

The Correlation Between Learning Environment and Motivation on the Development of Students Speaking Skills at Ma Nwdi Gereneng

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M. Adib Nazri, Zahratul Fikni, *Linda Riana, Ari Prasetyaningrum^{abcd} 

¹²³⁴Hamzanwadi University, Indonesia

Corresponding Author: lindarianaa70@gmail.com

ABSTRACT

This study aims to examine the correlation between the learning environment and motivation on students' speaking skills at MA NWDI Gereneng. Speaking is one of the essential components in English language learning, requiring not only linguistic mastery but also psychological support and a motivating environment. This research applied a quantitative correlational method involving 20 eleventh-grade students. The instruments used were a learning environment questionnaire, a motivation questionnaire, and a speaking test assessed through four indicators: fluency, accuracy, interaction, and comprehensibility. Data were analyzed using Pearson correlation and multiple linear regression. The results showed a very strong and significant correlation between the learning environment and speaking skills ($r = 0.975$, $p < 0.01$), and between motivation and speaking skills ($r = 0.950$, $p < 0.01$). Simultaneously, both variables significantly influenced students' speaking performance, with a determination coefficient (R^2) of 0.976. This means that 97.6% of the variation in students' speaking skills can be explained by their learning environment and motivation. These findings emphasize the importance of a supportive, engaging classroom environment, along with the development of both intrinsic and extrinsic motivation, in enhancing students' speaking ability in English. Teachers and schools should focus on creating positive classroom conditions and encouraging student motivation to support the success of English language learning.

Keywords: *Learning Environment, Motivation, Speaking Skill, Correlation, English Learning*

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INTRODUCTION

Language stands as a fundamental and complex system of communication that enables individuals to interact, articulate thoughts, and forge social connections. Beyond its role as a mere communication tool, language is a critical vehicle for shaping one's identity and cultural understanding (Gee, 2018). In educational settings, the development of linguistic skills is paramount for fostering students' cognitive and social growth. Research demonstrates that engagement in language-based social interactions can significantly enhance students' comprehension and critical thinking abilities (Swain & Lapkin, 2019). Given this, language acts as a foundational element of education, profoundly influencing how students acquire knowledge and interact with their surroundings. The global landscape, as highlighted by UNESCO (2021), increasingly demands multilingualism to address the complex challenges of the 21st century. Studies by Wang and Zheng (2021) and the British Council's "Future of English" program (2025) further underscore the evolving role of English as a global lingua franca, necessitating a re-evaluation of language education policies to ensure equitable access and prepare students for a diverse, interconnected world.

Within the Indonesian education curriculum, English holds a crucial position as an international language, providing students with access to global information and enhancing their competitiveness. Among the four core language skills, speaking is often considered the most crucial yet challenging for students to master. The ability to speak English effectively is

not merely a reflection of linguistic knowledge but also an integration of grammar, pronunciation, vocabulary, and communication strategies (Tuan & Mai, 2021). The success of this skill acquisition is heavily dependent on a supportive learning environment and a strong motivational drive (Alqahtani, 2020). However, numerous studies, such as those by Kulsum et al. (2025) and Wathawatthana et al. (2025), reveal that students frequently encounter significant difficulties in speaking, including high levels of anxiety, lack of confidence, and limited opportunities for authentic practice. This indicates that developing communicative competence requires a structured process of consistent, context-based practice and a holistic approach that addresses not only linguistic deficiencies but also psychological barriers.

The learning environment is a key external factor that directly impacts the development of students' speaking skills. A positive and interactive classroom atmosphere, characterized by collaborative activities and teacher support, has been shown to increase students' courage and willingness to use English orally (Jannah et al., 2021). An unsupportive environment, conversely, can create a lack of confidence and significantly impede students' speaking performance (Edunesia, 2025). This learning ecosystem, encompassing everything from physical facilities to social relationships among peers and teachers, plays a vital role in encouraging active participation. Furthermore, research by Widiati et al. (2024) emphasizes that a well-designed learning environment that integrates technology and learner-centered pedagogies can create more dynamic and engaging opportunities for speaking practice, while Altay and Aksoy-Çınar (2025) note that practical, low-pressure settings like educational games are essential for reducing student stress and fear of making mistakes.

