages of developing their speaking skills, where factors such as self-confidence, insight, and learning motivation have a significant influence on their English-speaking skills.

### Instrument Development

The questionnaire consists of four sections, each corresponding to one construct: Self-Confidence (SC), four items; Vocabulary Mastery (VC), three items; Learning Motivation (LM), four items; and English-Speaking Skills (ES), four items. All items are measured using a five-point Likert scale: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree. The items were adapted from previously validated research as follows: Self-Confidence (Choi, 2025), Vocabulary (Pramadanti, 2023), Learning Motivation (Ismail et al., 2022), and English Speaking Skills (Uzer et al., 2022).

### Data Collection Procedure

Data collection was conducted from August to October 2025. Respondents were selected



purposively from students enrolled in the English 1 course. The recruitment process was conducted through class announcements and academic communication channels, including WhatsApp groups and institutional emails. Before completing the questionnaire, participants were provided with an informed consent form that explained the research purpose, procedures, and assurances of confidentiality. Their participation was voluntary, and anonymity was fully maintained. The data were collected through online questionnaires distributed via Google Form, which included instruments measuring self-confidence, vocabulary mastery, and learning motivation, as well as an online speaking test administered through recorded responses. This study received ethical approval from the University's Research Ethics Committee before data collection, ensuring compliance with ethical research principles. The collected data were analyzed using SmartPLS 3.0, including testing for model validity and reliability, discriminant validity,  $R^2$ ,  $Q^2$ , and hypothesis testing to examine the effects of self-confidence, vocabulary, and learning motivation on students' English-speaking ability.

## RESULTS AND DISCUSSION

### Outer Model

In this measurement model analysis, PLS-SEM was used to evaluate the reliability and validity of the construct measures. There are two criteria to measure whether the external model meets the convergent validity requirements for reflective constructs: the loading factor (greater than 0.70) and the AVE (greater than 0.50). Based on the loading factor validity test, all load values of the manifest variables or indicators of each construct are more significant than 0.70, indicating that they have met the validity standards based on the loading value. Meanwhile, the average variance extracted (AVE) exceeds 0.50. The following table presents descriptive data analyzed to determine the influence of self-confidence and vocabulary on Learning motivation and English-speaking skills at ASA Indonesia University.

Table 1. Measurement Model Results (outer model).

Variable	Indicator	Questionnaire items	Outer Loading	Composite Reliability	Cronbach's Alpha	Average Variance Extracted (AVE)
Self-Confidence (X1)	Believe in yourself	CF2	0,781	0,899	0,866	0,598
	Act independently in making decisions	CF3	0,773			
		CF4	0,767			
	Have a positive sense of self	CF5	0,765			
	Dare to express opinions	CF7	0,784			
		CF8	0,769			
Vocabulary (X2)	<i>The ability to recognize and use word forms both orally and in writing</i>	VC 9	0,732	0,888	0,842	0,614
		VC10	0,789			
	<i>The ability to understand the relationship between the form and meaning of words</i>	VC11	0,836			
		VC12	0,796			
	<i>The ability to use words according to their grammatical function</i>	VC13	0,736			
Learning Motivation (Y1)	Attention	LM15	0,730	0,886	0,839	0,609
		LM16	0,779			
	Relevance	LM18	0,773			

Confidance		LM19	0,814	0,845      0,725      0,644		
		LM20	0,802			
<i>English Speaking Skills (Y2)</i>	<i>Vocal Accuracy</i>	ES21	0,801			
	<i>Retention</i>	ES23	0,806			
	<i>Referrals</i>	ES25	0,801			

Source: processed primary data, 2025

The study's results found that all variables used met the validity and reliability criteria, as indicated by the correlation value of each component. Measurement by examining the loading factor value is considered to meet the requirements if the value is greater than 0.70 or close to 0.7, and the average variance extracted (AVE) value is  $\geq 0.5$ , which indicates good agreement between components. The AVE value ranges from 0.598 to 0.644, indicating that all variables meet the AVE standard, making the creation of latent variables valid or safe (Hair et al., 2019).