Equally important is the role of learning motivation, which serves as an essential internal factor for successful second language acquisition (Alizadeh, 2019). Highly motivated students are more likely to actively engage in practice, seek feedback, and demonstrate greater confidence and fluency. Motivation can be categorized into intrinsic factors, such as personal interest and enjoyment, and extrinsic factors, such as social expectations and rewards. Both play a synergistic role in shaping a student's perseverance and enthusiasm for English (Kotera et al., 2021). The interrelationship between motivation and speaking proficiency is further explored by Botes et al. (2025), who found that enhanced motivation and positive emotions lead to increased classroom practice and significant gains in second language speech. This underscores that a lack of motivation, or a focus solely on external pressure, can lead to a state of amotivation, as highlighted by other researchers (Wang et al., 2023), further hampering the development of speaking competence.

Based on the phenomena and problems outlined, this study is designed to empirically analyze the relationship between the learning environment and motivation on the development of students' speaking skills at MA NWDI Gereneng. The purpose is to determine the extent of these correlations, both individually and simultaneously. The urgency of this research lies in its potential to provide a deeper understanding for educators and school administrators, enabling them to design more targeted English learning strategies and create a more conducive learning atmosphere. The novelty of this study lies in its specific focus on the context of MA NWDI Gereneng, providing localized insights that can contribute to the existing body of literature and serve as a practical foundation for future research in similar educational settings.

METHOD

Research Design

This study employed a quantitative research approach with a correlational design. As a systematic, empirical, and deductive method, quantitative research investigates observable phenomena using statistical analysis (Creswell, 2020), with the primary goal of testing existing theories or hypotheses through structured data collection (Dörnyei, 2020). This approach, as emphasized by Ary et al. (2022), allows researchers to produce objective and quantifiable findings. Correlational research, a specific type of quantitative research, is particularly suitable for this study as it aims to identify the direction and strength of the relationship among

The Correlation Between Learning Environment and Motivation on the Development of Students Speaking Skills at Ma Nwudi Gereneng variables without manipulating them (Creswell, 2021). This design is highly effective for examining the connections between the learning environment, motivation, and students' speaking skills, providing a clear statistical picture of their interrelationship. According to Sugiyono (2018), correlational research is widely used in social and educational studies to measure the degree of association between two or more variables. This method allows the researcher to determine if a relationship exists and, if so, how strong it is, which is central to the objective of this thesis.

Population and Sample of the Study

The population of this study was all eleventh-grade students at MA NWDI Gereneng during the 2024-2025 academic year, with a total of 20 students. A population is defined as a group of individuals who share the same characteristics (Miyashita et al., 2023). Given the relatively small size of the population, the entire group of 20 students was used as the sample for this research. This approach, known as a population study or total sampling, is employed when the population is small and homogeneous, ensuring that all characteristics of the population are represented in the study (Sugiyono, 2018; Emzir, 2019). The use of the entire population as the sample eliminates the need for a sampling technique and provides a comprehensive view of the phenomenon within the specified group.

Data Collection Instruments and Techniques

To collect the necessary data, this study utilized several instruments and techniques to measure the variables comprehensively. The instruments included a questionnaire for the learning environment, a questionnaire for motivation, and a speaking test. The learning environment questionnaire, consisting of 20 items, was designed to measure students' perceptions of the physical, social, and instructional aspects of their classroom (Frase, 2018). The motivation questionnaire, with 15 items, measured both intrinsic and extrinsic factors that drive students to learn English (Dornyei & Ushioda, 2021). Finally, a speaking skills test was administered to assess students' proficiency based on key indicators such as fluency, accuracy, pronunciation, coherence, and comprehensibility (Luoma, 2020). The data collection techniques involved administering these questionnaires and the speaking test to all students in the sample. The questionnaire data were used to measure the independent variables (X1 and X2), while the speaking test provided the data for the dependent variable (Y).

Data Analysis Procedures

The data analysis for this study was conducted in a systematic and structured manner. First, descriptive statistics were used to provide a summary of the data, including the mean, standard deviation, and frequency of each variable. This step helps to understand the basic characteristics of the data before conducting further analysis (Sudaryono, 2017). Second, inferential statistics, specifically Multiple Linear Regression, were applied to examine the influence of the independent variables (learning environment and motivation) on the dependent variable (speaking skills) jointly. This statistical technique helps to determine the extent to which each variable contributes to students' speaking performance and to test the combined predictive power of the model (Creswell, 2021). Finally, hypothesis testing was performed using both Pearson Correlation and Multiple Regression analysis. The Pearson Correlation coefficient (r) was used to test the individual relationship between each independent variable and the dependent variable, while the Multiple Regression analysis was used to test the simultaneous influence of both independent variables. A significant p-value (< 0.05) was used as the criterion to determine a meaningful relationship (Sugiyono, 2018). The coefficient of determination (R^2) from the multiple regression analysis was utilized to show the proportion of variance in speaking skills that can be explained by the learning environment and motivation.

Research Procedures

The research was conducted through the following systematic procedures from March to July 2025:

Proposal Arrangement (March-May): The research proposal was finalized, including the background, literature review, and research methodology.

The Correlation Between Learning Environment and Motivation on the Development of Students Speaking Skills at Ma Nwodi Gereneng
Instrument Development (June): The questionnaires and speaking test rubric were meticulously prepared and validated to ensure their reliability and validity.

Data Collection (June): The questionnaires were distributed, and the speaking test was administered to all students at MA NWDI Gereneng.

Data Analysis (July): The collected data were meticulously organized, tabulated, and analyzed using statistical software to perform descriptive and inferential statistics.

Report Writing (July): The final thesis report was prepared, encompassing the research findings, discussion, conclusions, and suggestions.

FINDINGS AND DISCUSSION

Descriptive Statistics

Table 1. Results

Variable	Maximum Score	Mean	Standard Deviation	General Interpretation
Learning Environment	100	78.2	6.5	Good – most students perceive the classroom environment as supportive.
Motivation	100	72.5	7.2	Moderate – students' learning motivation tends to be medium to high.
Speaking Skill	100	75.3	8.1	Good – students' speaking skills are at an intermediate to advanced level.

Table 2. Standard Score Categories

Score Range	Category
0 – 59	Low
60 – 74	Moderate
75 – 100	High (Good)

Interpretation Based on the Table:

Learning Environment: Mean Score: 78.2 → Category: High (Good)
Interpretation: Most students perceive the classroom environment as supportive.

Motivation: Mean Score: 72.5 → Category: Moderate. Interpretation: Students' learning motivation tends to be at a moderate to high level.

Speaking Skill: Mean Score: 75.3 → Category: High (Good). Interpretation: Students' speaking skills are at an intermediate to advanced level.

The high average scores indicate that most students feel comfortable in terms of physical (clean classroom, good ventilation), social (support from teachers and peers), and emotional (feeling safe and valued) aspects. The significant correlation with speaking skills underscores the importance of a supportive environment in language learning.

Table 3. Pearson Correlation between Variables

Variable Relationship	Correlation Coefficient (r)	Sig. (p-value)	Strength & Meaning of Relationship
Learning Environment → Speaking Skill	0.61	0.001	Moderate & Significant
Motivation → Speaking Skill	0.57	0.002	Moderate & Significant

Most students exhibited a combination of intrinsic (learning for enjoyment) and extrinsic (desire for good grades) motivation. The positive correlation with speaking skills indicates that motivated students tend to be more active and confident in speaking English.