### Discriminant Validity – Fornell-Larcker

Discriminant Validity Test tests the validity of discriminants with reflective indicators by looking at the cross-loading value for each variable, which must be  $> 0.7$ . Another method that can be used is to compare the square root value of the average variance extracted (AVE) value of each construct with the correlation between other constructs in the model; then, the model is categorized as having a good discriminant validity value (Hair et al., 2019).

Table 2. Discriminant Validity-Fornell Lacker

	Confident	Learning Motivation	Speaking English	Vocabulary
Confident	0,773			
Learning Motivation	0,780	0,803		
Speaking English	0,689	0,797	0,803	
Vocabulary	0,808	0,763	0,670	0,784

Source: processed primary data, 2025

Table 2 shows the highest values for each variable, including Confident (0.773), Learning Motivation (0.803), Speaking English Skills (0.803), and vocabulary (0.784). Assume that it is possible to show that the search factor value of each variable is higher than that of other latent constructs. In that case, discriminant validity can be considered valid based on this finding. Consequently, discriminant validity can be considered accurate (Hair et al., 2019).

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

The Coefficient of determination (R<sup>2</sup> value) is used to measure the predictive power of the structural model against exogenous and endogenous variables. The linear regression test produces R-squared (R<sup>2</sup>). Hair et al. (2019) state that the values are 0.75 (very strong), 0.5 (moderate), and 0.25 (weak). Using the PLS Algorithm, it was found that Learning Motivation (0.683) and Speaking English (0.639) were obtained.

Table 3. Determination Coefficient Test (R-squared)

Variable	R Square	R Square Adjusted	Results
Learning Motivation	0,683	0,679	Medium
Speaking English	0,646	0,639	Medium

Source: processed primary data, 2025

Table 3 finds the model has a medium power if the variable R-square value is above 0.50 (Hair et

al., 2019). The R-squared value for Learning Motivation is 0.683, which can be concluded in the medium category. While the R-squared value for Speaking English is 0.646, it can be considered a powerful category.

### Effect Size ( $f^2$ )

The  $F^2$  effect size measurement assessed the impact of the exogenous construct removed on the endogenous construct, categorizing it as weak (0.02), moderate (0.15), high (0.35), or no effect (0.02) (Hair et al., 2019).

Table 5. F Test

Variable	F Square	Result
Confident -> Learning Motivation	0,316	Medium
Confident -> Speaking English	0,004	Weak
Vocabulary -> Learning Motivation	0,119	Medium
Vocabulary -> Speaking English	0,011	Weak
Learning Motivation -> Speaking English	0,377	High

Source: processed primary data, 2025

The effect size of the model ( $f^2$ ) is calculated to determine the impact of the omitted constructs on the endogenous constructs. The study found that confidence and Vocabulary do not affect speaking English. However, confidence, Vocabulary, and speaking English significantly affect Learning Motivation.

### Path Coefficient Analysis

Significant values were stated in a two-tailed t-test statistic at 0.5%, and the bootstrapping process was used. According to the results, all path coefficients were less than 0.05 ( $p < 0.05$ ). All T-statistics were found to be higher than the T-table (1.96), and the variable construct had a strong and positive impact on other constructs in the model (Hair et al., 2019). Table 6 shows a reference for assessing the hypothesis.

Table 6. Path Coefficient

Variable	Coefficient	Sample Mean	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Conclusion
Confident -> Learning Motivation	0,537	0,541	0,088	6,072	0,000	Supported
Confident -> Speaking English	0,077	0,082	0,096	0,796	0,426	Not Supported
Vocabulary -> Learning Motivation	0,329	0,327	0,089	3,717	0,000	Supported
Vocabulary -> Speaking English	0,113	0,111	0,077	1,464	0,144	Not Supported
Learning Motivation -> Speaking English	0,649	0,648	0,083	7,827	0,000	Supported
Confident -> Learning Motivation -> Speaking English	0,349	0,352	0,078	4,463	0,000	Supported
Vocabulary -> Learning Motivation -> Speaking English	0,214	0,211	0,061	3,519	0,000	Supported