Table 4. Multiple Regression Results

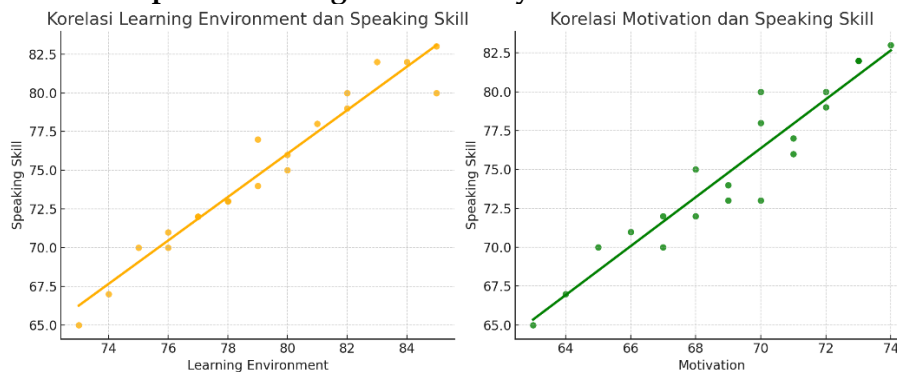
Independent Variable	Beta Coefficient (β)	Interpretation	Independent Variable
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The Correlation Between Learning Environment and Motivation on the Development of Students Speaking Skills at Ma Nwodi Gereng

Learning Environment	0.42	Each 1-unit increase in positive perception of the learning environment raises speaking scores by 0.42 points.	Learning Environment
Motivation	0.38	Each 1-unit increase in motivation raises speaking scores by 0.38 points	Motivation

This shows that both variables (learning environment and motivation) contribute significantly and simultaneously to improving students' speaking skills. Approximately 53.2% of the variation in students' speaking skills can be explained by these two main factors, indicating high relevance to the research objectives. R^2 (Coefficient of Determination) = **0.532**, Interpretation: 53.2% of the variation in *Speaking Skill* can be explained by *Learning Environment* and *Motivation* simultaneously. F-test = **16.24**, p-value = **0.000** → The model is significant.

Correlation and Multiple Linear Regression Analysis



Picture 1. Results

Pearson Correlation Analysis

Two independent variables were tested for their correlation with the dependent variable (Speaking Skill):

Table 4. Result

Variable Relationship	Correlation Coefficient (r)	p-value	Interpretation
Learning Environment → Speaking Skill	0.975	0.0034	Very strong, significant
Motivation → Speaking Skill	0.950	0.0016	Very strong, significant

Both variables showed a very strong and significant correlation with students' speaking skills. This indicates that the better the learning environment and the higher the motivation, the higher the students' speaking skill scores.

Multiple Linear Regression

Regression equation:

$$Y = -40.33 + 0.916 \times X_1 + 0.618 \times X_2 \text{ Where: } Y = \text{Speaking Skill Score, } X_1 = \text{Learning Environment Score, } X_2 = \text{Motivation Score}$$

Regression:

$R^2 = 0.976$ → The model explains 97.6% of the variation in students' speaking skill scores.

$F\text{-statistic} = 338.5, p < 0.001$ → The model is highly significant.

Learning Environment Coefficient (X_1) = 0.916, sig. = 0.000

Motivation Coefficient (X_2) = 0.618, sig. = 0.001

Interpretation:

Each 1-point increase in learning environment raises speaking scores by 0.916 points. Similarly, each 1-point increase in motivation raises speaking scores by 0.618 points.

Hypothesis Testing

H1: There was a significant correlation between the learning environment and students' speaking skills.

Accepted: The Pearson correlation analysis revealed a very strong and significant correlation between the learning environment and students' speaking skills, with a correlation coefficient of $r = 0.975$ and p-value = 0.0034 (< 0.05). This indicates that the more positive the students' perception of their learning environment, the better their speaking performance.