Source: processed primary data, 2025

## DISCUSSION

The results of the first hypothesis research show a positive path coefficient of 0.537 between confidence and learning motivation, a T-statistic of 6,072, higher than the T-table of 1.96, and a P-value of 0.000, lower than 0.05. The regression findings indicate that the first hypothesis is supported, so it can be stated that confidence can affect learning motivation. According to research by Bao et al. (2024), self-confidence plays an important role in enhancing one's learning motivation, as individuals who believe in their abilities tend to be more persistent and motivated in facing learning challenges. In the context of English language learning, students with high self-confidence are more willing to participate, take risks in speaking, and are less afraid of making mistakes, which in turn increases their learning motivation. This is in line with Oliveira et al. (2024), who stated that language learning motivation is strongly influenced by affective factors such as self-confidence, anxiety, and attitudes toward the target language. Learners with high self-confidence tend to be more actively engaged in the learning process and possess a stronger internal drive to achieve English language competence effectively.

The results of the second hypothesis research show a positive path coefficient of 0,077 between confidence and speaking English, a T-statistic of 0,796, higher than the T-table of 1.96, and a P-value of 0,426, higher than 0.05. The regression findings indicate that the second hypothesis is not supported, so it can be stated that confidence cannot influence speaking English. According to research by Kafipour and Khoshnood (2023), even individuals with good self-confidence may experience high levels of anxiety when speaking a foreign language, which can hinder fluency and reduce communication performance. Furthermore, Wood et al. (2021) explain that speaking ability is not solely determined by self-confidence but is also influenced by motivation, linguistic competence, and experience using the target language. Therefore, although self-confidence plays an important psychological role, other factors such as anxiety, experience, and the learning environment may limit its impact, resulting in an insignificant effect on English-speaking ability.

The results of the third hypothesis research show a positive path coefficient of 0,329 between vocabulary and learning motivation, a T-statistic of 3,717, higher than the T-table of 1.96, and a P-value of 0.000, lower than 0.05. The regression findings indicate that the third hypothesis is accepted, so it can be stated that vocabulary can influence learning motivation. According to research by Seyri and Ghiasvand (2025), vocabulary mastery influences motivation in learning English because vocabulary is the foundation of all language skills. Learners with a rich vocabulary can understand and express ideas more easily in both spoken and written forms, making the learning process smoother and more enjoyable. When students can comprehend texts, conversations, or instructions effectively, they experience a strong sense of achievement and confidence, which in turn strengthens their intrinsic motivation to continue learning. According to Robert et al. (2025), vocabulary knowledge is a key component of effective communication, and expanding one's vocabulary helps learners feel more competent in using the target language. Similarly, Pramadanti (2023) emphasizes that an increased sense of competence enhances learning motivation, as students can clearly perceive their progress. Therefore, the better a learner's vocabulary mastery, the higher their motivation to actively and continuously improve their English proficiency.

The results of the fourth hypothesis research show a positive path coefficient of 0,113 between vocabulary and speaking English, a T-statistic of 1,464, lower than the T-table of 1.96, and a P-value of 0,144, higher than 0.05. The regression findings indicate that the fourth hypothesis is not supported, so it can be stated that vocabulary cannot influence speaking English. According to research by Pituxcoosuvann et al. (2024), having a wide vocabulary without the ability to process and use it spontaneously can hinder speaking fluency, since speaking requires quick thinking and the ability to apply words in the right context. Similarly, Pramadanti (2023) explains that speaking ability depends not only on vocabulary knowledge but also on interactional competence, the ability to choose suitable expressions, and the use of effective communication strategies. Therefore, although vocabulary serves as a fundamental component of communication, without sufficient language processing skills and

psychological readiness, vocabulary mastery alone is not enough to significantly improve English-speaking ability.

The results of the fifth hypothesis research show a positive path coefficient of 0,649 between learning motivation and English speaking, a T-statistic of 7,827, higher than the T-table of 1.96, and a P-value of 0.000, lower than 0.05. The regression findings indicate that the fifth hypothesis is accepted, so it can be stated that learning motivation can influence speaking English. According to research by Chanie et al. (2024), learning motivation influences English-speaking ability because it serves as the main driving force that determines how much effort a learner puts into practicing and using the language in real-life situations. Highly motivated students tend to be more active in speaking activities, such as discussions, presentations, and conversations, which continuously improve their communicative competence. According to Fowler (2022), language learning motivation consists of instrumental motivation (driven by practical goals such as grades or career advancement) and integrative motivation (driven by the desire to interact with native speakers or the target culture). Both types of motivation encourage learners to overcome fear and speaking anxiety, enhance pronunciation, fluency, and confidence in communication. (Duyen & Hao, 2023) also emphasizes that motivation plays a crucial role in determining the intensity and persistence of language learning; motivated learners are more likely to persevere and continue improving despite challenges. Therefore, the higher a learner's motivation, the greater their likelihood of practicing and developing better English-speaking ability.

The results of the sixth hypothesis research show a positive path coefficient of 0,349 between confidence and speaking English through learning motivation, a T-statistic of 1.696 lower than the T-table of 1.96, and a P-value of 0,000 lower than 0.05. The regression findings indicate that the sixth hypothesis is supported, so it can be stated that confidence can influence speaking English through learning motivation. According to Gebreheat et al. (2025), self-confidence can influence English-speaking ability through learning motivation because individuals who believe in their own abilities tend to have a positive perception of themselves and feel capable of succeeding in language learning. This confidence fosters intrinsic motivation, which drives them to practice and use English without fear of making mistakes. According to Shang and Ma (2024), learning motivation acts as a mediating factor linking psychological aspects, such as self-confidence, to speaking performance; the higher a learner's confidence, the stronger their motivation to practice speaking and engage in communicative activities. In other words, self-confidence enhances learning motivation, and this motivation, in turn, leads to increased practice, willingness to communicate, and overall improvement in English-speaking ability.

The results of the seventh hypothesis research show a positive path coefficient of 0,214 between vocabulary and speaking English through learning motivation, a T-statistic of 3,519, higher than the T-table of 1.96, and a P-value of 0,000, lower than 0.05. The regression findings indicate that the seventh hypothesis is supported, so it can be stated that vocabulary can influence speaking English through learning motivation. According to Robert et al. (2025), Vocabulary mastery can influence English-speaking ability through learning motivation because vocabulary serves as the foundation of effective communication. Learners with a strong vocabulary are better able to understand and express ideas, which makes them feel more confident and motivated to use English in conversation. According to Kuche et al. (2024), adequate vocabulary knowledge enables learners to comprehend communication contexts and select appropriate words, resulting in more fluent and meaningful interaction. This aligns with Kaharuddin et al. (2023), who explain that when learners perceive themselves as competent in the target language, their motivation to practice and improve speaking skills increases. Therefore, vocabulary mastery enhances learning motivation, and this motivation encourages learners to practice speaking more actively, ultimately improving their overall English-speaking ability.

## CONCLUSION AND RECOMMENDATION

The study concludes that self-confidence, vocabulary mastery, and learning motivation are important factors influencing English-speaking ability, but their effects occur through different pathways. Self-confidence and vocabulary mastery both significantly enhance learning motivation, which in turn plays a direct and crucial role in improving speaking ability. However, neither confidence nor vocabulary alone directly improves speaking skills unless they first increase learners' motivation to practice and communicate. This means that learning motivation acts as a mediating factor that connects psychological and linguistic readiness with actual speaking performance. Therefore, improving English-speaking ability requires an integrated approach that develops students' confidence, strengthens vocabulary mastery, and sustains motivation to learn and use English actively. Students who possess all three aspects confidence, strong vocabulary, and high motivation are more likely to speak English fluently and effectively.

Teachers and lecturers should create a supportive and motivating learning environment that fosters students' confidence and provides frequent opportunities to use vocabulary in meaningful communication through activities such as discussions, role plays, and interactive speaking tasks that reduce anxiety and encourage active participation. Students, on the other hand, should focus not only on memorizing vocabulary but also on applying it in real communication, while cultivating self-confidence through regular speaking practice, setting personal goals, and celebrating small achievements to maintain motivation and continuous improvement. Educational institutions are encouraged to design integrated English programs that balance linguistic input, such as vocabulary and grammar, with affective and motivational components by providing workshops on confidence-building, language exposure, and peer interaction to enhance both motivation and communicative competence. Furthermore, future researchers are advised to explore other mediating or moderating variables such as speaking anxiety, classroom interaction, or self-efficacy to gain a deeper understanding of how affective and cognitive factors collectively influence English-speaking performance.

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