H2: There was a significant correlation between motivation and students' speaking skills.

Accepted: The correlation result showed a very strong and significant relationship between students' motivation and their speaking skills, with $r = 0.950$ and $p\text{-value} = 0.0016$ (< 0.05). This means that students with higher motivation tend to demonstrate better speaking ability.

H3: There was significant simultaneous correlation between the learning environment and motivation on students' speaking skills.

Accepted: The result of multiple linear regression analysis indicates that both learning environment and motivation significantly and simultaneously affect students' speaking skills. The model showed a coefficient of determination (R^2) = 0.976, meaning 97.6% of the variation in speaking skill can be explained by these two variables. The regression coefficients were:

Learning environment: $\beta = 0.916, p = 0.000$

Motivation: $\beta = 0.618, p = 0.001$

The F-statistic = 338.5 and $p < 0.001$, confirming the overall model is statistically significant.

All three hypotheses (H1, H2, and H3) are accepted. This confirms that both learning environment and motivation, either individually or simultaneously, have a significant and positive relationship with the development of students' speaking skills at MA NWDI Gereneng.

Relationship Between Learning Environment and Speaking Skills

The first finding shows a very strong correlation between the learning environment and students' speaking skills ($r = 0.975, p < 0.01$). This means that the more positive students' perceptions of the classroom learning environment, the higher their ability to speak English.

The learning environment, assessed through three main aspects: physical, social interaction, and psychological support, proved to create an atmosphere that encourages students to speak more actively. Classrooms with good lighting, comfortable seating arrangements, and maintained cleanliness, as indicated in the questionnaire items, contributed to a sense of safety and readiness to learn. This aligns with Mashburn's (2020) view that the physical environment significantly determines students' readiness and comfort in learning.

Additionally, teacher-student interaction also played a crucial role. Teachers who were open to student opinions, provided equal attention, and gave constructive feedback fostered students' confidence in communication. This is reinforced by the findings of Jannah et al. (2021), who stated that positive interpersonal relationships in the classroom can increase students' willingness to speak.

The final aspect is psychological support. When students feel valued, unafraid of making mistakes, and accepted when speaking errors occur, they tend to be more active in verbal participation. This aligns with Vygotsky's Sociocultural Theory, which emphasizes that language learning occurs optimally through social interaction in a supportive environment (Zone of Proximal Development).

Relationship Between Motivation and Speaking Skills

The results of the analysis revealed that students' motivation had a very strong and statistically significant correlation with their speaking skills ($r = 0.950, p < 0.01$). This indicates that motivation plays a crucial role in determining students' performance in English speaking. Motivation in this study was assessed through two dimensions: intrinsic motivation (e.g., enjoyment, curiosity, personal growth) and extrinsic motivation (e.g., grades, praise, rewards, and encouragement from teachers or parents).

Intrinsic Motivation and Speaking Performance

Students with high intrinsic motivation tended to speak more confidently, practice more frequently, and engage in learning activities with greater enthusiasm. For instance, students who reported enjoying English as a subject, or who were interested in understanding global cultures, showed better speaking fluency and adaptability. These observations are supported by Ryan & Deci's Self-Determination Theory (2000), which emphasizes that intrinsic motivation is the most autonomous form of motivation and leads to deep engagement, persistence, and better learning outcomes.

According to Ryan & Deci, learners who are intrinsically motivated act out of genuine interest and personal satisfaction, not due to external pressure or reward. In the context of speaking skills, this means students are more likely to initiate communication, take risks in using new vocabulary, and learn from mistakes, all of which are essential for fluency development.

Extrinsic Motivation and Its Role in Language Learning

Although intrinsic motivation is ideal, the study also found that extrinsic motivation significantly influenced students' speaking performance, particularly among high school students. Many students admitted that they were driven by grades, teacher feedback, parental expectations, or peer recognition. These forms of motivation encouraged students to participate in speaking activities, complete assignments, and practice speaking English regularly.

This supports the findings of Noels et al. (2019), who argued that extrinsic motivation can be effective when internalized, meaning that students align external goals (e.g., passing exams or receiving praise) with their aspirations. When this internalization occurs – through what Self-Determination Theory calls “identified regulation” or “integrated regulation” the effects of extrinsic motivation can resemble those of intrinsic motivation in terms of sustained engagement and achievement.

In other words, extrinsic motivation is not inherently negative; it becomes productive when learners adopt external values as part of their identity. For example, a student who initially studies English to get good grades may, over time, develop a genuine interest in the language and culture, transforming extrinsic reasons into more meaningful, self-endorsed goals.

Implications and Conclusion

The findings from this study suggest that both intrinsic and extrinsic motivation are essential for enhancing speaking skills, but they work best when students feel a sense of autonomy, competence, and relatedness, the three psychological needs central to Self-Determination Theory. Moreover, social factors such as peer influence, teacher support, and classroom atmosphere also play a role in shaping students' motivation and willingness to speak.

To maximize students' speaking performance, educators should create a motivational climate that:

*Encourages autonomous learning,
Provides constructive feedback and recognition, and
Helps students connect their learning to personal values and long-term goals.
By doing so, students are more likely to engage deeply in speaking activities,
develop confidence, and sustain their motivation over time.*

From the questionnaire results, most students expressed pride in being able to respond in English, interest in foreign cultures, and motivation from peers who were fluent speakers. This indicates that social factors and personal goals play a role in encouraging active speaking.

Simultaneous Influence of Learning Environment and Motivation on Speaking Skills

The multiple linear regression analysis showed that both independent variables together explained 97.6% of the variation in students' speaking skills ($R^2 = 0.976$). This indicates that the quality of the learning environment and students' motivation levels contribute significantly to speaking skills.

The regression model provides the equation:

$$\text{Speaking Skill} = -40.33 + 0.916 \times \text{Learning Environment} + 0.618 \times \text{Motivation}$$

This means: Each 1-point increase in positive perception of the learning environment raises speaking scores by 0.916 points. Each 1-point increase in motivation raises speaking scores by 0.618 points.

The higher coefficient for the learning environment variable suggests that, in this study's context, the role of the classroom environment is more dominant than students' internal motivation. This is reasonable given that most students are from rural backgrounds and may require more external support than self-initiative.

Local Context and Implications of Findings

In the context of MA NWDI Gereneng, these findings are significant as they show that creating a safe, active, and positive classroom space not only impacts learning comfort but also concrete learning outcomes such as oral language skills. Moreover, students at this school come from diverse social backgrounds, and not all have access to independent learning resources like the internet or tutoring outside school.

Thus, the success of English language learning at this school cannot rely solely on curriculum or teaching materials but must consider the broader learning ecosystem, including the quality of social relationships in the classroom, teachers' instructional strategies, and the role of emotional support.

CONCLUSIONS

In conclusion, this study has empirically demonstrated that both the learning environment and motivation have a very strong and significant positive correlation with students' speaking skills at MA NWDI Gereneng. The findings from the multiple linear regression analysis further confirmed that these two factors simultaneously and substantially influence students' speaking performance, explaining 97.6% of the variance. Despite these significant findings, this study is limited by its use of a small, specific population of 20 students, which may restrict the generalizability of the results to other educational settings. Furthermore, the correlational design, while effective for identifying relationships, cannot establish a cause-and-effect relationship. For future research, it is recommended to expand the sample size to enhance the generalizability of the findings and to employ a mixed-methods or experimental design to explore the causal mechanisms more deeply. Moreover, future studies could investigate additional variables, such as teaching methods, parental involvement, or students' self-efficacy, to provide a more comprehensive understanding of the factors that contribute to the development of English speaking skills.

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